

## BOOK REVIEWS

**Robert W. Strayer.** *Ways of the World: A Brief Global History with Sources. Volume 2: Since 1500.* Boston : Bedford St. Martin's Press, 2010. Pp. 480. Paper, \$60.95; ISBN 978-0-312-45289-6.

Coherently discussing five hundred years of history in sixteen weeks, let alone from a global perspective, can seem daunting, especially for historians not trained formally in world history. In part, to manage this pure overabundance of content, historian Philip Curtin helped cultivate the "Wisconsin School" of analysis. Instead of looking at hemispheric or global approaches (in the manner of William McNeil, Fernand Braudel, or Immanuel Wallerstein), Curtin suggested scholars examine "case studies" and compare them across global networks. Robert W. Strayer, a product of the Ph.D. history program at the University of Wisconsin, reflects the Wisconsin School methodology in his first edition textbook *Ways of the World: A Brief Global History with Sources*. Strayer teamed up with Bedford/St. Martin's Press (long known for their quality document readers and series in History and Culture) to produce a "2-in-1 docutext." This text combines "a brief global history" with a collection of selected primary sources. It comes with an array of online instructional aides for teachers and for students ranging from an online "Student Center" to online videos and multimedia to an e-book format to a computerized test bank (for instructors) and more, all housed at Bedford/St. Martin's website or in CD-ROM format.

Other textbooks such as Jerry Bentley's and Herbert Ziegler's *Traditions and Encounters* (McGraw Hill) or Peter von Sivers, Charles A. Desnoyers, and George B. Stows, *Patterns of World History* (Oxford University Press), focus on interactions and patterns of human interaction in a more traditional periodization. Strayer attempts, however, to enmesh local and regional examples organized around "chronology, theme, and region" with "Big Picture essays." This makes for some interesting comparisons and interesting periodization. The first part covers "The Early Modern World, 1450-1750," the second part examines "The European Moment in World History, 1750-1914," and the third part is titled uncreatively "The Most Recent Century, 1914-2010." Each part contains a "Big Picture" essay and each chapter thereafter attempts to make cross-cultural comparisons. For example, the second part analyzing "The European Moment" begins with an overarching "Big Picture" essay that examines "European Centrality and the Problem of Eurocentrism." The four chapters that make up this part examine the Atlantic Revolutions (North American French, Haitian, and Spanish American Revolutions), the Industrial Revolution in which he compares Great Britain, the United States, Russia, and Latin America, "Internal Troubles and External Threats," in which he compares China, the Ottoman Empire, and Japan, and "Colonial Encounters," in which he discusses the means, the work, and the culture(s) of varied colonial relationships of the nineteenth century. At the end of each chapter, Strayer includes visual and textual primary sources representing many different voices to draw students into a deeper broad-based analysis of the period. This structure continues

throughout the docutext. In the first “Early Modern” part, he includes chapters on fifteenth-century “Global Commerce” and “Religion and Science,” in which he compares Christianity, Islam, and Confucianism. In the recent century section, he devotes a chapter to “The Collapse and Recovery of Europe, 1914-1970s,” “The Rise and Fall of World Communism, 1917-Present,” and “Independence and Development in the Global South, 1914-Present,” in which he compares India to South Africa and Iran to Turkey.

This text is innovative and approaches world history in a way that leaves some things out. But in a sub-discipline defined by “the tension between inclusion and coherence,” Strayer contends that sometimes “less can be more.” He also suggests that a docutext approach allows students to work with primary sources side-by-side an interpretative text. There are significant classroom benefits to this, especially for teachers and instructors looking to include interactive assignments in the classroom. This docutext approach, however, will not make everyone happy. Because it focuses on case studies, some teachers will be dismayed at content that receives little attention. For example, Strayer’s discussion of the aftermath of World War I fails to incorporate some of the recent and innovative research on global ramifications of the Peace of Paris of 1919. Erez Manuela’s *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism* (Oxford University Press) is not incorporated into the section on the “Most Recent Century.” Others will have similar concerns about topics that they would like to discuss in their courses. Despite these sorts of criticisms, which are inevitable with a docutext format, this textbook has significant advantages for a high-school AP or a college-level survey world history course in which not everything gets covered anyway. For another plus, the book is filled with accounts of women’s history, anti-colonial interpretations, as well as depictions of cultural propaganda and political attitudes.

Georgia Highlands College

Shannon Bontrager

**Peter von Sivers, Charles A. Denoyers, and George B. Stow. *Patterns of World History, Combined Volume*. New York: Oxford University Press, 2012. Pp. 1232. Paper, \$74.95; ISBN 978-0-19-533287-2.**

Peter von Sivers of the University of Utah and Charles A. Denoyers and George B. Stow, both of La Salle University, have offered up *Patterns of World History*, a comprehensive text for the growing field of world history. As one would expect from a combined volume, the book is complete and chronological in its approach, beginning with Part One on Human Origins and finishing with Part Six on modernity in the twentieth-century. The text indicates that Volume One includes chapters one thru eighteen (roughly to 1600 CE) with Volume Two overlapping to start at chapter fifteen and finishing with chapter thirty-one, a nice division for a two-semester sequence. For

this reviewer and presumably others facing the task of teaching the entirety of world history in one semester, the book would be difficult to make fair use of, but this issue is common to virtually all world history textbooks. However, priced at a competitive and reasonable \$74.95, it's a tempting book for consideration, this reviewer included. Still, the authors might wish to consider a condensed version of their work for use in one semester.

Even while progressing chronologically, chapter titles are appropriately and skillfully worded to make sense of broad themes that adequately group together ideas and historical detail into a global context, a key challenge facing any world history text and course. Different from my thinking about many texts, I was pleased to find the role of the West not unduly diminished in a lopsided effort to globalize the human experience into common themes and achievements. Due credit is given to Greece and Rome in chapter seven and to innovation and adaptation in the Western Christian world in chapter eleven. Covered in chapter sixteen, the Ottoman-Hapsburg struggle is a topic usually not addressed in other texts. Other chapters justifiably consider non-Western regions and their achievement. Throughout, the chapters highlight key terms in bold and pull them into the margins. The chapters end with useful summations labeled "Putting It All Together," a necessary addition for the undergraduate reader. The maps and illustrations are adequate and chapters end with "Review and Respond" questions for facilitating class discussions. A final feature of each chapter is a "Patterns Up Close" section highlighting topics of pertinent but special interest, such as the "Origin of Corn," the "Global Trade of Indian Pepper," and "Voodoo" in the New World. The frequent attention to global commodities in these sections demonstrates an awareness of this as an emerging area of study and other topics, in my experience, seem tailored to student interest and engagement. Case in point is the inclusion of "Social Networking" as a pattern in chapter thirty-one.

Any reviewer or scholar can comb through any text searching for topics inadequately covered in his or her area of expertise. This reviewer, for example, was surprised to see no mention of the Hamitic Hypothesis in the chapter on colonialism in Africa (chapter twenty-six) and worries that by tying decolonization in Africa so strongly into the Cold War the role of the African himself is under-represented (chapter twenty-nine). Nonetheless, *Patterns of World History* is a strong and useful text and ought to be at least considered for adoption in any world history course. This reviewer will do no less himself.

Longwood University

Phillip A. Cantrell

**Brian A. Pavlac.** *A Concise History of Western Civilization: Supremacies and Diversities throughout History.* Lanham, MA: Rowman & Littlefield, 2011. Pp. 352. Paper, \$49.95; ISBN 978-1-4422-0555-0.

Brian A. Pavlac's *A Concise Survey of Western Civilization: Supremacies and Diversities throughout History* is a uniquely accessible text for students of Western Civilization. Pavlac's introductory section, "How to Use This Book," gives students clear instructions on how to read critically. In the first chapter, "History's Story," Pavlac explains the historical method in clear and easy to understand terms. This chapter anticipates many questions that Western Civ students ask. These two sections are particularly useful because they prepare students for the academic study of history.

As its title suggests, the overarching theme of this text is the interaction between "supremacy" and "diversity" throughout western civilization. This book is organized thematically and generally chronologically. Pavlac deploys five main themes throughout the text: "technological innovation," "migration and conquest," "political and economic decision making," "church and state," and "disputes about the meaning of life." Pavlac highlights "basic principles" throughout the text that have the effect of fostering critical thinking. One such example from Pavlac's discussion of family relationships in Chapter Two is "[o]nly women can bear children; everything else about men and women's social roles is up for argument."

This is an exceptionally well-written, engaging, and accessible text. There are, however, a few issues that faculty considering adopting this text might consider. One potential area for concern is its lack of depth, which is to be expected with a "concise" text. Some significant areas where this is an issue include the Scramble for Africa, apartheid, the Russian Revolution, and the Holocaust. Because Pavlac has done a superb job of explaining the themes and overall context, the drawbacks associated with a "concise" text are easily overcome through lecture and supplemental readings.

Another potential issue with this text is that its chapter division doesn't lend itself naturally to a two-semester Western Civilizations course. It is only fifteen chapters in total (excluding epilogue) and chapters 10 and 11 straddle the natural divisions of most Western Civilizations courses. Of course, overlap is fine and even the most natural divisions of Western Civilizations course are somewhat arbitrary in nature, necessitated by the time constraints of a one-semester course.

Pavlac includes useful diagrams and charts throughout this text that break down complex information into visual and easy to digest parts. Of particular use is Diagram 11.1 on the evolution of the dialectic from Aristotle to Hegel to Marx and Table 11.1, which details the views of nineteenth-century liberalism and conservatism with clear and specific examples. Pavlac has selected the most complex concepts for extra explanation. The text also includes a probing review question at the end of each section, useful for class discussion or essay questions.

Perhaps the most important attribute of *A Concise History of Western Civilization* is that this is a text that students would actually read and understand. For many history

professors, the first and most fundamental struggle is getting students to read and furthermore to read critically. Thus, the fact that this text is one that students will read, become engaged with, and understand makes it a valuable resource to teachers of Western Civilization.

John Tyler Community College

Alyce Miller

**Patrick Peebles, ed. *Voices of South Asia: Essential Readings from Antiquity to the Present*. New York and London: M.E. Sharpe, 2012. Pp. 208. Paper, \$32.95; ISBN 978-0-7656-2072.**

India is the largest country of the Indian subcontinent or South Asia, and the world has recently awakened to its history and culture beyond a simple and orientalist construction. One such example is that the region is seen as an emerging IT power and its films are becoming part of academic discourses all over the world. This is certainly a change from Rajas, elephants, snake charmers, and rope trick country. *Voices of South Asia* takes a long view of what comprised India, albeit old fashioned, but not out of place if one considers the intention and the target audience for the book.

When we talk of a country where there are sixteen official languages and 3000 dialects and where a foreign language (English) serves as the linking language among one billion plus population, one cannot but be in a dilemma as to what constitutes the nation. An easy deconstruction of a nation as large and diverse as India is a difficult task for any editor, but Peebles has done a good job at that. For me, there are so many things that should have been there, but then I reprogrammed myself as a foreign student with little or no background of a country and then found the content informing and wholesome. One needs to know what makes the culture and what represents its voices. Are the voices national or regional, do they belong to various religions, or must all regions and languages be represented? So what is South Asia to begin with? The map in the book says it all. It means India, Pakistan, Afghanistan, Nepal, Bhutan, Sri Lanka, Bangladesh, and the Maldives. One can appreciate how difficult it must be for anyone to find a widely and equally acceptable book that claims to be “voices” of South Asia.

The real problem starts with old and outdated geo-political nomenclatures such as South Asia, Central Asia, and South East Asia, all of which were determined by Europeans who measured the distances from Europe and thus these faulty nomenclatures. How India and neighboring countries are South Asia is an enigma and anathema to South Asians themselves and yet all use this term. A better nomenclature would have been Indian subcontinent, but then it might sound big brotherly to smaller nations of the region. There is no denying the fact that due to its sheer size and cultural dominance India remains the focal point of the region and, despite fighting with India on so many counts, all Pakistanis or Bangladeshis running their eateries in the United Kingdom and the United States call them Indian restaurants or Indian stores!

The book has a good collection of voices and I was very impressed by the choices. The selection of Hanuman Chalisa is very logical as most Hindus chant them, and it is the most prevalent and powerful Hindu chant that truly can be taken as a voice for a huge population. However, the neglect of countries such as Pakistan and Sri Lanka is baffling as they constitute significant parts of the region and should find a place in an anthology of this kind. Also some selections from writers such as Premchand and Manto and the national song of India, Vande Matram, could have found a place as well as some writing on popular Indian cinema that has given modern India its location and identity in the world. I also miss the famous speech of Jawahar Lal Nehru, the first Prime Minister of independent India, called "Tryst with Destiny" ([http://en.wikipedia.org/wiki/Tryst\\_with\\_destiny](http://en.wikipedia.org/wiki/Tryst_with_destiny)), and the preamble of the Indian constitution could have been included as well because these documents signal the making of new India and, of course, the whole region.

Nevertheless, the collection is very intelligent and should help students and other readers get into the skin of what makes the region and should propel readers to go for more explorations.

Sri Venkateswara College

Nirmal Kumar

**William H. Beezley.** *Mexico in World History.* New York: Oxford University Press, 2011. Pp. 200. Paper, \$19.95; ISBN 978-0-19-533790-7.

For those familiar with and fond of William Beezley's work, *Mexico in World History* will not disappoint. It contains the interesting anecdotes, cultural richness, and popular focus characteristic of Beezley's previous works presented in the same clear, approachable style. This style and Beezley's unassailable command of Mexican history and comfort with various sources make it possible to meaningfully tell the Mexican story from the pre-Columbian period to the present in a mere 152 pages of text.

Intended to be a survey of Mexican history, the book is non thesis-driven. There are, however, places where Beezley's conclusions about the nature of Mexican life past and present come through clearly amid the textbookish narrative of Mexican history. These conclusions include the primacy of Mexico's cultural heritage in its national history, the importance of migration/immigration (primarily as it relates to the United States), and the diversity of the Mexican experience as product of socio-economic, ethnic, geographical, and other factors. Though unstated, another conclusion Beezley appears to draw in this text is the importance of the nineteenth century in Mexican history. His close attention to events of the nineteenth century compared to his relatively brief coverage of some twentieth-century events suggest their relative importance in his narrative of Mexican history.

*Mexico in World History* is part of the New Oxford World History series and as such attempts to diverge from traditional approaches to world history that are mired in

Eurocentrism, focused on great civilizations, or misleading in their characterizations of the non-western world. Beezley's contribution to the series fulfills this mandate linking Mexico's history to that of the rest of the world in a manner that privileges the Mexican story, tells it on its own terms, and lets the reader draw his or her own conclusions about the significance of global factors.

From the perspective of the world history teacher, we might wish Beezley had been more forceful in drawing conclusions and pointing out international connections to his readers. The subtlety that characterizes this aspect of the text could be lost on all but the most careful student-readers. In terms of classroom use, this text seems a better fit for a collegiate Mexican or Mexican-American history course than a world history survey course. The primary reason for this is the text's basic incompatibility with the way world history courses are structured at many colleges and universities. World history courses are often divided into two semesters with the break typically occurring between 1400 and 1700. Since Beezley's book spans this divide, it would be an imperfect fit in either half of the survey course. High school history instructors with a year-long course would encounter no such problem, but would likely find the content too detailed and involved for all but their Advanced Placement students. This book would, however, be an excellent resource for world history instructors to use for lecture preparation, particularly for nineteenth-century topics that are rarely afforded this depth of attention and analysis in short survey texts.

Thus, *Mexico in World History* is an excellent contribution to Mexican history, a shining example of the historiographical evolution of world history, and a useful reference for instructors.

Cazenovia College

Julia L. Sloan

**David J. Trowbridge.** *A History of the United States, Volume 2, v. 1.0.* Irvington, NY: Flat World Knowledge, Inc., 2012. Pp. 546. Online \$0.00; ISBN 978-1-4533-2955-9.

The issue of access has come to preoccupy much of public higher education with the steady decrease in funding, cuts in course offerings, and increasing tuition costs. Another aspect of access is the high cost of college textbooks. The open-source educational movement attempts to address this problem; as part of it, Flat World Knowledge has been publishing peer-reviewed, open textbooks since 2007. David Trowbridge's *A History of the United States* is the latest addition to its offerings. Associate Professor of History and Director of African and African American Studies at Marshall University, Trowbridge puts forward an engaging, accessible narrative of American history that takes students beyond a mere timeline of events to the realms of critical thinking and historical relevance.

The author's approach reflects his research and teaching interests in civil rights, race and ethnicity, and military and diplomatic history. Furthermore, modern debates clearly drive some of the narrative, providing students important historical perspective on issues such as women in the military, gay rights, national security, and nativism. I was impressed with the wide coverage of the experiences of a variety of minority groups, assigning them agency in their own past. Labor issues also receive attention that many textbooks lack. Finally, Trowbridge introduces students to the notion of historiography, historical memory, and the complexities of history, placing the American experience within a larger world context where we share culpability.

Trowbridge organizes the fourteen chapters chronologically. Each chapter consists of thematic sections, opening with learning objectives and concluding with critical thinking questions that require students to analyze, not just memorize, the information. They invite students to think about long-term effects of historical events, helping connect the past to the present. Many could be adapted easily as test questions, to supplement the multiple-choice and short-answer test-item file available to professors. Additional instructor resources include a testbank for import to several learning management systems, a Respondus neutral file, and a downloadable test generator zip file. An up-to-date readings list at the end of each chapter provides another resource for building lectures. The PowerPoint lecture notes are really just lists of key terms and learning objectives and not very useful. Images within the text would also serve the purpose of learning better if they included critical thinking questions. Finally, including other primary sources as an additional resource would greatly benefit the approach.

Because it is an open textbook, *A History of the United States* is free. However, if students want to take full advantage of the material, they need to purchase an All Access Pass. It allows them to download the text to their portable device or as PDF for printing—an option that many students still prefer to an entirely electronic text. The Pass also includes interactive study aids with flash cards and quizzes. Students can highlight sections of the text using different colors and create “tags” or labels to filter their notes and highlights. These tools make the text easy to manipulate and navigate.

As an advocate of affordable quality learning tools and online resources, this reviewer can honestly recommend Trowbridge's *A History of the United States*. It is accessible and user friendly; its approach is engaging and relevant; its coverage is wide. What makes it even more attractive from an instructor perspective is that Flat World Knowledge's creative commons license and MIYO (Make it Your Own) customization platform makes it possible for an individual professor to edit the text to suit specific classroom needs.

**Michael P. Johnson.** *Reading the American Past: Selected Historical Documents.* Fifth ed., vol. 2. Boston: Bedford St. Martin's, 2012. Pp. 342. Paper, \$18.95; ISBN 978-0-312-56377-6.

Instructors of U.S. survey courses know that the world is full of readers, some with secondary essays by historians and others with primary documents. In *Reading the American Past*, Michael P. Johnson of Johns Hopkins has assembled an impressive collection of the latter category. It is structured to accompany *The American Promise: A History of the United States*, which Johnson coauthored. Each of the sixteen chapters corresponds to a chapter of the same name in volume II of *The American Promise*. However, it could certainly accompany another text as well.

Johnson begins with a helpful introduction for students, where he explains how documents can serve as “historical snapshots,” how to establish their historical context, and how to “guard against imputing today’s meanings to yesterday’s words.”

Most chapters contain five documents, some a few more, all of about equal length. Each document has helpful questions at the end to help students navigate them. The usual heavy-hitters are here: Andrew Carnegie explains the Gospel of Wealth; Jacob Riis describes abandoned babies in New York City; Jane Addams defends the need for settlement houses; Booker T. Washington explains racial accommodation in his 1895 Atlanta Exposition address, and W.E.B. Du Bois challenges him in *The Souls of Black Folk*; A. Mitchell Palmer makes his case against the “Reds” in the United States; FDR asks for a declaration of war against Japan; George F. Kennan explains containment; Dwight Eisenhower warns about the military-industrial complex; Martin Luther King, Jr. explains nonviolent resistance in his eloquent letter from the Birmingham jail; Ronald Reagan speaks to the National Association of American Evangelicals; and Barrack Obama declares a new beginning in U.S. relations with the Muslim world.

Yet what is also very evident and welcome here is a “history from the bottom up” theme—documents from ordinary citizens, or from figures such as Eugene V. Debs or “Mother” Jones, who might be less well-known to students. Elias Hill, a South Carolina black preacher and teacher, describes Klan violence to Congress in 1871; a Texas Ranger recounts white and Mexican lawlessness along the Texas-Mexico border; late nineteenth-century domestic servants describe their unsatisfying experiences; a Pinkerton man recalls the savage strife at Carnegie’s Homestead plant in 1892; a doughboy writes of combat at the front in 1918; African-American Stanley Norvell responds to the 1919 Chicago race riot; desperate mothers plead to Margaret Sanger for birth control information; ordinary working citizens write to Frances Perkins and Franklin D. Roosevelt describing the hard times of the Depression years; World War II veteran Grant Hirabayashi recounts his family’s experiences after Pearl Harbor; other GIs send their letters home; a Korean War Marine veteran recalls his combat and POW experience; a Tennessee newspaper reporter describes the tense mood of the South six years after *Brown v. Board of Education*; a black Special Forces ranger explains how

Vietnam changed him; a Vietnamese immigrant describes his adjustment to the United States. All in all, these documents provide students penetrating views of history from the top down and bottom up.

One quibble, directed at the publisher. It might be this reviewer's aging eyes, but the small print of the documents proved a bit irritating, as I fear it might also for students reading at the end of a long day. This aside, *Reading the American Past* is highly recommended.

Austin Community College

William F. Mugleston

**Jerald A. Combs.** *The History of American Foreign Policy from 1895*, fourth ed. Armonk, NY: M.E. Sharpe. Pp. 560. Paper, \$49.95; ISBN 978-0-7656-3350-7.

This textbook, while targeted at students in a specialized course in United States diplomatic history, also has features that render it beneficial to teachers at various levels, both for assignment to students and for writing lectures. Its preface quickly provides a smart and balanced summary of historiographical schools (nationalist, realist ["soft" and "hard"], and revisionist) that alone makes the book worth obtaining. Combs also includes a section on historiographical controversies at the end of each chapter. He thereby offers a balanced presentation of the various schools' approaches but without foregoing a clear statement of his perspective as a soft realist. Thus, in discussing the end of the Cold War, he concludes: "The assumption underlying ... the present chapter of this book is that Gorbachev rather than Reagan had been most responsible for ending the Cold War and that in doing so he had reacted more to long-term internal trends within the Soviet Union than to Reagan's policies and pressures." Yet Combs also provides clear and succinct presentations of alternative views and points the reader to the most important books espousing such views. He shows how historians' assessments of events have changed over time, especially for events in the early twentieth century, and emphasizes how new crises reshape interpretations of American policies in response to older ones. The analysis of historical debates over American policy in Vietnam is especially valuable.

Combs' incisive description of the differences between "soft" and "hard" realism is especially well illustrated by his discussion of Richard Nixon's policies. He acknowledges "plausibility in the hard bargaining concept" that President Nixon and Henry Kissinger embraced, but argues that it was "ill adapted to the open and often idealistic society of American democracy." Thus while "in some areas they performed as virtuosos and succeeded brilliantly, in others, they failed abjectly."

Another noteworthy strength is that Combs does not treat those with whom Americans have interacted as a mere blank canvas upon which American leaders painted. Rather, Middle Eastern and Latin American peoples and states are treated as actors in their own right with their own history meriting extended asides to set context.

He also mentions the domestic American cultural scene—too often narratives only discuss U.S. domestic developments with reference to greedy corporations and electoral politics. Here is an often critical text that refreshingly avoids attributing every American policy to hegemonic impulses in the service of global capitalism.

In some places, Combs' style is downright eloquent. One particularly ironic turn of phrase describing 1989's momentous events: "If the domino effect had not taken place in Vietnam, it certainly did in eastern Europe."

More frequent citation of sources for primary source quotations would be desirable. Also, there is discord between his definitive declaration that "it is clear to historians now that Japan probably would have surrendered in a short time without the bomb and probably without an invasion of the home islands" and his description of the key scholarly discussions in the historiographical section, which suggests there is no clear consensus on the issue.

Nevertheless, for its interweaving of a clear narrative, thoughtful interpretation, and broad-ranging historiographical analysis, this book is highly recommended, especially for teachers seeking quick access to balanced discussion of key issues in the study of modern American foreign policy.

Ball State University

Kevin Smith

**Watson W. Jennison. *Cultivating Race: The Expansion of Slavery in Georgia, 1730-1860*. Lexington, KY: University Press of Kentucky, 2012. Pp. 440. Cloth, \$50.00; ISBN 978-0-8131-3426-0.**

Colonial Georgia was envisioned by James Oglethrope and the colony's trustees as a utopia for the common man. During the first two decades of the colony's history, the original vision was purposely and enthusiastically pursued. Immediately thereafter, however, and over the ensuing century (1751-1851), Georgia's development proceeded decidedly counter to the founding vision.

After 1751, Watson Jennison, the author of *Cultivating Race*, convincingly demonstrates that Georgia reconfigured and transformed philosophically, demographically, economically, and politically because of race and slavery. Societal changes that followed spawned territorial consolidation in Georgia and created an emerging bifurcated racial society that facilitated a burgeoning plantation-based culture. The sequence of events triggering the new trajectory of development in Georgia was a series of territorial conflicts between 1776 and 1818 that wrought consolidation of the state while making for a less multiracial and a more bifurcated racial society. More than a decade later, in the 1830s, Indian removal and relocation of the Creeks and Cherokees gave increased momentum to the recasted vision of Georgia's development. Specifically, Indian removal vastly expanded access to land into the interior of Georgia and all but insured the state's full-blown transformation as a plantation-based

antebellum culture. To be sure, at least a decade before the Civil War, Georgia had become a microcosm of the antebellum cotton South. Even so, Jennison hastened to emphasize that the transitional ramifications featured in Georgia's development did not chronologically comport with the Chesapeake model and the attendant interpretation advanced by Edmund Morgan in *American Slavery, American Freedom*. Instead, Jennison maintains that it was not the late seventeenth century—as in the Chesapeake model—but the early nineteenth century when the bifurcated racial system, with race as the dominant variable of societal division, became evident in antebellum Georgia. But, it is less clear whether Jennison attributed Georgia's bifurcated racial system to material considerations and quests or to assumptions of biology.

Although histories of Georgia between the early eighteenth and mid-nineteenth centuries are numerous, the studies, given their skewed loci, have generated a chronologically and geographically fragmented historiography. Conversely, in *Cultivating Race*, the focus is clearly more time and space inclusive of both the low country and upcountry of Georgia, thereby allowing for greater consideration of the full range of prevailing historical factors and processes that impacted virtually the entire state. Exceedingly impactful on Georgia's antebellum development were the variables of race, slavery, and cotton, which collectively account for how and why the state transmuted as it did in the century preceding the Civil War. Drawing on an impressive myriad of mostly primary sources, in particular newspapers, public and official records, as well as personal papers, Jennison thoughtfully and effectively rendered a study of eight chapters and 320 pages. The volume is ideally suited for assignment to graduate history students studying the societal impact of race and slavery in the southern states of antebellum America. Both professors and history graduate students will appreciate that the volume extensively utilizes data sources, references, citations, and pertinent interpretations, all essential in research and for preparing class lectures on the antebellum cotton south. Clearly, *Cultivating Race* is engagingly and informatively written and impeccably researched, producing a scholarly read that makes significant interpretive and historiographical contributions to southern history.

Jackson State University

Dernoral Davis

**Albert S. Broussard.** *Expectations of Equality: A History of Black Westerners.* Wheeling, IL: Harlan Davidson, Inc., 2012. Pp. 270. Paper, \$21.95; ISBN 978-0-88295-284-0.

This overview of blacks in the West covers the years from the first one coming to Texas in 1525 to the present. The West is broadly defined from Texas to Hawaii, thus including southern as well as western experiences and conditions. Six chapters are chronological, three covering the years up to World War II, the last three that war and recent decades. Each chapter has several subchapters that provide a narrative of topics

in that period and analyses of events and issues. Some of these subchapters focus on a person who helped shape events or whose life reflects that era. Jackie Robinson's trial at Ft. Hood TX shows the conditions blacks faced in the military during World War II, while the careers of Wilt Chamberlain and Bill Russell reveal the rise of black athletes and their impact on the status of blacks. Each chapter has a select bibliography of secondary works in lieu of notes, and a comprehensive bibliographic essay appears at the end. The text is complemented by two sets of photographs.

The opening chapters have traditional western topics, e.g., exploration, farming, and Indian wars. From chapter 3, *Urban Communities, 1900-1940*, on, the book focuses on the quest for equal rights. A running theme is the growing expectations blacks had of success over overt discrimination accompanied by frustrations with problems of poverty and inner-city conditions. Broussard sees the West as something of an El Dorado during World War II and decades immediately following, especially in rapid population growth and expanded employment opportunities. But he also presents conditions some scholars associate with racism (without using that term or tone), such as continuing discrimination in housing and jobs and the deteriorating condition of inner-city communities as highlighted by two Los Angeles riots. Chapter 5, covering 1945-70s, analyzes these issues as well as movements such as CORE and Black Power that rose in response to them. Chapter 6 discusses the declining urban population growth and highlights prominent political figures such as Tom Bradley and Willie Brown. It also offers impressive statistics on such problems of black males as the war on drugs and incarceration and of black women, including HIV-AIDS and single-parent families.

There are limits to what can be covered in 200 pages of text, and the most obvious are geographical. California, Texas, and Kansas account for nearly all events. Most states with smaller black populations are not mentioned. While racial mixing is discussed in the Mexican era, there is little comparison of blacks with other ethnic groups or discussion of race relations in general. Illustrating aspects of a period with one organization or person omits others that might seem more important, as in the case of using Howard Thurman's San Francisco church to represent wartime organizations and saying nothing about the Double-V Movement in Los Angeles. But overall this is a very readable work, combining the human interest of biography with discussions of broad trends. Its bibliographies provide a foundation for deeper study. It would be useful as the black text in a multi-cultural U.S. or western history course.

Danielle L. McGuire and John Dittmer, eds. *Freedom Rights: New Perspectives on the Civil Rights Movement*. Lexington: University Press of Kentucky, 2011. Pp. 402. Cloth, \$40.00; ISBN 978-0-8131-3448-2.

*Freedom Rights: New Perspectives on the Civil Rights Movement* honors scholar Steven F. Lawson's work through a collection of essays by a new generation of scholars. Their work builds on Lawson's legacy of historical research and answers his "call for a more dynamic history of black freedom movements." Taken together they expose obscured corners of history and illuminate important questions of how change happens.

While not every essay needs to be assigned in rigorous high school or college settings, the totality of their arguments should influence classroom lectures and discussion, encourage educators to include a broader array of source material into classes on the Civil Rights Movement across the K-16 spectrum, and inspire the further development of classrooms as libratory spaces themselves. Authors in the collection expand upon venues for change; trouble the range of dissenters, exploring the complex choices of individuals; and base their arguments on diverse source material, useful across the K-16 spectrum.

A number of the essays explore varied locations for implementing change, including the YWCA and Equal Employment Opportunities Commission. Abigail Sara Lewis' investigation of the YWCA illuminates how during World War II this white dominated organization expanded its mission to fully incorporate all of its members, seeing itself as a "Negro-white organization considering a problem that belongs to all of us." Emily Zuckerman's essay on the EEOC explores how the agency's early leadership shored up power, ensuring that, as its initiatives became targets of later attack, long-term staff members were able to maintain the agency's autonomy.

Complex individual motivations are explored in a number of essays. Zuckerman argues that when Clarence Thomas was appointed to the EEOC, despite his own misgivings, "he resisted destroying or undermining his own agency." Sara Rzeszutek Haviland explores how James and Esther Cooper Jackson, through their membership in the Communist Party, "fused leftist politics and family devotion" as a means of influencing change. George Derek Musgrove and Hasan Kwame Jeffries, in their essay on how grassroots mobilization led to the implementation of the black vote in Alabama, contend that once they gained the vote black political leaders "chose to embrace a politics similar to that which had disenfranchised so many for so long."

Additional essays explore the NAACP's Hollywood campaign, female jazz artists in the Cold War Era, and the power of the black press. These individual essays, and the broad array of evidence included in others, offer potential leads to dynamic primary sources to be used in classrooms, encouraging students to draw their own conclusions based on film, music, and the alternative press and to recognize the many spaces that enforce the social order and create opportunities for dissent.

This volume sheds light both on how change was achieved in the past (messy, multifaceted, and lacking consensus among participants) and can be achieved in our present. Co-editor Danielle L. McGuire lauds Steven F. Lawson's ability, as an educator and scholar, to motivate "students to ask harder questions and come up with better answers." This volume can inspire current practitioners to do the same of their students and of themselves.

Independent Scholar

Rachel B. Reinhard

**Simon Gunn and Lucy Faire, eds. *Research Methods for History*. New York: Edinburgh Press, c/o Columbia University Press, 2011. Pp. 246. Paper, \$40.00; ISBN 978-0-7486-4204-5.**

When historians talk about methods, they are not always talking about the same thing. In the undergraduate major, methods might refer to research and writing coursework, while at the graduate level methods might refer more broadly to what is often considered "applied" history, such as work in archives, museums, or techniques, such as oral history.

Gunn and Faire have pulled together essays that try to think comprehensively about the historical methods we teach our students. The essayists represent a range of nations and traditions, with a plurality of authors coming from Great Britain, but with representation from the United States as well as Australia. Each writer takes on a single method or approach to history, in some cases making an argument in its favor (such as the excellent "life stories" essay by Alistair Thompson), while others seek to problematize the method ("Working With/In the Archives" by Michelle King).

The opening series of essays takes on "the essentials" of historical method—archives, visual materials, material culture, and landscape and place. Each of these offers an overview, with examples, of how the particular form of analysis can be used by historians to make arguments about the past. Some of the methods here are familiar to anyone who has gone through a Ph.D. program in history (archives), while other topics, such as Jo Guldi's illuminating piece on "walking history" might be new.

The section on "researching individuals and groups" discusses "collective biography" (by Krista Cowman) and "life stories and their analysis." Both essays address the strengths and challenges of historical arguments based on the lives of individuals, either alone or collectively. Even for those familiar with the field, both essays offer new ways of thinking about these issues that will sharpen one's thinking on the subject.

The essays on GIS and on databases and spreadsheets both take on the challenge of a field that is rapidly changing. In this case, both authors, Keith Lilley and R.J. Morris, give rich examples of how these technologies apply to real historical cases, helping readers see beyond the latest software upgrade.

Essays on using language (Julie Marie Strange) and performance (Simon Gunn) as sources for history manage to present two topics that might be opaque for students in a straightforward way. The final essays, on ethics and historical time, seek to introduce the reader to issues of how the past and past actors are connected to the present. These are a concise summary of historical debates, but are noticeably different in tone and approach than the rest of the volume, with less “method” in them.

The editors of the book have worked hard to represent the range of history methods under discussion, and the result is a much wider lens on the discipline than is usually offered at the graduate or undergraduate levels. Many of these essays would find a good home in undergraduate research/writing courses, or capstone seminars, or introductions to the field of history. At the graduate level, the book could be assigned profitably for early “professionalization” courses in history and could provide a way to open students’ minds to the breadth of historical research.

Eastern Michigan University

Russell Otwell

**J.M. Anderson.** *The Skinny on Teaching: What You Don’t Learn in Graduate School.* Charlotte, NC: Information Age Publishing, 2011. Pp. 132. Paper, \$45.99; ISBN 978-1-61735-602-5.

A dean at a community college with broad teaching experience in higher education, J.M. Anderson seeks to provide college and high school teachers with what is “really needed to be successful in the classroom.” In *The Skinny on Teaching: What You Don’t Learn in Graduate School*, Anderson briefly discusses such familiar topics as lectures, class discussions, literacy, and student writing, while dedicating most of the slim book to a passionate defense of the role of the “great books” in preserving a robust “liberal education.” Anderson argues that the “art of teaching” is best found not in the contemporary scholarship on education but rather in the great authors of western civilizations such as Plato, Socrates, Rousseau, St. Thomas Aquinas, and William James. Emphasizing the goal of creating a “synergy of learning” in the classroom, Anderson suggests that the “great masters” wrestled with questions of pedagogy that underscore that effective teaching is as much about philosophy as science. Readers hoping to find practical solutions to the challenges of classroom teaching will be disappointed at suggestions to seek guidance in the page of Descartes’ *Discourse on Method*. However, Anderson’s broad knowledge as a specialist in European intellectual history offers a convincing argument about the importance of teaching and learning in the classic texts of western civilization.

Unfortunately, most historians will find puzzling Anderson’s premise that contemporary higher education and student achievement in the United States is a mess due to the scholarship of teaching and learning (SOTL). While he loves the Socratic Method and a good lecture, Anderson is highly critical of textbooks, online learning,

and describes “student-centered learning” as both “silly” and “meaningless.” He is also apparently dismissive of teacher education in general as he claims that “No one has ever taught good teachers—let alone the best teachers—*how to teach*.” Although there is room for spirited debates over the craft of teaching, the fact that the SOTL has little to do with graduate training, hiring, and tenure and promotion as well as larger issues such as the administration and funding of higher education makes Anderson’s commitment to the “great books” and classic liberal education appear more reactionary than thoughtful. He claims that the “western tradition” has been “under assault” for decades and that “admitting to enjoy the great books in the current academic climate is like admitting to enjoy pornography.” Despite Anderson’s gift for hyperbole, one can hardly blame the relatively new and marginalized field of SOTL for what Anderson ultimately concludes ills higher education, the unfortunate reality that “teaching is not important.” Drifting further away from the practical topics of classroom teaching, Anderson recommends that higher education should radically alter existing curricula and the essential roles of faculty in order to enrich teaching and learning and “save liberal education.” While many will dismiss these suggestions as unrealistic and perhaps even seriously short-sighted, *The Skinny on Teaching* is strikingly misnamed as Anderson succeeds in raising larger questions far too important and complex for a short guide to teaching.

Illinois State University

Richard L. Hughes

**Alan S. Marcus, Jeremy D. Stoddard, and Walter Woodward.** *Teaching History with Museums: Strategies for K-12 Social Studies*. New York/London: Routledge, 2012. Pp. 192. Paper, \$38.95; ISBN 978-0-415-89165-3.

In an age of virtual reality, one might ask—Why a text? What makes a book so much richer than a simple “simulated walk through a historical place”? After all, if I cannot visit the real setting, wouldn’t a virtual trip be “just as good”? The answer to this question—and others—is a resounding “no” by the authors of a comprehensive and engaging overview on the “rich and pedagogical power of museums.” Complete with descriptive detail on what makes museums special and illuminating case studies on specific museums, this textbook underscores with both fact and sentiment just how important “being there” is to any complete understanding of history in all its shades of grey.

Divided into two sections, *Teaching History with Museums* describes at considerable length both the reasons for using museums to teach history and the possibilities embedded in using specific museums and intimate settings to enrich and expand one’s historical knowledge. Section one is an introduction to using museums to teach history and section two offers a series of case studies on using specific museums to illuminate an historical period.

Sensing that students—elementary through college—need real stimulation to make history come alive, the authors of this resourceful read illustrate just how a simple visit to a historical setting or place can be tailored in ways that will be applicable to any classroom and, more importantly, can encourage students to think deeply and widely about “what they are seeing, feeling and hearing.” For these authors believe that “being there”—discussing, interpreting, examining, and questioning—is essential to becoming a fully engaged and critically involved student of history.

What makes this book unique, though, is not the “why” but the “what.” Not content to say that visiting museums is “good enough” to whet the appetite of young learners, the authors detail specific pre-, during, and post-visit activities for students at each of the museums described so intricately. Chapters on the United States Holocaust Memorial Museum, the Minnesota History Center, Fort Ticonderoga, the Mark Twain House, Colonial Williamsburg, The Jamestown Settlement, and the memorial and monuments of 9/11 round out a book filled with intriguing anecdotes and practical teaching strategies that will complement and motivate any educator desiring to bring the outdoor world into the lives of the young people they teach. This valuable textbook promotes instruction and inquiry into what it truly means to live within a democratic society whereby the values and artifacts of the past influence and shape the future.

Marcus, Stoddard, and Woodward, all professional educators, wrote this book to support teachers, pre-service teachers, and museum professionals and to help develop effective and engaging activities for student visits to museums and/or using museum resources. “The book provides a theoretical framework for using museums,” Marcus says, “to develop students’ historical understanding, as well as the importance of using museums more broadly.” They believe that when teachers and museum educators work together, students are enriched by their shared expression of curiosity and joy at what it means to be a living embodiment of their subject matter. Students learn when they are engaged and this text demonstrates how this engagement might be made real by seeing and touching the artifacts of the American past.

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Jeffrey S. Kaplan

