

BOOK REVIEWS

David A. Hamburg. *Preventing Genocide: Practical Steps Toward Early Detection and Effective Action.* Boulder, CO: Paradigm Publishers, 2010. Pp. 352. Paper 25.95; ISBN 978-1-59491-558.

The reoccurrence of genocide and mass violence in recent times, in such places as Bosnia, Rwanda, East Timor, and Darfur, should serve as a reminder to the world community that genocide is not a tragic relic of the past. Rather, it is on-going and certainly will happen again without careful monitoring and calculated responses by international agencies. Thus, scholarship is sorely needed that addresses not just the genocides once they occur but also seeks to analyze its causes and works to prevent it. David A. Hamburg has provided such scholarship in *Preventing Genocide: Practical Steps Toward Early Detection and Effective Action*.

Hamburg, a medical doctor by training, is DeWitt Wallace Distinguished Scholar at Weill Cornell Medical College and has held past professorships at Stanford and Harvard. He has been honored with the National Academy of Sciences Public Welfare Medal and the Presidential Medal of Freedom. In addition to his professorships, he is the past president of the Institute of Medicine, the National Academy of Sciences, and the American Association for the Advancement of Science, and co-chaired the Carnegie Commission on Preventing Deadly Conflict.

The breadth of Hamburg's qualifications and work is apparent throughout the book. First published in 2008, this volume was revised and updated by the author for its re-release in 2010. The new edition addresses the most recent developments in genocide prevention, covering such topics as Kofi Annan's work in Kenya's electoral crisis in 2008, the work of the Genocide Prevention Task Force in the United States, the role of the Carter Center in strengthening its efforts at prevention as well as other areas. Hamburg also added a new final chapter on "Pioneers in the Prevention of Mass Violence," an oral history project and film documentary of interviews with key world figures.

Preventing Genocide is dense with information and copiously sourced. The history of genocide and its prevention, or the lack thereof, is addressed in Part I with select case-studies from Armenia, the Holocaust, Rwanda-Burundi, plus a chapter on preventing genocide with a study of South Africa. Additional chapters in Part II cover such topics as the role of democracy, economic development, and education in genocide prevention. Part III analyzes the role of international institutions, including the United Nations, the European Union, and the North Atlantic Treaty Organization. Conclusions are made in Part IV.

The book is an admirable contribution to the topic of genocide prevention for specialists working in the field, such as Hamburg himself. For educators and teachers of history, however, caution is in order. This reviewer's experience from more than ten years of teaching African and world history, and as a scholar and writer on the Rwandan genocide, is that the book is far too specialized for undergraduates and

certainly high school students. Possibly select chapters on the specific genocides Hamburg uses as examples, such as Armenia and Rwanda, would be useful to advanced students but only then with considerable prepping by the instructor. All this considered, *Preventing Genocide* is an impressive book and achievement, written by a specialist, for specialists, but not for students.

Longwood University

Phillip A. Cantrell

Peter B. Golden. *Central Asia in World History*. New York: Oxford University Press, 2011. Pp. 192. Paper \$19.95; ISBN 978-0-19-533819-5.

Peter B. Golden's *Central Asia in World History* might be mistitled. Golden places the history of Central Asia in the context of Eurasian history. The early chapters focus on the countries of Asia, especially China, though Europe, particularly Russia, comes to the fore in later chapters. Golden references the global economy, perhaps in an effort to situate Central Asia in a global context. His effort at world history notwithstanding, Golden omits Africa, the Americas, Australia, and Oceania. Parts of Asia, Indonesia for example, are also absent from the narrative. This is not to say that *Central Asia in World History* has shortcomings, only that it is not world history. Perhaps this is unavoidable as it is difficult to grasp the connection between Central Asia and Samoa or Guadeloupe or any of a number of places that Golden was wise to omit.

Golden begins his narrative in prehistory, tracing the migration of humans into Central Asia about 40,000 years ago. Agriculture began in Central Asia about 6000 BCE, a date not much earlier than the invention of agriculture in the Near East, leading one to wonder whether agriculture arose independently in the Near East and Central Asia. Alternatively, Central Asia might have adopted agriculture from the Near East. Because Central Asians grew wheat and barley, the Near Eastern assemblage, transmission from the Near East to Central Asia seems likely. Farmers do not bulk large in this book. Golden focuses more attention on nomads and pastoralists who shaped much of Central Asia's history. Golden notes that nomads might have eaten better than farmers in Central Asia. Studies in other parts of the world have confirmed this insight.

An important topic in *Central Asia in World History* is religion. The peoples of Central Asia embraced a large number of religious beliefs. Among religious leaders, Golden draws attention to Zoroaster, who might have lived in Central Asia sometime between 1200 and 1000 BCE. Golden's treatment of Zoroastrianism, though brief, is insightful. Some Central Asians were Christian. Nestorian Christianity was especially influential, though one learns little about the role of Christianity in the lives of Central Asians. Buddhism receives treatment, though, not surprisingly, Islam merited the lion's share of Golden's attention.

Politics and warfare are important foci of *Central Asia in World History*. The book is partly the story of the formation and dissolution of political alliances and of Central Asia's relationship with its neighbors. Their imperial ambitions often miscarried in Central Asia with the loss of many lives.

Central Asia in World History might have several uses in the classroom. An instructor might assign the book to students as a supplemental reading in a course on the history of world religions. It might serve also as a supplemental reading in a course on Chinese or Russian imperialism. *Central Asia in World History* might attract the lecturer who wishes to derive material on the topic of statecraft in Asia. An instructor might use the book to derive lecture notes on nomadism and pastoralism.

Independent Scholar

Christopher Cumo

Tony Williams. *America's Beginnings: The Dramatic Events That Shaped a Nation's Character*. Lanham, MD: Rowman and Littlefield Publishers, 2010. Pp. 180. Cloth, \$16.95; ISBN 978-1-4422-0487-4.

America's Beginnings is published in association with Colonial Williamsburg and the reputation of that institution raises one's expectations before reading the book. Tony Williams has written several other books on early American history, making him an experienced historian and author about this time. The format of the book is to present fifty brief essays on "the dramatic events that shaped a nation's character." In the introduction, Williams states that "a greater appreciation" of our nation's character is an important goal for the book. It is difficult to disagree with the fifty events chosen for discussion, if one accepts this as the period when the national character was formed, beginning with the Lost Colony on Roanoke Island and ending with the Bill of Rights. Of course, one can ask if discrete events are more important than long-term social and economic processes. A case can be made that the debate over slavery, the Civil War, and immigration also played strong roles in shaping the national character, which is also not fixed but continues to evolve. These are more fairly criticisms of the approach Williams has taken than of the book that resulted, however.

The brevity of the essays makes their assessment, individually and collectively, difficult. Sharply limited space poses real difficulties when discussing complex events, as many of the vignettes do. For example, the chapter on Roger Williams and Anne Hutchinson, covered jointly in less than three pages, never really explains the specific issues of each episode—and they were very separate episodes with separate issues in play—or offers even hints of the very different ways the authorities, especially John Winthrop, dealt with the two. The real significance of some events, the winter at Valley Forge and the Battle of Monmouth Courthouse (discussed in one vignette) for one, becomes lost due to the brevity of discussion. Similarly, the real importance of the Newburgh Conspiracy is missed by linking it to the increasing perception of the need

for a new Constitution, which is highly debatable. Nuance and complexity are difficult in essays of no more than four pages. None of the essays offer any new insight or information. African Americans, slave or free, women, and white ethnics receive little attention. *America's Beginnings* offers a very traditional outline of how America developed.

That *America's Beginnings* offers little that is new for scholars or teachers does not mean it is without value or usefulness. Most of the chapters use a level of drama in their presentation and many offer nice details, both of which could enhance lectures. The chapter on Patrick Henry's "Liberty or Death" speech is a good example of both qualities—and one of the stronger vignettes. That the various essays raise more questions than they resolve could also be useful as beginning points for student assignments—written or oral—to investigate an episode in the first part of the U.S. survey course, for example. There is a list of sources for each vignette, identifying a small number of secondary sources or edited collections of sources that would allow beginning students to start their work. The lists are a combination of classic and more recent, well-received works.

Williams set himself a difficult task in trying to cover so much in such a compact volume. Teachers of beginning courses in U.S. history and their students might find encouragement for their work.

Murray State University

William H. Mulligan, Jr.

David W. Aldridge III. *Becoming American: The African American Quest for Civil Rights, 1861 to 1976.* The American History Series. Wheeling, IL: Harlan Davidson, 2011. Pp. 381. Paper, \$24.95; ISBN 978-0-88295-280-2.

Becoming American: The African American Quest for Civil Rights, 1861-1976, is a new addition to the American History Series from Harlan Davidson. The text is organized into eight chapters, which makes for convenient organization for a teacher's or professor's usage in an American history course. The text is written at a comfortable level, which would be appropriate for either a high school senior-level course or for a lower or upper-division college history course. The chapter organization divides the text by both decades and by significant historical events in the African American experience. The chapters are organized chronologically by the following topics: (1) Emancipation, Reconstruction, and the Origins of the African American Quest for Civil Rights, (2) The New Black Leadership of the Post-Reconstruction Era, 1890-1910, (3) From the Margins to the Mainstream, 1910-1930, (4) Civil Rights in the New Deal Era, 1930-1945, (5) A Shifting of the Tide: Civil Rights in Postwar America, 1945-1955, (6) The Civil Rights Revolution Begins, 1955-1962, (7) The Civil Rights Revolution Triumphs, 1963-1965, and (8) Black Power and the End of the Civil Rights Era. Each chapter contains four to six subsections that focus on important events, including court

cases, political activities, and civil disobedience. A detailed subject index at the end of the book will be useful for referencing specific events, persons, and topics. Though the book is not an exhaustive source on the modern Civil Rights era, it is a useful text for providing a detailed overview of this important time in U.S. history.

The author's writing style is lucid and well organized in such a way as to keep the reader motivated and active in the learning process. A novice student of African American history and the Civil Rights era will find Aldridge's publication an excellent and inspiring resource for a better informed understanding of the Black experience in America from 1861 to 1976. The text is a compelling and well written resource to add to any American history survey course and a thoughtful introduction to a contemporary study of African American history from the Civil War to the mid-1970s. Additionally, the text would benefit a lower-division thematic course on the Civil Rights Movement or issues in African American history since 1860. The book poses discussion topics that will be invaluable to a history instructor and should prompt a serious dialogue and thoughtful discussion among students.

Purdue University North Central

S. Rex Morrow

Shelia McManus. *Choices and Chances: A History of Women in the U.S. West.* Wheeling, IL: Harlan Davidson, 2011. Pp. 336. Paper, \$24.95; ISBN 978-0882952772.

Sheila McManus synthesizes and makes readily accessible research that reveals that women were in the West, that they were diverse, that they were central to historical activities, and, in general, that they were far from passive. She mentions familiar European American names such as those of homesteader Elinore Pruitt Stewart, Wild West show performer Lucille Mulhall, and missionary Narcissa Whitman, but within each chapter Euro-Americans share center stage with Native American, Hispanic American, African American, and Asian American women with names—and stories—less familiar to most. The “Rural Women” chapter, for instance, includes ranchers Maria de Montgomery and Guadalupe Saenz de Pacheco. And the chapter on “Women and World War II” includes testimony by Japanese internment camp nurse aide trainee Sachi Kajimara. In her discussion of women's influences as cultural brokers or cultural mediators, McManus analyzes each cultural group as it interfaces with others in the West. She describes cross-cultural alliances women formed as they dealt not only with the physical environment but also with social and political changes.

This book has several useful features. For one, if McManus uses a term that is likely to be unfamiliar to the reader, she defines it conceptually. “Agency,” for instance, she describes parenthetically as “a woman's ability to make choices and take action even in difficult circumstances.” She goes on to link the term to “opportunities more than victimization or marginalization.” McManus's photographic choices support

her textual emphasis on both groups of women and individual women. I had seen photographs of Euro-American women with mattresses they were making as part of a WPA project, but the picture of "A group of women at the Cheyenne River Agency standing next to a stack of mattresses they made, ca. 1940" is memorable because it emphasizes the magnitude of their accomplishment and because it is not a stereotypical picture of Native American women. Photographs of individuals include one of Ramona Fonseca, zoot-suited in 1944. The Buffalo Bill Historical Center, the source of many of the photographs, co-published the book.

I will use McManus's book as one of my undergraduate westward expansion texts. It is refreshing to be able to choose a book with a women-centered approach instead of settling for "add women and stir." She covers the women's West from before European contact to the end of World War II in eleven topical chapters that can be assigned easily across a semester. And she includes alternative gender roles, a real asset for today's student, while also examining other family relationships and the roles of daughter, wife, and mother. Her approach, which grew out of discussions with her U.S. West students, is sure to evoke scintillating discussions in and out of the classroom. Teachers who do not adopt the book for their students can nonetheless access it to enhance their lectures with stories of strong women of diverse races and cultures.

The only fault I can find is the lack of footnotes, typical of books created for the casual reader or the classroom. Extensive bibliographies at the end of each chapter might, however, lead a tenacious seeker to the source of a particular story.

Emporia State University

Joyce Thierer

Dewey Grantham and Thomas Maxwell-Long. *Recent America: The United States Since 1945*. Wheeling, IL: Harlan Davidson, 2011. Pp. 626. Paper, \$45.95; ISBN 978-0-88296-5.

In his third edition, Thomas Maxwell-Long has revised and updated the late Dewey Grantham's *Recent America* to provide the reader with a detailed narrative of the political and diplomatic history of the United States from the end of the Second World War through congressional elections of 2010. Maxwell-Long's assertion that "the third edition pays particular attention to changes in American literature, fine arts, music, film, pop culture, and sports and their relationships to social, cultural and economic trends" is misleading at best. The new material to which he refers in that sentence occupies approximately twenty pages, roughly forty percent, of the final chapter of the book. Fully eleven of the other thirteen chapters of the book are devoted almost exclusively to political and diplomatic history, nine of those eleven chapters being organized to focus on the presidency of a particular individual. Some idea of the emphasis in the text prior to chapter fourteen can be gauged by noting that the number

of words devoted to describing popular music from 1945 to 1970 is fewer than those used to tell the related stories of the Oklahoma City bombing of 1995 and the siege of the Branch Davidian compound in 1993.

Maxwell-Long's detailed political and diplomatic narrative is clearly written and balanced in the sense of devoting almost equal attention to the successes and failures of each presidential administration. For that reason, *Recent America* would be an excellent reference work for high school or college students seeking an accurate and detailed account of just about any political or diplomatic development in United States history between 1945-2010. On the other hand, particularly for instructors who emphasize historical interpretation and prefer to assign texts with a clear, well-developed interpretive framework, *Recent America* would not be appropriate. In this connection, it is noteworthy that the conclusion to this book consists of a single paragraph, the topic sentence of which reads "As we have seen, steady, even dynamic, change—in political power domestically, in the emergence of new political and social movements and even in the power of the United States relative to that of the other nations of the world—has been one of the only constants in United States history since the end of World War II." This concluding paragraph ends on an equally vague note that does little to deepen our understanding of this period: "Scholars have said that United States history since 1945 has been quite a ride; if the pages herein are any sort of guide, we had better fasten our seatbelts."

Instructors looking for a core text for a course in United States history since 1945 and whose lectures and supplementary materials focus on social, economic, and cultural developments might find *Recent America* useful, especially because the annotated suggestions for further reading at the end of each chapter are very well done. But those who prefer a book that provides a comprehensive analysis tied to a clear interpretive framework might wish to consider works such as William Chafe's *Unfinished Journey* instead.

Pembroke Hill School, Kansas City, MO

Carl Schulkin

Andrew L. Johns. *Vietnam's Second Front: Domestic Politics, the Republican Party, and the War.* Lexington, KY: The University Press of Kentucky, 2010. Pp. 434. Cloth, \$40.00; ISBN 978-0-8131-2572-5.

Not so long ago, the Vietnam war was a popular topic on college campuses. Then more recent conflicts gained center stage, especially the Gulf Wars, 9/11, Afghanistan, and the War on Terror. In the changing world of American history, where should Vietnam fit in the curriculum? For many in the profession, Vietnam remains a nightmare that still sears our consciousness. Even so, there are new avenues of inquiry about Vietnam that deserve attention. One component, neglected by academics for years, is the domestic political ramifications of Vietnam. How did the Vietnam War

shape Republican strategy during the period of Democratic ascendancy in the 1960s? How did Republicans use the war to insure future political victory? Andrew L. Johns, an assistant professor at Brigham Young, explores the political tactics adopted by key Republicans in his new book, *Vietnam's Second Front: Domestic Politics, the Republican Party, and the War*.

Ever since 1949 and Mao's victory over the Nationalists, Democrats feared that they would be charged, much like Harry Truman, with losing another Asian country to Communism. Both John Kennedy and Lyndon Johnson assumed that an American defeat in Vietnam would unleash a new wave of McCarthyism. Johns believes that it was precisely the domestic struggle over Vietnam, led by key Republicans such as Barry Goldwater, Richard Nixon, Melvin Laird, and Gerald Ford, that helped shape their party's policy regarding Saigon. Although Vietnam was politically divisive, and no stab-in-the-back legend emerged after the fall of Saigon, Republicans used Vietnam as a bludgeon to claim the Democrats were not only weak on defense, but also not to be trusted with national security issues.

Dwight Eisenhower and many Congressional Republicans claimed that Kennedy was not prepared for the communist challenges occurring throughout the world. Republicans pointed to the Berlin Crisis and the Bay of Pigs as indicators of Kennedy's apparent weaknesses. To cover his flank, according to Johns, Kennedy appointed Henry Cabot Lodge Jr., the 1960 Vice Presidential Republican nominee, as American ambassador to Saigon. With Ngo Dinh Diem's assassination in November 1963, Kennedy was caught off-guard and the United States was drawn deeper into the Vietnam morass. As Johns describes, both Eisenhower and Nixon supported Johnson's commitment to the conflict following the Kennedy assassination. Johnson's position was complex: On the one hand he did not believe the war could be won, but on the other he did not want to admit defeat. Since 1964 was an election year, LBJ, as Johns argues, delayed planned bombing operations for as long as possible, until after the election. Johnson's goal was to depict Barry Goldwater as an extremist, dramatized by the famous Daisy ad, which only aired once on national television, yet destroyed Goldwater's prospects of victory.

JFK and LBJ, as well as Eisenhower and Nixon, underestimated the North Vietnamese. Yet that did not deter Republican politicians from politicizing the conflict, none more so than Richard Nixon and Governor Ronald Reagan. By 1968, especially after Johnson decided not to seek a second term following the Tet offensive, Nixon believed that he had positioned himself perfectly for the nomination and the presidency. With victory in sight, Nixon would not allow anything to deter him from his long delayed victory at the polls, even if he had to make dubious claims concerning a secret plan to end the war or use insider information to torpedo a potential "October Surprise" on the eve of the election. If instructors teaching Vietnam history seek to highlight

American domestic politics during the Vietnam era, they will find no better resource than Andrew Johns's *Vietnam's Second Front*.

Emporia State University

Christopher C. Lovett

Robert C. Doyle. *The Enemy in Our Hands: America's Treatment of Prisoners of War from the Revolution to the War on Terror.* Lexington, KY: The University Press of Kentucky, 2010. Pp. 468. Cloth, \$34.95; ISBN 978-0-8131-2589-3.

The establishment of a detention center at Guantanamo Bay in 2002 to house prisoners captured in the Global War on Terror has remained at the center of debates over America's treatment of enemy combatants. In *The Enemy in Our Hands*, Robert C. Doyle contributes to these debates by historicizing the record of America's treatment of enemy prisoners of war (EPWs) from the Revolution to current conflicts in Iraq and Afghanistan. He argues that America traditionally has sought the "higher moral ground" when in the role of captor, but has often fallen short of this objective, especially in conflicts involving insurgent warfare (Tories, Philippine guerillas, and Al Qaeda). But Doyle's research poses more questions than answers, leaving conclusions to the reader, making it useable for teachers seeking to elicit input from students during lectures.

Doyle, currently Professor of History at the Franciscan University of Steubenville, has written extensively on POW topics. Readers familiar with existing POW scholarship will already know his previous body of work, particularly *Voices from Captivity* (1994) and *A Prisoner's Duty* (1997), each of which deals specifically with experiences of Americans in captivity. *The Enemy in Our Hands* is organized chronologically into sixteen chapters, each of which deals with American EPWs from different conflicts. Instructors will find this format ideal for classroom use insofar as individual chapters could be assigned as separate readings to familiarize students with important concepts to complement lectures. The chapters average thirty pages in length and are written in a readable style, which makes them very suitable for undergraduate survey courses or advanced seminars and colloquia.

The book's strength is Doyle's inclusion of a wide array of secondary sources, many written in German, which otherwise would not be accessible easily to students. His bibliography shows his case studies and questions are informed by current scholarship on the individual conflicts he examines, rendering his book useful as a text for modern U.S. military history seminars or as supplemental reading in survey courses. Instructors will appreciate the book's relevance as a guide for lecture preparation and classroom discussions. Many of Doyle's questions, such as those concerning the legality of waterboarding in interrogations and whether "goals alone function as the ethical standards in international relations," will provide teachers with important discussion points on which to encourage active student participation in class.

Doyle's use of primary sources is less than might be expected for a book that covers such a broad range, and this might be perceived as a weakness by many scholars. For example, his coverage of German POWs lacks any use of archival material in German. He examined a total of ten separate groupings of primary sources, including George Washington's private papers and records in the National Archives. Indeed, much of what he used will be familiar to specialists and offers no surprises or undiscovered material missing from his secondary sources. But that is not what Doyle intended to accomplish with this book and does not detract from its overall usefulness as a thorough treatment of the subject, especially for instructors and students. Readers of this journal will find *The Enemy in Our Hands* both highly readable and relevant for classroom use.

University of California, San Diego

David Livingstone

David E. Kyvig and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Lanham, MD: Altamira Pres, 2010. Pp. 290. Paper, \$32.95; ISBN 978-0-7591-1300-8.

As the authors note in their preface to the third edition, since its publication in 1982, *Nearby History* has inspired individuals in "college classrooms, local historical societies, libraries," and museums across the United States to promote historical understanding and methods through the use of local history. No doubt the book will continue to do so. Those teaching courses on local history, public history, or research methods would gain the most from *Nearby History* and should give it serious consideration.

Readers familiar with the second edition will find the third essentially the same in terms of structure, but throughout the authors have added updates that fall under two main themes. The first is the continuing evolution of technology in the practice of history. As the authors note and address in some basic ways, teachers who use family or local history in their classes (or who might teach a course on nearby history) must be familiar with digital cameras, video recorders, and voice recorders, and sort through massive numbers of websites to find ones most useful and reliable. The second set of updates concern "new questions and perspectives" raised by "a new generation of historians." This is basically social history and the authors have updated the text to make their discussions and examples more inclusive in terms of race and ethnicity. Finally, Kyvig and Marty also bring their historical references closer to the recent past by mentioning events such as the Cold War, the wars in Iraq and Afghanistan, and the terrorist attacks of September 11, 2001.

As before, the authors retain their metaphor of "concentric circles" to explain and defend the importance of nearby history not only to individuals and communities but also national and international events. They first take readers through how to find a

topic by using what is nearby, such as family, neighborhoods, and organizations. For each category, the authors give readers a set of questions to ask designed to stimulate research. The book then provides an overview of the types of sources researchers will encounter, “traces” of history as they are called, with authors putting them into four categories: immaterial, material, written, and representational. Following this come detailed chapters on several types: public documents, unpublished documents, oral documents, visual documents, artifacts, and landscape and buildings. They follow with chapters on preserving material traces, research, writing and leaving a record, and linking the particular to the universal. They add appendices on requesting forms from federal agencies, sample gift agreements, sources of archival storage, and using the World Wide Web in nearby history. In the appendices, the authors updated their discussions, noting, for example, that many forms are now available on the Internet (hence, they removed the photocopied pictures of samples.)

Nearby History is intended to serve both academic and non-academic audiences. There are valuable, detailed descriptions of using images and documents, and the chapter on buildings and landscapes addresses an arena that most students of history avoid. Yet the book does not always succeed. For example, instructors will need to look elsewhere for meaningful and useful material on doing research and writing. Similarly, those looking for more detailed discussion on oral history will find this chapter almost exclusively a “how-to” list. Still, *Nearby History* remains an important resource for instructors and students.

University of Akron

Gregory Wilson

Richard S. Kirkendall, ed. *The Organization of American Historians and the Writing & Teaching of American History*. New York: Oxford University Press, 2011. Pp. 392. Paper, \$29.95; ISBN 978-0-19-979057-9.

In the fall of 2003, a special committee authorized by the Executive Board of the Organization of American Historians recommended celebrating its centennial with a series of panels “to explore the history of the OAH and its predecessor, the Missouri Valley Historical Association,” to be held at the 2007 annual meeting. After the meeting, Richard Kirkendall, at the behest of the Executive Board, set about compiling the presenters’ comments into a book. The result is a book that offers readers a window into the development and operation of the Organization of American Historians over many years.

The scope of the book is quite ambitious. Just over forty contributions range widely and are organized into six sections: the institutional and political history of the MVHA-OAH, the MVHA-OAH and the fields of history, editing the *Journal of American History*, the MVHA-OAH and the teaching of history, the MVHA-OAH and public history, and presidential memories. The second section containing

historiographical essays occupies almost half of the book. Some, such as Karl Brooks' environmental history analysis take the OAH to task for belatedly recognizing the significance of environmental history, while others, James Patterson and Stephanie Shaw, for example, emphasize the continual presence of political and social history in the *Journal of American History*, respectively. Despite any negative criticism, however, there is a positive tone to this section of the book and general consensus that the OAH has done reasonably well accommodating new developments in the fields of history.

This celebratory pitch extends to the other parts of the book as well. While the OAH has experienced some bumps and bruises in its history, the sections describing institutional development, the editing of the journal, the teaching of history, and the presidential memories with a few exceptions (Leon Litwick's essay, "A Plea for Equality," and several of the public history essays, for example) are interlaced with personal recollections and are commemorative in nature. This is both a strength and a weakness. For most historians not connected with the OAH, the comments offer a unique behind-the-scenes look at how the OAH functions at the economic, political, and social level. It is fascinating to read the stories behind the stories. Simultaneously, due to the informal and personal style of the comments, these same historians might feel a bit on the outside looking in at the proceedings in their own profession.

Nonetheless, the book succeeds in its purpose of describing and celebrating the activities of the Organization of American Historians for the past hundred years. The topics should interest historians of all kinds, while providing an insider's look at how the institution has developed over the past century. Portions of the book, especially the historiographical articles, would provide an excellent starting point for discussion in an advanced historiography course. The book should be effective also as a tool to motivate historians from the K-12, community college, or public history groups to become more involved with the Organization of American Historians.

Hutchinson Community College

Thomas Percy

Angela Zusman. *Story Bridges: A Guide to Conducting Intergenerational Oral History Projects*. Walnut Creek, CA: Left Coast Press, 2010. Pp. 184. Paper, \$26.95; ISBN 978-1-59874-425-5.

Story Bridges: A Guide to Conducting Intergenerational Oral History Projects is a topically organized manual designed to assist especially those new to the field of oral history in planning and carrying out their projects. While the author identifies "people of different generations, generally youth and elders," as the target audience, this handy volume would be equally useful to other individuals or groups considering oral history.

The chapters in *Story Bridges* begin with a brief overview of oral history as a discipline and a slightly longer section detailing the intergenerational idea and the author's arguments for it. Following this opening are six thematic chapters that provide assistance from first developing an idea through to the processing and archiving of results. "Preparation" covers the setting of goals and objectives and assembling a team, while "Bring on the Youth" helps with recruiting interviewers and narrators. "Interviews," the book's longest and most detailed chapter, explains well the importance of location, developing effective questions, and what to do while at the interview and immediately thereafter. Two final chapters go over transcribing basics and how best to share and preserve results.

Story Bridges has many pluses. First, it is clearly written, and thus accessible for all levels of participants; this makes it especially useful for both high school and undergraduate aged project participants. This book is also organized logically, with a step-by-step approach that nicely transitions readers from one subject to the next. From initial organization through interview and after, groups or classes can feel confident developing an oral history project and actually carrying it out. Finally, this manual contains one of the best set of appendices I have seen, from sample mission statements and legal release forms to pre- and post-interview task sheets and a comprehensive listing of electronic and print resources.

While fine in most respects, there are several shortcomings with this volume. Author Zusman pays too little attention to the important task of transcribing; examples would be helpful here on how to move from audio to written format. Also, the numerous text boxes, with quotes or tips, at times prove a distraction to the prose flow—fewer of these might be more useful.

How might an instructor use this book? Classroom teachers searching for a straightforward how-to guide for oral history will find this an attractive option. Unlike some other very good manuals, *Story Bridges* is brief and its information easy to follow. As a college faculty member with experience integrating oral history into classes, I would feel confident using this with first- or second-year students, majors or non-majors. Conceived and written as a manual, though, this book is less well suited as a basis for lecture material.

In sum, Angela Zusman's *Story Bridges* is practical and helpful for numerous types of projects, intergenerational or not, and is well suited for participants with little or no previous experience. The step-by-step approach, clear language, and attention to detail allow instructors or project organizers to approach oral history with confidence. Recommended.

