

## Reviews

*Mr. Conservative: Goldwater on Goldwater*, directed by Julie Anderson. 90 minutes. Sweet Pea Films, 2006, video. \$29.99, DVD.

In *Mr. Conservative*, producer CC Goldwater, the former Arizona Senator's granddaughter, seeks to demystify the public and private personas of her grandfather. The documentary weaves together personal and political footage to highlight the significance of Sixties-era conservatism, a project already well underway in academia.

Released at what might have been the end stage of modern conservatism's electoral hegemony, the documentary emphasizes Goldwater's inspirational role in the movement's origins. The 1960 publication of *The Conscience of a Conservative* elevated Goldwater into a national figure (The documentary fails to note that Brent Bozell—brother-in-law of William F. Buckley, long-term contributor to the *National Review*, and Goldwater's speechwriter—ghostwrote the book). The book articulated the tenets of modern conservatism—states' rights, opposition to government spending, and anti-communism—while also establishing outsider rhetoric as the argot of both its fiscal and normative wings. The filmmakers suggest that Goldwater was too impolitic to foresee the power of his words (e.g., "Extremism in the defense of liberty is no vice . . . Moderation in the pursuit of justice is no virtue.") and that Johnson's advisors unfairly exploited his rhetoric in a campaign that included the infamous "Daisy" ad.

In discussing Goldwater's politics, the documentary focuses on the Cold War (especially Vietnam), civil rights, and social issues. The film speculates that Goldwater, despite his aggressive rhetoric, might have taken a different tack in Vietnam because of his personal integrity. Yet there is disagreement. John McCain recounts an anecdote in which Goldwater told him that if he had been elected president, McCain would have never spent those years in Vietnamese prison camp. McCain recalls responding, "It would have been a Chinese prison camp."

The documentary also delves into Goldwater's stance against federal civil rights legislation. The film depicts Goldwater denouncing LBJ as "the phoniest individual that ever came around" for signing the Civil Rights Act of 1964. Goldwater believed that a public accommodations clause in a civil rights bill "tampers with the rights of assembly, freedom of speech, freedom of religion, freedom of property"; he asserted that the solution to ending segregation was to emphasize that it was "morally wrong" and "economically bad." The film juxtaposes Goldwater's words with footage of violence against civil rights activists and interviews with former leaders like Julian Bond. And while it has long been

held that the Civil Rights Act pushed white southerners into the Republican Party, the film suggests that Goldwater's opposition to civil rights pushed moderates out of his party: Al Franken recalls his father, a lifelong Republican, switched parties and voted for Johnson based on civil rights.

In its discussion of social issues, the film tries to separate the origins of the conservative movement from the emphasis on "traditional values" that aided its national triumph in 1980. Although the film posits that social issues were not part of the conservative movement until the 1970s, historian Lisa McGirr has shown that fiscal and normative conservatives were uneasy allies even before they cheered their candidate, Barry Goldwater, to the Republican nomination in 1964. The film, however, emphasizes Goldwater's rejection of the movement's moral turn in the 1970s and 1980s. In this instance, the intersection of the personal and the political is critical: Joann Goldwater, CC's mother, tearfully recalls the support her father offered her after she had an abortion in the 1950s; and Ty Goldwater likewise acknowledges his grandfather's acceptance of his homosexuality.

Because of its extensive family interviews and home movies, the documentary also functions as a memoir that shows why Goldwater was such a compelling national figure. The footage suggests that Goldwater was the cowboy that Reagan eventually so perfectly portrayed: he boated down the Colorado River, he flew airplanes and worked as a HAM operator, and he photographed Hopi Indians. George Will strives to portray the politician in this light: he "wasn't just from Arizona—from the booming, open, entrepreneurial, individualistic, libertarian southwest [with] sharp angles. He looked like Arizona. He looked like a man who had squinted into a lot of western sunsets." This homage of self-reliance, of course, served as the basis for Goldwater's libertarian economic philosophy. Yet Rick Perlstein's Goldwater biography, *Before the Storm*, has shown the ways that federal dollars developed Goldwater's Sunbelt. To their credit, although the filmmakers do not refute the conservative cowboy mythology, they highlight the personal nature of the documentary in a number of ways: CC Goldwater narrates the film (and her memories), and the camera shows her putting makeup on her relatives. We also hear Andy Rooney scold her for asking a leading question.

The documentary offers a fine overview of early movement conservatism, albeit it through a top-down approach to history. This film would be put to the best use when contextualized amid other approaches to conservatism—for example, *Suburban Warriors*, Lisa McGirr's study of Orange County activists who supported Goldwater, or *White Flight*, Kevin Kruse's examination of the language of "rights" in post-Civil Rights-era politics.

California State University, Long Beach

Eileen Luhr

*The Cultural Turn in U.S. History: Past, Present and Future*, edited by James W. Cook, Lawrence B. Glickman, and Michael O'Malley. Chicago, IL: University of Chicago Press, 2008. 464 pages. \$75.00, cloth. \$27.50, paper.

Approaches to the American past centered on the multiple meanings of the term "culture" have moved from the margins to the mainstream of the historical profession in the past fifty years. As a result, some have wondered whether "the cultural turn" in many disciplines and fields has made "cultural history" impossible to define. In 2005, scholars working in the field met at a conference on "The State of Cultural History" held in honor of Lawrence W. Levine, a historian who played a key role in the popularization of cultural history. The essays collected in *The Cultural Turn in U.S. History: Past, Present and Future* emerged

from that conference and seek to make sense of the multiple “subjects, sources, and modes of questioning” (p. 38) that make the history of American culture such a creative and significant field.

The “Introduction” by James W. Cook and Lawrence B. Glickman provides an important and useful historiographic overview of cultural history as practiced in the United States and influenced by developments in other fields and disciplines. They outline key “culture concepts” that have animated the field and chart the profound impact of the cultural turn on the study and practice of American history as a whole, although they reject the argument that the difficulty in defining the boundaries of cultural history somehow marks its fragmentation and decline.

Eight chapters that exemplify contemporary approaches to cultural history follow this magisterial opening essay. As Michael O’Malley notes in his introduction to this section (“Practicing Cultural History”), these essays “share a concern with the politics of the present, and a concern with the ways power works on ordinary people” (p. 62). They also highlight a tension in cultural history between “empathic and discursive approaches” (p. 59)—between work rooted in the new social history’s concern with neglected subjects and marginalized peoples, and the postmodernist approaches that emphasized social constructionism and were therefore skeptical of historians’ efforts to speak for subaltern groups. O’Malley’s own essay on how Americans’ negotiated their anxieties about greenback dollars and black soldiers during the Civil War through essentialist theories of “race” and “money” exemplifies this discursive approach, while other essays, such as Ann Fabian’s fascinating account of the Jacksonian-era encounter between William Brooks (a Chinook—or “Flathead”—Indian turned Christian missionary) and the Philadelphia scientists who wanted to add his skull to their collections, push marginalized voices to the center of inquiries about science, race, and identity. Other notable essays in this section include Elliot Gorn’s account of the significance of the memory of the gangster John Dillinger in American culture, John F. Kasson’s history of Shirley Temple’s “emotional labor” during the Great Depression, and Elaine Tyler May’s genealogy of the politics of fear that has governed domestic culture in America since the Cold War.

The four chapters in part three, “Agendas for Cultural History,” focus on key issues facing the field. James W. Cook historicizes the “culture industry” concept and suggests that it could be further developed to show how it has “generated new forms of self-consciousness and expertise” (p. 308). Nan Enstad revisits the historiography of cultural history through the lenses of grief and complicity, calling on Americanists to “create a history that has the kind of political efficacy and relevance of the cultural history of the subaltern, with the new understandings of power we gain from the deconstructive history of categories and hierarchies” (pp. 329-330). Philip J. Deloria connects cultural history and Native American studies by bringing scholarship on colonialism and imperialism into dialogue with both ideological configurations and specific federal Indian policies. Finally, Jean-Christophe Agnew revisits the work of Levine and others whose perspectives on history were shaped by the collective memories of the Great Depression, urging us to again “think capitalism and culture together” (p. 405). These insightful essays are recapped in Karen Halttunen’s epilogue, which urges historians to recall Levine’s “commitment to the art of listening” (p. 418) to the voices of others, even as we work within our ever more complicated frameworks for understanding power, representation, transnationalism, and identity.

*The Cultural Turn in U.S. History* is essential reading for faculty and graduate students engaged in cultural history or interested in developments in the historical profession. The book could also be used productively in the college classroom given its combination of meditative historiographical essays and content-driven chapters. Although this important collection is more appropriate for the specialist, it would broaden any history teacher’s

knowledge of the past and understanding of history, for these essays testify to the richness and sophistication of cultural history as practiced at our current moment.

California State University, Long Beach

Brett Mizelle

*Debating the American Conservative Movement: 1945 to the Present*, by Donald T. Critchlow and Nancy MacLean. New York: Rowman & Littlefield Publishers, Inc., 2009. 235 pages. \$18.95, paper.

Donald T. Critchlow and Nancy MacLean refresh the ongoing liberal/conservative debate about the Cold War in *Debating the American Conservative Movement: 1945 to the Present*. The book splits between Critchlow's sympathetic views of conservatism after World War II and MacLean's rebuttal of conservatism as a positive force in American politics. Each essay is followed by a set of primary documents designed to substantiate preceding arguments. *Debating the American Conservative Movement* is an approachable collection for upper-level undergraduates and graduate students exploring the Cold War in seminars and colloquia.

Critchlow traces the growth of American conservatism after World War II through the lens of the New Deal state in "The Conservative Ascendancy." The author contends that American conservatism responded to oversized federal powers held over from World War II by appealing to the nation's libertarian past. Readers are treated to a nuanced review of movement schisms including the early struggle to create a conservative identity. Critchlow highlights divisions between internationalists and small-government conservatives in the 1940s as well as William F. Buckley's use of the *National Review* to expand conservatism beyond its penchant for anti-Communism.

The author challenges the modern view of conservatives as unsympathetic to minorities by discussing the debate over the Civil Rights Act of 1964. Critchlow argues Republican legislators drove for a vote on the historic bill in the Senate while southern Democrats fought hard to stop its progress. He notes Senator Barry Goldwater's (R-AZ) opposition to the Civil Rights Act of 1964 as motivated by concerns about unnecessary federal intervention rather than racial bias. Critchlow highlights the political opportunities available to conservatives after Nixon's fall in the Watergate scandal, including the failures of the Carter administration, the Republican Party's success in attracting religious conservatives, and the failure of the Equal Rights Amendment. Ronald Reagan's emergence as the quintessential conservative receives positive treatment from Critchlow. In Critchlow's view, Reagan's leadership of the conservative movement influenced moderate acolytes George H. W. Bush and George W. Bush and clouded Bill Clinton's efforts at triangulation.

Nancy MacLean cites the conservative movement's focus on life, liberty, and property rather than life, liberty, and the pursuit of happiness in "Guardians of Privilege." MacLean connects the Republican Party to Southern segregationists to extend the party's Southern strategy back to 1948. This connection is critical to MacLean's thesis that the emerging civil rights movement in the 1950s was conflated with perceived Communist infiltration to create opposition to civil rights laws among conservatives. MacLean draws an important line between conservatism and the Republican Party in response to Critchlow's discussion of the Civil Rights Act of 1964. Her argument rests on the assumption that institutional conservatives were more moderate than conservative leaders outside of the House and Senate. MacLean also argues that Lyndon Johnson tried unsuccessfully to push for more aggressive civil rights legislation as Senate Majority Leader in the late 1950s.

“Guardians of Privilege” points out that the conservative movement used challenges to the status quo, including the Equal Rights Amendment, the civil rights movement, and the student protests of the 1960s, as opportunities to galvanize its increasingly rural and white constituency. MacLean’s analysis of the conservative movement from 1945 to today is best summarized with her belief that “their [conservatives] philosophy was actually one of profound pessimism about the human capacity to use democratic institutions to better our world” (p. 172). She connects the rallying cries of the Populist movement and Progressivism with New Deal politics to show how conservatives fought against historical demands for stronger government after 1945. The author’s connections between modern conservatism and the robber barons of the Gilded Age offer instructors the opportunity to connect nineteenth- and twentieth-century American politics.

*Debating the American Conservative Movement: 1945 to the Present* is a great guide to the Cold War for advanced history students. Documents like the Ronald Hamowy/William F. Buckley Jr. correspondence and “King Was a Collectivist” are easy to read, but difficult to put into context without advanced knowledge of Cold War politics. The questions that precede each document give students some guidance on how to analyze at the text before heading into class. The introductory essays by Critchlow and MacLean are rich in details needed to add new dimensions to Cold War lectures. These essays are also critical to demonstrating how to frame ideological debates without resorting to logical fallacies and name-calling.

Carroll University

Nicholas Katers

*Alan’s War: The Memories of G.I. Alan Cope*, by Emmanuel Guibert, translation by Kathryn Pulver, and lettering by Celine Merrien. New York: First Second, 2008. 304 pages. \$24.00, paper.

*Alan’s War* is a World War II graphic memoir that most history teachers who teach high school or college should welcome as supplementary reading for an American History class. In 1969, Emmanuel Guibert, a 30-year-old French graphic artist met Alan Cope, a 69-year-old American living in France. This meeting led to a five-year friendship, during which Guibert interviewed Cope about his life as an American G.I. in Europe during World War II and the following occupation, his postwar years in the U.S., and his eventual return to Europe. This graphic novel is a result of a proposal Guibert made to Cope: “Let’s do some books together. You’ll tell me stories; I’ll draw” (p. 1). Thus began a thirteen-year friendship and the first of what is planned to be several more books.

The graphic part of the work—the unique pen and water technique Guibert uses and the inclusion of letters and photographs—makes this memoir unique. The images of mess halls, troop trains, K ration kits, and diagrams of how to drive a tank, along with juxtapositions of nature amid destruction, give a sense of the daily reality of military life during war. The written part of the book—Alan Cope’s reaction to his experiences during the war and back home—traces his intellectual, ethical, and even spiritual growth, during a period where his personal choices were limited by the exigencies of a world at war. It may be Alan’s war, but the circumstances he encountered and the choices he faced are universal.

Cope was a teenage paper delivery boy in Pasadena, California, when the newspaper he delivered announced the bombing of Pearl Harbor. He was soon drafted and on a train to Fort Knox, Kentucky, where he became part of a tank crew (the first vehicle he ever drove) and was almost killed in a training accident. Cope learned to operate a radio, and

was eventually sent overseas. He did not see action in France in the last days of the war, although he did receive a Purple Heart when he fell out a barn door.

*Alan's War* shows destruction and chaos as the war wound down in Europe. Cope spent two months on a Normandy farm because the army "misplaced the weapons and vehicles" (p. 99). In their boredom, the G.I.s would race their tanks through the village, while playing a game of "grazing the walls ... hitting them just hard enough to scrape off some of the plaster" (p. 113). One time, they destroyed a farmer's fence to build a fire in his commandeered home. Cope even looted a watch once, but was not proud of his actions. In contrast to such behavior, however, Cope also befriended and helped the local people, even trying (unsuccessfully) to adopt a young German orphan.

At the war's end, Cope was offered a job as a Chaplain's assistant in Germany, but after six months, he took the G.I. Bill and headed to California. The government money was insufficient, so he worked at a variety of jobs on the side, which exposed him to different kinds of people and situations. He tutored spoiled rich kids, and drove Mexican migrant kids out to the countryside. His college buddies included the very wealthy, the thoughtful, and the lost. Some were religious; some atheist. All were figuring out their lives during these years that history books often ignore with their focus on the war, then the suburbs. Cope became exposed to the literary and intellectual world of the refugee elite of Hollywood and Beverly Hills, but was soon "unsettled by it." He "was seeing these ultra-luxurious, modern places with, [his] eyes still full of images of wartime Europe" (p. 245). Cope was still in his twenties when he returned to Europe to live.

*Alan's War* does not offer an analysis of Cope's wartime experiences or his disillusionment afterward, but with its combination of graphic images and Cope's own memories, this book should generate enthusiastic classroom discussion about the larger issues of history, including the role of the individual in a time of war.

California State University, Long Beach

Linda Kelly Alkana

*Lords of the Sea: The Epic Story of the Athenian Navy and the Birth of Democracy*, by John R. Hale. New York: Viking, 2009. 395 pages. \$29.95, cloth.

John R. Hale's book is a narrative of the rise of Athenian maritime power from Themistocles to its eventual defeat at the hands of Alexander's successors. The work covers a wide time period from roughly 483 to 322 BCE, addressing a range of major events including the Persian Wars, the development of the Delian league and its transformation into the Athenian Empire, the Peloponnesian War, the rebirth of Athenian power, and finally the conquests of Alexander and the solidification of Macedonian authority following his death.

Hale's book centers upon the idea that Athenian progress in art, political importance, and most of all democracy can be traced to the birth of a navy which was almost unparalleled in the ancient world. Hale does not waver from this conviction, crediting the environment which allowed Athenian playwrights, philosophers, artisans, and the political power of the poor to the outfitting of an imperial navy and the need for large numbers of free citizens to man Athenian oar banks.

For a general survey on the topics of democracy, Athens, and ancient naval warfare, this work is an invaluable supplement to a traditional textbook. In addition to the lucid narrative of the Athenian experience in war, politics, and art, Hale presents several chapters which illustrate a typical day in the Piraeus or the process of building and outfitting a trireme. The reader is able to appreciate the sights, sounds, and experiences of ancient Athenians in

a way which would be impossible with a standard textbook approach. Hale's attention to seemingly minor details such as the rowing cadence, the preponderance of nautical terms in everyday speech, and the centrality of the sea in popular entertainment captures a human element which is almost universally lacking in other treatments of the time period.

The subject of the Peloponnesian War in particular dominates this book, seen through the lens of Athenian sea power. While major events, such as the ravaging of Attica and the Mytilene revolt are mentioned, Hale's near exclusive focus on Athenian naval matters does not allow for a more general treatment of the war from other perspectives. If one wishes to gain a full picture of the Peloponnesian War, more exhaustive surveys are available. Hale instead focuses on how the Athenian pursuit of a naval strategy led to greater political participation from the lowest ranks of society, and how that development in turn led to the pursuit of a maritime empire.

Hale stresses the symbiotic relationship between the navy and democracy, but does so without a significantly detailed treatment of the Athenian political system. While Hale does mention some of the main organs of Athenian democracy, the driving force behind Athenian decision-making seems to be the individual contributions of prominent statesmen. While this helps move the narrative of the book forward, a reader may be left wondering just how these important Athenians were able to bend both popular will and the state to their plans.

An advanced student or an upper-division class may find the notes section to be the most useful portion of the book. Hale writes extensively on his sources and offers alternative theories and secondary works which may aid a more in-depth analysis of the topics covered. The most impressive part of this section is Hale's reconstruction of Aegospotami and rejection of previous scholarly consensus for the battle taking place across the Hellespont opposite the city of Lampsacus. Hale's reconstruction (presented in the text and defended in his notes) moving the battle further north is a sound argument based on the author's personal survey of the region and on ancient accounts of the battle. Although Hale rejects the geographical statements of Xenophon and Strabo while relying heavily on the narrative of Plutarch (and to a lesser extent Xenophon) for the conduct and aftermath of the battle, his reasoning for such choices seems to be sound.

The large number of maps and illustrations will be a useful tool to students, especially with unfamiliar Greek place names and locations. The glossary of names and a detailed chronology in the back of the volume are a welcome addition to the text, although a student may still be overwhelmed by the sheer number of technical terms. The book would also benefit from a more in-depth integration of the chronology in the narrative, as specific dates are almost exclusively presented in the chapter headings instead of incorporated in the text itself. Despite these small concerns, Hale's book is a unique and enjoyable narrative of the Athenian experience and a valuable contribution to the field.

*University of California, Santa Barbara*

Ryan Horne

*The Thirty Years War: A Documentary History*, edited and translated by Tryntje Helfferich. Indianapolis, IN: Hackett, 2009. 352 pages. \$44.00, cloth. \$16.95 paper.

The Thirty Years War began with the Defenestration of Prague in 1618, grew into a struggle over the political and religious order of Central Europe, and ended with the Peace of Westphalia in 1648. It features prominently in surveys of European history, where it is

associated with the rise of absolutism, the development of the standing army, the beginnings of an international order based on sovereign states, a shift in the balance of power away from the Habsburgs and towards the north-west, and even the very inauguration of the “modern” world. In addition to these geopolitical developments, the Thirty Years War also had social consequences that were nothing less than devastating for the people of Central Europe. Its direct violence combined with starvation and disease to cause the deaths of millions and the displacement of millions more, making the Thirty Years War the most destructive European conflict prior to the twentieth century.

This war has now been made more accessible to English-speaking students thanks to a collection of thirty-eight primary sources edited and translated by Tryntje Helfferich, Assistant Professor of History at Ohio State University. The book’s first three sections cover distinct chronological phases—Outbreak of the Thirty Years War (1618-1623), The Intervention of Denmark and Sweden (1623-1635), and The Long War (1635-1648)—and contain documents drawn from a variety of genres, including diplomatic and personal correspondence, broadsheets, treaties, poems, and trial records. These documents bear witness both to major events, such as the sack of Magdeburg and the Treaty of Westphalia, and also to many lesser-known incidents. The fourth and final section of the book gives two extended views into the effects on individuals of early modern warfare through the diaries of a widely-traveled mercenary soldier and a shoemaker in a small village. Reproductions of seventeenth-century woodcuts and a map of the Holy Roman Empire serve as helpful visual aides.

Although the documents in this collection can be engaging, they are not necessarily easy to interpret, especially when set against the rather bewildering complexity of religious, dynastic, and nationalist interests that shaped both the Thirty Years War itself and its subsequent historiography. Helfferich’s clear explanatory material will therefore be welcome to both students and instructors. Her “General Introduction” provides background on the Holy Roman Empire, military financing, and the effects of warfare on daily life in the seventeenth century, while her introductions to individual sections and to the documents themselves furnish additional details about the war’s chronology and the contexts in which the primary sources were created. More advanced students, and particularly those with a reading knowledge of one or more Central European languages, will appreciate the references to original sources as well as the list of further readings.

When read in its entirety, this collection provides both depth and breadth, with texts long enough to immerse readers in historic tone and detail, yet varied enough to give several different perspectives on what it was like to live through the Thirty Years War. It also has features to assist those who read the documents selectively or out of sequence. Terms likely to be unfamiliar are explained in footnotes, and cross-referencing between documents points out connections among people and events. The index will be helpful to anyone researching particular people or places, though it could use more subject headings to assist those looking at the documents thematically rather than chronologically or for a study in social history.

Primary sources, as Helfferich says, allow the people who experienced the past “to tell their own stories” (p. ix), and any successful effort to teach the process of history, rather than just its product, must make use of them. The examples presented in *The Thirty Years War: A Documentary History*, alongside Helfferich’s introductions and notes, would make this book an effective reader for a broad-based university course on Western civilization or for a course more narrowly conceived, such as a history of European warfare or a history of early modern Europe. First- and second-year students would likely require further guidance in how to make use of the documents, perhaps in the form of questions to direct their reading, though upper-level students in more specialized courses could probably be



turned loose on the material either for seminar discussion or as the starting place for an essay. However they use this book in their courses, students and instructors alike will have their understanding of the Thirty Years War and early modern Europe enriched.

*University of Toronto Mississauga*

Mairi Cowan

*The History Shoppe*, by J. Fred McDonald. Web design by Desta Elliott. <<http://www.thehistoryshoppe.com>>, free-access website.

In this interactive website, historian J. Fred McDonald successfully blends the lessons of good historical inquiry with the art of a storyteller in his online book, *The History Shoppe*. The story follows the development of a young teenage historian, Henry Hobbes, on his journey to discover the historical past led by the mysterious Dr. Petros Papadopoulos. Many history instructors experience difficulty teaching research techniques because students are reluctant to pursue the depth of investigation needed to practice historical skills adequately. McDonald's writing gives students the opportunity to gain valuable insight into the historian's craft while studying important methodological skills.

Students frequently become disenchanted with memorization of names, dates, and events so often found in the classroom. McDonald argues that student learning is best achieved with pedagogy that piques the learner's curiosity, thereby encouraging deeper critical thinking about the historical record. The story of Henry Hobbes provides an exciting new way to engage students that goes beyond dull recitation of facts and multiple-choice testing by providing a series of historical puzzles for Henry to unravel as the tale unfolds.

In the opening chapter, Henry Hobbes discovers a store selling antique trinkets whose proprietor is Dr. Papadopoulos, or Dr. Pop, as he is called in the book. Henry's wandering in the store leads him to examine different primary source materials—medieval tapestries, Oriental carpets, and old coins. To the website's visitors, each item appears as a hotlink within the story's text that opens a separate window allowing readers to view the artifact and examine it for historical clues. A discussion ensues between Henry and Dr. Pop about what history really is—an interpretation of the past achieved by thoroughly studying evidence and placing it into historical context—not just rote memorization of facts.

Henry begins an exciting historical journey using primary source materials borrowed from the shop. An eighteenth-century French coin prompts his investigation and involves his family as they begin to examine the coin and add to Henry's basic knowledge of the time period. McDonald's book leads the reader to discover interesting details about the French Revolution while answering Henry's questions about the coin minted in 1791. McDonald carefully constructs the storyline to allow the reader to absorb not only accurate historical information, but methodology as well.

Each subsequent chapter begins with another puzzle for Henry to solve using appropriate historical inquiry methods. McDonald introduces Clio, the muse of history, to readers in the third chapter. After explaining Clio in the text, McDonald creates a time-travel storyline that moves Henry into the past as a participant rather than an observer using old movies. The website's embedded videos enable readers to watch them online and teachers can easily incorporate these clips in the classroom. Clicking each link opens a new window so that viewers can see the films in full-screen mode.

An additional exercise that McDonald uses to teach Henry historical analysis is the acronym STAMPIERE. The mnemonic device helps students remember the main themes

used in interpreting documents—social, political, economic, and religious, to name a few. Similar to the SPRITE or SOAPStone terminology common to Advanced Placement courses, these types of memory aids have a proven track record in teaching students critical thinking skills and document analysis.

The website is simple to use even by a novice Internet user. Hotlinks are shown clearly in different font colors, and arrow buttons at the bottom of each page permit the reader to move forward or backward through the story with ease. The story of Henry Hobbes and Dr. Pop flows effortlessly on the website, but the text is developed so that teachers can use single chapters to teach a particular skill. Downloading the book for printing is accomplished by clicking the tab on the home page. Teachers will also find a film guide for each video, listing the name and runtime of the clips in this section.

J. Fred McDonald has written an entertaining story that touches on several different time periods—from the French Revolution to the Cold War—to reinforce historical thinking skills. The clever use of multi-media in an online format suits the learning style of today's students. One minor aesthetic issue that McDonald needs to address is the use of colored text for hotlinks on a competing background color. This creates a wavering effect that sometimes makes the page difficult to read. Because the website is designed for grades ranging from upper elementary to high school, teachers of students with differing abilities will find this website very useful in the classroom.

*West Memphis High School*

Marjorie Hunter

*The United States and the Making of Modern Greece: History and Power, 1950-1974*, by James Edward Miller. Chapel Hill, NC: University of North Carolina Press, 2009. 320 pages. \$45.00, cloth.

James Edward Miller has produced an important study of U.S.-Greek relations from the time of America's 1947 intervention in the Greek civil war to the end of the military dictatorship in 1974. His volume is an exemplary piece of international history, utilizing Greek, American, British, and French archival sources—although he admits in the preface that the limited availability of Greek sources gives the book a bit of a bias toward the American perspective. His analysis of the interaction between the two nations moves back and forth between the domestic and international factors that affected the decisions and actions of both.

America originally intervened in Greek affairs, according to Miller, for geopolitical reasons. Washington wanted to check the expansion of Soviet influence and feared that the Communist-dominated insurrection confronting the Greek monarchy might benefit the global interests of the Soviet Union. The United States extended aid to reconstruct, stabilize, and modernize the Greek economy, in order to make it more resistant to a Communist threat, and also encouraged and promoted political reform that it hoped would lead to a more democratic system that respected human rights. From 1950 to 1967, the U.S. was partially successful in its modernization efforts. But political reform ultimately failed, Miller asserts, in large part because the Greek elite—the political right and the monarchy—were determined to preserve their hold on political power. Miller documents how Greek politicians eagerly accepted American economic aid and protection, while at the same time they exploited nationalistic resentments against American interference for their own political ends. They did this with little fear that Washington would abandon

them, mistakenly exaggerating their own strategic importance.

Complicating this relationship further was the volatile issue of Cyprus. Having gained its independence from Great Britain in 1960, this Mediterranean island was ruled by a Greek Cypriot majority led by Archbishop Makarios that dominated over a Turkish Cypriot minority. Makarios was intent on expanding Greek Cypriot dominance, which exacerbated ethnic tensions and aroused serious concerns in Turkey, an important NATO ally. Furthermore, mainland Greek politicians and military officers kept alive nationalistic interest in *enosis* (union), which envisioned the ultimate unification of all Greeks. Their quest for *enosis* threatened possible confrontations with both Makarios and Turkey. Miller describes the U. S. response to the situation as “anything but consistent” over the years—ranging from “indifference” (Eisenhower), to “nation-building” (Kennedy), to “crisis management” and then “grudging acceptance” of Makarios (Johnson), to finally the “embrace of Makarios as a critical factor in eastern Mediterranean stability” (Nixon).

By the 1960s, Miller contends, the hoped for political reform was failing. Political institutions “were breaking down under the accumulated weight of the Cyprus dispute and the country’s rapid economic modernization.” The political center, now led by George and Andreas Papandreou, ironically using a nationalistic anti-American appeal combined with a drive for *enosis*, tried to compel Washington to support them against the right. But right-wing military colonels responded with a coup in 1967 that ended constitutional rule and ushered in dictatorship until 1974. The Papandreou’s gamble failed. The Johnson and Nixon administrations, influenced by their global Cold War priorities, ultimately decided to work with the dictatorship.

Having sacrificed efforts to reform Greek politics to the exigencies of the Cold War, the U.S. found itself discredited in the eyes of the Greek people as it collaborated with the junta. But the dictatorship did little to stabilize the political system. By 1974, another crisis arose when, pursuing *enosis*, the junta engineered a coup against Makarios that replaced him with a Greek Cypriot who in the past had advocated union. The Nixon administration, preoccupied by the Watergate crisis, was inattentive and lost control of the situation. Secretary of State Henry Kissinger was unable to prevent Turkey’s invasion of the island. Weakened and discredited, the junta fell. U.S.-Greek relations were in tatters. In Miller’s judgment, the Greeks themselves bore the blame for the failure to create a stable democracy. But the United States could not “escape some burden of responsibility for what went wrong,” particularly because of its acceptance and ultimate support for the junta.

Miller’s work is an important addition to the historical understanding both of the history of the Cold War and of U.S.-Greek relations. Previous histories of this relationship have tended to focus most on the early period at the time of the Truman Doctrine. Miller completes the story. His scholarship and attention to detail is commendable. This is a study that would be best suited for graduate history or international relations courses.

*Saint Louis University*

T. Michael Ruddy

*The Northern Lands: Germanic Europe, c.1270–c.1500*, by David Nicholas. Chichester, U.K.: Wiley-Blackwell, 2009. 410 pages. \$39.95, paper.

In *The Northern Lands*, author David Nicholas breaks with the long-held historical basis in favor of Mediterranean Europe and the thesis of Italian hegemony, and offers a thesis of regional identity or cultural connectivity for northern, or Germanic, Europe in the late

medieval period. For the purposes of this book, he identifies Germanic Europe as England, the Low Countries (due to the significant Germanic settlement and the dominance of the Germanic legal tradition during this period), Scandinavia, and Germany. Nicholas' thesis sets the table for ascendancy of the Atlantic countries and economies in the 16<sup>th</sup> and 17<sup>th</sup> centuries with his discussion on the burgeoning economic ties that developed throughout the 13<sup>th</sup> century within Germanic Europe. The book opens with four chapters devoted to a political overview of each region through a brief discussion of each region's monarchs and dynasties with a particular emphasis on diplomatic contacts and dynastic issues. The succeeding chapters analyze the similarities and differences among the four regions regarding law, language, lineage, urbanization, and trade. Davis Nicholas is the Kathryn and Calhoun Lemon Professor Emeritus of History at Clemson University, the author of numerous books and articles, and the recipient fellowships from the American Council of Learned Societies and the John Simon Guggenheim Memorial Foundation.

Nicholas' informative and technical review of the material provides the reader with information not typically found together in a one-volume treatment of the subject. The geographic and historical focus of the book make it most suitable for use as a resource book by professors offering higher college-level history classes focusing on medieval Europe. I fear the depth and technical nature of the book would place the material outside the understanding of students who did not already possess a good basic understanding of the period and are just beginning their study of history in 100-level survey classes at the college level. I do not feel the book is appropriate for use by students beneath the collegiate level. It would be an outstanding source for professors looking for information to augment their existing material for Western Civilization or European History survey classes. Nicholas also provides notes that link directly to his outstanding bibliography. For instance, in his historical overview of the monarchs, he refers to books (and page numbers when applicable), biographies, and histories that provide a more in-depth analysis of that particular monarch and their reign.

Nicholas has written an important book that focuses on a region and time period that is often ignored and whose accomplishments are frequently diminished. The book provides the reader with an impressive study of the legal, social, economic, and political features commonly held by the four regions. While Nicholas begins his book with an historical overview, the goal of this book is not to provide a general historical treatment of the time period or regions discussed. Rather, the historical overview provides the context for the discussion of law and justice, language, family, and gender relations. In an age when "social issues" and the state of the family are frequently the focus of news programs, I found chapter 9, "The Family and Gender Relations in the Northern Lands," to be most illuminating. Nicholas provides statistics on the number of households in Basel that were headed by women, single men, or widowers. Nicholas also provides intriguing comparison between the north and Italy. For instance, dowries and inheritance created the situation in medieval Florence for the age of first marriage to range from the mid and late teens for the women, and the late twenties and early thirties for the men. In the north, the marriage age was driven up and the age difference reduced by the expectation that a young couple achieve a level of financial independence prior to their marriage.

*The Northern Lands* is a valuable resource tool for history teachers seeking in-depth information regarding this period and region, and would be a worthy addition to a personal library. However, the impressive array of technical information may make this book a difficult read for those individuals unfamiliar with the subject matter.

*Lives of Jewish Soldiers: Untold Tales of Men of Jewish Descent Who Fought for the Third Reich*, by Bryan Mark Rigg. Lawrence, KS: University of Kansas Press, 2009. 314 pages. \$29.95, cloth.

*Lives of Hitler's Jewish Soldiers*, the sequel to Bryan Mark Rigg's respected earlier work, *Hitler's Jewish Soldiers*, tells the unknown story of approximately 150,000 soldiers of Jewish descent who fought in Hitler's armed forces. This book continues where the first one ends by detailing some of the personal stories of these soldiers. In this volume, Rigg focuses on questions of identity and morality, studying these soldiers' reactions to the paradox of fighting for a nation that persecuted and murdered members of their families. Written to address questions posed during earlier lecture tours, this book deals specifically with such topics as: "how could they serve? Did they consider themselves Nazis or Jews? What did Hitler know about them? What did they know about the Holocaust? Did they feel guilty about serving?" (p. 9)

The book, jarringly, is structured around definitions based on Nazi racial law. Rigg recounts stories of some "full Jews" who succeeded in serving because they hid their background and passed as Aryans, but who were terrified of being found out and woke each morning, as Karl-Heinz Löwy did in the Waffen-SS, wondering whether they would survive the day. Most of the stories, however, are of soldiers who, although defined officially as *Mischlinge* (partial Jews), were actually raised as Christians and did not feel Jewish either culturally or religiously. For most of them, Judaism was not an identity, but an unwelcome ancestry, a racial definition suddenly imposed upon them by the 1935 Nuremberg Laws. Many were not even aware of their Jewish background until the Nazis began to persecute them. They saw military service as a survival strategy and hoped that the Wehrmacht would provide both a refuge for them, and protection for endangered members of their families. Ultimately, then, these stories are as much about survival tactics as they are about identity or morality. Rigg aptly details the confusing, changing rules regulating these *Mischlinge's* lives and participation in the armed services. Most were drafted into the army when all half-Jews were required to serve, but were then forcibly dismissed in April 1940, when Hitler changed his mind. By 1944, their situation changed again and they were required to report to Todt forced labor camps where survival was difficult. While in the military, Rigg shows, *Mischlinge* worked hard to distinguish themselves, both as a way of overcoming negative racial stereotypes, and in the hope of receiving the much coveted *Deutschblütigkeitserklärung* ("Declaration of German Blood"). Under the Nuremberg Laws, Hitler personally could free people from the derogatory label of *Mischling* by "Aryanizing" them with this decree. Despite his profound hatred of Jews, he did so for a surprising number of officers, including Field Marshal Erhard Milch, head of the German Air Force, and General Helmut Wilberg, an important Air Force tactician. Indeed, one of the more fascinating images that Rigg draws is that of an obsessed Hitler personally spending hours poring over photos of applicants for the *Deutschblütigkeitserklärung*, during the war, deciding on the basis of physical characteristics whether to issue the life-saving declaration. Rigg discovers that twenty-one generals, seven admirals, one field marshal, and thousands of others remained in the armed forces after receiving special dispensation from Hitler.

*Lives of Hitler's Jewish Soldiers* contributes deeper insight into the complexity of life in Hitler's Third Reich and makes a welcome addition to an instructor's own library. Some stories from this book also can be assigned fruitfully in conjunction with portions of Rigg's earlier volume, particularly in upper-level courses. It is not as helpful when used as a stand-alone volume, however, because it lacks the analytical and definitional clarity

of Rigg's first work. Primarily relying on narrative, Rigg asserts rather than supports the conclusions he draws. For example, he claims that among the soldiers he interviewed, "shockingly ... most did not truly know of the Holocaust, as demonstrated by Krüger, Meissinger, Schlessinger, and others" (p. 170). This is an unsupported conclusion that is seemingly based on the presumed reliability of the soldiers' own reminiscences. Certainly, it requires more corroborating evidence and objective analysis than Rigg provides, given that it goes against the weight of other recent research, diaries, and testimonies of Germans which conclude that large sections of the German population did in fact know or suspect what was happening.

*California College of the Arts*

Amy R. Sims

*A Savage Conflict: The Decisive Role of Guerrillas in the American Civil War*, by Daniel E. Sutherland. Chapel Hill, NC: University of North Carolina Press, 2009. 435 pages. \$35.00, cloth.

*A Savage Conflict* brings together Daniel Sutherland's immense store of knowledge about the many and various forms and examples of guerrilla warfare. In his fast-paced, year-by-year narrative, Sutherland tracks Civil War guerrilla activity across the South and into the North and demonstrates that such warfare became the principal way most people experienced the war and came to understand their place in it.

Sutherland divides his canvass into the Trans-Mississippi, the upper South, the Deep South, and the lower Midwest in order to observe guerrilla activity up close. Each area had its distinguishing features based on geography, resources, prior histories, population profiles, extent of organized military presence, and other factors, but they shared the patterns of guerrilla mobilizing and the effects of partisan violence. In the early days of the war, Southerners formed irregular, or partisan, units in defense of home, claiming for themselves a lineage of manly courage from Revolutionary War partisans celebrated in Southern belles' letters. Sutherland argues that most military men disliked guerrilla warfare because it drained the regular armies of men, encouraged desertion into such units or avoidance of service for the same reason, disrupted strategic planning, exhausted local resources, and degenerated into brigandage and lawlessness. Still, the exigencies of war often dictated a resort to guerrillas as scouts, raiders, guards for supplies, slave patrolers, and other tasks. The Confederacy depended on guerrillas more than did the Union because of manpower needs and the willingness of many Southern men to fight only as partisans, rather than regular soldiers, in the defense of home. The Confederacy attempted to regulate guerrilla activity, but as the war progressed, military men exercised less control over the partisans. The partisans themselves were mutating into various kinds of guerrillas, some working in sufficient concert with regular military forces to be useful arms of the organized Confederate war effort and others becoming no more than outlaws. By 1863, large areas of the South had plunged into chaos, with so-called "partisans" engaged in robbery, murder, almost wanton destruction of property, and other acts of disruption. Citizens resented the regular government for being unable to protect them, and soldiers abandoned the ranks to return home to protect family and community. Guerrilla warfare magnified and complicated local struggles and also led to slave rebellions. The situation spiraled ever downward out of control as the Confederacy collapsed. Some Southern communities came to welcome Union occupation as the only way to restore order and save themselves from anarchy.

Sutherland does not argue that guerrilla warfare caused Southern defeat, though his argument implies that, in the end, it undercut loyalty to the new government and prospects for independence. The South lost the war on the battlefields. He does make the case that, as guerrilla warfare spread and became more destructive, it led to reprisals both by Union forces who, with varying degrees of intensity and even ruthlessness, imposed their own “hard war” on civilians to root out any support for guerrillas and by unionists who used the cover of the Union Army to commit their own acts of vengeance for past and wartime wrongs. By 1865, violence begetting violence in countless communities simply wore people out. The will to persist in making war went with it.

Sutherland does not much say what consequences such disruptions, disgust, and destruction had for Reconstruction. One wonders, for example, how guerrilla warfare complicated prospects for reconciliation, not only between North and South, but also within Southern places. Guerrilla warfare had driven many people from their homes, never to return, and likely led to a “cleansing” of sorts that made some places more “Southern” or “Union” thereafter. Present concerns about building a sense of community after years of civil strife in Central America, Africa, and Asia make such an inquiry into the effects of guerrilla warfare in the American Civil War a very relevant consideration. Teachers would do well to explore such parallels and analogies.

Sutherland’s aptly titled book reminds us of the old military adage that wars rarely move in the direction their authors intend or even understand. It also shows that much of the “real war” that never got into the books, to borrow from Walt Whitman’s phrase, was fought on the homefront and on the flanks of the armies where the wartime reporters did not go. After reading Sutherland’s masterful account, it will no longer be possible or responsible to teach the American Civil War by looking at the generals and battles alone.

*Saint Joseph’s University*

Randall M. Miller

Attention all providers of  
history education resources:

## Advertise in *The History Teacher*

For as little as \$175, your ads could reach more than 6,000  
history educators and administrators in universities,  
community colleges and secondary schools!

**Rates:**

Full page, text section: \$250  
Half page, text section: \$175  
Inside front or inside back cover (full page only): \$300  
Back cover (full page only): \$350

**Deadlines:**

May - Reservation, Mar. 1 / Art, Mar. 15  
August - Reservation, June 1 / Art, June 15  
November - Reservation, Sept. 1 / Art, Sept. 15  
February - Reservation, Dec. 1 / Art, Dec. 15

*All ads black and white and must be submitted camera-ready.  
Insertion orders via post or e-mail.*

— SPECIAL OFFER FOR FIRST-TIME ADVERTISERS —

**Free 2nd placement with purchase of 1st ad**

*Same type ad or smaller.; Inside covers excluded from free placement.  
Mention this offer upon reservation to receive placement.*

**For more information, contact:**

Elisa Herrera, Director  
Society for History Education, Inc.  
CSULB - 1250 Bellflower Blvd., Long Beach, CA 90840-1601  
PHONE: (562) 985-2573 • FAX: (562) 985-5431 • E-MAIL: [info@thehistoryteacher.org](mailto:info@thehistoryteacher.org)  
WEB: [www.thehistoryteacher.org](http://www.thehistoryteacher.org)