Reviews

A History of Argentina: From the Conquest to the Present, by Ezequiel Adamovsky. Durham, NC: Duke University Press, 2024. 322 pages. $109.95, cloth. $29.95, paper. $29.95, electronic.

A History of Argentina: From the Conquest to the Present provides a summary from the conquest to the government of Mauricio Macri (2015-2019). Adamovsky has written a compelling narrative that covers five hundred years of oppression and resistance. Looking at the long term, we can understand the continuities from the colonial period—such as racial hierarchies—along with the ruptures caused by the struggle over hegemony. Adamovsky suggests that at the core of the country's issues is the conflict over an Argentine "we." The legacies of colonial times, the national organization of the Liberal state in the nineteenth century, and the political conflicts between Peronism and anti-Peronism explain why "in Argentina no vision of this 'we' has never become hegemonic" (p. 304). Argentina's insertion in world capitalism as producer of meat and grains, economic dependency with England and then the United States, and international debt that conditioned industrial development, are key external factors that limited the country's autonomy.

The book condenses the major historical processes of colonial and modern history in six chapters and an epilogue. Chapter 1 covers colonial history from the conquest to the fall of the colonial order, highlighting the violence of the Spanish conquest that dispossessed indigenous peoples from their lands. Chapter 2 investigates the revolutionary period from 1806 to 1852, marked by both the potential for an egalitarian society and a deep division between Buenos Aires and the rest of the provinces. This period represented an irreversible change: "the plebs gained an indispensable place in politics that they would never again lose" (p. 59). Chapter 3 examines the "great transformation" of the state from 1852 to 1912, including internal debates among elites regarding nation-making, violence against indigenous peoples, and the establishment of the agro-export model that promoted economic growth while increasing regional imbalances and intensifying class, racial, and gender inequality—to which a vibrant workers' movement emerged. Chapter 4 recounts the history from the

first democratically elected government in 1912 to the fall of Peronism in 1955. In less than two decades, Argentina went from the "universal" suffrage law to the first coup d'état in 1930. A new political force led by Juan Domingo Perón built a popular nationalism and the welfare state and invited workers, women, and other marginalized actors to become part of the Argentine "we." Chapter 5 goes from the first coup against Perón in 1955 to the re-democratization in 1983, showing Peronist resistance to dictatorships, revolutionary youth that joined politics, and protectionist economic policies during the 1960s and 1970s that further developed the national industry. Perón's brief third government (1973-1974), once he returned from exile, culminated with his death and opened the path toward unprecedented state violence. The 1976 coup inaugurated another irreversible moment in Argentina's history defined by the implementation of neoliberal policies, international debt, dependency with the IMF, and devaluation of the national currency, sustained by systematic torture, physical disappearance of political dissidents, and the kidnapping of their babies. Activists resisted by building a remarkable Human Rights movement. Chapter 6 examines governments that ruled after the return to democracy from 1983 to Macri's government in 2015. In the 1990s, Peronist President Carlos Menem deepened neoliberal measures by shrinking the state's role in education, health, labor, and housing. Popular sectors responded with collective action, giving birth to new political actors (*piqueteros*) and organizing the 2001 rebellion. Building an alliance between Peronist and non-Peronist sectors, Néstor and Cristina Kirchner's governments gave legitimacy to the state and put an end to the economic and political crisis. They returned to protectionism to revamp industrialization, fomented science and education, yet also polarized society. With an anti-Peronist coalition, Macri again implemented neoliberal economic policies representing right-wing sectors that never before achieved political power through democratic means.

Adamovsky argues that we need to understand this history beyond the Peronist and anti-Peronist antinomy. Instead, he proposes to delve into the effects of orthodox or heterodox economic models since there has not been a linear relationship between economic policies and political parties. While Peronist governments had applied more consistently heterodox approaches that promoted national industry, major neoliberal policies were implemented during the 1990s by a Peronist president. Adamovsky's narrative also invites us to consider both the subordinate position of Argentina in world capitalism *and* the crucial role that popular actors have played in defending humanitarian values of solidarity and justice from the independence wars to contemporary times.

This book will be a significant addition to undergraduate courses on colonial and modern Latin American history. With no footnotes but with a comprehensive bibliographic list for further exploration, the narrative seems especially crafted for a general audience and introductory courses. Latin Americanist historians will find in this book a valuable resource for teaching.

Washington State University Sabrina González

A Primer for Teaching Indian Ocean World History: Ten Design Principles, by Edward A. Alpers and Thomas F. McDow. Durham, NC: Duke University Press, 2024. 216 pages. $99.95, cloth. $25.95, paper. $25.95, electronic.

Written in an engaging and conversational style, *A Primer for Teaching Indian Ocean World History* is an excellent resource for students and teachers to explore the growing field of Indian Ocean histories. The primer is part of the Duke University Press series on "Design Principles for Teaching History" and serves as an accessible guide to creating effective syllabi and assessment tools to engage students with the histories of the Indian Ocean World in all their complexity and diversity. The authors, Edward A. Alpers and Thomas F. McDow, have not only drawn upon their own scholarship and classroom experiences, but also on a number of other Indian Ocean scholars/teachers to present a thoughtful and extremely useful guide to learning and teaching about the Indian Ocean World (IOW).

Along with a brief Introduction and Conclusion, the primer is divided into three parts. The first part, "Foundations and Sources," contains three chapters that together introduce multiple ways of orienting students to thinking about oceans as useful categories of historical analysis and about the Indian Ocean as an interconnected historical space with a very long history—longer than the histories of the Atlantic and the Pacific that students in U.S. universities may be more familiar with. The authors propose a multi-pronged approach to defining and understanding what constitutes the IOW, including the use of historical cartographic understandings of the region and its geography and climate. They also introduce a number of writing traditions in Arabic, Malay, and Persian (many of which are available in English translations) that can further enable students to appreciate the long-term dynamism of Indian Ocean communities prior to the arrival and domination of European powers. At the same time, the authors go beyond textual materials to recommend several non-textual traditions, including archaeology, architecture, music, and dance, that will introduce students to multiple perspectives from a variety of locations around the Indian Ocean World.

Conceived in five chapters, a large section of the second part, "Global Themes," focuses on the circulation of commodities, people, and ideas—a theme that is inextricably tied to the history of the Indian Ocean World. Here, teachers can, for example, choose from a wide variety of commodities like spices, ceramics, and textiles that dominated the trade networks in the IOW, or focus on different forms of labor—free, enslaved, indentured—all of which can serve as fascinating windows to explore the interconnectedness of the IOW and also draw comparisons from other parts of the world. The authors' inclusion of a chapter on "Disease and Environment" is extremely useful in encouraging students to develop a historical perspective on themes that are of much relevance to them in the contemporary world. The third and the final part of the primer, "Teaching Strategies," focuses on pedagogical techniques that not only encourage engagement and reflection from students, but also allow teachers to clarify their learning goals and objectives for their class. Depending upon the level of

instruction and in-class/online teaching, the authors have included a wide variety of assignments and assessment tools in this part of the book. From writing book reviews to creating digital research projects, there are many helpful assessment ideas that can be easily adapted by high school teachers and faculty and graduate students at the college and university level.

Throughout the primer, the authors maintain an engaging tone, present a range of questions to think through for different themes, and include easily accessible library and digital resources for teaching the history of the Indian Ocean World. The cross-references to chapters within the book make it easier to read the primer in a more targeted manner if needed, though a reading from the beginning to the end can be rewarding even to those who are familiar with the field. The reflective tone adopted by the authors is very successful in drawing the reader in on a journey to explore together the exciting and challenging task of teaching about the Indian Ocean World. Ultimately, irrespective of whether one has taught a course on the Indian Ocean World before or is new to teaching about it, *A Primer for Teaching Indian Ocean World History* will serve as an essential guide and reference tool for developing engaging strategies for students to learn about this growing and fascinating field of history.

Pennsylvania State University Jyoti Gulati Balachandran

The Threshold of Dissent: A History of American Jewish Critics of Zionism, by Marjorie N. Feld. New York: New York University Press, 2024. 279 pages. $30.00, cloth. $30.00, electronic.

How have American Jews criticized Zionism and the State of Israel, and how have powerful Jewish institutions responded to such dissent? These are the central questions Marjorie N. Feld explores in *The Threshold of Dissent: A History of American Jewish Critics of Zionism.* Feld traces American Jewish dissent and critique of the Zionist project from the pre-state era through the 1980s, examining how American Jewish institutions and leaders—frequently referred to as the American Jewish establishment—have increasingly sought to silence dissent and manufacture consensus around the justification and sacrosanctity of the State of Israel. She argues that following the Holocaust, and increasingly as Israel became an American Cold War ally and recipient of U.S. aid, tolerance for diverse perspectives on Israel and Zionism waned among mainstream Jewish leaders. Criticism of Israel and Zionism thus became unwelcome at best, and was often perceived as injurious or dangerous to the Jewish people. These institutional policies resulted in the marginalization of dissenting U.S. Jewish voices and the creation of a manufactured or imagined consensus on unwavering American Jewish support for Israel.

Feld's work builds on a growing body of historical scholarship that highlights American Jewish non-Zionism, anti-Zionism, and alternative Zionist imaginations. Her intellectual debt to scholars such as Geoffrey Levin, Shaul

Magid, Zvi Ganin, and Noam Pianko is evident in her frequent engagement with their work. Yet, while previous scholarship often prioritized depth through focused case studies, Feld's work is distinguished by its breadth, examining shifts in American Jewish critiques of Zionism and the institutional policing of dissent. Many of her case studies, such as William Zukerman's previously unexamined *Jewish Newsletter*, stand out as original contributions and novel archival work. However, Feld's most significant achievement lies not merely in her archival discoveries, impressive though they may be, but in the conceptual framework she develops—particularly her articulation of a symbolic "threshold" of acceptable criticism. She convincingly demonstrates how this threshold has progressively shifted over time, narrowing the range of "acceptable" critique and resulting in increased communal scorn and the withholding of resources by institutional gatekeepers toward those deemed to have gone beyond the pale. Moreover, Feld effectively illustrates how this narrowing has impeded American Jews from engaging fully in progressive politics as Jews, particularly as the Palestinian cause has gained traction in left-leaning circles.

The Threshold of Dissent is essential reading for educators and scholars working on Zionism, the American Jewish experience, and progressive political movements in the United States. Feld's nuanced historical account is particularly valuable at a moment when university students seek more layered and thoughtful analyses of the relationships among American Jews, progressive politics, and the State of Israel. The book offers a welcome departure from the oversimplified and polarized narratives that dominate much contemporary public discourse.

Given that the book's argument builds incrementally, it is ideally read as a whole, enabling students to appreciate Feld's detailed examples of how critiques once considered acceptable in the Jewish world are now deemed illegitimate, or even dangerous. However, recognizing the realities of history course structures, Feld wisely constructs each chapter to function independently, making individual chapters highly suitable for classroom use. Chapter 3, "'Israel—Right or Wrong': Anticolonialism, Freedom Movements, and American Jewish Life," is particularly recommended. Students will find significant resonance with today's political climate in Feld's examination of anti-Zionism's growing role within New Left politics, the ensuing mainstream Jewish backlash, and the complexities faced by progressive Jews navigating these polarized contexts. Throughout, Feld's accessible tone and language make this complex subject suitable for both introductory undergraduate survey courses and more advanced courses, as well as potentially non-traditional teaching aimed at broader public audiences.

While Feld's decision to conclude her detailed historical account in the 1980s—apart from the conclusion and a brief "coda"—is understandable, it leaves readers desiring more contemporary context. For instance, the American Israel Public Affairs Committee (AIPAC), one of the most influential contemporary actors on this issue, receives only a few brief mentions—though, to Feld's credit, the Anti-Defamation League (ADL), another major contemporary player, is discussed extensively. Yet this selective emphasis inadvertently highlights a broader strength of Feld's scholarship: the primary critique of the book is simply that readers finish it wishing for an even more comprehensive history.

Marjorie Feld should be praised for bravely engaging with such a controversial and sensitive topic, performing impressive archival research, and providing a timely, relevant, and clearly comprehensible historical narrative. Indeed, if the major critique is that readers finish wanting an even fuller historical exploration, Feld's *The Threshold of Dissent* has undoubtedly succeeded in its scholarly purpose and is highly recommended for research and use in the classroom.

University of Washington, Seattle Jacob Beckert

Reworking Citizenship: Race, Gender, and Kinship in South Africa, by Brady G'sell. Stanford, CA: Stanford University Press, 2024. 324 pages. $130.00, cloth. $32.00, paper. $32.00, electronic.

Reworking Citizenship is masterful discussion on the integration of state policies and their impact on economically impoverished African, Coloured, Asian, and White women. Of most impactful were those legislative measures that defined and redefined who belonged in South Africa and who deserved the benefits of South Africa's social services. Brady G'sell's subjects migrated from other places to the Point, where they could "live in town" (not in a township). The Point's multiracial history dates to its early development. Poor White and Black African migrant workers initially inhabited the area and built their livelihood on hustling. G'sell shows how the Point's female populace deployed this same tactic to attain citizenship. *Rethinking Citizenship* uses this geographical location to analyze the relationship between urban segregationist policy and welfare intervention from 1960 to 2014. The work incorporates feminist anthropology, women's history, and gendered interests to discuss how women developed and brokered intimate relationships. Each chapter highlights a different example that shows how women narrated their concerns for food, housing, and income to social workers and judges (p. 101).

To obtain support for their children and themselves, Point women (Black, Coloured, and Indian) engaged in various strategies like "kinshipping." Kinshipping is a livelihood strategy that calls for distributive labor rather than foster ties of independence (p. 6). They used this tactic to rework their political citizenship through social reproduction. These women challenged exclusionary laws like the Child Support Grant, the Maintenance Court, and immigration law. Individuated state entitlements were infused with kinship obligations to broaden their reach and to claim support. They demanded collective recognition through their claim-making. Different relational transactions enabled them to renegotiate their citizenship that encouraged reciprocity and called for negotiated discussions. Despite the state's imposition of various policies that supported whiteness and poor White mothers, Point women found enough support to forge new relations that went beyond race to ensure their immediate survival. Forced to resort to other means, these women seeking a life in urban South Africa practiced *ukuphanda*, or hustling, to scratch out a living (p. 31). They garnered resources to support

social reproduction and to circumvent the state to secure citizenship. The following example highlighting the woman Zanele best illustrates this strategy. Zanele moved to Durban from the rural areas, where she lived with her longtime boyfriend (Lucky). They inhabited a room for less than half of the usual 2000 rand in rent since Lucky worked for the building's owner. Zanele sidestepped the neighborhood's expensive (by working-class standards) rents to enjoy the Point's central location, its public primary school, its hospital, and its robust, bustling economy (p. 36). Zanele lent money to building occupants. She and another woman went around and collected payments. They stumbled upon a White mother to a Coloured child. She refused to leave her belongings in the passage unguarded, so she brokered a deal with Zanele. Zanele issued a receipt on a scrap of paper and, with cash in hand, she went downstairs to pay a Xhosa granny to watch her daughter for the day. Maryann stored the undated receipt and squirreled away the money to avoid asking her boyfriend. This exchange, agreement, and interaction supports G'sell's contention that relational transactions formed part of the Point's citizenry-making.

Reworking Citizenship decodes the inner workings of citizenship building on the ground. G'sell portrays the pitfalls of exclusion to highlight the benefits of inclusion. The author is vigilant in excavating the people's agency even when measures appear to obstruct their paths towards democracy. G'sell stands with others in this regard. For instance, *We Are the Poors: Community Struggles in Post-Apartheid South Africa* by Ashwin Desai, *Living Politics in South Africa's Urban Shacklands* by Kerry Ryan Chance, and *Making Freedom: Apartheid, Squatter Politics, and the Struggle for Home* by Anne-Maria Makhulu resonate with G'sell because of their concentration on the wails, the angst, and the acrimony of South Africa's impoverished and marginalized population in their quest for citizenship. Like her contemporaries, G'sell leaves readers with these questions: is traditional citizenship mainly tied to financial gains, or does it incorporate land ownership? How, then, does the state negotiate the concept of belonging within the Point vs. in Cape Town with squatters who reside on the outskirts of the "Mother City"? These questions represent another way by which G'sell, and others, could show how those on the fringe gained a right to the cities and citizenship that they most desired.

University of Nebraska-Lincoln Dawne Y. Curry

Making Mao's Steelworks: Industrial Manchuria and the Transnational Origins of Chinese Socialism, by Koji Hirata. Cambridge, United Kingdom: Cambridge University Press, 2024. 355 pages. $105.00, cloth. $34.99, paper. $34.99, electronic.

How to synthesize and conceptualize China's industrial development over the long twentieth century has intrigued scholars and students alike in recent decades. The stacked legacies of multiple regimes—from Qing and Japanese empires to the

Soviet and Chinese communist governments—complicate the reinterpretation of this transformation. *Making Mao's Steelworks* addresses this challenge by tracing the history of Anshan—one of China's largest industrial cities in Manchuria—and the Anshan Iron and Steel Works (known as *Angang* in Chinese)—one of the largest iron and steel production facilities in Northeast Asia. Through this micro-historical lens, Koji Hirata narrates the multilayered evolution of China's industrial economy, state-society relations, and urban workplace. He argues that the formation of Chinese state socialism was shaped by a multitude of transnational forces, such as imperialism, communist ideology, and transnational technologies. Equally important, local actors, including party cadres, urban residents, and factory workers, played an active role in mediating Mao's visions and reshaping state initiatives on the ground. The resulting form of socialism in China, Hirata demonstrates, was a hybrid system that defies the conventional binary between socialism and capitalism and instead embodies a complex mixture of national legacies, historical contingencies, and local power dynamics.

The book is structured in chronological order. Two chapters each in Part One and Part Three cover the periods before 1948 and after 1957, respectively. Part One offers a concise overview of Japan's imperialist expansion into Manchuria, ideal for undergraduate courses on modern Asia or China, while Part Three provides an accessible introduction to China's economic reform era, suitable for Asia-related social science or history surveys. The core of the book, however, lies in Part Two, which comprises four chapters centered on the early phase of Maoist industrialization in Anshan between 1948 and 1957. This temporal focus is both strategic and deliberate, as it captures a critical juncture when the nascent Maoist state sought to coordinate an array of actors and resources—transnational, institutional, and local—while experimenting with new models of socialist governance and industrial development. Hirata shows how China began to establish a central planning economy based on its experience of taking over Angang and other industrial facilities in Japanese-controlled Manchuria (p. 107). What stands out in this narrative is not only the critical role of Japanese technological expertise in the postwar production recovery, but also the political dynamics surrounding the takeover. For example, Japanese and Nationalist engineers, driven by national pride and ideological loyalties, vied to woo the new communist authority and competed in their work on resuming Angang's production (pp. 124-125). In Hirata's perspective, it was both Japan's infrastructure and human capital that contributed to the rise of China's industrial economy in Manchuria.

Hirata's account frames the early 1950s as the most formative period in the development of Chinese socialism, with Anshan standing out as a key industrial frontier. The Chinese communist state sought to integrate Soviet technologies and equipment into domestic infrastructure while simultaneously building on Japanese and Nationalist legacies. One telling example is the addition of a fourth story to the Angang headquarters, originally built under Japanese rule. This architectural gesture, as Hirata claims, illustrated "how socialism was constructed atop colonial remnants" (p. 144). Beyond such symbolism, Hirata also offers substantive evidence: two-thirds of all Soviet experts stationed

outside Beijing were sent to Manchuria, and their privileged treatment in daily life closely resembled that of the Japanese repatriates (p. 152). Another fundamental development during this period was the institutionalization of the State-Owned Enterprise (SOE) system. As Hirata explains, SOEs like Angang became entangled in complex local political environments, subject to vertical control from central industrial ministries, as well as horizontal interference from local party committees (p. 191).

This book serves as a useful resource for teaching early PRC (People's Republic of China) history, particularly through its focus on Anshan's industrialization in the early 1950s—a story that conveniently stands in as a microcosm of Mao's heavy industry-oriented development. Thematically, this book engages an impressively wide range of trendy topics in the field, including empire and frontier, Cold War geopolitics, late industrialization theory, political economy of development, social lives of labor, and even global capitalism. While this ambitious thematic scope may enhance the book's appeal to readers across a broad spectrum of disciplinary backgrounds and thematic interests, it also risks overgeneralizing China's broad socialist experience. The book could clarify more elaborately whether the hybrid socialism reinvented in Anshan was representative nationwide or an exceptional case shaped by Manchuria's distinctive colonial past. Overall, Hirata's study highlights Anshan and Angang's unique role in China's socialist industrialization and invites further research into the PRC's industrial and technological history.

Texas A&M University-San Antonio Zhaojin Zeng

Liquid Empire: Water and Power in the Colonial World, by Corey Ross. Princeton, NJ: Princeton University Press, 2024. 434 pages. $39.95, cloth. $39.95, electronic.

Water is so fundamental a substance of living existence as to be rendered invisible. Indeed, even historical accounts of aquatic activities tend to take its presence and significance for granted. Corey Ross intervenes to demonstrate that the background of historical activity with respect to water needs serious reprioritization. In a series of thematic chapters, Ross overwhelmingly proves that water intersected with every vector of colonial life in areas of Africa and Asia, and that the means of British, French, and Dutch imperial power flowed directly from the successful channeling of water—from streams, rivers, and lakes, to coastlines, fisheries, city infrastructure, and hydraulically engineered networks. Or, as he sums it, activities of the "hydrosphere."

The analytical imperative employed here of keeping water at the forefront allows Ross to deftly travel across geographically disparate locales (India, Tunisia, the Congo, the Nile, Java, Vietnam) and along a nineteenth- and twentieth-century timescale with relative ease. He justifies the selected time frame by repeatedly using phrases like "the heyday of Empire" to suggest that

what differed in his selected periodization from previous periods of hydraulic imperialism was the sheer scale of the endeavors, a result of industrialization and the mechanical and technological advances attendant to it. Despite the relative advances in imperial abilities to control water, Ross continually shows that water resisted impositions at every turn. Water is thus not a passive object of historical events. Though not a sustained part of his argument, water to Ross signals a kind of historical agency—an "inanimate actant" as he states in the Introduction with reference to Bruno Latour and, in Chapter 2, the waters of the Nile are for him a "crucial historical agent" (p. 103), as vital as the people who used and interacted with it. This is not an anthropomorphizing move either, as water remains stubbornly indifferent to human forces despite the latter's expanding capabilities as time moves forward in the book.

Though geographically transregional, the chapters follow a clear organizational plan, each focusing on a specific mode of imperial activity. Chapter 1 discusses early river navigation schemes, showing how the nineteenth century saw deeper exploration and mapping of Africa's and Asia's waterways compared to previous centuries. Railway linkages to waterways, and the need for deeper ports to extract wealth from these networks, brought large-scale incursions into areas like the Congo and Vietnam's Red River. Water resistance, particularly seasonal water levels, is highlighted. Chapter 2 addresses the challenges of monsoons in the Indian subcontinent and East Indies, particularly regarding irrigation for rice and sugar plantations, where Western scientific plans intersected with pre-colonial knowledge systems. Chapter 3 examines efforts to turn "dormant" land into productive agricultural areas, focusing on how British and French engineers adapted older water systems from Punjab, Khmer, and Vietnamese regimes. Ross emphasizes the imbalance of water delivery versus drainage systems, noting that nutrient depletion and soil salinization persisted long after decolonization. Chapter 4 critiques the emphasis on flood control, which harmed existing communities. Chapter 5 details the effects of water mitigation on fishery communities, including invasive species, saltwater intrusion, and waterborne diseases. Chapter 6 examines urban water infrastructure, focusing on sanitation inequalities between colonizers and natives in Calcutta and Hong Kong. Chapters 7 and 8 explore the role of electricity and water, and the intersection of colonial and post-colonial funding models in Ghana and India. The Epilogue extends these issues forward to the current global capitalist system, highlighting the continued neo-colonial effects of World Bank and IMF loans on water infrastructure.

This book will generate many important discussions in a wide variety of courses from world history, environmental history, and various area studies, likely only digestible at the undergraduate level on a chapter-by-chapter basis. However, this is not as global a history as it intends, because the Western hemisphere is hardly mentioned. The use of "modern European Empire" as a shorthand throughout omits Spain, and only in passing touches on Portugal in West Africa (p. 326), but not in Brazil. The "Global South" here does not include Latin America or the Caribbean. The analytical binary opposition of empire and colony also sometimes clumsily glosses the rise of nationalism and nation-states. The most interesting exception concerns the Tennessee Valley

Authority's noted influence on Ghana and its Volta river scheme. *Liquid Empire* does, though, succeed in bringing attention to water's historical primacy regardless of region or time frame, and it is a watershed for a new subfield we might call "aqueous history."

Augustana University John K. Babb

Students as Historians: Using Technology to Examine Local History Beyond the Classroom, by Scott K. Scheuerell. Lanham, MD: Rowman & Littlefield, 2024. 252 pages. $120.00, cloth. $47.00, paper. $45.00, electronic.

By inviting young learners to participate in the type of work historians actually do—careful source analysis, contextualization, and the production of digital artifacts, for example—they move from passive (and bored) recipients of content to producers of knowledge. When done through the lens of local history with the help of tech tools, Scheuerell argues, this often means contributing original research and uncovering stories previously untold.

Part I of *Students as Historians* makes the case for this type of learning. The first three chapters discuss technology-based instruction, local history, and Black historical knowledge, respectively. In each section, Scheuerell builds on helpful scholarly frameworks to explain what the approach entails. The chapters then cite useful models to guide teachers in their work, from a discussion of the SAMR schematic that aids in selecting appropriate instructional technologies, to the SOURCES approach to primary source analysis, to LaGarrett King's guidelines for centering Black Historical Knowledge (BHK) in K-12 curricula. At the conclusion of Part I, the reader is convinced that these frameworks, when combined, can achieve many of the goals we strive for as history educators: fostering historical thinking skills, connecting national stories to place, nurturing empathy for people past and present, and assessing students in authentic ways.

Part II then shows the reader what this looks like in practice through four inquiry examples. Using the C3 Inquiry by Design model, each Local History Lab invites students to engage with a compelling question, proceed through the inquiry arc by exploring primary and secondary sources, demonstrate their learning through engaging formative tasks (such as writing a postcard from the perspective of a Black Exoduster), and create a public Google Earth digital map as a summative project. The four lesson examples stem from the author's experience teaching in Missouri and Kansas, and focus on the Civil War and Reconstruction Eras. One lesson has students combing through census records to consider how demographics in Western Missouri shaped that region's relationship to the Civil War, while another sees them connecting the local history of Reconstruction to the debate surrounding reparations today. While specific, the four examples represent an exciting model that could be replicated in other places with other topics.

Part III details a local history unit on the civil rights movement in Mobile, Alabama. While the unit idea is strong, the author unfortunately spends a lot of time on the historical context and only describes the lessons and tech tools briefly, making them a little harder to conceptualize and replicate in practice. The unit was also tested in a private, rural school with only ten students, making the results, as the author admits, not necessarily transferable to urban, suburban, or public school contexts. The book could have also benefited from a concluding chapter summarizing key ideas and offering practical suggestions for educators looking to create these types of lessons.

On that note, *Students as Historians* sometimes falls victim to what we too often do as social studies researchers and teacher educators: sing the praises of inquiry and "doing history," then describe lessons that seem unachievable to create or enact for actual teachers. While Scheuerell does offer some suggestions for how to procure primary sources from local archives and historical societies, one is left wondering how many hours it took to create the History Labs he describes. This is not to say we should abandon this approach. Rather, after reading *Students as Historians*, I was convinced we need two things: better open-access repositories of quality Local History Lab lessons (the C3 Teachers hub is a start, but insufficient) and better training in our preparation programs so educators have the skills to create similar inquiries.

Scheuerell clearly possessed the time and know-how to locate a variety of primary sources and contextualize them through a close reading of secondary literature. If our preparation programs do not cultivate these disciplinary skills within teacher candidates, and in-service teachers are not given the time and resources they need to create these types of projects, I fear too many educators will write off this type of lesson as pie-in-the sky: nice for a private school with ten students per class, but not feasible for a harried public school teacher with eighty students and 50-minute periods. That would be a shame. I therefore see the primary audience of *Students as Historians* as teacher educators, curriculum coaches, and others involved in helping teachers move beyond lecture-based pedagogy. They can build on the helpful examples included in this volume, even assign them as readings, then provide the necessary supports for making incredible lessons like these happen in more real-world classrooms.

Northern Arizona University Lauren Lefty

Rethinking Japan's Modernity: Stories and Translations, by M. William Steele. Cambridge, MA: Harvard University Asia Center, 2024. 352 pages. $59.95, cloth. $59.95, electronic.

Rethinking Japan's Modernity examines Japan's nineteenth- and early twentieth-century engagement with conceptions of modernity and civilization during eras of great change. This book combines new translations with a selection of previously published papers, revised and given new classroom potential when

brought together. *Rethinking Japan's Modernity* shines in its translations of engaging primary sources and visual materials, making these resources accessible and adaptable for the Japanese history and American history classroom. Those teaching the mid-nineteenth and early twentieth-century history of Japan can assign chapters from this work with confidence, both in the rigor of the scholarship and the engaging class discussions that are sure to result.

Japan's late nineteenth-century embrace of Eurocentric metrics of "civilization" and progress are core themes in the study of modern Japanese history and U.S.-Japan relations. Teachers may find certain chapters particularly helpful in encouraging students to, as the book's title suggests, rethink the meaning of Japan's modernity. The fresh translations of lesser-studied works by Fukuzawa Yukichi (Chapter 3, "A Petition on the Subjugation of Chōshū"; Chapter 8, "On Fighting to the Bitter End") offer deeper dives into the intellectual and wartime engagement of one of the most influential men in modern Japanese history. These translations provide a nuanced exploration of Fukuzawa's engagement with ideas about independence, power, and Japan's future. In the classroom, these chapters would dovetail well with the syllabus staples more traditionally assigned in the discussion of Fukuzawa and late nineteenth-century Japan's race towards Eurocentric conceptions of modernity: *Conditions of the West* (1867) and *An Outline of a Theory of Civilization* (1875). Steele's selected translation of a satirical piece by one of Fukuzawa's critics (Chapter 6, "Mantei Ōga: Sparrows at the Gates of Learning"), can be read alongside the source of its satire, Fukuzawa's classic text *An Encouragement of Learning* (1872-1876). This pairing offers excellent classroom material for discussions surrounding some of the core values of late nineteenth-century Japan's pursuit of "civilization and enlightenment": independence, freedom, and the meaning of a "civilized" society in a rapidly changing world.

Rethinking Japan's Modernity makes use of its bright, full-color printing in the sharing of the rich visual culture of nineteenth- and twentieth-century Japan. Chapter 4 ("That Terrible Year 1868: Satirical Cartoons and the End of an Era") shares the people of Edo's experience of the Boshin War (1868-1869), the civil war that led to the fall of the Tokugawa shogunate, as represented in vibrant satirical cartoons. Rather than focusing on the military or diplomatic history of the Boshin War, as do many treatments of this conflict, this chapter makes the lived experience of this war at the popular level accessible to an English-language audience. Students are sure to be surprised by the depiction of shogunal and imperial forces in the "Toba War of Farts" (p. 84), as well as the other methods in which popular media incorporated both frolicking and fury in their depiction of the chaos of civil war. Chapter 12 ("Postcards from Hell: Glimpses of the Great Kantō Earthquake) explores the devastation of the 1923 Kantō Earthquake through not just images of the disaster itself, but through the activity of the people producing and circulating these images. This chapter, as of most of this book's chapters, makes use of full-color ephemera from the author's private collection, acquired through decades of collection and study.

The changing perceptions of Japan and its international engagement serve as a theme for several of the chapters. This work supports recent studies of alternate

meanings of and engagements with conceptions of "opening" (*kaikoku*) in the study of Japanese history. American classroom audiences in particular may connect with Chapter 1 ("Pacific Vistas: California and the Opening of Japan"), which explores the "opening" of Japan from the perspective of the people and print culture of California. This chapter can contribute to American history units examining antebellum California and its international engagement. The *Daily Alta California* articles analyzed in this chapter are, as the author indicates, accessible in the public domain through the California Digital Newspaper Collection (https://cdnc.ucr.edu/). Advanced high school and undergraduate students may enjoy reading Chapter 1 alongside the *Daily Alta California* as part of a research project assignment exploring primary sources and the interactions between international and local history.

Rethinking Japan's Modernity shares stories of people going through times of great transformation—war, natural disaster, militarism, and major ideological shifts in the institutions and intellectual frameworks in which people lived their lives—and serves as a vivid and accessible resource for classrooms of modern Japanese history.

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