

## Home Page

The screenshot shows the Project MUSE website interface. At the top, there is a navigation bar with the Project MUSE logo, a search bar, and links for 'About', 'Contact', 'Help', 'Tools', 'Order', and 'Saved Citations (0)'. Below the navigation bar, the breadcrumb trail reads 'Browse > History > U.S. History'. The main content area features the journal title 'Reviews in American History' with a green checkmark icon, indicating it is available. Below the title, it specifies 'Vol. 23 (1995) through current issue'. A descriptive paragraph follows, stating that the journal provides in-depth reviews of new books in American history. To the right of the text is a thumbnail image of the journal cover and a 'Free Sample Issue' button. Further right is a 'Research Areas' dropdown menu set to 'History > U.S. History' and a 'Recommend' section with an email link request form. At the bottom of the main content area, there are tabs for 'Available Issues', 'Search Journal', and 'Journal Information'. Under 'Available Issues', the current issue is listed as 'Volume 45, 2017' (Volume 45, Number 1, March 2017) and the previous issue as 'Volume 44, 2016' (Volume 44, Number 4, December 2016). The URL 'muse.jhu.edu/journal/168#details' is visible at the bottom left. On the right side, there are social media icons and a 'Frequently Downloaded' section.

## Logo



## URL

<https://muse.jhu.edu/journal/168>

## Subject

United States – History – Reviews - Periodicals

## Accessibility

On Subscription basis

## Language

English

## Publisher

The Johns Hopkins University Press in collaboration with The Milton S. Eisenhower Library

## Brief History

Reviews in American History is a quarterly peer-reviewed academic journal established in 1973 and published by the Johns Hopkins University Press. The current editor-in-chief is Thomas P. Slaughter of the University of Rochester.


## Scope and Coverage

Reviews in American History publishes reviews of new books on the topic of American history, as well as retrospectives on influential titles of the past. Each issue presents in-depth reviews of more than twenty of the newest books in American history. Retrospective essays examining landmark works by major historians are also regularly featured. The journal covers all areas of American history including cultural history, intellectual history, political history and philosophy, religion, social history, gender, sexuality, popular culture, law, military history, and economics. Readers can expect continued coverage of both traditional and new subjects of American history, always blending the recognition of recent developments with the ongoing importance of the core matters of the field.

## Kind of Information

Reviews in American History includes Atlantic history, early American history, History of public libraries in America, Liberalism, history of politics, U.S. Environmental History, Twentieth-Century U.S. foreign relations, about Legal Feminism, Dutch-Indigenous Relations, information about war, different movements in America etc.

Browse > History > U.S. History > Reviews in American History > Volume 45, Number 1, March 2017

Goodnight Moon; or, Why We Don't Know Much about History  Download PDF

Anne Hyde (bio)

James West Davidson. *A Little History of the United States*. New Haven: Yale University Press, 2015. xiv + 325 pp. Illustrations, maps, and index. \$25.00.

Lawrence R. Samuel. *Remembering America: How We Have Told Our Past*. Lincoln: University of Nebraska Press, 2015. 195 pp. Notes, bibliography, and index. \$29.95.

Susan Sleeper-Smith, Juliana Barr, Jean M. O'Brien, Nancy Shoemaker, and Scott Manning Stevens, eds. *Why You Can't Teach United States History without American Indians*. Chapel Hill: University of North Carolina Press, 2015. xii + 335 pp. Illustrations, maps, notes, bibliography, and index. \$29.95.

Why is there so much drama around U.S. history textbooks? Honestly, with the exception of people reading a review like this, everyone hates them—students, teachers, and taxpayers. Their weight and impenetrable text guarantee that they will remain unread. Even so, we spend enormous cultural energy defending or attacking them. Teachers, parents, educational and cultural critics on all sides of the political spectrum desperately want students of all ages to know something about the national past and to care about it. What this something might be is, of course, really the source of the drama.

What, how, and from whom students should learn history are deeply political questions, tied to the task of nation building. In order to avoid drama and politics, textbooks at all levels have moved in two different directions. Some, in order to be inclusive, have added all the groups, stories, and details left out of the “we the people” narrative, but that has made the texts encyclopedic, expensive, and even harder to read. Others take an opposite approach, creating “brief editions” so spare and so short that all the human actors are gone. Things just happen, but quickly and without suspense or detail. And the result has been that students report they hate history, while tests demonstrate, over and over again, that they don't know much. Textbooks play a role in history education, but so do teachers, students, and communities, making the problem far more complicated. [End Page 1]

Historians Roy Rosensweig and David Thelen covered much of this terrain nearly two decades ago. In *The Presence of the Past: Popular Uses of History in American Life* they conducted a large survey of U.S. residents and concluded that citizens do care deeply about history. However, Americans view their own personal, family, and local histories as far more accurate and important than the national story, in whatever form it is taught. More worrisome, when the “official” U.S. story of progress and uplift collided with family histories and personal experiences of struggle and isolation, such disjunctures made people distrustful and even bitter toward history classrooms, teachers, and textbooks.<sup>1</sup> This raises a bigger,

Articles are presented with title, author details, reviewer's details, online publication history, Page no., DOI number, full text with footnotes. Any article from a particular volume can be seen in HTML format or even downloaded in PDF format. Some free sample issues are provided for the visitors that can help to make decision before select / subscribing this journal.

## Special Features

- ❖ Connect with Project MUSE
- ❖ Frequently downloaded lists are provided.

**Arrangement Pattern**

All the volumes are arranged chronologically. Issues under a particular volume are also arranged chronologically. Each volume contains four issues. Articles in an issue are arranged content-wise.

<p><b>Available Issues</b>   <b>Search Journal</b></p> <p><b>Volume 45, 2017</b> Volume 45, Number 1, March 2017</p> <p><b>Volume 44, 2016</b> Volume 44, Number 4, December 2016 Volume 44, Number 3, September 2016 Volume 44, Number 2, June 2016 Volume 44, Number 1, March 2016</p> <p><b>Volume 43, 2015</b> Volume 43, Number 4, December 2015 Volume 43, Number 3, September 2015 Volume 43, Number 2, June 2015 Volume 43, Number 1, March 2015</p>	<p>Volume 41, Number 1, March 2013 Table of Contents</p> <p><b>What Did Oscar Handlin Mean in the Opening Sentences of <i>The Uprooted</i>?</b> pp. 1-11   DOI: 10.1353/rah.2013.0017 David A. Gerber</p> <p> HTML  Download PDF</p> <p><b>Mastering the Chesapeake</b> pp. 12-18   DOI: 10.1353/rah.2013.0022 John C. Coombs</p> <p> HTML  Download PDF</p>
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**Remarks**

Reviews in American History helps scholars and students of American history stay up to date in their discipline.

**Comparable Tools**

- The American Historical Review (<http://ahr.oxfordjournals.org/>)
- The Oral History Review ( <https://academic.oup.com/ohr>)

**Date of Access**

7<sup>th</sup> March, 2017