

counter-revolution in a single country. Additionally, a specific contributor, who is well versed in his or her specific country, compiled the information for each section into an analysis that the West misinterpreted. The first section is that of Tunisia where the revolution first began and went on to spread across the region. Amar and Prashad claim that the Arab revolution, although consisting of several and separate events, can be contextualized by three moments—Arab Spring, Arab Winter, and Arab Resurgence. Each moment, as detailed by the editors, consists of several events in several locations and during various time periods. The Spring can be characterized by revolutions, the Winter with cooperation with NATO, repression in Syria, and land grabbing in the West Bank, while the Resurgence is characterized by new regimes that failed its people in their attempt to establish democracy in a culture for which it was unfit. All in all, *Dispatches from the Arab Spring* is a comprehensive introduction to the ever-changing Arab world. ✂

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HASSAN ABBAS. *The Taliban Revival: Violence and Extremism on the Pakistan-Afghanistan Frontier*. New Haven, CT: Yale University Press, 2014. viii + 268 pages, notes, bibliography, list of illustrations, acknowledgements, index. Cloth US\$30.00 ISBN 978-0-300-17884-5.

This work scrutinizes the Taliban's decade-long effort to regain its foothold in Pakistan and Afghanistan following NATO's offensive in 2001 and builds a case for still viewing the Taliban as a formidable force in the world today. As a fundamental overview of the Taliban, it analyzes the various factors that led to the regime's resurgence, including failed nation-building attempts of Western democracies as well as the ineffective management and injudicious policies of Pakistani and Afghan governments. Hassan Abbas, one of the world's leading experts on Middle Eastern militant groups, uses the first four chapters to provide an in-depth cross-section of the Taliban: its cultural and political history, deeply-embedded nuances, ideological motivations and aspirations for the future. Chapters 5 through 7 shift the narrative, giving a framework assessment of how the 2001 incursion dismantled the Taliban's command system, causing disarray and demoralization amongst its cadres, and how, despite being pushed to the brink of eradication, it managed to endure. Chapters 8 and 9 map their reorganizing efforts: unifying the many disparate insurgent groups throughout the region and expanding their

criminal network. Abbas' conclusion summarizes the challenges of tackling Islamist militancy head-on and analyzes legitimate, sustainable avenues for political, economic, and social restoration. ✧

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NURIT PELED-ELHANAN. *Palestine in Israeli School Books: Ideology and Propaganda in Education.* New York: I.B. Tauris, 2012. x + 268 pages, notes, references, index. Paper US\$29.00 ISBN 978-1-78076-505-1.

In *Palestine in Israeli School Books*, Nurit Peled-Elhanan analyzes the portrayal of Palestinians in Israeli schoolbooks. Elhanan argues that these texts, primarily history or social studies schoolbooks, contain anti-Palestinian ideologies and propaganda, in both explicit and implicit forms. For example, many schoolbooks often rationalize the ethnic cleansing of Palestinians by Israel as necessary because of “security reasons.” The textbooks she studies are mostly read by students aged 13 and up. Elhanan divides her analysis into four sections: the representation of Palestinians in Israeli schoolbooks, the geography of hostility and exclusion in a multimodal analysis, book layout as a carrier of meaning, and processes of legitimation in reports about massacres. Elhanan uses many charts, excerpts, maps, and diagrams from actual Israeli textbooks as examples. Along with her claim that Israeli schoolbooks contain anti-Palestinian biases, Elhanan strongly emphasizes the fact that all of the Israeli children reading these books will one day join the Israeli army, as service in the Israeli Defense Force is mandatory for all Jewish citizens. Elhanan asserts that these schoolbooks predispose Israeli children to respond with force when they encounter Palestinians as part of their work in the IDF. ✧

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