

In conclusion, there are much better alternatives to *The Spread of Islam* for both teachers and students. *Women in Islam and the Middle East*, on the other hand, is highly recommended either as a starting point for the study of the topic or as a supplementary source book for courses on Islamic history or women's history.

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Ken Wolf. *Personalities and Problems: Interpretive Essays in World Civilizations.* New York: McGraw-Hill College, 1999. Second Edition. Vol. I. Pp. xvii, 172. Paper, \$20.85; ISBN 0-07-071348-0.

Walter Moss, Janice Terry, & Jiu-Hwa Upshur, eds. *The Twentieth Century: Readings in Global History.* New York: McGraw-Hill College, 1999. Pp. xiv, 293. Paper, \$29.25; ISBN 0-07-289324-9.

Stephen Chan & Jarrod Weiner, eds. *Twentieth Century International History: A Reader.* London & New York: I.B. Tauris, 1999. Pp. xi, 340. Cloth, \$59.50; ISBN 1-86064-301-9. Paper, \$19.95; ISBN 1-86064-302-7.

Finding the right book of primary and secondary source readings for a history course is never an easy task. The selections might be too long or too short, overly focused on politics and personality, the right material pitched to the wrong grade level, good in one time period but weaker in another, useful but not interesting, etc. Teachers of world history have the additional problem of breadth vs. depth. Courses can start with pre-history and run to the present; they can try to cover every continent on the globe, and, today especially, they usually try to balance western and non-western perspectives as well. The three books reviewed here all have strengths, and they all have particular areas of emphasis that will please or dismay teachers considering them for their own courses.

Personalities and Problems is the smallest and simplest book to read and use. A slim volume of under 175 pages, it is accessible from several perspectives: it's easy to hold in the hand, has some simple line illustrations, and its selections are clearly organized into 14 paired groupings that run 10-15 pages each. The idea is straightforward: present the interpretive material as a comparison of problems dealt with in the East and West at the same time in history. So we see chapters on Hammurabi and Moses on law and civilization, Thucydides and Sima Quian on the value of history, Mansa Musa and Louis IX on state-building and the monarchy in the thirteenth and fourteenth centuries, and Elizabeth I and Akbar on religion and the state. The Thucydides and Elizabeth chapters were not in the first edition, and neither was the one on Plato and Confucius. Material is designed to introduce students to world civilization from the earliest civilizations through the seventeenth century. The

featured historical figures are political leaders, thinkers, or explorers. Material is nicely set up: A handful of key questions are listed under the chapter title, so students know what to read for. The book is uncluttered and easy to follow. Essays are footnoted and followed by suggestions for further research.

Ken Wolf has taught history at Murray State University for 30 years. He designed the school's World Civilizations course and has been one of two deans of a Kentucky summer enrichment program for high school students. He writes with a sure ear for how to introduce complex topics clearly. Many students will never have heard of the non-Western personalities, and linking them to familiar issues and problems is certainly an excellent way to make their situation more comprehensible.

Choices of topic, of course, fit what he has wanted to do in his course. It is a diffuse list; it makes a clear ideological point about shared problems, etc. but stops early in history and has no focus other than exposure to new people in a new context. From my perspective as a high school teacher, the essays are too pat. He tells students what to think rather than inviting them to consider some dilemma that they could then discuss further. College students might be able to take the discussions and find their own perspectives enlarge.

The Twentieth Century: Readings in Global History cuts a far wider swath through material in a more conventional way. It is broken into three chronological periods, each with 4-10 chapters (21 in all), and includes 3-5 reading selections per chapter. The chronological eras basically break the twentieth century into thirds. The editors have chosen material for readability, variety (social as well as political), and significance. Periods, chapters, and selections all have short introductory material, providing quick context background material.

The editors themselves have specialties in Europe, Africa, and Asia studies respectively, and they strive for a balance in areas of focus. They strive, too, for other balances: major actors' and ordinary folks' autobiographical recollections; sections on Asia between the world wars; and Europe chronicling the rise of Hitler. Teachers can find better material on Europe elsewhere, but not necessarily linked to non-Western events. Sections on Korea resisting Japanese imperialism, Sun Yat Sen, and African independence movements are short but nicely balanced in focus among theory, big events, and everyday life.

The book covers huge ground, but this is still a slim volume under 300 pages. Seen as a whole, the balance of factors and focii (from America to Europe to Asia, Latin America, and Africa) make a point to students outside the value of individual excerpts. A discussion question or two at the end of chapters are useful, but not especially prominent or comprehensive—more a quick hint for how to think about material. This volume could be used from high school through college to accompany most texts in world history.

The third book under review is vastly more specialized than the other two, but it is also the longest and physically largest! It is more sophisticated too, aimed at graduate students or upper college students, chock full of the latest theorizing and jargon. Built around an examination of Francis Fukuyama's theory of the end of history and put in the context of International Relations theory in general, the book is a dense and intense study of globalization and its implications. Its editors direct programs in England and Brussels, and write with a clear sense of the big issues buried in the complex theorizing. The book is organized into four sections, all dealing with an element of theory and something else: ideas and ideology, ideas and economy, ideas and warfare. The editors write a helpful introductory essay for each section; oddly there is no biographical information about the authors of the selections, though section introductions do summarize their issues and arguments. Essays run 15-30 pages and often link micro and macro elements, e.g. one on "Technology, Business and Crime: The Globalization of Finance and Electronic Payment Systems." Issues discussed could get stale somewhat quickly, but for the moment, the issues could be stimulating for the right audience.

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Richard M. Golden, ed. *The Social Dimension of Western Civilization*. Boston & New York: Bedford/St. Martin's, 1999. 4th edition. Vol. 1—*Readings to the Seventeenth Century*. Pp. xx, 380; ISBN 0-312-17880-8. Vol. 2—*Readings from the Sixteenth Century to the Present*. Pp. xxi, 355; ISBN 0-312-18253-8. Paper, each \$23.50.

Richard Golden's two volumes offer a rich collection of selections from 49 secondary-source readings in the social history of Western Civilization. The readings are organized chronologically in seven parts: "Mesopotamia, Israel, and Egypt" (4 articles); "Classical Greece and Rome" (6 articles); "The Middle Ages" (7 articles); "Early Modern Europe" (7 articles); "The Old Regime" (8 articles); "The Nineteenth Century" (9 articles), and "The Twentieth Century" (8 articles). Although the volumes slightly overlap chronologically, there is no duplication of articles. For instructors interested in a thematic approach, the editor provides a supplementary table of contents that arranges the articles by themes such as children; crime; disease and death; entertainment and sports; marriage and the family; collective attitudes and beliefs; religion; rural life; sexuality and the body; social conditions, urban life; war, terrorism, and violence; women; and work and economic life. Authors represented range from well-established senior scholars to those just beginning to make a mark. In the first volume are found, to cite but a few examples: David Herlihy on "Medieval Children"