a universal and seemingly mundane municipal responsibility such as supplying water as a window into the local power structure. He suggests asking the following questions: Who made the basic decisions about the water system: Politicians? Private companies? Technicians? Was the supply and cost equitable in all parts of the community? Did any disagreements about water quality, such as the fluoride controversy of the 1950s and 60s, take place? This enlightened version of "tell and show" forms the backbone of this modest book and enables it to fulfill its function of inspiring and guiding fledgling researchers.

Western Connecticut State University Herbert Janick

Patrick Manning. *Navigating World History: Historians Create a Global Past.* New York: Palgrave Macmillan, 2003. Pp. xiii, 425. Cloth, $75.00; ISBN 1-4039-61174. Paper, $26.95; ISBN 1-4039-6119-0.

Most new history teachers are prepared to teach an upper-level class in their field of research, but are most likely to be asked to do the opposite—to teach a survey of Western Civ or even more startling World Civilization. As a new colleague said in tones of whispered panic, "That's *everywhere*, all the time." Compounding the problem is the institutional disconnect in which surveys of World History are popular, but only a handful of graduate programs in the world turn out professors specifically trained to approach history with a broad, comparative view. Patrick Manning, who has been in the vanguard of this developing field for twenty-five years, now offers a handbook that, although not likely to reduce my colleague's panic, gives a roadmap of where World History came from, the myriad directions it is going, and how to educate yourself for the classroom application of a global view.

From the early writings of Han court historian Sima Qian and the Abbasid chronicler Al-Tabari to the synthesis works of H.G. Wells and Oswald Spengler, Manning tracks the move towards viewing history beyond national borders, area studies, and single groups. Manning gives the reader the classics, including Lewis Mumford's *History of Technology*, Fernand Braudel and Henri Pirenne, Alfred Crosby's work on the Columbian Exchange and the 1918 Flu, and Karl Jasper's *Axial Age*, before demonstrating how this new view has affected public memory through changes to the celebration of the 400th anniversary of Columbus's voyages and the journeys of Lewis and Clark. Tantalizing new research techniques, such as DNA analysis, satellite photos, and the cracking of previously unknown languages are discussed as new avenues for World History. Manning offers examples of the variety of World History being practiced—the comparative economies of Han China and the Roman Empire, gender studies of women as agents of the British Empire, diaspora work on Chinese laborers, biographies of travelers and explorers, and ecological studies of domestication and land use.

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Interestingly, this is also a study of the development of a new field, from its inception through academic respectability, as measured in journals, conferences, an AP World History exam, and graduate programs. Manning has seen it all, and recounts the continuing challenges to World History, including getting students and faculty to commit to a program requiring multiple languages, interdisciplinary cooperation, shared information and research techniques, and creative funding acquisition. For those who did not come from World History training, this book offers a structure in which to teach yourself, and provides definitions of contentious terms like diffusion, fusion, paradigm, and syncretism. Perhaps the very best feature of this book is the extensive footnotes, most citing works from the last decade, and including articles and dissertations demonstrating the dynamic directions being taken in World History currently. The references even include syllabus websites and places to view key debates in the field on the H-World discussion list backlogs.

Anyone teaching a World History survey, advising students likely to be interested in World History programs, or planning reading lists for upper-level courses should have this book on his or her shelf as a starting point for ways in which we can connect our training to the larger world and plug into a new and exciting field in our discipline.

Minnesota State University Margaret Sankey

Sally Marks. *The Illusion of Peace: International Relations in Europe, 1918–1933.* New York: Palgrave Macmillan, 2003. Second edition. Pp. 214. Paper, $24.95; ISBN 0-333-98589-3.

Sally Marks's new edition of *The Illusion of Peace: International Relations in Europe, 1918–1933* is a fine book in a strong series, The Making of the Twentieth Century. This series bravely promises "sufficient narrative and explanation for the newcomer to the subject while offering, for more advanced study, detailed source-references and bibliographies, together with interpretation and reassessment in the light of recent scholarship." Marks, well known in the field, comes as close to reaching that goal as anyone is likely to do in so few pages.

The book has six chronological chapters, an index, a chronological table, and four clear maps, but no other illustrations. Twenty pages of excellent endnotes not only list primary sources from many countries but also cite both classic and recent secondary sources, mostly in English. Marks also examines a few historiographical debates in the notes, which contain some fascinating asides about diplomats.

To Marks, who does not hesitate to make her points boldly, the history of international relations is less the unfolding destiny of nation-states than the human product of flawed diplomats. At the heart of her analysis are both public opinion in the western democracies and troublesome Germans. Despite the central role she ascribes to public opinion, however, she examines it little beyond asserting its unitary nature, its