

preceded by a paragraph that provides its specific context, often information about the author, which allows instructors to explore questions of perspective, reliability, and bias. The "Questions to Consider" appearing at the end of the book might have been more effectively integrated into relevant places of the documentary section. Also, while it's understandable that the illustrations featured in another section aren't in color, perhaps the editors could reference websites where these images could be experienced in their full visual grandeur. These minor criticisms wouldn't deter me, however, from acquiring the book for my instructional toolkit.

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Jeffrey Brooks and Georgiy Chernyavskiy. *Lenin and the Making of the Soviet State: A Brief History with Documents.* The Bedford Series in History and Culture. Boston: Bedford/St. Martin's, 2007. Pp. 192. Paper, \$14.95; ISBN 0-312-41266-5; ISBN 13: 978-0-312-41266-1.

With this latest work, award-winning authors Jeffrey Brooks (Johns Hopkins University) and Georgiy Chernayavskiy (Kharkov University, Ukraine) have crafted a superb supplemental text for the classroom. Well-written, logically-ordered, brimming with documents, yet concise in its presentation, this slim volume is an engaging and easy read. Undoubtedly, many will find it an authoritative work as well, but leftists might be dissatisfied with the image of Lenin that it projects.

The authors' stated intent is to let "Lenin speak for himself." Thus, the "history" that comprises part one of the text truly is brief. In less than three dozen pages, Brooks and Chernyavskiy sketch Lenin's life and the Russia in which he lived. The second, and largest, part of the monograph is given over to documents. Brooks and Chernyavskiy present 59 writings culled from Lenin's 45-volume *Collected Works* and from editor Richard Pipes' *The Unknown Lenin: From the Secret Archives*. Published in 1996, the Pipes sourcebook contains some of the 3500 Lenin manuscripts that the editors of the Soviet-era *Collected Works* excluded.

Though the number of documents included in *Lenin and the Making of the Soviet State* is minuscule when compared to the complete corpus of Lenin's writings, the orders and communiqués selected for inclusion range wide in topic and far in chronology. Brooks and Chernyavskiy open their documents section with Lenin's "Urgent Tasks of Our Movement," "What Is to Be Done?" and other pieces that the authors believe reveal the Soviet leader's theory of revolution. The document arrangement of subsequent sections leads readers through the Bolsheviks' rise to power, the civil war, the Terror, War Communism, and the New Economic Policy—standard subjects for a monograph on Lenin. But Brooks and Chernyavskiy also include a section devoted to Lenin's writings on spirituality and culture in the Soviet Union and another that raises questions about Lenin's mental health toward the end of his life.

Short author commentaries precede each document, place the writings in their historical context, and provide transition.

The overall impression conveyed by the documents is that Lenin was a brutal leader, willing to use "Draconian measures" to accomplish his ends. Historians from those nations outside the Soviet Union have tended to give Lenin a "pass" for his sometimes violent tactics. Lenin's behavior is justified as an extension of his committed idealism. Most criticism is reserved for Joseph Stalin, who is portrayed as a violent pragmatist with loyalties only to himself. Historians native to the former Soviet states consistently have proffered a darker image of Lenin, and the book under consideration follows that trend. Lenin the monster is visible. Lenin the idealist is not. The authors' point of view is clear from the beginning of the text, when Lenin is mentioned alongside Hitler, and at the end when the authors refer to a Leninist cult.

Still, *Lenin and the Making of the Soviet State* is a strong work that belongs in college, and some high school, classrooms. For the student, it offers an easy-to-follow format, moving from brief history, to supporting documents with commentary, to a three-page timeline of Lenin's life. For the instructor, the book includes suggested questions. Further, the use of secret documents encourages classroom discussions on censorship, propaganda, and authoritarianism. And lastly, the authors' language choice and their document selection process could lead to consideration of research methodologies and historiography.

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Howard Zinn, Mike Konopacki, and Paul Buhle. *A People's History of American Empire: A Graphic Adaptation.* New York: Henry Holt and Company (Metropolitan Books), 2007. Pp. 273. Paper, \$17.00; ISBN 13: 978-0-805008744-4.

Howard Zinn's *magnum opus*, *A People's History of the United States*, was originally published in 1980 and sales are approaching two million. Surely a major part of its success has been its use by teachers. This book is a "graphic adaptation," but not of Zinn's entire work so much as those portions related to the theme of empire. Those responsible might not be comfortable with the book being called a "comic book" version of Zinn, but essentially that is what we have here. Is there potential for such a book being used by teachers, and thus having Zinn's message reach many more students? Probably so. Whether that is a good thing or a bad thing depends on one's point of view.

A People's History of the United States, most readers of *Teaching History* probably do not need to be told, was a direct outgrowth of the various movements for peace and justice that dominated the 1960s, including the civil rights movement, anti-Vietnam War movement, women's movement, and environmental movement. Thus, Zinn made himself, with this book and several others, including *The Politics of History*,