Peter F. Nardulli, ed. *International Perspectives on Contemporary Democracy*. Urbana, IL: University Press of Illinois, 2008. Pp. 208. Cloth, \$23.00; ISBN 978-0-252-07544-5.

This collection of essays explores the causes for the spread of democracy over the past two decades, and the prospects for its further spread in the twenty-first century. Roughly half of the collection engages democratization theory and recent cases of the spread of democracy, with the other half considering the challenges or possibilities of globalization for democratic governance. To the editor's considerable credit, the collection achieves the rare goal of bringing together essays that engage each other, are written clearly and cleanly so as to be accessible to the non-specialist, and contribute to the scholarly agenda. In this light, the volume is highly recommended for history teachers of recent global history, U.S. foreign policy since 1945, and specialists on democracy or political ideology.

Overall, the authors addressing democratization theory provide both a good introduction to current scholarly debates and advance their own discrete scholarly contributions. The essays by Larry Diamond, Zachary Elkins, and Bruce Russett consider the "third wave" of democratization of the 1970s to the 1990s and the possibilities and mechanisms for a future "fourth wave." This includes, for the non-specialist, discussion over how to define "democracy" that should prove particularly profitable. Finally, Lisa Anderson argues that western scholars "privilege" liberal democracy, assuming it to be a universally desirable system of government and creating over-expectations for democracy's spread.

Turning to the contributions on globalization, the first three chapters by James Kuklinski et al., Wendy Rahn, and Beth Simmons discuss the impact of globalization on citizenship. For Kuklinksi and his co-authors, this is a question of the capacity of democratic citizens to make informed choices regarding increasingly complex, global questions. Rahn and Simmons consider how the transfer of "civil commitment" from the territorial nation-state to international organizations and the larger global community challenges democratic civil society. Finally, John Freemen and Melissa Orlie raise questions about the role and compatibility of global markets and democracy.

As a collection drawing primarily from a political science perspective, assigning the collection for a history course might prove challenging, depending on students' background knowledge of social science methods. Selected essays can be used profitably to enrich upper-level history courses on political ideology and on globalization, and the entire text might be useful for courses focusing on the discrete issues raised. More broadly, for global history or western civilization surveys, the texts—particularly that by Simmons—are suitable for provoking student discussion over the nature of democracy and globalization. Given the social science basis, the essays might also be used to good effect in courses on historical methodology to consider and contrast both broad approaches. The historical profession's concerns over context and primary sources might be played against the authors' use of quantitative, data sampling,

Teaching History 34(2). DOI: 10.33043/TH.34.2.103-104. ©2009 James Frusetta

and modeling. Overall, the collection does not provide an easy, read-purpose course text for most history courses but does provide much to recommend it as a source for lecture material or for supplementary texts.

College of William and Mary

James Frusetta

Warren Breckman. European Romanticism: A Brief History with Documents. Boston: Bedford/St. Martin's, 2008. Pp. 240. Paper, \$14.95; ISBN 978-312-45023-6.

European Romanticism: A Brief History with Documents is another title in the Bedford Series in History and Culture. Well-organized and well-written, these books are designed for the student of history. Breckman's volume is another fine addition to this series. An eminently readable, forty-page introduction forms Part One of this book. Here Breckman defines Romanticism as a historical concept and considers its legacy, then moves to a discussion of its rise to significance in the years of the eighteenth and early nineteenth century. Individual sections follow: These examine the French Revolution's role as catalyst and the main features, but importantly the key similarities and differences, of the English, German, French, and European Romantic movements. Breckman then nicely links this cultural examination to Romantic Nationalism before providing readers with a concise conclusion that collects together the many strands of this broad, complex movement.

Part Two contains the primary source documents that are the heart of this volume. Author Breckman provides twenty-two documents of varying lengths (average seven pages) and types and augments these with well-chosen visual evidence (a total of eight works of art). Presented chronologically, with but a few exceptions, these sources feature a good range of voices, and include better known pieces such as William Wordsworth, Preface to "Lyrical Ballads" (1800); Francois-Rene de Chateaubriand, The Genius of Christianity (1802); and Percy Bysshe Shelley, A Defence of Poetry (1821). But importantly, readers also encounter lesser known selections: Among these are Wilhelm Heinrich Wackenroder, Of Two Wonderful Languages and Their Mysterious Power (1797); Karoline von Günderrode, Idea of the Earth (ca. 1806); and Victor Hugo, Preface to "Cromwell" (1827). Each source features an introduction on both text and author. Taken together, this is a balanced mix of English, German, French, and European examples. Among the appendixes are a helpful six-page "Chronology of European Romanticism (1789-1848)" that places cultural events of Romanticism in a wider historical context. Readers might find this helpful as they attempt to keep the many authors and ideas in time perspective.

How might an instructor use this book? The many volumes in the Bedford Series are written specifically with classroom use in mind, thus making course adoption a logical step. With its brief, focused introduction, and individual primary source