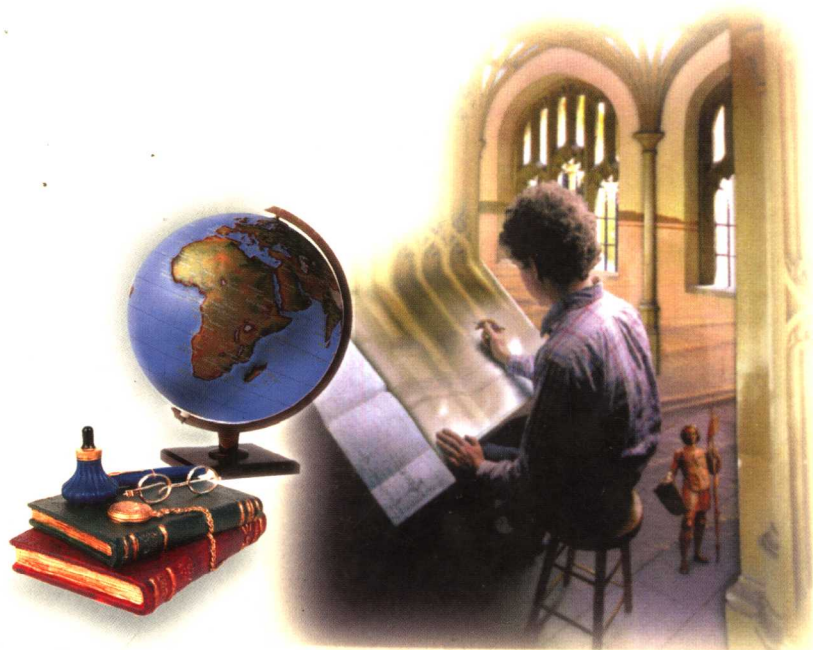


大学专业英语系列教程

Selected Readings in History

历史学 专业英语教程

沙露茵 [美] 马紫梅 (Mary G. Mazur) 编著



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总 序

辜正坤

西学东渐给东方的外语出版界造成一种奇特的景观：在相当短的时间内，外语出版物的数量扶摇直上，使他种民族语出版物相对汗颜，这是可以理解的。日本明治维新之后，出现过类似的情形，外语（尤其是英语）原著注释读物动辄一套就是数百本，洋洋大观。毫无疑问，这对推进日本的外语教学起到了非常重要的作用。时至今日，其效应已经明显昭示出来：当今的中国各大学发表的论文为 SCI 所收录者，最多者一年达 500 篇，而东京大学一年就达 4 万篇，两者相距 80 倍！如果以为日本的论文数量必与其科学水平成正比，因而中国大学的科学研究水平就落后了东大 80 倍的话，恐怕是一种很大的误解。其中的奥妙之一，就在于日本学者的英语水平普遍较高，许多论文是直接用英文写成，因此容易被世界各地的媒体注意到，其入选 SCI 的机会也就相对增多。反观中国学者的论文，绝大多数用汉语写成，少量靠懂英语的学者翻译，只有极少量的学者能够自己用英文直接写作。因此，大多数的中国论文是难以进入西方学者的视野的。当然入选 SCI 的机会也就相对少得多了。当然，这并非是说，中国的科研水平就反过来比日本高，而是说，由于中国学者英语写作水平普遍偏低的原因，其实际的科研水平未能在英语世界的文献中充分显示出来。由此可以明白，提高中国学者的英语能力（尤其是阅读文献与用英语写作的能力）是一件非常迫切的事。

然而，改革开放 20 多年来的英语学习大潮虽然使许多中国人在英语学习方面获得了较高的造诣，上了一个较为理想的台阶，但是有更多的人却老在一个水平上徘徊不前：要学的教材已经学了，该考的科目已经通过了，但是，面对英语的殿堂，人们并没有登堂入室的感觉。听说能力未能应付裕如或许情有可原，因为学习者可以抱怨没有相应的可以一试身手的客观条件，但是在阅读方面，例如阅读文史哲数理化的专业文献方面，却仍是磕磕绊绊、跋前踬后，字典不离手，冷汗不离身。这种处于瓶颈地带，欲罢不可、欲进不能的促迫感，源于一个关键的原因：缺乏专业外语文献阅读训练。学校里使用的基础英语教材编得再好，也只能解决基础问题，不能解决超过基础的专业阅读问题。正如要做游泳健儿的人只在游泳池里按照游泳要领奋力拨拉了一阵池水，自觉亦有劈波斩浪之感，但与真正的河涛海潮相比，终究属于两重洞天。

于是，就产生了这一整套专业英语阅读教程。

它的目标非常明确，无非是要把英语知识与技能的培训和高层次系统知识的灌输二者有机结合起来，达到既学语言又学知识的目的；即温故，又知新。照我看来，这是最有效率的学习与巩固方略。

如前所述可以明白，这套教程不只是对一般想要提高英语实际水平的人有用，对于专家学者或研究人员，也有很大的好处。一个人无论多么博学多才，也不太可能对各个专业的英语经典文献和地道表达都了然于胸，因此，当需要在尽可能短的时间内对某专业的英语经典

文献或概念有所把握时,这一整套书无疑不会使人们失望。

这套书的编选思路最初萌发于1991年,当时称作《注释本英文世界文化简明百科文库》。编者当时曾会同北京大学英语系大学英语教研室教师和北京大学出版社若干编辑共商过具体编选事宜,并由北京大学出版社出版。尔后还进行过多次类似的讨论。文库分上、中、下三编,每编含精选名著100种左右。在编选思路,力求达到雅俗共赏,深入浅出,系统全面。在系统性方面,注意参照《大英百科全书》和《中国大百科全书》的知识框架,用英文把更为完备的知识系统介绍给读者。在实用性方面,亦注意选材的内容与词汇量同现行的英语教材、实际英语教学水平相呼应。

本编为上编,除可供大学英语分科专业阅读选用教材之用外,亦可供社会上一般读者提高英语水平、直接经由阅读原著而掌握某一专业知识之用。基本的编辑方针是:第一,选目必须系统、广泛,尽可能把大学的重要专业都包容进去(包括人文社会科学和理工科专业)。第二,选目可大致分三类:A. 简史类;B. 名篇名著类;C. 比较规范的或经典的西方专业教材类。第三,每册书的字数最好在20万字上下(个别可以例外)。至于其他具体事项,则随书说明。

教育部在1999年亦强调大学英语教学不能停留在基础英语教学上,而要逐步过渡到教授专业分科英语,使学生尽可能进入阅读专业英语文献的水平。因此这套教材的产生是适得其时的。

当然,它的具体效果如何,还有待检验。好在这套教材的编注与出版都是一个较长的过程,这期间可望获得有关方面的建议与批评,以期使它精益求精,日臻完善。

是为序。

2001年于北京大学英语系

前 言

《历史学专业英语教程》由美国历史学家、《时代之子吴晗》的作者、芝加哥大学马紫梅博士(Dr. Mary G. Mazur)和本人共同精选。所选篇幅内容丰富,题材广泛,体裁多样。文章都是由历史学各个不同领域的权威人士和知名历史学家所撰写。这本教程恰似一座桥梁,使得有一定英语基础、对历史学以及相关学科有兴趣的学生和自学者通过这一桥梁,到达能正确阅读、理解英文历史原著、历史文献的彼岸。

为了帮助读者更好地理解原著,马紫梅博士对英文原著的作者及其著作做了注释,并编写了启发性强、令人深思的阅读理解练习和讨论题。为方便读者学习,编者除了对重要的历史人物和事件做了简单的注释外,对语言也进行了注释。为了让读者更好地理解文章中所出现的常用词和短语在上下文中的意义,所注释的词和短语都没有脱离语境。对超出2000年出版的《大学英语教学大纲》四级词汇表的词汇做了注释,并附有例句,还编写了相关的练习。对长难句的句子结构做了分析,并对语言点进行了解释。这样,读者自己就能把这些句子译成汉语,对经注释后还不容易理解的句子,附有汉语译文,或者编入了英译汉练习。书后附有练习答案和词汇表,供读者参考。本书没有按照语言的难易程度编排,教师使用时,可以按照自己的实际需要打乱原来编排的次序。

此书是在原北京大学历史系主任王天有教授倡导下而编写的。在编写过程中,又得到了北京大学出版社的支持,同时还得到了美国罗伯特·梅兹尔博士的大力帮助,在此表示深切的感谢。最后,欢迎专家、学者和读者对此书给予批评指正。

沙露茵
2003年11月

Preface

This collection of history readings in English is for all who want to improve their English skills and enjoy history. The need of history students for such a collection was originally recommended to the editors by Professor Wang Tianyou, Chairman of History Department, Peking University. With this encouragement Professor Sha Luyin of Peking University and I planned a collection of history readings in English intended for both students and general readers who have a strong interest in history and are at an advanced level of English usage. Study and discussion of these selections in class or by self will improve the reading and spoken English of specialists in history as well as general readers with interest in social sciences, literature and the global situation. Readers who want to increase fluency in reading and ease in discussing historical subjects will find this collection of short readings interesting and worthwhile.

In order to provide acquaintance with a variety of historical topics and periods and methodologies, the editors have chosen short selections from histories and articles in English by well known historians who are authorities in various specialty fields. There are also some selections which are primary sources from the past, such as Martin Luther King's speech.

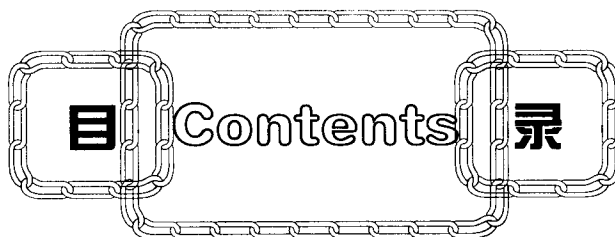
The plan the book follows is to assist the reader in increasing English language skills and to encourage the broadening of the reader's view of the historical literature in English. The book is arranged in two sections. In the first, following each of the readings, there are extensive notes of explanation on vocabulary and information. The second section includes additional supplementary readings with short vocabulary notes. Although all of the selections are short they introduce ideas and concepts about the past and the study of the past that will lead students into further reading, research, and historical analysis. In the first section in notes 1 and 2 following each of the selections there is information about the author and the significance of the work the excerpt was taken from. Extensive notes for each selection and a glossary provide extra help but all advanced readers should become accustomed to using a dictionary, either an English dictionary or an English-Chinese dictionary. If one wants to explore and study independently, the personal use of a dictionary is absolutely necessary. Language exercises are included for each selection to help the student check comprehension and English usage. Language teachers will use these exercises directly or utilize them as models for classroom use.

In the main section, the first unit on concepts and meanings introduces some ideas about what history is and what historians do. Of course, to some extent we are all historians in our thinking. The second unit of this main section offers several readings on World History, a new

and very lively field of historical study. Next the reader will find a unit on the ancient world of Greece, then two selections on China. Next comes a unit on Japan, followed by units on South Asia, the Islamic World, Sub-Saharan Africa, Europe, Russia, and the United States. Then there is a separate unit on Environmental History and finally in the main section, a unit on some basic aspects of the practice of historical writing. The specialties of the historians who wrote the selections include geography, economic history, comparative history, history of science, political history, social history, popular cultural history, environmental history, intellectual history as well as the basic tools of writing and publishing. Following the main section is the supplementary section of very interesting readings for further study.

None of the selections are simple, nor were they originally prepared or rewritten for students. This is the real thing, real historical writing. There are many challenges and many rewards in this volume for the student, whether a general self-study reader or a university student. The world of history is ahead!

Mary G. Mazur



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Unit 1

Introduction to Concepts of History and Historical Writing

最近几十年，一直在广泛讨论什么是历史，历史学家应该如何写历史。在这一部分，首先选择了两篇短文，第一篇对历史的一般概念进行了讨论，第二篇短文概述了历史和历史学近来的辩论情况。随后所选的三篇文章都由重要的历史学家所撰写，他们发展了撰写历史著作的思想并对此做出了贡献。

1. The Meanings of the Term History¹

from Encyclopedia Britannica

HISTORY²

The word "history" is used in two senses. It may mean either the record of events or events themselves. Originally limited to inquiry and statement, it was only in comparatively modern times that the meaning of the word was extended to include the phenomena which form or might form their subject. . . . Now indeed it is the commoner meaning³. The "history of England" is used without reference to any literary narrative. Kings and statesmen are termed the "makers of history"⁴ and sometimes it is said that the historian only records the history which they make. History in this connection is obviously not the record, but the thing to be recorded.⁵

History in the wider sense is all that has happened, not merely all the phenomena of human life, but those of the natural world as well. It includes everything that undergoes change; and as modern science has shown that there is nothing absolutely static, therefore the whole universe and every part of it has its history.

HISTORY AND HISTORIOGRAPHY

History, in its broadest sense, is the totality of all past events, although a more realistic definition would limit it to the known past. Historiography is the written record of what is known of human lives and societies in the past and how historians have attempted to understand them.⁶ Of all the fields of serious study and literary effort, history may be the hardest to define precisely, because the attempt to uncover past events and formulate an intelligible account of them necessarily involves the use and influence of many auxiliary disciplines and literary forms.⁷ The concern of all serious historians has been to collect and record facts about the human past and often to discover new facts. They have known that the information they have is incomplete, partly incorrect, or biased and requires careful attention. All have tried to discover in the facts patterns of meaning addressed to the enduring questions of human life.⁸

.....

Except for the special circumstance in which historians record events they themselves have witnessed, historical facts can only be known through intermediary sources. These include testimony from living witnesses; narrative records, such as previous histories, memoirs, letters, and imaginative literature; the legal and financial records of courts, legislatures, religious institutions, or businesses; and the unwritten information derived from the physical remains of past civilizations, such as architecture, arts and crafts, burial grounds, and cultivated land.⁹ All these, and many more sources of information provide the evidence from which the historian deciphers historical facts.¹⁰ The relation between evidence and fact, however, is rarely simple and direct. The evidence may be biased or mistaken, fragmentary, or nearly unintelligible after long periods of cultural or linguistic change. Historians, therefore, have to assess their evidence with a critical eye.

... Moreover, the purpose of history as a serious endeavor to understand human life is never fulfilled by the mere sifting of evidence for facts.¹¹ Fact-finding is only the foundation for the selection, arrangement, and explanation that constitute historical interpretation. The process of interpretation informs all aspects of historical in-

quiry, beginning with the selection of a subject for investigation, because the very choice of a particular event or society or institution is itself an act of judgment that asserts the importance of the subject. Once chosen, the subject itself suggests a provisional model or hypothesis that guides research and helps the historian to assess and classify the available evidence and to present a detailed and coherent account of the subject. The historian must respect the facts, avoid ignorance and error as far as possible, and create a convincing, intellectually satisfying interpretation. Until modern times, history was regarded primarily as a special kind of literature that shared many techniques and effects with fictional narrative.¹² Historians were committed to factual materials and personal truthfulness,¹³ but like writers of fiction they wrote detailed narratives of events and vivid character sketches with great attention to language and style. The complex relations between literary art and historiography have been and continue to be a subject of serious debate.

【 Notes 】

- ① These definitions of history are taken from two encyclopedias *Encyclopedia Britannica* and *Encarta Encyclopedia*. The first is from the 1957 *Encyclopedia Britannica*, the most well known English language encyclopedia. The second definition is from the 1993 *Encarta*, the computer software encyclopedia published by Microsoft.
- ② The definition of history is a debated subject. What is history? Some think of it as the origin and unfolding of the historical process of events in the past through the passage of time. Others see it, not as the process itself, but the knowledge, and the inquiry after that knowledge, which we, in later times, have of the past.
- ③ the commoner meaning: 平民的历史。
commoner /'kɒməənə/ *n.* 平民(指个人);(牛津大学等的)自费生;普通学生; fellow commoner 可与研究员同桌吃饭的大学生。
- ④ The "history of England" is used without reference to any literary narrative. Kings and statesmen are termed the "makers of history"... :
reference *n.* 参考;查询; reference book 参考书; reference to... 提到,提及,如: Her speeches have special reference to the African situation. 她的演讲对非洲形势有特定的意义。
reference to one's plan 提到某人的计划。
in reference to 关于; with reference to 关于; without reference to 不管,不顾;和……无关。
term *vt.* 称为,把……叫做,如: His life may be termed happy. 他的生活可称之为幸福。
- ⑤ History in this connection is obviously not the record, but the thing to be recorded.
connection 联系,关系,如: There appeared to be no connection between the two crimes. 显然这

两件犯罪案没有联系。

in this connection 关于这一点,就此而论,如: In this connection, the agreement can be seen as a step toward peace. 在此环境下,该协议可视为是迈向和平的一步。

- ⑥ **Historiography** is the written record of what is known of human lives and societies in the past and how historians have attempted to understand them; 这个句子是由主句与 what 和 how 引导的两个介词宾语从句而构成的复合句。在 what 引导的从句中,谓语部分 is known 把主语 what 与它的修饰语 of human lives and societies in the past 分隔开了。

historiography /ˌhɪstɔːriˈɒɡrəfi/ *n.* 历史编纂学, 编史工作; 史评, 历史学。

- ⑦... because the attempt to uncover past events and formulate an intelligible account of them necessarily involves the use and influence of many auxiliary disciplines and literary forms:

在这个原因状语从句中, 主语部分为 the attempt to uncover past events and formulate an intelligible account of them necessarily, 谓语部分为 involves the use and influence of many auxiliary disciplines and literary forms。

intelligible /ɪnˈtelɪdʒəbl/ *adj.* 可以理解的, 易领悟的, 如: intelligible speech 清晰的演说
intelligible explanation 明白的解释; make oneself intelligible 使人了解自己的思想(言语等); an intelligible account of past events 清晰地描述过去的事件。

many auxiliary disciplines and literary forms 许多辅助学科和文字记载。

- ⑧... patterns of meaning addressed to the enduring questions of human life:

address 提出, 提交……以引起……的注意, 如: address a protest to the faculty senate 向校评议会提交抗议书; 忙于, 专注于 address oneself to a task 投入一项工作。 **enduring** /ɪnˈdʒʊərɪŋ/ *adj.* 持久的, 耐久的

- ⑨ These include testimony from living witnesses; narrative records, such as previous histories, memoirs, letters, and imaginative literature; the legal and financial records of courts, legislatures, religious institutions, or businesses; and the unwritten information derived from the physical remains of past civilizations, such as architecture, arts and crafts, burial grounds, and cultivated land. 这个长句子是一个简单句。谓语 include 后面有由三个分号连接的四个宾语短语。

testimony from living witnesses 仍然还健在的证人的证词。 **memoir** /ˈmemwɑː/ *n.* 实录, 传略, 论文; [*pl.*] 自传, 回忆录; 学术论文集。 **unwritten information derived from the physical remains of past civilizations** 来自过去文明遗留物的非文献的资料。

- ⑩... provide the evidence from which the historian deciphers historical facts:

decipher /diˈsaɪfə/ *v.* 译解(密码等); 解释(古代文学); 辨认, 辨读(潦草字迹)。

- ⑪ Moreover, the purpose of history as a serious endeavor to understand human life is never fulfilled by the mere sifting of evidence for facts.

endeavor /ɪnˈdevɔː/ *n.* 努力, 尽力; *v.* (与 to 连用) 努力, 尽力, 如: We must always endeavour to improve our work. 我们总要努力改进自己的工作。 **sift** *v.* 筛出; 滤除; 选拔; 详审, 细审, 如: sift the candidates for the job 筛选该职务的候选人; sift the evidence 细审证据; by the mere sifting of evidence for facts 只通过仔细考证找出事实真相。

⑫ Until modern times, history was regarded primarily as a special kind of literature that shared many techniques and effects with fictional narrative.

share *vt.*, *vi.* 共用; 分摊; 共有。如: Bill and Bob shared the work equally between them. 比尔和鲍勃两人把工作平分了。as a special kind of literature that shared many techniques and effects with fictional narrative 作为一种特殊的文学形式, 使用同样的文学技巧并取得了与文学相同的效果

⑬ Historians were committed to factual materials and personal truthfulness... : 历史学家致力于真实的资料 and 个人的诚实……

commit sb. to do/doing sth. 使某人承诺做某事; 致力于约束或强制, 如通过誓言等: They were committed to follow orders. 他们对命令全力以赴。

【 Exercises 】

I. Comprehension Questions

- (1) The *Encarta Encyclopedia* tells us a realistic definition of “history” would limit it to the known past. How is it the past becomes “known” to us?
- (2) What are the sources listed that the historian can use to know the historical facts? Can you think of more?
- (3) After the fact-finding what process must the historian follow with the evidence he/she has found? List the steps that the *Encarta* writer thinks the historian must follow to create an interpretation.

II. Points for Discussion

In the *Encyclopedia Britannica* the word “history” is said to have two meanings: one the written record or narrative and two, the events themselves called by the author “the thing to be recorded.” The passage continues: how much does history include? Give your own examples to explain the author’s ideas.

III. Complete the following sentences, using the words or expressions from the passage according to the given meaning in brackets. Change the form where necessary.

- (1) The same pride in being part of a well-coordinated, successful unit _____ (come from) being part of larger collectivity.
- (2) We have _____ (associations) with various international corporations in Europe.
- (3) At the end of his career in politics, he retired and wrote his _____ (biography).
- (4) There is a widespread _____ (evidence) that this ominous fact is due to inherent biological defects in the crowded life of cities.
- (5) The municipal government _____ (attempt) to improve the quality of life in the inner city.

IV. Complete the following sentences with the words or expressions from the passage given below. Change the form where necessary.

commit

as far as possible

reference

undergo

address

assess

- (1) She made frequent _____ to her promotion when we were in the office.
- (2) The statement says that they are _____ to a life-and-death struggle against terrorism.
- (3) If your friend did something wrong, you should always _____ a warning to him.
- (4) Since there were plenty of surprises on that journey our opinions _____ a change.
- (5) The data available will help students _____ the present state of the economy.

V. Translate the following from English into Chinese.

- (1) The "history of England" is used without reference to any literary narrative. Kings and statesmen are termed the "makers of history" and sometimes it is said that the historian only records the history which they make.
- (2) History in the wider sense is all that has happened, not merely all the phenomena of human life, but those of the natural world as well.
- (3) The evidence may be biased or mistaken, fragmentary, or nearly unintelligible after long periods of cultural or linguistic change.

2. An Overview of the Debates about Historical Writing

Peter Burke¹

这篇文章介绍了一些国际知名历史学家的论文集。这些文章论述了20世纪后期所撰写的新史学的发展过程和实践。这本书所探讨的题目不仅包括了诸如妇女史、大众史等多种历史,而且还讨论了诸如政治史这样传统领域的发展新方向。

In the last generation or so² the universe of historians has been expanding at a dizzying rate. National history, which was dominant in the nineteenth century, now has to compete for attention with world history and with local history.³ There are many new fields, often supported by specialized journals. Social history, for example, became independent of economic history only to fragment, like some new nation, into historical demography, labor history, urban history, rural history, and so on.⁴

There has been a shift among economic historians from a concern with production to a concern with consumption, a shift which makes it increasingly difficult to separate economic from social and cultural history. The history of management is a

new interest, but one which blurs⁵... the boundaries between economic and administrative history. Another specialization, the history of advertising, straddles⁶ economic history and the history of communication. Today, the very identity of economic history is threatened by a takeover bid⁷ from a youthful but ambitious enterprise, the history of the environment, sometimes known as eco-history.

Political history too is divided between historians concerned with centres of government and those interested in politics at the grassroots. The territory of the political has expanded, in the sense that historians (following theorists such as Michel Foucault)⁸ are increasingly inclined to discuss the struggle for power at the level of the factory, the school, or even the family. The price of such expansion, however, is a kind of identity crisis. If politics is everywhere, is there any need for political history? A similar problem faces cultural historians, as they turn away from a narrow but precise definition of culture in terms of art, literature, music etc, towards a more anthropological definition of the field.

In this expanding and fragmenting universe, there is an increasing need for orientation. What is the so-called new history? How new is it? Is it a temporary fashion or a long-term trend? Will it—or should it—replace traditional history, or can the rivals coexist in peace?... It may be useful to confront these problems at the start, and to place them in the context of long-term changes in the writing of history.

What is the New History?

The phrase “the new history” is best known in France... it is the history associated with the so-called *école des Annales*, grouped around the journal *Annales: économies, sociétés, civilisations*.⁹

What is this *nouvelle histoire*¹⁰? A positive definition is not easy; the movement is united only in what it opposes, and the pages which follow will demonstrate the variety of the new approaches. It is therefore difficult to offer more than a vague description, characterizing the new history as total history (*histoire totale*) or as structural history. Hence there may be a case for imitating medieval theologians faced with the problem of defining God, and opting for a *via negativa*,¹¹ in other words for defining the new history in terms of what it is not, of what its practitioners oppose.

The new history is history written in deliberate reaction against the traditional “paradigm,” that useful if imprecise term put into circulation by the American historian of science Thomas Kuhn.¹² It will be convenient to describe this traditional paradigm as “Rankean history,” after the great German historian Leopold von Ranke