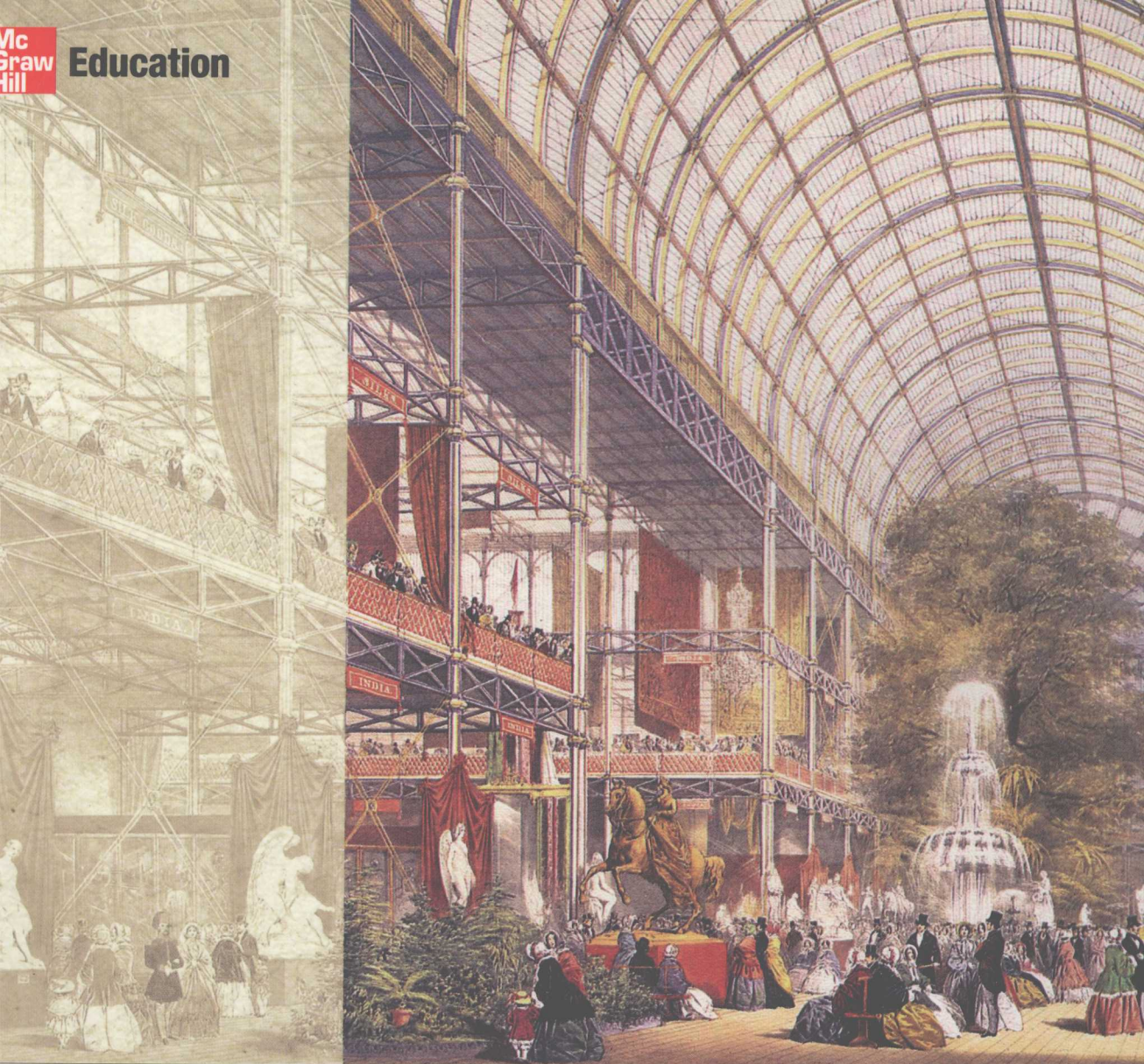


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近现代世界史 (下册)

(第十版英文影印版)

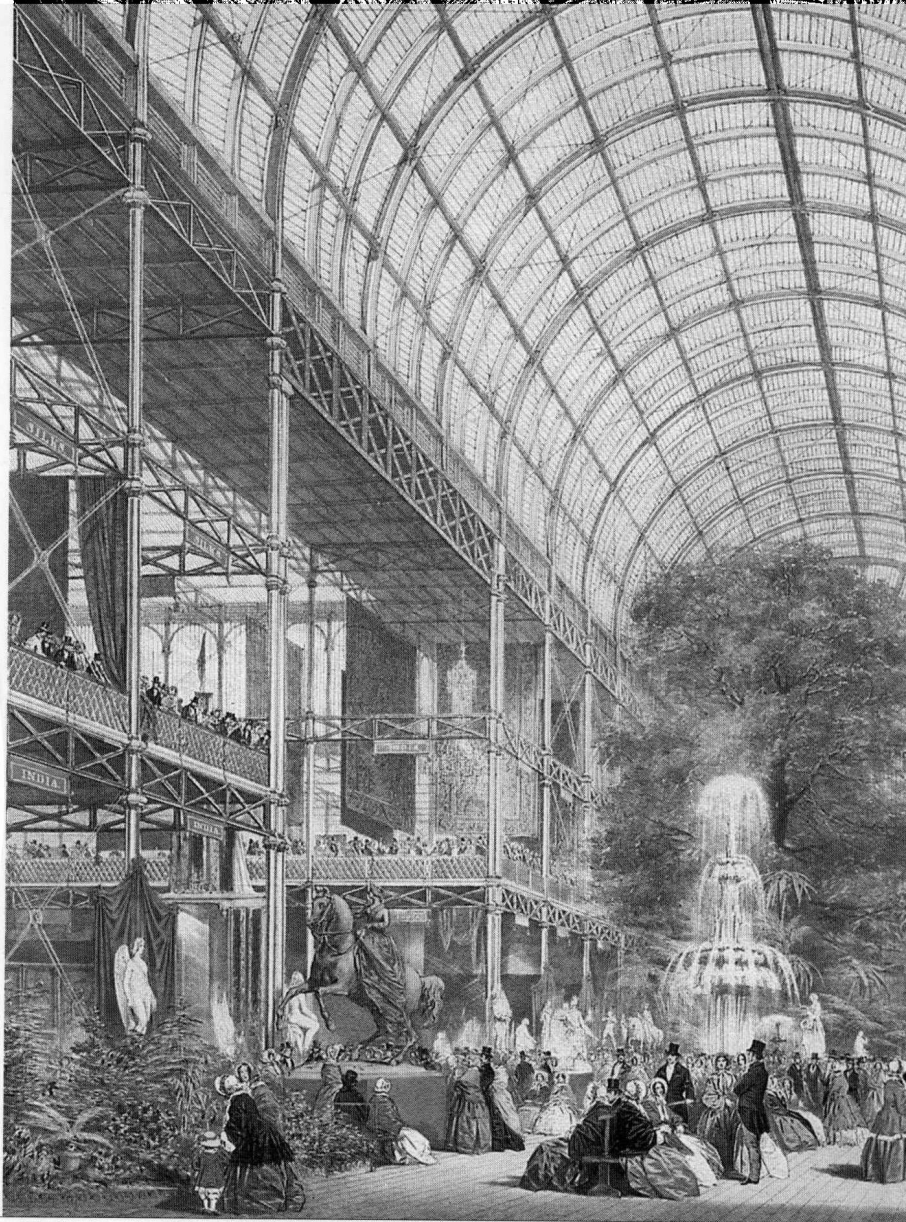
A History of the Modern World
(Volume II: Since 1815)

[美] R. R. 帕尔默 乔尔·科尔顿 劳埃德·克雷默 著
刘北成 导读

北京大学西学影印丛书
历史学系列



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R. R. Palmer, Joel Colton, Lloyd Kramer

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对于这部《近现代世界史》，中国学界并不陌生。早在1988年商务印书馆就出版了该书第五版的中译本。许多大学历史系把它列为世界近现代史教学的重要参考书。不过，当年中译本的出版说明对它的情况语焉不详。

《近现代世界史》是美国一部久负盛名的大学教科书。美国学界对它不吝赞美之词：“所有时代的19部经典教科书之一”（《纽约时报》，1987年）；“晋升教科书荣誉殿堂的首选之作”（《华盛顿邮报》，1996年）；“教科书的黄金标本”（美国历史学会，2002年）。

该书前后共有三位作者。第一作者是R. R. 帕尔默，该书第一版是他独力完成的。自第二版起，J. 科尔顿成为合作者。自第九版起，L. 克雷默加盟。书中有他们的简历。三位都是美国著名的欧洲史特别是法国史的专家，第一作者R. R. 帕尔默的地位尤其突出。

帕尔默先后在普林斯顿和耶鲁等大学任教，1970年当选美国历史学会主席。其学术代表作是《12人的统治——法国革命的恐怖岁月》和两卷本《民主革命时代——欧洲和美国的政治史，1760—1800》。《12人的统治》是欧美学界第一部专门研究法国大革命公安委员会的专著，也被公认为美国学者研究法国大革命最出色的著作之一。《民主革命时代》视野开阔，被公认是大西洋比较史学和全球史的先驱性作品之一。不过，使帕尔默享有盛名的，首先是这部教科书。

《近现代世界史》自1950年第一版问世，与时俱进，不断修订，到2007年已是第10版。在近60年的时间里，该书在世界史教科书中的销量始终名列前茅。据相关资料显示，到第9版时，该书总销量已接近200万。考虑到美国校园里教科书循环使用的情况，使用过该书的学生数量就更为庞大了。多年来，选用该教科书的大学始终超过1000所，包括许多著名学府。美国大学委员会在高中设立了一个教育项目，为成绩优秀天资聪颖的高中生提供了一种可以申请大学学分的“高级课程”（Advanced Placement，简称AP），其难度相当于美国大学的基础课程。本书是许多学校讲授AP课程之一“欧洲历史”时选

用的教材。本书作者还为此编写了辅导书。不难想见,美国的许多精英学生都曾接触过这部教科书。可以说,在20世纪后半期,本书是美国的世界史教科书中寿命最长、读者(学习者)最多,影响最大的一本。本书第一作者帕尔默于2002年去世时,《纽约时报》上发布的讣告称:美国几代大学生是通过他的眼睛去看世界近现代历史。

本书在美国之外也享有声誉,至少译成了6种外国文字。其中包括中文。

在竞争成为主旋律的现代,创新是题中应由之义。学术领域更是如此。20世纪初,马克斯·韦伯在《学术作为志业》中就已经指出,学术成就在10年、20年或50年内就会过时,这是现代学术的命运。“科学请求被人超越,请求相形见绌”——学者简直患上了创新强迫症。学术著作大多不能逃脱韦伯揭示的这一命运,教科书更是如此。大学教科书需要及时地总结、反映学术界的研究进展,其结果,旧的教科书不断地被淘汰,新的教科书不断地涌现。通史性世界史教科书也是如此。《近现代世界史》经受了近60年霜刀雪剑严相逼的考验而不坠,也算是一个奇迹了。

以上如商业广告的介绍,至少可以构成一个推荐此书的理由:若要了解美国人的近现代世界观念,不妨将这本教科书作为一个解读的文本。

二

本书第五版中译本的书名是“近现代世界史”。不过,作者声明:“本书并不自称是一部世界史。”按照英文直接意译,书名 *A History of the Modern History* 应该译为“现代世界的历史”。

按照作者的解释,现代是指最近的5、6个世纪前开始的、迄今在更多的地区、以更快的速度演变的人类历史阶段。现代的大多数事物首先出现在欧洲。大约从1500年到1900年,欧洲创造了世界上空前强大的政治、军事、经济、技术和科学机制的综合体。在此过程中,欧洲自身发生了根本的变化,同时也对世界其他地区产生深刻的影响。美国等国家是欧洲文化和政治的延伸。进入20世纪后,世界上所有的民族都卷入追赶欧洲的现代化进程。要了解现代世界,必须从考察欧洲开始。按照这样的宗旨,本书当然是以欧洲(乃至西方)为中心来讲述先是欧洲,然后扩展到全世界的现代化历史。

可以想见,近二三十年来,这样的宏大叙事肯定会被一些人斥为“欧洲中心论”。从第十版的前言和正文中两处辩解式文字(见 Preface, 第 xvii 页;正文,第3页),可窥见一斑。在美国的学校里,该书退居“欧洲历史”或“西方文明史”课堂,也是形势使然。

这部教科书来到中国,也会遭遇这一批评。1988年中译本的出版说明,带有20年前的历史印记,自不待言。我自己指导的学生们在读这本教科书时,也有过这种疑问。

“欧洲中心论”是一个常见的批评标签,也是许多中国学者的一句口头禅。但是,使用者多,对于究竟什么是“欧洲中心论”,似乎思考者甚少。

“欧洲中心论”是具有意识形态性质的学术批评概念。按照美国左翼学者沃勒斯坦的解释,社会科学是在欧洲产生的,是基于或囿于欧洲人的经验发展起来的。因此,欧洲(西方)的社会科学虽然自诩普世主义,却带有欧洲中心论,或者说用欧洲中心论做了曲解,主要有五种表现:(1)历史学中用欧洲独特的历史成就来解释欧洲对近现代世界的支配,其中包括用欧洲自身的独特性来解释欧洲独特的历史成就;(2)相信存在着普世主义的科学真理;(3)现代欧洲以(独一无二的)文明世界自居,傲视非西方的原始野蛮;(4)东方学对非西方文明做了有偏见的程式化论述;(5)将进步这一启蒙核心价值强加于人。

诚然,对“欧洲中心论”的批评有合理之处,也产生了众多的学术成果,笔者翻译的贡德·弗兰克的《白银资本》就是一例。然而,我们也不能不注意这种批评浪潮中的另一种极端相对主义倾向。其中至少涉及两个根本性问题。

首先,批判欧洲中心论是否也要否定近代欧洲(西方)对人类做出了具有普遍意义的贡献?或者说,是否应该把现代欧洲(西方)文明仅仅看做是一种与非西方文化相对的特殊的地域文化?批评现代化的唯一模式论,是否意味着现代国际社会没有共同的价值追求?

其次,承认研究者的局限性,是否就必须否认社会科学(包括历史学)知识的真理性?或者说,社会科学是否因研究者的身份而只能得出地方性知识,甚至偏见?

总之,无论文明,还是学术,究竟是东西之争,还是古今之争?抑或,如果二者兼而有之,应如何区分和理解?这些问题周而复始地引起争论,看来还会争论下去。

近年,中国史学界在批评“欧洲中心论”时发出带有身份政治的呼吁:编写“有中国特色的世界历史”。也有学者为此备感焦虑,甚至表示:“我们没有与西方抗衡的理论,所以建立不起自己的世界历史观,所以写不出自己的非欧洲中心论的历史”,“也无法写出真正的世界历史”。

这种“中国特色”的学术追求,也许本意在于强调中国文化和历史经验的价值,强调中国人对世界文明的贡献,激发中国学者的创新精神。但这些表述却值得讨论。“有中国特色的世界历史”若不作为一个“理想型”,而作为一种实践,那么几十年来,中国几代学者和学生不是已经浸润其中吗?具体说,我们的世界历史教科书,从中学到大学,尽管宣示着“放之四海皆准”的普世主义,难道不是一直具有“中国特色”吗?为什么现在要特别标榜“中国特色”,明确地从普世主义退到特殊主义?

此外,学术是按“东方(我们)”“西方(他们)”区分吗?是否只有与“西方的理论”对着干,建立“中国人的世界历史观”,才能写出“真正的世界历史”?这岂不是说从明确的特殊主义身份(民族身份)出发,反而能建立普世的科学

真理,这在逻辑上岂不与所批评的“欧洲中心论”如出一辙?

最近,针对新一轮的中学西学之争,清华大学教授何兆武先生答曰,知识无所谓中西之分,而只有正确与谬误之分,有高低之分、精粗之分、先后之分。笔者以为,这种猫论式见解,看似简单,却可以作为我们奉行“知识拿来主义”的一个出发点。

三

有的评论者说,《近现代世界史》是学习欧洲近现代史的“第一本书和最后一本书”。所谓第一本书,即是入门书,适合大学新生、甚至优秀的高中生。所谓最后一本书是指准备博士资格考试时使用的参考书。这部教科书堪称兼具可读性和学术性的典范

所谓可读性,并非通俗性,并非妇孺皆可。《近现代世界史》的文字典雅,乃是有口皆碑。有的段落,例如关于科学革命对思想界的影响的一节,犹如精彩华章。

可读性,还表现为作者会讲故事。讲故事要吸引人,就要制造悬念。历史已经尘埃落定,结局已经不再吊人胃口。但是,历史的认识则需要反思。作者的手法之一是否定句式的使用,例如,“古代实际上没有什么欧洲”;“英国的古老机构议会在反对国王的斗争中胜出。但这并非英国历史发展的独特之处”。这种句式俯拾皆是,不仅体现了作者的历史见识,而且也是在培养读者对“常识”提出质疑,而且把质疑变成阅读本书和探究历史的内在动机。

尽管如此,对于许多读者而言,《近现代世界史》并非如读小说那样轻松。它的每个部分都凝聚了历史学科学化时代厚实的学术成果。美国学生,也必须有一定的学养,读起来才能乐在其中,否则会觉得艰涩难懂。例如,这本书探讨了许多重要学术议题和概念,像封建主义、重商主义、绝对主义、民族主义、波拿巴主义、帝国主义、社会主义、极权主义等等。这些概念在西方学界具有特定的意涵,有些与“常识”相去甚远。此外,该书还不断吸收新的学术成果,例如最近两版将“公共领域”的概念引入启蒙运动的背景中,还补充了女性主义的内容。

整体来看,这部书中浸透着一种理性的、民主的、宽容的、乐观的自由主义历史观,对历史事物持有“同情之理解”的态度。例如,既推崇宗教改革、科学革命和启蒙运动,也肯定天主教的历史作用;在美国例外论(其表现之一是推崇美国革命、贬抑法国革命)甚嚣尘上的氛围中,对法国革命的进程和意义予以正面的论述;对东方民族反帝情绪的理解;等等。

书中多有反讽之词和闪烁不定的评价,例如对罗斯福新政的评价。这会让更多寻求一个答案的学子感到困惑。其实,这些“无定见”之见都有学术研究的成果做依托,反映了学界的各种争议和歧见,培养和鼓励读者的开放和自

由探究的学术精神。

这部书适合文史、外语专业的大学生、研究生,世界史教学研究人员,以及有一定外语阅读能力、对世界历史感兴趣的读者阅读。对于有心做某些专题研究的读者来说,书中附录的进一步阅读建议很有价值,其中包含着较新的学术信息。

在信息爆炸时代,如果没有学业要求,仔细读这么一部厚重的大书,不太容易。不过,读过中国的教科书,再读读外国的教科书,哪怕随便翻翻,也会开卷有益。

TENTH EDITION

A HISTORY OF THE MODERN WORLD

Since 1815



R.R. Palmer

Joel Colton

Lloyd Kramer


About the Authors

R.R. PALMER was born in Chicago in 1909. After graduating from the University of Chicago he received his Ph.D. from Cornell University in 1934. From 1936 to 1963 he taught at Princeton University, taking leave during World War II to work on historical projects in Washington, D.C. In 1963 he moved to Washington University in St. Louis to serve as dean of arts and sciences but in 1969 resumed his career in teaching and research, this time at Yale. After his retirement in 1977 he lived in Princeton, where he was affiliated with the Institute for Advanced Study, and then in a retirement community in Newtown Pennsylvania. Of the numerous books he wrote, translated, and edited, three of the most important have been his *Catholics and Unbelievers in Eighteenth-Century France* (1939); *Twelve Who Ruled: The Year of the Terror in the French Revolution* (1941, 1989); and his two-volume *Age of the Democratic Revolution* (1959, 1964), the first volume of which won the Bancroft Prize. He served as president of the American Historical Association in 1970, received honorary degrees from universities in the United States and abroad, and was awarded the Antonio Feltrinelli International Prize for History in Rome in 1990. He was a long-time fellow of the American Philosophical Society and of the American Academy of Arts and Sciences. He died in 2002, widely recognized as one of the preeminent historians of his generation.

JOEL COLTON was born in New York City. A graduate of the City College of New York, he served as a military intelligence officer in Europe in World War II, and received his Ph.D. from Columbia University in 1950. Until his retirement in 1989 he served on the faculty of Duke University, chairing the department of history from 1967 to 1974 and chairing the university's academic council from 1971 to 1973. On leave from Duke, he served from 1974 to 1981 with the Rockefeller Foundation in New York as director of its research and fellowship program in the humanities. In 1986 Duke voted him a Distinguished Teaching Award. He has received Guggenheim, Rockefeller Foundation, and National Endowment for the Humanities fellowships. He has served on the editorial boards of the *Journal of Modern History*, *French Historical Studies* and *Historical Abstracts*, and has been co-president of the International Commission on the History of Social Movements and Social Structures. In 1979 he was elected a fellow of the American Academy of Arts and Sciences. His writings include *Compulsory Labor Arbitration in France, 1936–1939* (1951); *Léon Blum: Humanist in Politics* (1966, 1987), for which he received a Mayflower Award; *Twentieth Century* (1968, 1980) in *The Time-Life Great Ages of Man Series*; and numerous contributions to journals, encyclopedias, and collaborative volumes. He served as co-author with Professor Palmer of the second to eighth editions of *A History of the Modern World* and with Professor Kramer of the ninth and the current editions.

LLOYD KRAMER was born in Maryville, Tennessee, and graduated from Maryville College. He received his Ph.D. from Cornell University in 1983. Before entering Cornell, he was a teacher in Hong Kong and he traveled widely in Asia. After completing his graduate studies, he taught at Stanford University and Northwestern University. Since 1986 he has been a member of the faculty at the University of North Carolina, Chapel Hill, where he is currently Dean Smith Distinguished Term Professor and Chair of the History Department. He has received two awards for distinguished undergraduate teaching. His writings include *Threshold of a New World: Intellectuals and the Exile Experience in Paris, 1830–1848* (1988); *Lafayette in Two Worlds: Public Cultures and Personal Identities in an Age of Revolutions* (1996), which won the Gilbert Chinard Prize from the Society for French Historical Studies and the Annibel Jenkins Biography Prize from the American Society for Eighteenth-Century Studies; and *Nationalism: Political Cultures in Europe and America* (1998). He has also co-edited several books, including a collection of essays on historical education in America and *A Companion to Western Historical Thought* (2002). He has been a member of the School of Historical Studies at the Institute for Advanced Study and a Fellow at the National Humanities Center; and he served as president of the Society for French Historical Studies.

Preface

 Dramatic events in the contemporary world—wars, revolutions, terrorist attacks, catastrophic natural disasters, economic crises and the endless stream of daily news—often obscure the long historical processes that have created the societies in which we live and the problems with which we cope. The mass media pay little attention to the broader historical patterns and contexts that give deeper meaning to the swiftly moving events of our era. This new edition of *A History of the Modern World* may be seen as the most recent version of a continuing search for historical perspectives on the complex, often bewildering, events of our age. It thus carries a guiding assumption that the events, cultures, and conflicts of the contemporary world are always evolving out of the long, complex histories of diverse peoples, ideas, institutions, social mores, economic exchanges, and struggles for political power.

These multiple levels of human history have created modern societies and exerted wide influence on people and cultures around the world. This book therefore describes the histories of specific nations and people and emphasizes landmark events such as wars and revolutions, but it also stresses broad historical trends that have developed deep below the most prominent historical events and created what we now call “the modern world.” Our narrative explores the rise of nation-states and the conflicts that have shaped the world over the last several centuries, yet it links such transitions and events to the wider historical influence of the evolving global economy, the development of science and technology, the rise of industry, the significance of religious traditions, the origin and diffusion of new ideas, the changing mores of family and social life, and the complex relations between Western cultures and other cultures around the world.

The term *modern*, as we use it in this book, refers to the historical evolution of societies and cultures that may be said to have had the greatest influence in shaping the modern world—a phase of human history that began to develop about five or six centuries ago and is now evolving more rapidly in more places than ever before. This book makes no claim to be a world history, valuable as such histories may be. By design it focuses primarily on developments in the West until the spread of distinctively modern economic, social, and political institutions in the recent past leads to an increasing global emphasis in the book’s later chapters. Although the narrative stresses the influence of European societies (that is, societies shaped by Europeans or the descendants of Europeans) in the emergence of “modern” institutions and social practices, it also emphasizes the worldwide exchanges, conflicts, and interactions that have contributed to the increasingly global culture of the contemporary era.

ORGANIZATION OF THE BOOK: CHANGES AND CONTINUITIES

As in the past, the book is organized in chapters that carry the narrative across specific chronological eras, moving steadily toward the present. Yet the clearly defined and numbered sections within each chapter often deal with themes, events, or issues that do not develop in simple chronological order. Each chapter focuses on a specific time frame but

also on themes and problems of continuing historical importance. The chronological organization gives readers a broad historical framework and also provides opportunities for further analysis and discussion of specific historical themes or problems—discussions that can draw, for example, on other materials which can be found on the companion Online Learning Center Web site (www.mhhe.com/palmer10), which now includes an Interactive Glossary.

Although the history of political institutions, revolutions, and international conflicts remains important in this new edition, some details of national and political history have been reduced to expand the discussion of social, cultural, and intellectual history—all of which have been influential in recent historical scholarship. There are sections on the role of women in various historical contexts and eras; descriptions of cultural and intellectual movements from the early modern to the contemporary period; and new analyses of the political, economic, and cultural interactions that have shaped modern global history. Chapters on the Scientific Revolution and the early global economy have been moved in order to show more clearly the chronological relation of notable cultural and economic developments.

In the earlier chapters readers will find discussions of family life during the Renaissance and Reformation; descriptions of literary debates, salon culture, and the evolving public sphere in the Enlightenment; and insights into the cultural dimensions of the French Revolution. Later chapters of the book (in the second volume of the paperback edition) include sections on the emergence of feminism, cultural debates about science and the idea of progress, and discussions of modernist and postmodernist cultural movements.

The chapters on the world since 1945 have been reorganized and divided into new thematic sections. The two longest chapters in the previous edition's narrative of recent historical events have been divided into four new, more concise chapters that will be easier for students and others to read. The new, shorter chapters have a clearer thematic organization, and they convey key patterns in the development of postcolonial societies in Asia, Africa, and the Middle East, as well as the demise of communism in Europe. These reorganized chapters also include new information on recent international confrontations and on the growing globalization of contemporary economic and cultural life. We believe that specific historical information about such developments is the essential starting point for historical analysis, balanced historical insights, and the comprehension of historical change.

Our intention is to help students and other readers understand the complexities of great events such as the religious wars of earlier centuries, the American, French, and Russian Revolutions, the twentieth-century world wars, the spread of democracy and the challenges it has faced, the creation and collapse of the Western-dominated colonial empires, the emergence of new, postcolonial nation-states, and the continuing search for an international order. Readers will also find updated information on current issues such as terrorism, recent upheavals in the Middle East, and the continuing struggle for economic development in the world's poorest countries.

Other revisions have been introduced to make the book even more accessible for a new generation of readers. The visual component has again been extended through the addition of new illustrations, including new images of important works by modern artists such as Pablo Picasso, Berthe Morisot, Jackson Pollock, and Henry Moore. Like other kinds of documents and sources, the images and artwork from past cultures provide important historical information. Knowing how to read and critically evaluate an illustration, painting, or photograph is an essential form of analytical thought and is invaluable for

cross-cultural comparisons. In addition to the many illustrations in each chapter, four-color inserts convey both the artistic creativity and the cultural or social preoccupations of different historical eras. The brief captions that accompany all of the illustrations connect events or issues to the book's narrative.

Other key features of this new edition include newly drawn, easier-to-read maps, presented in sharper color. The wide range of maps and charts shows the changing boundaries, populations, and economies of nations and regions over the years. In addition to the revised maps, new chronological timelines—as suggested by reviewers—have been incorporated into each chapter to give a convenient summary of the notable events and dates in each historical era. The revised, up-to-date entries for the comprehensive Suggestions for Further Reading, long a valued feature of the book, include new listings of useful Web sites as well as the titles of significant new scholarly publications.

The changes in this latest version of *A History of the Modern World* have been introduced to enhance the book's accessibility, but not to replace or weaken the style, content, narrative, and analytical qualities that have appealed to teachers and students over the years. More generally, readers will find that the book in its newest edition expresses again a strong belief in the value of historical knowledge and historical perspectives for anyone who wishes to understand as well as to live in the evolving modern world. It achieves its purpose whenever it helps readers of any age or background gain new perspectives on themselves and their world through the new knowledge or new insights that it may offer.



SUPPLEMENTS FOR THE INSTRUCTOR

Instructor's Manual/Test Bank The first half of this unique manual offers a chapter-by-chapter guide to some of the best documentaries, educational and feature films, videos, and audio recordings to enhance classroom discussion. Brief overviews help instructors select the films best suited to each course topic. The manual also provides instructors with chapter objectives and points for discussion for each chapter, followed by a test bank containing multiple-choice, essay, and identification test questions.

Computerized Test Bank This CD-ROM version of the test bank is available for both Macintosh and IBM-compatible computers to allow instructors to customize each test.

Overhead Transparencies This set of over 150 overhead color transparencies of maps from the text can be used to illuminate classroom lectures.

Slide Set Available through your local McGraw-Hill sales representative, instructors can choose from a list of hundreds of fine art slides to create a customized slide set that will complement the text and enhance classroom lectures.

Instructor Online Learning Center Web Site (www.mhhe.com/palmer10) At the home page for this text-specific Web site, instructors will find a downloadable version of the Instructor's Manual. Instructors can also create Web-based homework assignments or classroom activities by linking to the Student Online Learning Center and can create an interactive course syllabus using McGraw-Hill's PageOut site.

PageOut (www.mhhe.com/pageout) On the PageOut Web site instructors can create their own course Web sites. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills on the instructor's part. Instructors need simply to plug the course information into a template and click on one of the 16 designs. The process takes little time and creates a professionally designed Web site. Powerful features include an interactive course syllabus that lets instructors post content and links, an online grade-

book, lecture notes, bookmarks, and a discussion board where instructors and students can discuss course-related topics.

Videos A wide range of videos on classic and contemporary topics in history is available through the Films for the Humanities and Sciences collection. Instructors can illustrate and enhance lectures by selecting from a series of videos correlated to the course. Contact your local McGraw-Hill sales representative for further information.

SUPPLEMENTS FOR THE STUDENT

Student Study Guide Prepared by Joel Colton and Megan McLean, this user-friendly Study Guide helps students process and master important concepts in the text not through rote memorization but by stimulating reflection and interpretation. For each of the 133 sections of the textbook, the Study Guide provides study questions, key discussion sentences, and identification test questions. Each chapter includes general essay questions and general discussion passages. Selected map exercises are also provided. In addition, questions on the numerous illustrations in the text are included in the sections to which they most closely relate and are designed to encourage interpretation and analysis, specifically on the ways in which the illustrations supplement the discussions in the text.

Student Online Learning Center Web Site (www.mhhe.com/palmer10) New to this Web site and requested by reviewers is an Interactive Glossary, an important learning tool for students that complements the terms and topics highlighted in the margins of the textbook. At this text-specific Web site, students can link to an interactive study guide, including online essay questions, interactive mapping exercises, Internet exercises, interactive chronologies, and links to online primary source documents. Links to trusted history search engines also make the Online Learning Center an ideal place to begin Web-based research.

PowerWeb PowerWeb for World History gives students password-protected, course-specific articles with assessments from current research journals and popular press articles, refereed and selected by World History instructors, and especially useful for materials that go beyond the scope of this book.

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We have benefited from the expert advice of reviewers who have offered suggestions for the ways in which a new edition of this book might be revised; and we have absorbed many additional ideas from other colleagues who have used earlier editions of the book in their courses. We mention specifically the following reviewers: Marc Baer, Hope College; Robert Brown, University of North Carolina at Pembroke; Nathanael Greene, Wesleyan


University; L. Edward Hicks, Faulkner University; George Marcopoulos, Tufts University; James McSwain, Tuskegee University; Florene Memegalos, Hunter College; Jenny Nicholas, West High School; David J. Proctor, Tufts University; Sarah Rudell, Wayzata High School; Tamas Ungvari, California State University, Northridge; and Michael Zirinsky, Boise State University. Other colleagues who provided feedback also deserve mention: Joseph J. Colistra, LaSalle College High School; Michael Corey, Lincoln Way High School; Virginia Mancini, Pleasantville High School; Henry A. Ploegstra, St. Mark's School of Texas; and Michael Stoll, Hinsdale South High School. None of these individuals are in any way responsible for the book's shortcomings, but all have contributed to its strengths. We wish also to acknowledge the exceptional support and contributions of our colleagues and our families.

Finally, we note with a sense of deep loss that our colleague and co-author Robert R. Palmer (who always published as R. R. Palmer) died in 2002 after a long career of outstanding accomplishments. His superb contributions to the study of the French Revolution and of eighteenth- and early nineteenth-century history on both sides of the Atlantic have deservedly received wide recognition. His far-reaching intellect, searching acuity, historical insights, and broad-gauged interests marked this work from its beginning, and he remains the guiding influence and inspiration behind this book. The scholarly collaboration that has long characterized *A History of the Modern World* meanwhile continues and takes on new forms in this new edition, for which the most recent co-author has assumed the major responsibility.

Joel Colton
Lloyd Kramer

Prologue:

A Revolutionary Half-Century and the Expansion of European Power

 The reader will see, if only by looking at the page numbers, that this book is the second half of a larger work. It begins quite abruptly with Europe in the year 1815. It may be asked why it should begin with 1815, and why an account of the modern world should give so much attention to Europe. A history of the modern world must of course include the many peoples and cultures that have lived and flourished far beyond the geographical boundaries of Europe, and this book increasingly focuses on other regions of the world as the narrative moves toward the recent past. Yet the book's emphasis on the development of "modernity" leads to a particular stress on events, ideas, political movements, and institutions that shaped the evolution and diffusion of "European civilization"—a civilization that would be assimilated, challenged, or rejected in many other parts of the modern world. Europe was by no means the only center of modern historical innovations, conflicts, and economic change, but its influential role in modern times explains its prominence in many of the chapters that follow.

There is no spectacular date to signify the emergence of modern times. The year 1815 is convenient because it was in that year that Napoleon Bonaparte was finally defeated at Waterloo, and his attempt at building a European empire ended. A long period of revolutionary turmoil and profound change came to a close in 1815. It had lasted for almost half a century if we count from the American Revolution, which had broken up the old British Empire, weakened France's monarchy, and established the United States of America. The new American republic aroused great interest in Europe, for it gave new meaning and new force to ideas of constitutional government, republicanism, political rights, and civil liberties. These ideas were magnified and geographically disseminated by the French Revolution of 1789. For 20 years, from 1794 to 1814, a reformed and renovated France dominated the European continent. The early stages of movements for Latin American independence also began in this revolutionary era.

The changes that resulted from the American and French revolutions appeared mainly in new conceptions of liberty and equality, as reflected in constitutions, law, and personal status. The Americans gave reality to ideas that were well known in Europe and so had an influence there. In France the Revolution in some ways only accelerated long-continuing trends. It "abolished feudalism," but feudalism had been declining for centuries. It consolidated the modern state by professionalizing its civil service, army, law courts, schools, and tax-collecting machinery, but kings had long worked in these directions. It improved the national trading area by overcoming provincial barriers and introducing uniform law codes, as well as uniform weights and measures in the metric system. Monarchies had made similar efforts. In general, a middle class that had been growing for centuries achieved a victory over older vested interests.

But the French Revolution was also innovative. Liberty and the possession of rights were not new in Europe, but hitherto they had depended on one's social class or religion, or on agreements between a ruler and a particular group to which one belonged. Now liberty meant liberty for the individual, not for this or that group. Equality meant equality of