

The Western Heritage

Combined Volume

TEACHING &
LEARNING
CLASSROOM EDITION

KAGAN
OZMENT
TURNER

The Western Heritage

TEACHING AND LEARNING CLASSROOM EDITION

BRIEF FOURTH EDITION

COMBINED VOLUME

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Upper Saddle River, NJ 07458

Library of Congress Cataloging-in-Publication Data

Kagan, Donald

The Western heritage / Donald Kagan, Steven Ozment, Frank M. Turner; with the assistance of A. Daniel Frankforter.—8th ed., Brief ed. combined vol.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-150105-4

I. Civilization, Western. I. Ozment, Steven E. II. Turner, Frank M. (Frank Miller), 1944 III.

Frankforter, A. Daniel. IV. Title.

CB245.K28 2004

909'.09821—dc22

2003070692

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Compositor: Preparé, Inc.

Printer/Binder: Von Hoffmann Corporation

Cover Printer: The Lehigh Press, Inc.

Cover Art: Mariana of Austria, Queen of Hungary. Francis G. Mayer/CORBIS

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10 9 8 7 6 5 4 3

ISBN 0-13-150105-4

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Johann Wolfgang von Goethe



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SOCIETY AND RELIGION

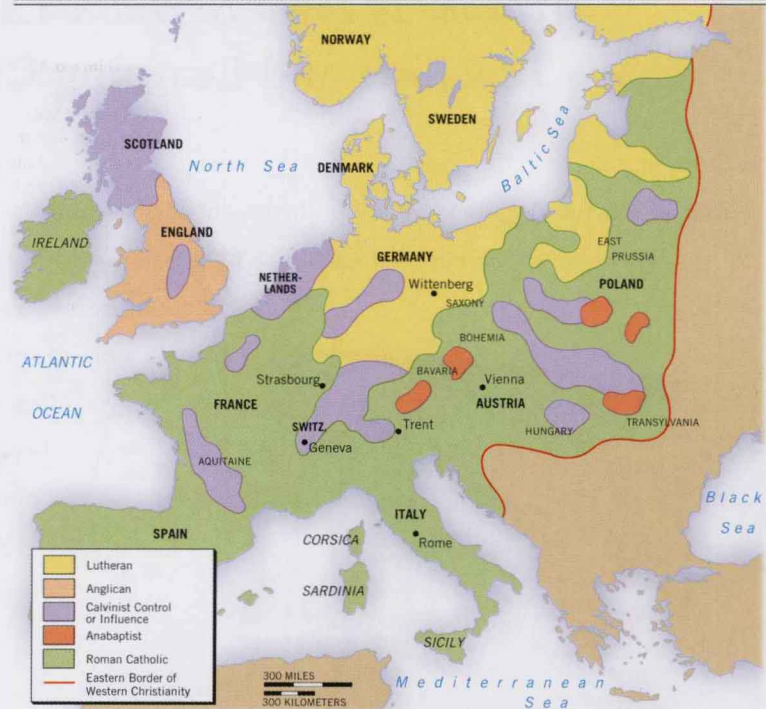
WHAT WAS the social and religious background of the Reformation?

A struggle between the rulers who were centralizing governments of nation-states and the towns and regions that were fighting to preserve their autonomy set the stage for the Reformation. During the fourteenth century, the king's law began (almost everywhere) to supersede local law and custom. Many townspeople and village folk saw rebellion against the church as a part



MAP EXPLORATION

To explore this interactive map, go to <http://www.prenhall.com/kagan2/map11.2>.



MAP 11-2

The Religious Situation about 1560 By 1560, Luther, Zwingli, and Loyola were dead, Calvin was near the end of his life, England had separated from Rome, and the last session of the Council of Trent was about to assemble. The religious fragmentation of Europe was well underway.

HOW WOULD you characterize Christianity in western Europe at this time? Which reform movements seem to have had the most success?

OVERVIEW

THE REFORMATION AND THE CHANGING ROLE OF WOMEN

Education

- Encouraged the education of girls to literacy in the vernacular
- Women found biblical passages that suggested they were equal to men
- Women became independent authors

Later Marriages

- Men and women tended to wait until their mid-to-late twenties to marry
- Later marriages meant marriages of shorter duration
- Remarriage was now more common for men who lost wives in childbearing

Married Marriages

- Bride and groom often knew each other before marriage

To be able to be caught up into
the world of thought—that is to be educated.

Edith Hamilton



◆ HISTORY'S VOICES ◆

A SIXTEENTH-CENTURY FATHER DESCRIBES HIS ONE-YEAR-OLD SON



n each of his son's birthdays, Christoph Scheurl, a resident of Nuremberg, wrote an account of the boy's development. The result is a unique glimpse into childhood and parenting in the sixteenth century.

GIVEN ITS historical era, is the father-son relationship Scheurl describes at all surprising?

This Sunday, April 19, my dear son Georg is one year old. So far, he is hearty, and apart from an episode of colic has remained healthy. Presently only his teeth, of which there are five and a half (the upper front two being great shovels) have caused him to run a temperature. [The milk] of his wet nurse has agreed with him throughout the year, and his physical growth and development have been good. He has a large, strong head, likes to laugh, and is a happy, high-spirited child. He can say "ka, ka" [meaning "da, da"], extend his little hand to Father, and point to birds in the bird house on the window. He also likes to go out into the open air. When he sees Father washing his hands, he must wash

his too and splash about in the sink. He also takes after his father in liking horses. . . .

He is a fast eater and drinker. By no means will he sit or otherwise remain still in his chair, but he bends over double, as he struggles against it. Otherwise, he does not whine, nor is he willful. He freely allows the nurse to suckle him and points out the chair to her [when he is hungry]. He loves her very much, as she does him. And he goes happily to Father and loves him too. Moreover, he is Father's every joy, delight, and treasure. . . .

Father will say to him: "Georg, be a bad one," and he then wrinkles up his nose and sneers. If Father coughs, he coughs too; and he can sit only beside Father. He can understand and duplicate an action [once it has been shown him]. In sum, Georg Scheurl, by his bearing, gestures, and role playing, presents himself at one year as a plucky, resolute child. He is learning to use his hands now and really likes to go through books, letters, and papers; he throws up his arms and shrieks with joy.

Reprinted from Steven Ozment, *Flesh & Spirit: Family Life in Early Modern Germany* (New York: Penguin, 1999), pp. 98–99.

one-half were dead by age twenty. Rare was the family at any social level that did not suffer the loss of children. Martin Luther fathered six children, two of whom

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...and finally,
you will begin
to realize that
to know
history is to
love history.

REVIEW QUESTIONS

1. What were the main problems of the church that contributed to the Protestant Reformation? On what did Luther and Zwingli agree? On what did they disagree? What about Luther and Calvin?
2. What was the Catholic Reformation? What were the major reforms instituted by the Council of Trent? Did the Protestant Reformation have a healthy effect on the Catholic Church?
3. Why did Henry VIII break with the Catholic Church? Did he establish a truly Protestant religion in England? What problems did his successors face as a result of his religious policies?
4. What impact did the Reformation have on women in the sixteenth and seventeenth centuries? What new factors and pressures affected relations between men and women, family size, and child care during this period?

KEY TERMS

Act of Supremacy (p. 00)
Anabaptists (p. 00)

Augsburg Confession (p. 00)
indulgence (p. 00)



For additional study resources for this chapter, go to:

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Map Exercise 6-C

Using the map on page 189, outline and label the approximate areas inhabited by the following Roman successors:

1. Frankish Kingdoms
2. Byzantine Empire
3. Kingdom of the Ostrogoths
4. Kingdom of the Vandals
5. Kingdom of the Sueves
6. Kingdom of the Thuringians
7. Kingdom of Burgundy



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PREFACE

The heritage of Western civilization is a major point of departure for understanding the twenty-first century. The unprecedented globalization of daily life that is a hallmark of our era has occurred in large measure through the spread of Western technological, economic, and political influences. From the sixteenth century onwards, the West has exerted vast influences throughout the globe for both good and ill, and today's global citizens live in the wake of that impact. It is the goal of this book to introduce its readers to the Western heritage, so that they may be better informed and more culturally sensitive citizens of the emerging global age.

The attacks upon the mainland of the United States on September 11, 2001 and the events that have succeeded those attacks have concentrated the attention of teachers, students, and informed citizens upon the heritage and future of Western civilization as have no other events since the end of World War II. Whereas previously commentary about global civilization involved analysis of the spread of Western economic, technological, and political influences, such commentary now requires us to explain how the West has defined itself over many centuries and to think about how the West will articulate its core values as it confronts new and daunting challenges.

Twenty years ago, the West defined itself mainly in terms of the East-West tensions associated with the Cold War. The West is now in the process of defining itself in terms of global rivalries arising from conflict with political groups that are not identical with nation states and that define themselves in terms of opposition to what they understand the West to be. We have thus entered a new era in which citizens of the West need to understand how their culture, values, economy, and political outlooks have emerged. They cannot leave it to those who would attack the West to define Western civilization or to articulate its values.

Since *The Western Heritage* first appeared, we have sought to provide our readers with a work that does justice to the richness and variety of Western civilization. We hope that such an understanding of the West will foster lively debate about its character, values, institutions, and global influence. Indeed, we believe such a critical outlook on their own culture has characterized the peoples of the West since its earliest history. Through such debates we define ourselves and the values of our culture. Consequently, we welcome the debate and hope that *The Western Heritage*, Teaching and Learning Classroom Edition, can help foster a genuinely informed discussion through its overview of Western civilization, the West's strengths and weaknesses, and the controversies surrounding Western history.

Human beings make, experience, and record their history. In this edition as in past editions, our goal has been to present Western civilization fairly, accurately, and in a way that does justice to its great variety of human enterprise. History has many facets, no one of which alone can account for the others. Any attempt to tell the story of the West from

a single overarching perspective, no matter how timely, is bound to neglect or suppress some important parts of that story. Like all authors of introductory texts, we have had to make choices, but we have attempted to provide the broadest possible introduction to Western civilization. To that end we hope that the many documents included in this book will allow the widest possible spectrum of people to give personal voice to their experiences over the centuries and will enable our readers to share that experience.

We also believe that any book addressing the experience of the West must also look beyond its historical European borders. Students reading this book come from a wide variety of cultures and experiences. They live in a world of highly interconnected economies and instant communication between cultures. In this emerging multicultural society it seems both appropriate and necessary to recognize how Western civilization has throughout its history interacted with other cultures, both influencing and being influenced by them. Examples of this two-way interaction, such as that with Islam, appear throughout the text.

GOALS OF THE TEXT

Our primary goal has been to present a strong, clear, narrative account of the central developments in Western history. We have also sought to call attention to certain critical themes:

- The capacity of Western civilization from the time of the Greeks to the present to transform itself through self-criticism.
- The development in the West of political freedom, constitutional government, and concern for the rule of law and individual rights.
- The shifting relations among religion, society, and the state.
- The development of science and technology and their expanding impact on Western thought, social institutions, and everyday life.
- The major religious and intellectual currents that have shaped Western culture.

We believe that these themes have been fundamental in Western civilization, shaping the past and exerting a continuing influence on the present.

Flexible Presentation *The Western Heritage*, Teaching and Learning Classroom Edition, is designed to accommodate a variety of approaches to a course in Western civilization, allowing teachers to stress what is most important to them. Some teachers will ask students to read all the chapters. Others will select among them to reinforce assigned readings and lectures.

Integrated Social, Cultural, and Political History *The Western Heritage* Teaching and Learning Classroom Edition provides one of the richest accounts of the social history of the West available today, with strong coverage of family life, the changing roles of women, and the place of the family in relation to broader economic, political, and social developments. This coverage reflects the explosive growth in social historical research in the past three decades, which has enriched virtually all areas of historical study. In this edition we have again expanded both the breadth and depth of our coverage of social history through revisions of existing chapters, the addition of major new material and a new feature, Encountering the Past (see following), and the inclusion of new documents.

While strongly believing in the study of the social experience of the West, we also share the conviction that internal and external political events have shaped the Western experience in fundamental and powerful ways. The experiences of Europeans in the twentieth century under fascism, national socialism, and communism demonstrate that influence, as has, more recently, the collapse of communism in the former Soviet Union and eastern Europe. We have also been told repeatedly by teachers that no matter what their own historical specialization, they believe that a political narrative gives students an effective tool to begin to understand the past. Consequently, we have sought to integrate the political with the social, cultural, and intellectual.

No other survey text presents so full an account of the religious and intellectual development of the West. People may be political and social beings, but they are also reasoning and spiritual beings. What they think and believe are among the most important things we can know about them. Their ideas about God, society, law, gender, human nature, and the physical world have changed over the centuries and continue to change. We cannot fully grasp our own approach to the world without understanding the intellectual currents of the past and how they influenced our thoughts and conceptual categories.

Clarity and Accessibility Good narrative history requires clear, vigorous prose. As in earlier editions, we have paid careful attention to our writing, subjecting every paragraph to critical scrutiny. Our goal was to make the history of the West accessible to students without compromising vocabulary or conceptual level. We hope this effort will benefit both teachers and students.

TEACHING AND LEARNING CLASSROOM EDITION

Recent Scholarship As in previous editions, changes in this edition reflect our determination to incorporate the most recent developments in historical scholarship and

the concerns of professional historians. Of particular interest are expanded discussions of:

- **Women in the history of the West.** Adding to our long-standing commitment to including the experience of women in Western civilization, this edition emphasizes new scholarship on women in the ancient world and the Middle Ages, during the scientific and industrial revolutions, and under the authoritarian governments of the twentieth century (see, especially, Chapters 3, 4, 5, 7, 14, 24, 27, and 28.)
- **Islam and the West.** Among the most important and extensive new features of this edition are a series of new sections on the interactions between the Islamic world and the West. Beginning with the discussion of the rise of Islam, this edition includes sections on the history of the Ottoman Empire, Islam and the European Enlightenment, Islam and the Romantic Movement, Islam in late nineteenth-century European thought, French decolonization in Algeria, Islamic immigration in twentieth-century Europe, and the rise of political Islamism in the contemporary world. Taken together these sections provide significant coverage of the Islamic world's relationship with the West.
- **Africa and the transatlantic economy.** An extensive section in Chapter 17 explores the relationship of Africa to the transatlantic economy of the sixteenth through eighteenth centuries. We examine the role of African society and politics in the slave trade, the experience of Africans forcibly transported to the Americas, and the incorporation of elements of African culture into the New World.
- **Russia under Peter the Great.** The section in Chapter 15 on the entry of Russia into European affairs and the role of Peter the Great has been substantially revised.
- **The Crimean War.** The discussion of this important conflict in Chapter 23 has been reshaped to highlight its impact on the Ottoman Empire and the rivalries of the European Great Powers in the Middle East.
- **The Twentieth Century.** We have made significant, clarifying organizational changes in the chapters on the twentieth century to help instructors teach this complicated era and to make the topic easier for their students to understand. Instructors will now be able to teach both the social and political histories of the twentieth century within the same chapters. The sections on the experiences of women under Communism, Fascism, and Nazism are now incorporated in the discussions of those political movements in Chapters 27 and 28. Chapter 27 now also includes the social history of the Soviet Union under Stalin. The entire coverage of the Holocaust and the destruction of Polish Jewry has been placed in Chapter 29, so that their relationship to World War II and Nazi ideology and foreign policy is clear.

PEDAGOGICAL FEATURES

The Teaching and Learning Classroom Edition provides the exclusive and consistent pedagogical features that make the text accessible to students, reinforce key concepts, and provide a balanced perspective.

- **Part Timelines** show major political, social, and economic developments—side by side. Appropriate photographs enrich each timeline.
- **Chapter-Opening Questions**, organized by the main subtopics of each chapter, encourage careful consideration of important themes and developments. Each question is repeated at the appropriate place in the margin of the text.
- **Chronologies** within each chapter help students organize a time sequence for key events.
- **Encountering the Past** As an important new feature of the Teaching and Learning Classroom Edition, each chapter now includes an essay on a significant issue of everyday life or popular culture. These essays explore a variety of subjects from ancient athletics and religious festivals to medieval games and diets to attitudes toward bathing and smoking in early modern Europe to the politics of rock music in the late twentieth century. These thirty-one essays, each of which includes an illustration and study questions, expand *The Western Heritage* TLC Edition's rich coverage of social history.
- **History's Voices**, including selections from sacred books, poems, philosophy, political manifestos, letters, and travel accounts, introduce students to the raw material of history, providing an intimate contact with the people of the past and their concerns. Questions accompanying the source documents direct students toward important, thought-provoking issues and help them relate the documents to the material in the text. They can be used to stimulate class discussion or as topics for essays and study groups.
- **Map Explorations and Critical-Thinking Questions** prompt students to engage with maps, often in an interactive fashion. Each Map Exploration is found on the Companion Website for the text. Many maps in this edition have been redrawn to improve their visual appeal.
- **Visualizing the Past** essays, new to this edition and found at the end of selected chapters, analyze important aspects of Western Civilization through photographs, fine art, sculpture, and woodcuts. Focus questions and a running narrative guide students through a careful examination of the historical implication of each topic in question.
- **Chapter review** questions help students focus on and interpret the broad themes of a chapter. These questions can be used for class discussion and essay topics.
- **Overview** tables in each chapter summarize complex issues.

- **Quick Reviews**, found at key places in the margins of each chapter, encourage students to review important concepts.

A Note on Dates and Transliterations *The Western Heritage* TLC Edition continues the practice of using B.C.E. (before the common era) and C.E. (common era) instead of B.C. (before Christ) and A.D. (anno domini, the year of the Lord) to designate dates. We also follow the most accurate currently accepted English transliterations of Arabic words. For example, today Koran is being replaced by the more accurate Qur'an; similarly Muhammad is preferable to Mohammed and Muslim to Moslem.

ANCILLARY INSTRUCTIONAL MATERIALS

The ancillary instructional materials that accompany *The Western Heritage* TLC Edition include print and multimedia supplements that are designed to reinforce and enliven the richness of the past and inspire students with the excitement of studying the history of Western civilization.

PRINT SUPPLEMENTS

Instructor's Resource Binder This innovative, all-in-one resource organizes the instructor's manual, the test-item file, and the transparency pack by each chapter of *The Western Heritage*, TLC Edition to facilitate class preparation. The Instructor's Resource Binder also includes an **Instructor's Resource CD-ROM**, which contains all of the maps, graphs, and illustrations from the text in easily-downloadable electronic files.

Prentice Hall Test Generator Suitable for both Windows and Macintosh environments, this commercial-quality, computerized test-management program allows instructors to select items from the test-item file and design their own exams.

Lives and Legacies: Biographies in Western Civilization This new, two-volume collection provides brief, focused biographies of 60 people, both celebrated and uncelebrated, whose lives provide insight into the heritage of Western Civilization. Each biography includes an introduction, pre-reading questions, and suggested readings. Free when bundled with the text.

History Notes (Volumes I and II) Replacing a traditional study guide, History Notes provides students with practice tests, map exercises, and How? When? Where? Questions for each chapter of *The Western Heritage* TLC edition. Each copy of the TLC edition comes bundled with History Notes.

Prentice Hall and Penguin Bundle Program Prentice Hall is pleased to provide adopters of *The Western Heritage*

TLC edition with an opportunity to receive significant discounts when copies of the text are bundled with Penguin titles in world history. Contact your local Prentice Hall representative for details.

MULTIMEDIA SUPPLEMENTS

Companion Website Available at <http://www.prenhall.com/kagan> *The Western Heritage Companion Website* offers students multiple choice, true-false, essay, identification, map labeling, and document questions based on material from the text, organized by the primary subtopics in each chapter. Additionally, the *Companion Website* provides numerous interactive maps tied to the text, source documents, and other interactive modules related to the content in each chapter. The Faculty Module contains materials for instructors, including the entire instructor's manual in PDF file, and downloadable presentations with maps, charts, graphs, summary tables, and illustrations.

Western Civilization Documents CD-ROM Bound in every new copy of *The Western Heritage* TLC edition, and organized according to the main periods in Western civilization, the Western Civilization Documents CD-ROM contains over 200 primary sources in an easily-navigable PDF file. Each document is accompanied by essay questions that allow students to read important sources in Western civilization via the CD-ROM and respond online via a dedicated website.

Evaluating Online Sources with ResearchNavigator, 2003 Edition This brief guide focuses on developing critical thinking skills necessary to evaluate and use online sources. It provides a brief introduction to navigating the Internet with comprehensive references to History web sites. It also provides an access code and instruction on using Research Navigator, a powerful research tool that provides access to three exclusive databases of reliable source material: Content Select Academic Journal Database, *The New York Times* Search by Subject Archive, and Link Library.

OneKey OneKey lets you in to the best teaching and learning resources all in one place. OneKey for *The Western Heritage* TLC edition is all your students need for out-of-class work conveniently organized by chapter to reinforce and apply what they've learned in class and from the text. Among the resources available for each chapter

are: a complete media-rich, interactive e-book version of *The Western Heritage* TLC edition, quizzes organized by the main topics of each chapter, primary source documents, map labeling and interactive map quizzes. OneKey is all you need to plan and administer your course. All your instructor resources are in one place to maximize your effectiveness and minimize your time and effort. Instructor material includes images and maps from *The Western Heritage*, TLC edition, hundreds of documents, video and audio clips, interactive learning activities, and PowerPoint presentations.

ACKNOWLEDGMENTS

We are grateful to the scholars and teachers whose thoughtful and often detailed comments helped shape this revision:

Magnus T. Bernhardsson, *Hofstra University*
 Gayle Brunelle, *California State University, Fullerton*
 Patricia Conroy, *Torrington High School*
 Miriam Levy, *Central Connecticut State University*
 Gary Johnson, *University of Southern Maine*
 Kenneth Margerison, *Southwestern Texas State University*
 David B. Mock, *Tallahassee Community College*
 Jonathan S. Perry, *University of Central Florida*
 Norman G. Raiford, *Greenville Technical College*
 Larissa Taylor, *Colby College*
 William B. Whisenhunt, *College of DuPage*
 Andrew Wilson, *Keene State College*
 Jonathan W. Zophy, *University of Houston, Clear Lake*

Steven Ozment would like to acknowledge the help of Adam Beaver and Elizabeth Russell. Frank Turner would like to acknowledge the aid of Magnus T. Bernhardsson. Finally, we would like to thank the dedicated people who helped produce this revision. Our acquisitions editor, Charles Cavaliere; our development editor, Roberta Meyer; our production editor, Louise Rothman; Anne DeMarinis, who created the handsome new design of this edition; Tricia Kenny, our manufacturing buyer; and Francelle Carapetyan, our photo researcher.

D.K.

S.O.

F.M.T.

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STUDENT TOOL KIT

When writing history, historians use maps, tables, graphs, and visuals to help their readers understand the past. What follows is an explanation of how to use the historian's tools that are contained in this book.

TEXT

Whether it is a biography of Joan of Arc, an article on World War II, or a survey of Western civilization such as this one, the text is the historian's basic tool for discussing the past. Historians write about the past using narration and analysis. Narration is the story line of history. It describes what happened in the past, who did it, and where and when it occurred. Narration is also used to describe how people in the past lived, how they passed their daily lives and even, when the historical evidence makes it possible for us to know, what they thought, felt, feared, or desired. Using analysis, historians explain why they think events in the past happened the way they did and offer an explanation for the story of history. In this book, narration and analysis are interwoven in each chapter.

STUDY AIDS

A number of features in this book are designed to aid in the study of history. Each chapter begins with **Questions**, organized by the main subtopics of each chapter, that encourage careful consideration of important themes and developments. Each question is repeated at the appropriate place in the margin of the text. A **Summary** at the end of each chapter puts the subject of the chapter in the broader perspective of Western civilization. All of these study aids can be used to review important concepts.

FAMILY STRUCTURES AND THE INDUSTRIAL REVOLUTION

The European working-class family of the early industrial age is difficult to describe in general terms, for industrialism developed at different rates across the Continent. More is known about the family in Great Britain in this period than elsewhere, and many British developments foreshadowed those in other countries.

THE FAMILY IN THE EARLY FACTORY SYSTEM

Before England's revolution in textile production in the late eighteenth century, textile manufacturing was part of the family economy. Father and mother worked

HOW DID industrialization
affect European families?

MAPS

Maps are important historical tools. They show how geography has affected history and concisely summarize complex relationships and events. Knowing how to read and interpret a map is important to understanding history. Map 4-3

from Chapter 4 shows the territorial extent of the Roman Republic in 44 B.C.E. It has three features to help you read it: a **caption**, a **legend**, and a **scale**. The caption explains the historical significance of the map, in this case, the conquests of the Roman Republic up until the death of Julius Caesar.

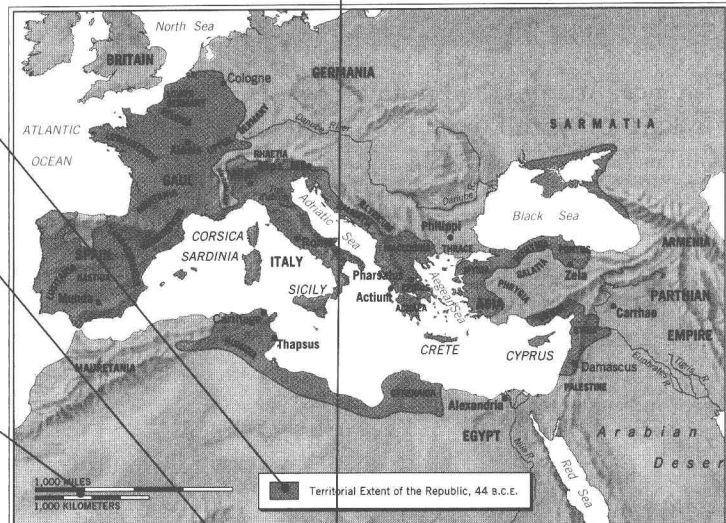
The legend and the scale appear at the bottom of the map. The shaded areas depict those regions conquered by Rome up to 44 B.C.E. The scale tells us that half an inch on the map represents 1000 miles (about 1600 kilometers). With this information, estimates of the distance between points on the map are easily made.

The map also shows the topography of the region – its mountains, rivers, seas, and lakes. This helps us understand how geography influenced history. For example, note the central position of the Mediterranean Sea, which played a critical role in Roman history.

Finally, a **critical-thinking question** asks for careful consideration of the spatial connections between geography and history.

MAP EXPLORATION

To explore this interactive map, go to <http://www.prenhall.com/kagan2/map4.3>.



MAP 4-3

Roman Dominions of the Late Roman Republic Depicted here are the Roman Republic's conquests until the death of Julius Caesar. Areas acquired before the tribunate of Tiberius Gracchus (133 B.C.E.) are distinguished from later conquests and client states.

WHAT WAS the principal goal of Roman foreign policy during the period of the Roman Republic? How did this goal contribute to Roman expansion?

MAP EXPLORATIONS

Many of the maps in each chapter are provided in a useful interactive version on the text's Companion Website. These maps are easily identified by a bar along the top that reads **"Map Exploration."** An interactive version of Roman Dominions of the Late Roman Republic can be found at www.prenhall.com/kagan2/map4.3. The interactive version of this particular map provides an opportunity to check one's geographical knowledge by clicking and dragging place names to their various correct locations. A reset button allows you to start from the beginning.



During the second half of the nineteenth century, millions of immigrants left Europe in hopes of bettering their lives in the Americas and in European colonies.

UPI/Lewis W. Hine/Corbis

ANALYZING VISUALS

Visual images embedded throughout the text can provide as much insight into Western Civilization as the written word. Within photographs and pieces of fine art lies emotional and historical meaning. Captions also provide valuable information, such as in the example here. When studying the image, consider questions such as: "Who are these people?"; "What are they doing?"; and "What can we learn from the way the people are dressed?" Such analysis allows for a fuller understanding of the daily lives of people in the past.

VISUALIZING THE PAST...

Science, Art, and the Printing Press
in Early Modern Europe

WHAT ROLE did art play in disseminating the discoveries of the scientific revolution? Why was the printing press especially important in this process?

One of the most important developments in the early modern period of European history (1450–1750) was the scientific revolution. Europeans, having finally absorbed the science of the ancient Greeks, lost to them until the close of the Middle Ages, were now ready to move beyond that legacy and, through exploration and experimentation, to make new scientific discoveries.

A new medium in Europe, the printing press, a machine Europeans developed in the fifteenth century, based on ideas originating in China, became the primary means of disseminating the new science. Images were as important on text in this process, and lavishly illustrated scientific works made scientific knowledge accessible to greater numbers of people than ever before. Science became a popular theme for European books and works of art.

This image is the title page to the sixteenth-century *Nova Reperta*, by Flemish artist Joannes Stradanus. *Nova Reperta* was a set of drawings celebrating the explosion of scientific discoveries, new technology, and new geographical discoveries of the sixteenth century. In this image we see depicted cartography and geography symbolized by the map of the New World, and gun powder, and the printing press. The Newberry Library. Title page: *Nova Reperta*, 16th century engraving. Photo courtesy of John M. Wing Foundation, The Newberry Library Chicago.



VISUALIZING THE PAST

These essays, found at the end of selected chapters, analyze important aspects of Western Civilization through photographs, fine art, sculpture, and woodcuts. **Focus questions** and a running narrative guide students through a careful examination of the historical implications of each topic in question.

OVERVIEWS

The **Overview** tables in this text are a special feature designed to highlight and summarize important topics within a chapter. The Overview table shown here, for example, summarizes Ottoman reforms between 1839 and 1908.

OVERVIEW

REFORMS AND ATTEMPTS AT REFORM IN THE OTTOMAN EMPIRE

Year	Reform	Intention of Reform
1839	<i>Hatt-i Sharif of Gülhane</i>	A decree calling for reform measures
1856	<i>Hatt-i Hümayun</i>	Rights of non-Muslims were spelled out. It put Jews and Christians on equal footing with Muslims for military service, school admission, and political offices.
1908	<i>Young Turks</i>	A military revolution brought up this group of reformist officers. Their decision to ally the empire with the Central Powers led to its defeat.

QUICK REVIEWS

Quick reviews, placed at key locations in the margins of each chapter, provide pinpoint summaries of important concepts.

QUICK REVIEW

The Cuban Missile Crisis

- ◆ 1959: Fidel Castro comes to power as a result of the Cuban revolution
- ◆ 1962: Khrushchev orders construction of missile bases in Cuba
- ◆ Tense negotiations resulted in the Soviets backing down and removing the missiles

CHRONOLOGIES

Each chapter includes **Chronologies** that list key events discussed in the chapter arranged in chronological order. Chronologies provide a review of important events and their relationship to one another. The chronology, shown here from Chapter 19, lists the dates of key events in the French Revolution.

PRIMARY SOURCE DOCUMENTS

Historians find most of their information in written records, original documents that have survived from the past. These include government publications, letters, diaries, newspapers—whatever people wrote or printed, including many private documents never intended for publication. Each chapter in the book contains a feature called **History's Voices**—a selection from a primary source document. The example shown here is an excerpt from the *Vindication of the Rights of Women* by Mary Wollstonecraft. Each **History's Voices** begins with a brief introduction followed by questions on what the document reveals.

The French Revolution

1789

May 5	The Estates General opens at Versailles
June 17	The National Assembly is declared
June 20	The Tennis Court Oath
July 14	Fall of the Bastille
August 4	Surrender of feudal rights
August 27	Declaration of the Rights of Man and Citizen
October 5	Parisian women march on Versailles

1790

July 14	Louis XVI accepts constitutional monarchy
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1791

June 20	The royal family attempts to flee
October 1	Formation of the Legislative Assembly

HISTORY'S VOICES

MARY WOLLSTONECRAFT CRITICIZES ROUSSEAU'S VIEW OF WOMEN



ary Wollstonecraft's pioneering feminist work, *A Vindication of the Rights of Women*, rejected Rousseau's argument for maintaining distinct and separate spheres for men and women. She dismissed his reasoning as nothing but an excuse for continuing the bondage of women to men.

WHY DOES Wollstonecraft put such emphasis on a woman's education?

I may be accused of arrogance; still I must declare what I firmly believe, that all the writers who have written on the subject of female education and manners from Rousseau to Dr. Gregory [a Scottish physician], have

he chooses to relax himself. He carries the arguments, which he pretends to draw from the indications of nature, still further, and insinuates that truth and fortitude, the cornerstones of all human virtue, should be cultivated with certain restrictions, because, with respect to the female character, obedience is the grand lesson which ought to be impressed with unrelenting rigour.

What nonsense! when will a great man arise with sufficient strength of mind to put away the fumes which pride and sensuality have thus spread over the subject! . . .

Connected with man as daughters, wives, and mothers, their [women's] moral character may be estimated by their manner of fulfilling those simple duties; but the end, the grand end of their exertions, should be to un-

WESTERN CIVILIZATION DOCUMENT CD-ROM

Bound into every new copy of this textbook is a free **Western Civilization Document CD-ROM**. This is a powerful resource for research and additional reading that contains more than 200 primary source documents central to Western Civilization. Each document provides essay questions that are linked directly to a website where short-essay answers can be submitted online or printed out. Particularly relevant or interesting documents are called out at appropriate places in the margin of each chapter. A complete list of documents on the CD-ROM is found at the end of the text.



7.2

Benedict of Nursia: *The Rule of St. Benedict*

The monastic practices evolving in the East were introduced to the West by Athanasius (ca. 293–373) and Martin of Tours (ca. 315–ca. 399), but it was a rule (constitution) written in 529 by Benedict of Nursia (ca. 480–547) for a monastery he established at Monte Cassino near Naples, Italy, that set the standard for the West. The Benedictine Rule discouraged the kind of flamboyant asceticism popular in the East. It decreed a daily schedule that governed a monk's every activity. It provided for adequate food, some wine, serviceable clothing, proper amounts of sleep, and opportunities for relaxation. Time was set aside each day for prayer, communal worship, study, and the manual labor by which monks supported themselves. The objective was to create autonomous religious communities that were economically, spiritually, and intellectually self-sufficient. Benedictine monks did

ENCOUNTERING THE PAST

One way to better appreciate the past is to learn about the customs and mores of ordinary people, what historians call “popular culture.” Each chapter in the text includes an **Encountering the Past** feature that examines some aspect of popular culture and asks questions that connect it to the book's larger themes.

ENCOUNTERING THE PAST Warrior Games

The cultural environment surrounding the medieval nobility—poetry, songs, arts, and entertainments—glorified war. This was consistent with the interests of a warrior class whose men spent their lives fighting and training for battle. A young nobleman might receive his first horse and dagger at the age of two. By the time he turned fourteen, he was ready to handle adult weapons. *Tournaments* (mock combats) provided him with both practical training and diversion. They proved so popular with all members of society that they survived as pastimes even after changes in warfare diminished the need for a knight's traditional skills.

The military preoccupations of the knights influenced the behavior of other members of medieval society. Aristocratic women hunted but were limited to the role of spectators at entertainments such as tournaments. Some clergy were famous sportsmen and warriors, but, like women, their taste for violence was usually satisfied vicariously by rooting for champions at tournaments and by playing chess, backgammon, and competitive games such as “Tick, Tack, Toe.” Commoners attended tournaments and developed similar warlike games and sports of their own. The equivalent of a tournament for men and boys of the lower classes was a rough ball game—an early version of rugby, soccer, or football. Medieval people were ingenious at inventing diversions for their idle hours,

as Pieter Breughel's painting, *Children's Games* (1560), documents. It depicts boys and girls engaged in seventy-eight different activities.

WHY DID the medieval nobility play warlike games? How did these influence the behavior of other members of society?



Breughel, *Children's Games* Pieter the Elder Breughel's 1560 painting, *Children's Games*, depicts children engaged in seventy-eight different activities. *Children's Games* is in the collection of the Museum of Modern Art, New York City.