

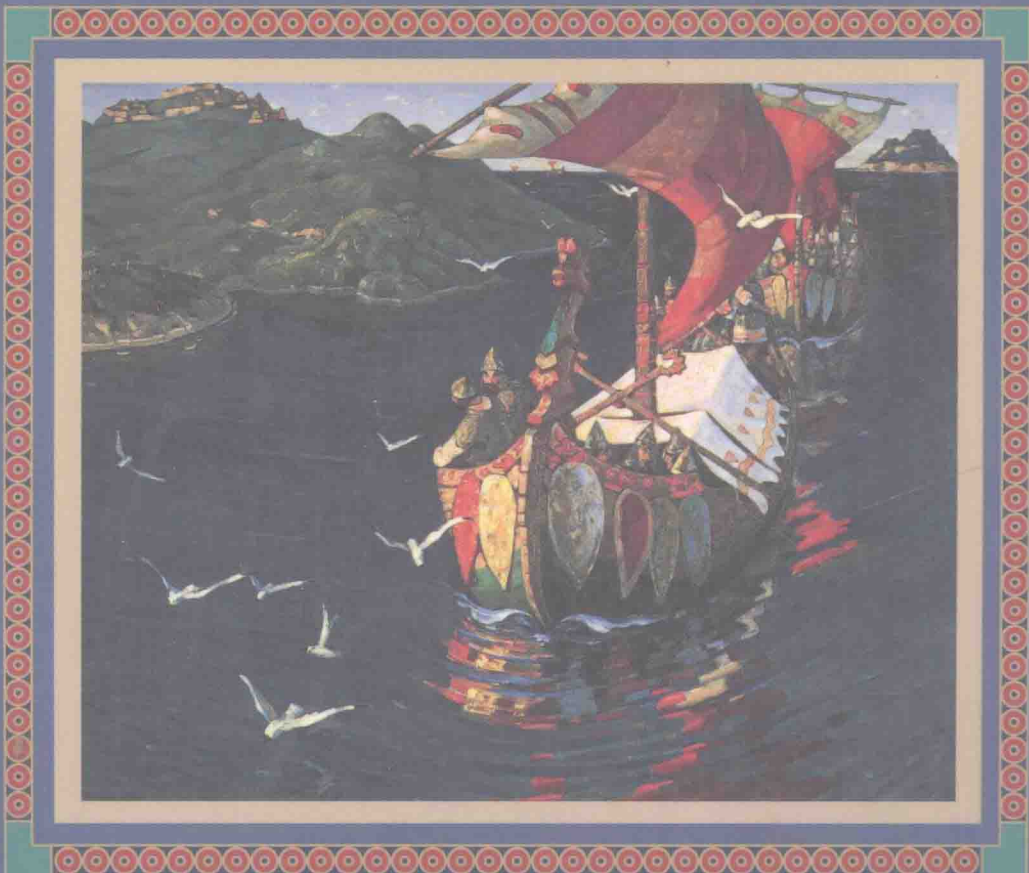


CIVILIZATIONS OF THE WEST

THE HUMAN ADVENTURE

Brief Edition

Volume One
From Antiquity to 1715



Richard L. Greaves • Robert Zaller • Jennifer Tolbert Roberts

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PREFACE

Our ability to shape our future intelligently and to comprehend other cultures and peoples requires that we understand the diverse sources of our own civilization. Without this knowledge there can be no responsible citizenship, no informed judgment, and no effective commitment to seek peace and dignity for all peoples. Our ability to understand and respect one another is founded on an awareness of our historical roots.

Civilizations of the West underscores the fact that the West has never been wholly isolated from its non-Western neighbors, who helped to shape the Western heritage and with whom it now shares membership in a global community. Six illustrated essays trace the West's evolving perception of the non-Western world. In turn, the main narrative frequently shows how non-Western traditions and societies have influenced the culture of the West. We believe that this approach will enrich the students' understanding of Western civilization by adding a perspective that is often missing in other Western civilization books.

In writing this text we have employed innovative ways to meet today's educational needs. At the same time we have maintained the coverage of themes and events that is standard for the Western civilization course.

TOPICAL COVERAGE

Social, Cultural, and Intellectual Themes

Recent scholarship has placed considerable emphasis on social and cultural history. That scholarship is reflected

throughout this text, particularly in two chapters that are unique among survey texts. Chapter 14, "Early Modern European Society," provides a systematic overview of such key elements of early modern Western society as marriage, the family, sexual customs, education, poverty, crime, diet, and medical care. Chapter 25, "Culture and Crisis," presents an intriguing examination of the landmark scientific advances in the late nineteenth and early twentieth centuries in relation to parallel developments in religion, philosophy, the arts, and psychology.

The Role of Women in Western Civilization

This text is particularly sensitive to the place of women in Western civilization. The contribution of women to Western societies—whether as rulers, artists and writers, social activists, workers, or wives and mothers—is systematically considered. The biographical portraits of women such as the pharaoh Hatshepsut, the abbess St. Clare of Assisi, the pioneer African-American entertainer Josephine Baker, and the British prime minister Margaret Thatcher are focal points of the discussion of women, but the role of women in Western societies is interwoven throughout the text's narrative.

The Jewish Tradition

As one of the founding cultures of Western civilization and a significant force throughout its history, the Jews are treated more comprehensively in this text than in any comparable work. We follow them from their settlement in ancient Palestine to their persecution and exile under the Romans and from their medieval migrations to their modern experience, including the founding of mod-

ern Israel. By recounting the history of the Jews we hope to make students aware of their special contribution to the West.

FEATURES AND PEDAGOGY

Biographical Portraits

Histories of civilization often fail to give students a sense of personal engagement with the subject. Migratory movements, famines and plagues, trading patterns, social and cultural upheavals, and the challenges of war and empire are the stuff of history, but individual experience is its basis and its ultimate reference point. To emphasize the role of individual men and women in history, we have included biographical portraits in most chapters. Our subjects are not necessarily history's most famous personalities, although each made a significant contribution to Western society. Among them are cultural figures, such as the Italian poet Vittoria Colonna and the German writer Goethe. Others are religious leaders, including Pope Leo the Great; St. Clare, founder of the Roman Catholic order of Poor Sisters; and the Quaker Margaret Fell. Some were prominent in the political world: the Byzantine empress Theodora; Jean Baptiste Colbert, Louis XIV's finance minister; and David Ben-Gurion, a founding father of Israel. Others, such as England's Mary Wollstonecraft and Germany's Rosa Luxemburg, devoted their lives to revolutionary social change. We include portraits of adventurers, such as Alcibiades and Cecil Rhodes, and of scientists and philosophers, including Eratosthenes, Spinoza, and Nietzsche. The lives of these people offer special insights into the cultures of which they were a part and enrich the student's perception of the relationship between the individual and social change.

Urban Portraits

Civilization began with the city, and modern society is increasingly urban. We have accordingly concentrated on the development of urban life in the West and have made individual urban portraits an integral part of the historical narrative. Some of the featured cities—Italy's Pompeii and ancient Tarquinia, for example—are now in ruins, while others—London, Madrid, and Moscow—are thriving. Some of them—Florence and Barcelona—were

especially renowned as cultural centers, while others were hubs of commerce and industry, such as Antwerp, Liverpool, and Manchester. Athens was distinctive as the birthplace of democratic government, Venice as a trading empire, Geneva as the center of an international religious movement, and New Delhi as an imperial capital. Jerusalem, Paris, and Rome are revisited at different periods to give a sense of their changing development. Like the biographical features, the urban portraits provide instructors with excellent topics for discussion, essay questions, and unusual lecture themes, while students will find them intriguing subjects for term papers.

The West and the World Essays

One of the unique features of *Civilizations of the West* is a series of six essays that explore the changing perceptions of Westerners toward the rest of the world. Beginning with antiquity, we chart these responses as they develop in the Middle Ages, the Renaissance, the Enlightenment, the Age of Empire, and the modern era. Commerce, travel, military contacts, religious and cultural interaction, and imperial conquest provide a common thread of experience, but perceptions changed as Westerners slowly relinquished their often fanciful views of non-Western peoples. For several millennia, visions of the outside world were often exotic and mysterious, though in more recent times, Westerners have begun to see themselves as part of a global community, however diverse its traditions and outlook.

Historiographic Issues

To emphasize the sense of history as a living discipline, we have provided surveys of the conflicting historiographic interpretations of selected critical issues, including the decline of the Roman Empire in the West, the Renaissance, the French Revolution, and imperialism. These surveys are ideal starting points for class discussion and term papers.

Reading Lists

Historical study demands analysis, synthesis, and a critical sense of the worth of each source. It thus teaches skills that are important to every citizen. As a guide to students

who wish to hone their historical understanding and their analytical skills and to pursue further interest or research in the major themes and topics of the text, a brief reading list is provided at the end of each chapter. The Instructor's Manual provides further bibliographic suggestions for special lecture themes.

The task of writing a history of Western civilization is both challenging and humbling. This book is the result of not only our own research but also that of many others, all of whom share our belief in the importance of

historical study. To the extent that we have succeeded in introducing students to the rich and varied heritage of the past, we owe thanks in a very special way to our fellow historians, whose labors are the foundation of ours. In the spirit of our common enterprise we dedicate this volume to our students and our colleagues.

Richard L. Greaves
Robert Zaller
Jennifer Tolbert Roberts

SUPPLEMENTS

The following supplements are available for use in conjunction with this book.

FOR THE STUDENT

- *Student Study Guide* in two volumes, Volume 1 (chapters 1–15) and Volume II (chapters 15–30). Prepared by the authors of the text, each chapter contains a chapter overview; map exercises; study questions; a chronology; and identification, completion and short answer exercises, along with a list of term paper topics.
- *Mapping Western Civilization: Student Activities*. A free student map workbook by Gerald Danzer, University of Illinois, Chicago. Features numerous map skill exercises to enhance students' basic geographical literacy. The exercises provide ample opportunities for interpreting maps and analyzing cartographic materials as historical documents. The instructor is entitled to one free copy of *Mapping Western Civilization: Student Activities* for each copy of the text purchased from HarperCollins.
- *SuperShell II Computerized Tutorial*, an interactive program for computer-assisted learning prepared by Edward D. Wynot of Florida State University and David Mock of Tallahassee Community College. This tutorial features multiple-choice, true-false, and completion quizzes; comprehensive chapter outlines; "Flash Cards" for key terms and concepts; and diagnostic feedback capabilities. Available for IBM computers.
- *TimeLink Computer Atlas of Western Civilization* by William Hamblin, Brigham Young University. A highly graphic HyperCard-based atlas and historical geography tutorial for the Macintosh.
- *Sources of the West* by Mark Kishlansky, a collection of primary source documents available in two volumes, features a well-balanced selection of constitutional documents, political theory, intellectual history, philosophy, literature, and social description. Review questions follow each selection. Each volume includes the introductory essay, "How to Read a Document," which leads students step by step through the experience of using historical documents.

FOR THE INSTRUCTOR

- *Instructor's Resource Manual* by Richard L. Greaves and Robert Zaller. Prepared by the authors of this text, this Instructor's Resource Manual includes lecture themes, special lecture topics, bibliography, topics for class discussions and essays, a media resource directory, and lists of identification and map items. Each chapter concludes with a list of suggested term paper topics.
- *Test Bank* by Edward D. Wynot, Florida State University. This test bank contains a total of over 1500 questions, including 50 multiple-choice and 5 essay questions per chapter, with questions to pages in the text.
- *TestMaster Computerized Testing System*. This flexible, easy-to-master test bank includes all the test items in the printed *Test Bank* and allows users to add, delete, edit, and print test items and tests. Available free to adopters for the IBM or Macintosh.
- *Discovering Western Civilization Through Maps and Views*, by Gerald Danzer, University of Illinois at

Chicago, winner of the AHA's 1990 James Harvey Robinson Prize for his work in the development of map transparencies. This set of 100 four-color transparencies from selected sources is bound in a three-ring binder and available free to adopters. It also contains an introduction on teaching history through maps and a detailed commentary on each transparency. The collection includes cartographic and

pictorial maps, views and photos, urban plans, building diagrams, classic maps, and works of art.

- *Map Transparencies*. A set of 30 transparencies of maps from the full edition of *Civilizations of the West: The Human Adventure*.
- *Grades*, a grade-keeping and classroom management software program that maintains data for up to 200 students.

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was awarded the Southwestern Historical Association's Walter R. Craddock Prize in European-Asian History. She has held fellowships from the National Endowment for the Humanities and the American Council of Learned Societies and was a member of the Institute for Advanced Study at Princeton in 1985. With Walter Blanco she edited the Norton Critical Edition of Herodotus' *Histories*, and her translation of Erasmus' *De Vidua*

Christiana appeared in the *Collected Works of Erasmus* published by the University of Toronto Press. She has published scholarly articles in a variety of journals and is the author of two books on Athens, *Accountability in Athenian Government* (University of Wisconsin Press, 1982) and *Athens on Trial: History, Politics, and the Antidemocratic Tradition* (Princeton University Press, 1994).

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