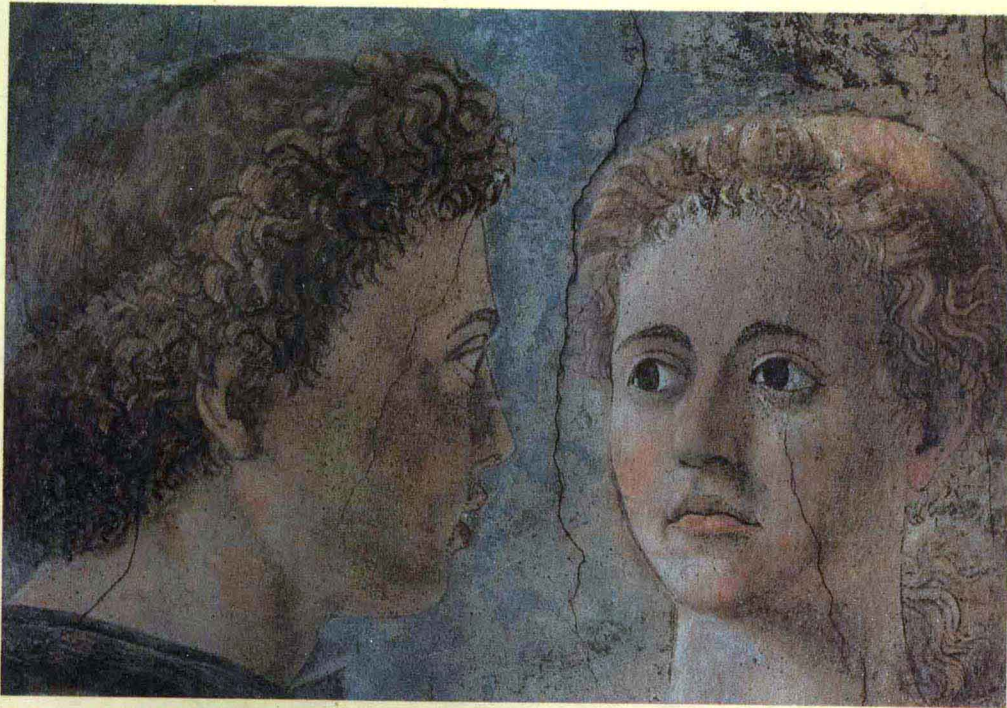


CIVILIZATION IN THE WEST

VOLUME I TO 1715



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CIVILIZATION IN THE WEST

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Civilization in the West, Volume I To 1715

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Preface

We have tried to write a book that students would *want* to read. Throughout three years of planning, writing, revising, rewriting, and numerous meetings together, this was our constant overriding concern. Would students read this? Would it be effective in conveying information while stimulating imagination? Would it work across the variety of Western civilization courses, with the different levels and formats that make up this fundamental course? It was not easy to keep this concern in the forefront through the long months of composition, but it was easy to receive the reactions of scores of reviewers to this single question: "Would students *want* to read these chapters?" Whenever we received a resounding "no!" we began again—not just rewriting, but rethinking how to present material that might be complex in argument or detail or that might simply seem too remote to engage the contemporary student. Though all three of us were putting in long hours in front of word processors, we quickly learned that we were engaged in a teaching rather than a writing exercise. And though the work was demanding, it was not unrewarding. We hope that you will recognize and come to share with us the excitement and enthusiasm we experienced in creating this text. We have enjoyed writing this book, and we want students to enjoy reading it.

Approach

We made a number of decisions early in the project that we feel contributed to our goal. First, we were *not* writing an encyclopedia of Western civilization. Information was not to be included in a chapter unless it fit within the themes of that chapter. There was to be no information for information's sake, and each of us was called upon to defend the inclusion of

names, dates, and events whenever we met to critique our chapters. We found, to our surprise, that by adhering to the principle that information included must contribute to or illustrate a particular point or dominating theme, we provided as much, if not more, material than books that habitually list names, places, and dates without any other context.

Secondly, we were committed to integrating the history of ordinary men and women into our narrative. We believe that isolated sections, placed at the end of chapters, that deal with the experiences of women or minority groups in a particular era profoundly distort historical experience. We called this technique *caboozing*, and whenever we found ourselves segregating women or families or the masses, we stepped back and asked how we might recast our treatment of historical events to account for a diversity of actors. How did ordinary men, women, and children affect the course of world historical events? How did world historical events affect the fabric of daily life for men and women and children from all walks of life? We tried to rethink critical historical problems of civilization as gendered phenomena. To assist us in this endeavor, we engaged two reviewers whose sole responsibility was to evaluate our chapters for the integration of these social groups into the themes of our chapters.

We took the same approach to the coverage of central and eastern Europe that we did to women and minorities. Even before the epochal events of 1989 that returned this region to the forefront of international attention, we realized that in too many textbooks the Slavic world was treated as "marginal" to the history of Western civilization. Thus, with the help of a specialist reviewer, we worked to integrate more of the history of eastern Europe into our text than is found in most others, and to do so in a way that presented these regions, their cultures and their institutions, as integral rather than peripheral to Western civilization.

To construct a book that students would *want* to read, we needed to develop fresh ideas about how to involve them with the material, how to transform them from passive recipients to active participants. We borrowed from computer science both the language and the concept of “user-friendly.” We wanted to find ways to stimulate the imagination of the student, and the more we experimented with different techniques, the more we realized that the most effective way to do this was visually. It is not true that contemporary students cannot be taught effectively by the written word; it is only true that they cannot be taught *as* effectively as they can by the combination of words and images. From the beginning, we realized that a text produced in full color was essential to the features we most wanted to use: the pictorial chapter openers; the large number of maps, some inset directly into the text for maximum effectiveness; the geographical tours of Europe with their specially designed maps; and the two-page special feature in each chapter, each with its own illustration.

Features

It is hard to have a new idea when writing a textbook—so many authors have come before, each attempting to do something more effective, more innovative than his or her predecessor. It is probably the case that somewhere there has been a text that has used a chapter-opening feature similar to the one we use here. What we can say with certainty is that nothing else we experimented with, no other technique we attempted, has had such an immediate and positive impact on our readers or has so fulfilled our goal of involving the students in learning as our **pictorial chapter openers**. An illustration—a painting, a photograph, a picture, an artifact, an edifice—appears at the beginning of each chapter, accompanied by text through which we explore the picture, guiding students across a canvas or helping them see in an artifact or a piece of architecture details that are not immediately apparent. It is the direct combination of text and image that allows us to achieve this effect, to “unfold” both an illustration and a theme. In some chapters we highlight details, pulling out a section of the original picture to take a closer look. In others we attempt to shock the viewer into the recognition of horror, or of beauty. Some chapter-opener images are designed to

transport students back into time, to make them ask the question, “What was it like to be there?” All of the opening images have been chosen to illustrate a dominant theme within the chapter, and the dramatic and lingering impression they make helps reinforce that theme.

We have taken a similar image-based approach to our **presentation of geography**. When teachers of Western civilization courses are surveyed, no single area of need is cited more often than geographical knowledge. Students simply have no mental image of Europe, no familiarity with those geophysical features that are a fundamental part of the geopolitical realities of Western history. We realized that maps, carefully planned and skillfully executed, would be an important component of our text. To complement the standard map program of the text, we have added a special geographical feature. Six times throughout the book, we pause in the narrative to take a tour of Europe. Sometimes we follow an emperor as he tours his realm; sometimes we examine the impact of a peace treaty; sometimes we follow the travels of a merchant. Whatever the thematic occasion, our intention is to guide the student around the changing contours of the geography of Western history. In order to do this effectively, we have worked with our cartographer to develop small inset, or thumbnail, maps to complement the overview map that appears at the beginning of each tour section. We know that only the most motivated students will turn back several pages to locate on a map a place mentioned in the text. Using the small inset map allows us to integrate the map directly into the relevant text, thus relieving the student of the sometimes frustrating experience of attempting to locate not only a specific place on a map but perhaps even the relevant map itself. The great number of maps throughout the text, the specially designed tour-of-Europe geographical feature, and the ancillary programs of map transparencies and workbook exercises combine to provide the strongest possible program for teaching historical geography.

The third technique we have employed to engage students with historical subjects is the two-page **special feature** that appears in each chapter. These special features focus on a single event or personality chosen to enhance the student’s sense that history is something that is real and alive. These features are written more dramatically or sympathetically or with a greater sense of wonder than would be appropriate in the body of the text. The prose style and the accompanying illus-

tration are designed to captivate the reader. Three of the features concern utopias (Plato's *Republic*, More's *Utopia*, and Orwell's *Animal Farm*), posing questions about the ways in which different societies dream. Three of the features focus on Paris at various points in its history (the medieval period, the early modern age, and the modern era), tracing the development of the quintessential European city over a millennium. Accounts of the discovery of King Tut's tomb, of the fall of Constantinople, or of tsarist cavalry trampling women protesters place the student squarely in the middle of a historical event.

There are many new features in our text, and much that is out of the ordinary. But there are important traditional aspects of the narrative itself that also require mention. **Civilization in the West** is a mainstream text in which most energies have been placed in

developing a solid, readable narrative of Western civilization that integrates coverage of women and minorities into the discussion. We have highlighted personalities while identifying trends. We have spotlighted social history, both in sections of chapters and in separate chapters, while maintaining a firm grip on political developments. We hope that there are many things in this book that teachers of Western civilization will find valuable. But we also hope that there are things here with which you will disagree, themes that you can develop better, arguments and ideas that will stimulate you. A textbook is only one part of a course, and it is always less important than a teacher. What we hope is that by doing our job successfully, we have made the teacher's job easier and the student's job more enjoyable.

Mark Kishlansky
Patrick Geary
Patricia O'Brien

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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 1-16) prepared by Steven Schroeder, Indiana University of Pennsylvania, and Volume 2 (chapters 15-30) prepared by Werner Braatz, University of Wisconsin at Oshkosh. Includes learning objectives, an overview of each chapter, glossary terms, and sample study exercises, including identification questions, chronology exercises, multiple-choice questions, and historical thinking/essay questions. Each volume also contains the essay, "Writing About History," a brief guide to writing a history research paper.

Mapping Western Civilization: Student Activities workbook by Gerald Danzer, University of Illinois at Chicago. Features numerous map skill exercises written 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.

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.

SuperShell Computerized Tutorial, an interactive program for computer-assisted learning, prepared by Paul A. Bischoff, Oklahoma State University. 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.

Historical Geography for Western Civilization: Computerized Atlas by William Hamblin, Brigham Young University. Computerized atlas and historical geography tutorial for the Macintosh.

For the Instructor

Instructor's Resource Manual by Margot C. Finn of Emory University. Includes units on Teaching the Western Civilization Course, Teaching with Primary Sources, Teaching Through Film, and Teaching Through Maps as well as a chapter-by-chapter guide to each chapter of the text. The chapter-by-chapter guides contain a chapter synopsis, a list of key terms, and sample questions for class discussion or writing assignments.

Test Bank prepared by Daniel Patrick Brown, Moorpark College, Paul A. Bischoff, Oklahoma State University, and Darryl R. Sycher, Columbus State

Community College. A total of 1500 questions, 50 per text chapter, including both objective and essay questions. Each test item is referenced by topic, type, and text page number. Available in print and computerized format.

TestMaster Computerized Testing System, test-generation software package available for the IBM, Apple, and Macintosh. Allows users to add, edit, and create graphics. Test questions are translatable to word processing software. Available free to adopters.

Visual Archives of Western Civilization—Video Laser Disc includes a "Portrait Gallery" of fine art and photos, over 300 still images and 29 minutes of full-motion film clips. Crisp detail and remote-control access make this supplement especially useful in large lecture halls. An accompanying **Instructor's Guide** contains fully referenced user's notes keyed to the text, a frame-by-frame list of images, and a brief tutorial on using the laser disc in the classroom.

Discovering Western Civilization Through

Maps and Views by Gerald Danzer, University of Illinois at Chicago, and David Buisseret, Newberry Library, Chicago. This set of 100 four-color transparencies from selected sources is bound in a three-ring binder and available free to adopters. Also contains an introduction on teaching history with 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.

The Winner's Circle Video Program, a collection of ten prize-winning films and videos for Western Civilization. Available for loan exclusively to adopters of the text.

The Integrator, a cross-referencing guide to all print, software, and media supplements accompanying the text.

Grades, a grade-keeping and classroom management system maintains date for up to 200 students.

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Contents

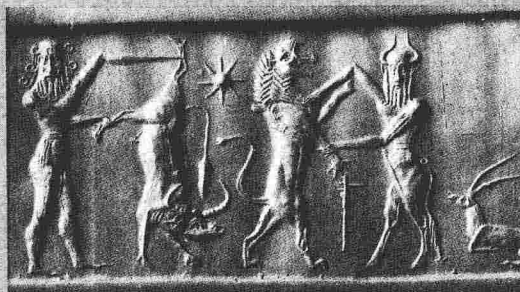
Maps	<i>ix</i>
Charts, Tables, and Figures	<i>x</i>
Preface	<i>xi</i>
Acknowledgments	<i>xiv</i>
Supplements	<i>xv</i>
About the Authors	<i>xvi</i>



SPECIAL FEATURE:	
DISCOVERING THE PHARAOHS	24
Between Two Worlds	26
A Wandering Aramaean Was My Father	26
A King Like All the Nations	27
The Law and the Prophets	29
Nineveh and Babylon	29
Suggestions for Further Reading	32

1 The First Civilizations 1

The Idea of Civilization	2
Before Civilization	4
Between the Two Rivers	8
The Ramparts of Uruk	9
Gods and Mortals in Mesopotamia	12
Sargon and Mesopotamian Expansion	14
Hammurabi and the Old Babylonian Empire	15
The Gift of the Nile	17
Tending the Cattle of God	18
Democratization of the Afterlife	20
The Egyptian Empire	21



2 Early Greece 33

Hecuba and Achilles	35
Greece in the Bronze Age	36
Islands of Peace	36
Mainland of War	40
The Dark Age	42
Archaic Greece	44
Ethnos and Polis	44
Colonists and Tyrants	46
Gender and Power	48
Gods and Mortals	49
SPECIAL FEATURE:	
THE AGONY OF ATHLETICS	50
Myth and Reason	52
Art and the Individual	54
A Tale of Three Cities	56
Wealthy Corinth	56
Martial Sparta	58
Democratic Athens	61
The Fragility of the Archaic Creation	63
Suggestions for Further Reading	64

3 *Classical Greece* 65

Alexander at Issus 66

War and Politics in the Fifth Century 68

The Persian Wars 68

The Athenian Empire 71

Private and Public Life in Athens 72

Pericles and Athens 75

The Peloponnesian War 76

Athenian Culture 78

The Examined Life 78

Athenian Drama 81

The Human Image 82

From City-States to Macedonian Empire 85

Politics after the Peloponnesian War 85

Philosophy and the Polis 86

SPECIAL FEATURE:

THE FIRST UTOPIA 88

The Rise of Macedon 90

The Empire of Alexander the Great 91

The Hellenistic World 93

Urban Life and Culture 94

Hellenistic Philosophy 97

Mathematics and Science 98

Suggestions for Further Reading 99

4 *Early Rome* 101

Eternal Rome 102

The Western Mediterranean 104

Merchants of Baal 104

The Western Greeks 107

Italy's First Civilization 108

From City to Empire 110

Latin Rome 111

Etruscan Rome 112

Rome and Italy 113

Rome and the Mediterranean 116

SPECIAL FEATURE:

HANNIBAL'S ELEPHANTS 118

Republican Civilization 122

Farmers and Soldiers 122

The Roman Family 124

Roman Religion 126

Republican Letters 128

The Burden of Empire 130

Suggestions for Further Reading 131

5 *Imperial Rome* 133

A Day in the Pax Romana 134

The Price of Empire 136

Winners and Losers 136

Optimates and Populares 138

The End of the Republic 140

The Crisis of Government 140

The Civil Wars 141

The Good Life 144

The Augustan Age 146

The Empire Renewed 147

Divine Augustus 148

Augustus' Successors 150

SPECIAL FEATURE:

LIVING IN ROME 152

The Pax Romana 154

Administering the Empire 154

Eastern Religions 155

A Tour of the Empire 159

The Culture of Antonine Rome 162

Suggestions for Further Reading 164



6

The Transformation of the Classical World 165

Coin of the Realm 166

The Crisis of the Third Century 168

Enrich the Army and Scorn the Rest 168

An Empire on the Defensive 170

The Barbarian World 171

The Empire Restored 173

Diocletian the God-Emperor 172

Constantine the Emperor of God 175

A Parting of the Ways 177

The Barbarization of the West 178

The Hellenization of the East 181

The Crisis of Elite Culture 181

Living in Harmony with the Universe 182

Inventing the Christian Intellectual 183

Finding the City of God 183

The Transformation of Popular Culture 185

Monastic Communities 185

SPECIAL FEATURE:

PORTRAITS OF THE SOUL 186

Solitaries and Hermits 189

Suggestions for Further Reading 190

7

The Classical Legacy in the East: Byzantium and Islam 191

From Temple to Mosque 192

The Byzantines 194

Justinian and the Creation of the Byzantine State 195

Emperors and Individuals 196

A Foretaste of Heaven 201

The Rise of Islam 203

Arabia Before the Prophet 203

Muhammad, Prophet of God 205

The Spread of Islam 208

The Islamic Conquest 209

SPECIAL FEATURE:

HAREMS AND GYNAICONITES 210



Authority and Government in Islam 212

Islamic Civilization 215

The Byzantine Apogee 217

The Disintegration of the Empire 218

The Conquests of Constantinople and Baghdad 219

Suggestions for Further Reading 222

8

The West in the Early Middle Ages 223

The Chapel at the Waters 225

The Making of the Barbarian Kingdoms 226

The Goths: From Success to Extinction 226

The Anglo-Saxons: From Pagan Conquerors to Christian Missionaries 229

SPECIAL FEATURE:

THE JEWS IN THE EARLY MIDDLE AGES 230

The Franks: An Enduring Legacy 234

Living in the New Europe 235

Creating the European Peasantry 235

Creating the European Aristocracy 238

Governing Europe 240

The Carolingian Achievement 241

Charlemagne and the Renewal of the West 242

Carolingian Government 245

Carolingian Art 246

A Tour of Europe in the Ninth Century 248

England 249

Scandinavia 249

The Slavic World 251

Muslim Spain 252

After the Carolingians: From Empire to Lordships 253

Suggestions for Further Reading 256

9

The High Middle Ages 257

Harold, King of the English 258

The Countryside 260

The Peasantry: Serfs and Freeman 260

The Aristocracy: Fighters and Breeders 263

The Church: Saints and Monks 266

Medieval Towns 269

Italian Communes 270

Northern "Towns" 273

Urban Culture 275

The Invention of the State 279

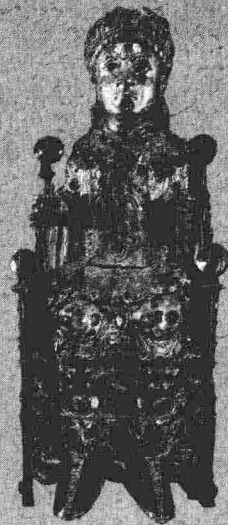
The Universal States: Empire and Papacy 279

The Nation-States: France and England 283

SPECIAL FEATURE:

THE PARIS OF PHILIP AUGUSTUS 286

Suggestions for Further Reading 290



11

The Italian Revival 321

A Civic Procession 322

Renaissance Society 324

The Environment 324

Production and Consumption 327

The Experience of Life 328

The Quality of Life 330

Renaissance Art 332

Three Masters 332

Renaissance Style 334

Michelangelo 336

Renaissance Ideals 338

The Humanists 338

Machiavelli 340

The Politics of the Italian City-States 342

The Five Powers 342

Venice 344

Florence 346

The End of Italian Hegemony 348

SPECIAL FEATURE:

THE FALL OF CONSTANTINOPLE 350

Suggestions for Further Reading 352

10

The Later Middle Ages 291

Webs of Stone and Blood 292

Politics as a Family Affair 294

The Struggle for Central Europe 294

A Hundred Years of War 297

Life and Death in the Later Middle Ages 302

Dancing With Death 303

The Plague of Insurrection 304

Living and Dying in Medieval Towns 307

The Spirit of the Late Middle Ages 308

Christendom Divided 309

SPECIAL FEATURE:

A ROOM OF ONE'S OWN 310

Discerning the Spirit of God 313

William of Ockham and the Spirit of Truth 315

Vernacular Literature and the Individual 317

Suggestions for Further Reading 320



12 *The European Empires* 353

- Ptolemy's World 355
- The European Discoveries 356
 - A Passage to India 356
 - Mundus Novus 358
 - The Spanish Conquests 359

SPECIAL FEATURE:

CHRISTOPHER COLUMBUS 360

- The Legacy of the Discoverers 362
- Europe in 1500 365
 - Eastern Boundaries 366
 - Central Europe 367
 - The West 368

The Formation of States 369

- Eastern Configurations 371
- The Western Powers 373

Dynastic Struggles 380

- Power and Glory 380
- The Italian Wars 381
- Suggestions for Further Reading 384



The Lutheran Reformation 394

- The Spark of Reform 395
- The Faith of Martin Luther 397
- Lutheranism 398
- The Spread of Lutheranism 401

The Protestant Reformation 403

- Geneva and Calvin 403
- The English Reformation 405
- The Reformation of the Radicals 407

The Catholic Reformation 408

- The Catholic Revival 409
- Loyola's Pilgrimage 410
- The Counter-Reformation 411
- The Empire Strikes Back 413
- Suggestions for Further Reading 415

13 *The Reform of Religion* 385

- Sola Scriptura 386
- The Intellectual Reformation 388
 - The Print Revolution 388
 - Christian Humanism 389
 - The Humanist Movement 390
 - The Wit of Erasmus 391

SPECIAL FEATURE:

UTOPIA 392



14 *The Experiences of Life in Sixteenth-Century Europe* 417

- Haymaking 418
- Economic Life 420
 - Rural Life 420
 - Town Life 423
 - Economic Change 426

SPECIAL FEATURE:

PARIS IN THE SIXTEENTH CENTURY 428

- Social Life 431
 - Social Constructs 432
 - Social Structure 433
 - Social Change 435
 - Peasant Revolts 437

Private Life 440

- The Family 440
- Community 442
- Popular Beliefs 445
- Suggestions for Further Reading 447

15 *Europe at War,* 1555-1648 449

- The Massacre of the Innocents 450
- The Crises of the Western States 452
 - The French Wars of Religion 452

SPECIAL FEATURE:

THE MONSTROUS REGIMENT OF WOMEN 456

- One King, Two Faiths 458
- The World of Philip II 460
- The Burgundian Inheritance 461
- The Revolt of the Netherlands 463

The Reorganization of Northeastern Europe 465

- The Struggles in the East 466
- The Rise of Sweden 469

The Thirty Year's War 472

- The Bohemian Revolt 473
- The War Widens 474
- The Long Quest for Peace 477
- Suggestions for Further Reading 480

16 *The Royal State 481*

Fit for a King 482

- The Rise of the Royal State 484
 - Divine Kings 484
 - The Court and the Courtiers 486



- The Drive to Govern 488
- Taxing Demands 490

The Crises of the Royal State 492

- The Need to Resist 492
- The Right to Resist 494
- The English Civil Wars 497
- The English Revolutions 499

SPECIAL FEATURE:

KING CHARLES' HEAD 500

The Zenith of the Royal State 503

- Absolute Monarchy 504
- Absolutism in the East 505
- The Origins of French Absolutism 508
- Louis Le Grand 509
- Suggestions for Further Reading 512

Map Credits 513

Photo Credits 513

Index 515

Maps

<i>Page</i>		<i>Page</i>	
9	The Ancient World	208	The Spread of Islam
14	Akkad Under Sargon	220	The Crusades
18	Ancient Egypt	221	The Ottoman Empire, ca. 1450
21	The Egyptian Empire	227	The Barbarian Kingdoms, ca. 526
27	The Kingdoms of Israel and Judah	238	Episcopal Kin of Gregory of Tours
31	The Assyrian and New Babylonian Empires	244	Charlemagne's Empire, 814
37	Greece in the Bronze Age	248	Tour of Europe: A Tour of Europe in the Ninth Century — Overview
47	Greek Cities and Colonies of the Archaic Age	249	England
63	The Persian Empire, ca. 500 B.C.	250	Scandinavia
70	The Persian Wars	251	The Slavic World
77	The Delian League and the Peloponnesian War	252	Spain
84	The Acropolis	253	The Division of Charlemagne's Empire
91	The Empire of Alexander the Great	268	Cluniac and Cistercian Monasteries
95	The Hellenistic Kingdoms	270	Italian Towns and Cities, ca. 1000
105	The Western Mediterranean	273	Medieval Trade Networks
111	Ancient Rome	279	The Empire of Otto the Great, ca. 963
117	Rome in 264 B.C.	285	England and France, 1180–1250
120	The Punic Wars	287	Paris in 1215
138	The Roman Empire, ca. 133 B.C.	296	Central and Eastern Europe, ca. 1368
142	The Career of Julius Caesar	301	The Hundred Years' War
151	The Roman Empire, A.D. 14 and A.D. 117	305	Spread of the Black Death
159	Tour of Europe: A Tour of the Empire — Overview	307	The Hanseatic League
160	Gaul	312	The Great Schism
161	Spain	325	Europe, ca. 1500
161	Asia	348	Italy, 1494
161	Italy	350	Constantinople
162	Egypt	356	Portuguese Explorations
169	The Career of Publius Helvius Pertinax	363	Voyages of Discovery
175	The Empire Under Diocletian, A.D. 284–305	365	Tour of Europe: Europe in 1500 — Overview
178–9	Barbarian Migrations and Invasions	366	Eastern Europe
188	The Spread of Christianity	367	Central Europe
194	The Eastern Mediterranean	368	Western Europe
200–1	The Byzantine Empire Under Justinian and in 814	376	The Unification of France
		379	The Travels of Ferdinand and Isabella
		381	The Italian Wars
		388	The Spread of Printing
		399	The Spread of Lutheranism

<i>Page</i>	
413	Religious Divisions of Europe, ca. 1555
423	Grain Supply and Trade in Sixteenth-Century Europe
426	Population Density in Europe, ca. 1600
446	Witchcraft Persecutions
453	Religious Divisions in France
461	The Habsburg Empire Under Philip II
464	The Revolt of the Netherlands

<i>Page</i>	
466	Northeastern Europe, ca. 1550
469	The Rise of Russia
471	The Rise of Sweden
477	Population Loss in Germany During the Thirty Year's War
478	The Peace of Westphalia, Europe 1648
499	The English Civil War
507	Russia Under Peter the Great

*C*harts, Tables, and Figures

<i>Page</i>	
8	Chronology: Before Civilization
17	Chronology: Between the Two Rivers
26	Chronology: The Gift of the Nile
29	Chronology: Between Two Worlds
31	Chronology: Nineveh and Babylon
42	Chronology: Greece in the Bronze Age
44	Ancient Handwriting
56	Chronology: Archaic Greece
93	Chronology: Classical Greece
122	Chronology: The Roman Republic
144	Chronology: The End of the Republic
158	Chronology: The Roman Empire
221	Chronology: The Byzantine Empire and the Rise of Islam
254	The Carolingians
280	The Saxon, Salian, and Staufien Dynasties
283	Prominent Popes and Religious Figures of the High Middle Ages
284	The Capetian Dynasty of France

<i>Page</i>	
289	The Norman and Early Plantagenet Kings of England
299	The French and English Successions
316	Chronology: The Later Middle ages, 1300-1500
327	Twenty Largest Cities in Europe, 1500
415	Chronology: The Reformation and the Counter-Reformation
458	The Houses of Valois and Bourbon
460	Chronology: The French Wars of Religion
462	The Family of Charles V
465	Chronology: Revolt of the Netherlands
468	The Jagiellon Monarchy of Poland
471	The House of Vasa of Sweden
479	Chronology: The Thirty Year's War
492	European Population, 1550-1700
502	War and Peace in Europe, 1598-1650
506	Tsars of Russia