

THIRD EDITION

VOLUME **I** TO 1715

# CIVILIZATION IN THE WEST

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# civilization in the west

third edition  
volume 1: to 1715

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# preface

In planning *Civilization in the West*, our aim was to write a book that students would *want* to read. Throughout our years of planning, writing, revising, rewriting, and meeting together, this was our constant overriding concern. Would students read our book? Would it be effective in conveying information while stimulating the imagination? Would it work for a variety of Western civilization courses with different levels and formats? It was not easy to keep this concern in the forefront throughout the long months of composition, but it was easy to receive the reactions of scores of reviewers to this simple 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. Although 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 felt in creating this text. We have enjoyed writing it, and we want students to enjoy reading it.

Judging from the reactions to our first two editions, they have. We have received literally hundreds of cards and letters from adopters and users of *Civilization in the West*. The response has been both overwhelming and gratifying. It has also been constructive. Along with praise, we have received significant suggestions for making each subsequent edition stronger. Topics such as the Crusades, the Enlightenment, and imperialism have been reorganized to present them more clearly. Subjects such as the ancient Hebrews, Napoleon, and German unification have been given more space and emphasis. New features have been added to freshen the book and keep abreast of current scholarship, and over 100 excerpts from primary sources are presented to give students a feel for the concreteness of the past. In the third edition we have added pedagogical elements to help students organize their study of each chapter. At the beginning, along with the chapter outline, we have provided study questions that highlight the most important themes in the subsequent material. At the end, we have created a section entitled "Mastering the Chapter," which isolates key terms, concepts, places, and people to aid students in reviewing what they have learned. We believe that this third edition of *Civilization in the West* not only preserves the much-praised quality of its predecessors but also enhances it.

## Approach

We made a number of decisions early in the project that we believe 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 related to the themes of that chapter. There was to be no information for information's sake, and each of us was called upon to de-

fend the inclusion of names, dates, and events whenever we met to critique one another's 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.

Second, 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 historical events? How did 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 our discussion.

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 the concept of being "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 combina-

tion 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; the geographical tours of Europe at certain times in history; and the two-page special feature in every 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-opening images are designed to transport students back in 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 that of 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, detailed 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 small maps allows us to integrate maps directly into the relevant text, thus relieving students 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 and sympathetically, with a greater sense of wonder than would be appropriate in the body of the text. The prose style and the accompanying illustration are designed to captivate the reader. To help the student relate personally and directly to a historical event, we have highlighted figures such as Hypatia of Alexandria, Isabella of Castile, and nineteenth-century Zimbabwe political heroes Nehanda and Kagubi.

Finally, *Civilization in the West* contains selections from primary sources designed to stimulate students' interest in history by allowing them to hear the past speak in its own voice. We have tried to provide a mixture of "canonical" texts along with those illustrating the lives of ordinary people in order to demonstrate the variety of materials that form the building blocks of historical narrative. Each selection is accompanied by an explanatory headnote that identifies the author and work and provides the necessary historical context. Most of these extracts relate directly to discussions within the chapter, thus providing the student with a fuller understanding of a significant thinker or 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 of our 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 having done our job successfully, we will 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

## **for qualified college adopters**

### **INSTRUCTOR'S RESOURCE MANUAL**

Prepared by Margot C. Finn of Emory University and David B. Mock of Tallahassee Community College. This thorough instructor's manual includes an introductory essay on teaching Western civilization and a bibliographic essay on the use of primary sources for class discussion and analytical thinking. Each chapter contains a chapter summary, key terms, geographic and map items, and discussion questions.

### **DISCOVERING WESTERN CIVILIZATION THROUGH MAPS AND VIEWS**

Created by Gerald Danzer, University of Illinois at Chicago—the recipient of the American History Association's James Harvey Robinson Prize for his work in the development of map transparencies—and David Buissert, this set of 140 four-color acetates is a unique instructional tool. It 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, and works of art. Available to qualified college adopters.

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### **transparencies**

This set of transparencies contains *all* the maps from the text, bound together with reproducible map exercises in a binder.

### **timelink computer atlas of western civilization**

This atlas, compiled by William Hamblin of Brigham Young University, is an introductory software tutorial and textbook companion. This Macintosh program covers material on European developments from 400 to 1500 A.D. Students can watch animated maps display geopolitical changes and study special topics, including the Anglo-Saxon migration to Britain and the Hundred Years' War.

## **for students**

### **study guide**

Compiled by John Paul Bischoff of Oklahoma State University, this study guide is available in two volumes and offers for each chapter a summary; a glossary list; map and geography questions; and identification, multiple-choice, and critical-thinking questions.

### **supershell II computerized tutorial**

Prepared by John Paul Bischoff of Oklahoma State University, this interactive program for DOS computers helps students learn major facts and concepts through drill and practice exercises and diagnostic feedback. SuperShell II provides immediate correct answers, the text page number on which the material is discussed, and a running score of the student's performance on the screen throughout the session. This free supplement is available to instructors through their sales representative.

### **western civilization map workbooks**

Prepared by Glee Wilson of Kent State University, these two volumes include map exercises designed to test and reinforce basic geographic literacy and to build critical thinking skills. Available shrink-wrapped at no cost with any Longman survey text.

## mapping western civilization: student activities

Written by Gerald Danzer of the University of Illinois at Chicago, this free map workbook for students is designed as an accompaniment to *Discovering Western Civilization* through maps and views. It features exercises designed to teach students to interpret and analyze cartographic materials as historical documents. The instructor is entitled to a free copy of the workbook for each copy of the text purchased from Longman.

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