

WESTERN A HISTORY OF EUROPEAN SOCIETY CIVILIZATION



Steven Hause William Maltby

Volume 1: From Antiquity to the Old Regime



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PREFACE



"Western Civ" textbooks have been a staple of higher education for several generations. By tradition, they provide college students with a broad introduction to Western history. They must also provide an introduction to multiple aspects of the past: the political institutions and events that have traditionally defined the periods of history; the cultural, religious, and intellectual contributions of the elite; the economic conditions that have shaped everyone's life; and the military history that has so often altered the structures of Western society. These two forms of historical breadth—chronological and topical—correspond to two fundamental virtues of historical study that beginning students need to acquire: an understanding of change over time and an appreciation of historical context.

Each Western Civilization textbook also has an individual character. The special concern of this text is revealed in its subtitle, *A History of European Society*. The authors share an interest in the varieties of social history that have changed historical studies in recent years. We have tried to weave a synthesis of recent social history scholarship—broadly defined to include the history of women and the family and the history of daily life—throughout the text. We sought to locate our social history in context, in its economic and political setting and in relation to the other historical interests. War and technological development are not treated in isolation, but as phenomena that influenced, and were influenced by, social and economic structures. We have tried to give popular culture its due without sacrificing the traditional emphasis on the intellectual, scientific, and religious interests of the elite, or forgetting that popular culture and elite culture are often the same.

To combine traditional breadth and our focus on social history, we have chosen to integrate a large quantity of supporting materials and sources into the text. In addition to the maps, illustrations, and documents that usually serve this purpose for political, military, and intellectual history, we have chosen to add a large num-

ber of statistical tables, graphs, and charts needed to document social and economic history. These are closely integrated with the text, so that their basic meaning is clear, and such raw data should provide sources for many discussions. This approach is unusual in a Western Civ textbook, and it requires unusual ancillary materials to use them to best advantage in a course concerned with social history. Our collaborators at Wadsworth Publishing Company have produced a variety of these materials to assist readers.

Instructor's Manual/Test Bank Prepared by Shan Harward, Johnson County Community College. Includes chapter outline, chapter summaries, identifications, additional resources and reading, geography and map analysis, table data analysis, publisher resources, multiple-choice questions, short essay questions, essay/critical-thought questions.

World Class Testing Tools A fully integrated suite of test-creation, delivery, and classroom-management tools. The package includes World Class Test, Test Online, and World Class Manager software.

Study Guide Prepared by Shan Harward. Contains chapter outlines, chapter summaries, identifications, matching questions, multiple-choice questions, fill-in-the-blank questions, chronologies, questions for critical thought, analysis of primary source documents, geography and map analysis and table data analysis.

Electronic Study Guide This interactive study guide not only allows students to study each chapter with questions in matching, fill-in-the-blank, essay and multiple choice formats, but also allows for instant feedback when the questions are answered. If the student answers a question incorrectly, they are told why and where to go for the correct answer.

Western Civilization Map Acetates This extensive four-color acetate package includes maps from the text and from other sources and includes map commentary

prepared by James Harrison, Siena College. The acetates and commentary are packaged in a three-ring binder.

Western Civilization PowerPoint Contains all the four-color maps from the map acetate package.

Document Exercises Workbooks Prepared by Donna Van Raaphorst, Cuyahoga Community College. A two-volume collection of exercises based around primary sources, teaching students how to use documents and historiographic methods.

Map Workbooks Prepared by Cynthia Kosso, Northern Arizona University. A two-volume workbook, each featuring over 20 map exercises. The exercises are designed to help students understand the relationship between places and people through time. All map exercises incorporate three parts: an introduction, a locations section where students are asked to correctly place a city, site, or boundary, and a question section.

Encountering the Past: Through Tables, Charts, and Art Prepared by John Soares. Gives students tips on understanding data and tables in the text, as well as art. Table analysis questions are included.

Sights and Sounds of History Videodisk Short, focused video clips, photos, artwork, animations, music, and dramatic readings are used to bring life to historical topics and events which are most difficult for students to appreciate from a textbook alone. For example, students will experience the grandeur of Versailles and the defeat felt by a German soldier at Stalingrad. The video segments, averaging 4 minutes, are available on VHS, which make excellent lecture launchers.

CNN Video: Western Civilizations This great lecture launcher contains 14 video clips ranging from 1 to 5 minutes each. Topics range from an archeologist's finding of the tomb of Alexandria to a tour through the Trotsky Museum.

History Video Library

Journey of Civilization CD-ROM Takes the student on 18 interactive journeys through history. Enhanced with QuickTime movies, animations, sound clips, maps, and more, the journeys allow students to engage in history as active participants rather than as readers of past events.

Internet Guide for History Prepared by Daniel Kurland and John Soares. Section One introduces students to the Internet, including tips for searching on the Web. Section Two introduces students to how history research can be done and lists URL sites by topic.

Archer, Documents of Western Civilization, Volume I: To 1715 and Volume II: Since 1550 A broad selection of carefully selected documents.

Hammond Historical Atlas

InfoTrac College Edition This online library allows students to study and learn about history at any time of the day or night. This online database gives students access to full-length articles from more than 700 scholarly and popular periodicals, updated daily, and dating back as far as three years. Periodicals include the *Historian*, *Smithsonian*, and *Harper's* magazines.

Web Page Visit the *Historic Times*, the Wadsworth History Resource Center at <http://history.wadsworth.com>. From this full-service site, instructors and students can access many selections, such as a career center, lessons on surfing the Web, and links to great history-related Web sites. Students can also take advantage of the online Student Guide to InfoTrac, College Edition, featuring lists of article titles with discussion and critical thinking questions linked to the articles to invite deeper examination of the material. Instructors can visit the book-specific site to learn more about the text and supplements. Students can take advantage of the quizzing feature.

Acknowledgments

This effort has taken us the better part of a decade. As we have refined our thinking during that time, we have received help from dozens of people. Many colleagues at the University of Missouri–St. Louis have given us their supportive criticism: Bob Baumann, Mark Burkholder, Suzanne Hiles Burkholder, Jerry Cooper, and Kathryn A. Walterscheid have all read portions of the manuscript. A Western Civilization textbook requires the scrutiny of professors in all varieties of western history. Wadsworth Publishing obtained the assistance of dozens of reviewers, who remained anonymous to us while we worked. Their comments produced important changes in the manuscript as it matured, and we are indebted to our colleagues for the combination of correction, praise, and rebuke that helped to produce this book.

Finally, we owe our gratitude to Wadsworth Publishing, and to the specialists whom they have engaged, for producing this book. We thank Tom LaMarre, the editor who originally signed us and began to develop this book; Robert Jucha, our second editor, who oversaw the book in a transitional stage; Clark Baxter, the editor who achieved the completion of the book and carried it into production; Sharon Adams Poore, our developmental editor at Wadsworth, who has brought the whole package together; Melody Rotman, our developmental editor in the opening stages when we were groping our way; Jenny Burke, media editor; Melissa Gleason, editorial assistant at Wadsworth who helped

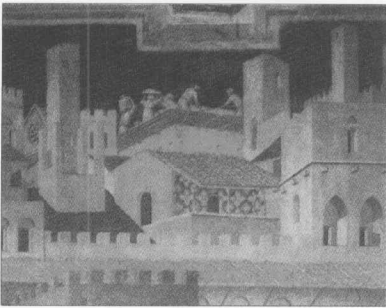
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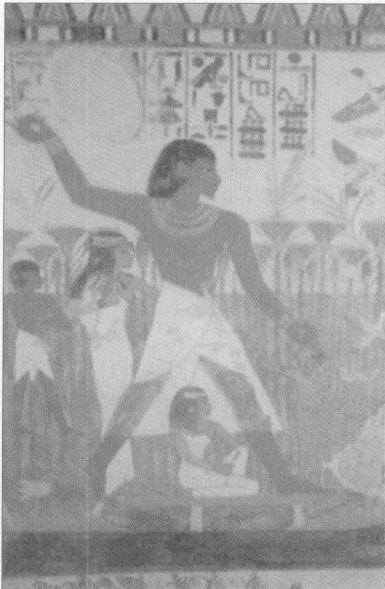
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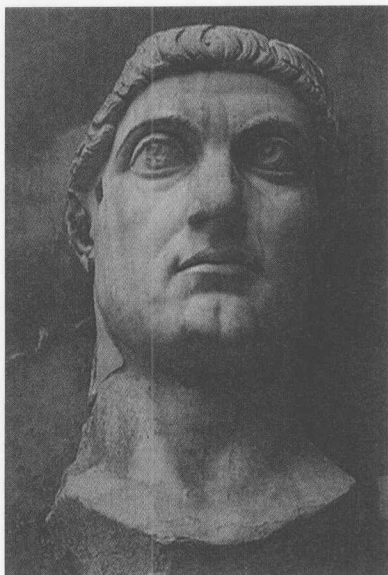
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