



Civilization in the West

FIFTH EDITION

Volume I ♦ To 1715

Mark Kishlansky Patrick Geary Patricia O'Brien

F I F T H E D I T I O N

CIVILIZATION IN THE WEST

VOLUME I: TO 1715

MARK KISHLANSKY

Harvard University

PATRICK GEARY

University of California, Los Angeles

PATRICIA O'BRIEN

University of California, Riverside



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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.

From the reactions to our first four 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 more than 100 excerpts from primary sources are presented to give students a feel for the concreteness of the past. We believe that the fifth 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 believed contributed to our goal. First, we were *not* writing an encyclopedia on 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 defend 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 *caboosing*, 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 the endeavor, we engaged two reviewers whose sole responsibility was to evaluate our chapters for the integration of those 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 the 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 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; 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. However, we feel that the following features enhance students’ understanding of Western civilization.

The Visual Record: Pictorial Chapter Openers

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 *The Visual Record* pictorial chapter openers.



THE VISUAL RECORD

THE MASSACRE OF THE INNOCENTS

War and European Society

“WAR IS ONE OF THE SCOURGES with which it has pleased God to afflict men,” wrote Cardinal Richelieu (1585–1642), the French minister who played no small part in spreading the

than 350 years ago. Painted by Nicolas Poussin (1594–1665) at the height of the Thirty Years’ War, *The Massacre of the Innocents* remains a horrifying composition of power, terror, and despair. The cruel and senseless slaughter of the innocent baby that is about to take place is echoed throughout the canvas. In the background between the executioner’s legs can be seen a mother clasping her own child tightly and anticipating the fall of the sword. In the background on the right, another mother turns away from the scene and carries her infant to safety. In the fore-

War affected every member of society from combatants to civilians. There were no innocent bystanders. Grain in the fields was destroyed because it was food for soldiers; houses were burned because they provided shelter for soldiers. The innocent baby that is about to take place is echoed throughout the canvas. In the background between the executioner’s legs can be seen a mother clasping her own child tightly and anticipating the fall of the sword. In the background on the right, another mother turns away from the scene and carries her infant to safety. In the fore-

LOOKING AHEAD

As we will see in this chapter, warfare in the seventeenth century decisively reshaped power relations of families and states. Protestantism survived after nearly a century of military challenge and the power of the great Habsburg dynasty was finally crushed. In its place rose France, England, and Holland, and a new chapter of European conflict began.

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. A new section, *Looking Ahead*, provides a brief overview of chapter coverage and further strengthens the connection between the subject of the opener and the major topics and themes of the chapter.

Geographical Tours of Europe

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, the *Geographical Tours of Europe*. 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

GEOGRAPHICAL TOUR

A Grand Tour of Europe in 1714

In the eighteenth century young noblemen from every European nation completed their education by taking a grand tour. Usually in company with a tutor, they would visit the palaces, castles, and churches of their neighboring countries, learn a little of the language, and mingle with others of their class who were engaged in a similar experience. Nobleman were prepared for the grand tour by reading history, studying antiquities—many of them had purchased ancient Roman statues—and viewing the decorations in cathedrals. The grand tour made them cost-

and music all had an eastern tinge. Nobleman who took the grand tour in the second decade of the century witnessed the redrawing of Europe's political map as well as a new balance of power among the European states.

Within a relatively short span of time at the beginning of the eighteenth century, two treaties brought about a considerable reorganization of the political geography of Europe. The Treaty of Utrecht (1713–1714) created a new Europe in the west. The Treaty of Nystad (1721) created a new Europe in the east. Both agreements reflected the dynamics of change that had taken place over the previous century. The new balance of power on the Continent and Britain's

but now more accurately called the German empire (see Map F). There were still more than 300 separate jurisdictions, most of them vulnerable to preying neighbors such as Louis XIV Bavaria in the south and Saxony, Brandenburg, and Hanover in the north were among the most important of the large states, with the added twist that Hanover was now ruled by the king of Great Britain. The emperor, now officially prohibited from interference in the internal administration of the large states, was less dominant in German affairs than he had been before the Thirty Years' War. Grand tourists were welcomed into dozens of palaces occupied by the princes of the empire and while most churches were devoid of the rich decorations to be found in Catholic countries, German cities were finally recovering from the devastation of the Thirty Years' War.

Increasingly, Habsburg power centered on Austria, Bohemia, and Hungary (see Map F). That was especially true during the reign of Leopold I (1655–1705). Withstanding threats on all sides, Leopold was able to expand his state both to the west and to the south and to bring Austria into the ranks of the great European powers. Such an outcome could hardly have been foreseen in the middle of the seventeenth century, when the Ottomans made their last great thrust into the interior of Europe. In



▲ Map E. France and Spain. The War of the Spanish Succession permanently separated France and Spain.

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. We have also added labels to all the tour maps and have included in-text references to direct students to relevant maps at specific points in the narrative of the tour. 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.

A CLOSER LOOK

CATHEDRALS OF LIGHT

ONCE THE NEW POSTERIOR has been joined to the anterior
The church flashes with its center made bright.
For bright is that which is brightly coupled with bright
And the noble building flooded by the new light shines forth
Which has been accomplished in our time
I Suger, being in charge when it was being done.

With these verses Suger (1081–1151), abbot of the royal monastery of St. Denis, burial place of French kings (on and off) since the Merovingians, celebrated the first Gothic church, and boasted of his own role in constructing it. Although we might think of Gothic architecture as characterized by soaring towers, pointed arches, and flying buttresses, these were but means to an end. Suger's real concern was the flood of light made possible by these new architectural innovations. To Suger and his contemporaries,



DISCOVERING WESTERN CIVILIZATION ONLINE

You can obtain more information about Europe and the world between 1870 and 1914 at the Websites listed below. See also the Companion Website that accompanies this text, www.ablongman.com/kishlansky, which contains an online study guide and additional resources.

The European Balance of Power, 1870–1914

Internet Modern History Sourcebook: World War I
www.fordham.edu/halsall/mod/modbook34.html
This site is part of a larger site on World War I (primary and secondary sources, but it contains a section on the developments among the great powers from the 1870s to 1914).

The New Imperialism

Internet Modern History Sourcebook: Imperialism
www.fordham.edu/halsall/mod/modbook34.html
A comprehensive site of links arranged by continent to primary source materials and bibliographies on imperialism.

Colonialism and Postcolonialism: Selected Biographies
landow.stg.brown.edu/post/misc/bib1.html
Another site of links to bibliographies on colonialism and post-colonialism.

European Imperialism
www.wiscnr.edu/library/euroimpe.htm

The European Search for Territory and Markets

Francophone Africa: Bibliographies
www.hum.purdue.edu/afrique/francophone/bibliographies.htm
A collection of bibliographies on the partition of Africa and the impact of colonization in Africa.

South African War Virtual Library
www.bowdlerhat.com/af/sawvl/
A virtual library of essays, photos, and further links on the Boer War.

Treaty Ports & Extraterritoriality in 1920s China
www.geocities.com/China/4487/RL37/01.html
This site is devoted to the treaties that gave foreign governments access to political and commercial power in China.

China: A Traveling Exhibit, 1903–1904
www.chinaexhibit.org
A virtual museum exhibit of photographs taken in 1903 of the Chinese countryside after the Boxer Rebellion.

ContentSelect

For further online readings through the ContentSelect Research Database, visit contentselect.pearsoned.com and perform a search on the following key terms.

- Imperialism
- Imperial Germany
- Balkan
- Congo
- Colonial India

A Closer Look:
Special Feature Essays

The third technique we have employed to engage students with historical subjects is the two-page *A Closer Look* special feature that appears in each chapter. The special features focus on an event, phenomenon, or personality chosen to enhance the student's sense that history is something that is real and alive. The 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 Sigmund Freud.

Discovering Western Civilization Online

Fourth, *Discovering Western Civilization Online* encourages students to further explore Western civilization. These end-of-chapter Website resources link students to documents, images, and cultural sites not currently included in the text. A new section in *Discovering Western Civilization Online* gives students directions on using the *ContentSelect Research Database*. ContentSelect is an online collection of scholarly articles. Students can access the site using a password which is available free when packaged for qualified college adopters. With online research increasingly a favorite among students, this collection provides a solid and credible bank of articles for research papers or further exploration.

Documents

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

THE RACE OF IRON

Hesiod (fl. c. 800 B.C.E.), like Homer, is known only from the two poems ascribed to him, *Theogony* and *Works and Days* written at the end of the Dark Ages. In his *Works and Days*, he tells of two brothers, himself and Perses, the one just and one unjust, who argue their positions before a group of kings. When the kings find in favor of the unjust brother, Hesiod describes his generation as an Age of Iron, when men lead harsh, brutal lives. And yet he counsels his brother Perses to virtue.

FOCUS QUESTIONS

What are the primary virtues and vices Hesiod sees in his world? What is the role of the gods in enforcing morality?

THEREAFTER, would that I were not among the men of the fifth generation, but either had died before or been born afterwards. For now truly is a race of iron, and men never rest from labour and sorrow by day, and from perishing by night; and the gods shall lay sore trouble upon them. But, notwithstanding, even these shall have some good mingled with their evils. The father will not agree with his children, nor the children with their father, nor guest with his host, nor comrade with comrade; nor will brother be dear to brother as aforetime. Men will dishonour their parents as they grow quickly old, and will carp at them, chiding them with bitter words, hard-
hearted they—knowing the fear of the gods. They will

But you, Perses, listen to right and do not foster violence; for violence is bad for a poor man. Even the prosperous cannot easily bear its burden, but is weighed down under it when he has fallen into delusion. The better path is to go by on the other side towards justice; for Justice beats Outrage when she comes at length to the end of the race. But only when he has suffered does the fool learn this. For Oath keeps pace with wrong judgments. There is a noise when Justice is being dragged in the way where those who devour bribes and give sentence with crooked judgments, take her. And she, wrapped in mist, follows to the city and haunts of the people, weeping, and bringing mischief to men, even to such as have driven her forth in that they did not deal straightly with her. (ll.212–224)

But they who give straight judgments to strangers and to the men of the land, and go not aside from what is just, their city flourishes, and the people prosper in it. Peace, the nurse of children, is abroad in their land, and all-see-

selection is accompanied by an explanatory headnote that identifies the author and work and provides the necessary historical context. Following the headnote are two to three *Focus Questions* to guide students' reading and to spark critical thinking. Most of the extracts relate directly to discussion within the chapter, thus providing the student with a fuller understanding of a significant thinker or event.

QUESTIONS FOR REVIEW

1. How were rifts in Roman society widened by Rome's expansion into an empire?
2. In what ways were the life and thought of Cicero indicative of an age characterized by civil conflict and the collapse of republican traditions?
3. How was religious reform an important part of Augustus's efforts to restore stability to Roman society?
4. What did the Flavian and Antonine emperors do to keep Rome's vast empire intact and in relative peace?
5. How did Paul of Tarsus transform the teachings of Jesus of Nazareth from an outgrowth of Judaism into a separate spiritual tradition?

Questions for Review

Although a standard feature in many texts, the *Questions for Review* in *Civilization in the West* nonetheless are worth noting. They do not provide just a factual review of the chapter. Instead, they prompt students to think critically about the major topics in the chapter and to pull together for themselves some conclusions about the events and peoples of the time.

CHANGES IN THE NEW EDITION

In the fifth edition, we have made significant changes in content and coverage.

Content Changes

The text now opens with a two-page introductory essay: *The Idea of Western Civilization*. Chapter 5: Imperial Rome, 146 B.C.E.–192 C.E. includes improved coverage on the origins of Christianity and includes a new feature on a day in the *Pax Romana*. Chapter 9: The High Middle Ages, 900–1300 includes a more comprehensive discussion of medieval society and a new feature on the architecture of gothic cathedrals. In Chapter 10: The Later Middle Ages, 1300–1500, there is more extensive treatment of the multiethnic world of medieval Spain. Chapter 13: The Reform of Religion includes a new feature on More's *Utopia*. Chapter 17: Science and Commerce in Early Modern Europe includes a new feature on the Dutch tulip mania of the seventeenth century.

Parts of Chapter 20: The French Revolution and the Napoleonic Era, 1789–1815 were reorganized to present more clearly the factors leading to the crisis of the Old Regime and the early stages of the revolution. The chapter also includes a new feature on Marie Antoinette. In Chapter 25: Europe and the World, 1870–1914, a new feature explores the power of language in the Belgian Congo. Chapter 30: The West Faces the New Century, 1989 to the Present has been updated and also includes expanded coverage of the European Union and of terrorism in the early twenty-first century.

New *The Visual Record* pictorial essays were developed for the fifth edition as well. Chapter 1: The First Civilizations opens with a pictorial essay on the discovery of the ancient iceman Ötzi; Chapter 5: Imperial Rome, 146 B.C.E.–192 C.E. examines the Augustan Altar of Peace; Chapter 18: The Balance of Power in Eighteenth-Century Europe explores the rise of militarism through an examination of military portraiture; Chapter 21: Industrial Europe examines imagery of technology in the early industrial period; Chapter 28: Global Conflagration: Hot and Cold War opens with Hitler's entry into Austria in 1938; and Chapter 29: Postwar Recovery and the New Europe to 1989 illustrates the devastation of postwar Europe in Warsaw, 1946. We believe that each of these new pictorial essays will help students in understanding the dominant themes of their respective chapters.

Several new primary source documents were also added to this edition. Chapter 2 has a new document from Hesiod on the race of iron; Chapter 9 includes a new document on the Crusades; Chapter 10 includes a new document on religious intolerance in medieval Spain; Chapter 16 includes a new excerpt from Hobbes's *Leviathan*; Chapter 17 has a new document on encountering pirates; Chapter 19 includes an

excerpt on love and marriage from an eighteenth-century periodical; Chapter 20 has two new documents on the rights of French citizens; Chapter 27 includes a new document on the results of Stalin's First Five-Year Plan; and Chapter 30 contains a new document on the war in Chechnya.

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.

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Instructors can take advantage of the Companion Website that supports this text. The instructor section of the Website includes the instructor's manual, teaching links, downloadable maps and images from the text for use in PowerPoint™ or other presentation software, and Syllabus Builder, our unique course management system.

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Free when packaged with *Civilization in the West*, the ContentSelect Research Database, www.ablongman.com/contentselect, gives students instant access to thousands of leading academic journals and periodicals from any computer with an Internet connection. Key word terms located at the end of each chapter in *Civilization in the West*, 5/e link students directly to specific articles relating to the chapter content. The accompanying iSearch book helps students effectively use the Web for research, offers an extensive list of history-specific Web resources, and provides guidance in using the ContentSelect database.

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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.

Instructor's Resource Manual

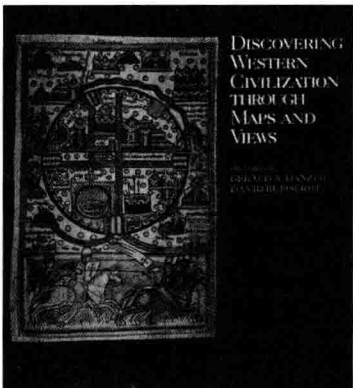
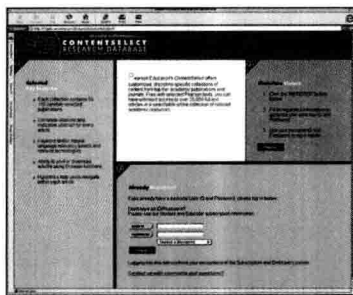
Prepared by Roy Sandstrom of the University of Northern Iowa, this edition of the Instructor's Manual is enhanced by the addition in each chapter of "Active Learning in the Classroom" as well as a series of 12 to 16 "Questions for Small Group Discussion." Each chapter also contains a chapter summary, key terms, geographic and map items, and discussion questions.

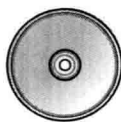
Test Bank

This edition of the Test Bank, revised by Chris Howell of Red Rocks Community College, contains more than 1200 multiple-choice, matching, and completion questions. Multiple-choice items are referenced by topic, text page number, and type (factual or interpretive).

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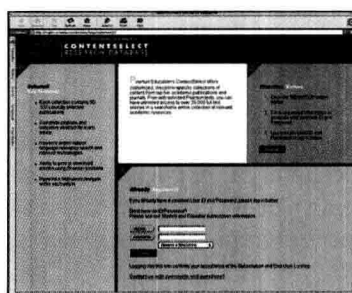
This set of transparencies contains *all* the maps from the text, bound together with reproducible map exercises in a binder.



SUPPLEMENTS FOR STUDENTS

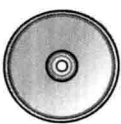
Companion Website (www.ablongman.com/kishlansky)

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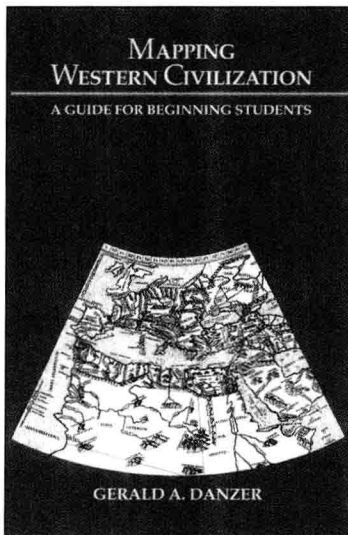
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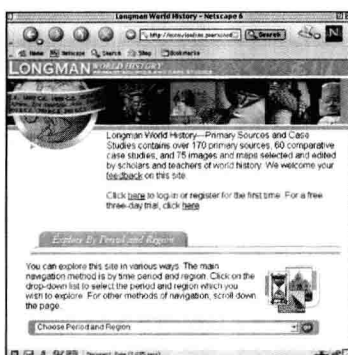
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