

McKay
Hill
Buckler

Seventh Edition

A History of Western Society


From Antiquity to 1500



A History of Western Society

Volume A
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HOUGHTON MIFFLIN COMPANY
Boston New York



Editor-in-Chief: Jean L. Woy
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Volume A cover image: Portrait of a Young Boy (detail), Egyptian (Fayum), 2nd cent. A.D., Roman period. Encaustic on Wood Panel. The Metropolitan Museum of Art, Gift of Edward S. Harkness, 1918.

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Printed in the U.S.A.

Library of Congress Control Number: 2001133311

ISBN: 0-618-17050-2

1 2 3 4 5 6 7 8 9-VH-06 05 04 03 02



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Preface

A History of Western Society grew out of the authors' desire to infuse new life into the study of Western civilization. We knew that historians were using imaginative questions and innovative research to open up vast new areas of historical interest and knowledge. We also recognized that these advances had dramatically affected the subject of European economic, intellectual, and, especially, social history, while new research and fresh interpretations were also revitalizing the study of the traditional mainstream of political, diplomatic, and religious development. Despite history's vitality as a discipline, however, it seemed to us that both the broad public and the intelligentsia were generally losing interest in the past.

It was our conviction, based on considerable experience introducing large numbers of students to the broad sweep of Western civilization, that a book reflecting current trends could excite readers and inspire a renewed interest in history and our Western heritage. Our strategy was twofold. First, we made social history a core element of our work. We not only incorporated recent research by social historians but also sought to recreate the life of ordinary people in appealing human terms. At the same time we were determined to give great economic, political, cultural, and intellectual developments the attention they unquestionably deserve. We wanted to give individual readers and instructors a balanced, integrated perspective so that they could pursue—on their own or in the classroom—those themes and questions that they found particularly exciting and significant. In an effort to realize fully the potential of our fresh yet balanced approach, we made many changes, large and small, in the editions that followed.

Changes in the Seventh Edition

In preparing the Seventh Edition we have worked hard to keep our book up-to-date and to strengthen our distinctive yet balanced approach. Six main lines of revision guided our many changes.

New “Images in Society” Feature

A photo essay, “Images in Society,” represents a new and distinctive feature of this Seventh Edition. The complete text contains four essays, each consisting of a short narrative with questions, accompanied by several images. The goal of the feature is to encourage students to think critically: to view and compare visual images and draw conclusions about the societies and cultures that produced those images. Thus, “The Roman Villa at Chedworth” in Britain mirrors Roman provincial culture (Chapter 6). The essay “From Romanesque to Gothic” treats the architectural shift in medieval church building and aims to show how the Gothic cathedral reflected the ideals and values of medieval society (Chapter 11). Moving to modern times, the essay “Class and Gender Boundaries in Women’s Fashion, 1850–1914” studies women’s clothing in relationship to women’s evolving position in society and gender relations (Chapter 24), while “Pablo Picasso and Modern Art” looks at Picasso’s greatest paintings to gain insight into his principles and practices and the modernist revolution in art (Chapter 28).

“Individuals in Society” Feature

In the Sixth Edition of the text, we introduced the feature “Individuals in Society,” including in each chapter a brief study of a woman, man, or group that informed us about the societies in which they lived; each study or biographical sketch was carefully integrated into the body of the text. Readers’ positive response to this feature encouraged us to continue it in the Seventh Edition. The “Individuals in Society” feature grew out of our long-standing focus on people’s lives and the varieties of historical experience, and we believe that readers will empathize with these human beings as they themselves seek to define their own identities. The spotlighting of individuals, both famous and obscure, perpetuates the greater attention to cultural and intellectual developments that we used to invigorate our social history in earlier editions, and it reflects changing interests within the

historical profession as well as the development of “micro history.”

The range of men and women we consider is broad. For this edition, and sometimes at readers’ suggestion, we have dropped eight individuals and replaced them with others who we believe will prove more exciting or significant. Several are famous historical actors, such as Queen Nefertiti, the fourteenth-century B.C. queen of Egypt (Chapter 1); the mystical Saint Teresa of Ávila (Chapter 14); the charismatic Russian rebel Stenka Razin (Chapter 17); the ruthless British imperialist Cecil Rhodes (Chapter 26); the great Renaissance artist and polymath Leonardo da Vinci (Chapter 13); and the creator of communist Yugoslavia, Marshal Tito (Chapter 30). Other individuals illuminate aspects of their times but are not well known: a Roman soldier stationed in the provinces (Chapter 6); a serf who gained freedom and success in thirteenth-century France (Chapter 10); a Jewish businesswoman and mother of thirteen in seventeenth-century Germany (Chapter 16); Madame du Coudray, who traveled through eighteenth-century France instructing, in the king’s name, midwives on the safest delivery practices (Chapter 20); and the Zionist leader Theodor Herzl, who made the creation of a Jewish state in Palestine his life’s work (Chapter 25). Creative artists and intellectuals include the Muslim-Spanish mulatto artist Juan de Pareja (Chapter 15) and the controversial German statesman Gustav Stresemann (Chapter 28).

Expanded Ethnic and Geographic Scope

In this edition we have added significantly more discussion of groups and regions that are frequently short-changed in the general histories of Europe and Western civilization. This expanded scope is, we feel, an important improvement. It reflects the renewed awareness within the profession of Europe’s enormous historical diversity, as well as the efforts of contemporary Europeans to understand the ambivalent and contested meanings of their national, regional, ethnic, and pan-European identities. Examples of this enlarged scope include early Greek influence in the western Mediterranean (Chapter 3) and subsequent developments there (Chapter 4); greatly expanded treatment of Europe’s borderlands—Iberia, Ireland, Scotland, eastern Europe, and the Baltic area—in the Middle Ages and coverage of racism in these regions (Chapters 9, 11, 12); developments in absolutist Sweden and southern Russia (Chapter 17); Spanish urban life (Chapter 24); and completely new and detailed discussion of twentieth-century eastern Europe (Chapters 27, 30, and 31). A broader treatment of Jewish his-

tory has been integrated into the text throughout this edition, just as the history of women and gender was integrated in the Fifth Edition. Examples include anti-Semitism and Europeans’ hostility toward Muslims (Chapter 9); anti-Semitism in the period of the Black Death (Chapter 12), in the Spanish inquisition (Chapter 13), and in tsarist Russia (Chapter 27); Jewish Enlightenment thought in Germany (Chapter 18); a new section on Jewish emancipation in nineteenth-century Europe, which is tied to the “Individuals in Society” feature on Theodor Herzl (Chapter 25); and the unfolding of the Holocaust before and during the Second World War (Chapter 29).

Organizational Changes

Our expanded ethnic and geographic scope is one of several organizational improvements. Chapter 23 has undergone extensive revision, including a reconceptualized section on nationalism and an entirely new section on Ireland and the Great Famine. In Chapter 28, material on the United States has been tightened. Perhaps most important, the book’s final chapter dealing with the period from 1985 to the present has been greatly reorganized. Material on the cold war has been reduced, there are new sections on the 1990s, and Western relations with the Islamic world are treated, leading up to the fall of the Taliban. The book concludes with a discussion of European population decline, the surge of immigration, and the European Union’s search for identity in the global age.

Incorporation of Recent Scholarship

As in all previous revisions we have made a conscientious effort to keep our book up-to-date with new and significant scholarship. Because the authors are committed to a balanced approach that reflects the true value of history, we have continued to incorporate important new findings on political, economic, cultural, and intellectual developments in this edition. Revisions of this nature include extensive work on early Judaism based on archaeological evidence, and on the Phoenicians (Chapter 2); on the origins and development of the polis, revised in cooperation with the Copenhagen Polis Center (Chapter 3); on the catacombs as pilgrimage sites (Chapter 6); on Muslim-Christian relations (Chapters 7 and 9); on the work of ordinary and elite women in the Renaissance (Chapter 13); on recent interpretations of the sixteenth-century Reformations (Chapter 14); on the Atlantic

economy, including a new subsection on the slave trade (Chapter 19); on nationalism in the French Revolution (Chapter 21); and on women and the women's movement in the post-World War II era (Chapter 30). In short, recent research keeps the broad sweep of our history fresh.

Revised Full-Color Art and Map Programs

Finally, the illustrative component of our work has been carefully revised. We have added many new illustrations to our extensive art program, which includes nearly two hundred color reproductions, letting great art and important events come alive. As in earlier editions, all illustrations have been carefully selected to complement the text, and all carry informative captions, based on thorough research, that enhance their value. Artwork remains an integral part of our book; the past can speak in pictures as well as in words. The use of full color serves to clarify the maps and graphs and to enrich the textual material. The maps and map captions have been updated to correlate directly to the text, and new maps have been added in Chapters 7, 14, and 15.

Distinctive Features

In addition to the new “Images in Society” studies and the revised “Individuals in Society” essays, distinctive features from earlier editions guide the reader in the process of historical understanding. Many of these features also show how historians sift through and evaluate evidence. Our goal is to suggest how historians actually work and think. We want the reader to think critically and to realize that history is neither a list of cut-and-dried facts nor a senseless jumble of conflicting opinions. To help students and instructors realize this goal, we have significantly expanded the discussion of “what is history” in Chapter 1 of this edition.

Revised Primary-Source Feature

In the Fifth Edition we added a two-page excerpt from a primary source at the end of each chapter. This important feature, entitled “Listening to the Past,” extends and illuminates a major historical issue considered in the chapter, and it has been well received by instructors and students. In the new edition we have reviewed our selections and made judicious substitutions. For example, in Chapter 4 Antiochus III meets the Jews, and in Chapter

5, students may explore Titus Flamininus on the liberty of the Greeks. In Chapter 13 Desiderius Erasmus explains why his era was an “Age of Gold,” while in Chapter 14 students may reflect on Martin Luther’s concept of liberty. Chapter 20 provides a new selection from Rousseau’s influential treatise *Emile*, which deals with the gendered needs of education for girls; in Chapter 26 the French political leader Jules Ferry gives a spirited defense of French imperialism before the French Assembly, and in Chapter 28 the novelist and critic George Orwell analyzes the multiple consequences of prolonged unemployment in Britain during the Great Depression.

Each primary source opens with a problem-setting introduction and closes with “Questions for Analysis” that invite students to evaluate the evidence as historians would. Drawn from a range of writings addressing a variety of social, cultural, political, and intellectual issues, these sources promote active involvement and critical interpretation. Selected for their interest and importance and carefully fitted into their historical context, these sources do indeed allow the student to “listen to the past” and to observe how history has been shaped by individual men and women, some of them great aristocrats, others ordinary folk.

Problems of Historical Interpretation

The addition of more problems of historical interpretation in the Fifth Edition was well received, and so we have increased their number again in this edition. We believe that the problematic element helps our readers develop the critical-thinking skills that are among the most precious benefits of studying history. New examples of this more open-ended, interpretive approach include the debate over the transition from Antiquity to the early Middle Ages (Chapter 6), the question of European racism in the Middle Ages (Chapter 12), the issue of gender in the Italian cities of the Renaissance (Chapter 13), the renewed debate on personal and collective responsibilities for the Holocaust (Chapter 29), the dynamics of the great purges in the Soviet Union (Chapter 29), the process of reconstruction in eastern Europe, and the debate over globalization (Chapter 31).

Improved Chapter Features

Other distinctive features from earlier editions have been reviewed and improved in this Seventh Edition. To help guide the reader toward historical understanding, we pose specific historical questions at the beginning of each chap-

ter. These questions are then answered in the course of each chapter, and each chapter concludes with a concise summary of its findings. All of the questions and summaries have been re-examined and frequently revised in order to maximize the usefulness of this popular feature.

A list of Key Terms concludes each chapter, another new feature of this edition. These terms are highlighted in boldface in the text. The student may use these terms to test his or her understanding of the chapter's material.

In addition to posing chapter-opening questions and presenting more problems in historical interpretation, we have quoted extensively from a wide variety of primary sources in the narrative, demonstrating in our use of these quotations how historians evaluate evidence. Thus primary sources are examined as an integral part of the narrative as well as presented in extended form in the "Listening to the Past" chapter feature. We believe that such an extensive program of both integrated and separate primary source excerpts will help readers learn to interpret and think critically.

Each chapter concludes with carefully selected suggestions for further reading. These suggestions are briefly described to help readers know where to turn to continue thinking and learning about the Western world. Also, chapter bibliographies have been thoroughly revised and updated to keep them current with the vast amount of new work being done in many fields.

Revised Timelines

New comparative timelines now begin each chapter. These timelines organize historical events into three categories: political/military, social/economic, and intellectual/religious. In addition, the topic-specific timelines appearing in earlier editions have been revised for this edition. Once again we provide a unified timeline in an appendix at the end of the book. Comprehensive and easy to locate, this useful timeline allows students to compare simultaneous political, economic, social, cultural, intellectual, and scientific developments over the centuries.

Flexible Format

Western civilization courses differ widely in chronological structure from one campus to another. To accommodate the various divisions of historical time into intervals that fit a two-quarter, three-quarter, or two-semester period, *A History of Western Society* is being published in four versions, three of which embrace the complete work:

- One-volume hardcover edition: *A HISTORY OF WESTERN SOCIETY*
- Two-volume paperback: *A HISTORY OF WESTERN SOCIETY*, *Volume I: From Antiquity to the Enlightenment* (Chapters 1–17); *Volume II: From Absolutism to the Present* (Chapters 16–31)
- Three-volume paperback: *A HISTORY OF WESTERN SOCIETY*, *Volume A: From Antiquity to 1500* (Chapters 1–13); *Volume B: From the Renaissance to 1815* (Chapters 12–21); *Volume C: From the Revolutionary Era to the Present* (Chapters 21–31)
- *A HISTORY OF WESTERN SOCIETY, Since 1300* (Chapters 12–31), for courses on Europe since the Renaissance

Note that overlapping chapters in both the two- and the three-volume sets permit still wider flexibility in matching the appropriate volume with the opening and closing dates of a course term.

Ancillaries

Learning and teaching ancillaries, listed below, also contribute to the usefulness of the text.

- *Study Guide*
- *Online Study Guide*
- *Instructor's Resource Manual*
- *Test Items*
- *Computerized Test Items*
- *ClassPrep: an instructor's resource CD-ROM*
- *Web site for instructors and students*
- *Blackboard™ and WebCT™ course cartridges*
- *Mosaic: Perspectives on Western Civilization web site*
- *GeoQuest™: an interactive map CD-ROM*
- *Bibliobase™: custom coursepacks in Western civilization*
- *Map Transparencies*

The excellent *Study Guide* has been thoroughly revised by Professor James Schmiechen of Central Michigan University. Professor Schmiechen has been a tower of strength ever since he critiqued our initial prospectus, and he has continued to give us many valuable suggestions as well as his warmly appreciated support. His *Study Guide* contains learning objectives, chapter summaries, chapter outlines, review questions, extensive multiple-

choice exercises, self-check lists of important concepts and events, and a variety of study aids and suggestions. The Seventh Edition also retains the study-review exercises on the interpretation of visual sources and major political ideas, as well as suggested issues for discussion and essay, chronology reviews, and sections on studying effectively. These sections take the student through reading and studying activities such as underlining, summarizing, identifying main points, classifying information according to sequence, and making historical comparisons. For the Seventh Edition, new essay activities have been added for each of the four “Images in Society” features. The multiple-choice questions now offer five potential responses to coincide more directly with the Advanced Placement examination.

To enable both students and instructors to use the *Study Guide* with the greatest possible flexibility, the guide is available in two volumes, with considerable overlapping of chapters. Instructors and students who use only Volumes A and B of the text have all the pertinent study materials in a single volume, *Study Guide, Volume I* (Chapters 1–21); likewise, those who use only Volumes B and C of the text also have all the necessary materials in one volume, *Study Guide, Volume II* (Chapters 12–31). An *Online Study Guide* is also available for students. Accessible through Houghton Mifflin’s @history web site (college.hmco.com), it functions as a tutorial, providing rejoinders to all multiple-choice questions that explain why the student’s response is or is not correct.

The *Instructor’s Resource Manual* and *Test Items* have been thoroughly revised for this edition by Professor Matthew Lenoe of Assumption College. The *Instructor’s Resource Manual* contains instructional objectives, annotated chapter outlines, suggestions for lectures and discussion, term paper and class activity topics, primary-source exercises, map activities, and lists of audiovisual resources. For the Seventh Edition, a new section has been added on the “Images in Society” photo essays. The accompanying *Test Items* offer identification, multiple-choice, map, and essay questions for a total of approximately two thousand test items. In order to make the multiple-choice questions more useful to the Ad-

vanced Placement market, a fifth answer option has been added. These test items are available to adopters in a Windows™ version that includes editing capability.

New to this edition is the *ClassPrep CD-ROM* for instructors. This resource includes an electronic version of the *Instructor’s Manual* and *Test Items*, PowerPoint™ maps from the text, a testbank of questions from GeoQuest™, a transition guide, and other teaching aids.

The text-specific web site has been thoroughly revised and expanded for this edition. It now includes a glossary of Key Terms, a searchable bibliography, web activities, links to web resources, interactive exercises on the “Individuals in Society” and “Images in Society” features, chronological ordering activities, and the ACE self-testing quiz program. Visitors to the site can also access some of the older “Individuals in Society” features that did not make it into the Seventh Edition.

For institutions using either the Blackboard™ or WebCT™ platforms, we have designed a premium version of the course cartridge. Students can access a wealth of information, including learning objectives, chapter summaries, study outlines, review questions and self-quizzes, web research projects, and geography activities.

Houghton Mifflin is pleased to announce *Mosaic: Perspectives on Western Civilization*. This web site is a comprehensive, interactive resource that includes primary and secondary documents, interactive maps, fine art, and audio files, providing students with a direct connection to the raw material of Western civilization. Please contact your Houghton Mifflin Company representative for more information about this innovative multimedia program.

An exciting addition to our map program is a CD-ROM of thirty interactive maps—GeoQuest™, available for both instructors and students.

We are also proud to call attention to our on-line primary-source collection, Bibliobase™. This resource allows instructors to select from over six hundred documents to create their own customized readers for courses in Western civilization. Visit our web site at www.bibliobase.com for more information.

Finally, a set of full-color Map Transparencies of all the maps in the text is available on adoption.

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