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# Western Civilization Volume II

Early Modern through  
the 20th Century

10th Edition



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Facing overview—E. W. Walker & Co., Boston, MA. 21, 22—Weidenfeld Archives. 25, 26—*History Today* Archives. 29—*History Today* map by Colin Barker.

**2. Rationalism, Enlightenment, and Revolution**

Facing overview—National Gallery of Art. 44-45—Granger Collection. 57—Marcus Rediker.

**3. Industry, Ideology, Nation-Building, and Imperialism: The Nineteenth Century**

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**4. Modernism, Statism, and Total War: The Twentieth Century**

Facing overview—Library of Congress. 113—Bettmann Archives. 114-115—Illustrated London News Picture Library. 116—UPI/Bettmann. 117—Map by Bowring Cartographic. 148—© 1964 Rand Corporation. 150—Map created by Easten & Associates, Washington, DC.

**5. Conclusion: The Human Prospect**

Facing overview—United Nations photo by John Isaac.

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Tenth Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at <http://www.dushkin.com/> to tell us what you think.

What exactly are we attempting to do when we set out to study the history of Western civilization?

The traditional course in Western civilization was often a chronological survey of sequential stages in the development of European institutions and ideas, with a cursory look at Near Eastern antecedents and a side glance at the Americas and other places where Westernization has occurred. Typically it moved from the Greeks to the Romans to the medieval period and on to the modern era, itemizing the distinctive characteristics of each stage, as well as each period's relation to preceding and succeeding developments. Of course, in a survey so broad (usually advancing from Adam to the atom in two brief semesters) a certain superficiality was inevitable. Key events whizzed by as if viewed in a cyclorama; often there was little opportunity to absorb and digest the complex ideas that have shaped our culture.

It is tempting to excuse these shortcomings as unavoidable. But to present a course on Western civilization that leaves students with only a jumble of events, names, dates, and places is to miss a marvelous opportunity. For the great promise of such a broad course of study is that it enables students to explore great turning points or shifts in the development of Western culture. Close analysis of these moments enables students to understand the dynamics of continuity and change over time. At best, the course can provide a coherent view of the Western tradition and even its interactions with non-Western cultures. It also offers opportunities for students to compare varied historical forms of authority, religion, and economic organization; to assess the great contests over the meaning of truth and reality that have sometimes divided Western culture; and even to reflect on the price of progress.

Of course, to focus exclusively on Western civilization can lead us to ignore non-Western peoples and cultures or else to perceive them in ways that some have labeled "Eurocentric." But contemporary courses in the history of Western civilization are rarely, if ever, mere exercises in European triumphalism. Indeed, they offer an opportunity to subject the Western tradition to

critical scrutiny, to assess its accomplishments and its shortcomings. Few of us who teach the course would argue that Western history is the only history that contemporary students should know. Yet it should be an essential part of what they learn, for it is impossible to understand the modern world without some grounding in the basic patterns of the Western tradition.

As students become attuned to the distinctive traits of the West, they can develop a sense of the dynamism of history. They can begin to understand how ideas relate to social structures and social forces. They may come to appreciate the nature and significance of conceptual innovation and recognize how values often infuse inquiry. More specifically, they can trace the evolution of Western ideas about such essential matters as nature, humankind, authority, the gods, even history itself; that is, they learn how the West developed its distinctive character. And, as historian Reed Dasenbrock has observed, in an age that seeks greater multicultural understanding there is much to be learned from "the fundamental multiculturalism of Western culture, the fact that it has been constructed out of a fusion of disparate and often conflicting cultural traditions." Of course, the articles collected in this volume cannot deal with all these matters, but by providing an alternative to the synthetic summaries of most textbooks, they can help students better understand the diverse traditions and processes that we label Western civilization.

This book is like our history—unfinished, always in process. It will be revised biennially. Comments and criticism are welcome from all who use this book. To that end a postpaid article rating form is included at the back of the book. Please feel free to recommend articles that might improve the next edition. With your assistance, this anthology will continue to improve.



William Hughes  
Editor

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1. **The Emergence of the Great Powers**, Gordon A. Craig and Alexander L. George, from *Force and Statecraft: Diplomatic Problems of Our Times*, Oxford University Press, 1983.

In 1600 Europe's greatest power complex was the Holy Roman Empire, in league with Spain. By the eighteenth century, however, the **European state system** was transformed so drastically that the **great powers** were Great Britain, France, Austria, Prussia, and Russia. This essay traces this significant shift in the balance of power.

2. **War, Money, and the English State**, John Brewer, from *The Sinews of Power*, Alfred A. Knopf, 1989.

England was a minor power in the great **Wars** that ravaged Europe in the sixteenth and early seventeenth centuries. But **European powers** soon came to fear and envy **Britain's military machine**, particularly its navy. John Brewer explains the **institutional arrangements** and **economic strategies** that made England a major power.

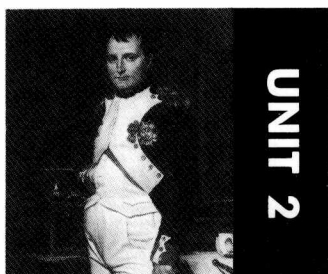
3. **A Golden Age: Innovation in Dutch Cities, 1648–1720**, Jonathan Israel, *History Today*, March 1995.

During the seventeenth century, says Jonathan Israel, "the **Dutch Republic** was economically and culturally the most dynamic and flourishing country in Europe." This essay explains why other countries, devastated by the **Thirty Years' War**, took Dutch cities for their model when they prepared to renovate or reconstruct their cities.



## The Age of Power

Five selections trace the evolution of political power in early modern times. Topics include the European state system, the emergence of British power, and the introduction of new cultures in developing areas.



## Rationalism, Enlightenment, and Revolution

Seven articles discuss the impact of science, politics, economic thought, changing social attitudes, and the rights of women on the Age of Enlightenment.

4. **A Taste of Empire, 1600–1800**, James Walvin, *History Today*, January 1997. **24**

Early-modern **imperialism** fostered widespread European consumption of tropical exotica and transformed the Old World's social rituals. James Walvin recounts how Britons took to tea, sugar, and tobacco, and explains the social and cultural impact made by these imports.

5. **Brazil's African Legacy**, John Geipel, *History Today*, August 1997. **28**

In the early-modern period, a new phase of civilization was composed of European, American, and African elements. Central to this new system was Europe's demand for American commodities, especially sugar, that in turn triggered demand in the Western Hemisphere for **African slave labor**. These developments had profound consequences, not least of which was the creation of a new kind of culture, exemplified by **African influences in the New World**.

### Overview

6. **Descartes the Dreamer**, Anthony Grafton, *The Wilson Quarterly*, Autumn 1996. **32**

Descartes advanced, even epitomized, **rationalism**, Anthony Grafton explains why this seventeenth-century thinker seems **modern** three and a half centuries after his death.

7. **Declaring an Open Season on the Wisdom of the Ages**, Robert Wernick, *Smithsonian*, May 1997. **34**

Robert Wernick describes how Jean d'Alembert and Denis Diderot used their **Encyclopedia** to advance the **Enlightenment**.

8. **When Women Pirates Sailed the Seas**, Marcus Rediker, *The Wilson Quarterly*, Autumn 1993. **41**

Not all **eighteenth-century women** were restricted to household duties. Some were in the army; others went to sea—as wives, prostitutes, cooks, even sailors—on navy, merchant, whaling, privateering, and pirate ships. Marcus Rediker chronicles the adventures of Anne Bonny and Mary Read, two cross-dressing women who became notorious pirates and, possibly, indirect models for **Eugene Delacroix's** female symbol of revolutionary liberty in his famous painting *Liberty Leading the People*.

9. **Blacks in the Gordon Riots**, Marika Sherwood, *History Today*, December 1997. **47**

Why did **black men and women** join the **anti-Catholic protests** that rocked London in 1780? Marika Sherwood examines the motives and consequences of their participation.

10. **The Passion of Antoine Lavoisier**, Stephen Jay Gould, *Natural History*, June 1989. 56

Many people paid the price for the **French Revolution**. One was France's greatest scientist, Antoine Lavoisier. A proponent of some of the Revolution's early accomplishments, the famous chemist ran afoul of the **Committee of Public Safety** and its revolutionary tribunals. Stephen Jay Gould cites Lavoisier's accomplishments and ponders why in revolutionary times even a brilliant scientist was not immune from political extremists.

11. **The First Feminist**, Shirley Tomkiewicz, *Horizon*, Spring 1972. 61

Mary Wollstonecraft, author of *Vindication of the Rights of Women* (1792), cogently argued that the **ideals of the Enlightenment** and of the **French Revolution** should be extended to **women**. This is her story.

12. **Napoleon Takes Charge**, James W. Shosenberg, *Military History*, December 1995. 66

France was in the fourth year of its chaotic new republic. A young artillery officer who had been a hero of the battle of Toulon now found himself without a command and nearly destitute. But in October 1795, opportunity presented itself to 26-year-old **Napoleon Bonaparte**. James Shosenberg examines what happened next.

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13. **Arkwright: Cotton King or Spin Doctor?** Karen Fisk, *History Today*, March 1998. 72

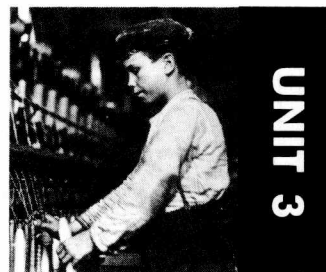
Richard Arkwright (1732–1792), inventor and entrepreneur, is given much of the credit for Britain's leadership in the **Industrial Revolution** during the late eighteenth and nineteenth centuries. Author Karen Fisk raises questions about his accomplishments.

14. **Samuel Smiles: The Gospel of Self-Help**, Asa Briggs, *History Today*, May 1987. 76

In eighteenth-century America, **Benjamin Franklin** was the prophet of **self-help**; in nineteenth-century England, it was Samuel Smiles. The latter's formula for **success** stressed the importance of role models, perseverance, and strenuous effort.

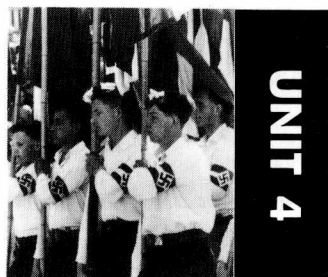
15. **Giuseppe Garibaldi**, Denis Mack Smith, *History Today*, August 1991. 82

Giuseppe Garibaldi was the hero of Italy's nineteenth-century quest for unification. Many characteristics of **modern Italian politics** have their origins in Garibaldi and his **Red-Shirt movement**.



## Industry, Ideology, Nation-Building, and Imperialism: The Nineteenth Century

Seven articles focus on the nineteenth century in the Western world. Topics include the working class, the Industrial Revolution, and the expansion of Europe.



## Modernism, Statism, and Total War: The Twentieth Century

Eleven selections discuss the evolution of the modern Western world, the world wars, the Nazi state, and the status of U.S. economic and political dominance in world affairs.

16. **Bethlem/Bedlam: Methods of Madness?** Roy Porter, *History Today*, October 1997. 87  
Bethlem (Bedlam), founded in 1247, is the Western world's most famous lunatic asylum. Roy Porter explores the role of bourgeois values in **bringing reform to Bethlem** in the nineteenth century.
17. **New Men? The Bourgeois Cult of Home**, John Tosh, *History Today*, December 1996. 92  
"The **Victorian cult of the home** tends to evoke largely female associations," says author John Tosh. He goes on to show that men, too, were caught up in this bourgeois ideal, but not without "intriguing tensions between **masculinity** and **domesticity**."
18. **Balmorality: Queen Victoria's Very Un-Victorian Ways**, Simon Schama, *The New Yorker*, August 11, 1997. 96  
The Queen was less a **Victorian** than a **Romantic**, or so says author Simon Schama.
19. **'The White Man's Burden'? Imperial Wars in the 1890s**, Lawrence James, *History Today*, August 1992. 100  
Lawrence James surveys the racial theories, economic interests, and national rivalries that constituted nineteenth-century **imperialism**.

### Overview 106

20. **When Cubism Met the Decorative Arts in France**, Paul Trachtman, *Smithsonian*, July 1996. 108  
Cubism was among the most famous experiments in **modern art**. Driven by "a voracious, if not violent, appetite for new forms of intellectual, cultural, and industrial life," it was a characteristic expression of the new century.
21. **How the Modern Middle East Map Came to Be Drawn**, David Fromkin, *Smithsonian*, May 1991. 112  
The long-awaited collapse of the **Ottoman Empire** finally occurred in 1918. **World War I** and the **Arab uprising** paved the way for a new era in the Middle East. But it was the British, not the Arabs, who played the central role in the reshaping of the **geopolitics** of the region.
22. **Remembering Mussolini**, Charles F. Delzell, *The Wilson Quarterly*, Spring 1988. 119  
**Benito Mussolini** won the praise of intellectuals, journalists, and statesmen for bringing order and unity to Italy during the early years of his **fascist regime**. In 1945, however, he and his mistress were executed; later, a mob in Milan mutilated the corpses. Here Charles Delzell chronicles the dictator's rise and fall.



23. **Nazism in the Classroom**, Lisa Pine, *History Today*, 126  
April 1997.

Lisa Pine explains how Germany's **National Socialist dictatorship** brought political correctness—Nazi-style—to German school-children. The new curriculum featured pseudoscience, racial and gender **stereotypes**, distorted history, Aryan pride, and political arithmetic.

24. **The Great Alliance**, Gerhard L. Weinberg, *Military History*, Summer 1998.

Gerhard Weinberg explores how Britain and the United States overcame both long-term and immediate differences to create an alliance that was victorious in **World War II** and continues even today.

25. **Six Days to Reinvent Japan**, Alex Gibney, *The Wilson Quarterly*, Autumn 1996.

In the aftermath of **World War II**, a committee of Americans under General Douglas MacArthur brought Western-style **constitutionalism** to defeated Japan. These arrangements prevail in contemporary Japan. Alex Gibney reviews how Western political values have fared in an Eastern context.

26. **How the Bomb Saved Soviet Physics**, David Holloway, *The Bulletin of the Atomic Scientists*, November/December 1994.

**Josef Stalin**, the Soviet dictator, insisted that in his regime **science** must conform to **Marxian dogma**. Punishment, even death, could be the fate of scientists who put facts ahead of ideology. Nuclear physics was the exception. David Holloway explains why.

27. **The Future That Never Came**, Mitchell Reiss, *The Wilson Quarterly*, Spring 1995.

After **Hiroshima** and **Nagasaki**, strategists—and much of the public—assumed that the next war would be fought with nuclear weapons. Mitchell Reiss explains why a **nuclear conflagration** did not happen.

28. **Too Much Memory: A Beginner's Guide to the Irish Question**, Robin Fox, *The National Interest*, Winter 1997–1998.

In May 1998 voters in **Northern Ireland** and the **Republic of Ireland** approved new constitutional arrangements that may bring peace to Northern Ireland. This article, written before that referendum and the Assembly elections scheduled for June 25, 1998, identifies and analyzes the tensions, hostilities, interests, and memories that will have to be overcome if the new arrangements are to succeed.



## Conclusion: The Human Prospect

Nine articles examine how politics, war, economics, and culture affect the prospects of humankind.

### 29. **Mutable Destiny: The End of the American Century?** 161

Donald W. White, *Harvard International Review*, Winter 1997–1998.

For much of the twentieth century the **United States** has been a great **hegemonic power** with global military commitments—an economic dynamo, a magnet for immigration, and an unparalleled cultural force. But as the **millennium** approaches, historians and other social analysts suggest that the nation may be in decline. Donald White considers recent assessments of America's condition.

### 30. **The End of the Twentieth Century**, John Lukacs, *Harper's*, January 1993. 166

John Lukacs presents historical reflections on the people, ideas, and movements that shaped our century—**communism** and **anticommunism**, **V. I. Lenin** and **Woodrow Wilson**, **nationalism**, and **developing world revolutions**.

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### 31. **Jihad vs. McWorld**, Benjamin R. Barber, *The Atlantic Monthly*, March 1992. 180

Benjamin Barber explores two possible political futures, "both bleak, neither democratic." The first is a return to **tribalization**, an endless array of conflicts pitting culture against culture, ethnic group against ethnic group, and religion against religion. The second is a single homogeneous **global network** "tied together by **technology**, **ecology**, **communications**, and **commerce**."

### 32. **The Nation-State Is Dead. Long Live the Nation-State**, *The Economist*, December 23, 1995–January 5, 1996. 186

The **nation-state** has been one of the driving forces of modern life. Today it appears to be challenged by both global and particularist interests. The challenges are scrutinized in this article.

### 33. **Belonging in the West**, Yvonne Yazbeck Haddad, *The World & I*, September 1997. 190

Real and potential conflicts between the West and the Islamic world are staples of contemporary newscasts, while the steady growth of **Muslim communities within Western society** often goes unreported. This article explores the Muslim experience in the West and the challenge that the Muslim presence presents to Western society. The author ponders "whether Western democracies are liberal enough to include Islamic input into the national consensus."

### 34. **Migration**, Demetrios G. Papademetriou, *Foreign Policy*, Winter 1997–1998. 195

Is **immigration** to the western industrialized countries out of control? Is illegal immigration a major economic and social problem for the wealthier nations? These and related issues are addressed in this article.

35. **The Poor and the Rich**, *The Economist*, May 25, 1996. 202

Why are some countries richer than others? The issues of **economic growth** and **national development** are attracting the attention of contemporary economists. Here is a survey of their findings.

36. **Who's Top?** *The Economist*, March 29–April 4, 1997. 206

Is there a connection between **education** and the wealth of nations? This report compares students of many nations in key knowledge areas as measured by "the largest-ever piece of international education research, the **Third International Maths and Science Study**." The results challenge many educational orthodoxies and have implications for national policies in both rich and poor countries.

37. **Europe's Underclass**, Cait Murphy, *The National Interest*, Winter 1997–1998. 210

Despite its prosperity, the European Union has a massive **unemployment** problem. Only 60 percent of adults of working age are employed. Also, traditional family structures are deteriorating. These elements are associated with a growing **underclass**. As a consequence, says Cait Murphy, Europe must create new jobs or its urban poor will experience the isolation, hopelessness, and crime associated with the worst aspects of city life in the United States.

38. **Falling Tide: Global Trends and U.S. Civil Society**, 214

Francis Fukuyama, *Harvard International Review*, Winter 1997–1998.

**Liberal states**, says Francis Fukuyama, require healthy **civil societies** for long-term stability. International comparisons of social trends in the United States and other Western nations suggest that "the values and associations on which healthy **democratic government** depends" are deteriorating.

39. **Whither Western Civilization?** Thomas Sowell, *Current*, September 1991. 218

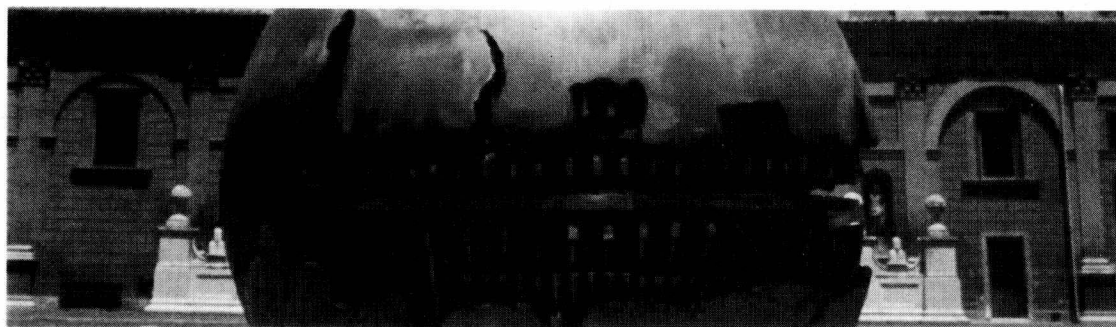
Thomas Sowell says the fate of Western civilization "is intertwined with the fate of human beings around the world, whether they live in Western or non-Western societies." Thus, to understand the modern world it is essential to be aware of **the West's achievements and shortcomings**. But he says the West should be judged by comparison to the achievements and shortcomings of other cultures and traditions, not by abstract standards of perfection.

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# Western Civilization Volume II

10th Edition

Early Modern through the Twentieth Century



## Editor

**William Hughes**  
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William Hughes teaches Western Civilization at the Essex Campus of the Community Colleges of Baltimore County. He received his B.A. from Franklin and Marshall College and his M.A. from Pennsylvania State University. He did further graduate work in history at Pennsylvania State University and in film at American University. Professor Hughes is interested in cultural history, particularly the role of film and television in shaping and recording history. He researched this subject as a Younger Humanist Fellow of the National Endowment for the Humanities, and he was a participant in the Image as Artifact project of the American Historical Association, serving twice as a panelist at annual meetings. He is the author of the chapter on film as evidence in *The Historian and Film* (Cambridge University Press) and has written articles, essays, and reviews for *The Journal of American History*, *The New Republic*, *The Nation*, *Film and History*, *American Film*, *The Dictionary of Literary Biography: American Screenwriters*, and *The Dictionary of American Biography*. Professor Hughes also serves as an associate editor for *American National Biography*, a twenty-volume reference work to be published in January 1999 by Oxford University Press.

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# Topic Guide

This topic guide suggests how the selections and World Wide Web sites found in the next section of this book relate to topics of traditional concern to Western civilization students and professionals. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon (Ⓢ) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

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<b>Middle East</b>	21. How the Modern Middle East Map Came to Be Drawn 31. Jihad vs. McWorld • 21, 28		16. Bethlem/Bedlam 17. New Men? The Bourgeois Cult of Home 28. Too Much Memory 33. Belonging in the West 34. Migration 35. Poor and the Rich 36. Who's Top? 37. Europe's Underclass 38. Falling Tide: Global Trends and U.S. Civil Society • 3, 4, 6, 11, 13, 14, 15, 16, 17, 18
<b>Modernization</b>	30. End of the Twentieth Century 31. Jihad vs. McWorld 39. Whither Western Civilization? • 23, 24, 25, 28, 29, 30, 32	<b>Technology</b>	13. Arkwright: Cotton King or Spin Doctor? 26. How the Bomb Saved Soviet Physics • 12, 29
<b>Nationalism</b>	15. Giuseppe Garibaldi 30. End of the Twentieth Century • 18, 23, 24, 30	<b>Totalitarianism</b>	23. Nazism in the Classroom 30. End of the Twentieth Century • 18, 21, 22, 23
<b>Nation-State</b>	1. Emergence of the Great Powers 2. War, Money, and the English State 32. Nation-State Is Dead • 7, 8, 9, 10, 12, 13	<b>War</b>	1. Emergence of the Great Powers 2. War, Money, and the English State 12. Napoleon Takes Charge 22. Remembering Mussolini 24. Great Alliance 26. How the Bomb Saved Soviet Physics • 4, 5, 7, 18, 21, 22, 23
<b>Philosophy</b>	6. Descartes the Dreamer	<b>Westernization</b>	19. 'White Man's Burden'? 25. Six Days to Reinvent Japan 31. Jihad vs. McWorld • 7, 9, 13, 14, 16, 26, 28
<b>Politics/ Authority</b>	1. Emergence of the Great Powers 12. Napoleon Takes Charge 38. Falling Tide: Global Trends and U.S. Civil Society • 7, 8, 13, 14, 18	<b>Women</b>	8. When Women Pirates Sailed the Seas 11. First Feminist 18. Balmorality: Queen Victoria's Very Un-Victorian Ways • 3, 4, 6, 11, 13, 15, 16, 18
<b>Religion</b>	28. Too Much Memory 31. Jihad vs. McWorld 33. Belonging in the West • 2		
<b>Revolution</b>	10. Passion of Antoine Lavoisier		
<b>Science</b>	26. How the Bomb Saved Soviet Physics • 23		
<b>Slavery</b>	5. Brazil's African Legacy • 8, 10		
<b>Society</b>	3. Golden Age: Innovation in Dutch Cities 4. Taste of Empire, 1600-1800 5. Brazil's African Legacy 9. Blacks in the Gordon Riots		

## ● AE: Western Civilization II

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

**The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.**

### General Sources

#### 1. Archaeological Institute of America

<http://csaws.brynmawr.edu/443/aia.html>

Review this site of the AIA, still under construction, for information about various eras in Western civilization.

#### 2. Armin Muller/Facets of Religion

<http://www.christusrex.org/www1/religion/religion.html>

Armin Muller offers this virtual library of links to information on major world religions, including Islam, Judaism, Zoroastrianism, Baha'ism, and Christianity.

#### 3. The History of Costumes

<http://www.sive.edu/COSTUMES/history.html>

This distinctive site illustrates garments worn by people in various historical eras. Clothing of common people is presented along with that worn by nobility. The site is based on a history of costumes through the ages that was originally printed between 1861 and 1880.

#### 4. Library of Congress

<http://www.loc.gov/>

Examine this extensive Web site to learn about the extensive resource tools, library services/resources, exhibitions, and databases available through the Library of Congress in many different subfields of historical studies.

#### 5. Michigan Electronic Library

<http://mel.lib.mi.us/humanities/history/>

Browse through this enormous history site for an array of resources on the study of Western civilization, which are broken down by historical era, geographical area, and more.

#### 6. Smithsonian Institution

<http://www.si.edu/>

This site provides access to the enormous resources of the Smithsonian, which holds some 140 million artifacts and specimens in its trust for "the increase and diffusion of knowledge." Here you can learn about social, cultural, economic, and political history, particularly about the United States, from a variety of viewpoints.

### The Age of Power

#### 7. Brigham Young University Library

<http://www.lib.byu.edu/~rdh/eurodocs/>

This excellent collection from the BYU Library is a high-quality set of historical documents from Western Europe. Facsimiles, translations, and even selected transcriptions are included. Click on the links to materials related to "Europe as a Supernational Region" and individual countries.

#### 8. 1492: An Ongoing Voyage/Library of Congress

<http://lcweb.loc.gov/exhibits/1492/>

Displays examining the causes and effects of Columbus's voyages to the Americas are provided on this site. "An Ongoing Voyage" explores the rich mixture of societies coexisting in five areas of the Western Hemisphere before European ar-

rival. It also surveys the polyglot Mediterranean world at a dynamic turning point in its development.

#### 9. University of Kansas/Medieval Maps

<http://www.ukans.edu/kansas/medieval/graphics/maps/>

Check out this unusual site for access to interesting, full-color maps of Europe. Each map is keyed to a specific date, and some pertain to the Age of Power.

#### 10. World Wide Web Virtual Library/Latin American Studies

<http://lanic.utexas.edu/las.html>

Maintained by the University of Texas, this is the site of first resort for the exploration of a topic dealing with Latin America. It lists resources available on the Internet for historical topics and related cultural subjects.

### Rationalism, Enlightenment, and Revolution

#### 11. Association of College and Research Libraries/Women's Studies Section

<http://www.nd.edu/~colldev/subjects/wss.html>

Explore the many materials available through this "Women and Philosophy Web Site." It provides Internet collections of resources, ethics updates, bibliographies, information on organizations, and access to newsletters and journals.

#### 12. Hanover College/The Industrial Revolution

<http://history.hanover.edu/modern/indrev.htm>

Search this site for access to texts and archives related to the Industrial Revolution, such as reports on sanitation and working conditions in the seventeenth and eighteenth centuries.

#### 13. Jack Lynch/Eighteenth-Century Resources

<http://www.english.upenn.edu/~jlynch/18th/>

Open this page to find links in eighteenth-century studies, including History, Literature, Religion and Theology, Science and Mathematics, and Art. Click on History, for example, for a number of resources for study of topics, from Napoleon, to piracy and gambling, to discussion of Catalonia in the eighteenth century.

#### 14. Western European Specialists Section/ Association of College and Research Libraries

<http://www.lib.virginia.edu/wess/>

WESS provides links in regional and historical resources in European studies, as well as materials on contemporary Europe. Visit this site for texts and text collections, guides to library resources, book reviews, and WESS publications.

### Industry, Nation-Building, and Imperialism: The Nineteenth Century

#### 15. Anthony S. Wohl/Vassar College

<http://www.stg.brown.edu/projects/hypertext/landow/victorian/race/rcov.html>

For information on Victorian England, start from this page, a "Race and Class Overview" of Victorian England, to find much of interest about the Victorian era.

#### 16. Consortium for Political and Social Research

<http://icg.fas.harvard.edu/~census/>

At this site, the interuniversity Consortium for Political and Social Research offers materials in various categories of historical social, economic, and demographic data. Check it out for a statistical overview of the United States, beginning in the late eighteenth century.

#### 17. Society for Economic Anthropology Homepage

<http://www.lawrence.edu/~peregrip/seahome.html>

This is the home page of the Society for Economic Anthropology, an association that strives to understand diversity and change in the economic systems of the world—and, hence, in the organization of society and culture.

### Modernism, Statism, and Total War: The Twentieth Century

#### 18. History Net

<http://www.thehistorynet.com/THNArchives/AmericanHistory/>

This National Historical Society site provides articles on a wide range of topics, with emphasis on American history, book reviews, and special interviews.

#### 19. Inter-American Dialogue

<http://www.iadialog.org/>

This is the Web site for IAD, a premier U.S. center for policy analysis, communication, and exchange in Western Hemisphere affairs. The organization has helped to shape the agenda of issues and choices in hemispheric relations.

#### 20. ISN International Relations and Security Network

<http://www.isn.ethz.ch/>

This site, maintained by the Center for Security Studies and Conflict Research, is a clearinghouse for extensive information on international relations and security policy. The many topics are listed by category (Traditional Dimensions of Security, New Dimensions of Security) and by major world regions.

#### 21. Terrorism Research Center

<http://www.terrorism.com/>

The Terrorism Research Center features original research on terrorism, counterterrorism documents, and a comprehensive list of Web links.

#### 22. The University of Texas at Austin Russian and East European Network Information Center

<http://reenic.utexas.edu/reenic.html>

This is the Web site for exhaustive information on Russia and other republics of the former Soviet Union and Central/Eastern Europe, about a large range of topics.

#### 23. World History Review/Scott Danford and Jon Larr

<http://members.aol.com/sniper43/index.html>

Associated with a college course, this site will lead you to information and links on a number of major topics of interest when studying Western civilization in the twentieth century: Imperialism, the Russian Revolution, World War I, World War II, the cold war, the Korean War, and Vietnam.

### Conclusion: The Human Prospect

#### 24. Europa: European Union

<http://europa.eu.int/>

This site leads to the history of the European Union (and its predecessors such as the European Community and European Common Market); descriptions of the increasingly pow-

erful regional organization's policies, institutions, and goals; and documentation of treaties and other materials.

#### 25. InterAction

<http://www.interaction.org/advocacy/advocacy.html>

InterAction encourages grassroots action and engages government bodies and policymakers on various advocacy issues. Its Advocacy Committee provides this site to inform people on its initiatives to expand international humanitarian relief, refugee, and development-assistance programs.

#### 26. The North-South Institute

<http://www.nsi-ins.ca/info.html>

Searching this site of the North-South Institute—which works to strengthen international development cooperation and enhance gender and social equity—will help you find information and debates on a variety of global issues.

#### 27. Organization for Economic Co-operation and Development/FDI Statistics

<http://www.oecd.org/daf/cmifdi/Fdindex.htm>

Explore world trade and investment trends and statistics on this site that provides links to related topics and addresses global economic issues on a country-by-country basis.

#### 28. University of Texas/The Center for Middle Eastern Studies

<http://menic.utexas.edu/menic/religion.html>

This site provides links to Web sites on Islam and the Islamic world. Information on Judaism and Christianity is also available through this Middle East Network Information Center.

#### 29. U.S. Agency for International Development

<http://www.info.usaid.gov/>

This Web site covers such issues as democracy, population and health, economic growth, and development. It provides specific information about different regions and countries.

#### 30. Virtual Seminar in Global Political Economy/Global Cities & Social Movements

<http://csf.colorado.edu/gpe/gpe95b/resources.html>

This site of Internet resources is rich in links to subjects of interest in assessing the human condition today and in the future, covering topics such as sustainable cities, megacities, and urban planning.

#### 31. World Bank

<http://www.worldbank.org/>

Review this site and its links for information on immigration and development now and in the future. News (e.g., press releases, summaries of new projects, speeches); publications; and coverage of numerous topics regarding development, countries, and regions are provided at this site.

#### 32. World Wide Web Virtual Library: International Affairs Resources

<http://info.pitt.edu/~ian/ianres.html>

Surf this site and its extensive links to learn about specific countries and regions, to research various think tanks and international organizations, and to study such vital topics as international law, development, human rights, and peacekeeping.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.



# Unit 1

## Unit Selections

1. **The Emergence of the Great Powers**, Gordon A. Craig and Alexander L. George
2. **War, Money, and the English State**, John Brewer
3. **A Golden Age: Innovation in Dutch Cities, 1648-1720**, Jonathan Israel
4. **A Taste of Empire, 1600-1800**, James Walvin
5. **Brazil's African Legacy**, John Geipel

## Key Points to Consider

- ❖ How did the modern international order evolve?
- ❖ How could modern states, such as England, afford such heavy investments in their military establishments?
- ❖ How did the rise of the modern state apparatus affect warfare?
- ❖ In what ways did Europe's imports of tropical exotica from the New World change Europe, America, and Africa?
- ❖ Using Brazil as a test case, what African influences can be identified in the emerging Atlantic phase of Western civilization?



## Links

[www.dushkin.com/online/](http://www.dushkin.com/online/)

7. **Brigham Young University Library**  
<http://www.lib.byu.edu/~rdh/eurodocs/>
8. **1492: An Ongoing Voyage/Library of Congress**  
<http://lcweb.loc.gov/exhibits/1492/>
9. **University of Kansas/Medieval Maps**  
<http://www.ukans.edu/kansas/medieval/graphics/maps/>
10. **World Wide Web Virtual Library/Latin American Studies**  
<http://lanic.utexas.edu/las.html>

These sites are annotated on pages 4 and 5.