

Mark Kishlansky • Patrick Geary • Patricia O'Brien

# A BRIEF HISTORY OF WESTERN CIVILIZATION

# THE UNFINISHED LEGACY

FIFTH EDITION

VOLUME I: TO 1715

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When we set out to write *Civilization in the West*, we tried to write, first of all, a book that students would *want* to read. Throughout many years of planning, writing, revising, rewriting, and numerous meetings together, this was our constant overriding concern. Would the text work across the variety of Western civilization courses, with the different levels and formats that make up this fundamental course? We also solicited the reactions of scores of reviewers to this single 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. Though all three of us were putting in long hours in front of computers, 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 enjoyed writing this book, and we wanted students to enjoy reading it. We have been gratified to learn that our book successfully accomplished our objectives. It stimulated student interest and motivated students to want to learn about European history. *Civilization in the West* was successful beyond our expectations.

The text was so well received, in fact, that we decided to publish this alternative, brief version: A Brief History of Western Civilization: The Unfinished Legacy. In an era of rapidly changing educational materials, alternative formats and models should be available. We believe that students and general readers alike will enjoy a conveniently sized book that offers them a coherent, well-told story. In this edition of the brief text, we have enlarged and added detail to many of the full-color maps so that they are easier to see and use. We have also added a new feature, "Map Discovery," that teaches students to think critically about maps, have included new essays to give students a feel for the cultural exchanges that have taken place between the West and the non-West entitled "The West and the Wider World," and have replaced several of the chapter-opening "Visual Record" narratives.

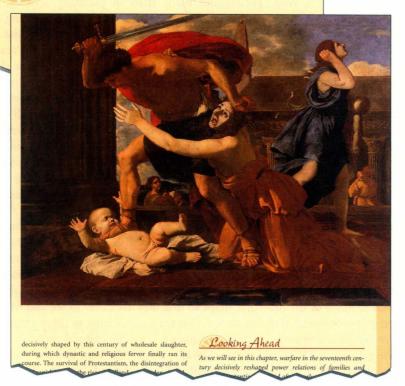
### **APPROACH**

The approach used in A Brief History of Western Civilization: The Unfinished Legacy, Fifth Edition, upholds and confirms a number of decisions made early in the writing of Civilization in the West. First, this brief, alternative version is, like the full-length text, a mainstream text in which most of our energies have been focused on developing a solid, readable narrative of Western civilization that integrates coverage of women and minorities into the discussion. We highlight personalities while identifying trends. We spotlight social history, both in sections of chapters and in separate chapters, while maintaining a firm grip on political developments.

Neither A Brief History of Western Civilization: The Unfinished Legacy nor Civilization in the West is meant to be an encyclopedia of Western civilization. Information is not included in a chapter unless it fits within the themes of that chapter. In both the full-length and brief versions of this text, we are 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 call 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 world historical events? How did world historical events affect the fabric of daily life for men, women, and children from all walks of life? We also tried to rethink critical historical problems of civilization as gendered phenomena.

We take the same approach to the coverage of central and eastern Europe that we did to women and minorities. Even before the epochal events of the late 1980s and early 1990s





Both agreements reflected the dynamics of change that had

taken place over the previous century. The rise of France on the Continent and of Britain's colonial empire around the

globe were facts that could no longer be ignored. The decline of Sweden and Poland and the emergence of Russia as a great

that returned this region to the forefront of international attention, we realized that many textbooks treated the Slavic world as marginal to the history of Western civilization. Therefore, 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 pre-

> sented these regions, their cultures, and their institutions as integral rather than peripheral to Western civilization.

### **FEATURES**

In A Brief History of Western Civilization: The Unfinished Legacy, we wanted to present features that would have the most immediate and positive impact on our readers and fulfill our goal of involving students in learning. Therefore, this edition features the following:

### The Visual Record: Pictorial Chapter Openers

In these pictorial chapter openers, an illustration—a painting, a photograph, an artifact, or 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 to 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. 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 to reinforce that theme. A section at the end of each essay called "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

Six times in the book, we pause in the narrative to take a tour of Europe. In these "Geographical Tours of Europe," sometimes we follow an emperor as he tours his realm; sometimes we examine the impact of a peace treaty; sometimes we follow the travels of a merchant. Whatever the thematic occasion, our intention is to guide the student around the changing contours of the geography of Western history. In order to do this effectively, we worked with our cartographer to

Chapter 18 The Balance of Power in Eighteenth-Century Europe

### GEOGRAPHICAL TOUR A Grand Tour of Europe in 1714

In the eighteenth century, young noblemen from every European nation com tour. Usually in com learn a little of the lar class who were engage who took the grand witnessed the redraw

The political geog

Expansion of Western Europe

Perhaps the most obvious transformation in the political geography of western Europe was the expansion of European power around the globe.

Colonies in the Americas. In the Atlantic, Spain remained the largest colonial power, controlling all of Mexico and Central America, the largest and most numerous of the Caribbean islands, North America from Colorado to California (as well as Florida), and most of South America (see Map B). The other major colonial power in the region was Portugal, which held the richly endowed colony of Brazil.

■ Map B. The Americas. Much of the American continents was still rted with most settlements in the coastal areas.



power were the beginning of a long-term process that would Mexico. France also claimed the territory of Louisiana, named for Louis XIV, which stretched from New Orleans to Montana. The British settlements ranged along the Atlantic seaboard from Maine to Georgia. Unlike the French, the British settled their territory and were interested in expansion only when their population, which was doubling every 25 years, outgrew its resources. By the early eighteenth century the ports of Boston, New York, Philadelphia, and Charleston

were thriving commercial centers.

ern colonial territories differently than they did those in the Atlantic. Initially, the Portuguese and the Dutch had been satisfied with establishing trading factories-coastal fortresses in Africa and Asia that could be used as warehouses and defended against attack. But in the seventeenth century, the European states began to take control of vital ports and lucrative islands (see Map C). Here, the Dutch were the acknowledged leaders, replacing the Portuguese, who had begun the process at the end of the sixteenth century. Holland held, by force or in conjunction with local leaders, all the Spice Islands in the Pacific. The Dutch also occupied both sides of the Malay Peninsula and nearly all the coastal areas of the islands in the Java Sea. Dutch control of Ceylon was strategically im-portant for its Indian trade. Compared to the Dutch, all other European states had only a minor territorial presence in the

both coasts of India.

# A WOMAN REPORTER BEHIND THE LINES OF THE WAR IN CHECHNYA

Anne Nivat was the Moscow correspondent for the French daily newspaper Libération in October 2000 when she in-terviewed the rebel president of Chechnya. Fluent in Russian and holding a doctorate in political science, Nivat traveled to southern Russia disguised as a Chechen woman to cover the war from the Chechen side. Her newspaper reports led to antiwar protests in Paris

#### Focus Questions

What indications does the Chechen rebel leader give that he sees guerrilla warfare within Chechnya as the best means of defeating Russia? What are his motives for opposition to the presence of Russian troops in

with a pistol in his belt and appears to be in perfect health Seated on a comfortable sofa in a "safe house," he seems re-laxed and eager to share his thoughts on the situation in Chechnya, Outside, Russian armored vehicles pass through e left Cozny the projous

cupy our territory—that is, while they remain inacti their forces grow weaker, while ours get stronger. Our men are everywhere. The Russians know it, and yet they never mount an offensive. Their army is demoralized."...

Maskhadov is silent for a moment. He lets out a deep sigh. The Chechens, he admits, are tired of this war. "I recognize that the situation is difficult for the civilian population, which has become the target of the Russian army. I also regret that thousands of my countrymen have had to leave for Ingushetia or elsewhere. But each time I send out my representative they come back with the same message: 'Continue the fight We're with you.' We can't afford to lose face, and the population knows it as well as I do. One way or another, the resian will be forced come to the norming table. I remit that

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 tour.

#### Chapter 23 State Building and Social Change in Europe, 1850-1871

#### **OUESTIONS FOR REVIEW**

- 2. What social and political circumstances explain the different reforms undertaken in France, Britain, and Russia?
- 3. How did industrialization change women's lives, did such changes depend on a woman's social classi
- 1. How did the process of creating nation-states in Germany 4. What were the connections between Darwin's ideas about nature and Marx's ideas about society?
  - What forces inspired the creation of the Paris Commune and what did its fate suggest about the possibility of revo lution in the late nineteenth century?

#### **KEY TERMS**

Eastern question, p. 464 natural selection, p. 474 Paris Commune, p. 475

Proclamation of the German Empire, p. 462 Reichstag, p. 467 realism, p. 472

Risorgimento, p. 464 zemstvos, p. 470

realpolitik, p. 466 **DISCOVERING WESTERN CIVILIZATION ONLINE** 

You can obtain more information about state building and social change in Europe between 1850 and 1871 at the websites listed below. See also the Companion Website that accompanies this text, www.ablongman.com/kishlans which contains an online study guide and additional resources.

#### **Building Nations: The Politics of Unification** The Crimean War (1853-1856)

Electronic texts of officers' and soldiers' accounts of the battles of the Crimean War

#### Changing Values and the Force of New Ideas Florence Nightingale

Annotated bibliography of literature on Florence Nightingale The hteenth Brumaire of Louis Napoleon

### The West and the Wider World THE NUTMEG WARS

A seed about the size of an acorn connected Portugual, Holland, and England to a small string of islands in the Pacific Ocean and to the eastern seaboard of trading wars among the European powers in the seventeenth century and re

sulted in a number of trade tr the leaders of the Banda Islands, in what is now Indonesia. East and West became linked as great European sailing ships made port at the juncture of the Indian and Pacific Oceans in search of the seeds of the tree Myristica Fragrans, which grew only on the Banda Islands and which had the singular virtue of pro ducing two rare spices greatly prized by Europeans: mace and, especially, nutmeg.

Flimsy in appearance, the seeds of the Myristica Fag could be harvested with greater effort than the shaking of its branches. The husk of the seed pod yielded the delicate spice mace that was used in cookery and as a base for fragrances. The pod itself after husking, drying, and cracking yielded the nutmeg, a vers

spice (some think it is the distinctive

ingredient in Coca Cola) that experi-enced a craze in the first decades of the

seventeenth cotury. Its use a flavor

origins suggested mystical power. By the end of the century, when the Dutch entered the trade and annual imports grew toward 100 tons, nutmeg was widely believed to be an aphrodisiac, and since aphrodisiacs work on the mind rather than the body, what was believed was all that mattered. Dema



Engraving of the Banda Islands, based on a sixteenth-century map by Theodore de Bry.

se and supply fell. By the beginn of the seventeenth century, when the English contested Dutch supremacy in eing back a staggering 200 to 250

Indeed, nutmeg was so valuable to Europeans in the seventeenth century that their quest to obtain it led three nations to dispatch their merchants on eighteen-month journeys from which most never returned. If they did not perish during the long sea voyage around the horn of Africa, along the Coromandel Coast of India,

and past the great pepper is-land of Java, they were imper-iled by barely submerged razor-sharp volcanic rocks that guarded the Banda Islands on which the trees flourished. Shifting trade winds also made the islands inaccessible six months a year. Only-those with good guides or good luck laid anchor there. If the merchants survived the dangers of nature, then they faced those of man. Every European captain claimed his nation held exclusive trading rights to these miraculous seeds, and in the open waters of the Pacific Ocean might made right. More than one great sailing ship had its hull punctured by cannon balls, its mast burned by flaming arrows, its crew killed or scuttled by rival merchants.

Even to reach an island port in safety was no guarantee of success. The indige-nous peoples were fierce, capable, and resolutely independent As on

### **Primary Source Documents**

A Brief History of Western Civilization: The Unfinished Legacy contains selections from primary sources in order to stimulate students' interest in history by allowing them to hear the past speak in its own voice. The extracts relate directly to discussion within the chapter, thus providing students with a fuller understanding of a significant thinker or event. Each selection is accompanied by an explanatory headnote that identifies the author and work and provides the necessary historical context. "Focus Questions" following the headnote guide students' reading and spark critical thinking about the document.

### **Discovering Western Civilization Online**

"Discovering Western Civilization Online" encourages students to explore the study of Western civilization beyond the confines of a textbook. These end-ofchapter website resources link students to enriching documents, images, and cultural sites. They have been updated for this fifth edition.

### CHANGES IN THE NEW EDITION

In the fifth edition of A Brief History of Western Civilization: The Unfinished Legacy, we have made several changes to the book's content and coverage.

### New! The West and the Wider World

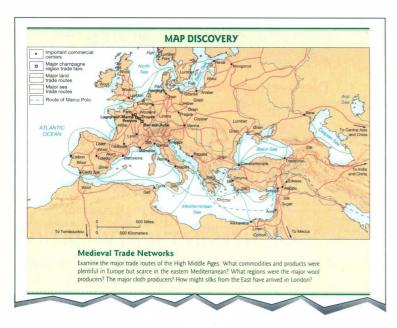
To engage students with historical subjects we have included the new two-page "The West and the Wider World" feature that appears six times in the book. These new essays focus on instances of dynamic cultural encounters and exchanges between the West and the non-West at different points in history. The topics for this new feature were chosen to enhance the student's sense of connections among the events, phenomenon, politics, and products of the West and the wider world. At the end of each feature, we have included questions to spark class discussion and to reinforce such connections.

### **Revised and Improved Map Program**

When teachers of Western civilization courses are surveyed, no single area of need is cited more often than that of geographical knowledge. Most 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. In this edition, we have revised the entire map program, improving the look of the maps and increasing the sizes of many of them for easier readability. The great number of maps throughout the text, the specially designed "Geographical Tour of Europe" and "Map Discovery" features, and the ancillary programs of map transparencies and workbook exercises combine to provide the strongest possible program for teaching historical geography.

### **New! Visual Record Pictorial Essays**

New "The Visual Record" pictorial essays were developed for the fifth edition as well. Chapter 9, "The High Middle Ages, 900–1300," opens with a pictorial essay on a Syrian castle and its influence on Edward I and his own castle in Wales; Chapter 12, "The European Empires," opens with an examination of a portrait of a king; Chapter 30, "The End of the Cold War and New Global Challenges, 1970 to the Present," begins with an examination of the 1989 fall of the Berlin Wall. We believe that each of these new pictorial essays will help students understand the dominant themes of their respective chapters.



### **New! Map Discovery**

To complement the standard map program and "Geographical Tours," we have tadded another map-based feature to this edition. "Map Discovery," which appears two to three times per chapter, offers specially designed maps with supporting caption information and questions designed to engage students in analyzing the map data and making larger connections to chapter discussions. We have found that focusing students' attention on the details of a map and asking them to consider why that information is important is an effective way to strengthen critical thinking skills, as well as to expand geographical knowledge.

### **New! Key Terms and Glossary**

In each chapter, key terms are highlighted in boldface type to alert students to principal concepts and events discussed in the chapter. A page-referenced list of the

key terms is included at the end of the chapter to help students review the main ideas and events covered in the chapter. A new glossary included at the end of the book provides definitions for the key terms.

### **Chapter Content Changes**

Chapter 3, "Classical and Hellenistic Greece, 500–100 B.C.E.," includes additional material on Hellenistic medicine and includes a new feature on representing the Buddha. Chapter 5, "Imperial Rome, 146 B.C.E.–192 C.E.," includes a new discussion of the study of science and astronomy in the empire. Chapter 7, "The Classical Legacy in the East: Byzantium and Islam," includes expanded coverage of Islamic civilization, including additional material on Muslim scientists and philosophers, and a new essay on the secrets of silk production from China introduced into Byzantium. Chapter 9, "The High Middle Ages, 900–1300," includes

a new section on the expansion of the Mongol Empire and its impact on the West. In Chapter 10, "The Later Middle Ages, 1300–1500," there is a new discussion of the impact of events outside Europe on the decline of Italian economic power. Chapter 11, "The Italian Renaissance," contains a new section on Renaissance science, particularly the biological and life sciences. Chapter 12, "The European Empires," includes an expanded discussion of the legacy of the Encounters and the origin of the African slave trade. Chapter 17, "Science and Commerce in Early Modern Europe," includes expanded coverage of the early slave trade and a new feature on European trade competition in the East and the resulting Nutmeg wars. In Chapter 18, "The Balance of Power in Eighteenth-Century Europe," a new feature essay explores the formation of the British Raj in India.

Parts of Chapter 20, "The French Revolution and the Napoleonic Era, 1789-1815," were reorganized and streamlined to present more succinctly the factors leading to the crisis of the Old Regime and the early stages of the revolution. The chapter now also includes a feature on guillotine justice in the revolution. Chapter 23, "State Building and Social Change in Europe, 1850–1914," includes a new section on the new technology and art of photography and an expanded discussion of the Civil War in the United States. In Chapter 24, "The Crisis of European Culture, 1871–1914," a new section explores the arts in the shaping of the new consciousness and a new feature essay examines the influence of African art on Western artists and the influence of the industrial West on African art. Parts of Chapter 26, "War and Revolution, 1914-1920," were reorganized to better present the Russian Revolution and its impact on the Great War, and the discussion of settling the peace was expanded. Chapters 29, "The Cold War and Postwar Economic Recovery: 1945-1970," and Chapter 30, "The End of the Cold War and New Global Challenges, 1970 to the Present," have been reorganized to highlight the significance of postwar economic and social transformations and geopolitical shifts and to better present the developments of the Cold War and its conclusion. Chapter 29 now begins with the origins of the Cold War and includes a new feature on the post-World War II rise in Japanese manufacturing. Chapter 30 has been updated and also includes expanded coverage of the European Union; analysis of ethnicity, nationalism, and terrorism in the early twenty-first century; and a new section on French laws on secularism.

There are many new features in our text and much that is out of the ordinary. 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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