

NINTH EDITION

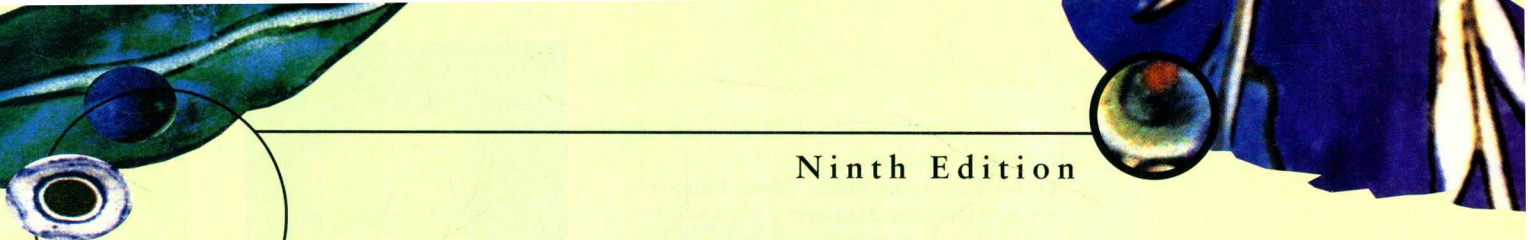


VOLUME I

From Antiquity to
the Enlightenment

A HISTORY OF
Western Society

McKAY | HILL | BUCKLER | CROWSTON | WIESNER-HANKS




Ninth Edition

A HISTORY OF WESTERN SOCIETY

Volume I

From Antiquity to the Enlightenment



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University of Illinois at Urbana-Champaign

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Late of Georgetown University

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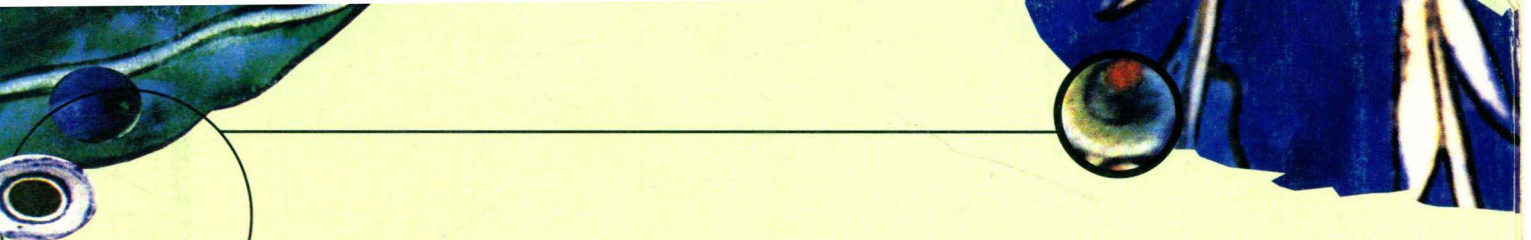
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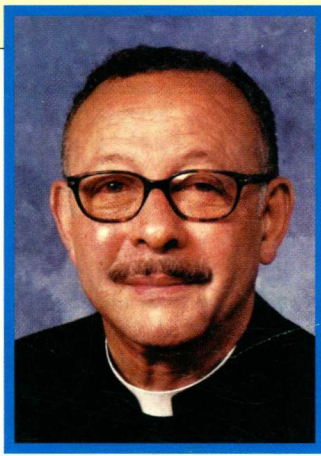
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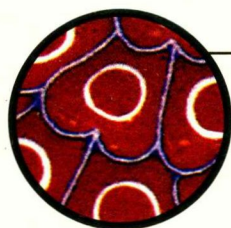


In Memoriam

Bennett David Hill

1934 – 2005

Bennett Hill, who authored many of the chapters in earlier editions of this book, was born in Baltimore, Maryland, the son of African American Catholics. When Bennett was ten, the family moved north to Philadelphia, where his father worked for the U.S. Postal Service and his mother for the Veterans Administration. Bennett attended public schools, and his intellectual prowess was soon evident. He won a scholarship to Princeton University, where he received an excellent education that he always treasured. Majoring in history and graduating cum laude, Bennett was a trailblazer—one of the first African Americans to receive an undergraduate degree from Princeton. He subsequently earned a doctorate in European history at Princeton, joined the history department of the University of Illinois at Urbana-Champaign, and later served as department chair. Bennett was a popular but demanding teacher with a passion for medieval social history. His colleagues at Illinois remember especially his keen intellect, elegant taste, literary flair, and quick, sometimes mischievous wit. (He once persuaded some of his students that he followed medieval tradition and trimmed his front lawn with sheep rather than a lawn mower.) Establishing a scholarly reputation as a leading expert on medieval monasticism, Bennett heeded a spiritual call in midlife and became a Benedictine monk and ordained priest at St. Anselm's Abbey in Washington, D.C. He often served Mass at the parish church of his grandparents in Baltimore. Yet Bennett never lost his passion for European and world history, teaching regularly as a visiting professor at Georgetown University. An indefatigable worker with insatiable curiosity, he viewed each new edition as an exciting learning opportunity. At the time of his sudden and unexpected death in February 2005 he was working on a world history of slavery, which grew out of his research and reflected his proud heritage and intensely ethical concerns. A complex and many-sided individual, Bennett was a wonderful conversationalist, an inspiring human being, and the beloved brother and uncle of a large extended family. His sudden passing has been a wrenching loss for all who knew him.



About the Authors

John P. McKay Born in St. Louis, John P. McKay received his B.A. from Wesleyan University (1961), his M.A. from the Fletcher School of Law and Diplomacy (1962), and his Ph.D. from the University of California, Berkeley (1968). He began teaching history at the University of Illinois in 1966 and became a Professor there in 1976. John won the Herbert Baxter Adams Prize for his book *Pioneers for Profit: Foreign Entrepreneurship and Russian Industrialization, 1885–1913* (1970). He has also written *Tramways and Trolleys: The Rise of Urban Mass Transport in Europe* (1976) and has translated Jules Michelet's *The People* (1973). His research has been supported by fellowships from the Ford Foundation, the Guggenheim Foundation, the National Endowment for the Humanities, and IREX. He has written well over a hundred articles, book chapters, and reviews, which have appeared in numerous publications, including *The American Historical Review*, *Business History Review*, *The Journal of Economic History*, and *Slavic Review*. He contributed extensively to C. Stewart and P. Fritzsche, eds., *Imagining the Twentieth Century* (1997).

Bennett D. Hill A native of Philadelphia, Bennett D. Hill earned an A.B. from Princeton (1956) and advanced degrees from Harvard (A.M., 1958) and Princeton (Ph.D., 1963). He taught history at the University of Illinois, where he was department chair from 1978 to 1981. He published *English Cistercian Monasteries and Their Patrons in the Twelfth Century* (1968), *Church and State in the Middle Ages* (1970), and articles in *Analecta Cisterciensia*, *The New Catholic Encyclopaedia*, *The American Benedictine Review*, and *The Dictionary of the Middle Ages*. His reviews appeared in *The American Historical Review*, *Speculum*, *The Historian*, the *Journal of World History*, and *Library Journal*. He was one of the contributing editors to *The Encyclopedia of World History* (2001). He was a Fellow of the American Council of Learned Societies and served on the editorial board of *The American Benedictine Review*, on committees of the National Endowment for the Humanities, and as vice president of the American Catholic Historical Association (1995–1996). A Benedictine monk of St. Anselm's Abbey in Washington, D.C., he was also a Visiting Professor at Georgetown University.

John Buckler Born in Louisville, Kentucky, John Buckler received his Ph.D. from Harvard University in 1973. In 1980 Harvard University Press published his *Theban Hegemony, 371–362 B.C.* He published *Philip II and the Sacred War* (Leiden, 1989) and also edited *BOIOTIKA: Vorträge vom 5. Internationalen Bötien-Kolloquium* (Munich, 1989). In 2003 he pub-

lished *Aegean Greece in the Fourth Century B.C.* In the following year appeared his editions of W. M. Leake, *Travels in the Morea* (three volumes), and Leake's *Peloponnesiaca*. Cambridge University Press published his *Central Greece and the Politics of Power in the Fourth Century*, edited by Hans Beck, in 2007.

Clare Haru Crowston Born in Cambridge, Massachusetts, and raised in Toronto, Clare Haru Crowston received her B.A. in 1985 from McGill University and her Ph.D. in 1996 from Cornell University. Since 1996, she has taught at the University of Illinois, where she has served as associate chair and Director of Graduate Studies, and is currently Associate Professor of history. She is the author of *Fabricating Women: The Seamstresses of Old Regime France, 1675–1791* (Duke University Press, 2001), which won two awards, the Berkshire Prize and the Hagley Prize. She edited two special issues of the *Journal of Women's History* (vol. 18, nos. 3 and 4) and has published numerous articles and reviews in journals such as *Annales: Histoire, Sciences Sociales*, *French Historical Studies*, *Gender and History*, and the *Journal of Economic History*. Her research has been supported with grants from the National Endowment for the Humanities, the Mellon Foundation, and the Bourse Châteaubriand of the French government. She is a past president of the Society for French Historical Studies and a former chair of the Pinkney Prize Committee.

Merry E. Wiesner-Hanks Having grown up in Minneapolis, Merry E. Wiesner-Hanks received her B.A. from Grinnell College in 1973 (as well as an honorary doctorate some years later), and her Ph.D. from the University of Wisconsin–Madison in 1979. She taught first at Augustana College in Illinois, and since 1985 at the University of Wisconsin–Milwaukee, where she is currently UWM Distinguished Professor in the department of history. She is the co-editor of the *Sixteenth Century Journal* and the author or editor of nineteen books and many articles that have appeared in English, German, Italian, Spanish, and Chinese. These include *Early Modern Europe, 1450–1789* (Cambridge, 2006), *Women and Gender in Early Modern Europe* (Cambridge, 3d ed., 2008), and *Gender in History* (Blackwell, 2001). She currently serves as the Chief Reader for Advanced Placement World History and has also written a number of source books for use in the college classroom, including *Discovering the Western Past* (Houghton Mifflin, 6th ed., 2007) and *Discovering the Global Past* (Houghton Mifflin, 3d ed., 2006), and a book for young adults, *An Age of Voyages, 1350–1600* (Oxford, 2005).



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 developments. Despite history's vitality as a discipline, however, it seemed to us at the time that both the broad public and the intelligentsia were generally losing interest in the past. That, fortunately for us all, has not proven the case.

It was our conviction, based on considerable experience introducing large numbers of students to the broad sweep of Western Civilization, that a book in which social history was the core element could excite readers and inspire a renewed interest in history. Our strategy was thus twofold. First, we incorporated recent research by social historians as we sought to re-create 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 Ninth Edition

In preparing the Ninth Edition we have worked hard to keep our book up-to-date by including as much valuable and relevant new scholarship as possible. We have also strengthened our distinctive yet balanced approach to a wide range of topics. In addition, we have revised the layout of the chapters somewhat to foreground the histori-

cal questions posed and answered in each chapter, and added a new map feature. This edition includes the best of previous editions, while blending in the most important recent findings.

Conceptual and Content Revisions

Several main lines of revision have guided our many changes. In particular, we have approached the history of the West as part of the history of the world and have devoted more space to Europe's interactions with the rest of the world. This has meant that some parts of the book have been completely reconceptualized and reorganized, as have many of the sections within chapters. Chapter 15 is now entirely devoted to European exploration, discovery, and conquest and also includes coverage of world contacts before Columbus. Chapter 7 includes fuller discussion of Central Asian steppe peoples; Chapter 19 includes discussion of European trade with Asia; and Chapter 20 incorporates extended coverage of the impact of colonial products, including sugar, tea, coffee, and tobacco. Chapter 21 has considerable new material on the Haitian revolution; Chapter 29 includes more on World War II outside of Europe; and Chapter 30 has more on decolonization in the Middle East and Africa.

A second major change is updated discussion of gender throughout the text. The development of women's and gender history has been a central part of the expansion of historical knowledge over the last several decades, and this edition includes even fuller discussion of the role of gender in shaping human experience than did previous editions. Some of this new material focuses on women, including expanded discussion of women in medieval monasticism (Chapter 10), women's role in the court culture of early modern Europe (Chapter 16), and women's work in the Industrial Revolution (Chapter 22). Some new text focuses explicitly on norms and patterns of masculinity, including those of classical Athens and Sparta (Chapter 3) and medieval knightly culture (Chapter 10). Other sections ask readers to consider the ways in which gender is related to other social hierarchies, such as social status and race (Chapters 1, 13, and 30), or ways in which religious or intellectual concepts are

gendered (Chapters 2 and 16). New scholarship on gender has meant revisions in other sections as well, including discussion of the Roman family, the Reformation, the witch-hunts, the scientific revolution, nineteenth-century cities, and cold war Europe. The discussion of gender is accompanied by updates to the material on sexuality in many chapters, as this is a field of scholarship growing very rapidly.

These two major lines of revision are accompanied by continued enhancement of content that began in earlier editions. The social history focus that has been the core element of this book since its first edition continues, with more material on Roman family life (Chapter 5), popular religious practices (Chapters 10, 11, and 20), and the consumer revolution (Chapter 20), to cite just a few examples. In addition to more material on Europe in a global perspective, we have continued to incorporate more discussion of groups and regions that are frequently shortchanged in the general histories of Europe and Western Civilization. This expanded scope 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 more discussion of the Celts and Huns (Chapter 7), more on the Vikings and Magyars in eastern Europe (Chapter 8), and more material on Scandinavia in several chapters. Chapter 10 has been reconceptualized from a unit that focuses solely on Christians to one that explores Muslim and Jewish as well as Christian popular religion, and it includes discussions of similarities and differences among these three groups. The history of Jews in Europe is incorporated into a number of chapters as well. Several chapters examine notions of race during times of significant cultural change, including the Renaissance (Chapter 13), the first wave of colonization (Chapter 15), the Enlightenment (Chapter 18), and nineteenth-century urban society (Chapter 24).

An important part of this continued broader focus is material on Islam. Chapter 8 now begins with the development of Islam and includes comprehensive discussion of Muslim Spain. Chapter 9 maintains the discussion of the Arab influence in medieval Sicily highlighted in previous editions. Chapters 17, 25, and 27 all include significant new material on the Ottoman Empire. Several of the new features focus on Muslims living in Europe, as well as issues involving Christian-Muslim relations.

We believe that including examples of problems of historical interpretations in our text helps our readers de-

velop the critical-thinking skills that are among the most precious benefits of studying history. Examples of this more open-ended, interpretative approach include a discussion of the importance of the Lost Gospels (Chapter 6), disagreements about the pathology of the Black Death (Chapter 12), debates about the impact of Enlightenment thought (Chapter 18), and renewed debate on personal and collective responsibility for the Holocaust (Chapter 29).

Concern with terminology is key to new ways in which history is being studied, researched, and presented, and among the historiographical issues we present are some that ask readers to consider the implications of words they (and historians) use regularly without thinking much about them. This includes a consideration of what we mean by “the West” (Chapter 1), discussion of the terms “Middle Ages” (Chapter 8), “Renaissance,” and “modern” (Chapter 13), and disputes about who was and was not part of “the nation” (Chapter 25) or included in understandings of “Europe” (Chapter 31).

This edition includes several major changes in the organization of chapters. Chapter 7 now focuses explicitly on late antiquity, taking into account the exciting new scholarship on this period of transition. Chapter 9 brings together material on political developments in the High Middle Ages previously in several chapters, and Chapter 11 focuses on medieval urban life and culture. Chapter 14 now includes material on the Reformations, religious wars, and witch-hunts, while, as noted above, Chapter 15 now focuses on exploration and overseas expansion.

New Pedagogical Features

To help focus and guide the reader, we pose specific historical questions keyed to the main chapter headings at the beginning of each chapter. These questions are then answered in the course of each chapter and repeated in an end-of-chapter summary that concisely reiterates the chapter's findings. For this edition, many of the questions have been reframed, and the chapter summaries rewritten, to maximize the usefulness of this popular pedagogical device. Dates have been added to most chapter titles.

This edition also adds a new feature, “Mapping the Past.” Historians have long relied on maps to help explain the stories that they tell, but we have found that students often do not pay as much attention to the maps as they should. Thus in the new “Mapping the Past” feature, one map in each chapter includes questions for discussion. Some of these questions refer only to a single

map, while others encourage students to compare different maps in order to trace processes over time.

Distinctive Features

In addition to the new “Mapping the Past” feature, this edition continues to include distinctive features from earlier editions that guide the reader in the process of historical understanding.

Individuals in Society

Included in each chapter is the feature “Individuals in Society,” which offers a brief study of a woman, man, or group, informing us about the societies in which they lived. Each study or biographical sketch has been carefully integrated into the body of the text. 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 some individuals and replaced them with others who add their own contributions to history. Chapter 4 now focuses on the Greek mathematician Archimedes and the practical application of science. Chapter 10 looks at the German abbess and mystic Hildegard of Bingen and Chapter 11 at the Italian merchant Francesco Datini. In keeping with this edition’s increasing attention to individuals from outside western Europe who had an impact on European developments, Chapter 17 looks at Hürrem, first the concubine and then the wife of Suleiman the Magnificent, and Chapter 21 at Toussaint L’Ouverture, leader of the revolution in the French colony of Saint-Domingue. Chapter 23 focuses on the French historian Jules Michelet, who viewed nationalism as a means of lessening social tensions, and Chapter 30 on Margaret Thatcher, the first woman to become prime minister in Britain. Chapter 31 focuses on Tariq Ramadan, the controversial European-Muslim intellectual. In addition to these new individuals, in some cases, such as Nefertiti (Chapter 1), Theodora (Chapter 7), and Leonardo da Vinci (Chapter 13), we have kept the

same individuals, but completely rewritten the feature to bring it in line with current scholarship.

Listening to the Past

A two-page feature called “Listening to the Past” extends and illuminates a major historical issue considered in each of the text’s chapters through the presentation of a source or small group of sources. In the new edition we have reviewed our selections and made judicious substitutions. Chapter 5 now focuses on a complex magic charm used during the Roman Empire and perhaps earlier to attract a lover. Chapter 11 again takes up the theme of love, exploring the courtly love tradition in medieval literature. Chapter 20 focuses on Louis Sebastian Mercier’s comments on everyday life in eighteenth-century Paris, and Chapter 23 on the reflections of a Czech historian writing during the revolution of 1848. Chapter 27 features Arab protests regarding the establishment of the League of Nations mandates in the former Ottoman Empire and the establishment of a Jewish homeland in Palestine. Chapter 31 examines riots in the suburbs of Paris by French people of Arab descent in late 2005. As in the “Individuals in Society” feature, in addition to these brand-new sources, sources that appeared in previous editions have often been contextualized in new ways reflective of current scholarship.

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.

Images in Society

This edition continues to include the photo essay “Images in Society.” The complete text now contains eight essays, each consisting of a short narrative with questions, accompanied by several pictures. The goal of the feature is to encourage students to think critically: to view and compare visual illustrations and draw conclusions about the societies and cultures that produced those objects. Thus, in Chapter 1 appears the discovery of the “Iceman,” the frozen remains of an unknown

herdsman. “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). “Art in the Reformation” (Chapter 14) examines both the Protestant and Catholic views of religious art. Chapter 17 presents the way monarchs displayed their authority visually in “Absolutist Palace Building.” Moving to modern times, the focus in Chapter 19 changes to “London: The Remaking of a Great City,” which depicts how Londoners rebuilt their city after a great catastrophe. “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). “Pablo Picasso and Modern Art” looks at some of Picasso’s greatest paintings to gain insight into his principles and the modernist revolution in art (Chapter 28).

Additional Features

The illustrative component of our work has been carefully revised. We have added many new illustrations to our extensive art program, which includes more than four 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 and have been revised for the current edition. 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, as well as the “Mapping the Past” feature, have been added.

Each chapter includes a chronology feature that lists major developments in the period discussed in the chapter. In addition, topic-specific timelines appear at key points throughout the book. Once again we provide a unified timeline at the end of the text. Comprehensive and easy to locate, this useful timeline allows students to compare developments over the centuries.

A list of Key Terms concludes each chapter. 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 a carefully selected list of suggestions for further reading, revised and updated to keep them current with the vast amount of new work being done in many fields. These bibliographies are shorter than those in previous editions, as readers may now find more extensive suggestions for further reading on the website college.hmco.com/history/west/mckay/western_society/9e/student_home.html.

Throughout the text, icons direct students to online interactive maps and primary sources corresponding to discussions in the text and to the student and instructor websites.

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 for a two-quarter, three-quarter, or two-semester period, *A History of Western Society* is published in four versions, three of which embrace the complete work:

- One-volume hardcover edition
- Two-volume paperback: *Volume I: From Antiquity to the Enlightenment* (Chapters 1–17); *Volume II: From Absolutism to the Present* (Chapters 16–31)
- Three-volume paperback: *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)
- *Since 1300* (Chapters 12–31), paperback 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

A wide array of supplements accompany this text to help students better master the material and to help instructors in teaching from the book:

- Student Website
- Instructor Website
- Online Instructor's Resource Manual
- HM Testing CD-ROM (powered by Diploma)
- Online Study Guide (powered by eCommerce)
- PowerPoint maps, images, and lecture outlines
- PowerPoint questions for personal response systems
- Blackboard™ and WebCT™ course cartridges
- Eduspace™ (powered by Blackboard™)
- Interactive ebook
- HistoryFinder

The *Student Website*, prepared by Leslie Kauffman, is a companion website for students that includes a wide range of material correlated to each book chapter such as learning objectives, chapter outlines, pre-class quizzes, interactive flashcards, chronological ordering exercises, primary sources, interactive map exercises, and ACE self-tests. Students can also find general text resources such as an online glossary, audio mp3 files of chapter summaries, and material on how to study more effectively. Throughout the text, icons direct students to relevant exercises and self-testing material located on the student website. Access the student website for this text by visiting college.hmco.com/history/west/mckay/western_society/9e/student_home.html.

The *Instructor Website* is a companion website for instructors. It features all of the material on the student website plus additional password-protected resources that help instructors teach the course, such as an electronic version of the *Instructor's Resource Manual* and *PowerPoint* slides. Access the instructor website for this text by visiting college.hmco.com/history/west/mckay/western_society/9e/instructor_home.html.

The *Instructor's Resource Manual*, prepared by John Reisbord, contains instructional objectives, chapter outlines, lecture suggestions, guidelines for using primary sources, classroom activities, map activities, audiovisual bibliographies, Internet resources, and suggested readings.

HM Testing (powered by *Diploma*) offers instructors a flexible and powerful tool for test generation and test management. Now supported by the Brownstone Research Group's market-leading *Diploma* software, this new version of *HM Testing* significantly improves on functionality and ease of use by offering all the tools needed to create, author, deliver, and customize multiple types of tests. *Diploma* is currently in use at thousands of college and university campuses throughout the United States and Canada. The *HM Testing* content for this text was

developed by John Reisbord and offers key term identification, essay questions (with guidelines for how to effectively write the essay), multiple-choice questions (with page references to the correct responses), and map questions that refer to maps in the text, as well as a final exam.

The *Online Study Guide* (powered by *eCommerce*) offers students additional materials to aid their study and mastery of the text. The *Study Guide* content was developed by Carla Falkner of Northeast Mississippi Community College and offers learning objectives, chapter key points, review questions, major political ideas exercises, issues for essay and discussion, geography questions, map feature questions, and primary source analysis.

We are pleased to offer a collection of Western Civilization *PowerPoint* lecture outlines, maps, and images for use in classroom presentations. Detailed lecture outlines correspond to the book's chapters and make it easier for instructors to cover the major topics in class. The art collection includes all of the photos and maps in the text, as well as numerous other images from our Western Civilization titles. *PowerPoint* questions and answers for use with personal response system software are also offered to adopters free of charge.

A variety of assignable homework and testing material has been developed to work with the *Blackboard*™ and *WebCT*™ course management systems, as well as with *Eduspace*™; Houghton Mifflin's Online Learning Tool (powered by *Blackboard*™). *Eduspace*™ is a web-based online learning environment that provides instructors with a gradebook and communication capabilities, such as synchronous and asynchronous chats and announcement postings. It offers access to assignments such as over 650 gradable homework exercises, writing assignments, interactive maps with questions, primary sources, discussion questions for online discussion boards, and tests, which all come ready to use. Instructors can choose to use the content as is, modify it, or even add their own. *Eduspace*™ also contains an interactive ebook, which contains in-text links to interactive maps, primary sources, and audio pronunciation files, as well as review and self-testing material for students.

HistoryFinder, a new Houghton Mifflin technology initiative, helps instructors create rich and exciting classroom presentations. This online tool offers thousands of online resources, including art, photographs, maps, primary sources, multimedia content, Associated Press interactive modules, and ready-made *PowerPoint* slides. *HistoryFinder*'s assets can easily be searched by keyword, or browsed from pull-down menus of topic, media type, or by textbook. Instructors can then browse, preview, and download resources straight from the website.

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