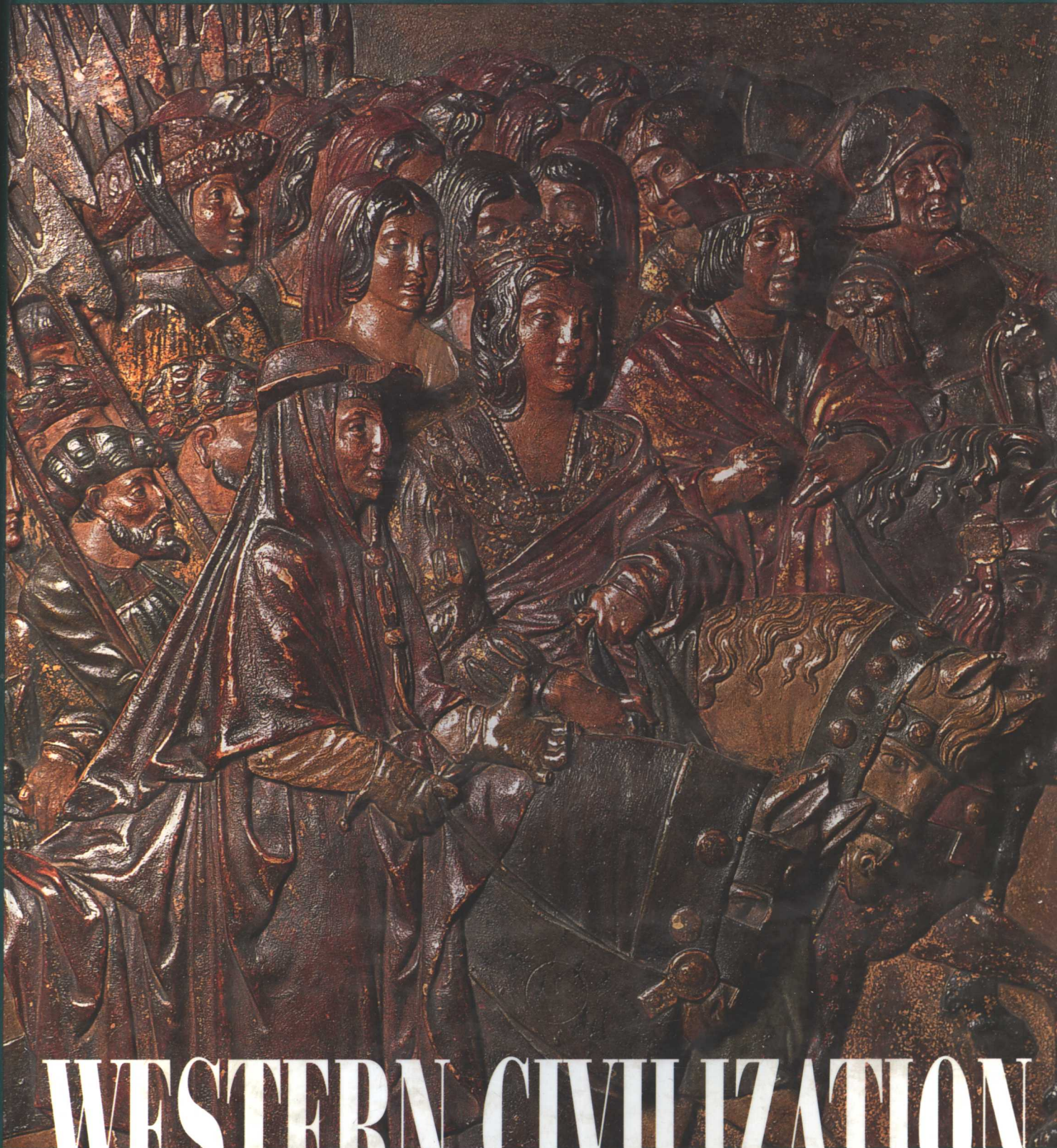


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WESTERN CIVILIZATION

The Continuing Experiment

Western Civilization

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HOUGHTON MIFFLIN COMPANY BOSTON TORONTO

Geneva, Illinois Palo Alto Princeton, New Jersey

Sponsoring Editor: Sean W. Wakely
Basic Book Editor: Elizabeth M. Welch
Project Editor: Christina M. Horn
Production/Design Coordinator: Sarah Ambrose
Senior Manufacturing Coordinator: Marie Barnes
Marketing Manager: Rebecca J. Dudley

Chapter opener credits begin on page A-1. Text credits begin on page A-3.

Cover designer: Judy Arisman

Cover image: Bas-relief of Isabella and Ferdinand from Cabildo de la Capilla Real, Granada.

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Printed in the U.S.A.

Library of Congress Catalog Card Number: 93-78655

ISBN

Student text: 0-395-55121-8

Examination text: 0-395-69141-9

3456789-VH-97 96 95

Frontmatter Illustration Credits

p. iv: Claus Hansmann, München; *p. v:* The Art Museum, Princeton University, Museum purchase, Caroline G. Mather Fund; *p. vi:* Alinari/Art Resource, NY; *p. vii:* Archiv für Kunst und Geschichte; *p. viii:* The Board of Trinity College, Dublin; *p. ix:* Altitude, Paris; Musée Archéologique Thomas Dobrée/Giraudon/Art Resource; *p. x:* The John Carter Brown Library at Brown University, Providence; *p. xi:* By kind permission of Marquess of Tavistock and Trustees of Bedford Estate; *p. xii:* Biblioteca Marucelliana, Florence; *p. xiii:* Photographie Bulloz; *p. xiv:* St. Cyril and Methodius National Library, Sofia; *p. xv:* Courtesy of the Trustees of the British Museum; *p. xvi:* Trustees of the Imperial War Museum; *p. xvii:* UPI/Bettmann Newsphotos; *p. xviii:* Patrick Forestier/Sygma.

Preface

The authors of this book are committed teachers who never lost the thrill of being history students. We therefore invite our colleagues on both sides of the desk to see if our experiences with textbooks remind them of their own.

We have taught Western civilization at more than a dozen institutions whose size and mission differ greatly. Like many teachers, we have tried different books, reviewed new or updated books for publishers, examined brochures promising us the book we had always been looking for, and listened to sales representatives explain the strengths of their offerings. We have grown pretty skeptical about claims on behalf of new books. Why, then, have we had the temerity to write one?

Quite simply, we believe that it is possible to do better, for both teachers and students, than has been done before. Miles Davis was once asked what he thought jazz musicians would be playing in ten years, and he said that if he knew that he would already be playing it. We do not claim that we have seen into the future, but we can say with real conviction that we have tried to avoid the mistakes of the past.

The point of a Western civilization textbook is to play a role in a course that will, as a total effort, inform students about the essential developments within a tradition that has powerfully, although not always positively, affected everyone who is alive today. Although each of us finds something to admire in all of the existing books, none of us is fully happy with any of them. We are tired of promises that a given book is “balanced,” only to find that it stresses a single kind of history. We regret books that are uneven in their command of recent scholarship. We are impatient with confusing organizational strategies that do not permit adaptation to our syllabuses. We dislike books that are visually unattractive or disconcerting.

After several wide-ranging conversations focusing on what we thought was wrong, we

turned, more positively and productively, to a consideration of what we might do to improve the situation. We decided to try very hard to produce a book that is balanced and coherent; that addresses the full range of issues a Western civilization text needs to address; that provides the student reader with interesting, timely material; that is up-to-date in terms of scholarship and approach; and that is handsome to look at—in short, a book that helps the instructor to teach and the student to learn. We kept our common vision fresh through frequent meetings, constant correspondence, critical mutual readings, and expert editorial guidance. Six authors really have come together as one, and because each of us focused on his or her own area of specialization, we believe we have attained a rare blend of competence, confidence, and enthusiasm.

Central Themes

We faced a real challenge in trying to meet the different needs of teachers and students. A case can be made for a “Great Books” approach, but that case fails in the face of the political, legal, institutional, and social heritage of the West. Political history is surely important, but we have all outgrown the old fashioned kings-emperors-popes-generals-diplomats approach of the books that dominated until the 1970s. Social history—from the bottom up—is fascinating, but it often lacks a sense of chronology and of historical change.

Western civilization is a story. We therefore aimed at a strong chronological narrative line. Our experience as teachers tells us that students appreciate this clear but gentle orientation. Our experience tells us, too, that an approach that is more chronological than thematic will leave instructors plenty of room to adapt our narrative to their preferred organization.

For instance, we divide the Roman world in the late second century B.C. and again in the third century A.D. We include a chapter on Late Antiquity that will easily complete a discussion of the ancient world or inaugurate a treatment of the Middle Ages. Chapter 9 treats the Celtic world, Scandinavia, Slavic Europe, Byzantium, and the Islamic world in a way that launches a continuing discussion of these regions both on their own terms and as partners with the European core in the construction of Western civilization. Teachers may, however, elect to omit Chapter 9 without interrupting the basic account of medieval Europe. We give exploration and "discovery" a separate chapter instead of subordinating these issues to Renaissance science or early modern statecraft. We introduce and analyze the industrial transformation in the middle of the nineteenth century, when it was at its highpoint, instead of scattering its account through several chapters. Our twentieth-century chapters reflect the very different understanding that we now have of the historical significance of the world wars, and of the cold war, after the collapse of the Soviet Union. Flexibility and adaptability are evident throughout. Our strategy reflects the best current scholarship, but it also leaves teachers great freedom in deciding where to break for discussions, papers, or examinations.

A chronological narrative that respects the traditional divisions of ancient, medieval, early modern, and modern will inevitably reflect great people and great events. We make no apology for this, and we urge no particular ideology in doing it. Marx was surely right when he said that women and men make history without knowing they are doing so, but it is nonetheless true that Alexander, Charlemagne, Elizabeth I, Napoleon, and Hitler have had a more decisive impact on the development of the West than most ordinary individuals. That is true, but not interesting to teachers or to students until we say why it is true.

This book takes as its point of departure *power* in all its senses: public and private; economic, social, political, and cultural; symbolic and real. We continually ask who had power, and who did not. Through what public and private means was power gained, lost, and exercised in a given time and place? How did people talk about power? What kinds of rituals, ceremonies, or cel-

ebrations displayed power? What relationships existed among economic, social, political, and cultural power?

By using power, not old-fashioned high politics, as our organizing principle we believe we have achieved the kind of balance and integration that are frequently promised but seldom attained. We have deliberately avoided putting the occasional paragraph or section on women, children, families, religious minorities, eating habits, or marriage patterns right in the middle of a discussion of something else entirely. We maintain a sustained interest in the history of women, and we discuss such subjects as diet, clothing, or dwellings when Europeans themselves talked about them, or when there were important changes in these areas. Women are not relegated to a separate section in our account of the Middle Ages, for example, but instead are situated in accounts of politics, society, religion, and culture. Nineteenth-century women appear as workers, writers, or political activists and not under a single heading that would deprive them of contextual participation in their own world.

Our focus on power permits a continuous, nuanced treatment of intellectual history. Major thinkers and key intellectual traditions are consistently integrated into the story rather than treated independently as if they were *the* story of Western civilization, or else a sideshow to the main event. Any understanding of Plato and Aristotle, for instance, must begin in the Greek *polis*. Renaissance humanism cannot be understood apart from its late medieval Italian, urban context. We anchor romanticism in its urban, industrial, nationalistic, and politically restless nineteenth-century world, and we treat existentialism as one response to modern war and totalitarianism.

We thought hard about another issue that textbooks usually take for granted: What is the West? This book was conceived and written after 1989, after the end of the cold war and the fall of communist regimes in eastern Europe. Both the West's understanding of itself at any point in time and the historical understanding of the West through succeeding generations have changed in interesting and important ways, never more so than today. Thus, we continually invite our readers to think about the precise object of their study.

Those who reflect on the West at the end of the twentieth century must take account of Islamic minorities in the Slavic Balkans, Turkish workers in Germany, African workers in France, and deeply complicated relations between the northern and southern hemispheres. We look often at the lands that border the historic core of the West, and throughout the text we devote a good deal of attention to relations between the West and the rest of the world.

We ask, finally, that you note the subtitle of the book: "The Continuing Experiment." It was carefully chosen to convey our resolve to avoid a deterministic approach. For students and teachers, an appreciation of continuity and change, of unity and diversity, can foster sympathetic participation in our often bewildering world. We try to give individual actors, moments, and movements the sense of drama, possibility, and contingency that they actually possessed. We, with faultless hindsight, always know how things came out. Contemporaries often hadn't a clue. We respect them. Much of the fascination, and the reward, of studying Western civilization lies precisely in its richness, diversity, changeability, unpredictability.

Distinctive Features

To make this text as accessible as possible to students, we have constantly been aware of its place in a program of teaching. Each chapter begins with a thematic introduction that engages the reader's interest while pointing clearly and in some detail to what will follow. Chronologies help to organize and review major developments. Careful chapter summaries draw together major topics and themes and link the present chapter to the one that follows. To help students strike out on their own to new historical discoveries, we provide for each chapter an annotated reading list of scholarly classics and exciting new works.

In addition to a sound pedagogical framework, and to an engaging full-color design that clarifies and animates the illustrations and text, we have thoroughly integrated all the elements of the book. Our maps, for example, support the text in both traditional and novel ways. Teachers will

find "old friends" among them but will make many new acquaintances too. Our diverse array of boxed primary sources—five or six per chapter—are referred to and tightly anchored in the text and support their surrounding discussion. Here again, classic documents are blended with fresh newcomers. Our photographs, many of which have not previously appeared in textbooks, are never merely decorative, and their captions seek to extend the discussions that they complement.

An example may help to illustrate this integration. Chapter 10 recounts the Norman Conquest of England and notes the different views held by the Normans and the Anglo-Saxons of that great event. A picture from the Bayeux Tapestry that shows Harold of Wessex swearing an oath to William of Normandy accompanies the narrative. The caption describes the tapestry and explains the significance of this scene—the Norman view. But the scene also shows William and Harold swearing their oath on relics. One of the boxed documents tells of lords and vassals swearing their oaths on relics, and a passage in the text on the powers of the clergy mentions the clerical control of relics. A particular point is made in several different ways to enhance learning and to promote discussion. Such convergences recur throughout the book.

Another important component of this book is the two-page feature, "Weighing the Evidence," presented at the end of each chapter. These features introduce students to the fascinating variety of sources that historians use and invite them to think critically about the nature of historical information and inquiry. Each opens with a description of the evidence reproduced in the feature—sources ranging from Trojan archaeological artifacts, the Ravenna mosaics, and Renaissance art to eighteenth-century gardens, the layout of the British Museum, and the poetry of World War I—and then discusses how the professional historian examines this evidence to reconstruct the past. When Samuel Butler said that God cannot change history but that historians can and often do, he meant that history itself arises from new or different acts of interpretation. With "Weighing the Evidence," students look over the shoulder of the historian to become active participants in this interpretive process. The sources examined are interesting and instructive in their

own right, but the "Weighing the Evidence" features also contribute to the teaching program of the book. As always, they are carefully integrated into the text: there are references to them at appropriate points in the narrative; they themselves contain cross-references where appropriate to other sections or illustrations; and they support on-going discussions.

This book is also flexible in format as well as substantive organization. Because schools use different academic calendars, organize Western civilization courses according to different chronologies, and require or recommend different parts of the course, we issue this book in three formats. There is a one-volume hardcover version containing all thirty-two chapters. There is also a two-volume paperback edition: Volume I contains Chapters 1 to 18 (to 1715), and Volume II contains Chapters 17–32 (from 1560). Finally, there is a three-volume paperback version: Volume A has Chapters 1 to 14 (to 1500), Volume B has Chapters 12–21 (1300–1815), and Volume C has Chapters 21–32 (since 1789).

Volume II opens with a comprehensive introduction that situates the student reader in the late sixteenth century and surveys the course of Western civilization from ancient times to the early centuries of the modern era. This introduction is designed particularly for students who did not take the first semester of the course, or who are new to this book. It should prove beneficial in clarifying terminology and providing points of reference that teachers would like students to know.

At the end of each volume is a fold-out comparative timeline of Western civilization, from prehistory to the present. Bound into the book, this full-color, illustrated timeline is designed to help students review major developments and place them in historical context.

Ancillaries

We have assembled with care an array of text ancillaries to aid students in learning and instructors in teaching. These supplements, including a *Study Guide*, a *Computerized Study Guide*, *Test Items*, *Computerized Test Items*, an *Instructor's Resource Manual*, *Map Transparencies*, a *Videodisc*, and a *Videodisc Guide*, are tied closely to the text

and to one another, to provide a tightly integrated program of teaching and learning.

The *Study Guide* and *Test Items* have been written by the same author team—Professors John Moretta and Susan Hult of Houston Community College—to ensure a unified approach to studying and testing. The *Study Guide* contains learning objectives, chapter summaries, multiple-choice questions, key-term identifications, short-answer and essay questions, and map exercises. Correct responses to the questions and answer guidelines for the writing assignments appear at the end of each chapter. The *Study Guide* is published in two volumes, to correspond to Volumes I and II of the text: Volume I contains Chapters 1–18 and Volume II contains Chapters 17–32. The *Study Guide* is also available in a computerized version for use with IBM® PC or compatible computers.* This *Computerized Study Guide* contains text page references for all questions and rejoinders to each multiple-choice question that explain why the student's response is or is not correct.

Each chapter of the *Test Items* offers 40 to 50 multiple-choice questions rated by difficulty and type of skill (factual or conceptual), 20 to 30 key-term identifications, 10 to 15 short-answer and essay questions with answer guidelines, and 1 or 2 map exercises. About one-half of the questions in the *Study Guide* appear in revised form in the *Test Items*, so that teachers may test directly on material studied; these test questions duplicate the substance but never the wording or order of study questions, and they are identified to allow instructors to locate them easily. We also offer a computerized version of the *Test Items*, to enable teachers to alter, replace, or add questions. Each item in the computerized test item file is numbered according to the printed test item file to ease the creation of customized tests. The computerized test item file is available for use with both IBM® PC and compatibles and Macintosh computers.

The *Instructor's Resource Manual*, prepared by Dr. Kevin Kenyon, provides useful teaching strategies and tips for getting the most out of the text. Each chapter contains 5 to 10 teaching objec-

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tives based on the learning objectives in the *Study Guide*; a chapter outline; about 5 lecture suggestions; 5 to 8 discussion questions with follow-up inquiries; about 5 collaborative class activities; 10 to 15 writing assignments, including take-home exams, in-class assignments, and term papers; about 10 recommended films and videos, with information about content, length, and distribution; and 5 to 10 suggestions for additional reading, including novels, memoirs, and plays. Many of the exercises and activities draw on or extend the primary sources and Weighing-the-Evidence features located in the text.

In addition, there is a set of 102 full-color *Map Transparencies*, all drawn from the maps in the text, available on adoption.

To add an exciting multimedia component to lectures and learning laboratories, we have created *The History of Western Civilization Videodisc/Videotape/Slide* program. The program allows the instructor to create customized multimedia classroom presentations using this rich collection of visual images. The program is divided into five chronological periods (ancient, medieval, early modern, modern, and Twentieth Century) and contains over 150 still images, 30 animated maps, and motion footage accompanied by period music. A companion *Videodisc/Videotape* instructor's guide provides descriptions, printed bar codes, bar code stickers to create customized lectures, and numeric codes. The program is available at no cost to adopters of the book. Please contact your local Houghton Mifflin representative for more information about this innovative and exciting multimedia program.

Acknowledgments

From the first draft to the last, the authors have benefited from repeated critical readings by many colleagues. We have tried very hard to profit from the vast fund of experience and knowledge that has been placed generously at our disposal. Our thanks to the following instructors:

William S. Arnett
West Virginia University

Jack Balcer
The Ohio State University

Maryann Brink
The College of William and Mary

Steven Fanning
University of Illinois at Chicago

Richard Golden
Clemson University

Johnpeter Grill
Mississippi State University

Gerald E. Kadish
Binghamton University—State University of
New York

W. Laird Kleine-Ahlbrandt
Purdue University

Lawrence Langer
University of Connecticut, Storrs

Gregory McMahon
University of New Hampshire

Diane Margolf
University of Charleston

Carol Menning
The University of Toledo

Terence Murphy
American University

Kathryn Norberg
University of California, Los Angeles

J. Dean O'Donnell
Virginia Polytechnic Institute and
State University

William Olejniczak
University of Charleston

Anne T. Quartararo
United States Naval Academy

Roger Ray
The University of Toledo

Kenneth C. Schellhase
Northern Michigan University

Ellen J. Skinner
Pace University

John F. Sweets
University of Kansas

Valerie Warrior
Boston University

Each of us has also benefited from the close readings and valuable criticisms of our co-authors, although we all assume responsibility for our own chapters. Barry Strauss has written Chapters 1–6; Thomas Noble, Chapters 7–11; Duane Osheim, Chapters 12–16; Kristen Neuschel, Chapters 17–21; William Cohen, Chapters 22–26; and David Roberts, Chapters 27–32.

Many colleagues, friends, and family members have helped us develop this work as well. Thomas Noble wishes to thank Linda L. Noble for her patience and kindness over the years devoted to this project. He is also grateful to Elizabeth Meyer, Robert Wilken, and Ian Wood for sharing their knowledge of Late Antiquity and to Wendy Davies for her valuable insights into Celtic history.

Barry Strauss thanks his colleagues at Cornell, who offered advice and encouragement and responded to scholarly questions. In particular, he thanks John Coleman, Judith Ginsburg, Judith Holliday, Peter Kuniholm, Mary Beth Norton, David Owen, Richard Polenberg, Andrew Ramage, Gary Rendsburg, James Weinstein, Jane Whitehead, L. Pearce Williams, and Thomas Vollman. Barry Strauss also thanks his mentor, Donald Kagan, and his family, who offered its support throughout the project. Without the help of Marcia, wife and muse, his chapters would never have seen the light of day.

Duane Osheim wishes to thank his family for accepting the frequent intrusion of this project into the important business of outings, soccer, and holidays. He is also grateful to colleagues at the University of Virginia, whose advice and conversation helped to clarify the many connections between Western civilization and the wider world.

Kristen Neuschel thanks her colleagues at Duke University for sharing their expertise. She is especially grateful to Sy Mauskopf, Bill Reddy, John Richards, Tom Robisheaux, Alex Roland,

John J. TePaske, Julius Scott, and Peter Wood. She also thanks her husband and fellow historian, Alan Williams, for his wisdom about Western civilization and his support throughout the project, and her children, Jesse, who began the project, and Rachel, who ended it, for their patience and their joy.

Bill Cohen thanks his wife, Christine Matheu, for her support in this and many other endeavors and his new daughter, Laurel Katherine, whose serene personality allowed him to complete the manuscript. He also extends sincere appreciation to Lance Farrar for his careful reading and thoughtful questions and to George Alter, James Diehl, and David Pace, friends and colleagues in modern European history at Indiana University.

David Roberts wishes to thank Bonnie Cary for her able assistance and J. T. LaSaine, John Morrow, Ronald Rader, William Stueck, and Kirk Willis, colleagues at the University of Georgia, for sharing their expertise in response to questions. He also thanks Beth Roberts for, as always, her support, her interest, and her exceedingly critical eye, and Ellen, Trina, and Anthony, for their college-age perspective and advice.

All the authors wish to thank the thousands of students who helped us to learn and to teach Western civilization. Their questions and concerns have shaped much of this work.

We also wish to acknowledge and thank the editors who did so much to bring this book into being. Elizabeth Welch, our Basic Book Editor, sifted our thoughts, sharpened our focus, and smoothed our prose. Christina Horn, our Project Editor, displayed boundless patience and professionalism as she assembled this book from all its constituent parts. To Jean Woy, Editor-in-Chief for Social Sciences, we are grateful for confidence in this project, and in us. To Sean Wakely, Sponsoring Editor for History, we owe what every passenger owes to the pilot: thanks for a safe trip.

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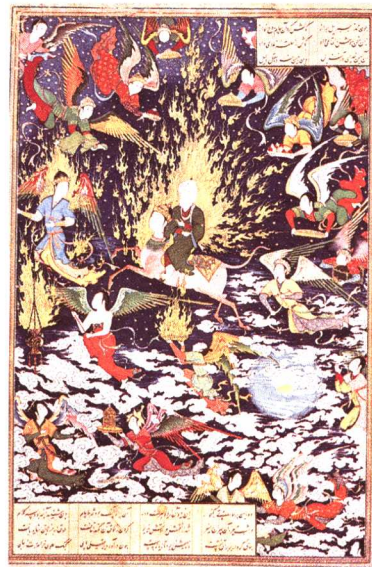
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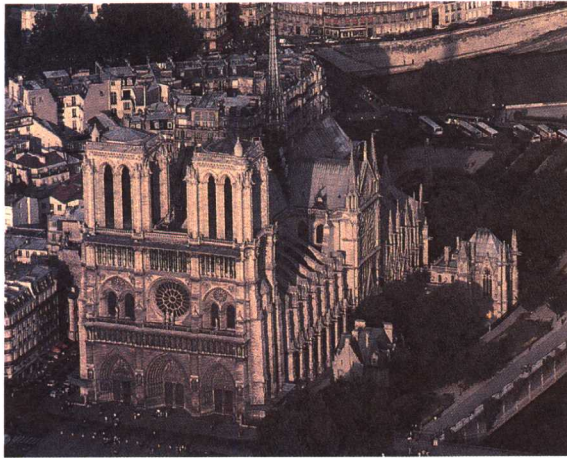
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