

McKay Hill Buckler

*A History of*

WESTERN SOCIETY

5th Edition

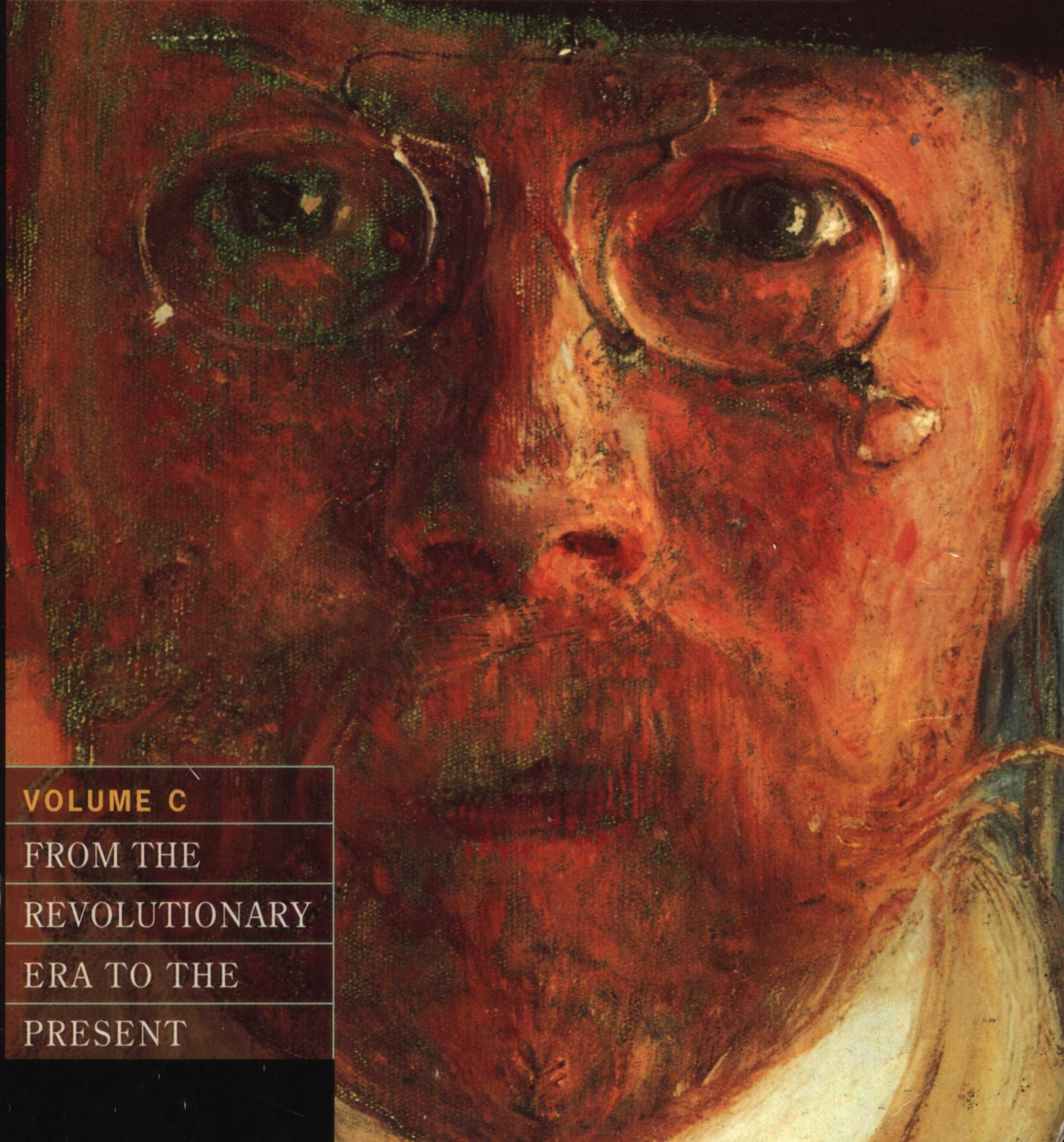
VOLUME C

FROM THE

REVOLUTIONARY

ERA TO THE

PRESENT



FIFTH EDITION

# A HISTORY OF WESTERN SOCIETY

✦ Volume C *From the Revolutionary Era to the Present*

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## About the Authors

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**Bennett D. Hill** A native of Philadelphia, Bennett D. Hill earned an A.B. at Princeton (1956) and advanced degrees from Harvard (A.M., 1958) and Princeton (Ph.D., 1963). He taught history at the University of Illinois at Urbana, where he was department chairman from 1978 to 1981. He has published *English Cistercian Monasteries and Their Patrons in the Twelfth Century* (1968) and *Church and State in the Middle Ages* (1970); and articles in *Analecta Cisterciensia*, *The New Catholic Encyclopedia*, *The American Benedictine Review*, and *The*

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**John Buckler** Born in Louisville, Kentucky, John Buckler received his B.A. (*summa cum laude*) from the University of Louisville in 1967. Harvard University awarded him the Ph.D. in 1973. From 1984 to 1986 he was an Alexander von Humboldt Fellow at the Institut für Alte Coschichte, University of Munich. He has lectured at the Fondation Hardt at the University of Geneva, and has participated in numerous international conferences. He is currently the professor of Greek history at the University of Illinois. In 1980 Harvard University Press published his *The Theban Hegemony, 371–362 BC*. He has also published *Philip II and the Sacred War* (Leiden 1989), and co-edited *BOIOTIKA: Vorträge vom 5. International Böötien-Kolloquium* (Munich 1989). He has assisted the National Endowment for the Humanities, and reviews articles for journals in the United States and Europe. His articles have appeared in journals both here and abroad, including the *American Journal of Ancient History*, *Classical Philology*, *Rheinisches Museum für Philologie*, *Classical Quarterly*, *Wiener Studien*, *Symbolae Osloenses*, and many others.



# Preface

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

It was our conviction, based on considerable experience introducing large numbers of students to the broad sweep of Western civilization, that a book reflecting current trends could excite readers and inspire a renewed interest in history and our Western heritage. Our strategy was twofold. First, we made social history the core element of our work. Not only did we incorporate recent research by social historians, but also we sought to recreate the life of ordinary people in appealing human terms. At the same time we were determined to give great economic, political, intellectual, and cultural 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 three editions that followed.

## Changes in the New Edition

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

**Updated Approach to Social History.** First, in a thorough revision of social developments, we have given greater attention to cultural and intellectual life, and somewhat reduced the quantitative and demographic aspects. Increased emphasis on culture and attitudes invigorates our social history core and accurately reflects current scholarship and changing interests within the historical profession. Accordingly, this edition has expanded discussions of religious life including popular religion in Mesopotamia (Chapter 1), classical Greece (Chapter 3), and revolutionary France (Chapter 21); the evolution of Jewish religion (Chapter 2), Eastern monasticism (Chapter 7), and Calvin's Geneva (Chapter 14); and religious revival in the twentieth century (Chapter 28). Consistently greater attention to popular culture includes new sections on medieval music, troubadour poets, and recreation in Chapters 11 and 12; community values in the eighteenth-century (Chapter 20); and the counter-culture in the 1960s (Chapter 30). New material on health and health care features recent research on medieval practices (Chapter 10), early hospitals and the Black Death (Chapter 12), and eighteenth-century practitioners (Chapter 20). Interactions between cultures have also been highlighted, as, for example, the relations between Egyptians and Nubians (Chapter 1), pagans and Christians (Chapter 6), Muslims and Christians (Chapter 7), and

educated elites and popular classes (Chapters 18 and 20). In addition, we have carefully revised sections on the life of the people to set social developments consistently in their larger historical context. For example, Chapters 18 through 21 provide a dynamic, thoroughly updated treatment of the eighteenth century that interrelates cultural change, economic expansion, social life, and political revolution.

**Integrated Treatment of Women and Gender.** Second, we have broadened our treatment of women's history and gender issues and integrated it into the main narrative, rather than reserving it for separate sections. This approach also reflects current scholarly thinking. For example, the updated discussion of Hellenistic women has been integrated into the central narrative (Chapter 4); new material on women in agriculture and commerce during the Middle Ages (Chapters 10 and 11), and on gender roles in the arts (Chapter 15) has been appropriately positioned; elite women in the Enlightenment and peasant women in village communities have been reconsidered in context (Chapters 18 and 20); and women in twentieth-century dictatorships have been compared systematically (Chapter 29). The contemporary women's movement receives expanded separate analysis (Chapter 31) because it emerged as a major cultural and political force.

**Organizational Changes.** Third, our integrated treatment of women's history is one of several organizational improvements. In addition to the revision of Chapters 18 through 21, Chapter 15 has been thoroughly revised to relate sixteenth-century social and cultural changes consistently to political and religious developments. Chapters 30 and 31 have been completely recast, interrelating political, economic, social, and cultural developments from the new edition's post-Cold War perspective. Chapter 1 has been reorganized to clarify the chronology and the role of writing in Sumerian civilization. The early development of the Kievan principality has been relocated to Chapter 8 to maintain the chronology, and to highlight the integral role of the eastern Slavs in early medieval Europe.

**Incorporation of Recent Scholarship.** Fourth, every chapter has been carefully revised to reflect recent scholarship. Because the authors are committed to a balanced approach, we have continued to

incorporate important new findings on political, economic, and intellectual developments in this edition. Revisions of this nature include the Babylonian Captivity (Chapter 2), democratic ideology in Athens and political background to Plato and Aristotle's thought (Chapter 3), and Roman commerce and frontier relations between Romans and Germans (Chapter 6). Similar revisions in Chapters 7 through 16 incorporate new material on the Spanish *reconquista* (Chapter 7), the medieval origins of the modern state and the power of the church in private life (Chapter 9), economic causes for Magna Carta (Chapter 11), and political violence (Chapter 12). There is new material on banks in continental industrialization and the early labor movement (Chapter 22); the role of class conflict in nineteenth-century domestic politics, imperialism, and the origins of World War One (Chapters 25-27); educational reforms and political culture in Republican France (Chapter 25); Nietzsche and his influence (Chapter 28); and the Nazi state and the origins of Italian fascism (Chapter 29). In short, recent research keeps the broad sweep of our history fresh and up-to-date.

**New "Problems of Historical Interpretation."** Fifth, the addition of more "problems of historical interpretation" in the fourth edition was well received, so we have increased their number again in this edition. We believe that the problematic element helps our readers develop the critical-thinking skills that are among the most precious benefits of studying history. New examples of this more open-ended, interpretive approach include the debate over the origins of Rome (Chapter 5), the impact of the Renaissance on the lives of ordinary and elite women (Chapter 13), the motives and legacy of Christopher Columbus (Chapter 15), popular reading habits and their significance (Chapter 20), social tensions and the origins of World War One (Chapter 27), and the nature of twentieth-century dictatorships (Chapter 29).

**Revised Full-Color Art and Map Programs.** Finally, the illustrative component of our work has been carefully revised. We have added many new illustrations to our extensive art program, which includes nearly two hundred color reproductions, letting great art and important events come alive. As in earlier editions, all illustrations have been carefully selected to complement the text, and all carry

captions that enhance their value. Artwork remains an integral part of our book; the past can speak in pictures as well as in words. The use of full color throughout this edition also 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.

### Distinctive Features

Distinctive features, both new and revised, guide the reader in the process of historical understanding. Many of these features also show how historians sift through and evaluate evidence. Our goal is to suggest how historians actually work and think. We want the reader to think critically and to realize that history is neither a list of cut-and-dried facts nor a senseless jumble of conflicting opinions.

**New Primary-Source Chapter Feature.** To help students and instructors realize this goal, we have added a two-page excerpt from a primary source at the end of each chapter in the fifth edition. This important new feature, entitled “Listening to the Past,” extends and illuminates a major historical issue considered in the chapter. For example, in Chapter 4, a selection from *Plutarch’s Lives* recounts the sacrifice of a famous queen for her people, while Chapter 9 presents a mind-opening Arab account of the First Crusade. Crime in medieval England is examined through criminal case reports in Chapter 12, and the German traveler Olcarius provides a fascinating and influential picture of the Russian state and society in Chapter 17. Writer Stephan Zweig probes the sexuality of young men and women in nineteenth-century Vienna in Chapter 24, and a Jewish doctor who survived Auschwitz describes the horrible inhumanity of Nazi death camps in Chapter 29.

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.

**Improved Chapter Features.** Distinctive features from earlier editions have been revised and improved in the fifth edition. To help guide the reader toward historical understanding, we pose specific historical questions at the beginning of each chapter. These questions are then answered in the course of each chapter, and each chapter concludes with a concise summary of its findings. All of the questions and summaries have been reexamined and frequently revised in order to maximize the usefulness of this popular feature.

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 new “Listening to the Past” chapter feature. We believe that such an extensive program of both integrated and separate primary source excerpts will help readers learn to interpret and think critically.

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

**Revised Timelines.** The timelines appearing in earlier editions have been substantially improved in this edition. In addition to revising the timelines placed within many chapters, we have expanded the comparative timelines previously dispersed throughout the fourth edition and placed them in a unified format in an appendix at the end of the book. Comprehensive and easy to locate, this useful timeline allows students to compare simultaneous political, economic, social, cultural, intellectual, and scientific developments over the centuries.

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

- One-volume hardcover edition, A HISTORY OF WESTERN SOCIETY
- Two-volume paperback, A HISTORY OF WESTERN SOCIETY *Volume I: From Antiquity to the Enlightenment* (Chapters 1–17), *Volume II: From Absolutism to the Present* (Chapters 16–31)
- Three-volume paperback, A HISTORY OF WESTERN SOCIETY *Volume A: From Antiquity to 1500* (Chapters 1–13), *Volume B: From the Renaissance to 1815* (Chapters 12–21), *Volume C: From the Revolutionary Era to the Present* (Chapters 21–31)
- A HISTORY OF WESTERN SOCIETY *Since 1400* (Chapters 13–31), for courses on Europe since the Renaissance

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

### Ancillaries

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

- *Study Guide*
- *Computerized Study Guide*
- *Instructor's Resource Manual*
- *Test Items*,
- *Computerized Test Items*
- *Map Transparencies*
- *Videodisc*
- *Videodisc Guide*

The excellent *Study Guide* has been thoroughly revised by Professor James Schmiechen of Central Michigan University. Professor Schmiechen has been a tower of strength ever since he critiqued our initial prospectus, and he has continued to give us many valuable suggestions as well as his warmly appreciated support. His *Study Guide* contains learning objectives, chapter summaries, chapter outlines, review questions, extensive multiple-choice exercises, self-check lists of important concepts and events, and a variety of study aids and suggestions. The fifth edition also retains the study-review exercises on the interpretation of visual sources and major political ideas as well as suggested issues for

discussion and essay, chronology reviews and sections on studying effectively. These sections take the student through reading and studying activities like underlining, summarizing, identifying main points, classifying information according to sequence, and making historical comparisons. To enable both students and instructors to use the *Study Guide* with the greatest possible flexibility, the guide is available in two volumes, with considerable overlapping of chapters. Instructors and students who use only Volumes A and B of the text have all the pertinent study materials in a single volume, *Study Guide, Volume 1* (Chapters 1–21); likewise, those who use only Volumes B and C of the text also have all the necessary materials in one volume, *Study Guide, Volume 2* (Chapters 12–31). The multiple-choice sections of the *Study Guide* are also available in a *Computerized Study Guide*, a tutorial version that tells students not only which response is correct but also why each of the other choices is wrong; it also provides the page numbers in the text where each question is discussed. These “rejoinders” to the multiple-choice questions also appear in printed form at the end of the *Study Guide*. The *Computerized Study Guide* is available for IBM® computers.

The *Instructor's Resource Manual*, prepared by Professor John Marshall Carter contains instructional objectives, annotated chapter outlines, suggestions for lectures and discussion, paper and class activity topics, primary source exercises, map activities, and lists of audio-visual resources. The accompanying *Test Items*, by Professor Charles Crouch of Georgia Southern University offer identification, multiple-choice, map, and essay questions for a total of approximately 2000 test items. These test items are available to adopters in both IBM® and Macintosh versions, both of which include editing capabilities. 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 165 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.

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

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responsibility for what he has written. John Buckler has written the first six chapters; Bennett Hill has continued the narrative through Chapter 16; and John McKay has written Chapters 17 through 31. Finally, we continue to welcome the many comments and suggestions that have come from our readers, for they have helped us greatly in this ongoing endeavor.

J. P. M.      B. D. H.      J. B.

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