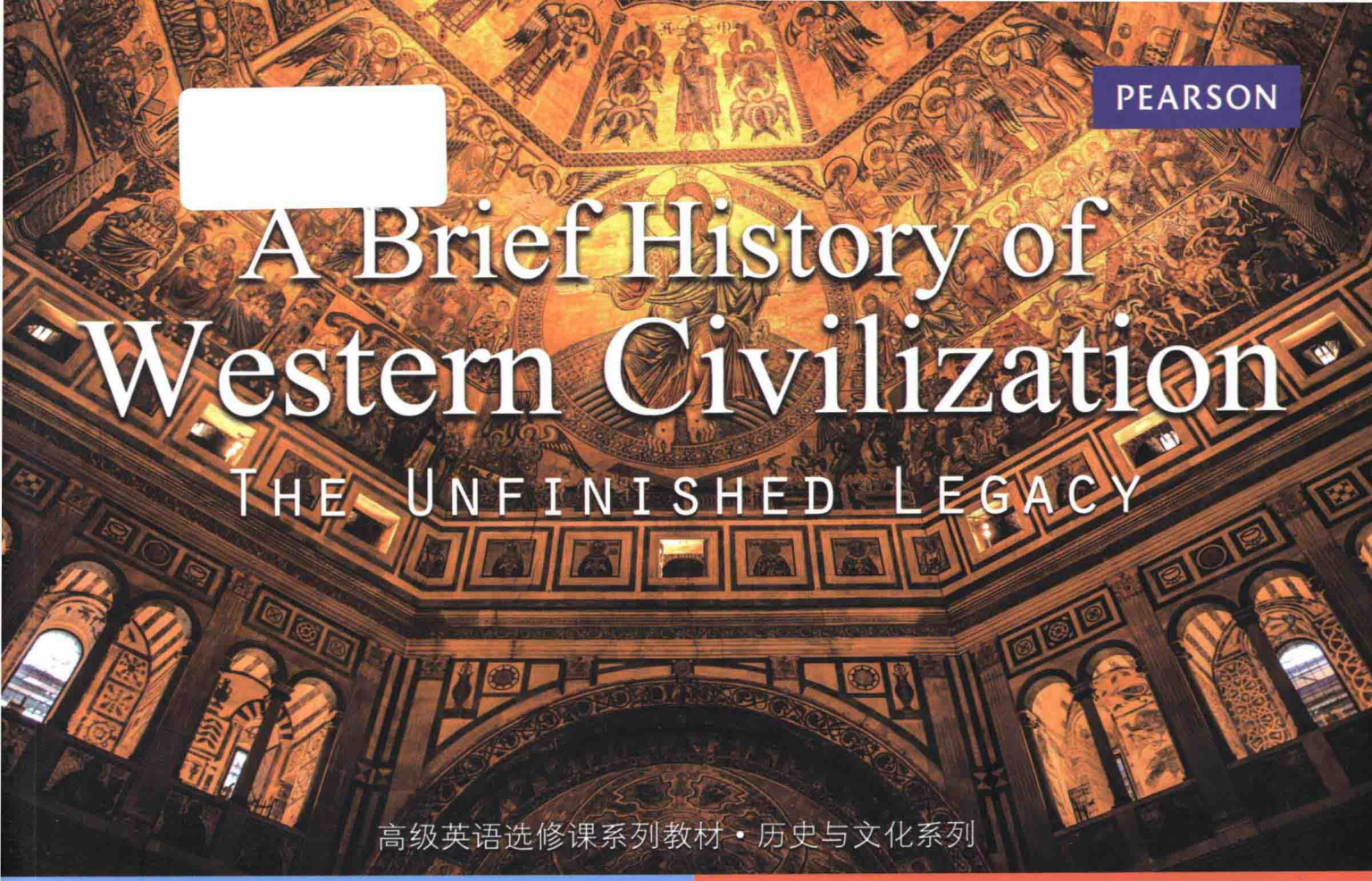


PEARSON

# A Brief History of Western Civilization

## THE UNFINISHED LEGACY

高级英语选修课系列教材·历史与文化系列

# 西方文明史

（第五版）　（精编普及版）


马克·凯什岚斯基
[美] 帕特里克·吉尔里　著
帕特里夏·奥布赖恩

王建平　改编

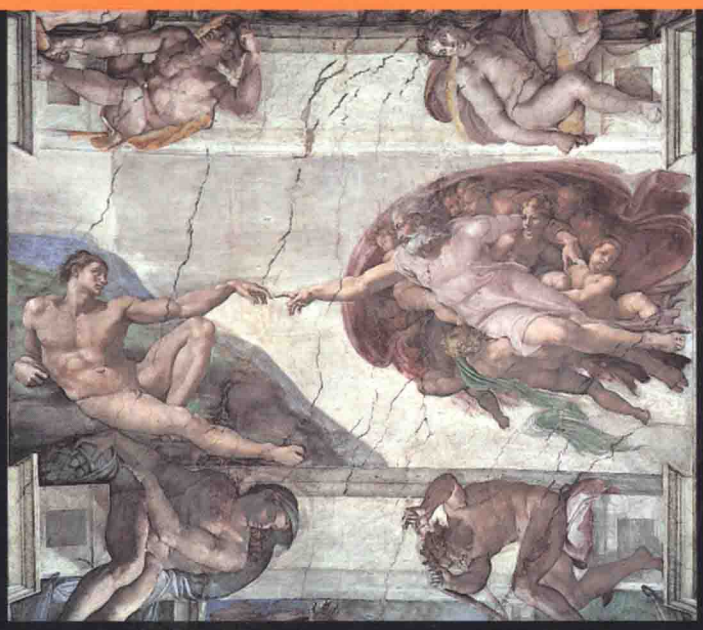


中国人民大学出版社

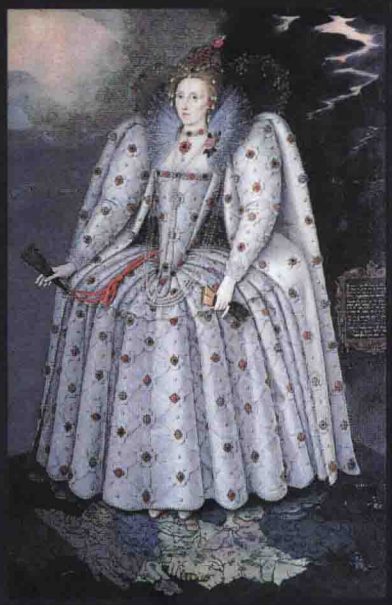

PEARSON
ALWAYS LEARNING ALWAYS LEARNING ALWAYS LEARNING

## 内容简介

《西方文明史（第五版）》（ISBN：9787300096797 中国人民大学出版社）试图从世界文明彼此联系互动的视角，全方位地展示西方文明繁复曲折的发展历程。本书是其精编普及改编版。作为介绍西方文明发展史的一本简明教材，本版保留原书经典内容和插图、框架结构、章节设计以及一些成功的特点的同时，把原书章节压缩改编成较为适合教学使用。无论是学术性、知识性，还是内容的可读性，本书都堪称一部学习西方文明的一流入门教材。



The creation of Adam and Eve, a detail from Michelangelo's frescoes on the ceiling of the Sistine Chapel. The Sistine frescoes had become obscured by dirt and layers of varnish and glue applied at various times over the years. In the 1980s, they were cleaned to reveal their original colors.



Queen Elizabeth I of England. This portrait was commissioned by Sir Henry Lee to commemorate the queen's visit to his estate at Ditchley. Here the queen is the very image of Gloriana—ageless and indomitable.

The battle of Agincourt (1415) was one of the great battles of the Hundred Years' War. The heavily armored French cavalry met defeat at the hands of a much smaller force of disciplined English pikemen and longbowmen.

This bust of Socrates portrays him with the traditional beard of the philosopher. His features display the tradition that this man, whose thoughts were the most beautiful, was nevertheless of remarkably homely appearance.

著作权合同登记号
图字：01-2008-4078 号

策划编辑 鞠方安 黄 婷
责任编辑 王 琼
封面设计 徐 静

PEARSON
www.pearson.com

ISBN 978-7-300-15156-4
9 787300 151564 >
定价：42.00元

PEARSON

# 西方文明史

（第五版）（精编普及版）

[美] 马克·凯什岚斯基 等 著
王建平 改编

中国人民大学出版社

高级英语选修课系列教材·历史与文化系列

# A BRIEF HISTORY OF WESTERN CIVILIZATION

## THE UNFINISHED LEGACY

FIFTH EDITION

# 西方文明史

## （第五版）

## （精编普及版）


马克·凯什岚斯基
［美］ 帕特里克·吉尔里 著
帕特里夏·奥布赖恩

王建平 改编

**Mark Kishlansky**
*Harvard University*

**Patrick Geary**
*University of California, Los Angeles*

**Patricia O'Brien**
*University of California, Los Angeles*



中国人民大学出版社
·北京·

此为试读,需要完整PDF请访问: www.ertongbook.com

# 精编普及版使用说明

马克·凯什岚斯基、帕特里克·吉尔里、帕特里夏·奥布赖恩所著的《西方文明史（第五版）》试图从世界文明彼此联系互动的视角，全方位地展示西方文明繁复曲折的发展历程。作为新史学研究的产物，这部著作并没有过度褒扬西方民族性、制度、文化更替演进的宏大历史叙事，或仅仅呈现民族国家兴亡和英雄人物沉浮的刻板历史。《西方文明史》把西方文明的发展历程作为一条主线来讲述，以使读者真正有机会了解西方文明史的核心观点，但作者并未局限于欧洲历史的范围，而是将西方文明置于一个更广阔的领域，一个与世界其他地区、文明和民族互动的历史语境下，因为这些西方以外的地区、文明和民族与西方世界存在着相互间的影响。作者突破了欧洲中心史观，采用一种客观的、联系的和发展的观点来追溯西方文明的历史，循着历史时间的流动，勾勒西方文明与世界其他文明交互影响、相互渗透的演进历史，透过丰富生动的历史细节，探索决定西方文明发展形态的真正根基和多元文化基因。

在《西方文明史（第五版）（精编普及版）》中，我们力求保留原作中上述西方文明史的叙事主线，同时兼顾原作中西方文明与世界其他地域文明之间交流的线索，努力使其在连续性和变化方面能达到完美的融合。改编之后的版本仍然保留有前几版中的主要框架结构、章节设计以及一些非常成功的特点。书中每章首尾之处的导言和结论都简要地概括出主要历史时期的要旨。前几版中有着大量的地图和插图，由于篇幅所限，改编之后的版本只保留了原作中最为经典的地图及插图，用以突出和补充文字内容。本版将原作的 30 章压缩为 15 章，对部分压缩的章节进行结构调整，做了重新编排。主要调整的部分如下：将原书的希腊文明（Classical Greek）的两章（第二章和第三章）合并为一章；将古罗马文化（Classical Roman）的三章的篇幅（第四章、第五章、第六章）整理成一章；将“中世纪”（Middle Ages）的三章（第八章、第九章、第十章）压缩为一章；将“现代欧洲”（Modern Europe）原有的三章（第十五章、第十六章、第十七章）整合为一章；将“十八世纪欧洲”（18th Century Europe）的第十八章和第十九章压缩为一章；将十九世纪（19th Century）的三章（第二十一章、第二十二章、第二十三章）整合为一章；将“二十世纪：欧洲与世界”（20th Century: Europe and the World）的第二十四章和第二十五章压缩为一章。由于删节带来的承上启下文字过渡，对部分内容进行修改和编辑，同时，保留了原作中的二、三级标题。改编之后的版本保留了原书每章最后的“思考题”（QUESTIONS FOR REVIEW）、“西方文明网上资源”（DISCOVERING WESTERN CIVILIZATION ONLINE）和“扩展阅读书目”（SUGGESTIONS FOR FURTHER READING），做了适当的删节，删除了每章后面的“关键词”（Key Terms），但保留了全书最后的“词汇表”（Glossary）。

作为介绍西方文明发展史的一本简明教材，本书不仅全面系统地讲述了西方文明的发展历史，同时各种新颖的阅读版块，如每章开篇的“引言”和围绕该章的主题插图以及穿插其中的“文史栏目”，既能锻炼学生对于历史文化的视觉敏感度，又活跃历史性的思维，激发对于文明进程的宏观考察和对具体历史文化现象的深入思考。另外，此书还配有专门学习网站和拓展阅读书目，附加课本知识引申和延展，从而满足学生的求知需求。无论在知识性还是可读性方面，《西方文明史》都将是一部有价值的西方文明史入门书。

# PREFACE

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 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 presented 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

Geographical Tours of Europe

Primary Source Documents

Discovering Western Civilization Online

## 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

New! Visual Record Pictorial Essays

New! Key Terms and Glossary

## Acknowledgements

We want to thank the many conscientious historians who gave generously of their time and knowledge to review our manuscript. We would like to thank the reviewers of the first four editions as well as those of the current edition. Their valuable critiques and suggestions have contributed greatly to the final product. We are grateful to the following:

Daniel F. Callahan, *University of Delaware;* Michael Clinton, *Gwynedd-Mercy College;* Bob Cole, *Utah State University;* Gary P. Cox, *Gordon College;* Peter L. de Rosa, *Bridgewater State College;* Frank Lee Earley, *Arapahoe Community College;* Steven Fanning, *University of Illinois at Chicago;* Patrick Foley, *Tarrant County College;* Charlotte M. Gradie, *Sacred Heart University;* Richard Grossman, *Northeastern Illinois University;* David Halamy, *Cypress College;* Gary J. Johnson, *University of Southern Maine;* Cynthia Jones, *University of*

*Missouri at Kansas City;* John Kemp, *Truckee Meadows Community College;* Janilyn Kocher, *Richland Community College;* Lisa M. Lane, *MiraCosta College;* Oscar Lansen, *University of North Carolina at Charlotte;* Michael R. Lynn, *Agnes Scott College;* Mark S. Malaszczyk, *St. John's University;* John M. McCulloh, *Kansas State University;* David B. Mock, *Tallahassee Community College;* Don Mohr, Emeritus, *University of Alaska, Anchorage;* Martha G. Newman, *University of Texas at Austin;* Lisa Pace-Hardy, *Jefferson Davis Community College;* Marlette Rebhorn, *Austin Community College;* Steven G. Reinhardt, *University of Texas at Arlington;* Kimberly Reiter, *Stetson University;* Robert Rockwell, *Mt. San Jacinto College;* Maryloy Ruud, *University of West Florida;* Jose M. Sanchez, *St. Louis University;* Erwin Sicher, *Southwestern Adventist College;* Ruth Suyama, *Los Angeles Mission College;* David Tengwall, *Anne Arundel Community College;* Janet M. C. Walmsley, *George Mason University;* John E. Weakland, *Ball State University;* and Rick Whisonant, *York Technical College.*

Our special thanks go to our colleagues at Marquette University for their longstanding support, valuable comments, and assistance on this edition's design: Lance Grahn, Lezlie Knox, Timothy G. McMahon, and Alan P. Singer.

We also acknowledge the assistance of the many reviewers of *Civilization in the West* whose comments have been invaluable in the development of *A Brief History of Western Civilization: The Unfinished Legacy:*

Joseph Aieta, III, *Lasell College;* Ken Albala, *University of the Pacific;* Patricia Ali, *Morris College;* Gerald D. Anderson, *North Dakota State University;* Jean K. Berger, *University of Wisconsin, Fox Valley;* Susan Carrafiello, *Wright State University;* Andrew Donson, *University of Massachusetts, Amherst;* Frederick Dotolo, *St. John Fisher College;* Janusz Duzinkiewicz, *Purdue University;* Brian Elsesser, *Saint Louis University;* Bryan Ganaway, *University of Illinois;* David Graf, *University of Miami;* Benjamin Hett, *Hunter College;* Mark M. Hull, *Saint Louis University;* Barbara Klemm, *Broward Community College;* Lawrence Langer, *University of Connecticut;* Elise Moentmann, *University of Portland;* Alisa Plant, *Tulane University;* Salvador Rivera, *State University of New York;* Thomas Robisheaux, *Duke University;* Ilicia Sprey, *Saint Joseph's College;* George S. Vascik, *Miami University, Hamilton;* Vance Youmans, *Spokane Falls Community College;* Achilles Aavraamides, *Iowa State University;* Meredith L. Adams, *Southwest Missouri State University;* Arthur H. Auten, *University of Hartford;* Suzanne Balch-Lindsay, *Eastern New Mexico University;* Sharon Bannister, *University of Findlay;* John W. Barker, *University of Wisconsin;* Patrick Bass, *Mount Union College;* William H. Beik, *Northern Illinois University;* Patrice Berger, *University of Nebraska;* Lenard R. Berlanstein, *University of Virginia;* Raymond Birn, *University of Oregon;* Donna Bohanan, *Auburn University;* Werner Braatz, *University of Wisconsin, Oshkosh;* Thomas A. Brady, Jr., *University of Oregon;* Anthony M. Brescia, *Nassau Community College;* Elaine G. Breslaw, *Morgan State University;* Ronald S. Brockway, *Regis University;* April Brooks, *South Dakota State University;* Daniel Patrick Brown, *Moorpark College;* Ronald A. Brown, *Charles County Community College;* Blaine T. Browne, *Broward Community College;* Kathleen S. Carter, *High Point University;* Robert Carver, *University of Missouri, Rolla;* Edward J. Champlin, *Princeton University;* Stephanie Evans Christelow, *Western Washington University;* Sister Dorita Clifford, BVM, *University of San Francisco;* Gary B. Cohen, *University of Oklahoma;* Jan M. Copes, *Cleveland State University;* John J. Contreni, *Purdue University;* Tim Crain, *University of Wisconsin, Stout;* Norman Delaney, *Del Mar College;* Samuel E. Dicks,

*Emporia State University;* Frederick Dumin, *Washington State University;* Laird Easton, *California State University, Chico;* Dianne E. Farrell, *Moorhead State University;* Margot C. Finn, *Emory University;* Allan W. Fletcher, *Boise State University;* Luci Fortunato De Lisle, *Bridgewater State College;* Elizabeth L. Furdell, *University of North Florida;* Thomas W. Gallant, *University of Florida;* Frank Garosi, *California State University, Sacramento;* Lorne E. Glaim, *Pacific Union College;* Joseph J. Godson, *Hudson Valley Community College;* Sue Helder Goliber, *Mount St. Mary's College;* Manuel G. Gonzales, *Diablo Valley College;* Louis Haas, *Duquesne University;* Eric Haines, *Bellevue Community College;* Paul Halliday, *University of Virginia;* Margaretta S. Handke, *Mankato State University;* David A. Harnett, *University of San Francisco;* Paul B. Harvey, Jr., *Pennsylvania State University;* Neil Heyman, *San Diego State University;* Daniel W. Hollis, *Jacksonville State University;* Kenneth G. Holum, *University of Maryland;* Patricia Howe, *University of St. Thomas;* David Hudson, *California State University, Fresno;* Charles Ingrao, *Purdue University;* George F. Jewsbury, *Oklahoma State University;* Donald G. Jones, *University of Central Arkansas;* William R. Jones, *University of New Hampshire;* Richard W. Kaeuper, *University of Rochester;* David Kaiser, *Carnegie-Mellon University;* Jeff Kaufmann, *Muscatine Community College;* Carolyn Kay, *Trent University;* William R. Keylor, *Boston University;* Joseph Kicklighter, *Auburn University;* Charles L. Killinger, III, *Valencia Community College;* Alan M. Kirshner, *Ohlone College;* Charlene Kiser, *Milligan College;* Alexandra Korros, *Xavier University;* Cynthia Kosso, *Northern Arizona University;* Lara Kriegel, *Florida International University;* Lisa M. Lane, *MiraCosta College;* David C. Large, *Montana State University;* Catherine Lawrence, *Messiah College;* Bryan LeBeau, *Creighton University;* Robert B. Luehrs, *Fort Hays State University;* Donna J. Maier, *University of Northern Iowa;* Margaret Malamud, *New Mexico State University;* Roberta T. Manning, *Boston College;* Lyle McAlister, *University of Florida;* Therese M. McBride, *College of the Holy Cross;* David K. McQuilkin, *Bridgewater College;* Victor V. Minasian, *College of Marin;* David B. Mock, *Tallahassee Community College;* Robert Moeller, *University of California, Irvine;* R. Scott Moore, *University of Dayton;* Ann E. Moyer, *University of Pennsylvania;* Pierce C. Mullen, *Montana State University;* John A. Nichols, *Slippery Rock University;* Thomas F. X. Noble, *University of Virginia;* J. Ronald Oakley, *Davidson County Community College;* Bruce K. O'Brien, *Mary Washington College;* Dennis H. O'Brien, *West Virginia University;* Maura O'Connor, *University of Cincinnati;* Richard A. Oehling, *Assumption College;* James H. Overfield, *University of Vermont;* Catherine Patterson, *University of Houston;* Sue Patrick, *University of Wisconsin, Barron County;* Peter C. Piccillo, *Rhode Island College;* Peter O'M. Pierson, *Santa Clara University;* Theophilus Prousis, *University of North Florida;* Marlette Rebhorn, *Austin Community College;* Jack B. Ridley, *University of Missouri, Rolla;* Constance M. Rousseau, *Providence College;* Thomas J. Runyan, *Cleveland State University;* John P. Ryan, *Kansas City Community College;* Geraldine Ryder, *Ocean County College;* Joanne Schneider, *Rhode Island College;* Steven Schroeder, *Indiana University of Pennsylvania;* Steven C. Seyer, *Lehigh County Community College;* Lixin Shao, *University of Minnesota, Duluth;* George H. Shriver, *Georgia Southern University;* Ellen J. Skinner, *Pace University;* Bonnie Smith, *University of Rochester;* Patrick Smith, *Broward Community College;* James Smither, *Grand Valley State University;* Sherill Spaar, *East Central University;* Charles R. Sullivan, *University of Dallas;* Peter N. Stearns, *Carnegie-Mellon University;* Saulius Suziedelis, *Millersville University;* Darryl B. Sycher, *Columbus State Community College;* Roger Tate, *Somerset Community*

此为试读，需要完整PDF请访问：www.ertongbook.com

*College;* Janet A. Thompson, *Tallahassee Community College;* Anne-Marie Thornton, *Bilkent University;* Donna L. Van Raaphorst, *Cuyahoga Community College;* James Vanstone, *John Abbot College;* Steven Vincent, *North Carolina State University;* Richard A. Voeltz, *Cameron University;* Faith Wallis, *McGill University;* Sydney Watts, *University of Richmond;* Eric Weissman, *Golden West College;* Christine White, *Pennsylvania State University;* William Harry Zee, *Gloucester County College.*

Each author also received invaluable assistance and encouragement from many colleagues, friends, and family members over the years of research, reflection, writing, and revising that went into the making of this text:

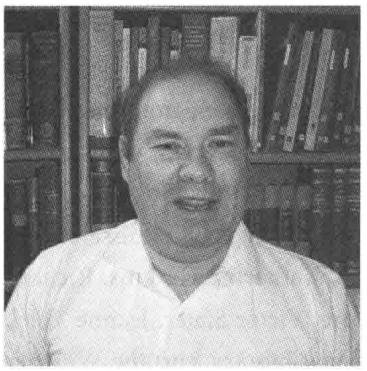
Mark Kishlansky thanks Ann Adams, Robert Bartlett, Ray Birn, David Buisseret, Ted Cook, Frank Conaway, Constantine Fasolt, James Hankins, Katherine Haskins, Richard Hellie, Matthew Kishlansky, Donna Marder, Mary Beth Rose, Victor Stater, Jeanne Thiel, and the staffs of the Joseph Regenstein Library, the Newberry Library, and the Widener and Lamont Libraries at Harvard.

Patrick Geary wishes to thank Mary, Catherine, and Anne Geary for their patience, support, and encouragement. He also thanks Anne Picard, Dale Schofield, Hans Hummer, and Richard Mowrer for their able assistance throughout the project.

Patricia O'Brien thanks Christopher Reed for his loving support; Tristan Reed for his intellectual engagement; and Erin and Devin Reed for "keeping me in touch with the contemporary world."

Mark Kishlansky
Patrick Geary
Patricia O'Brien

# ABOUT THE AUTHORS



**MARK KISHLANSKY** Mark Kishlansky is Frank B. Baird, Jr., Professor of English and European History and has served as the Associate Dean of the Faculty at Harvard University. He was educated at the State University of New York at Stony Brook, where he first studied history, and at Brown University, where he received his Ph.D. in 1977. For 16 years, he taught at the University of Chicago and was a member of the staff that taught Western Civilization. Currently, he lectures on the History of Western Civilization at Harvard. Professor Kishlansky is a specialist on seventeenth-century English political history and has written, among other works, *A Monarchy Transformed, The Rise of the New Model Army,* and *Parliamentary Selection: Social and Political Choice in Early Modern England.* From 1984 to 1991, he was editor of the *Journal of British Studies* and is presently the general editor of *History Compass,* the first on-line history journal. He is also the general editor for Pearson Custom Publishing's source and interpretations databases, which provide custom book supplements for Western Civilization courses.

**PATRICK GEARY** Holding a Ph.D. in Medieval Studies from Yale University, Patrick Geary has broad experience in interdisciplinary approaches to European history and civilization. He has served as the director of the Medieval Institute at the University of Notre Dame as well as director for the Center for Medieval and Renaissance Studies at the University of California, Los Angeles, where he is currently Distinguished Professor of History. He has also held positions at the University of Florida and Princeton University and has taught at the École des Hautes Études en Sciences Sociales in Paris, the Central European University in Budapest, and the University of Vienna. His many publications include *Readings in Medieval History; Before France and Germany: The Creation and Transformation of the Merovingian World; Phantoms of Remembrance: Memory and Oblivion at the End of the First Millennium; The Myth of Nations: The Medieval Origins of Europe;* and *Women at the Beginning: Origin Myths from the Amazons to the Virgin Mary.*

**PATRICIA O'BRIEN** is a specialist in modern French cultural and social history and received her Ph.D. from Columbia University. She has held appointments at Yale University, the University of California, Irvine, the University of California, Riverside, the École des Hautes Études en Sciences Sociales in Paris, and the University of California, Los Angeles. Between 1995 and 1999, Professor O'Brien worked to foster collaborative interdisciplinary research in the humanities as director of the University of California Humanities Research Institute. Since 2004, she has served as Executive Dean of the College of Letters and Science at UCLA. Professor O'Brien has published widely on the history of French crime and punishment, cultural theory, urban history, and gender issues. Representative publications include *The Promise of Punishment: Prisons in Nineteenth-Century France;* "The Kleptomania Diagnosis: Bourgeois Women and Theft in Late Nineteenth-Century France" in *Expanding the Past: A Reader in Social History;* and "Michel Foucault's History of Culture" in *The New Cultural History,* edited by Lynn Hunt. Professor O'Brien's commitment to this textbook grew out of her own teaching experiences in large, introductory Western civilization courses. She has benefited from the contributions of her students and fellow instructors in her approach to the study of Western civilization in the modern period.

# DETAILD CONTENTS

*PREFACE IX*
*ABOUT THE AUTHORS XIV*

## INTRODUCTION
## THE IDEA OF WESTERN CIVILIZATION 2

## CHAPTER 1
## THE FIRST CIVILIZATIONS 4

■ **INTRODUCTION 4**

**BEFORE CIVILIZATION 5**
The Dominance of Culture 5
Social Organization, Agriculture, and Religion 6

**MESOPOTAMIA 6**
The Ramparts of Uruk 7
Tools: Technology and Writing 7
Gods and Mortals in Mesopotamia 7
Hammurabi and the Old Babylonian Empire 8

**THE GIFT OF THE NILE 10**
Tending the Cattle of God 10
Democratization of the Afterlife 11

**BETWEEN TWO WORLDS 11**
The Hebrew Alternative 12
A King Like All the Nations 12
Exile 13

**NINEVEH AND BABYLON 14**
The Assyrian Empire 14
The New Babylonian Empire 14

**CONCLUSION 14**
QUESTIONS FOR REVIEW 15
DISCOVERING WESTERN CIVILIZATION ONLINE 15
SUGGESTIONS FOR FURTHER READING 15

## CHAPTER 2
## GREEK PERIOD 16

■ **INTRODUCTION 16**

**GREECE IN THE BRONZE AGE TO 700 B.C.E. 18**
Islands of Peace 18
Mainland of War 19
The Dark Age 19

**ARCHAIC GREECE, 700–500 B.C.E. 20**
Ethnos and Polis 20
Technology of Writing 21
Gods and Mortals 21
Myth and Reason 21
Art and the Individual 22
Democratic Athens 23

**CLASSICAL AND HELLENISTIC GREECE, 500–100 B.C.E. 23**
ALEXANDER AT ISSUS 23

**ATHENIAN CULTURE IN THE HELLENIC AGE 24**
The Examined Life 24
Understanding the Past 25
Athenian Drama 26
Philosophy and the Polis 26
The Rise of Macedon 27
The Empire of Alexander the Great 28
Binding Together an Empire 28

**THE HELLENISTIC WORLD 29**
Urban Life and Culture 29
Alexandria 30
Architecture and Art 30
Hellenistic Philosophy 30
Mathematics and Science 31

**CONCLUSION 32**
QUESTIONS FOR REVIEW 32
DISCOVERING WESTERN CIVILIZATION ONLINE 32
SUGGESTIONS FOR FURTHER READING 32

## CHAPTER 3
## THE ROMAN PERIOD 34

■ **INTRODUCTION 34**

**THE WESTERN MEDITERRANEAN TO 509 B.C.E. 35**

Carthage: The Merchants of Baal 35
Italy's First Civilization 35
**FROM CITY TO EMPIRE, 509–146 B.C.E. 37**
Latin Rome 37
Etruscan Rome 37
Rome and Italy 37
**REPUBLICAN CIVILIZATION 38**
Farmers and Soldiers 38
Roman Religion 38
Republican Letters 38
**THE CRISIS OF ROMAN VIRTUE 39**
**IMPERIAL ROME, 146 B.C.E.–192 C.E. 39**
THE ALTAR OF AUGUSTAN PEACE 39
**THE PRICE OF EMPIRE, 146–121 B.C.E. 40**
Winners and Losers 40
**THE END OF THE REPUBLIC 41**
**THE AUGUSTAN AGE AND THE PAX ROMANA 43**
**RELIGIONS FROM THE EAST 45**
The Origins of Christianity 46
**CONCLUSION 48**
QUESTIONS FOR REVIEW 48
DISCOVERING WESTERN CIVILIZATION ONLINE 48
SUGGESTIONS FOR FURTHER READING 48

## CHAPTER 4
## THE TRANSFORMATION OF THE CLASSICAL WORLD, 192–500 50

■ **INTRODUCTION 50**
**THE CRISIS OF THE THIRD CENTURY 51**
Enrich the Army and Scorn the Rest 52
An Empire on the Defensive 53
The Barbarian Menace 53
**THE EMPIRE RESTORED 54**
Diocletian, the God-Emperor 54
Constantine, the Emperor of God 55
The Triumph of Christianity 56
**IMPERIAL CHRISTIANITY 56**
Divinity, Humanity, and Salvation 57
The Call of the Desert 58
Monastic Communities 59
The Barbarization of the West 60
The New Barbarian Kingdoms 61
The Hellenization of the East 62
**CONCLUSION 62**
QUESTIONS FOR REVIEW 63
DISCOVERING WESTERN CIVILIZATION ONLINE 63
SUGGESTIONS FOR FURTHER READING 63

## CHAPTER 5
## THE CLASSICAL LEGACY IN THE EAST: BYZANTIUM AND ISLAM 64

■ **INTRODUCTION 64**
**THE BYZANTINES 65**
Justinian and the Creation of the Byzantine State 65
**THE RISE OF ISLAM 67**
Arabia Before the Prophet 67
The Triumph of Islam 67
The Spread of Islam 68
Authority and Government in Islam 68
Islamic Civilization 69
**THE BYZANTINE APOGEE AND DECLINE, 1000–1453 69**
The Disintegration of the Empire 70
The Conquests of Constantinople and Baghdad 70
**CONCLUSION 71**
QUESTIONS FOR REVIEW 71
DISCOVERING WESTERN CIVILIZATION ONLINE 72
SUGGESTIONS FOR FURTHER READING 72

## CHAPTER 6
## THE WEST IN THE MIDDLE AGES 74

■ **INTRODUCTION 74**
**THE MAKING OF THE BARBARIAN KINGDOMS, 500–750 75**
Italy: From Ostrogoths to Lombards 76
Visigothic Spain: Intolerance and Destruction 76

The Anglo-Saxons: From Pagan Conquerors to Christian Missionaries 76
The Franks: An Enduring Legacy 78
Creating the European Aristocracy 78
**THE CAROLINGIAN ACHIEVEMENT 79**
The Carolingian Renaissance 80
**AFTER THE CAROLINGIANS: FROM EMPIRE TO LORDSHIPS 80**
Disintegration of the Empire 81
**THE HIGH MIDDLE AGES 81**
The Church: Saints and Monks 82
Crusaders: Soldiers of God 83
The Idea of the Crusade 83
Scholasticism and Urban Intellectual Life 83
**THE INVENTION OF THE STATE 86**
The Universal States: Empire and Papacy 86
The Nation-States: France and England 88
**THE SPIRIT OF THE LATER MIDDLE AGES 90**
The Crisis of the Papacy 91
Discerning the Spirit of God 92
Heresy and Revolt 93
Religious Persecution in Spain 93
Vernacular Literature and the Individual 94
**CONCLUSION 95**
QUESTIONS FOR REVIEW 96
DISCOVERING WESTERN CIVILIZATION ONLINE 96
SUGGESTIONS FOR FURTHER READING 96

## CHAPTER 7
## THE ITALIAN RENAISSANCE 98

■ **INTRODUCTION 98**
**RENAISSANCE SOCIETY 99**
Cities and Countryside 100
Production and Consumption 100
**RENAISSANCE ART 101**
An Architect, a Sculptor, and a Painter 102
Renaissance Style 102
Michelangelo 103
**RENAISSANCE IDEALS 104**
Humanists and the Liberal Arts 105
Renaissance Science 106
Machiavelli and Politics 106
**THE POLITICS OF THE ITALIAN CITY-STATES 107**
Venice: A Seaborne Empire 107
Florence: Spinning Cloth into Gold 108
The End of Italian Hegemony, 1450–1527 110
**CONCLUSION 111**
QUESTIONS FOR REVIEW 111
DISCOVERING WESTERN CIVILIZATION ONLINE 111
SUGGESTIONS FOR FURTHER READING 111

## CHAPTER 8
## THE REFORM OF RELIGION 112

■ **INTRODUCTION 112**
**THE INTELLECTUAL REFORMATION 114**
The Print Revolution 114
Christian Humanism 115
The Humanist Movement 115
The Wit of Erasmus 116
**THE LUTHERAN REFORMATION 117**
The Spark of Reform 117
The Sale of Indulgences 117
Martin Luther Challenges the Church 118
Martin Luther's Faith 118
From Luther to Lutheranism 119
The Spread of Lutheranism 121
**THE PROTESTANT REFORMATION 121**
Geneva and Calvin 122
The English Reformation 123
The Reformation of the Radicals 125
**THE CATHOLIC REFORMATION 126**
The Spiritual Revival 126
Loyola's Pilgrimage 127
The Counter-Reformation 128
The Empire Reacts 129
**CONCLUSION 130**
QUESTIONS FOR REVIEW 130
DISCOVERING WESTERN CIVILIZATION ONLINE 130
SUGGESTIONS FOR FURTHER READING 131

## CHAPTER 9
## THE PERIOD OF MODERN EUROPE 132

■ **INTRODUCTION 132**
**ECONOMIC LIFE 133**
Rural Life 133
Town Life 135
Economic Change 136
**SOCIAL LIFE 137**
Social Constructs 137
Social Structure 138
Social Change 139
**THE ROYAL STATE IN THE SEVENTEENTH CENTURY 141**
**THE RISE OF THE ROYAL STATE 141**
Divine Kings 142
**THE CRISES OF THE ROYAL STATE 144**
The English Civil War 144
The English Revolutions 146
**THE ZENITH OF THE ROYAL STATE 147**
The Nature of Absolute Monarchy 148
**SCIENCE AND COMMERCE IN EARLY MODERN EUROPE 149**
The New Science 149
Heavenly Revolutions 149
Science Enthroned 152
The Marketplace of the World 153
The Colonial Wars 154
**CONCLUSION 154**
QUESTIONS FOR REVIEW 155
DISCOVERING WESTERN CIVILIZATION ONLINE 155
SUGGESTIONS FOR FURTHER READING 155

## CHAPTER 10
## THE ENLIGHTENMENT, FRENCH REVOLUTION AND NAPOLEONIC ERA 156

■ **INTRODUCTION 156**
**THE ENLIGHTENMENT 157**
The Spirit of the Enlightenment 157
The Impact of the Enlightenment 160
**EIGHTEENTH-CENTURY SOCIETY 161**
The Bourgeoisie 161
**THE FRENCH REVOLUTION AND THE FALL OF THE MONARCHY 163**
Declaring Political Rights 163
The Trials of Constitutional Monarchy 164
**EXPERIMENTING WITH DEMOCRACY, 1792–1799 165**
The Revolution of the People 165
The End of the Revolution 165
**THE REIGN OF NAPOLEON, 1799–1815 166**
Bonaparte Seizes Power 166
Decline and Fall 167
**CONCLUSION 168**
QUESTIONS FOR REVIEW 169
DISCOVERING WESTERN CIVILIZATION ONLINE 169
SUGGESTIONS FOR FURTHER READING 169

## CHAPTER 11
## EUROPE IN THE NINETEENTH CENTURY 170

■ **INTRODUCTION 170**
**THE TRADITIONAL ECONOMY 171**
The Agricultural Revolution 171
**THE INDUSTRIAL REVOLUTION IN BRITAIN 172**
Britain First 173
Cotton Is King 174
The Wages of Progress 174
**THE INDUSTRIALIZATION OF THE CONTINENT 176**
**THE BIRTH OF THE GERMAN EMPIRE 177**
**BUILDING NATIONS: THE POLITICS OF UNIFICATION 177**
The Crimean War 177
The United States: Civil War and Reunification 179
Nationalism and Force 179
**REFORMING EUROPEAN SOCIETY 179**
The Second Empire in France, 1852–1870 179
The Victorian Compromise 180

此为试读，需要完整PDF请访问：www.ertongbook.com