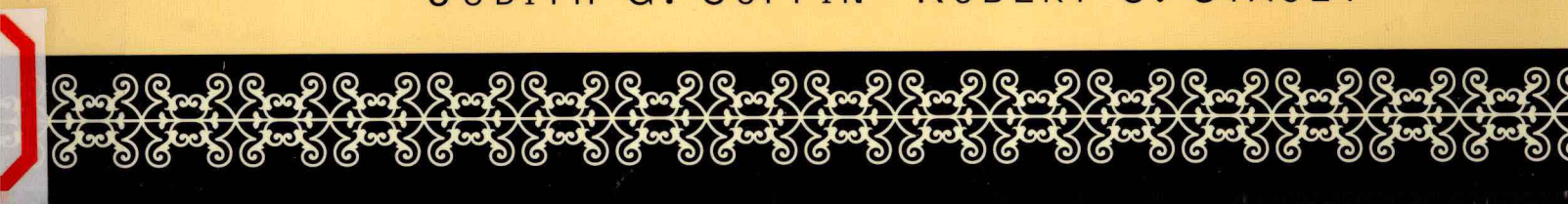


WESTERN CIVILIZATIONS

VOLUME A: TO 1500

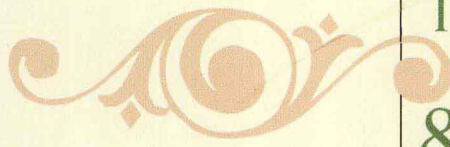


JUDITH G. COFFIN ROBERT C. STACEY





WESTERN CIVILIZATIONS



THEIR HISTORY
& THEIR CULTURE

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To our families—Robin, Will, and Anna Stacey, and Willy, Zoe, and Aaron Forbath—for their patience and support. They reminded us that books such as this are worth the work, and also that there are other things in life.

To Robert Lerner, Standish Meacham, Edward McNall Burns, and Marie Burns, our predecessors who successfully guided *Western Civilizations* for thirteen editions, spanning six decades.



ABOUT THE BOOK

Used by over 1,000,000 students *Western Civilizations* is renowned for its balanced presentation, clear prose, and exceptional treatment of cultural history. Originally published in 1942, the book began as an outgrowth of Edward McNall Burns's western civilizations course at Rutgers University. Robert Lerner (Northwestern University) and Standish Meacham (University of Texas at Austin) took over authorship in the ninth edition and extended the book's traditional strengths to include the new social history. Beginning with the fourteenth edition, Judith Coffin (University of Texas at Austin) and Robert Stacey (University of Washington) debuted as the third generation of authors to lead this book. While Coffin and Stacey maintain the balanced presentation of *Western Civilizations*, they have enlarged the conception of "Western Civilization" to take in the diversity of the European world.



ABOUT THE AUTHORS

JUDITH G. COFFIN received her Ph.D. in modern French history from Yale University. She has taught at Harvard University and the University of California, Riverside, and is currently associate professor of history at the University of Texas at Austin, where she won a 1999 University of Texas President's Associates' Award for Teaching Excellence. Her research interests focus on the social and cultural history of gender, mass culture, slavery, race relations, and colonialism. She is the author of *The Politics of Women's Work: The Paris Garment Trades, 1750-1915*.

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PREFACE

Since the 1920s, the western civilization survey course has held a central place in the curricula of American universities and high schools. Yet the concept of "western civilization" remains both elusive and controversial. It seems appropriate, therefore, that we begin by defining our terms. How do we, as authors, conceive of our subject?

During much of the twentieth century, "western" civilization meant "the civilization of western Europe," to which the earlier history of the Ancient Near East was somewhat arbitrarily attached. Western civilization was therefore presented as beginning at Sumer, developing in Egypt, and then flowering in Greece. From Greece it passed to Rome, which transmitted it to France, Germany, England, Italy, and Spain, whose emigrating colonists then transferred it to the Americas after 1492. Rather like a train passing through stations, western civilization was thus conceived as picking up "cargo" at each of its stops, but always retaining the same engine and the same baggage cars.

This vision of western civilization was not only selective, it was often tied to a series of contentious assumptions. It cast the worldwide dominance of the European imperial powers between roughly 1800 and 1950 as the culmination of several thousand years of historical development, which it was the obligation of historians to explain. It also tended to presume that European global dominance in the nineteenth and twentieth centuries reflected and demonstrated the superiority of western European civilization over the African, Asian, and Native American civilizations the Europeans conquered during the heyday of their imperial expansion.

Historians today are keenly aware of how much such an account leaves out. It slights the use of force and fraud in European expansion. It ignores the sophistication, dynamism, and humanity of the many cultures it sidelines. By neglecting the crucial importance of Byzantium and Islam, it gives a misleadingly narrow account even of the development of European civilization. And it also misleads us about the western civilizations created in North and South America after 1492, which were creole, or hybrid, cultures, not simply European cultures transplanted to other shores. This is not to argue that a study of western civilization must give way to a study of world civilization. It is merely to insist that understanding the historical

development of the West requires us to place this subject in a much wider geographical and cultural context; and that, shorn of its triumphalism, the history of western civilization becomes vastly more interesting.

In this textbook, we will argue that the West cannot be understood as a single, continuous historical culture. Rather, there have been a number of western civilizations, whose fundamental characteristics have changed markedly over time. We mean, therefore, for our title, *Western Civilizations*, to be taken seriously. We will treat "western" as a geographical designator referring to the major civilizations that developed in and around the Mediterranean Sea between 3500 B.C.E. ("Before the Common Era," equivalent to the Christian dating system B.C., "Before Christ") and 500 C.E. ("Common Era," equivalent to the Christian dating system A.D., "Anno Domini," "the Year of the Lord"). We will also treat as "western" the civilizations that emerged out of the Mediterranean world in the centuries after 500 C.E., as the Greco-Roman world of antiquity divided into Islamic, Byzantine, and Latin Christian realms. The interdependence and mutual influences of these three western civilizations upon each other will be a recurring theme of this book.

Western Civilizations rests on the efforts and learning of three generations of historians. Edward McNall Burns, Robert Lerner, and Standish Meacham constructed a textbook that combined a vigorous narrative style with wide-ranging attention to the diverse ways in which ordinary people have organized their lives in response to changing environments, visions, and goals. In continuing their work, we have tried to retain these traditional strengths by remaining attentive to narrative, by aiming for clarity and accessibility without compromising on accuracy or ignoring complexity, and by presenting "high" and "popular" politics and culture as part of a single, shared world of historical experience.

We have also made some significant changes to the book, reflecting the changing historical interests of teachers, students, and scholars. In keeping with our broadened understanding of western civilizations, we devote much more attention to the world outside western Europe than once was customary. We have continued to integrate new scholarly work in social and cultural history and the history of gender into our narrative, but we have also substantially increased the attention we pay to economic, religious, and military history. In this new edition, we also pay particular attention to the varying ways in which these different western civilizations sought to govern themselves and the territories they conquered. "Empire" has been a consistent theme

in the history of the West for more than four thousand years. In revising this book for its Fifteenth Edition, we have tried to do justice to its importance.

As we did for the Fourteenth Edition, we have substantially revised or completely rewritten most of the chapters in this volume, including many that were first composed only four years ago. New maps and new art have been added to every chapter, and the prose throughout the book has been tightened, resulting in a book that is more concise than its predecessor despite its expanded coverage of empire, religion, and gender. Users of the Fourteenth Edition will note particularly dramatic changes in Parts I, IV, and VI, in which chapters have been combined or reordered for greater clarity and concision, and in Part VIII, in which all the chapters have been completely rewritten. But in every chapter they will find arguments that have been modified and material that has been updated to reflect the most recent scholarship.

Responding to the requests of teachers, we have reorganized and rewritten Part I, "The Ancient Near East," to make it easier for students and their instructors to follow the development first of Mesopotamian civilization and then of ancient Egypt. We have also shortened Part I by combining three chapters into two and reducing some of the narrative detail. We have retained, however, our distinctive emphasis on the cultural interactions and historical dynamism of these early civilizations and added to our coverage of several subjects, including the Egyptian Middle Kingdom and the origins of the alphabet.

In Part II, the prose of Chapters 3 and 4 ("The Greek Experiment," "The Expansion of Greece") has been sharpened, the coverage updated, and the map program expanded and improved. Chapter 5, "Roman Civilization," has been reorganized and rewritten to link the social and economic changes of the late Republic more directly to the political struggles of the period. The discussion of Augustus has been rewritten and expanded to better explain the ideology of Augustan rule. More attention is also paid to Roman women, and to the economic difficulties of the third century C.E. In Chapter 6, "Christianity and the Transformation of the Roman World," readers will find an entirely new discussion of early Christianity and a much improved discussion of monasticism.

In Part III, Chapter 7 contains a revised discussion of Muslim philosophy, science, medicine, and literature and a fuller explanation of the importance of papermaking to Muslim cultural and intellectual life. We have also tried to bring greater clarity to the issue of

Iconoclasm in Byzantine religion. In Chapter 8, the account of English and French royal politics has been shortened and the entire chapter streamlined. In Chapter 9, readers will find a clearer account of the growth of schools and their relationship to the twelfth-century renaissance. Both chapters have also been thoroughly revised for style.

Part IV, "From Medieval to Modern," now begins with Chapter 10, "The Later Middle Ages," and ends with Chapter 14, "Religious Wars and State Building." The most important changes here are in Chapter 13, "Reformations of Religion," which has been rewritten (although not reconceived) from beginning to end, and in Chapter 14, where readers will find, among much else, a new account of the events that led to the English Civil War.

Part V opens with a new Chapter 15, "Absolutism and Empire, 1660–1789." This chapter brings the economic, cultural and political developments of this period together into a single narrative, instead of dividing them between two separate chapters as we did in the Fourteenth Edition. Part V then continues with two chapters, both newly composed for the Fourteenth Edition, on the Scientific Revolution and the Enlightenment. Both chapters are concerned with the context in which new ideas were forged and with how those ideas came to matter for a range of people, from philosophers, rulers, and bureaucrats to explorers, artists, and artisans. Here and throughout the Fifteenth Edition, we have continued to expand the treatment of gender. This has meant adding more material concerning women but also, more important, showing the ways in which family, sexuality, models of femininity, and the rights and duties of men and women became central to politics and culture at different historical moments.

In Part VI, two chapters from the Fourteenth Edition have been merged into a single new Chapter 19 on industrial society, focused on the relationship between social, economic, and cultural change—or on industry as a way of life. This new chapter is more explicit about different models of industrialization, about the global relationships that nineteenth-century industry fostered and thrived on, and about the environmental repercussions of industrialization. Chapters 20 and 21, on nineteenth-century politics, have been reorganized and shortened to make the tumultuous changes of the period easier to follow. Chapter 20 now goes from the conservative reaction against the French Revolution of 1789 to the renewed outbreak of revolution in 1848. We have clarified the discussion of nineteenth-century political ideologies and moved it into this chapter. We

have also revised the cultural history and added a new section on Romanticism as a way of seeing and understanding the wider world. Chapter 21 begins with the revolutions of 1848 in central and eastern Europe and then treats the issues those revolutions raised, nation and state building, as they played out elsewhere.

In Part VII, we have revised the introduction to imperialism and sharpened the focus of Chapter 23. Much more major revisions have been made in Part VIII, which has been reorganized and almost entirely rewritten. Chapter 27 analyzes the collapse of Europe's empires as an integral part of the postwar restructuring of Europe and of the emergence of a Cold War world. This chapter now includes material on a subject that has fascinated historians recently: how any culture recovers from a catastrophe on the order of World War II. Chapter 28 traces developments from the 1960s, including the worldwide upheaval of 1968, to the collapse of the USSR, which is now treated in more depth. Chapter 29 concludes the volume with a discussion of how historians look at globalization at the beginning of the twenty-first century.

INNOVATIVE PEDAGOGICAL PROGRAM

Western Civilizations, Fifteenth Edition, is designed for maximum readability. The crisp, clear, and concise narrative is also accompanied by a highly useful pedagogical program to help students study while engaging them in the subject matter. Highlights of this innovative program include:

- **NEW End-of-Chapter Key Terms.** In response to requests from professors, each chapter includes a list of ten to fifteen key terms to help students focus on the key ideas, events, or people in the chapter.
- **NEW Digital History Features.** Twelve Digital History Feature essays distributed throughout the text direct students to the Western Civilizations Digital History Center (www.wwnorton.com/wciv), where they can explore collections of primary sources on topics that include:
 - The Primary Element—Water (Chapter 1)
 - Women and Mystery Cults (Chapter 4)
 - Grapes and Civilization (Chapter 6)
 - The Market (Chapter 8)
 - After the Black Death (Chapter 10)
 - Spices (Chapter 12)
 - Astrology, Astronomy, and Galileo (Chapter 15)
 - Revolutionary Paris (Chapter 18)
 - Nationalism and Music (Chapter 20)

Olympics (Chapter 23)
Cold War (Chapter 26)
Military Strategy and New Technology (Chapter 28)

- **In-Text Documents.** To add depth to the more focused narrative of *Western Civilizations*, each chapter contains an average of four primary sources, two of which are paired to convey a sense of historical complexity and diversity.
- **Map Program with Enhanced Captions.** Over 130 beautiful maps appear throughout the text, including twenty-five new maps, each accompanied by an enhanced caption designed to engage the reader analytically while conveying the key role that geography plays in the development of history and the societies of the world.
- **In-Chapter Chronologies.** Several brief chronologies built around particular events, topics, or periods appear in each chapter and are designed to provide road maps through the narrative detail.
- **Focus Question System.** To ensure that students remain alert to key concepts and questions on every page of the text, focus questions guide their reading in three ways: (1) a focus question box appears at the beginning of each chapter to preview the chapter's contents; (2) relevant questions reappear at the start of the section in which they are discussed; and (3) running heads on the righthand pages keep these questions in view throughout the chapter.
- **Pull Quotes.** Lifted directly from the narrative, pull quotes appear throughout each chapter to highlight key thoughts and keen insights while keeping students focused on larger concepts and ideas.

RESOURCES FOR STUDENTS

NEW Western Civilizations Digital History Center

www.wwnorton.com/wciv

by Steven Kreis, Wake Technical College

This online resource for students—designed specifically for use with *Western Civilizations*—provides access to online review and research materials. Its contents include:

Review Materials, consisting of chapter objectives and outlines, interactive chapter chronologies, focus questions and answers, interactive map exercises, and flash cards.

Online Primary Sources

Multimedia elements for each chapter are categorized by type—documents, images, maps, audio, and video.

Digital History Features

These twelve online explorations deal with topics that arc over several chapters in *Western Civilizations*. Each exploration is integrated with the text through a Digital History Feature essay that summarizes the topic and poses several critical thinking questions.

Media Analysis Worksheets

Each media element in the Digital History Features is accompanied by a Media Analysis Worksheet, which guides students through a three-part approach to the resources:

Observation: prompts students to articulate what they see, hear, or read

Expression: prompts students to write about or “voice” their observations

Connection: prompts students to place their responses within a historical context

NEW Study Guide

by Margaret Minor and Paul Wilson, both of Nicholls State University

The Study Guide gives students a comprehensive means for review and self-assessment. Each chapter contains a chapter outline, identifications, multiple-choice questions, matching, and true/false questions, chronologies, and short-answer and essay questions.

Resources for Instructors

NEW Instructor's Manual

by Steven Kreis, Wake Technical College

This valuable resource follows the chapter organization of the text and provides a wide array of teaching tools, including extensive lecture outlines, lecture launchers, key lecture topics, various classroom/recitation activities, and lists of suggested films and readings. New to this edition are suggestions for integrating electronic media into the classroom.

NEW Test-Item File

By Michael Halvorson, Pacific Lutheran University, and Michael Prael, University of Northern Iowa

Available in both print and electronic formats, this test bank contains over one thousand multiple-choice ques-

tions, approximately thirty to forty per chapter, ranging from factual to conceptual. In addition, there are twelve basic identifications and four to six essay/short-answer questions per chapter.

Norton Media Library

These PowerPoint slides are optimized for lecture use and contain audio and visual files as well as many of the images and maps from the text.

Map Transparencies

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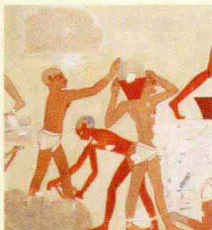
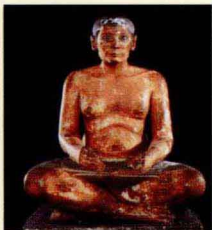
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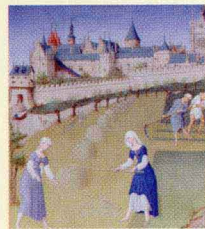
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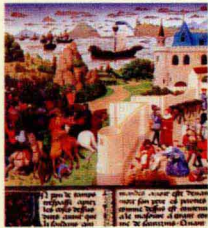
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