

SECOND EDITION

Volume II
Since 1500

The Making of the West

PEOPLES AND CULTURES

Lynn Hunt • Thomas R. Martin • Barbara H. Rosenwein • R. Po-chia Hsia • Bonnie G. Smith



S E C O N D E D I T I O N

The Making of the West

PEOPLES AND CULTURES

Volume II: Since 1500



Lynn Hunt

University of California,
Los Angeles

Thomas R. Martin

College of the Holy Cross

Barbara H. Rosenwein

Loyola University Chicago

R. Po-chia Hsia

Pennsylvania State University

Bonnie G. Smith

Rutgers University

BEDFORD / ST. MARTIN'S

Boston ♦ New York

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Printing and Binding: R.R. Donnelley & Sons Company

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Library of Congress Control Number: 2004102164

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Manufactured in the United States of America.

9 8 7 6 5 4
f e d c b a

For information, write: Bedford/St. Martin's, 75 Arlington Street, Boston, MA 02116
(617-399-4000)

ISBN: 0-312-40959-1 (hardcover edition) EAN: 978-0-312-40959-3
ISBN: 0-312-41740-3 (paperback Vol. I) EAN: 978-0-312-41740-6
ISBN: 0-312-41761-6 (paperback Vol. II) EAN: 978-0-312-41761-1
ISBN: 0-312-41767-5 (paperback Vol. A) EAN: 978-0-312-41767-3
ISBN: 0-312-41768-3 (paperback Vol. B) EAN: 978-0-312-41768-0
ISBN: 0-312-41769-1 (paperback Vol. C) EAN: 978-0-312-41769-7

Cover Art: *Public Exposition of the Paintings* by Joan Ferrer y Miró (1893–1983).
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Preface

THE IDEA OF "THE WEST" is now urgently under discussion. The end of the cold war after 1989 presented new challenges for historical interpretation, but these had hardly been digested when the shock of September 11, 2001, reverberated throughout the world. These momentous events present extraordinary challenges for authors of Western civilization textbooks. We welcome the challenges, for they have deepened our commitment to our project's basic goal and approach. From the very beginning, we have insisted on an expanded vision of the West that includes the United States, fully incorporates eastern Europe, and emphasizes Europe's relationship with the rest of the world, whether through trade, colonization, migration, cultural exchange, or religious and ethnic conflict.

Every generation of students needs new textbooks that synthesize recent findings. Textbooks conceived during the era of the cold war are, of course, oriented toward explaining the clash between a West unquestionably identified as western Europe and the United States and its eastern-bloc opponents, eastern Europe and the Soviet Union. Since much of eastern Europe has now joined the European Union, the notion of Europe—and the West—has to change. Conflict now takes place on a global stage, and globalization of the economy and culture has become a subject of passionate debate. Nowhere is that debate more crucial than over relations between the West and Islam precipitated by the September 11, 2001, attacks by Islamic radicals. How to respond to such global threats sharply divides the West. The United States and Great Britain's decision to invade Iraq despite strong opposition from allies in western Europe tests long-standing alliances and suggests significant international realignments. New

histories must reflect these dramatic changes, and we feel confident that ours meets the challenge. In every chapter, we develop these new perspectives and show how they offer a more coherent and convincing view of the important issues in the making of the West.

Central Themes and Approach

Our title, *The Making of the West: Peoples and Cultures*, makes two enduring points about our themes and approach: (1) that the history of the West is the story of a process that is still ongoing, not a finished result with only one fixed meaning; and (2) that "the West" includes many different peoples and cultures, that is, that there is no one Western people or culture that has existed from the beginning until now. To understand the historical development of the West and its position in the world today, it is essential to place the West's emergence in a larger, global context that reveals the cross-cultural interactions fundamental to the shaping of the Western identity. Our task as authors, moreover, is to integrate the best of social and cultural history with the enduring developments of political, military, and diplomatic history, offering a clear, compelling narrative that sets all the key events and stages of the West's evolution in a broad, meaningful context.

We know from our own teaching that introductory students need a solid chronological framework, one with enough familiar benchmarks to make the material readily assimilable, but also one with enough flexibility to incorporate the new varieties of historical research. That is one reason why we

present our account in a straightforward, chronological manner. Each chapter treats all the main events, people, and themes of a period in which the West significantly changed; thus students are not required to learn about political events in one chapter, then backtrack to concurrent social and cultural developments in the next. The chronological organization also accords with our belief that it is important, above all else, for students to see the interconnections among varieties of historical experience—between politics and cultures, between public events and private experiences, between wars and diplomacy and everyday life. Our chronological synthesis allows students to appreciate these relationships while it, we hope, captures the spirit of each age and sparks students' historical imaginations. For teachers, our chronological approach ensures a balanced account, allows the flexibility to stress themes of one's own choosing, and perhaps best of all, provides a text that reveals history not as a settled matter but as a process that is constantly alive, subject to pressures, and able to surprise us. In writing *The Making of the West: Peoples and Cultures*, it has been our aim to communicate the vitality and excitement as well as the fundamental importance of history. If we have succeeded in conveying some of the vibrancy of the past and the thrill of historical investigation, we will be encouraged to start rethinking and revising—as historians always must—once again.

Pedagogy and Features

More and more is required of students these days, and not just in Western civilization courses. We know from our own teaching that students need all the help they can get in assimilating information, acquiring skills, learning about historical debate, and sampling the newest approaches to historical thinking. With these goals in mind, we retained the class-tested learning and teaching aids that contributed to the first edition, but we have also added more such features.

Each chapter begins with a **vivid anecdote** that draws readers into the atmosphere and issues of the period and raises the

chapter's main themes, supplemented by a full-page illustration that echoes the anecdote and similarly reveals the temper of the times. We have added **new chapter outlines** and **timelines** to introduce students to each chapter. As they read, students now encounter **review questions** strategically placed at the end of each major section to check their comprehension of main ideas, plus bolded **key terms** in the text with corresponding **glossary** definitions at the end of the book and a running **pronunciation guide**. Each chapter closes with a strong **chapter conclusion** that reviews main topics and ties together the chapter's thematic strands. An all-new **chapter review** section provides a clear study plan with a table of important events, list of key terms, review questions, and "Making Connections" questions, which encourage students to analyze chapter material or make comparisons within or beyond the chapter.

But like a clear narrative synthesis, strong pedagogical support is not enough on its own to encourage active learning. To reflect the richness of the themes in the text and to enliven the past with many more original sources, in the second edition we have added **sixty new single-source documents** (two per chapter). Nothing can give a more direct experience of the past than original voices, and we have each endeavored, sometimes through our own retranslation, to let those voices speak, whether it is Seneca describing everyday life in the Roman Empire, Frederick Barbarossa replying to the Romans when they offer him the emperor's crown, or an ordinary person's account of one of Stalin's pogroms. At the same time, we have retained our unique, proven features that extend the narrative by revealing the process of interpretation, providing a solid introduction to the principles of historical argument, and capturing the excitement of historical investigation:

- **Contrasting Views** provide three or four often conflicting eyewitness accounts of a central event, person, or development, such as Martin Luther, the English Civil War, and late-nineteenth-century migration.
- **New Sources, New Perspectives** show students how historians continue to develop

new kinds of evidence about the past, from tree rings to Holocaust museums.

- **Terms of History** explain the meanings of some of the most important and contested terms in the history of the West and show how those meanings have developed—and changed—over time. For example, the discussion of *progress* shows how the term took root in the eighteenth century and has been contested in the twentieth.
- **Did You Know?** is a short, illustrated feature that emphasizes the interactions between the West and the broader world, offering unexpected and sometimes startling examples of cultural interchange, from the invention of “smoking” (derived from the New World) to the creation of polo (adapted from South Asia).
- **Taking Measure** highlights a chart, table, graph, or map of historical statistics that illuminates an important political, social, or cultural development.

The map program of the first edition was widely praised as the most comprehensive in any survey text. In each chapter we offer a set of three types of maps, each with a distinct role in conveying information to students. Four to five **full-size maps** show major developments, two to four **“spot” maps**—small maps that emphasize a detailed area from the discussion—aid students’ understanding of specific but crucial issues, and **“Mapping the West”** summary maps at the end of each chapter provide a snapshot of the West at the close of a transformative period and help students visualize the West’s changing contours over time. For this edition, we have carefully considered each map, improved the colors for better contrast, and clarified and updated borders and labels where needed.

It has been our intention to integrate art as fully as possible into the narrative and to show its value for teaching and learning. **Over 400 illustrations**, carefully chosen to reflect this edition’s broad topical coverage and geographic inclusion, reinforce the text and show the varieties of visual sources from which historians build their narratives and interpretations. All artifacts, illustrations, paintings, and photographs are contemporaneous with the chapter; there are no anachronistic illustrations—no fifteenth-century peasants

tilling fields in a chapter on the tenth century! We know that today’s students are very attuned to visual sources of information, yet they do not always receive systematic instruction in how to “read” or think critically about such visual sources. Our substantive captions for the maps and art help them learn how to make the most of these informative materials, and now in the second edition, we have frequently included specific questions or suggestions for comparisons that might be developed. Specially designed visual exercises in the *Online Study Guide* supplement this approach in an especially thought-provoking fashion. A new page design for the second edition supports our goal of intertwining the art and the narrative and lends more interest and dynamism to the page.

Textual Changes

A textbook, unlike most scholarly books, offers historians the rare chance to revise the original work, to keep it fresh, and to make it better. It has been a privilege to bring our own scholarship and teaching to bear on this rewriting. In this second edition, we have kept our emphasis on a strong central story line that incorporates the best of new research, but we have worked to make the narrative even more focused and accessible by reviewing every line of text and recrafting the headings to provide better signposts for readers.

Our book now begins with a new prologue that examines the lives of early human beings in the Paleolithic and Neolithic eras. Here we discuss the archeological evidence that points to the technology, trade, religious practices, and social traditions of people who left no written history. The prologue is designed for maximum flexibility. It contains full chapter pedagogy to support instructors who choose to assign this period. Alternatively, it can be used as introductory or extra reading for those instructors who begin their courses with Mesopotamia.

To illustrate our conception of the history of the West as an ongoing process, the first chapter opens with a new section on the origins and contested meaning of *Western*

civilization. In this conversation, we emphasize our theme of cultural borrowing between the peoples of Europe and their neighbors that has characterized Western civilization from the beginning. We continue to incorporate the experiences of borderland regions and the importance of global interactions into the historical narrative and in many of our new art selections.

Of course, the recent past is the most pressing arena in which to examine the West as an evolving construct. The impact of recent events is reflected most dramatically in the last two chapters, which have been completely rewritten and now divide at 1989, the year that marks the beginning of a new era after the cold war.

Throughout each chapter, we've added new material and drawn on new scholarship on topics such as the demise of the Akkadian Empire and the succeeding Ur III dynasty (Chapter 1); Zoroastrianism and the influence of Persian religion on later faiths (Chapter 2); criticisms of radical democracy (Chapter 3); diversity among the non-Roman peoples who flooded into the Roman Empire (Chapter 7); the origins of Islam (Chapter 8); Byzantine court culture and the *dynatoi* (Chapter 9); the prominence of the flagellant movement (Chapter 13); Spanish exploration of the Pacific Coast of North America (Chapter 16); the promotion of women's emigration to the new colonies (Chapter 17); sugar grinding in the colonies (Chapter 18); the role of peasants in the French Revolution (Chapter 20); nineteenth-century French efforts to transform Saigon (Chapter 23); Japan's imperialist activity in the 1920s (Chapter 26); discontent in the colonies during the depression (Chapter 27); postwar recovery in Scandinavia and the contributions of immigrants to postwar European economies (Chapter 28); the rise in the study of social sciences (Chapter 29); and the impact of global outsourcing (Chapter 30).

Supplements

As with the first edition, a well-integrated ancillary program supports *The Making of the West: Peoples and Cultures*. Each print and

electronic resource has been carefully revised to provide a host of practical teaching and learning aids.

For Students

Sources of The Making of the West, Second Edition—Volumes I (to 1740) and II (since 1500)—by Katharine J. Lualdi, University of Southern Maine. For each chapter in *The Making of the West*, this companion sourcebook features four or five important political, social, and cultural documents that reinforce or extend discussions in the textbook, encouraging students to make connections between narrative history and primary sources. Short chapter summaries and document headnotes contextualize the wide array of sources and perspectives represented, while discussion and comparative questions guide students' reading and promote historical thinking skills. The second edition provides instructors with even more flexibility, as the nearly one-third new selections feature visual sources for the first time. This edition also features more attention to geographic areas beyond Europe and includes an improved balance between traditional documents and selections that provide a fresh perspective.

Study Guide to Accompany The Making of the West, Second Edition—Volumes I (to 1740) and II (since 1500)—by Victoria Thompson, Arizona State University, and Eric Johnson, University of California, Los Angeles. For each chapter in the textbook, the *Study Guide* offers overview questions; a chapter summary; an expanded timeline with questions; a glossary of key terms with a related exercise; multiple-choice and short-answer questions; plus map, illustration, and source exercises that help students synthesize information and practice analytical skills. Answers for all exercises are provided.

Online Study Guide at bedfordstmartins.com/hunt The popular *Online Study Guide* for *The Making of the West* is a free and uniquely personalized learning tool to help students master themes and information in the textbook and improve their historical

skills. Instructors can monitor student progress through the online *Quiz Gradebook* or receive e-mail updates.

The Bedford Series in History and Culture—Advisory Editors Natalie Zemon Davis, Princeton University; Ernest R. May, Harvard University; David W. Blight, Yale University; and Lynn Hunt, University of California, Los Angeles. European titles in this highly praised series combine first-rate scholarship, historical narrative, and important primary documents for undergraduate courses. Each book is brief, inexpensive, and focused on a specific topic or period. Packaged discounts are available. European titles include *Spartacus and the Slave Wars*, *Utopia*, *Candide*, *The French Revolution and Human Rights*, *The Enlightenment*, and *The Communist Manifesto*.

DocLinks at bedfordstmartins.com/doclinks This Web site provides over 400 annotated Web links with single-click access to primary documents online, including speeches, legislation, treaties, social commentary, essays, travelers' accounts, personal narratives and testimony, newspaper articles, visual artifacts, songs, and poems. Searchable by topic, date, or specific chapter of *The Making of the West*.

HistoryLinks at bedfordstmartins.com/historylinks HistoryLinks directs instructors and students to over 500 carefully selected and annotated history-related Web sites, including those containing image galleries, maps, and audio and video clips for supplementing lectures or making assignments. Searchable by date, subject, medium, keyword, or specific chapter in *The Making of the West*.

A Student's Online Guide to History Reference Sources at bedfordstmartins.com/benjamin This collection of links provides access to history-related electronic reference sources such as databases, indexes, and journals, plus contact information for state, provincial, local, and professional history organizations. Based on the appendix to Jules Benjamin's *A Student's Guide to History*, Ninth Edition.

For Instructors

Instructor's Resource Manual to Accompany *The Making of the West*, Second Edition—Volumes I (to 1740) and II (since 1500)—by Dakota Hamilton, Humboldt State University. This helpful manual offers both first-time and experienced teachers a wealth of tools for structuring and customizing Western civilization history courses of different sizes. For each chapter in the textbook, the *Instructor's Resource Manual* includes an outline of chapter themes; a chapter summary; lecture and discussion topics; film and literature suggestions; writing and class-presentation assignments; research topic suggestions; and in-class exercises for working with maps, illustrations, and sources.

Transparencies A set of over 200 full-color acetate transparencies for *The Making of the West* includes all full-sized maps and many images from the text.

Computerized Test Bank—by Joseph Coohill, Pennsylvania State University at New Kensington, and Frances Mitilneos, Loyola University Chicago; available on CD-ROM. This fully updated test bank offers over 80 exercises per chapter, including multiple-choice, identification, timelines, map labeling and analysis, source analysis, and full-length essay questions. Instructors can customize quizzes, edit both questions and answers, as well as export them to a variety of formats, including WebCT and Blackboard. The disc includes answer keys and essay outlines.

Instructor's Resource CD-ROM This disc provides instructors with ready-made and easily customized PowerPoint multimedia presentations built around chapter outlines, maps, figures, and selected images from the textbook. The disc also contains images in JPEG format, an electronic version of the *Instructor's Resource Manual*, outline maps in PDF format for quizzing or handouts, and quick-start guides to the *Online Study Guide*.

Book Companion Site at bedfordstmartins.com/hunt The companion Web site for

The Making of the West gathers all the electronic resources for the text, including the *Online Study Guide* and related *Quiz Gradebook*, at a single Web address. It provides convenient links to such helpful lecture and research materials as PowerPoint chapter outlines from the textbook, DocLinks, HistoryLinks, and Map Central.

Map Central at bedfordstmartins.com/mapcentral Map Central is a searchable database of more than 750 maps from Bedford/St. Martin's history texts for classroom presentations and more than 50 basic political and physical outline maps for quizzes or handouts.

Using the Bedford Series in History and Culture with *The Making of the West*, Second Edition This short guide gives practical suggestions for using the volumes in *The Bedford Series in History and Culture* in conjunction with *The Making of the West*. This reference supplies connections between the text and the supplements and ideas for starting discussions focused on a single primary-source volume. Available in print as well as online at bedfordstmartins.com/usingseries.

Blackboard and WebCT content is available for *The Making of the West*.

Videos and Multimedia A wide assortment of videos and multimedia CD-ROMs on various topics in European history is available to qualified adopters.

Acknowledgments

In the vital process of revision, the authors have benefited from repeated critical readings by many talented scholars and teachers. Our sincere thanks go to the following instructors, whose comments often challenged us to rethink or justify our interpretations and who always provided a check on accuracy down to the smallest detail.

Stephen J. Andrews, *Albuquerque Technical Vocational Institute*

Laetitia Argenter, *San Diego Mesa College*

Sharon Arnoult, *Midwestern State University*

Wayne C. Bartee, *Southwest Missouri State University*

S. Jonathan Bass, *Samford University*

Joel D. Benson, *Northwest Missouri State University*

Marjorie Berman, *Red Rocks Community College*

Lyn A. Blanchfield, *Le Moyne College*

Stephen Blumm, *Montgomery County Community College*

Ronald G. Brown, *College of Southern Maryland*

J. Laurel Carrington, *St. Olaf College*

Joseph Coohill, *Pennsylvania State University, New Kensington*

Cassandra B. Cookson, *Brazosport College*

Paul Cullity, *Keene State College*

Marianne Eve Fisher, *South Dakota State University*

Malia Formes, *Western Kentucky University*

James Genova, *Indiana State University*

Karen Graubert, *Cornell University*

William G. Gray, *Texas Tech University*

Ginger Guardiola, *Colorado State University*

David Halahmy, *Cypress College*

Paul Halsall, *University of North Florida*

Dakota Hamilton, *Humboldt State University*

Carmen Harris, *University of South Carolina, Spartanburg*

L. Edward Hicks, *Faulkner University*

Christine Holden, *University of Southern Maine*

David Hood, *California State University, Long Beach*

Chris Howell, *Red Rocks Community College*

David Hudson, *California State University, Fresno*

Paul J. Hughes, *Sussex County Community College*

Marsh W. Jones, *Parkland College*

Erin Jordan, *University of Northern Colorado*

Gerald Kadish, *State University of New York, Binghamton*

Ruth Mazo Karras, *University of Minnesota*

Frances A. Kelleher, *Grand Valley State University*

Jason Knirck, *Humboldt State University*

Anne Kelly Knowles, *Middlebury College*
 John Krapp, *Hofstra University*
 David Kutcha, *University of New England*
 Ann Kuzdale, *Chicago State University*
 Michelle Laughran, *Saint Joseph's College of Maine*
 Alison Williams Lewin, *St. Joseph's University*
 Janice Liedl, *Laurentian University*
 Paul Douglas Lockhart, *Wright State University*
 David W. Madsen, *Seattle University*
 Steven G. Marks, *Clemson University*
 Andrew McMichael, *Western Kentucky University*
 Gary M. Miller, *Southern Oregon University*
 Eva Mo, *Modesto Junior College*
 David B. Mock, *Tallahassee Community College*
 Scott Morschauser, *Rowan University*
 Johanna Moyer, *State University of New York, Oswego*
 Peter Parides, *New York City College of Technology*
 Paulette L. Pepin, *University of New Haven*
 Norman Raiford, *Greenville Technical College*
 Salvador Rivera, *State University of New York, Cobleskill*
 Kenneth W. Rock, *Colorado State University*
 Anna Marie Roos, *University of Minnesota, Duluth*
 Patricia C. Ross, *Columbus State Community College*
 Jon Rudd, *Prince George's Community College*
 Brian Rutishauser, *Fresno City College*
 Daniella Sarnoff, *Xavier University*
 Lynn Schibeci, *University of New Mexico*
 Kim Schutte, *Missouri Western State College*
 David Shafer, *California State University, Long Beach*
 Jessica A. Sheetz-Nguyen, *Oklahoma City Community College*
 William A. Sherrard, *Creighton University*
 Charlie R. Steen, *University of New Mexico*
 Nicholas Steneck, *Ohio State University*
 Robert E. Stiefel, *University of New Hampshire*

Ann Sullivan, *Tompkins Cortland Community College*
 Paul Teverow, *Missouri Southern State College*
 Michael E. Thede, *Florida Gulf Coast University*
 Frances Titchener, *Utah State University*
 Tracey Trenam, *Aims Community College*
 David G. Troyansky, *Texas Tech University*
 Timothy Vogt, *University of San Francisco*
 James J. Ward, *Cedar Crest College*
 Theodore Weeks, *Southern Illinois University*
 Michael Weiss, *Linn-Benton Community College*
 Stephen J. White Sr., *College of Charleston*
 Anne Will, *Skagit Valley College*
 Andrea Winkler, *Whitman College*
 Robinson Yost, *Kirkwood Community College*

Each of us has also benefited from the close readings and valuable criticisms of our coauthors, though we all assume responsibility for our own chapters. Thomas Martin has written Chapters 1–7; Barbara Rosenwein, Chapters 8–12; Ronnie Hsia, Chapters 13–15; Lynn Hunt, Chapters 16–22; and Bonnie Smith, Chapters 23–30.

Many colleagues, friends, and family members have helped us develop this work as well. They know how grateful we are. We also wish to acknowledge and thank the publishing team at Bedford/St. Martin's who did so much to bring this revised edition to completion: Joan Feinberg, Denise Wydra, Elizabeth Welch, Mary Dougherty, Jane Knetzger, Sara Wise, Anne Noonan, Kristen Merrill, Jenna Bookin Barry, Rachel Safer, Bryce Sady, Jan Fitter, Dale Anderson, Gretchen Boger, Elsa Peterson, and Judy Brody.

Our students' questions and concerns have shaped much of this work, and we welcome all our readers' suggestions, queries, and criticisms. Please contact us at our respective institutions or via history@bedfordstmartins.com.

This guide to your textbook introduces the unique features that will help you understand the fascinating story of Western civilization.

CHAPTER

14

- The Humanist Renewal
- The Advent of Printing

- From Artisan to Artist
- The Human Figure

IN 1461, THE OTTOMAN RULER MEHMED II sent a letter to Sigismondo Malatesta, the lord of the Italian city-state of Rimini, asking the Italian prince to lend him court painter and architect Matteo de' Pasti. The Ottoman sultan was planning to build a new capital recently conquered capital, Constantinople (in fitting symbol of his imperial dominion, and Pasti's reputation, the Rimini painter had miniaturized manuscripts and portrait medals in press but also designed a monument to the pope which was modeled after the principles described in *On Architecture* (first century B.C.E.). This was in Italy in 1414.

Armed with a letter from Sigismondo, made his way to Constantinople, ready to court favor and was eager to form an alliance with the Turkish authorities, however, intercepted the artist in Crete by a political connection between another Italian. The Venetians confiscated the gifts and sent de la Porta back home. Thus, Mehmed's new palace was constructed with help—but with the aid of several Venetian architects. The palace came to be called the Topkapı Sarayı (Imperial Palace) looking across the Bosphorus, the strait that divides Europe from Asian Turkey.

The story of Matteo de Pasti's failed missile is a central theme of the Renaissance: the connection of art and science, of fame in an age that was discovering the



Vase Painting of a Doctor at Work
This piece of pottery, apparently used to hold perfume or ointment, is decorated with a picture of a physician treating a patient's arm. The prevalence of war gave Greek doctors much experience with wounds and trauma, and they could stop bleeding, set bones, perform minor surgery, and offer some pain relief with drugs derived from plants. Still, the effectiveness of their treatment was limited because they had no cure for infections. *Photo: Réunion des Musées Nationaux—Hervé Lewandowski.*

shameful actions (such as the Athenian punishment of Melos in the Peloponnesian War—see page 117) as of glorious achievements.

Hippocrates and the Birth of Scientific Medicine. Hippocrates* of Cos, a fifth-century contemporary of Thucydides, challenged medicine by grounding it in rational treatment and clinical observation. His fame continues today in the oath bearing his name that doctors swear at the beginning of their professional careers. Previously, medicine had depended on magic and ritual; illness was believed to be caused by evil spirits, and various cults in Greek religion offered healing to patients through divine intervention. Competing to refute these earlier doctors' theories, Hippocrates insisted that only physical factors caused disease. He may have been the author of the view, dominant in later

*Hippocrates: hih PAH kruh teez

medicine, that four humors (fluids) made up the human body: blood, phlegm, black bile, and yellow bile. Health therefore depended on keeping the proper balance among them; being healthy was to be in "good humor." This system for understanding the body corresponded to the division of the inanimate world into four parts: the elements earth, air, fire, and water.

Hippocrates taught that the physician's most important duty was to base his knowledge on careful observation of patients and their response to different treatments. He insisted that clinical experience, not abstract theory or religious belief, was the proper principle for establishing effective cures. By putting his innovative ideas and practices to the test in competition with those of traditional medicine, Hippocrates established the truth of his principle, which later became a cornerstone of scientific medicine.

Review: How did new ways of thinking in the Renaissance contribute to the development of the scientific method?

The Development of Greek Tragedy

The problematic relationship between gods and humans inspired Golden Age Athens's most prominent cultural innovation: tragic drama. Plays called tragedies were presented at religious festivals in honor of the god Dionysius in a contest for playwrights. In keeping with the competitive spirit characteristic of Greek cultural life, the word *tragedy*—derived, for unknown reasons, from the Greek word *tragos*, meaning "goat"—referred to a play involving fierce conflict and characters representing powerful forces. Tragedies presented shocking stories, usually from myth but occasionally from history, that explored the human condition in contemporary Athens. Therefore, these plays stimulated their large audiences to ponder the danger that ignorance, arrogance, and violence presented to the city-state's well-being. Tragedies were written by Aeschylus, Sophocles, and Euripides, and by the poet Homer and Hesiod. Golden Age playwrights explored topics ranging from the roots of good and evil to the nature of individual freedom and the responsibilities of the citizen to political community. As with other ancient

- Keep track of the dates and topics with **two-tiered running heads** that link subject matter to the time frame.

- Use the **review questions** at the end of each major section to check your understanding of key concepts.

Use **boldface key terms** to identify important ideas.

Consult the **pronunciation guide** for hard-to-pronounce words.

THE GREEK DARK AGE, c. 1000-750 B.C.E.

c. 1000 B.C.E. Almost all important Mycenaean sites except Athens destroyed by now

c. 1000-900 B.C.E.	Greatest depopulation and economic loss
--------------------	-----------------------------------------

900-800 B.C.E. Early revival of population and agriculture; iron now beginning to be used for tools and weapons

c. 800 B.C.E. Greek trading contacts initiated with Al Mina in Syria

776 B.C.E. First Olympic Games held

c. 775 B.C.E. Euboeans found trading post on Ischia in the Bay of Naples

c. 750 B.C.E. Homeric poetry recorded in writing after Greeks learn to write again; Hesiod composes his poetry; Oracle of Apollo at Delphi already famous

◆ **726–787** Period of iconoclasm at Byzantium

Keep track of time with **chapter timelines** and **topical chronologies**.

- ◆ c. 486–751 Merovingian dynasty

◆ c. 570–632 Life of Muhammad, prophet of Islam ◆ c. 5

90 Arrival of Irish monk Columbanus in Gaul

- **572** Lombards conquer northern Italy

◆ 624 Battle of Badr

• 661-750 Umayyad caliphate

◆ **664** Synod of Whitby; English king adopts Roman Christianity

♦ r. 573–c. 594 Bishop Gregory of Tours

- ◆ **622** Hijra to Medina; start of the Islamic calendar

- ◆ **587** Conversion of Visigothic king Reccared

♦ r. 590–604 Pope Gregory the Great

601-623 Byzanti

• 601-623 Byzantium/Persia War

Special features show you how historians think and work.

The document program reveals the range of sources that historians use to learn about the past and to draw conclusions.

Numerous **individual documents** offer direct experiences of the past including personal letters, poems, songs, political statements, and speeches.

Contrasting Views provide three or four often-conflicting eyewitness accounts of a central event, person, or development.

New Sources, New Perspectives show how new evidence leads historians to fresh insights—and sometimes new interpretations.

A Merchant's Advice to His Sons

Giovanni Rucellai, one of the most successful merchants of fifteenth-century Florence, kept an extensive diary that reveals life among the city's urban elite. In this selection, Rucellai warns his sons against pursuing political power for self-serving reasons. Rucellai's comments on political of

in order to convert the treasure of the state into your own, for such an action is not good and I shall not approve it. He who aspires to a political position with this goal in mind has always been destroyed by the state itself regardless of the power of ingenuity which he might command. Everyone who

CONTRASTING VIEWS

Christians in the Empire: Conspirators or Faithful Subjects?

Ancient Romans worried that new religions might disrupt the long-standing "peace with the gods" that guaranteed their national safety and prosperity. Groups whose religious creed seemed likely to offend the traditional deities could therefore be accused of treason, but Christians insisted that they were loyal subjects who prayed for the safety of the empire.

Looking up to heaven, the Christians—with hands outspread, because innocent, with head bare because we do not blush, yes! and without a prompter because we pray from the heart—are ever praying for all the emperors. We pray for a fortunate life for them, a secure rule, a safe house, brave armies, a faithful senate, a virtuous people

NEW SOURCES, NEW PERSPECTIVES

The Cairo Geniza

What do historians know about the daily life of ordinary people in the Middle Ages? Generally speaking, very little. We have writings from the intellectual elite and administrative documents from monasteries, churches, and courts. But these rarely mention ordinary folk, and if they do, it is always from the standpoint of those who are not ordinary themselves. Glimpsing the concerns, occupations, and family relations of medieval people as they went about their daily lives is very difficult—except at old Cairo (now called Fustat), in Egypt.

Cairo is exceptional because of a cache of un-

Many of these documents were purchased by American and English collectors and ended up in libraries in New York, Philadelphia, and Cambridge, England, where they remain. As is often the case in historical research, the questions that scholars ask are just as important as the sources themselves. At first, historians did not ask what the documents could tell them about everyday life. They wanted to know how to transcribe and read them; they wanted to study the evolution of their writing style (a discipline called paleography). They also needed to organize the material. Dispersed among various libraries, the documents were a

Other engaging features investigate historical terms, evidence of cultural exchange, and qualitative data.

Terms of History identify a term central to history writing yet hotly debated.

Did You Know? features offer unexpected examples of cultural interchange between the West and the wider world.

TERMS OF HISTORY

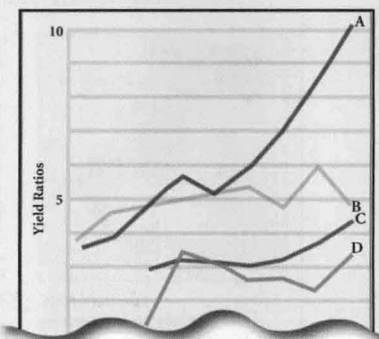
Progress

Believing as they did in the possibilities of improvement, many Enlightenment writers preached a new doctrine about the meaning of human history. They challenged the traditional Christian belief that the original sin of Adam and Eve condemned human beings to un-

you was a bottomless pit." In the movement toward postmodernism, which began in the 1970s, critics argued that we should no longer be satisfied with the modern; the modern brought us calamity and disaster, not reason and freedom. They wanted to go beyond the modern, hence

The most influential Frenchman Michel Foucault in the 1970s and 1980s that

TAKING MEASURE



DID YOU KNOW?

Tobacco and the Invention of "Smoking"

In the early seventeenth century, a "new astonishing fashion," wrote a German ambassador, came to the Dutch Republic from the New World. The term *smoking* gradually evolved in the seventeenth century out of "a fog-drinking bout," "drinking smoke," or "drinking tobacco." One Jesuit preacher called it "dry drunkenness." The analogy to inebriation is not entirely far-fetched, for nicotine (named after the French ambassador to Portugal

panded their exports of tobacco sixfold between 1663 and 1699. Until 1700, Amsterdam dominated the curing process; half the tobacco factories in Amsterdam were owned by Jewish merchants of Spanish or Portuguese descent.

Smoking spread geographically from western to eastern Europe, socially from the upper classes downward, and from men to women. At first the Spanish preferred cigars, the British pipes, and

Read the **art and map captions** to help you analyze images and place events.



The Exotic as Consumer Item

This painting by the Venetian artist Rosalba Carriera (1675–1757) is titled *Africa*. The young black girl wearing a turban represents the African continent. Carriera was known for her use of pastels. In 1720, she journeyed to Paris where she became an associate of Antoine Watteau and helped inaugurate the rococo style in painting. Why did the artist choose to paint an African girl for this picture? **For more help analyzing this image**, see the visual activity for this chapter in the Online Study Guide at bedfordstmartins.com/hunt. Staatliche Kunstsammlungen Dresden, Gemaldegalerie Alte Meister.

Web references direct you to visual activities at the Online Study Guide.

“Spot” maps offer geographic details right where you need them.

officers, in fact the dukes of Benevento and Spoleto ruled on their own behalf. Although many Lombards were Catholics, others, including important kings and dukes, were Arian. The “official” religion of **Lombard Italy** varied with the ruler in power. Rather than signal a major political event, the conversion of the Lombards to Catholic Christianity occurred gradually, ending only around the mid-seventh century. Partly as a result of this slow development, the Lombard kings, unlike the Visigoths, Franks, or even the



Lombard Italy, Early Eighth Century

the Visigoths, Franks, or even the



MAP 17.2 State Building in Central and Eastern Europe, 1648–1699

The Austrian Habsburgs had long contested the Ottoman Turks for dominance of eastern Europe, and by 1699 they had pushed the Turks out of Hungary. In central Europe, the Austrian Habsburgs confronted the growing power of Brandenburg-Prussia, which had emerged from relative obscurity after the Thirty Years' War to begin an aggressive program of expanding its military and its territorial base. As emperor of the Holy Roman Empire, the Austrian Habsburg ruler governed a huge expanse of territory, but the emperor's control was in fact only partial because of guarantees of local autonomy.

Full-size maps show major historical developments and carry informative captions.

Mapping the West summary maps provide a snapshot of the West at the close of each chapter.



MAPPING THE WEST Europe and Byzantium, C. 1215

The major transformation in the map of the West between 1150 and 1215 was the conquest of Constantinople and the setting up of European rule there until 1261. The Byzantine Empire was now a mere shell. A new state, Epirus, emerged in the power vacuum to dominate Thrace. Bulgaria once again gained its independence. If Venice had hoped to control the Adriatic by conquering Constantinople, it must have been disappointed, for Hungary became its rival over the ports of the Dalmatian coast.

Organize your study plans with review sections at the end of each chapter.

Chapter conclusions tie together the chapter's thematic strands, review main topics, and point you onward.

Annotated lists of suggested references provide print and web resources for papers, research projects, or further study.

Important Events lists help you review key happenings at a glance.

Key terms highlight important concepts with page references that point to the text discussion. Each term is defined in the **glossary** at the end of the book.

Review Questions offer section-by-section comprehension prompts.

forced them to wander abroad in search of new places to settle. Like people from the earliest times, these devastated ancestors of Western civilization had to move to build a better life.

Review: How did war determine the fates of the early civilizations of Crete, Anatolia, and Greece?

Conclusion

Western civilization emerged in Mesopotamia and Egypt; these cultures in turn influenced the later civilization of Greece. Cities first arose in Mesopotamia by around 3000 B.C.E. Hierarchy characterized society to some degree from the very beginning, but it grew more pronounced as civilization emerged. Trade and war were constants, both aiming in different ways at profit and glory. Indirectly, they often generated energetic cultural interaction by putting civilizations into close contact to learn from one another. Technological innovation was also a prominent characteristic of this long period. The invention of metallurgy, monumental architecture, mathematics, and alphabetic writing greatly affected the future. Religion was at the center of people's lives, with the gods seen as demanding just and righteous conduct from everyone. The emergence of monotheism set the stage for the leading faiths of later Western history.

have seemed destined for irreversible economic and social decline, even oblivion. Chapter 2 shows how wrong this prediction would have been. After a dark period of economic and population decline called the Dark Age, Greeks invented a new form of social and political organization and breathed renewed life into their culture, inspired by their neighbors in the Near East and Egypt.

Suggested References

Mesopotamia, Home of the First Civilization, c. 4000–c. 1000 B.C.E.

Archaeological exploration in Mesopotamia (present-day Iraq) has been almost completely halted for more than a decade. Scholars have therefore been limited to studying already excavated material and texts. Modern translations have made Mesopotamian myths more accessible to today's readers.

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CHAPTER REVIEW 121

IMPORTANT EVENTS

- c. 500–323 B.C.E.** Classical Age of Greek History
- 499–479 B.C.E.** Wars between Persia and Greece
- 490 B.C.E.** Battle of Marathon
- 480–479 B.C.E.** Xerxes' invasion of Greece
- 480 B.C.E.** Battle of Salamis
- 479 B.C.E.** Battles of Plataea and Mycale
- 461 B.C.E.** Ephialtes reforms the Athenian court system
- Early 450s B.C.E.** Pericles introduces pay for office holders in Athenian democracy
- 454 B.C.E.** Catastrophic defeat of Athenian fleet by Persians in Egypt kills tens of thousands of oarsmen
- 451 B.C.E.** Pericles sponsors law to restrict Athenian citizenship to children whose parents are both citizens

KEY TERMS

- agora (93)
- Delian League (88)
- frieze (95)
- hetaira (90)
- hubris (114)
- metis (97)
- mystery cult (97)
- ostracism (91)
- radical democracy (90)
- Socratic method (109)
- Sophists (106)
- subjectivism (106)
- symposium (plural "symposia") (99)
- trireme (89)

REVIEW QUESTIONS

1. What differences in Greek and Persian political and military organization determined the course of the Persian Wars?

- c. 450 B.C.E.** Protagoras and other Sophists begin to move to Athens to teach
- 444–405 B.C.E.** Peace treaty between Athens and Sparta; intended to last thirty years
- 431 B.C.E.** Euripides presents the tragedy *Medea*
- 431–404 B.C.E.** Peloponnesian War
- 420s B.C.E.** Herodotus finishes *Histories*, the first great Greek work of history writing
- 415–413 B.C.E.** Enormous Athenian military expedition against Sicily
- 411 B.C.E.** Aristophanes presents the comedy *Lysistrata*
- 404–403 B.C.E.** Rule of the Thirty Tyrants at Athens
- 403 B.C.E.** Restoration of democracy

2. What factors prompted political change in fifth-century B.C.E. Athens?
3. How did new ways of thinking in the Golden Age threaten cherished traditions?
4. How did unexpected events contribute to the outcome of the Peloponnesian War?

MAKING CONNECTIONS

1. What were the most significant differences between Greece in the Archaic Age and in the Golden Age?
2. What did Greeks of the Golden Age believe it was worth spending public funds to pay for and why?

FOR FURTHER EXPLORATION

To assess your mastery of the material in this chapter, see the Online Study Guide at bedfordstmartins.com/hunt.

To read additional primary-source material from this period, see Chapter 3 in *Sources of The Making of the West*, Second Edition.

Making Connections analytical questions help you link ideas within or across chapters.

For Further Exploration points you to free online activities that help you master the chapter material and to additional chapter-related primary sources.

See the preface for a full list of student resources, including the Online Study Guide, that accompany *The Making of the West: Peoples and Cultures*, Second Edition.

How to Read Primary Sources

In each chapter of this textbook you will find many primary sources to broaden your understanding of the development of the West. Primary sources refer to firsthand, contemporary accounts or direct evidence about a particular topic. For example, speeches, letters, diaries, song lyrics, and newspaper articles are all primary sources that historians use to construct accounts of the past. Nonwritten materials such as maps, paintings, artifacts, and even architecture and music can also be primary sources. Both types of historical documents in this textbook—written and visual—provide a glimpse into the lives of the men and women who influenced or were influenced by the course of Western history.

To guide your interpretation of any source, you should begin by asking several basic questions, listed below, as starting points for observing, analyzing, and interpreting the past. Your answers should prompt further questions of your own.

- 1. Who is the author?** Who wrote or created the material? What was his or her authority? (Personal? institutional?) Did the author have specialized knowledge or experience? If you are reading a written document, how would you describe the author's tone of voice? (Formal, personal, angry?)
- 2. Who is the audience?** Who were the intended readers, listeners, or viewers? How does the intended audience affect the ways that the author presents ideas?
- 3. What are the main ideas?** What are the main points that the author is trying to convey? Can you detect any underlying assumptions of values or attitudes? How does the form or medium affect the meaning of this document?
- 4. In what context was the document created?** From when and where does the document originate? What was the interval between the initial problem or event and this document, which responded to it? Through what form or medium was the document communicated? (For example, a newspaper, a government record, an illustration.) What contemporary events or conditions might have affected the creation of the document?
- 5. What's missing?** What's missing or cannot be learned from this source, and what might this omission reveal? Are there other sources that might fill in the gaps?

Now consider these questions as you read the following document, "Columbus Describes His First Voyage, 1493." Compare your answers to the sample observations provided.

Columbus Describes His First Voyage, 1493

In this famous letter to Raphael Sanchez, treasurer to his patrons, Ferdinand and Isabella, Columbus recounts his initial journey to the Bahamas, Cuba, and Hispaniola (today Haiti and the Dominican Republic), and tells of his achievements. This passage reflects the first contact between Native Americans and Europeans; already the themes of trade, subjugation, gold, and conversion all emerge in Columbus's own words.

Indians would give whatever the seller required; ... Thus they bartered, like idiots, cotton and gold for fragments of bows, glasses, bottles, and jars; which I forbade as being unjust, and myself gave them many beautiful and acceptable articles which I had brought with me, taking nothing from them in return: I did this in order that I might the more easily conciliate them, that they might be led to become Christians, and be inclined to entertain a regard for the King and Queen, our Princes and all Spaniards, and that I might induce them to take an interest in seeking out, and collecting, and delivering to us such things as they possessed in abundance, but which we greatly needed. They practise no kind of idolatry, but have a firm belief

that all strength and power, and indeed all good things, are in heaven, and that I had descended from thence with these ships and sailors, and under this impression was I received after they had thrown aside their fears. Nor are they slow or stupid, but of very clear understanding; and those men who have crossed to the neighbouring islands give an admirable description of everything they observed; but they never saw any people clothed, nor any ships like ours. On my arrival at that sea, I had taken some Indians by force from the first island that I came to, in order that they might learn our language, and communicate to us what they know respecting the country; which plan succeeded excellently, and was a great advantage to us, for in a short time, either by gestures and signs, or by words, we were enabled to understand each other. These men are still travelling with me, and although they have been with us now a long time, they continue to entertain the idea that I have descended from heaven.

Source: Christopher Columbus, *Four Voyages to the New World*. Translated by R. H. Major (New York: Corinth Books, 1961), 8–9.

- 1. Who is the author?** The title and headnote that precede each document contain information about the authorship and date of its creation. In this case, the Italian explorer Christopher Columbus is the author. His letter describes events in which he was both an eyewitness and a participant.
- 2. Who is the audience?** Columbus sent the letter to Raphael Sanchez, treasurer to Ferdinand and Isabella—someone who Columbus knew would be keenly interested in the fate of his patrons' investment. Because the letter was also a public document written to a crown official, Columbus would have expected a wider audience beyond Sanchez. How might his letter have differed had it been written to a friend?
- 3. What are the main ideas?** In this segment, Columbus describes his encounter with the native people. He speaks of his desire to establish good relations by treating them fairly, and he offers his impressions of their intelligence and naiveté—characteristics he implies will prove useful to Europeans. He also expresses an interest in converting them to Christianity and making them loyal subjects of the crown.
- 4. In what context was the document created?** Columbus wrote the letter in 1493, within six months of his first voyage. He would have been eager to announce the success of his endeavor.
- 5. What's missing?** Columbus's letter provides just one view of the encounter. We do not have a corresponding account from the Native Americans' perspective nor from anyone else travelling with Columbus. With no corroboration evidence, how reliable is this description?

Note: You can use these same questions to analyze visual images. Start by determining who created the image—whether it's a painting, photograph, sculpture, map, or artifact—and when it was made. Then consider the audience for whom the artist might have intended the work and how viewers might have reacted. Consult the text for information about the time period, and look for visual cues such as color, artistic style, and use of space to determine the central idea of the work. As you read, consult the captions in this book to help you evaluate the images and to ask more questions of your own.

About the Authors

LYNN HUNT, Eugen Weber Professor of Modern European History at the University of California, Los Angeles, received her B.A. from Carleton College and her M.A. and Ph.D. from Stanford University. She is the author of *Revolution and Urban Politics in Provincial France* (1978); *Politics, Culture, and Class in the French Revolution* (1984); and *The Family Romance of the French Revolution* (1992). She is also the coauthor of *Telling the Truth about History* (1994); coauthor of *Liberty, Equality, Fraternity: Exploring the French Revolution* (2001, with CD-ROM); editor of *The New Cultural History* (1989); editor and translator of *The French Revolution and Human Rights* (1996); and coeditor of *Histories: French Constructions of the Past* (1995), *Beyond the Cultural Turn* (1999), and *Human Rights and Revolutions* (2000). She has been awarded fellowships by the Guggenheim Foundation and the National Endowment for the Humanities and is a fellow of the American Academy of Arts and Sciences. She served as president of the American Historical Association in 2002.

THOMAS R. MARTIN, Jeremiah O'Connor Professor in Classics at the College of the Holy Cross, earned his B.A. at Princeton University and his M.A. and Ph.D. at Harvard University. He is the author of *Sovereignty and Coinage in Classical Greece* (1985) and *Ancient Greece* (1996, 2000) and one of the originators of *Perseus 1.0: Interactive Sources and Studies on Ancient Greece* (1992, 1996, and www.perseus.tufts.edu), which, among other awards, was named the EDUCOM Best Software in Social Sciences (History) in 1992. He also wrote the lead article on ancient Greece for the revised edition of the *Encarta* electronic encyclopedia. He serves on the editorial board of *STOA* (www.stoa.org) and as codirector of its DEMOS project (online resources on ancient Athenian democracy). A recipient of fellowships from the National Endowment for the Humanities and the American Council of Learned Societies, he is currently conducting research on the comparative historiography of ancient Greece and ancient China.

BARBARA H. ROSENWEIN, professor of history at Loyola University Chicago, earned her B.A., M.A., and Ph.D. at the University of Chicago. She is the author of *Rhinoceros Bound: Cluny in the Tenth Century* (1982); *To Be the Neighbor of Saint Peter: The Social Meaning of Cluny's Property, 909-1049* (1989); *Negotiating Space: Power, Restraint, and Privileges of Immunity in Early Medieval Europe* (1999); and *A Short History of the Middle Ages* (2001). She is the editor of *Anger's Past: The Social Uses of an Emotion in the Middle Ages* (1998) and coeditor of *Debating the Middle Ages: Issues and Readings* (1998) and *Monks and Nuns*,

Saints and Outcasts: Religion in Medieval Society (2000). A recipient of Guggenheim and National Endowment for the Humanities fellowships, she is currently working on a history of emotions in the early Middle Ages.

R. PO-CHIA HSIA, Edwin Erle Sparks Professor of History at Pennsylvania State University, received his B.A. from Swarthmore College and his M.A. and Ph.D. from Yale University. He is the author of *Society and Religion in Münster, 1535-1618* (1984); *The Myth of Ritual Murder: Jews and Magic in Reformation Germany* (1988); *Social Discipline in the Reformation: Central Europe 1550-1750* (1989); *Trent 1475: Stories of a Ritual Murder Trial* (1992); and *The World of the Catholic Renewal* (1997). He has edited *The German People and the Reformation* (1998); *In and Out of the Ghetto: Jewish-Gentile Relations in Late Medieval and Early Modern Germany* (1995); *Calvinism and Religious Tolerance in the Dutch Golden Age* (2002); and *A Companion to the Reformation World* (Blackwell Companion Series, 2004). An academician at the Academia Sinica, Taiwan, he has also been awarded fellowships by the Woodrow Wilson International Society of Scholars, the National Endowment for the Humanities, the Guggenheim Foundation, the Davis Center of Princeton University, the Mellon Foundation, the American Council of Learned Societies, and the American Academy in Berlin. Currently he is working on the cultural contacts between Europe and Asia between the sixteenth and eighteenth centuries.

BONNIE G. SMITH, Board of Governors Professor of History at Rutgers University, earned her B.A. at Smith College and her Ph.D. at the University of Rochester. She is the author of *Ladies of the Leisure Class* (1981); *Confessions of a Concierge: Madame Lucie's History of Twentieth-Century France* (1985); *Changing Lives: Women in European History Since 1700* (1989); *The Gender of History: Men, Women, and Historical Practice* (1998); and *Imperialism* (2000). She is also the coauthor and translator of *What Is Property?* (1994); editor of *Global Feminisms since 1945* (2000); and coeditor of *Objects of Modernity: Selected Writings of Lucy Maynard Salmon, Gendering Disability* (2004) and the forthcoming *Oxford Encyclopedia of Women in World History*. She has received fellowships from the Guggenheim Foundation, the National Endowment for the Humanities, the National Humanities Center, the Davis Center of Princeton University, and the American Council of Learned Societies. Currently she is studying the globalization of European culture since the seventeenth century.