

# The West *in the* World

DENNIS SHERMAN  
JOYCE SALISBURY

SECOND EDITION



VOLUME II: TO 1715

# *The West in the World*

## A Mid-Length Narrative History Volume I: To 1715

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### WEST IN THE WORLD: A MID-LENGTH NARRATIVE HISTORY, VOLUME I: TO 1715

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# About the Authors

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Dennis Sherman is Professor of History at John Jay College, the City University of New York. He received his B.A. (1962) and J.D. (1965) degrees from the University of California at Berkeley, and his Ph.D. (1970) from the University of Michigan. He was visiting Professor at the University of Paris (1978–79, 1985). He received the Ford Foundation Prize Fellowship (1968–69, 1969–70), a fellowship from the Council for Research on Economic History (1971–72), and fellowships from the National Endowment for the Humanities (1973–1976). His publications include *A Short History of Western Civilization*, Eighth Edition (coauthor), *Western Civilization: Sources, Images, and Interpretations*, Sixth Edition, *World History: Sources, Images, and Interpretations*, Third Edition, a series of introductions in the Garland Library of War and Peace, several articles and reviews on nineteenth-century French economic and social history in American and European journals, and several short stories in literary reviews.

## JOYCE SALISBURY

Joyce Salisbury is Frankenthal Professor of History at the University of Wisconsin–Green Bay where she has taught undergraduates for almost twenty years. She received a PhD in medieval history from Rutgers University in New Jersey. She is a respected historian who has published many articles and has written or edited ten books, including the critically acclaimed *Perpetua's Passion: Death and Memory of a Young Roman Woman*; *The Beast Within: Animals in the Middle Ages*, and *Encyclopedia of Women in the Ancient World*. Salisbury is also an award-winning teacher, who was named “Professor of the Year for Wisconsin in 1991” by CASE (Council for Advancement and Support of Education), a prestigious national organization.

# Preface

## WHAT'S DIFFERENT AND WHY

Western civilization influences—and is influenced by—peoples all over the world today; it remains a fascinating (and at times controversial) subject. While many have studied the strong contributions of the West to the world, too often the reverse influences have not been stressed. In fact, one of the hallmarks of Western civilization has been its power to be transformed through contact with people outside its center. This quality has contributed to the West's capacity to keep changing as it embraces new ideas, new people, and new challenges. We chose the title of this book—*The West in the World*—to emphasize this characteristic, and we have written the story of the West in a way that reveals its complex interactions with the surrounding world.

When we first prepared to write this book, we set five goals for ourselves:

- To demonstrate the complex relationship between Western and world history
- To weave a strong social-history “thread” into the political/cultural framework
- To write a book that would hold readers' attention and that would convey the drama and interest inherent in the story of the past
- To integrate some unique features that would enhance the narrative and support learning on the part of readers
- To make the book an attractive, manageable length

With each chapter and each round of revision, we reminded ourselves of these five goals and asked our reviewers to hold us accountable for achieving them.

To address the first goal, we dealt with the thorny issue of the relationship between Western and world history. In doing so, we chose to present the concept of Western civilization as an ever-changing pattern of culture that first emerged in the ancient Middle East and that then moved west through the Mediter-

anean lands, north to Europe, and, in the sixteenth century, across the Atlantic. Throughout the narrative we have tried to emphasize the importance of the interactions—economic, social, and cultural as well as political—that have created our modern civilization that in the twenty-first century is in many ways a world civilization.

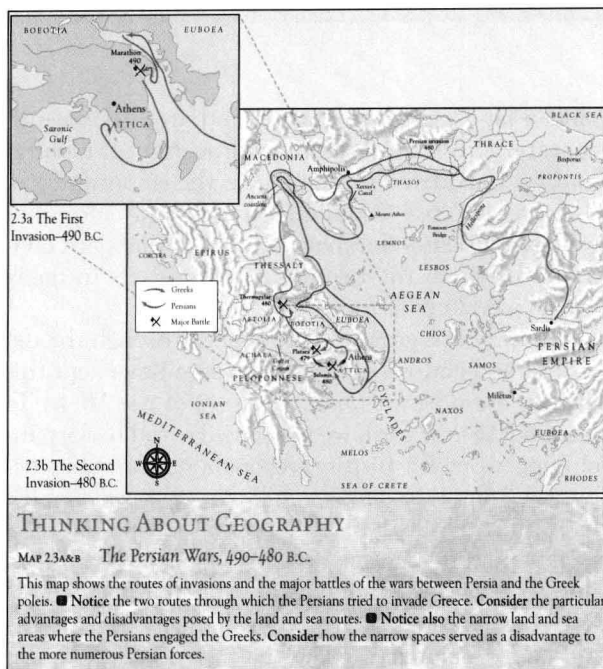
Civilizations grow and are shaped through the decisions and actions of people, and we have kept this idea in mind as we wove the story of the West. To meet our second goal, we integrated social history, including women's history, throughout this text, acknowledging that people of all ages and walks of life have affected the course of history. Social historians have sometimes written about “the masses” while losing touch with the individual men and women whose lives have shaped the past. We frequently “stop the music” for a moment to let the words and experiences of individuals illustrate broad developments, and in addition we have presented biographical portraits of people who experienced some of the developments discussed in each chapter.

To meet our third goal, we sought to capture both the art and science of history. We strove for an engaging narrative of Western civilization (the “art”) that would also analyze the events, individuals, ideas, and developments (the “science”). We designed the book to draw students in as they follow the unfolding of Western culture from its earliest roots to the present.

As scholars who care as much about teaching as we do about history, and to fulfill our fourth goal, we have designed a number of unique pedagogical features to complement and support the narrative. For example, we treat art works and maps in an unusual way. Each illustration is discussed in the text itself rather than presented as a separate, optional feature or mere ornamentation. This approach not only brings the past alive for today's highly visual audience, it also helps teach students how to interpret art works and other illustrations. Maps are also treated as more than a visual aid. Each map comes with an analytical guide that encourages readers to consider connections between geography, politics, and other



developments. A picture by itself is not worth a thousand words, but in this text the illustrations and maps serve as a central feature for learning.



To achieve our final goal of making this book an attractive size, we selected a length that is unusual for a Western civilization textbook. Long texts, while of great value, can be intimidating to students in their level of detail and can make the assigning of supplementary readings difficult, if not impossible—we’ve all had this experience. Brief texts, while leaving plenty of time for additional readings, are typically lacking in necessary coverage and detail, thus making it a remarkable challenge for the authors to achieve the kind of braided, nuanced narrative that history deserves. Medium in length, *The West in the World* is long enough to present a strong, rich narrative while allowing instructors the flexibility to use other sources and books as supplements.

## NEW TO THE SECOND EDITION

We have made the following substantial changes—both in content and in pedagogical features—in this second edition of *The West in the World*.

- To further highlight the book’s well-received emphasis on the West within a world context, we have added the new “Global Connections” feature. These boxed essays, which appear in half of the chapters, build on the chapter’s content and showcase the West’s interaction with the wider world.
- Many instructors have asked for primary sources to complement the text, and we have used technology to accommodate this need: In the “Beyond the Classroom” sections at the end of each chapter we have listed relevant primary sources that are available free of charge on the book’s companion web site.
- We have appreciated the positive comments on the analytical and integrated treatment of maps and visuals in the first edition. Therefore, we have strengthened these features in the new edition, revising many maps for increased clarity.
- Several important developments in the West and the world—such as the rise of international terrorism—have taken center stage in recent years. We have extensively revised Chapter 25 to reflect those developments, and have updated earlier chapters to lay the foundation for understanding the new material. For example, Chapter 6 now includes a new section on “Islam and the West.”
- The pedagogical tools in the first edition have been very well received, and we have built on them in the new edition. For example, we have added critical-thinking questions as “Chapter Opening Points” to focus students’ reading, and we have revised the questions attached to the “Biography” feature. The “Global Connections” boxes also begin with points to stimulate students’ critical thinking and help them link the material to the chapter’s content.
- We have listened closed to students’, professors’, and reviewers’ comments, and we have considered how recent scholarship has modified our understanding of the past. Accordingly, we have revised aspects of every chapter.

Despite these improvements, we have taken care to hold true to the subtitle of this book: *A Mid-Length Narrative History*. The book retains the manageable length and the emphasis on a flowing narration that marked it in the first edition.

## ORGANIZATION AND COVERAGE

*The West in the World* is organized in a way that reflects the typical Western civilization course. The twenty-five chapters follow the history of Western civilization chronologically, and the subheadings allow professors to select portions of chapters to suit their syllabi. The text is divided in two volumes, with overlapping chapters that cover the seventeenth and eighteenth centuries to provide flexibility for two-semester courses. While this organization makes it easy for instructors to use this text, it also allows us to cover traditional topics in fresh ways.

### Narrative

Students and instructors often complain that history texts are dry. We agree. The strong narrative approach of this book reflects our belief that the various dimensions of an historical era—political, intellectual, social, and cultural—are best presented as part of an integrated whole rather than separate chapters or occasionally referenced in a discussion. The story of the West is a compelling one, and we have worked hard to tell it in a lively way that includes analysis (the “why” of history) as well as events and ideas (the “what”). For example, in Chapter 7, the discussion of Charlemagne’s wars and his relation with the papacy are framed in a larger theoretical discussion of the benefits of linking politics with religion. Similarly, in Chapter 11, a chronology of warfare is informed by an analysis of technological and social change.

### Integration of Political and Social History

History is about people, and we keep that point “front and center” in our narrative, which integrates political and social history. Women, families, peasants, and workers are not treated as an afterthought, but as essential players in the evolving story. Our “Biography” feature as well as illustrative anecdotes throughout, regularly reminds readers that the human past emerged through the interaction of all members of society and that human agency is an essential component of the past. For example, Chapter 17 begins by comparing the differing experiences of industrialization for a middle-class couple with that of a railroad worker.

That comparison is then used to reflect broader developments and leads to an analysis of the causes of the Industrial Revolution. The same theme is echoed in the chapter’s *Biography* section, *The Cadburys*.

### Art and Culture

In addition to written evidence, paintings, sculpture, ceramics, photographs, and buildings all provide valuable historical information. In this book, the examples of material culture and art do far more than just beautify the presentation. Each visual source is discussed and interpreted within the narrative. For example, we analyze a painting of a nineteenth-century middle-class family to show gender roles, attitudes toward children, the place of servants, and relationships to the outside world. Similarly, we use a beautiful Rubens painting of the miracles of Saint Ignatius Loyola to comment on the theology and sensibilities of sixteenth-century Catholicism. All this is discussed within the narrative of the text. Visuals serve as sources of history and encourage students to arrive at richer insights than they would have gained solely through reading the text.



## Science and Medicine

An enthusiasm for science and technology has been a hallmark of Western civilization. Like many developments in the story of the West, this enthusiasm has ebbed and flowed over time. To meet the growing interest among today's students and scholars, we emphasize these topics throughout the narrative. For example, a discussion of medieval technology reveals the significant inventions that brought mechanical power to a central point in society, and students will also see how other cultures—like early Muslim societies—performed surgery, dispensed drugs, and established hospitals. Even in the modern period, we discuss the experience of going to a doctor in addition to reporting on new developments in medicine, such as antiseptics, anesthetics, and antibiotics. Consistent with our use of art as history, illustrations such as Caroline Naudet's "Journey of a Dying Man to the Other World" are used to reveal both typical medical practices and common attitudes toward physicians.

## PEDAGOGICAL FEATURES

We believe that telling a good story is only part of the task facing those who teach the history of the West. Instructors also have to engage students in the enterprise of learning, and the more actively engaged they are, the more they learn. Therefore, we have designed and included a number of pedagogical features to help students participate actively in the learning process. These can be used by students alone or become part of classroom activity.

- Chapter Previews and Summaries

Each chapter opens with a short preview and telling anecdote that, together, set the stage for understanding the material. Chapters then end with a summary of key themes. Rather than dry outlines, these features instead preserve the engaging narrative style while satisfying the pedagogical dictum: "tell them what they'll learn; teach them, then tell them what they have learned." The chapter previews and reviews help students stay focused on the main themes in the narrative.

### Chapter 17 Factories, Cities, and Families in the Industrial Age

ills, to faith healers—saw wide use. These alternatives at least gave sufferers a sense of controlling their own health.

**Surgery** As for surgery, people turned to this option only as a last resort. Surgical methods became safer in the first half of the nineteenth century, but anesthesia and antiseptics still lay in the future. Those who managed to survive the pain of an operation faced a likelihood of dying from an infection afterward.

#### PROMISING DEVELOPMENTS FOR PUBLIC HEALTH

Despite all the dangers, the period had a few bright spots for the future of public health. Improvements in diet probably held the most promise. Many nutritious foods had become more available than ever, especially potatoes, which were an affordable, rich source of vitamin C and minerals; dairy products, which helped newborns survive infancy and childhood; and meat, which contained high-grade proteins. Inexpensive cotton underwear, thanks to the new cotton mills, kept people warmer and cleaner than before. The smallpox vaccine, developed during the eighteenth century and made into a safe form in 1796 by Edward Jenner in England, would virtually erase a disease that had once afflicted almost 80 percent of Europeans and killed millions. The discovery of

anesthetics—nitrous oxide and, after 1846, ether and chloroform—began to make surgical trauma bearable.

Other developments showed some potential as well. Following the lead of a small group of influential French physicians, European doctors applied scientific methods to medicine and made great strides in pathology and physiology. **New developments in medicine** Hospitals proliferated and increasingly became places to observe the sick and gather information. New laboratories allowed doctors to conduct more experiments. Professional organizations and educational institutions for doctors and nurses formed, and governments, particularly in France, began taking some responsibility for medical education and licensing.

Many doctors no longer relied solely on a patient's description of the problem. Physical examinations became common—feeling the pulse, sounding the chest, taking the blood pressure, looking down the throat. Some doctors used the new stethoscope, which became a crucial tool for diagnosing bronchitis, pneumonia, and pulmonary tuberculosis (commonly called consumption). Among the upper classes, the family physician was even gaining some favor as a respected social contact and confidant.

In England, Edwin Chadwick (1800–1890) initiated a campaign to improve public health. In his 1842 report for a parliamentary commission, The



FIGURE 17.11  
Caroline Naudet,  
*Journey of a Dying Man to the Other World*, 1820.

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Wall painting of a woman playing a cithara

The Romans believed that their greatness derived first from the family, in which aristocratic fathers and mothers were educated and devoted to instilling traditional values in their children. This illustration shows one such cultured mother playing a cithara for her child.



## CHAPTER 4

Pride in  
Family and  
City

STUDY • The Establishment and growth of Rome • Family and City Life • Military expansion and transformation • Hellenizing of the Republic • End of the Republic

NOTICE how expansion changed Rome's life and values.

"No country has ever been greater or purer than ours or richer in good citizens and noble deeds... nowhere have thrift and plain living been for so long held in such esteem." The Roman historian Livy (59 B.C.–A.D. 17) wrote a long history of Rome, in which he wanted to show how the heroic citizens of a small city-state became the masters of the world. He attributed their success to their upright character. At the same time Greek civilization was flourishing, a people had settled in the center of Italy, on the hills surrounding what would become the city of Rome. They were a serious, hardworking people who placed loyalty to family and city above all else. At first, the great nearby powers like Greece, Persia, and the Hellenistic kingdoms hardly noticed them. In time, however, this small group conquered the Italian peninsula, forging a coalition of peoples that enjoyed the benefits of peace and prosperity while relentlessly expanding through military conquest.

After overthrowing the monarchy, Rome developed a republican form of government, in which rich and poor citizens alike participated in a highly public legislative process. Within the city, men worked, relaxed, and talked in public spaces while noble women directed the household. Both non-noble men and women worked in many areas of the city and contributed to an increasingly prosperous urban life.

Military success strengthened the Republic, but at the same time planted the seeds for future troubles. Conquests throughout the Mediterranean fanned untold wealth and numerous slaves into Rome, and contact with Hellenistic civilization brought new culture, ideas, and values—causing Livy to lament the decline of "plain living" that he believed had made the Romans great. The republican form of government began to degenerate into power struggles, and violence came to dominate the political process. Yet despite its troubled destiny, the Roman Republic left a lasting legacy. Throughout the Mediterranean world, everyone knew of the proud city and its old families who had established laws, technology, and a way of life that exerted a continuing influence.

Rome from its Origins Through the Republic, 753–44 B.C.

## Chapter 4 Pride in Family and City

they drew knives from the folds of their togas and plunged them into his body. He died at the foot of the statue of Pompey, his old enemy. Most of the killers seem to have genuinely believed they had done what was best for Rome. They saw themselves as "liberators" who had freed Rome from a dictator and who would restore the Republic. In 43 B.C. they issued the coin shown in Figure 4.14. The coin depicts the assassins' daggers and reads "Liberators of the Republic." On the other side of the coin is a portrait of Brutus.

This attempt to celebrate a great victory on the coin was mere propaganda. The conspirators had no real plan beyond the murder. They apparently had made no provision for control of the army, nor for ensuring peace in the city. In the end, their claim to "save the Republic" rang hollow. After Caesar's death, one of his friends supposedly lamented, "If Caesar for all his genius, could not find a way out, who is going to find one now?"



The Republic of Rome, with its emphasis on family and city, rose to great power from 509 B.C. to the death of Caesar in 44 B.C. By that year, Rome controlled much of the Mediterranean world, and a system of wealthy slave owners and a large standing army had replaced the citizen farmer-soldier who had laid the foundation for the Republic's success.

Whereas the early Romans had emphasized the ties between citizens, now violent power struggles tore at the social fabric. A people who had preserved stories of serious Roman heroes began to treasure Greek models of beauty and individualism.

Julius Caesar became a central figure in Rome's transformation from republic to empire. Since Caesar's death, historians have argued about his qualities. Was he a great man who detected the inability of the republican form of government—designed to govern a city-state—to adapt to the changed circumstances of empire and social unrest? Or was he a power-hungry politician who craved control and blocked his fellow citizens from having any political involvement in the Republic? The truth no doubt falls somewhere between these extremes. One thing is certain: Despite the assassins' confident claims, Caesar's murder did not solve anything. More violence would ensue until a leader arose who could establish a new form of government that would endure even longer than the Republic.

## REVIEW, ANALYZE, AND ANTICIPATE

## REVIEW THE PREVIOUS CHAPTER

Chapter 1—"The Roots of Western Civilization"—discussed the rise of the first empires of the West—the Assyrian and the Persian. In Chapter 3—"The Poles Become Cosmopolitan"—we saw the rise of large Hellenistic monarchies throughout the old empires of the ancient world. Rome inherited much from these empires.

1. Review the Persians' and the Assyrians' treatment of conquered peoples and consider which most closely resembled the Romans' approach. To what degree did the Romans' treatment of their subjects contribute to their success as an imperial power?

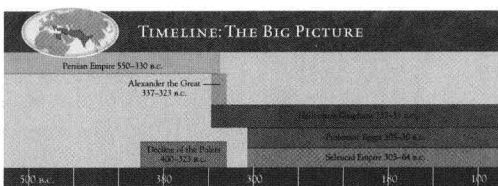
2. In what ways do you think Rome came to resemble the great Hellenistic cities, and what problems did they share?

## ANALYZE THIS CHAPTER

This chapter—"Pride in Family and City"—traces the rise of the small city of Rome to a Hellenistic power whose territory extended throughout the Mediterranean world. In the course of this expansion, the old values of Rome were transformed and new constructs were slowly and violently implemented.

1. Review these changes in early Roman life and values as the Romans successfully expanded Roman influence.
2. Review the political structure of the Roman Republic. What were its strengths and weaknesses? How did the patron-client system contribute to the strengths and weaknesses of the political system?

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## The Conquest of the Poles

In 220 B.C., an Egyptian father appealed to the Greek king to help him resolve a domestic dispute. He claimed that his daughter, Nice, had abandoned him in his old age. According to the father, Nice had promised to get a job and pay him a pension out of her wages every month. To his dismay, she instead became involved with a comic actor and neglected her filial duties. The father implored the king, Ptolemy IV, to force Nice to care for him, pleading, "I beg you O king, not to suffer me to be wronged by my daughter and Dionysus the comedian who has corrupted her."

This request—one of many sent to the king during this period—reveals several interesting points about Mediterranean life in the Hellenistic era. For example, it suggests that women worked and earned money instead of staying carefully guarded within the home. It also shows a loosening of the tight family ties that had marked the Greek poles and the ancient Middle East civilizations—a father could no longer exert authority over his rebellious daughter and could no longer count on his children to care for him in his old age. Finally, it indicates people's view of their king as the highest authority in redressing personal problems. These were dramatic changes, and to trace their origins, we must look to Macedonia, a province on the northeast border of Greece. There, in a land traditionally ruled by strong monarchs, a king arose who would redefine life in the ancient world.

## TRIBAL MACEDONIA

Although Macedonia was inhabited by Greek-speaking people, it had not developed the poles that

marked Greek civilization on the peninsula. Instead, it had retained a tribal structure in which aristocrats selected a king and served in his army bound by ties of loyalty and kinship. The southern Greek poles—populated by self-described "civilized" Greeks—had disdain for the Macedonians, whom they saw as backward because they did not embrace the political life of the city-states.

The Macedonian territory consisted of two distinct parts: the coastal plain to the south and east, and the mountainous interior. The plain offered fertile land for farming and lush pastures in which fine warhorses grazed along with sheep and oxen. The level land of the coastline bordered two bays that afforded access to the Aegean Sea. The Macedonian interior, by contrast, was mountainous and remote, and posed the same problems for rulers that the Greek landscape presented. Kings struggled to exert even a little authority over the fierce tribes in the hills. Yet, concealed within the mountains were precious reserves of timber and metals, including abundant veins of gold and silver in the more remote locations.

For centuries, the Macedonian kings failed to take full advantage of such resources in large part because they could not control the remote tribes. Repeated invasions of Macedonia by its neighbors to the north only added to the problem. Throughout this turbulent period, the mainland Greeks thought of Macedonia only as an area to exploit for its natural resources. The Greeks neither helped nor feared their beleaguered relatives to the north and instead focused on keeping their old enemy, Persia, at bay. Nevertheless, eventually a Macedonian king arose who not only succeeded in marshaling the resources of his land, but also rerouted the direction of Greek history.

Uniting the tribes

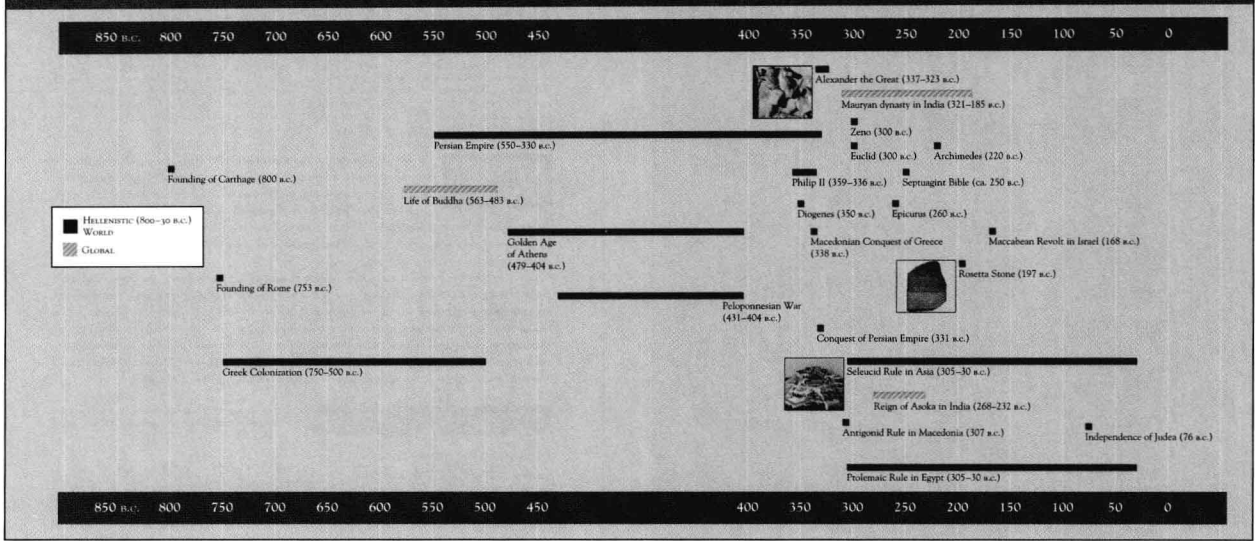
## • Time Lines and Reminder Dates

Many instructors and reviewers have told us that students lack a sense of chronology. We believe that this problem stems in part from the way history texts are written—as the narrative progresses in a linear way, students lose track of simultaneous developments, and indeed of the dates themselves. We have added several features to strengthen readers' sense of chronology. For example, we include dates in the chapter titles and many of the chapter subheadings. We have also sprinkled important dates throughout the narrative and whenever key individuals are named.

As a significant feature to address the understanding of chronology, we have included time lines at the beginning and end of each chapter. The beginning lines that we have called "The Big Picture" show blocks that indicate the large events, periods, or dynasties that will be covered within the chapter.

The ending lines, called "A Closer Look," detail events and people that were covered within the text. Both these lines depict simultaneous developments in a memorable, visual way and provide a sense of broad chronological context. Finally, we have made sure that the time lines draw from the material in the

## TIMELINE: A CLOSER LOOK



previous and forthcoming chapters. Again, this technique emphasizes connectedness and continuity in the story of Western civilization.

### • Map Exercises

Because a sense of geography is essential to the study of history, we have included a wealth of full-color maps, and we treat them uniquely. As instructors know very well, too often students just glance at maps without understanding them or engaging them critically. To address this, we have included a feature called “Thinking about Geography,” which provides analytical exercises that invite students to delve into the meaning of each map. We hope this approach will not only help students remember particular maps, but will also get them into the habit of actively seeking to understand how geographic features shape human events.



## • Biographies

Each chapter features a biographical essay of a man or woman who embodies major themes from the chapter. The individuals selected are not necessarily the most celebrated nor the most typical, but instead are powerful illustrative examples. Each biography serves as a reminder of the major themes—another kind of review—and provides a concrete way to discuss some of the more abstract concepts covered, and each biography includes questions that guide students to think critically about the individual's life and connect it with the chapter's themes. We designed the biographies to bring the past to life, as well as to encourage students to think about how large developments affect individuals. For example, the biography of Isabelle D'Este, found in Chapter 10, illustrates the Renaissance by her patronage of the arts, her political struggles, and her strong family ties. Similarly, the biography of Jean-Jacques Rousseau in Chapter 14 analyzes his life as well as how it reflects the broad themes of the Enlightenment.

## Biography

JEAN-JACQUES ROUSSEAU (1712–1778)

■ Consider how Rousseau's work and life reflect the ideas and efforts of other Enlightenment thinkers.

Jean-Jacques Rousseau described himself as a “singular soul, strange, and to say it all, a man of paradoxes.” A celebrity both admired and hated in his own time, he wrote more deeply on a wide range of subjects than any of his contemporaries.

“My birth was my first misfortune,” Rousseau once stated wryly. His mother died shortly after he was born in 1712 in the Republic of Geneva. His father, a watchmaker, raised him to the age of 10, and then abandoned him to a series of homes where he served unhappily as an apprentice. One day in 1728, returning late from walking in the countryside, he found the gates of Geneva closed. Anticipating punishment from his master for his tardiness, he turned around and set off on the first of a series of wanderings that would mark the rest of his life.

He lived for much of the next 10 years as the guest and lover of a baroness, Madame de Warens. In his own words, Rousseau became her “piece of work, student, friend. . . .” Rousseau addressed Madame de Warens as “Monsieur,” and she referred to him as “my little one.” This was the first of Rousseau's numerous relationships, many of them with older

women. Yet he also lived as a recluse for long stretches of time during which he educated himself.

In 1742 the shy Rousseau arrived in Paris. He would often live there, though he harbored “a secret disgust for life in the capital,” with its “dirty stinking little streets, ugly black houses, . . . poverty, [and] beggars.” He first gained attention in Paris by writing about music

and by joining the cultural circles. He also earned a modest income by serving as secretary to aristocratic patroness and by copying music. In 1745, Thérèse Levasseur, a young laundress, became his lifelong companion and ultimately his wife. The couple would have four children and abandon them all to a foundling hospital for adoption.

In 1749, Rousseau entered an essay contest that abruptly changed his life. He won the competition by arguing that progress in the arts and sciences corrupted rather than improved human conduct. Suddenly he was controversial and famous. “No longer [was I] that timid man, more ashamed than modest. . . . All Paris repeated [my] sharp and biting sarcasms. . . .” Buoyed by his newfound fame, he contributed several

**Singular Soul,  
Controversial  
Thinker**

## Biography

ISABELLA D'ESTE (1474–1539)

■ Consider how Isabella's life sheds light on the importance of patronage during the Renaissance, the position of women, and the significance of family ties.

Isabella d'Este was born the daughter of a duke in 1474 in the small Duchy of Ferrara, just south of Venice. She grew up in a court that both appreciated Renaissance education and art and succumbed to the violence that marked fifteenth-century Italy.

When Isabella was only two, her father's nephew attacked the palace in an effort to seize power from the duke. Before Isabella was eight years old, Venetian armies had invaded Ferrara to try to dominate the small duchy. Yet Isabella's father was a skillful diplomat and withstood these and many other challenges. In the process, his daughter began learning about Renaissance diplomacy.

The young girl was educated in the best humanist tradition. Her tutors taught her to read the great classics of the Roman world in the original Latin. She learned quickly and spoke Latin fluently at an early age. She also was an accomplished musician and excelled at singing and playing the lute.

When she was six years old, Isabella's parents began searching for a suitable future husband for her. They approached

the family of the nearby Duke of Mantua to discuss a betrothal between Isabella and their eldest son, Francesco. When representatives of Francesco's family interviewed the young child, they wrote back to the prospective in-laws that they were astonished in her precocious intelligence. They sent Francesco's parents a portrait of the lovely black-eyed, blond child, but assured that “her marvelous knowledge and intelligence are far more worthy of admiration [than her beauty].” A betrothal was arranged that would unite the two houses trying to maintain independence from their powerful neighbors, Milan and Venice.

Isabella and Francesco were married in 1490, when she was 15. An elaborate ceremony joined the two families, and in her old age, Isabella proudly wrote of her memories of the gifts, decorations, and lavish banquet that marked this turning point of her life.

Under the skilled rule of Francesco and Isabella, Mantua rose to the foremost rank of the smaller Italian city-states. Isabella involved herself in the art of diplomacy throughout the couple's reign. She wrote more than 2,000 letters—many

**Duchess of Mantua,  
Diplomat, and  
Patron of the Arts**



FIGURE 10.2  
Isabella d'Este.

of them to popes, kings, and other Italian rulers. In one letter to her husband, Isabella assured him that he could concentrate completely on military matters, for “I intend to govern the State . . . in such a manner that you will suffer no

wrong, and all that is possible will be done for the good of your subjects.” This talented woman was as good as her word, for when Francesco was captured in 1529 and imprisoned, Isabella ruled in his stead and valiantly saved the city from invasion.

Like other Italians influenced by Renaissance pseudo-science, Isabella avidly believed in astrology. She embarked on no important venture without consulting her astrologers. But she also took an interest in the real-world findings of the time. She received correspondence about Columbus's discovery of America and the “intelligent and gentle” natives he found there.

Yet the educated duchess is most remembered as a patron of the arts. She wrote explicit instructions for the works she commissioned. One painting prompted her to pen as many as 40 letters. Recognizing excellence, she wanted to commission a work from Leonardo da Vinci, but the artist never found the time to oblige her.

With a love of literature nurtured since her youth, Isabella accumulated a library that became one of the best in Italy. She took advantage of the new printing industry to acquire the first editions of the great classics as well as the contemporary works of Petrarch and Dante. Her requests for these editions show her appreciation of beauty even in her search for literature. She asked for books printed on parchment (instead of paper) and bound in leather.

When Isabella was 64 years old, Francesco died. The aging duchess turned to her many children and grandchildren for comfort and companionship. She took particular delight in one grandchild who could recite Virgil at the age of only five. Isabella died in 1539, a year after losing her husband. In the last months of her life, a great scholar of the age called her “the wisest and most fortunate of women”—an apt epitaph for someone who so personified the Renaissance spirit.

# Global Connections

## CHINA'S HAN DYNASTY AND THE SILK ROAD

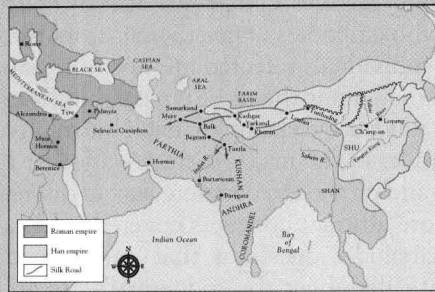
■ Consider the importance of centralized authority and trade to the growth of cultures in the West and the East. NOTICE how long-term economic ties with eastern Asia influenced the Roman Empire.

In 206 B.C., while the Roman Republic was expanding, a strong Chinese military commander, Liu Bang, brought order to warring factions in China. Liu established the Han dynasty (named after his native land), which would endure for more than 400 years. The Han emperors developed a centralized authority supported by a large bureaucracy, and they built an extensive network of roads and canals to facilitate communication throughout the realm. The emperors also knew the value of educated royal servants. Thus, in 124 B.C., Emperor Han Wudi established an imperial university. This university incorporated Confucianism as the basis for its curriculum, so the Confucian tradition took root in China. Like the Romans in the West, the Han emperors developed an influential body of law, written first in bamboo and silk. Their legal system became the most comprehensive and best organized in the world.

The centralized, ordered rule of the Hans facilitated trade. It also led to the development of the "silk road," which linked China and the West in significant ways. Luxury items

moved from China and India to Mesopotamia and the Mediterranean basin. Incoming goods arrived through a complex series of trades. Roman sailors used the prevailing monsoon winds to sail their ships from Red Sea ports to the mouth of the Indian River in India at Barygaza. There, they traded their goods—mostly gold and silver—for Indian spices and silks. The Indian merchants took their share of the merchandise and proceeded to trade with the Han merchants.

Chinese traders shipped spices—ginger, cinnamon, cloves, and others—that Westerners craved both as flavorings and medicines. However, the most prized commodity was Chinese silk, which gave its name to the trade route. By the first century A.D., Romans were willing to pay premium prices for the prized fiber. The Chinese knew how to feed silkworms on mulberry leaves and harvest the cocoons before the moths chewed through the precious silk strands. The silk traveled west in bales—either as woven cloth or raw yarn—and went to processing centers, most of them in Syria. There workers ungummed the rolls and unwound the fiber before weaving the fabric that sold for top prices throughout the Roman Empire. For hundreds of years, the trade flourished bringing West and East into close contact. This contact sparked the



MAP 5.2 The Silk Road ca. A.D. 200.

exchange of ideas as well as goods. Unfortunately, it also spread diseases that dramatically reduced populations in China as well as in the Roman Empire.

Despite the thriving trade, the later Han empire proved unable to maintain the centralization and prosperity that had marked the early centuries of their reign. In the face of social

and economic tensions, as well as epidemic diseases, disloyal generals grabbed more and more power. By A.D. 200, the Han dynasty had collapsed and the empire lay in pieces. The trade along the silk road suffered too, but stories of the prosperous East continued to capture the imaginations of Westerners.

### Chapter 16 Overturning the Political and Social Order



FIGURE 16.9 Antoine-Jean Gros, *Battle of Nazareth*, 1801. Musée des Beaux-Arts, Nantes.

#### NAPOLEON CONSOLIDATES CONTROL

Napoleon quickly outmaneuvered his partners. He had a new "short and obscure" constitution drawn up and accepted by members of the old legislature. In a national plebiscite where people could vote to accept or reject the new constitution, the French overwhelmingly approved it (though the government falsified the results to give it a more lopsided victory). As one observer explained, people "believed quite sincerely that Bonaparte . . . would save us from the perils of anarchy." Napoleon named himself "first consul" and assumed the powers necessary to rule—all with the ready support of the Senate. The remaining two consuls, as well as voters and the handpicked legislative bodies they thought they were electing, had only minimal powers. Next, Napoleon placed each of France's 83 departments under the control of a powerful agent of the central government—the *prefect*. Thus at both the local and the national levels, Napoleon ended meaningful democracy in France.

With the touch of a skilled authoritarian politician, Napoleon proceeded to gather support. He welcomed former Old Regime officials as well as moderate Jacobins into his service. By approving the

end of serfdom and feudal privileges as well as all transfers of property that had occurred during the Revolution, he won favor with the peasantry. He gained the backing of the middle class by affirming the property rights and formal equality before the law that adult males had secured during the Revolution. He welcomed back to France all but the most reactionary émigrés, most of whom had come from France's old aristocracy. The educated elite admired Napoleon for patronizing science and inviting leading scientists to join him in his government. To deter opposition, he created a secret police force, suppressed independent political organizations, and censored newspapers and artistic works. Finally, for those who displayed the highest loyalty and the most spectacular achievements (particularly in the military), he created the prestigious Legion of Honor.

Keenly aware of the political and social importance of religion—once calling religion "excellent stuff for keeping the common people quiet"—Napoleon made peace with the pope and ended the 10-year struggle between the French revolutionary governments and the Roman Catholic church. Their Concordat (formal agreement) of 1801 declared the Catholic religion the religion of the majority of the French people, but ensured freedom for Protestants. Later, Napoleon granted new rights to Jews, as well. Under his rule, the clergy was paid by the state and required to take an oath of allegiance to the state. Confiscated Catholic Church property was not returned.

#### REFORMING FRANCE

Napoleon followed up this pattern of blending compromise and authoritarian control with a remaking of France's legal, financial, and educational systems. The Civil Code of 1804 (the Napoleonic Code), for example, generally affirmed the Enlightenment-inspired legal reforms that the early French revolutionaries had sought. Progressives throughout Europe and even overseas would embrace this law code. For men, the code

## GLOBAL CONNECTIONS

These essays, which focus on important connections between the West and the non-Western world, appear in half of the book's chapters. They illustrate varying degrees of interaction between the West and the world. In some cases the connection was strong and continuous—like the Silk Road (Chapter 5) linking Rome with China. In other cases, connections were brief but left a lingering impact on non-Western regions—as with the growth of the Indian Empires after the withdrawal of Alexander the Great (Chapter 3). However, in each essay, we have reinforced the notion that the West has always developed within a world context. We have also used Global Connections to consider history from the perspective of non-Westerners.

### • Clear Headings and Marginal Notes

Each chapter has clear thematic titles and precise headings that guide students through the narrative. Throughout, brief marginal notes help students focus on the key concepts, terms, and events and provide a tool for reviewing the chapter.



Chapter 11 "Alone Before God"



Through the sixteenth century, the monarchs of the unified states of Europe—England, France, Spain, and the Holy Roman Empire—struggled to snatch power, wealth, and land from each other. The wars that resulted accomplished little except to bankrupt some of the kings, leave the European countryside in ruins, and inflict misery on the people. Meanwhile, religious revolutionaries stepped up their criticism of the thousand-year history of Christian tradition. These Protestants effected a reformation that spurred century-long religious warfare and that split Christendom as people followed their own paths to God. The religious quest had political ramifications as well—kings involved themselves in the Catholics' and Protestants' conflict in part to try to exert religious hegemony over their own lands and to gain land from their neighbors.

When the century of religious wars in Europe ended, it left a legacy of economic devastation, social and political change, and an intellectual revolution that transformed Western culture. More boys and girls in village schools began to read and write, men and women hoped to find love in marriage, and people began to take more pride in work over leisure. Nevertheless, the Protestant revolution failed to stop the competition for Christian souls. In the centuries to come, Europeans would take the battle between Protestants and Catholics across the seas, as they discovered lands that were new to them.

REVIEW, ANALYZE, AND ANTICIPATE

REVIEW THE PREVIOUS CHAPTER

Chapter 10—"A New Spirit in the West"—described the characteristics that we have come to identify with the Renaissance. In addition, Chapter 10 also discussed the complex political structure of Italy that engaged popes as well as princes in power politics.

1. Which Renaissance characteristics also describe the ideas of the Protestant reformers? Consider how the Renaissance influenced the Protestant Reformation.
2. Review the policies of Renaissance popes as they strove to become political powers in Italy. How did those policies contribute to the Reformation?

ANALYZE THIS CHAPTER

Chapter 11—"Alone Before God"—follows the expansion of warfare until it engulfed all of Europe in the sixteenth century. It also looks at the new religious ideas that split the Catholic Church and brought about a change in life in the West.

1. Review the various religious beliefs of the different Protestant sects and consider the relationship of these ideas to the different social and economic groups who were attracted to them.

2. How did the differing appeal help lead to the century of religious warfare? What were the results of this warfare?
3. Review the reform movements of the Catholic Church. How did the church respond to the critique of the Protestants?
4. How did the Reformation help contribute to changing social and cultural patterns that marked seventeenth-century Europe?

ANTICIPATE THE NEXT CHAPTER

Chapter 12—"Faith, Fortune, and Fame"—looks at the European expansion into much of the rest of the world that took place at the same time Europe was wracked with the religious wars discussed in Chapter 11.

1. Based on the strengths and weaknesses of the various states discussed in Chapter 11, which countries do you think might take the lead in the explorations and which might be left behind? Why?
2. Which Christian churches do you think might be most vigorous in missionary activities? Review Chapter 11's discussion of the characteristics of each sect's relative theology as you decide.

• Review, Analyze, and Anticipate

At the end of each chapter are questions that not only ask students to think about the material discussed within the chapter, but also encourage them to place the material within the context of what has come before and what is coming next. The summary paragraphs included within these sections offer continuous reviews and previews of material, once again helping students to retain the larger picture while learning new details.

Beyond the Classroom

BEYOND THE CLASSROOM



**RECOMMENDED PRIMARY SOURCES**  
Luther: "On the Freedom of a Christian," Council of Trent: "On the Invocation . . . of Saints," De Thuse "St. Bartholomew's Day Massacre," "Witchcraft Documents." To access these and additional primary sources, please visit [www.oxle.com/demosand](http://www.oxle.com/demosand).

THE CLASH OF DYNASTIES

Bonney, Richard. *The European Dynastic States, 1494–1600*. Oxford: Oxford University Press, 1991. A rich survey that includes eastern as well as western Europe and provides an excellent overview (although it does exclude England).  
Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II*. New York: Harper and Row, 1972. An extraordinary analysis of the Mediterranean world that, in its consideration of geographic, ecology, social history, economic history, and politics, offers a broad background for the period.  
Davis, Natalie Zemon. *The Revens of Martin Guerre*. Cambridge, MA: Harvard University Press, 1983. The classic study of Martin Guerre (the subject of the Chapter 11 biography).  
Parker, Geoffrey. *European Soldiers, 1550–1650*. New York: Cambridge University Press, 1997. A short, beautifully illustrated look into the lives of European soldiers.

A TIDE OF RELIGIOUS REFORM

Buntin, Roland H. *Here I Stand: A Life of Martin Luther*. New York: Meridian, 1995. First published in 1950, but it remains the best and most sensitive study of the man and his impact.  
Baylor, Michael G. *The Radical Reformation*. New York: Cambridge University Press, 1991. Collects letters and other documents to illustrate the rich diversity and the fragile unity that existed in the political thinking of some of the major radical reformers in Germany.  
Edwards, Mark Jr. *Printing, Propaganda and Martin Luther*. Berkeley, CA: University of California Press, 1994. A study of the literature that tried to reform the church and its beliefs.  
Haigh, Christopher. *English Reformations: Religion, Politics, and Society Under the Tudors*. Oxford: Clarendon Press, 1993.

A scholarly work that draws on a wealth of primary materials from catechisms to churchwardens' accounts to offer a full picture of the English Reformation.

Oment, Steven. *The Age of Reform, 1250–1550*. New Haven, CT: Yale University Press, 1988. A clear study that explains how the reformers transformed medieval theological debates.  
Stemmer, David. *Calvin in Context*. New York: Oxford University Press, 1995. A general and well-balanced introduction to Calvin's thought.

THE CATHOLIC REFORMATION

Ahlgren, Gillian. *Teresa of Avila and the Politics of Sanctity*. Ithaca, NY: Cornell University Press, 1996. Considers Teresa's struggle in the context of a world that did not always look kindly on an outspoken woman.  
Jones, Martin D. *The Counter Reformation: Religion and Society in Early Modern Europe*. New York: Cambridge University Press, 1995. A good, up-to-date survey.

EUROPE ERUPTS AGAIN: A CENTURY OF RELIGIOUS WARFARE, 1559–1648

Knecht, R. J. *The French Wars of Religion, 1554–1598*. New York: Longman, 1989. A good survey.  
MacCaffrey, Wallace. *Elizabeth I: War and Politics, 1588–1603*. Princeton, NJ: Princeton University Press, 1992. Recounts the conduct of the war with Spain and describes the diplomacy of alliances of the period.  
Parker, Geoffrey. *The Thirty Years' War*. New York: Routledge, 1997. A readable general history by one of the foremost military historians.

LIFE AFTER THE REFORMATION

Harrington, Joel. *Reforming Marriage and Society in Reformation Germany*. Cambridge, England: Cambridge University Press, 1994. A provocative and sound interpretation.  
Thomas, Keith. *Religion and the Decline of Magic*. 1971. An important book that investigates many sources to study the changing character of religious beliefs and the replacement of "superstition" with science.  
Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Los Angeles: Roxbury Publishing Co., 1998. Originally published in 1904, this study of how the Reformation helped create the modern world has generated much controversy, but has also shaped much of the historical thinking about the Reformation.

• Beyond the Classroom

These sections, found at the end of each chapter, list resources that students can use to gain additional ideas and information. These include suggestions of primary sources (many of which are available free on the book's online learning center), Internet links to a variety of materials, and books briefly reviewed and organized according to the chapter's main headings.

• Glossary and Pronunciation Guide

Important terms are briefly defined in the Glossary at the end of the book (that is conveniently marked by a color border to make it easy to locate). All the words, except the most simple, come with a pronunciation guide. This feature allows students to readily review terms, while giving them the confidence in pronunciation to help make the terms part of their vocabulary.



## TO YOU, THE STUDENT: HOW TO USE THIS BOOK

Welcome to the study of Western civilization! The word “West” does not refer to one geographic location, but rather a series of cultures that first emerged in the ancient Middle East, spread to the Mediterranean world and Europe, and eventually crossed the seas to the Americas and elsewhere. Today, there is scarcely any culture in the world not touched by the West. Yet from the beginning, the West has also been powerfully influenced by its interactions with cultures outside its moving center. The *West in the World* emphasizes this global, interactive quality rather than analyzing the West’s story in isolation. To get the most out of this book, we suggest you use the process described below as you read each chapter. (Try these same techniques with textbooks in your other courses, too—you’ll likely find them just as valuable there.)

1. *Preview the chapter.* Find out what the chapter is about before you start reading it. Look at the “chapter points” at the beginning, and read the preview that appears next to the opening illustration. These two features set the stage for what you are about to read. You might also take a peek at the “Analyze This Chapter” questions at the end of the chapter; they can give you an idea of what to expect. Finally, see the chapter outline in the on-line study guide ([www.mhhe.com/sherman2](http://www.mhhe.com/sherman2)) for additional preview information.
2. *Read the chapter as you would a good story.* Try to get engaged in the narrative. That is, don’t read the chapter too slowly. However, *do* notice each sub-heading in the chapter—these signal what’s coming next. Also, resist the urge to highlight *everything*! We’ve provided marginal notes to help you review. We’ve also included descriptions and analyses of the illustrations. So, when you come to an illustration, pause and look carefully at it. This process will help you get used to interpreting visual sources. The illustrations will also trigger your memory of the chapter’s content when you study the chapter later.
3. *Examine and think about the maps.* Geography plays a huge role in history, so it’s vital that you

know how to read and interpret maps. We’ve provided questions with each map to help you understand how it fits in with the chapter as a whole. Try to answer the questions (even if you’re not sure how)—they’ll help you review the material in the chapter. Also, sharpen your map skills by practicing the interactive map exercises for each chapter in the on-line study guide.

4. *Examine and think about the “Biography” and “Global Connections” features.* These boxes provide more information about the time period covered in the chapter. Information in the chapter connects directly to these features, so watch carefully for these relationships. These two features can serve as an additional review of the chapter while helping you understand one topic more deeply. By answering the “consider” questions at the head of each box, you build your critical-thinking skills while you review.
5. *Review the timelines.* Some people may lose track of chronology—that is, the sequence in which major developments and events occurred—while they’re reading narrative histories. The chapter’s two timelines will help you keep track of chronology. The first timeline (at the beginning of the chapter) gives you the large developments; the “Closer Look” timeline (at the end of the chapter) features detailed events as well as key individuals. As you examine these, make sure everything in them is familiar. If you see something you don’t understand in a timeline, go back into the chapter to fill in the gaps. These timelines make excellent review tools.
6. *Review the chapter.* Answer the “Review, Analyze, and Anticipate” questions at the end of the chapter, even if you just compose your responses in your mind. Better yet, talk over your responses with other students in your class. The “Review the Previous Chapters” questions will help you connect the material you just read with preceding chapters; the “Analyze This Chapter” questions focus on the material in the current chapter; and the “Anticipate the Next Chapter” questions point you to future chapters. Don’t worry if you don’t know what’s

coming next. Making educated guesses helps you build your thinking skills. Even more important, you'll soon realize that history is a seamless web that is only artificially divided into chapters.

7. *Conduct further research.* Do you have to write a paper, or (better yet!) are you simply curious and want to learn more? The readings listed at the end of each chapter will give you a starting point for further investigation into the chapter's themes. The book's companion web site ([www.mhhe.com/sherman2](http://www.mhhe.com/sherman2)) also suggests primary sources and additional short readings related to each chapter. Either follow the links from the site's "Outline" or trace the links connected to its "A Closer Look" timeline. This timeline also reviews the chapter's chronology and main points.

The steps described above should help you better understand the story of *The West in the World*. We hope you enjoy the unfolding history of the West as much as we have enjoyed bringing it to you.

## Dating System

The various civilizations across the world do not all use the same dating system. For example, Muslims use the date 622 (when the Prophet fled from Mecca to Medina) as year 1 in their history. The Hebrew calendar counts the Western year 3760 B.C. as year 1—which some consider to be when the world was created.

The western world generally uses a dating system that counts backward and forward from the birth of Christ—which Westerners consider year 1. Events that took place "Before Christ" ("B.C.") are counted backward from year 1. Thus, something that happened 300 years before Christ's birth is dated 300 B.C. The events described in the first four chapters of *The West in the World* all took place B.C. Events that took place after the birth of Christ are also dated from the hypothetical year 1 and are labeled A.D.—which stands for the Latin *anno Domini*, meaning "in the year of the lord." In Chapter 5, we've marked all dates with A.D., but because everything after that time is A.D., we then drop the designation. Some people—especially world historians—prefer to keep the same numerical system, but use the designation "B.C.E."—"Before the common Era"—and "C.E."—

"Common Era." We have kept B.C. and A.D., because this system is customarily used in the teaching of Western civilization.

## SUPPLEMENTS

### For the Instructor

***Instructor's Manual***, by Carol Bresnahan Menning, The University of Toledo

The Instructor's Manual includes chapter summaries, main themes, points for discussion, map exercises, essay questions, terms for identification, and a pronunciation guide. In addition, the Instructor's Manual draws on some of the unique features of the text, including a guide to visual analysis, discussion questions derived from the book's integrated coverage of visual material and boxed biographies, World Wide Web-related exercises accompanied by a listing of relevant websites for each chapter, and video suggestions. The Instructor's Manual is available online at [www.mhhe.com/sherman2](http://www.mhhe.com/sherman2) and on the Instructor's Resource CD-ROM.

***Test Bank***, by David Hudson, California State University at Fresno

The Test Bank includes short answer and essay questions, identification questions, multiple choice, fill-in-the-blank questions, mapping exercises, true/false questions and chronology exercises. Like the Instructor's Manual, it offers a range of questions that highlight the distinctive features of the text. The Test Bank is available on the Instructor's Resource CD-ROM, and in the computerized format described below.

***Computerized Test Bank*** Compatible with both Macintosh and IBM computers, this on-disk version of the test bank allows instructors to customize each test to suit any course syllabus.

***Overhead Transparencies*** This comprehensive packet of approximately 140 transparencies is designed to support the text's unique integrated art program. Fine art, photos, and maps—many pulled directly from the text—allow instructors to easily illustrate classroom lectures.

***Slide Set*** Available through your McGraw-Hill sales representative, instructors can choose from a list of

hundreds of fine art slides to create a customized slide set to complement the text and enhance classroom lectures.

**Instructor's Resource CD-ROM** The McGraw-Hill presentation manager organizes a diverse range of instructor's tools on one CD. Instructors can illustrate classroom lectures and discussions with text-specific PowerPoint presentations including outlines, maps, and photos for each chapter. The Instructor's Manual and Test Bank are also included on this CD, as well as links to web-based research assignments.

#### **Instructor's Online Learning Center**

[www.mhhe.com/sherman2](http://www.mhhe.com/sherman2)

At the homepage to the text-specific website, instructors will find a series of online tools to meet a range of classroom needs. The Instructor's Manual and most PowerPoint shows can be downloaded by instructors, but are password-protected to prevent tampering. Instructors can also create web-based homework assignments or classroom activities by linking to the Student Online Learning Center, and can create an interactive course syllabus using McGraw-Hill's **PageOut** ([www.mhhe.com/pageout](http://www.mhhe.com/pageout)).

#### **PageOut**

[www.mhhe.com/pageout](http://www.mhhe.com/pageout)

On the PageOut website, instructors can create their own course websites. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills on the instructor's part. Simply plug the course information into a template and click on one of 16 designs. The process takes no time at all and leaves instructors with a professionally designed website. Powerful features include an interactive course syllabus that lets instructors post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where instructors and students can discuss course-related topics.

**Videos** Created and narrated by Joyce Salisbury, this three-video collection illuminates the author's lectures on the Middle Ages with the sculpture and fine art of the times. Available to adopters through your local McGraw-Hill representative, this unique series contains a video on each of the following topics: medieval women, medieval Judaism, and medieval life.

A wide range of videos on classic and contemporary topics in history is available through the Films for the Humanities and Sciences collection. Instructors can illustrate classroom discussion and enhance lectures by selecting from a series of videos that are

correlated to complement *The West in the World*. Contact your local McGraw-Hill sales representative for further information.

### For the Student

**After the Fact Interactive** is a multimedia tool that enables students to work as historians, developing their own understanding of historiography while examining a variety of multimedia primary source materials. Each CD-ROM prompts students to ask questions, research, and formulate arguments, supporting their own thesis with evidence and a conclusion. Both the "Tracing the Silk Roads" and "Envisioning the Atlantic World" CD-ROMS are available with the combined volume, while "Tracing the Silk Roads" is offered with Volume I and "Envisioning the Atlantic World" is offered with Volumes II and III.

**Tracing the Silk Roads:** In this interactive exercise, students explore the sources of the Silk Roads, the most important zone of cross-cultural encounter during the classical period. Far from isolated pockets of civilization, the rise of complex and unified classical societies made possible an extensive network of trade routes between the Mediterranean and East Asia, and were in turn transformed (some even destroyed) by the forces unleashed through those exchanges.

**Envisioning the Atlantic World:** Students here delve into the discovery of the Atlantic Basin during the age of exploration. Once a nearly impassable barrier, Columbus and subsequent explorers ripped the veil of ignorance and uncertainty cloaking the Atlantic. In doing so, they opened a new, dramatic chapter of cross-cultural encounters whose cultural, political, economic, and biological exchanges transformed the modern world.

**Student Study Guide**, by Bruce Venarde, University of Pittsburgh, Megan McLean, University of Pittsburgh, and Melissa McGary, University of Pittsburgh; second edition revised by Megan McLean.

Available in two volumes, this guide helps students to process and master important concepts covered in the text. For each chapter of the text, the study guide offers valuable pedagogical tools such as chapter summaries and reviews, chapter outlines that include the main theme of each chapter, objective questions, short answer and essay questions, and mapping exercises. Visual learning exercises, chronology exercises based on the text's timeline, and questions that make

use of the text's many biography sections highlight some of most distinctive features found in ***The West in the World***. A unique guide to history on the Internet can be found at the front of the study guide.

**Map Workbooks** Students need all the work they can get on geography, and this supplement offers the opportunity for extra mapping practice. The workbooks are available in two volumes, and each builds upon the many unique map exercises found throughout the text.

### **Student Online Learning Center**

[www.mhhe.com/sherman2](http://www.mhhe.com/sherman2)

At the homepage to the text-specific website, students can link to an interactive study guide, including online essay questions, timelines, mapping exercises, and a variety of objective questions to guide students through the text material. Links to related websites make the student Online Learning Center a great place to begin web-based research.

**Qualifications** As a full service publisher of quality education products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill sales representative to learn about the availability of the supplements that accompany *The West in the World*.

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