



# WESTERN CIVILIZATION

VOLUME A: TO 1500

THIRD EDITION



JACKSON J. SPIELVOGEL



THIRD EDITION

# WESTERN CIVILIZATION

*Volume A: To 1500*

JACKSON J. SPIELVOGEL

*The Pennsylvania State University*

WEST PUBLISHING COMPANY

MINNEAPOLIS/ST. PAUL

NEW YORK

LOS ANGELES

SAN FRANCISCO

## Production Credits

COPYEDITING Patricia Lewis  
DESIGN Diane Beasley  
COMPOSITION Carlisle Communications  
DUMMY ARTIST Techarts  
ARTWORK Maryland Cartographics  
INDEX Patricia Lewis  
PERMISSIONS Lynn Reichel  
COVER ILLUSTRATION *April: Engagement Scene from Tres Riches Heures du Duc de Berry*, Musee Conde, Chantilly, France. Giraudon/Art Resource, NY

COPYRIGHT © 1991, 1994  
COPYRIGHT © 1997

By West Publishing Company  
By West Publishing Company  
610 Opperman Drive  
P.O. Box 64526  
St. Paul, MN 55164-0526

All rights reserved  
Printed in the United States of America  
04 03 02 01 00 99 98 97 8 7 6 5 4 3 2 1 0

## Library of Congress Cataloging-in-Publication Data

Spielvogel, Jackson J., 1939—  
Western civilization / Jackson J. Spielvogel.—3rd ed.  
p. cm.  
Includes bibliographical references and index.  
ISBN 0-314-09674-4 (comprehensive hbk.).—ISBN  
0-314-20533-0  
(pbk. v. I : to 1715).—ISBN 0-314-20526-8 (pbk. v. II : since  
1550).—ISBN 0-314-20523-3 (pbk. v. A : to 1550).—ISBN  
0-314-20524-1 (pbk. v. B : 1300 to 1815).—ISBN  
0-314-20525-X  
(pbk. v. C : since 1789).—ISBN 0-314-20527-6 (pbk. since  
1300)  
1. Civilization, Western—History. I. Title.  
CB245.S63 1997  
909'.09812—dc20

96-30605  
CIP

## West's Commitment to the Environment

In 1906, West Publishing Company began recycling materials left over from the production of books. This began a tradition of efficient and responsible use of resources. Today, 100% of our legal bound volumes are printed on acid-free, recycled paper consisting of 50% new fibers. West recycles nearly 27,700,000 pounds of scrap paper annually—the equivalent of 229,300 trees. Since the 1960s, West has devised ways to capture and recycle waste inks, solvents, oils, and vapors created in the printing process. We also recycle plastics of all kinds, wood, glass, corrugated cardboard, and batteries, and have eliminated the use of polystyrene book packaging. We at West are proud of the longevity and the scope of our commitment to the environment.

West pocket parts and advance sheets are printed on recyclable paper and can be collected and recycled with newspapers. Staples do not have to be removed. Bound volumes can be recycled after removing the cover.

Production, Prepress, Printing and Binding by West Publishing Company.



## Photo Credits

### CHAPTER 1

2 © Will and Deni McIntyre/Photo Researchers, Inc.; 5 © Francois Ducasse/Photo Researchers, Inc.; 8 © British Museum, London, reproduced by Courtesy of the Trustees of the British Museum; 9 Akkad, *Stele of Naram-Sin*, Musee du Louvre, © Photo R.M.N.; 12 Robert Harding Picture Library; 14 Samuel Kramer, *The Sumerians*, University of Chicago Press, 1963, © University of Chicago Press; 18 Babylonian, *Stele of Hammurabi*, Musee du Louvre, © Photo R.M.N.; 23 Pair Statue of King Mycerinus and His Queen; From Giza, Dynasty IV, 2599–1571 B.C., Slate Schist, 54 1/2 in.; Harvard MFA Expedition. Courtesy, Museum of Fine Arts, Boston; 26 © Will and Deni McIntyre/Photo Researchers, Inc.; 29 Egyptian Museum, Cairo; 30 © John and Anne Abbott, New York; 32 © Brian Brake/Photo Researchers, Inc.; 33 Erich Lessing/Art Resource, NY; 34 © Adam Woolfitt/Robert Harding Picture Library

### CHAPTER 2

38 © British Museum, London, reproduced by Courtesy of the Trustees of the British Museum; 41 © British Museum, London, reproduced by Courtesy of the Trustees of the British Museum; 43 © Ronald Sheridan/Ancient Art and Architecture; 44 © Marcello Bertinetti/Photo Researchers, Inc.; 48 © British Museum, London, reproduced by Courtesy of the Trustees of the British Museum; 50 Erich Lessing/Art Resource, NY; 53 © British Museum, London, reproduced by Courtesy of the Trustees of the British Museum; 54 Hirmer Fotoarchiv, Munich; 58 © G. Dagli Orti; 60 *Archers of the Persian Guard*, Musee du Louvre, © Photo R.M.N.

continued following index



## About the Author

*J*ackson J. Spielvogel is associate professor of history at The Pennsylvania State University. He received his Ph.D. from The Ohio State University, where he specialized in Reformation history under Harold J. Grimm. His articles and reviews have appeared in such journals as *Moreana*, *Journal of General Education*, *Catholic Historical Review*, *Archiv für Reformationsgeschichte*, and *American Historical Review*. He has also contributed chapters or articles to *The Social History of the Reformation*, *The Holy Roman Empire: A Dictionary Handbook*, *Simon Wiesenthal Center Annual of Holocaust Studies*, and *Utopian Studies*. His work has been supported by fellowships from the Fulbright Foundation and the Foundation for Reformation Research. At Penn State, he helped inaugurate the Western civilization courses as well as a popular course on Nazi Germany. His book *Hitler and Nazi Germany* was published in 1987 (third edition, 1996). He is the co-author (with William Duiker) of *World History*, published in January 1994. Professor Spielvogel has won three major university-wide teaching awards. During the year 1988–1989, he held the Penn State Teaching Fellowship, the university's most prestigious teaching award. In 1996, he won the Dean Arthur Ray Warnock Award for Outstanding Faculty Member.



*To Diane,  
whose love and support made it all possible*



# Preface

We are often reminded how important it is to understand today's world if we are to deal with our growing number of challenges. And yet that understanding will be incomplete if we in the Western world do not comprehend the meaning of Western civilization and the role Western civilization has played in the world. For all of our modern progress, we still greatly reflect our religious traditions, our political systems and theories, our economic and social structures, and our cultural heritage. I have written this history of Western civilization to assist a new generation of students in learning more about the past that has helped create them and the world in which they live.

As a teacher of Western civilization courses at a major university, I have become aware of the tendency of many textbooks to simplify the content of Western civilization courses by emphasizing an intellectual perspective or political perspective or, most recently, a social perspective, often at the expense of sufficient details in a chronological framework. This approach is confusing to students whose high school social studies programs have often neglected a systematic study of Western civilization. I have attempted to write a well-balanced work in which the political, economic, social, religious, intellectual, cultural, and military aspects of Western civilization have been integrated into a chronologically ordered synthesis. I have been especially aware of the need to integrate the latest research on social history and women's history into each chapter of the book rather than isolating it either in lengthy topical chapters, which confuse the student by interrupting the chronological narrative, or in separate sections that appear at periodic intervals between chapters. If the results of the new social and women's history are to be taken seriously, they must be fully integrated into the basic narrative itself.

Another purpose in writing this history of Western civilization has been to put the story back in history. That story is an exciting one; yet many textbooks, often the product of several authors with different writing styles, fail to capture the imagination of their readers.

Narrative history effectively transmits the knowledge of the past and is the form that best aids remembrance. At the same time, I have not overlooked the need for the kind of historical analysis that makes students aware that historians often disagree in their interpretations of the past.

To enliven the past and let readers see for themselves the materials that historians use to create their pictures of the past, I have included in each chapter primary sources (boxed documents) they are keyed to the discussion in the text. The documents include examples of the religious, artistic, intellectual, social, economic, and political aspects of Western life. Such varied sources as a Roman banquet menu, a student fight song in twentieth-century Britain, letters exchanged between a husband on the battle front and his wife in World War I, the Declaration of the Rights of Woman and the Citizen in the French Revolution, and a debate in the Reformation era all reveal in a vivid fashion what Western civilization meant to the individual men and women who shaped it by their activities.

Each chapter has a lengthy introduction and conclusion to help maintain the continuity of the narrative and to provide a synthesis of important themes. For the third edition, I have added anecdotes to the introductions in order to convey more dramatically the major theme or themes of each chapter. Detailed chronologies reinforce the events discussed in the text while timelines at the beginning of each chapter, new to the third edition, enable students to see at a glance the major developments of an era. An annotated bibliography at the end of each chapter reviews the most recent literature on each period and also gives references to some of the older, "classic" works in each field. Extensive maps and illustrations serve to deepen the reader's understanding of the text. To facilitate understanding of cultural movements, illustrations of artistic works discussed in the text are placed next to the discussions.

As preparation for the revision of *Western Civilization*, I reexamined the entire book and analyzed the com-

ments and reviews of many colleagues who have found the book to be a useful instrument for introducing their students to the history of Western civilization. In making revisions for the third edition, I sought to build upon the strengths of the first and second editions and, above all, to maintain the balance, synthesis, and narrative qualities that characterized those editions. To keep up with the ever-growing body of historical scholarship, new or revised material has been added throughout the book on many topics, including, for example, early human beings in the Neolithic and Paleolithic eras; civilization in Mesopotamia and Egypt; early Greece; Sparta; women in the Hellenistic kingdoms; the Roman Republic; women and sexual attitudes in early Christianity; the world of Islam; medieval guilds; the crusades; the artistic Renaissance; the English Reformation; the age of expansion and discovery; women and witchcraft; art in the seventeenth century; the “Women’s Question” in the Enlightenment; neoclassicism and David; women in the French Revolution and Napoleonic eras; the last years of Napoleon; public health in the nineteenth century; John Stuart Mill and liberalism; Imperial Russia; the emergence of Canada; the Dada movement; the Holocaust; the Korean War; the Cuban Missile Crisis; and Western politics, society, and culture since 1970. Throughout the revising process, I also worked to craft a book that I hope students will continue to find very readable. Headings and subheadings in every chapter were revised to give students a more vivid introduction to the content of the chapters.

To provide a more logical arrangement of the material, I also made organizational changes in Chapters 5, 6, 7, 8, 12, 13, 15, 16, 17, 18, 20, 22, 23, 27, and 30. Chapters 24 and 25 were reduced in length and completely reorganized on a chronological basis and are now entitled “Mass Society in an ‘Age of Progress,’ 1871–1894” and “An Age of Modernity and Anxiety, 1894–1914.” Moreover, all “Suggestions for Further Reading” at the end of each chapter were updated, and new illustrations were added to every chapter.

The enthusiastic response to the primary sources (boxed documents) led me to evaluate the content of each document carefully and add a number of new documents throughout the text, including such subjects as “A New Autonomy for Women in Hellenistic Society,” “The Achievements of Charlemagne,” “Women in Medieval Thought,” “The Letters of Isabella d’Este,” “Hobbes and Locke: Two Views of Political Authority,” “British Victory at Quebec,” “A Victim of the Reign of Terror,” “Bismarck and the Welfare of the Workers,” and “Women in the Factories.” For the third edition,

the maps have been revised where needed and, as in the second edition, are carefully keyed to all text references. New maps have also been added, including “Trading Routes and Products in the Roman Empire,” “Pilgrimage Routes in the Middle Ages,” and “The Death Camps of the Holocaust.”

Because courses in Western civilization at American and Canadian colleges and universities follow different chronological divisions, a one-volume edition, two two-volume editions, and a three-volume edition of this text are being made available to fit the needs of instructors. Teaching and learning ancillaries include the following:

*For Instructors:* Instructor’s Manual with Test Bank; map acetates and commentary; computerized test items; Western Civilization video library; videodiscs with maps, still images, video clips, and music; slide set with commentary, and color slides of all maps.

*For Students:* Study Guide, Document Exercise Workbook, Workbook, Primary Source Reader, Student Study Tips Booklet (shrink-wrapped free with the text at the request of instructors), and Computerized Study Guide.

*For Both:* CD-ROM and Web site.

## Acknowledgments

I began to teach at age five in my family’s grape arbor. By the age of ten, I wanted to know and understand everything in the world so I set out to memorize our entire set of encyclopedia volumes. At seventeen, as editor of the high school yearbook, I chose “Patterns” as its theme. With that as my early history, followed by twenty rich years of teaching, writing, and family nurturing, it seemed quite natural to accept the challenge of writing a history of Western civilization as I approached that period in life often described as the age of wisdom. Although I see this writing adventure as part of the natural unfolding of my life, I gratefully acknowledge that without the generosity of many others, it would not have been possible.

David Redles gave generously of his time and ideas, especially for Chapters 29 and 30. Chris Colin provided research on the history of music, while Laurie Batitto, Alex Spencer, Stephen Maloney, Shaun Mason, Peter Angelos, and Fred Schooley offered valuable editorial assistance. I deeply appreciate the valuable technical assistance provided by Dayton Coles. I am also thankful to the thousands of students whose questions and responses have caused me to see many aspects of Western civilization in new ways.

My ability to undertake a project of this magnitude was in part due to the outstanding European history



teachers that I had as both an undergraduate and a graduate student. These included Kent Forster (modern Europe) and Robert W. Green (early modern Europe) at The Pennsylvania State University; and Franklin Pegues (medieval), Andreas Dorpalen (modern Germany), William MacDonald (ancient), and Harold J. Grimm (Renaissance and Reformation) at The Ohio State University. These teachers provided me with profound insights into Western civilization and also taught me by their

examples that learning only becomes true understanding when it is accompanied by compassion, humility, and open-mindedness.

Thanks to West Publishing Company's comprehensive review process, many historians were asked to evaluate my manuscript and review the first and second editions. I am grateful to the following for the innumerable suggestions that have greatly improved my work:

Gerald Anderson <i>North Dakota State University</i>	Maryann E. Brink <i>College of William &amp; Mary</i>	Gary B. Ferngren <i>Oregon State University</i>
Letizia Argenterì <i>University of San Diego</i>	Blaine T. Browne <i>Broward Community College</i>	Mary Helen Finnerty <i>Westchester Community College</i>
Roy A. Austensen <i>Illinois State University</i>	J. Holden Camp, Jr., <i>Hillyer College, University of Hartford</i>	A. Z. Freeman <i>Robinson College</i>
James A. Baer <i>Northern Virginia Community College—Alexandria</i>	Elizabeth Carney <i>Clemson University</i>	Frank J. Frost <i>University of California—Santa Barbara</i>
James T. Baker <i>Western Kentucky University</i>	Eric H. Cline <i>Xavier University</i>	Frank Garosi <i>California State University— Sacramento</i>
Patrick Bass <i>Morningside College</i>	Robert Cole <i>Utah State University</i>	Richard M. Golden <i>University of North Texas</i>
John F. Battick <i>University of Maine</i>	William J. Connell <i>Rutgers University</i>	Manuel G. Gonzales <i>Diablo Valley College</i>
Frederic J. Baumgartner <i>Virginia Polytechnic Institute</i>	Nancy Conrath <i>College of DuPage</i>	Amy G. Gordon <i>Denison University</i>
Phillip N. Bebb <i>Ohio University</i>	Marc Cooper <i>Southwest Missouri State</i>	Richard J. Grace <i>Providence College</i>
Anthony Bedford <i>Modesto Junior College</i>	Richard A. Cosgrove <i>University of Arizona</i>	Hanns Gross <i>Loyola University</i>
F. E. Beemon <i>Middle Tennessee State University</i>	David A. Crain <i>South Dakota State University</i>	John F. Guilmartin <i>Ohio State University</i>
Leonard R. Berlanstein <i>University of Virginia</i>	Michael F. Doyle <i>Ocean County College</i>	Jeffrey S. Hamilton <i>Gustavus Adolphus College</i>
Douglas T. Bisson <i>Belmont University</i>	James W. Ermatinger <i>University of Nebraska—Kearney</i>	J. Drew Harrington <i>Western Kentucky University</i>
Stephen H. Blumm <i>Montgomery County Community College</i>	Porter Ewing <i>Los Angeles City College</i>	James Harrison <i>Siena College</i>
Hugh S. Bonar <i>California State University</i>	Carla Falkner <i>Northeast Mississippi Community College</i>	A. J. Heisserer <i>University of Oklahoma</i>
Werner Braatz <i>University of Wisconsin—Oshkosh</i>	Steven Fanning <i>University of Illinois—Chicago</i>	Shirley Hickson <i>North Greenville College</i>
Alfred S. Bradford <i>University of Missouri</i>	Ellsworth Faris <i>California State University—Chico</i>	Martha L. Hildreth <i>University of Nevada</i>

- Boyd H. Hill, Jr.  
*University of Colorado—Boulder*
- Michael Hofstetter  
*Bethany College*
- Donald C. Holsinger  
*Seattle Pacific University*
- Frank L. Holt  
*University of Houston*
- Paul Hughes  
*Sussex County Community College*
- Richard A. Jackson  
*University of Houston*
- Fred Jewell  
*Harding University*
- Jenny M. Jochens  
*Towson State University*
- William M. Johnston  
*University of Massachusetts*
- Jeffrey A. Kaufmann  
*Muscatine Community College*
- David O. Kieft  
*University of Minnesota*
- Patricia Killen  
*Pacific Lutheran University*
- William E. Kinsella, Jr.  
*Northern Virginia Community College—Annandale*
- James M. Kittelson  
*Ohio State University*
- Cynthia Kosso  
*Northern Arizona University*
- Harold Marcuse  
*University of California—Santa Barbara*
- Mavis Mate  
*University of Oregon*
- T. Ronald Melton  
*Brewton Parker College*
- Jack Allen Meyer  
*University of South Carolina*
- Eugene W. Miller, Jr.  
*The Pennsylvania State University—Hazleton*
- Thomas M. Mulhern  
*University of North Dakota*
- Pierce Mullen  
*Montana State University*
- Frederick I. Murphy  
*Western Kentucky University*
- William M. Murray  
*University of South Florida*
- Otto M. Nelson  
*Texas Tech University*
- Sam Nelson  
*Willmar Community College*
- John A. Nichols  
*Slippery Rock University*
- Lisa Nofzinger  
*Albuquerque Technical Vocational Institute*
- Donald Ostrowski  
*Harvard University*
- James O. Overfield  
*University of Vermont*
- Matthew L. Panczyk  
*Bergen Community College*
- Kathleen Parrow  
*Black Hills State University*
- Carla Rahn Phillips  
*University of Minnesota*
- Keith Pickus  
*Wichita State University*
- Linda J. Piper  
*University of Georgia*
- Janet Polasky  
*University of New Hampshire*
- Charles A. Povlovich  
*California State University—Fullerton*
- Nancy Rachels  
*Hillsborough Community College*
- Jerome V. Reel, Jr.  
*Clemson University*
- Joseph Robertson  
*Gadsden State Community College*
- Jonathan Roth  
*San Jose State University*
- Constance M. Rousseau  
*Providence College*
- Julius R. Ruff  
*Marquette University*
- Richard Saller  
*University of Chicago*
- Magdalena Sanchez  
*Texas Christian University*
- Jack Schanfield  
*Suffolk County Community College*
- Roger Schlesinger  
*Washington State University*
- Joanne Schneider  
*Rhode Island College*
- Thomas C. Schunk  
*University of Wisconsin—Oshkosh*
- Kyle C. Sessions  
*Illinois State University*
- Linda Simmons  
*Northern Virginia Community College—Manassas*
- Donald V. Sippel  
*Rhode Island College*
- John W. Steinberg  
*Georgia Southern University*
- Paul W. Strait  
*Florida State University*
- James E. Straukamp  
*California State University—Sacramento*
- Brian E. Strayer  
*Andrews University*
- Fred Suppe  
*Ball State University*
- Roger Tate  
*Somerset Community College*
- Tom Taylor  
*Seattle University*
- Jack W. Thacker  
*Western Kentucky University*
- Thomas Turley  
*Santa Clara University*
- John G. Tuthill  
*University of Guam*
- Maarten Ultee  
*University of Alabama*



Donna L. Van Raaphorst  
*Cuyahoga Community College*

Allen M. Ward  
*University of Connecticut*

Richard D. Weigel  
*Western Kentucky University*

Michael Weiss  
*Linn-Benton Community College*

Arthur H. Williamson  
*California State University—  
Sacramento*

Judith T. Wozniak  
*Cleveland State University*


Walter J. Wussow  
*University of Wisconsin—Eau Claire*

Edwin M. Yamauchi  
*Miami University*

The editors at West Publishing Company have been both helpful and congenial at all times. Their flexible policies allowed the creative freedom that a writer cherishes. I especially wish to thank Clark Baxter, whose faith in my ability to do this project was inspiring. His clever wit, good insight, and friendship have added much depth to our working relationship. Linda Poirier and Patricia MacDonald were always helpful with their insightful analyses and organization of many practical details. Members of the the West production team—Kara ZumBahlen, Amy Gabriel, and Peter Krall—were as cooperative as they were competent. John Och's artful cover designs greatly enhanced the appearance of the book. Pat Lewis, an outstanding copy editor, taught me

much about the fine points of the English language. Lynn Reichel provided valuable assistance in obtaining permissions for the boxed documents. I appreciate the professional and personal relationships that I have shared with the West "family."

Above all, I thank my family for their support. The gifts of love, laughter, and patience from my daughters, Jennifer and Kathryn, my sons Eric and Christian, and my daughters-in-law, Liz and Michele were invaluable. My wife and best friend, Diane, provided me with editorial assistance, wise counsel, and the loving support that made it possible for me to complete a project of this magnitude. I could not have written the book without her.



# Introduction to Students of Western Civilization

Civilization, as historians define it, first emerged between 5,000 and 6,000 years ago when people began to live in organized communities with distinct political, military, economic, and social structures. Religious, intellectual, and artistic activities also assumed important roles in these early societies. The focus of this book is on Western civilization, a civilization that for most of its history has been identified with the continent of Europe. Its origins, however, go back to the Mediterranean basin, including lands in North Africa, and the Near East as well as Europe itself. Moreover, the spread of Europeans abroad led to the development of offshoots of Western civilization in other parts of the world.

Because civilized life includes all the deeds and experiences of people organized in communities, the history of a civilization must encompass a series of studies. An examination of Western civilization requires us to study the political, economic, social, military, cultural, intellectual, and religious aspects that make up the life of that civilization and show how they are interrelated. In so doing, we need also at times to focus on some of the unique features of Western civilization. Certainly, science played a crucial role in the development of modern Western civilization. Although such societies as those of the Greeks, the Romans, and medieval Europeans were based largely on a belief in the existence of a spiritual order, Western civilization experienced a dramatic departure to a natural or material view of the universe in the seventeenth-century Scientific Revolution. Science and technology have been important in the growth of a modern and largely secular Western civilization, although antecedents to scientific development also existed in Greek, Islamic, and medieval thought and practice.

Many historians have also viewed the concept of political liberty, the fundamental value of every individual, and the creation of a rational outlook, based on a system of logical, analytical thought, as unique aspects of Western civilization. Of course, Western civilization has also witnessed the frightening negation of liberty, individualism, and reason. Racism, violence, world wars,

totalitarianism—these, too, must form part of the story. Finally, regardless of our concentration on Western civilization and its characteristics, we need to take into account that other civilizations have influenced Western civilization and it, in turn, has affected the development of other civilizations.

In our examination of Western civilization, we need also to be aware of the dating of time. In recording the past, historians try to determine the exact time when events occurred. World War II in Europe, for example, began on September 1, 1939, when Hitler sent German troops into Poland, and ended on May 7, 1945, when Germany surrendered. By using dates, historians can place events in order and try to determine the development of patterns over periods of time.

If someone asked you when you were born, you would reply with a number, such as 1978. In the United States, we would all accept that number without question because it is part of the dating system followed in the Western world (Europe and the Western Hemisphere). In this system, events are dated by counting backward or forward from the birth of Christ (assumed to be the year 1). An event that took place 400 years before the birth of Christ would be dated 400 B.C. (before Christ). Dates after the birth of Christ are labeled A.D. These letters stand for the Latin words *anno Domini*, which mean “in the year of the lord.” Thus, an event that took place 250 years after the birth of Christ is written A.D. 250, or in the year of the lord 250. It can also be written as 250, just as you would not give your birth year as A.D. 1978, but simply 1978.

Historians also make use of other terms to refer to time. A decade is 10 years; a century is 100 years; and a millennium is 1,000 years. The phrase fourth century B.C. refers to the fourth period of 100 years counting backward from 1, the assumed date of the birth of Christ. Since the first century B.C. would be the years 100 B.C. to 1 B.C., the fourth century B.C. would be the years 400 B.C. to 301 B.C. We could say, then, that an event in 350 B.C. took place in the fourth century B.C.

The phrase fourth century A.D. refers to the fourth period of 100 years after the birth of Christ. Since the first period of 100 years would be the years 1 to 100, the fourth period or fourth century would be the years 301 to 400. We could say, then, for example, that an event in 350 took place in the fourth century. Likewise, the first millennium B.C. refers to the years 1000 B.C. to 1 B.C.; the second millennium A.D. refers to the years 1001 to 2000.

Some historians now prefer to use the abbreviations B.C.E. ("before the common era") and C.E. ("common era") instead of B.C. and A.D. This is especially true of world historians who prefer to use symbols that are not so Western or Christian oriented. The dates, of course, remain the same. Thus, 1950 B.C.E. and 1950 B.C. would

be the same year. In keeping with current usage by many historians of Western civilization, this book will use the terms B.C. and A.D.

The dating of events can also vary from people to people. Most people in the Western world use the Western calendar, also known as the Gregorian calendar after Pope Gregory XIII who refined it in 1582. The Hebrew calendar, on the other hand, uses a different system in which the year 1 is the equivalent of the Western year 3760 B.C., considered by Jews to be the date of the creation of the world. Thus, the Western year 2000 will be the year 5760 on the Jewish calendar. The Islamic calendar begins year 1 on the day Muhammad fled Mecca, which is the year 622 on the Western calendar.

# Contents

Documents	xi
Maps	xvi
Chronologies	xvii
Preface	xviii
Introduction to Students of Western Civilization	xxiii

## CHAPTER 1

### *The Ancient Near East: The First Civilizations* 0

The First Humans	3
<i>The Hunter-Gatherers of the Old Stone Age</i>	4
<i>The Agricultural Revolution, c. 10,000–4000 B.C.</i>	5
The Emergence of Civilization	7
Civilization in Mesopotamia	8
<i>The City-States of Ancient Mesopotamia</i>	8
<i>Empires in Ancient Mesopotamia</i>	9
<i>Mesopotamian Culture</i>	11
<i>Daily Life in Mesopotamia</i>	16
Egyptian Civilization: “The Gift of the Nile”	21
<i>The Old and Middle Kingdoms</i>	22
<i>Social and Economic Structures</i>	24
<i>The Culture of Egypt</i>	25
<i>Chaos and a New Order: The New Kingdom</i>	27
<i>Daily Life in Ancient Egypt</i>	30
On the Fringes of Civilization	33
<i>The Impact of the Indo-Europeans</i>	34
Conclusion	35
Notes	35
Suggestions for Further Reading	36

## CHAPTER 2

### *The Ancient Near East: Peoples and Empires* 38

The Hebrews: “The Children of Israel”	39
<i>Political Aspirations and Frustrations</i>	39
<i>The Spiritual Dimensions of Israel</i>	41
<i>The Social Structure of the Hebrews</i>	45
The Neighbors of the Hebrews	47
The Assyrian Empire	48
<i>Assyrian Society and Culture</i>	52
The Neo-Babylonian Empire	53
The Persian Empire	54
<i>Cyrus the Great (559–530 B.C.)</i>	54
<i>Expanding the Empire</i>	56
<i>Governing the Empire</i>	56
<i>Persian Religion</i>	59
Conclusion	61
Notes	62
Suggestions for Further Reading	62

## CHAPTER 3

### *The Civilization of the Greeks* 64

Early Greece	65
<i>Minoan Crete</i>	65
<i>The Mycenaean Greeks</i>	67
The Greeks in a Dark Age (c. 1100–c. 750 B.C.)	68
<i>Homer</i>	69

The World of the Greek City-States (c. 750–c. 500 B.C.)	70
The Polis	70
Colonization and the Growth of Trade	73
Tyranny in the Greek Polis	73
Sparta	74
Athens	77
Greek Culture in the Archaic Age	78
The High Point of Greek Civilization: Classical Greece	81
The Challenge of Persia	81
The Growth of an Athenian Empire	84
The Great Peloponnesian War (431–404 B.C.)	87
The Culture of Classical Greece	89
Greek Religion	97
Daily Life in Classical Athens	99
Conclusion	101
Notes	102
Suggestions for Further Reading	102

## CHAPTER 4

### The Hellenistic World 104

The Rise of Macedonia and the End of Hellenic Civilization	105
The Conquests of Alexander the Great	107
Alexander's Ideals	108
Alexander's Legacy	109
The World of the Hellenistic Kingdoms	111
Hellenistic Monarchies	112
Hellenistic Cities	113
Economic Trends	115
Hellenistic Society	116
New Opportunities for Upper-Class Women	116
The Role of Slavery	118
The Transformation of Education	119
Culture in the Hellenistic World	120
New Directions in Literature and Art	120
A Golden Age of Science and Medicine	122
Philosophy: New Schools of Thought	125
Religion in the Hellenistic World	127
The Jews in the Hellenistic World	128
Conclusion	129
Notes	129
Suggestions for Further Reading	130

## CHAPTER 5

### The Roman Republic 132

Early Rome and the Etruscans	133
Geography of the Italian Peninsula	133
The Greeks	135
The Etruscans	135
Early Rome	136
The Roman Republic (c. 509–264 B.C.)	136
The Roman State	137
The Roman Conquest of Italy	141
The Roman Conquest of the Mediterranean (264–133 B.C.)	144
The Struggle with Carthage	144
The Eastern Mediterranean	147
The Nature of Roman Imperialism	148
Society and Culture in the Roman Republic	149
Roman Religion	149
Education: The Importance of Rhetoric	151
The Growth of Slavery	152
The Roman Family	152
The Evolution of Roman Law	154
The Development of Literature and Art	154
Values and Attitudes	156
The Decline and Fall of the Roman Republic (133–31 B.C.)	157
Background: Social, Economic, and Political Problems	157
The Reforms of Tiberius and Gaius Gracchus	159
Marius and the New Roman Army	160
The Role of Sulla	161
The Death of the Republic	161
Literature in the Late Republic	166
Conclusion	168
Notes	168
Suggestions for Further Reading	169

## CHAPTER 6

### The Roman Empire 170

The Age of Augustus (31 B.C.–A.D. 14)	171
The New Constitutional Order	171
The Army	172
Roman Provinces and Frontiers	173





<i>The Reform of the Papacy</i>	286
<i>Pope Gregory VII (1073–1085) and the Investiture Controversy</i>	286
<b>Christianity and Medieval Civilization</b>	288
<i>Growth of the Papal Monarchy</i>	288
<i>New Monastic Orders and New Spiritual Ideals</i>	291
<i>Popular Religion in the High Middle Ages</i>	297
<i>Voices of Protest and Intolerance</i>	299
<b>Conclusion</b>	304
<b>Notes</b>	304
<b>Suggestions for Further Reading</b>	305

## CHAPTER 10



### *A New World of Cities and Kingdoms* 306

<b>The New World of Trade and Cities</b>	307
<i>The Revival of Trade</i>	307
<i>The Growth of Cities</i>	311
<b>The Aristocracy of the High Middle Ages</b>	318
<i>The Significance of the Aristocracy</i>	318
<i>The Daily Life of the European Nobility</i>	319
<b>The Emergence and Growth of European Kingdoms, 1000–1300</b>	323
<i>England in the High Middle Ages</i>	324
<i>The Growth of the French Kingdom</i>	330
<i>Christian Reconquest: The Spanish Kingdoms</i>	331
<i>The Lands of the Holy Roman Empire: Germany and Italy</i>	332
<i>New Kingdoms in Northern and Eastern Europe</i>	336
<i>The Growth of Medieval Monarchies</i>	340
<b>Conclusion</b>	340
<b>Notes</b>	340
<b>Suggestions for Further Reading</b>	341

## CHAPTER 11



### *Crusades and Culture in the High Middle Ages* 342

<b>Background to the Crusades</b>	343
<i>The Islamic Empire</i>	343
<i>The Byzantine Empire</i>	344
<b>The Crusades</b>	344

<i>The Early Crusades</i>	346
<i>The Crusades of the Thirteenth Century</i>	350
<i>Effects of the Crusades</i>	354
<b>The Intellectual and Artistic World of the High Middle Ages</b>	354
<i>The Rise of Universities</i>	355
<i>The Renaissance of the Twelfth Century</i>	359
<i>The Development of Scholasticism</i>	360
<i>The Revival of Roman Law</i>	363
<i>Medieval Science and Technology</i>	365
<i>Literature in the High Middle Ages</i>	366
<i>The Romanesque Style: "A White Mantle of Churches"</i>	369
<i>The Gothic Cathedral</i>	370
<b>Conclusion</b>	373
<b>Notes</b>	374
<b>Suggestions for Further Reading</b>	374

## CHAPTER 12



### *The Late Middle Ages: Crisis and Disintegration in the Fourteenth Century* 376

<b>A Time of Troubles: Black Death and Social Crisis</b>	377
<i>Famine and Population</i>	377
<i>The Black Death</i>	378
<i>Economic Dislocation and Social Upheaval</i>	382
<b>War and Political Instability</b>	386
<i>Causes of the Hundred Years' War</i>	387
<i>Conduct and Course of the War</i>	387
<i>Political Instability</i>	391
<i>The Growth of England's Political Institutions</i>	392
<i>The Problems of the French Kings</i>	393
<i>The German Monarchy</i>	394
<i>The States of Italy</i>	394
<b>The Decline of the Church</b>	396
<i>Boniface VIII and the Conflict with the State</i>	396
<i>The Papacy at Avignon (1305–1378)</i>	397
<i>The Great Schism</i>	398
<i>New Thoughts on Church and State and the Rise of Conciliarism</i>	399
<i>Popular Religion in an Age of Adversity</i>	400
<b>The Intellectual and Cultural World of the Fourteenth Century</b>	402
<i>Changes in Theology</i>	402
<i>The Development of Vernacular Literature</i>	402
<i>Art and the Black Death</i>	405

Society in an Age of Adversity	405
<i>Changes in Urban Life</i>	405
<i>New Directions in Medicine</i>	407
<i>Inventions and New Patterns</i>	409
Conclusion	410
Notes	410
Suggestions for Further Reading	411

## CHAPTER 13



### *Recovery and Rebirth: The Age of the Renaissance* 412

Meaning and Characteristics of the Italian Renaissance	413
The Making of Renaissance Society	414
<i>Economic Recovery</i>	414
<i>Social Changes in the Renaissance</i>	416
The Italian States in the Renaissance	421

<i>The Birth of Modern Diplomacy</i>	425
<i>Machiavelli and the New Statecraft</i>	425
The Intellectual Renaissance in Italy	426
<i>Italian Renaissance Humanism</i>	426
<i>Education in the Renaissance</i>	431
<i>Humanism and History</i>	433
<i>The Impact of Printing</i>	433
The Artistic Renaissance	434
<i>The Artist and Social Status</i>	438
<i>The Northern Artistic Renaissance</i>	440
<i>Music in the Renaissance</i>	441
The European State in the Renaissance	442
<i>The "New Monarchies"</i>	442
The Church in the Renaissance	448
<i>The Problems of Heresy and Reform</i>	448
<i>The Renaissance Papacy</i>	450
Conclusion	451
Notes	451
Suggestions for Further Reading	452
Index	455



# Documents

## Chapter 1

### A Creation Myth: "Let Man Carry the Labor-Basket of the Gods" 13

From *In the Beginning: Creation Myths from Ancient Mesopotamia, Israel and Greece* by Joan O'Brien and Wilfried Major. Copyright © 1982 by American Academy of Religion. Reprinted with permission.

### A Sumerian Schoolboy 15

Reprinted with permission of the publisher of the *Journal of the American Oriental Society* 69 (1949): 205–7.

### The Great Flood 17

From *The Epic of Gilgamesh*, translated by N. K. Sandars (Penguin Classics, revised edition 1964), copyright © N. K. Sandars, 1960, 1964. Reproduced by permission of Penguin Books, Ltd.

### The Code of Hammurabi 19

From Pritchard, James B., ed., *Ancient Near Eastern Texts: Relating to the Old Testament*, 3rd Edition with Supplement. Copyright © 1969 by Princeton University Press. Reprinted by permission of Princeton University Press.

### Significance of the Nile River and the Pharaoh 20

From Pritchard, James B., ed., *Ancient Near Eastern Texts: Relating to the Old Testament*, 3rd Edition with Supplement. Copyright © 1969 by Princeton University Press. Reprinted by permission of Princeton University Press. Reprinted from *The Literature of the Ancient Egyptians*, Adolf Erman, copyright (1927) by E.P. Dutton. Reprinted by permission of the publisher, Methuen and Co.

### Akhenaten's Hymn to Aton 30

From Pritchard, James B., ed., *Ancient Near Eastern Texts: Relating to the Old Testament*, 3rd Edition with Supplement. Copyright © 1969 by Princeton University Press. Reprinted by permission of Princeton University Press.

### A Father's Advice 31

From Pritchard, James B., ed., *Ancient Near Eastern Texts: Relating to the Old Testament*, 3rd Edition with Supplement. Copyright © 1969 by Princeton University Press. Reprinted by permission of Princeton University Press.

## Chapter 2

### The Covenant and the Law: The Book of Exodus 42

Reprinted from the Holy Bible, New International Version.

### The Hebrew Prophets: Micah, Isaiah, and Amos 45

Reprinted from the Holy Bible, New International Version.

### The Assyrian Military Machine 51

Reprinted with permission of the publisher from *The Might That Was Assyria* by H.W. Saggs. Copyright © 1984 by Sidgwick & Jackson Limited; From Pritchard, James B., ed., *Ancient Near Eastern Texts: Relating to the Old Testament*, 3rd Edition with Supplement. Copyright © 1969 by Princeton University Press. Reprinted by permission of Princeton University Press.

### The Fall of Babylon 55

From *The Persian Wars* by Herodotus, translated by George Rawlinson. Copyright © 1942 by Random House, Inc. Reprinted by permission of Random House, Inc.

### A Dinner of the Persian King 59

Reprinted by permission of the publishers and the Loeb Classical Library from *Athenaeus: The Deipnosophists*, vol. II, trans. by C.B. Gulick, Cambridge, Mass.: Harvard University Press, 1930.

## Chapter 3

### Homer's Ideal of Excellence 71

From *The Iliad* by Homer, translated by E. V. Rieu (Penguin Classics, 1950) copyright © the Estate of E. V. Rieu, 1950. Reproduced by permission of Penguin Books, Ltd.

### The Lycurgan Reforms 76

From Herodotus, *The Lives of the Noble Grecians and Romans*, translated by John Dryden, New York: Modern Library. Reprinted with permission of Random House, Inc.

### The Lyric Poetry of Sappho 80

Reprinted from *Greek Lyric Poetry* by Willis Barnstone, copyright © 1962 by Bantam Books. Reprinted with permission of the author.

We are grateful to the authors and publishers acknowledged here for their permission to reprint copyrighted material. We have made every reasonable effort to identify copyright owners of materials in the boxed documents. If any information is found to be incomplete, we will gladly make whatever additional acknowledgements might be necessary.