



Prentice Hall Portfolio Edition

THE WEST

Culture and Ideas

VOLUME II • 1400 TO THE PRESENT



A. Frankforter • William M. Spellman



The West

Culture and Ideas

Volume II

A. Daniel Frankforter

The Pennsylvania State University

William M. Spellman

University of North Carolina, Asheville



Upper Saddle River, New Jersey 07458

Library of Congress Cataloging-in-Publication Data

Frankforter, A. Daniel.

The west : culture and ideas / A. Daniel Frankforter, William M. Spellman.—
1st ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-098422-1

1. Civilization, Western—History. I. Spellman, W. M. II. Title.

CB245.F7 2003

909'09821—dc21

2003050443

VP, Editorial Director: Charlyce Jones Owen

Senior Acquisitions Editor: Charles Cavaliere

Associate Editor: Emsal Hasan

Editorial Assistant: Shannon Corliss

Editor-in-Chief for Development: Rochelle Diogenes

Senior Media Editor: Deborah O'Connell

Development Editor: Gerald Lombardi

Executive Marketing Manager: Heather Shelstaad

Senior Marketing Assistant: Jennifer Bryant

Manager Editor: Joanne Riker

Production Editor: Jan H. Schwartz

Manufacturing Buyer: Tricia Kenny

Creative Design Director: Leslie Osher

Interior Design: Kathy Mystkowska

Cover Design: Bruce Kenselaar

Cover Image: Emile Bernard's, Buckwheat Harvesters at Point-Aven (c) Private Collection, 2004 Artists Rights Society (ARS), New York / ADAGP, Paris

Photo Researcher: Kathy Ringrose

Composition: Pine Tree Composition, Inc.

Printer/Binder: RR Donnelley and Sons

Cover Printer: Phoenix Color Corporation

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear in the rear matter of this book.

Copyright © 2004 by Pearson Education, Inc., Upper Saddle River, New Jersey, 07458.

Pearson Prentice Hall. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

Pearson Prentice Hall™ is a trademark of Pearson Education, Inc.

Pearson® is a registered trademark of Pearson plc

Prentice Hall® is a registered trademark of Pearson Education, Inc.

Pearson Education LTD.

Pearson Education Australia PTY, Limited

Pearson Education Singapore, Pte. Ltd.

Pearson Education North Asia Ltd.

Pearson Education Canada, Ltd.

Pearson Educación de Mexico, S.A. de C.V.

Pearson Education—Japan

Pearson Education Malaysia, Pte. Ltd.



10 9 8 7 6 5 4 3 2 1
ISBN: 0-13-098422-1

PRENTICE HALL PORTFOLIO EDITIONS

Prentice Hall is pleased to introduce *The West: Culture and Ideas, Prentice Hall Portfolio Edition* by A. Daniel Frankforter of The Pennsylvania State University, and William M. Spellman of University of North Carolina at Asheville. Prentice Hall Portfolio Editions feature a collection of concise textbooks on a variety of subjects. Written in classic narrative form, these books allow for the flexibility to enjoy the use of other material such as primary source documents, readings, and technology resources. As you use *The West: Culture and Ideas, Prentice Hall Portfolio Edition*, complete your portfolio by selecting one of many Prentice Hall resources to enhance your course.

Included with The West: Culture and Ideas, Prentice Hall Portfolio Edition

The Western Civilizations Documents CD-ROM. Provided at no additional charge with this textbook, the Western Civilizations Documents CD-ROM enables one to access over 200 primary source documents. Essay questions that conclude each selection allow students to respond and submit answers online.

The Study Portfolio

Includes *Practice Tests* and *Evaluating Online Resources for History 2003 with Research Navigator*. Free when bundled with the text.

The Penguin Portfolio

Adopters of *The West: Culture and Ideas, Prentice Hall Portfolio Edition* can receive significant discounts when orders for the text are bundled with Penguin titles. As a special offer from Prentice Hall, *The Letters of Abelard and Heloise* and Voltaire's *Candide* are available for free when bundled with *The West: Culture and Ideas, Prentice Hall Portfolio Edition*.

Create your own portfolio. Customize any of these portfolio options to suit your specific needs and interests. For additional details on any single item or portfolio option, please visit www.prenhall.com or contact your local Prentice Hall representative.

PRAISE FOR THE WEST: CULTURE AND IDEAS

"The writing is the best I have seen in a textbook. One of the goals in my courses is to teach students how to write effectively, concisely, and forcefully. The authors' writing is simple, to the point, and utterly engaging. It is the way I want my students to write."

—Larissa J. Taylor, Colby College

"This text will serve me well. It is written clearly and compactly and does an admirable job of addressing some issues, such as race and feminist concerns, that are typically added onto other texts."

—Sean Moran, Oakland University

"What makes this text readable is the extent to which interpretive issues are interwoven with facts. Textbooks that are hard to read cram a lot of information into a condensed space without helping students think about what they are learning. This book avoids that problem and is a good match for my students."

—Laurel Carrington, St. Olaf College

"The Larger Issues are perhaps the most interesting way of beginning a text that I have ever seen."

—James Halverson, Judson College



PREFACE

Why another Western civilization textbook? Indeed, in recent years some educators have dismissed the teaching of Western civilization as an outmoded concept. They claim that the Western civilization course was invented to promote Euro-American triumphalism and it has perpetuated colonialist attitudes, cultural intolerance, and even racism. In some undergraduate curricula, the course has been replaced by one that offers a broader survey of world civilizations.

The critics of Western civilization courses make some valid points—at least with respect to the way some courses have been taught. But the fact that a subject can be badly taught does not suggest that it should never be taught. Any national history can degenerate into propaganda and promote jingoism. The fault is less with the subject than with a loss of historical objectivity in its presentation.

Students at American colleges and universities are—regardless of their distant ethnic backgrounds—immersed in a culture deeply indebted to Europe and the Mediterranean region. Other parts of the globe have made undoubted contributions to the culture of what is largely an immigrant nation, but these influences integrate with the values and institutions of what is invariably described as “the West.” Despite this, most students begin their undergraduate careers with very little knowledge of the roots of their Western way of life. Those who come from American high schools have repeatedly been taught their national history, but they seldom have more than a brief, cursory exposure to its background. Their lack of understanding of the historical processes that shaped the West makes it difficult for them to situate the American experience in a global context (see the map insert, “The West and the World”). Far from narrowing their perspective, a course in Western civilization can help them understand the development of other cultures and sympathize with their struggles.

Approach

The West: Culture and Ideas defines *West* in the broadest terms as encompassing all the cultures that trace at least some of their ancestry to the ancient Mediterranean world. Many of the textbooks currently available for teaching courses in Western civilization begin with a brief treatment of ancient Mesopotamian and Egyptian civilizations and then largely abandon the Middle East for Europe. When they reach the medieval period, they mention the rise of Islam but leave students with the impression that Islam is an alien, non-Western phenomenon. This obscures the fact that both Christians and Muslims built on the same cultural foundations: Hebraic religious tradition and Hellenistic philosophy and science. It also minimizes the importance of the aid that the Muslim world gave medieval Europe in reclaiming the legacy both shared from the ancient era. With the rise of the Ottoman Empire, Islam often disappears from the narrative (except for brief references to later European encroachments on Ottoman territory). Such minimal treatment of Muslim history poorly prepares students to understand

the current international political situation and to evaluate critically common “Western” assumptions about what is, with only partial accuracy, called “the East.” The future of much more than the West may depend on Western civilization’s Euro-American and Middle Eastern heirs re-examining their history of interaction and divergence.

Despite the fact that civilization is their subject, most textbooks pay little attention to defining the term and usually content themselves with listing a few of its common attributes (cities, literacy, etc.). *The West: Culture and Ideas* urges students to think more deeply about the nature of civilized life by investigating the function of civilization—the explanation for the institutions and technologies that a specific civilization may or may not evolve. It defines *civilization* as the survival strategy characteristic of the human species; a strategy that relies on learning more than instinct. This definition invites reflection on the traditional distinction between history and prehistory and prompts discussion of the effects that eons of prehistoric experience may or may not have on contemporary human behavior.

Defining *civilization* as a survival strategy raises another issue that helps students discover the relevance of history for their lives. It suggests that historical events should be understood as adaptations to environments. *The West: Culture and Ideas* consistently relates historical developments to environmental contexts. Environments are conceived broadly to include both natural ecologies and cultural legacies. An insert of color art (“A Sense of Place: The World through Human Eyes”) graphically illustrates how views of the world change in tandem with the evolving interests and values of human communities. The intent is to help students improve perspectives on their personal points of view by reminding them that cultures train their members to perceive the world around them in specific ways. Judgments that seem obviously correct to some may, therefore, appear less so to others. The environmental theme that runs through the text is not meant to promote a particular environmental reform agenda, but it is intended to suggest that an understanding of history is essential for assessing the ecological challenges that face contemporary societies (and are of special concern to many youth).

Organization

The volume of tourist traffic flowing through historical sites and the existence of a History Channel prove that the public at large finds the past innately interesting for its own sake. Students, however, are often afflicted with “presentism,” the assumption that the past is an alien land—a curious, but irrelevant, realm. To encourage them to relate the experiences of long-vanished peoples to their own lives, each chapter of the text begins by posing a “larger issue,” a question of broad scope or general significance that is raised by something in the period the chapter treats. The chapter is not an essay on the question, and the chapter does not propose a definitive answer to the larger issue it asks students to consider. The larger-issue feature provides a springboard for wide-ranging class discussions of questions that have no simple answers. Debating the issues they raise helps students discover for themselves that the past is more intriguing (and knowledge of its history more useful) than they may have realized.

Each chapter is supplied with aids to assist the comprehension of its reader. A quotation from a primary source introduces the chapter’s theme. The topics covered in the chapter are listed at its head. The text is divided into sections and subsections with headings that make its content easy to outline. It contains ample maps, illustrations, and timelines. Two special features help expand the coverage and add human interest to the narrative. Each chapter has two

sidebar essays, one dealing with an individual whose life illustrates something about the era being described and another exploring one of the period's significant technological or cultural developments. The narrative unfolds chronologically and avoids shifting back and forth in time—something that many students claim makes a text confusing and difficult to understand. Politics often provides the skeleton of the story, but the traditional “names, dates, and battles” are fleshed out with materials from social, economic, and intellectual history. Attention is paid to segments of society (women, slaves, peasants, etc.) whose contributions sometimes receive insufficient recognition in survey courses. To help students grasp the overall outline of the book, related chapters are grouped together into parts. An image and short essay introduce each part and establish its themes.

A list of review questions that can be used either for class discussion or written assignments ends each chapter. A list of suggested resources can also be found in the back of the book. Additional exercises, documents, study guides, and other resources are provided on the Companion Website™ and on a CD-ROM bound with the text.

Supplements



Companion Website™ A powerful study tool, the Companion Website™ provides chapter summaries, study questions, map-labeling exercises, document-based exercises, and Web-based exercises tied specifically to *The West*. The Faculty Module provides useful classroom material for instructors. Interactive maps, designated by

this icon and located on the book's Companion Website™, encourage students to further explore the relationship between geography and history.



Western Civilization Documents CD-ROM Included with every new copy of *The West*, the new Documents CD-ROM offers over 200 primary sources central to the history of the West in easy-to-navigate, print-enabled PDF files. Analytical questions located at the end of each primary source allow students to respond on-

line. A correlation chart at the front of *The West* coordinates the chapters of the book with the documents on the CD-ROM. A two-volume print version of the documents is also available, which can be bundled with the text at no extra charge.

Instructor's Resource Manual and Test-Item File The Instructor's Resource Manual provides chapter outlines, detailed chapter overviews, discussion questions, lecture strategies, and essay topics. The Test-Item File contains over 1,000 multiple choice, true-false, essay, and map questions, organized by chapter.

Prentice Hall Custom Test

Available for Windows and Macintosh platforms, this computerized test-management program allows users to create and edit their own tests using items from the Test-Item File.

Practice Tests (Volumes I and II) Free when packaged with *The West*, Practice Tests provide students with chapter outlines, map questions, sample exam questions, analytical reading exercises, and essay questions tied to the text.

Lives and Legacies: Biographies in Western Civilization (Volumes I and II) This two-volume collection provides brief, focused biographies of 60 individuals whose lives provide insight into the diversity of the West. Each biography includes an introduction, pre-reading questions, and suggested readings. Free when bundled with the text.



Penguin Classics Prentice Hall is pleased to provide students with significant discounts when copies of *The West* are purchased together with titles from the acclaimed Penguin Classics series in Western Civilization. Contact your Prentice Hall representative for details.



Evaluating Online Resources, with Research Navigator This brief guide focuses on developing the critical-thinking skills necessary to evaluate and use online resources. It also provides an access-code and instruction on using Research Navigator™, a powerful tool that streamlines the research process. Free to students when bundled with *The West*.

Understanding and Answering Essay Questions This brief guide, available free to students when bundled with the text, provides helpful study techniques for understanding different types of essay questions and crafting effective essays.

Reading Critically About History: A Guide to Active Reading This brief guide focuses on the skills needed to master the essential information presented in college history textbooks. Free when bundled with the text.

Prentice Hall Atlas of Western Civilization This four-color historical atlas provides additional map resources to reinforce concepts in the text.



ACKNOWLEDGMENTS

Although textbooks usually bear the names of only one or two authors, they are, in reality, communal projects on which many people have labored. Space exists to acknowledge only a few of these talented individuals. Charles Cavaliere, senior acquisitions editor with Prentice Hall, has personally overseen the project and guided its development every step along the way. His suggestions for supplementing the text with Web materials have been invaluable. Gerald Lombardi, developmental editor, has faithfully combed through the text improving phrasing, correcting organizational problems, and saving its authors from blunders of various kinds. Any shortcomings that remain are evidence of authorial obtuseness in profiting from his experience, intelligence, and tactful guidance. Ms. Jennifer M. Markel offered numerous timely improvements to Chapters 14-26. In addition, many other gifted people contributed to the book's design and to the creation of its Web materials, and the entire project owes its completion to the herculean efforts of its meticulous production editor, Jan Schwartz.

Finally, the transformation of a manuscript into a useful, accurate textbook owes much to the scholars who review its initial drafts. Their willingness to take time from their own research and writing to evaluate proposed books from the perspectives of their fields of specialization is a service to their profession that rarely receives the respect it deserves. Their contributions to this project are hardly repaid by this brief expression of gratitude:

Thomas Behr, University of Houston

Beverly Blois, Northern Virginia Community College

April Brooks, South Dakota State University

Laurel Carrington, St. Olaf College

Sara Chapman, Oakland University

Peter L. DeRosa, Bridgewater State College

James Halverson, Judson College

Mark Herman, Edison Community College

L. Edward Hicks, Faulkner University

Charles Hilken, St. Mary's College of California

David Hudson, California State University, Fresno

Gary J. Johnson, University of Southern Maine

Christine J. Kooi, Louisiana State University

Jennifer M. Lloyd, State University of New York at Brockport

Sean Moran, Oakland University

Michael G. Paul, University of South Florida

Jonathan S. Perry, University of Central Florida

Mary Pickering, San Jose State University

Larissa J. Taylor, Colby College

William B. Whisenhunt, College of DuPage

Andrew D. Wilson, Keene State College



DOCUMENTS CD-ROM

CD-ROM Contents	Corresponding chapter in <i>The West</i>
Chapter 1: The Ancient Near East	
1.1 New Theories of Human Development	1
1.2 An Egyptian Hymn to the Nile	2
1.3 The Epic of Gilgamesh	1
1.4 Hittite Laws	1
1.5 Hammurabi's Law Code	1
1.6 Laws of the Hebrews	2
1.7 The Instruction of Ptah-hotep	2
Chapter 2: Ancient Greece	
2.1 Laws Relating to Women: Excerpts from the Gortyn Law Code	3
2.2 Homer from the <i>Iliad</i>	3
2.3 Historical Methods: Thucydides	3
2.4 Tyrtaeus: <i>The Spartan Code</i>	3
2.5 Education and Family Life in Sparta	3
2.6 Poetry: Sappho	3
2.7 Alcaeus, Late 7 th Century–Middle 6 th Century B.C.E.	3
Chapter 3: Classical and Hellenistic Civilization	
3.1 <i>The Apology</i> from Plato	4
3.2 Aristotle: <i>Nichomachean Ethics</i>	4
3.3 Aristotle's Will	4
3.4 Drama: <i>Antigone</i> by Sophocles	4
3.5 <i>Pericles' Funeral Oration</i> by Thucydides	4
3.6 On the Murder of Eratosthenes: A Husband's Defense	4
Chapter 4: Rome: Republic to Empire	
4.1 The Speech of Camillus: " <i>All Things Went Well When We Obedyed the Gods, but Badly When We Disobeyed Them</i> "	5
4.2 Women in Roman Politics: Manipulators or Manipulated?	5
4.3 Slaves in the Roman Countryside	5
4.4 Appian of Alexandria: "War, Slaves, and Land Reform: Tiberius Gracchus"	5
4.5 Polybius: " <i>Why Romans and Not Greeks Govern the World</i> "	5
4.6 Marcus Tullius Cicero: <i>The Laws</i>	5
4.7 A Marriage Contract	5
Chapter 5: Imperial Rome	
5.1 Augustus' Moral Legislation: Family Values	6
5.2 A Satirical View of Women	6
5.3 Traditional Roman Religious Practices	6

CD-ROM Contents	Corresponding chapter in <i>The West</i>
5.4 <i>The Gospel According to Luke</i>	6
5.5 <i>The Letter of Paul to the Romans</i>	6
5.6 Defining the Christian Women	6
5.7 "What Has Jerusalem to do with Athens?"	6
Chapter 6: The Early Middle Ages	
6.1 Portrait of a Visigothic King	8
6.2 <i>Corpus Juris Civilis</i> : Prologue	7
6.3 The <i>Koran</i>	7
6.4 Baghdad: City of Wonders	7
6.5 A Christian's Description of the Mongols	9
6.6 Contracts between Lords and Vassals	8
6.7 <i>The Book of Emperors and Kings</i> : Charlemagne and Pope Leo III	7
6.8 St. Patrick's Confession	7
Chapter 7: Church and State in the High Middle Ages	
7.1 Gregory VII's Letter to the Bishop of Metz, 1081	10
7.2 Benedict of Nursia: <i>The Rule of St. Benedict</i>	10
7.3 Duke William of Aquitaine: <i>Foundation Charter for the Abbey of Cluny</i> , 909	10
7.4 Behâ-ed-Din: <i>Richard I Massacres Prisoners after Taking Acre</i> , 2-2 August 1191	10
7.5 <i>Unam Sanctum</i> : Two Swords	10
7.6 Penitentials	10
7.7 The Siege of Lisbon	9
Chapter 8: Society and Culture in the High Middle Ages	
8.1 Manorial Court Records	10
8.2 "The Sports of the City"	10
8.3 College Life: Between Sons and Their Fathers	10
8.4 St. Thomas Aquinas: <i>The Summa against the Gentiles (Summa Contra Gentiles, 1259 – 1264)</i>	10
8.5 Guilds: Regulating the Crafts	10
8.6 "For the Honor of the Guild," Social Responsibility	10
8.7 The Ideal Wife of a Merchant	10
Chapter 9: The Late Middle Ages	
9.1 The Flagellants	11
9.2 Propositions of Wycliffe condemned at London, 1382, and at the Council of Constance, 1415	11
9.3 The Lollard Conclusions	11
9.4 Individual Heretics: Saints and Witches	11
9.5 How They Died	11
9.6 Workers Revolt: The Demands of the Ciompi	11
Chapter 10: The Renaissance	
10.1 Petrarch: Rules for the Ruler	12
10.2 Machiavelli: From the <i>Discourses</i>	12

CD-ROM Contents**Corresponding chapter
in *The West***

10.3 Christopher Columbus: <i>The Letters of Christopher Columbus to Ferdinand and Isabella</i>	12
10.4 Bartholomé De Las Casas: " <i>Amerindians and the Garden of Eden</i> "	12
10.5 Cellini: The Artist	12
10.6 Marriage: A Serious Business	12
10.7 <i>On Wifely Duties</i>	12

Chapter 11: The Reformation

11.1 Erasmus: A Diatribe Against the Pope	13
11.2 Luther's <i>Ninety-Five Theses</i>	13
11.3 The Act of Supremacy: The Church of England	13
11.4 A Protestant Women Argues for Tolerance	13
11.5 The Edict of Nantes	13
11.6 The Catholic Response: The Council of Trent	13
11.7 The Execution of Archbishop Cranmer, 21 March 1556 Related by a Bystander	13
11.8 A Right with Roots in the Bible	13

Chapter 12: Society and Politics in Early Modern Europe

12.1 The German Peasant's Revolt: The Twelve Articles	13
12.2 Elizabeth's Act of Uniformity	13
12.3 The Arrest of the Catholic Priest Edmund Campion and his Associates	13
12.4 The Peace of Westphalia, 1648	13
12.5 Putting the Poor to Work	14
12.6 The <i>Ecclesiastical Ordinances</i> of Geneva	13
12.7 Mercantilism	14

Chapter 13: Thought and Culture in Early Modern Europe

13.1 Francis Bacon: <i>First Book of Aphorisms</i>	14
13.2 Miguel Cervantes: Chapter I from <i>Don Quixote</i>	14
13.3 John Bunyan: from <i>Pilgrim's Progress</i>	14
13.4 Thomas Hobbes: Chapter XIII from <i>Leviathan</i>	15
13.5 Rejecting Aristotle: Galileo Defends the Heliocentric View	15
13.6 Rethinking the <i>Bible</i> : Galileo Confronts his Critics	15

Chapter 14: European Expansion

14.1 Before Europe: The Zheng He Expeditions	14
14.2 From King to King: Letters from the Kongo to Portugal	14
14.3 The Chronicle of Peru: The Incas	14
14.4 The Jamestown Charter	14
14.5 First Contact: The English Describe Pawatah's People	14
14.6 The Experiences of an Indentured Servant	14

Chapter 15: Absolutism

15.1 Richelieu: Controlling the Nobility	14
15.2 The Sun King Shines	14
15.3 Louis XIV: <i>Mémoires for the Instruction of the Dauphin</i>	14

CD-ROM Contents	Corresponding chapter in <i>The West</i>
15.4 M. de la Colonie: <i>The Battle of Schellenberg, 2 July 1704—A French Officer's Account</i>	14
15.5 G. M. Trevelyan: Chapter I from <i>History of England</i>	14
15.6 Peter the Great: Correspondence with His Son	14
Chapter 16: Eighteenth-Century Society	
16.1 Tortured Execution vs. Prison Rules	16
16.2 Life in the Eighteenth Century: An Artisan's Journey	16
16.3 Instructions for a New Law Code	16
16.4 Jonathan Swift: <i>A Description of a City Shower</i>	16
16.5 The Creation of the Steam Loom	16
16.6 Protesting the Machine	16
16.7 G. M. Trevelyan: Chapter XIII from <i>English Social History</i>	16
Chapter 17: Europe and the Americas in the Eighteenth Century	
17.1 Slaves in the City	16
17.2 Demands from a Slave Rebellion	16
17.3 The Stamp Act: "Unconstitutional and Unjust"	17
17.4 "Declaration of Sentiments": American Women Want Independence Too	17
17.6 Thomas Paine: from <i>Common Sense</i>	17
17.7 John Adams: <i>Thoughts on Government</i>	17
Chapter 18: The Enlightenment	
18.1 John Locke: Chapter 1 from <i>Essay Concerning Human Understanding</i>	15
18.2 David Hume: <i>Of the Dignity or Meanness of Human Nature</i>	16
18.3 Charles Montesquieu: Book 4 from <i>The Spirit of the Laws</i>	16
18.4 The <i>Encyclopédie</i>	16
18.5 A Doctor Criticizes Midwives	15
18.6 Medicine from Turkey: The Small Pox Vaccination	15
18.7 Adam Smith: Division of Labor	16
Chapter 19: The French Revolution	
19.1 "The Declaration of the Rights of Man and Citizen"	17
19.2 "Declaration of the Rights of Women and the Female Citizen"	17
19.3 Petition of Women of the Third Estate	17
19.4 Robespierre: Justification of Terror	17
19.5 Louis XVI: <i>A Royal Reform Proposal, 1787</i>	17
19.6 Edmund Burke: <i>The Moral Imagination</i>	17
Chapter 20: Napoleon and the Birth of Romanticism	
20.1 A View from the Field: A Napoleonic Soldier	17
20.2 A View from the Field: A British Soldier	17
20.3 The French View	17

CD-ROM Contents

20.4 The Arab View	21
20.5 Jean-Jacques Rousseau: <i>Emile</i>	18
20.6 Samuel Taylor Coleridge: <i>Aids to Reflection</i>	18
20.7 Gothic Churches	18
20.8 Prometheus	19

Chapter 21: Reaction, Reform, and Revolt

21.1 "Sentiments of a Nation": A Mexican Call for Independence	18
21.2 Thomas MacAulay: <i>A Radical War Song</i>	18
21.3 Alexis de Tocqueville: <i>The New Social Morality</i>	18
21.4 Simon Bolívar's Political Ideas	18
21.5 Karl Marx and Friedrich Engles: <i>The Communist Manifesto</i>	18
21.6 Michael Harrington, <i>Socialism: Past and Future</i>	18
21.7 Anarchism: Michael Bakunin	18

Chapter 22: Industrialization

22.1 Extolling the Virtues of the Manufacturer	19
22.2 Child Labor Inquiry	19
22.3 Women Miners	19
22.4 A Factory Girl: Countering the Stereotypes	19
22.5 A View from Downstairs: A Servant's Life	19
22.6 Improving the Poor?	19

Chapter 23: Nineteenth-Century Society

23.1 The Church Weighs In: <i>Rerum Novarum</i>	19
23.2 Women Without Power Change the System	1
23.3 Sex in Society	19
23.4 John Stuart Mill: <i>The Subjection of Women</i>	19
23.5 Bernard Shaw: Act III <i>Mrs. Warren's Profession</i>	19
23.6 Gertrude Himmelfarb: <i>Poverty and Compassion</i>	19

Chapter 24: Nineteenth-Century Thought

24.1 George Elliot: Essay on Margaret Fuller and Mary Wollstonecraft	19
24.2 An Advocate for Science Education	19
24.3 Sexual Science?	19
24.4 Auguste Comte: <i>The Age of Ideology</i>	18
24.5 Friedrich Nietzsche: <i>The Age of Ideology</i>	18
24.6 Sir Edmund Gosse: <i>Father and Son</i>	19

Chapter 25: Nationalism and Imperialism

25.1 <i>Confessions of Faith</i> , Cecil Rhodes	20
25.2 Manifesto for the Society for German Colonization	20
25.3 A White Woman's Perspective of Africa	21
25.4 Black Man's Burden	21
25.5 Between Ruler and Ruled	21
25.6 Advocating Change	21

**Corresponding chapter
in *The West***

CD-ROM Contents	Corresponding chapter in <i>The West</i>
Chapter 26: World War I	
26.1 Rupert Brooke: <i>The Soldier</i>	22
26.2 Siegfried Sassoon: <i>They</i>	22
26.3 Isaac Rosenberg: <i>Dead Man's Drop</i>	22
26.4 Woodrow Wilson: <i>Speech on the Fourteen Points</i>	22
26.5 Anna Eisenmenger, A German Soldier Returns Home: "A Complete Stranger"	22
26.6 A French Baker's Wife's Role in War	22
26.7 Non-European's View of the Start of World War I	22
26.8 Pressing for Peace	22
26.9 George Clemenceau Presents the French Demands at the Paris Peace Conference	22
Chapter 27: Society and Culture between the Wars	
27.1 Werner Heisenberg: Uncertainty	23
27.2 Jean-Paul Sartre: Existentialism	23
27.3 A Room of One's Own	23
27.4 The Depression: Germany's Unemployed	23
27.5 Neville Chamberlain Defends the Policy of Appeasement	24
Chapter 28: Totalitarianism	
28.1 Nadezhda K. Krupskaya: <i>What a Communist Ought to Be Like</i>	23
28.2 Benito Mussolini: <i>The Political and Social Doctrine of Fascism</i>	23
28.3 Adolf Hitler: <i>Mein Kampf</i>	23
28.4 Christopher Dawson: Religion and the Totalitarian State	23
28.5 The Russian Revolution	22
28.6 Socialist Marriage to Motherhood for the Fatherland	23
28.7 Stalin's First Five-Year Plan	23
28.8 Leader of the NAZI Women's Organization	23
Chapter 29: World War II	
29.1 Adolf Hitler: <i>The Obersalzberg Speech</i>	24
29.2 Winston Churchill: "Their Finest Hour"—House of Commons, 18 June	24
29.3 Franklin D. Roosevelt: "A Call for Sacrifice" – 28 April 1942	24
29.4 NAZI SS Office	24
29.5 <i>The Buchenwald Report</i>	24
29.6 <i>Notes from the Warsaw Ghetto</i>	24
29.7 Surviving the Labor Camp	24
Chapter 30: The Cold War and its Aftermath	
30.1 Nikita S. Khrushchev: <i>Address to the Twentieth Party Congress</i>	25
30.2 George Kennan: <i>Memoirs: 1925-1950</i>	25
30.3 Bosnia: The Two Faces of War	26
30.4 The Non-Aligned Movement	25
30.5 Stokeley Carmichael: <i>What We Want</i>	26
30.6 The Wall in My Backyard	25