

An impressionist painting of a harbor at night. The scene is filled with numerous colorful floating lanterns in shades of red, orange, yellow, and blue, which cast a warm glow on the water. In the foreground, the dark silhouettes of people wearing hats are visible, looking out towards the harbor. The background shows the dark outlines of trees and buildings along the waterfront.

WESTERN CIVILIZATION

THIRD
EDITION

A BRIEF HISTORY *Volume II: Since 1500*

JACKSON J. SPIELVOGEL

T H I R D
E D I T I O N

Western Civilization



A Brief History

Volume II: Since 1500

Jackson J. Spielvogel

The Pennsylvania State University

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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 brief 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.

At the same time, for the third edition, I have added considerable new material on world history to show the impact other parts of the world have had on the West. Certainly, the terrorist attacks on the World Trade Center towers in New York on September 11, 2001, have made clear the intricate relationship between the West and the rest of the world. In this edition, I have attempted to show not only how Western civilization has affected the rest of the world but also how it has been influenced since its beginnings by contact with other peoples around the world.

Another of my goals was to write a well-balanced work in which the political, economic, social, religious, intellectual, cultural, and military aspects of Western civilization would be integrated into a chronologically ordered synthesis. Moreover, I wanted to avoid the approach that is quite common in other brief histories of Western civilization—an approach that makes them collections of facts with little continuity from section to section. Instead, I sought to keep the story in history. Narrative history effectively transmits the knowledge of the past and is the form that best enables students to remember and understand the past. 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) that 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 description of the life of an upper-class Roman, advice from a Carolingian mother to her son, marriage negotiations in Renaissance Italy, a debate in the Reformation era, and the diary of a German soldier at Stalingrad 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. Anecdotes in the chapter introductions convey more dramatically the major theme or themes of each chapter. Detailed chronologies reinforce the events discussed in the text while timelines at the end of each chapter enable students to see at a glance the major developments of an era. Many of the timelines have been revised to show parallel developments in different cultures or nations. 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. New to the third edition are map captions designed to enrich students' awareness of the importance of geography to history and a large number of spot maps, which enable students to see at a glance the region or subject being discussed in the text. To facilitate understanding of cultural movements, illustrations of artistic works discussed in the text are placed next to the discussions. Chapter outlines and focus questions, including analytical questions, at the beginning of each chapter give students a useful overview and guide them to the main subjects of each chapter. A glossary of important terms and a pronunciation guide are included to enrich understanding of the text.

As preparation for the revision of *Western Civilization: A Brief History*, I reexamined the entire book and analyzed the comments and reviews of 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 on the strengths of the first two 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 civilizations around the world; early Egyptian civilization; Sparta and Athens; Alexander and the Mauryan Empire in India; martyred Christian women; the transformation of the Roman Empire; the Han Empire in China; the Mongol Empire; the Ottoman Empire; the Black Death; the development and use of the cannon; women and intellectual activity in the Renaissance; the Maya, Aztecs, and Inca; the Mughal Empire; early encounters with Japan and China; the impact of expansion on indigenous peoples; the impact of expansion on European lifestyle and rivalries; the impact of travel literature on Western intellectuals; the defeat of Napoleon; slavery; the slave revolt in Haiti; how industrialized nations limited industrialization in their colonies; Latin America; Canada; the impact of new European imperialism; the Russian Revolution; popular culture of the 1920s; women during the Nazi era; the Asian theater of World War II; the end of European colonies after World War II; Postmodernism in literature and art; and international terrorism. Throughout the revising process, I also rewrote some sections and added new subheadings to facilitate comprehension of the content of the chapters.

To help put Western civilization into a broader world context, I added a new chapter, "Europe and the World: New Encounters, 1500–1800." This new Chapter 14 brings together a wealth of material on the impact of Europe's first major outreach into the rest of the world and the results for Europe of this encounter with new peoples. Chapters 13 and 15 were also reorganized. Chapter 13 now deals with the Reformation and the religious wars of the sixteenth century; Chapter 15 focuses on seventeenth-century developments. Chapters 7, 9, and 10 were also reorganized to provide a more logical arrangement of the material. Moreover, all "Suggestions for Further Reading" at the end of each chapter were updated and condensed, 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 new documents throughout the text, including "Alexander Meets an Indian King," "The Value of Money," "The Siege of Jerusalem: Christian and Muslim Perspectives," "A Woman's Defense of Learning," "The Mission," "Marital Arrangements in the Eighteenth Century," and "Justice in the Reign of Terror."

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

For the Instructor

History Interactive: A Study Tool for Spielvogel's Western Civilization: A Brief History, Third Edition Prepared by James T. Baker, Western Kentucky University. This valuable resource includes a wealth of study tips to help the student succeed; critical questions to encourage the student to think beyond the text; answers to the text focus questions and map questions; interactive maps and timelines; chapter summaries;

identifications; matching, chronology, and multiple choice questions; and two sample modules from our *H-Connect Interactive Explorations in Western Civilization*.

Instructor's Manual with Test Bank Prepared by Eugene Larson, Los Angeles Pierce College. This expanded, new, and improved manual has many new features, including chapter outlines, chapter summaries, suggested lecture topics, and discussion questions for the maps and artwork as well as the documents in the text. World Wide Web sites and resources, video collections, a Resource Integration Guide, and suggested student activities are also included. Exam questions include essays, identifications, and multiple-choice questions.

Instructor's Resource CD-ROM with ExamView® Includes the Instructor's Manual, Resource Integration Grid, ExamView® testing, and PowerPoint® slides with lecture outlines and images that can be used as offered, or customized by importing personal lecture slides or other material. It also includes a correlation guide to the music CD. ExamView allows instructors to create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. Instructors can build tests with as many as 250 questions using up to 12 question types. Using ExamView's complete word-processing capabilities, they can enter an unlimited number of new questions or edit existing ones.

Full-Color Map Acetate Package Includes all maps from the text and other sources. More than 100 images. Map commentary is provided by James Harrison, Siena College.

Lecture Enrichment Slides Prepared by George Strong and Dale Hoak, College of William and Mary. These 100 slides contain images of famous paintings, statues, architectural achievements, and interesting photos. The authors provide commentary for each individual slide.

History Video Library A completely new selection of videos for this edition, from *Films from the Humanities & Sciences* and other sources. Over fifty titles to choose from, with coverage spanning from "Egypt: A Gift to Civilization" to "Children of the Holocaust." Available to qualified adoptions.

CNN Today Videos: Western Civilization Organized by topics covered in a typical course, these videos are divided into one- to five-minute segments—perfect for introducing key concepts.

Sights and Sounds of History Prepared by David Redles, Cuyahoga Community College. Short, focused video clips, photos, artwork, animations, music, and dramatic readings are used to bring life to historical topics and events that are most difficult for students to appreciate from a textbook alone. For example, students will experience the grandeur of Versailles and the defeat felt by a German soldier at Stalin-grad. The video segments average four minutes in length and make excellent lecture launchers.

For the Student

Map Exercise Workbook Prepared by Cynthia Kosso, Northern Arizona University. Thoroughly revised and upgraded. Over twenty maps and exercises ask students to identify important cities and countries. Available in two volumes.

MapTutor CD-ROM This interactive map tutorial helps students learn geography by having them locate geographical features, regions, cities, and sociopolitical movements. Each map exercise is accompanied by questions that test their knowledge and promote critical thinking. Animations vividly show movement such as the conquests of the Romans, the spread of Christianity, invasions, medieval trade routes, and the spread of the Black Death.

Document Exercise Workbook Prepared by Donna Van Raaphorst, Cuyahoga Community College. A collection of exercises based around primary sources. Available in two volumes.

The Journey of Civilization CD-ROM Prepared by David Redles, Cuyahoga Community College. This CD-ROM takes the student on eighteen interactive journeys through history. Enhanced with QuickTime movies, animations, sound clips, maps, and more, the journeys allow students to engage in history as active participants rather than as readers of past events.

History: Hits on the Web Revised for 2004, HITS on the Web (HOW) is an exciting, class-tested product specially designed to help history students use the Internet for studying, conducting research, and completing assignments. HOW is approximately eighty pages of valuable teaching tools that can be bundled with any Wadsworth textbook at a very affordable price. Available through Thomson Custom Publishing.

Exploring the European Past: Text and Images A new Custom Reader for Western civilization. Written by leading educators and historians, this fully customizable reader of primary and secondary sources is enhanced with an online module of visual sources, including maps, animations, and interactive exercises. Each reading also comes with an introduction and a series of questions. To learn more visit <http://etep.thomsonlearning.com> or call Thomson Learning Custom Publishing at (800) 355-9983.

WebTutor ToolBox (on WebCT or Blackboard) This Web-based teaching and learning tool is rich with study and mastery tools, communication tools, and course content. Use WebTutor to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and more. For students, WebTutor offers real-time access to a full array of study tools, including flashcards, practice quizzes, online tutorials, interactive maps and timelines, and Web links. Professors can customize the content by uploading images and other resources, adding Web links, or creating their own practice

materials. WebTutor also provides rich communication tools, including a course calendar, asynchronous discussion, “real-time” chat, and an integrated e-mail system.

Magellan Atlas of Western Civilization Available to bundle with any Western civilization text; contains forty-four full-color historical maps, including “The Conflict in Afghanistan, 2001,” and “States of the World, 2001.”

Archer, Documents of Western Civilization This reader can accompany any Western civilization text. Contains a broad selection of carefully chosen documents.

InfoTrac® College Edition A Wadsworth exclusive. Students receive four months of real-time access to InfoTrac College Edition’s online database of continuously updated, full-length articles from more than 900 journals and periodicals. By doing a simple keyword search, users can quickly generate a powerful list of related articles from thousands of possibilities, then select relevant articles to explore or print out for reference or further study. For professors, InfoTrac articles offer opportunities to ignite discussions or augment their lectures with the latest developments in the discipline. For students, InfoTrac’s virtual library allows Internet access to sources that extend their learning far beyond the pages of a text.

Wadsworth History Resource Center (<http://history.wadsworth.com>) Both instructors and students will enjoy the Wadsworth History Resource Center, with access to the chapter-by-chapter resources for Spielvogel’s Western civilization texts. Text-specific content for students includes interactive maps, interactive timelines, simulations, “At the Movies” film activities, tutorial quizzes, glossary, hyperlinks, InfoTrac exercises, and Internet activities. Instructors also have access to the Instructor’s Manual, lesson plans, and PowerPoint slides (access code required). From the History home page, instructors and students can access many selections, such as an Internet Guide for History, a career center, lessons on surfing the Web, the World History image bank, and links to great history-related Web sites.

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I would like to thank the many teachers and students who have used the first two editions of *Western Civilization: A Brief History*. I am gratified by their enthusiastic response to a textbook that was intended to put the story back in history and capture the imagination of the reader. I especially thank the many teachers and students who made the effort to contact me personally to share their enthusiasm. I am deeply grateful to John Soares for his assistance in preparing the map captions, new to the third edition, and to Char-marie Blaisdell of Northeastern University for her detailed suggestions on women’s history that were incorporated into the second edition. Thanks to Wadsworth’s comprehensive review process, many historians were asked to evaluate my manuscript and review each edition. I am grateful

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Introduction to Students of Western Civilization

CIVILIZATION, as historians define it, first emerged between five thousand and six thousand 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 Middle 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 embrace a series of studies. An examination of Western civilization therefore 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 toward a natural or material view of the universe in the seventeenth-century Scientific Revolution. Science and technology have been important in the growth of 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 character-

istics, 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 in relation to one another 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 1984. 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 Jesus Christ (assumed to be the year 1). An event that took place four hundred years before the birth of Jesus would be dated 400 B.C. ("before Christ"). Dates after the birth of Jesus 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 Jesus is written A.D. 250, meaning "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. 1984, but simply as 1984.

Historians also make use of other terms to refer to time. A decade is ten years, a century is one hundred years, and a millennium is one thousand years. The expression "fourth century B.C." refers to the fourth period of one hundred years counting backward from 1, the assumed date of the birth of Jesus. 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 one hundred years after the birth of Jesus. Since the first period of one hundred years would be the years 1 to 100, the fourth period of one hundred years, 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. In similar manner, 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. (for “before the Common Era”) and C.E. (for “Common Era”) instead of B.C. and A.D. This is especially true of world historians, who prefer to use terminology that is not so Western or Christian oriented. The dates remain the same, of course: 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, by contrast, 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. The Western year 2003 is thus the year 5763 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. Thus the Western year 2003 is the year 1351 on the Islamic calendar.

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