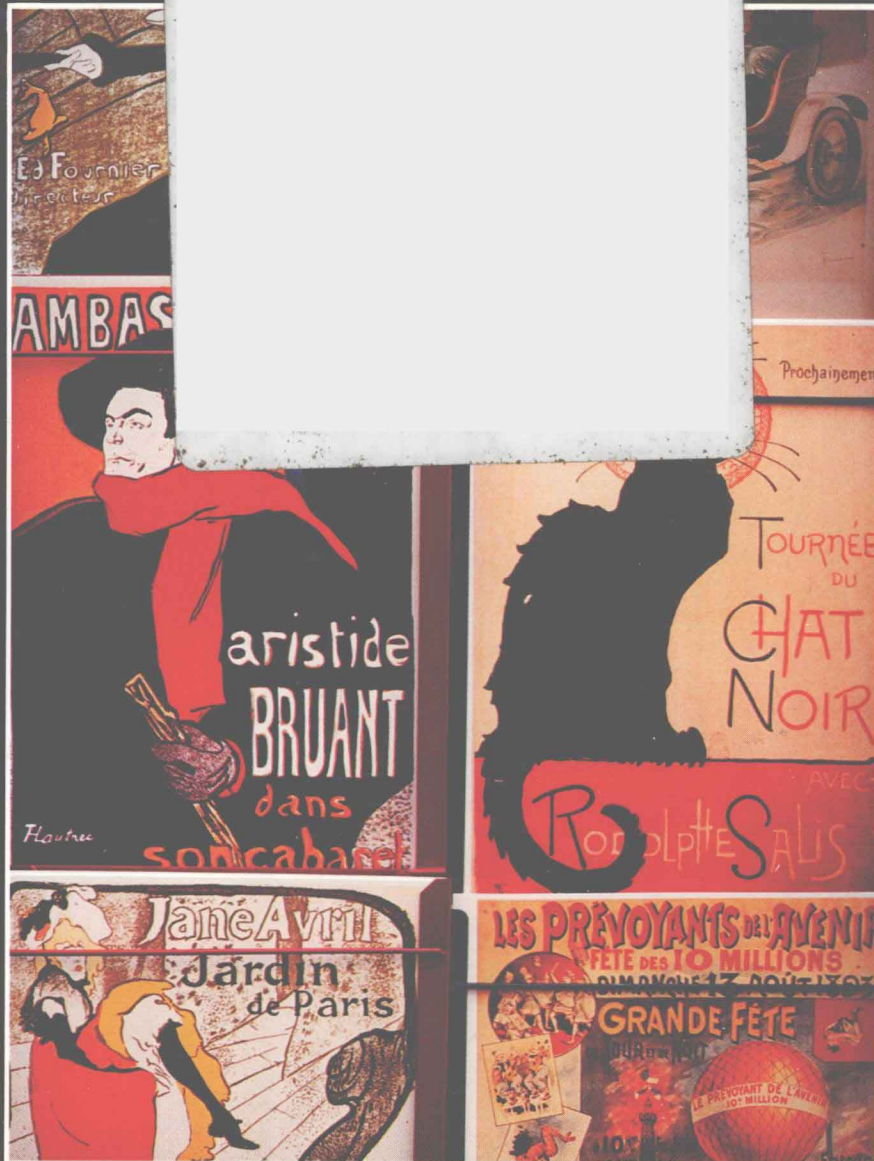


ANNUAL EDITIONS

Western Civilization

Volume

Early Modern Th



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Western Civilization Volume II

12th Edition

Early Modern Through the 20th Century

EDITOR

Robert L. Lembright

James Madison University

Robert L. Lembright teaches World Civilization, Ancient Near East, Byzantine, Islamic, and Greek/Roman history at James Madison University. He received his B.A. from Miami University and his M.A. and Ph.D from The Ohio State University. Dr. Lembright has been a participant in many National Endowment for the Humanities Summer Seminars and Institutes on Egyptology, the Ancient Near East, Byzantine History, and the Ottoman Empire. He has written several articles in the four editions of *The Global Experience*, as well as articles in the *James Madison Journal* and *Western Views of China and the Far East*. His research has concentrated on the French Renaissance of the sixteenth century, and he has published reports in the *Bulletins et memoires, Société archéologique et historique de la Charente*. In addition, Dr. Lembright has written many book reviews on the ancient world and Byzantine and Islamic history for *History: Reviews of New Books*.

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5. Conclusion: The New Millennium and the Human Perspective

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Twelfth Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

What does it mean to say that we are attempting to study the history of Western civilizations?

A traditional course in Western civilization was often a chronological survey in the development of European institutions and ideas, with a slight reference to the Near East and the Americas and other places where Westernization has occurred. Typically it began with the Greeks, then the Romans, and on to the medieval period, and finally to the modern era, depicting the distinctive characteristics of each stage, as well as each period's relation to the preceding and succeeding events. Of course, in a survey so broad, from Adam to the atomic age in two semesters, a certain superficiality was inevitable. Main characters and events galloped by; often there was little opportunity to absorb and digest complex ideas that have shaped Western culture.

It is tempting to excuse these shortcomings as unavoidable. However, to present a course in Western civilization which leaves students with only a scrambled series of events, names, dates, and places, is to miss a great opportunity. For the promise of such a broad course of study is that it enables students to explore great turning points or shifts in the development of Western culture. Close analysis of these moments enables students to understand the dynamics of continuity and change over time. At best, the course can give a coherent view of the Western tradition and its interplay with non-Western cultures. It can offer opportunities for students to compare various historical forms of authority, religion, and economic organization, to assess the great struggles over the meaning of truth and reality that have sometimes divided Western culture, and even to reflect on the price of progress.

Yet, to focus exclusively on Western civilization can lead us to ignore non-Western peoples and cultures or else to perceive them in ways that some label as "Eurocentric." But contemporary courses in Western history are rarely, if ever, mere exercises in European tribalism. Indeed, they offer an opportunity to subject the Western tradition to critical scrutiny, to assess its accomplishments and its shortfalls. Few of us who teach these courses would argue that Western history is the only history which contemporary students should know. Yet it should be an essential part of what they learn, for it is impossible to understand the modern world without some specific knowledge of the basic tenets of the Western tradition.

When students learn the distinctive traits of the West, they can develop a sense of the dynamism of history. They can begin to understand how ideas relate to social structures and social forces. They will come to appreciate the nature and significance of innovation and recognize how values often influence events. More specifically, they can trace the evolution of Western ideas about such essential matters as nature, humans, authority, the gods, even history itself; that is, they learn how the West developed its distinctive character. And, as historian Reed Dasenbrock has observed, in an age that seeks multicultural understanding there is much to be learned from "the fundamental multiculturalism of Western culture, the fact that it has been constructed out of a fusion of disparate and often conflicting cultural tradition." Of course, the articles collected in this volume cannot deal with all these matters, but by providing an alternative to the summaries of most textbooks, they can help students better understand the diverse traditions and processes that we call Western civilization. As with the last publication of Annual Editions: Western Civilization, Volumes I and II, have World Wide Web sites that can be used to further explore topics that are addressed in the essays. These sites can be hot-linked through the Annual Editions home page: <http://www.dushkin.com/annualeditions>.

This book is like our history—unfinished, always in process. It will be revised biennially. Comments and criticisms are welcome from all who use the book. For that a postpaid article rating form is included at the back of this volume. Please feel free to recommend articles that might improve the next edition. With your assistance, this anthology will continue to improve.



Robert Lembright
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

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World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Western Civilization, Volume 2

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

Archaeological Institute of America (AIA)

<http://www.archaeological.org>

Review this site of the AIA for information about various eras in Western civilization.

Archive of Texts and Documents—Hanover College

<http://history.hanover.edu/texts.html>

This Hanover College historical texts project is very creative. Sources are available on Europe and East Asia.

Biographies; The Philosophers

<http://www.blupete.com/Literature/Biographies/Philosophy?BiosPhil.htm>

At this site, find biographies and works of René Descartes, John Locke, and many other philosophers whose ideas affected Western civilization.

Discover's Web

<http://www.win.tue.nl/~engels/discovery/index.html>

Data on historical voyages of discovery and exploration from ancient to modern times are available from this Web site.

Facets of Religion/Caspar Voogt

<http://bounty.bcca.org/~cvoogt/Religion/mainpage.html>

Caspar Voogt offers this virtual library of links to information on major world religions, including Islam, Judaism, Zoroastrianism, Baha'ism, and Christianity. Various links in comparative religion are provided.

The History of Costumes

<http://www.siue.edu/COSTUMES/history.html>

This distinctive site illustrates garments worn by people in various historical eras. Clothing of common people is presented along with that worn by nobility. The site is based on a history of costumes through the ages that was originally printed between 1861 and 1880.

Key Religious and Philosophical Figures and Ideas and Personalities

<http://www.sonoma.edu/history/reason/religious.html.htm>

This list contains significant philosophical and/or religious works that were written during the time frame of 1605 through 1799 as well as the lifespan of those born during this time. Descartes, Locke, and Spinoza are just a few of the people whose works you can find here.

Library of Congress

<http://www.loc.gov/>

Examine this Web site to learn about the extensive resource tools, library services/resources, exhibitions, and databases available through the Library of Congress in many different subfields of historical studies.

Michigan Electronic Library

<http://mel.lib.mi.us/humanities/history/>

Browse through this enormous history site for an array of resources on the study of Western civilization, which are broken down by historical era, geographical area, and more.

Smithsonian Institution

<http://www.si.edu/>

This site provides access to the enormous resources of the Smithsonian, which holds some 140 million artifacts and specimens in its trust for "the increase and diffusion of knowledge." Here you can learn about social, cultural, economic, and political history, particularly about the United States, from a variety of viewpoints.

Western Civilization: Act 3

<http://www.omnibusol.com/westernciv.html>

An interesting mix of information can be found at this eclectic site whose span is from the French Revolution to the present day. Thirty-seven pages lead to many other Internet sites.

UNIT 1: The Age of Power

EuroDocs: Primary Historical Documents from Western Europe

<http://www.lib.byu.edu/~rdh/eurodocs/>

This collection from the Brigham Young University Library is a high-quality set of historical documents from Western Europe. Facsimiles, translations, and even selected transcriptions are included. Click on the links to materials related to "Europe as a Supernational Region" and individual countries.

1492: An Ongoing Voyage/Library of Congress

<http://lcweb.loc.gov/exhibits/1492/>

Displays examining the causes and effects of Columbus's voyages to the Americas are provided on this site. "An Ongoing Voyage" explores the rich mixture of societies coexisting in five areas of the Western Hemisphere before European arrival. It also surveys the polyglot Mediterranean world at a dynamic turning point in its development.

Medieval Maps/University of Kansas

<http://www.ukans.edu/kansas/medieval/graphics/maps/>

Check out this unusual site for access to interesting, full-color maps of Europe. Each map is keyed to a specific date, and some pertain to the Age of Power.

World Wide Web Virtual Library/Latin American Studies

<http://lanic.utexas.edu/las.html>

Maintained by the University of Texas, this is the site of first resort for the exploration of a topic dealing with Latin America. It lists resources available on the Web for historical topics and related cultural subjects.

UNIT 2: Rationalism, Enlightenment, and Revolution

Adam Smith

<http://cepa.newschool.edu/het/profiles/smith.htm>

AQt this site there are links to the major works of Adam Smith, including the *Wealth of Nations*, and a list of additional resources.

Eighteenth-Century Resources/Jack Lynch

<http://andromeda.rutgers.edu/~jlynch/18th/>

Open this page to find links in eighteenth-century studies, including History, Literature, Religion and Theology, Science and Mathematics, and Art. Click on History, for example, for a number of resources for study of topics from Napoleon, to piracy and gambling, to a discussion of Catalonia in the eighteenth century.

Napoleon Bonaparte

<http://www.napoleonbonaparte.nl>

According to this site, you will find the best Napoleonic Internet sites in the world right here. In addition to many articles, there are many links to other sites as well as newspaper articles edited by Beryl Bernardi, called "News From the Front."

Western European Specialists Section/Association of College and Research Libraries

<http://www.lib.virginia.edu/wess/>

WESS provides links in regional and historical resources in European studies, as well as materials on contemporary Europe. Visit this site for texts and text collections, guides to library resources, book reviews, and WESS publications.

Women and Philosophy Website

<http://www.nd.edu/~colldev/subjects/wss.html>

Explore the many materials available through this site. It provides Internet collections of resources, ethics updates, bibliographies, information on organizations, and access to newsletters and journals.

UNIT 3: Industry, Ideology, Nationalism, and Imperialism: The Nineteenth Century

The Victorian Web

<http://www.victorianweb.org/victorian/victov.html>

The Victorian Web offers a complete examination into all aspects of Victorian life.

Historical U.S. Census Data Browser

<http://fisher.lib.virginia.edu/census/>

At this site, the interuniversity Consortium for Political and Social Research offers materials in various categories of historical social, economic, and demographic data. Access here a statistical overview of the United States, beginning in the late eighteenth century.

Society for Economic Anthropology Homepage

<http://nautarch.tamu.edu/anth/sea/>

This is the home page of the Society for Economic Anthropology, an association that strives to understand diversity and change in the economic systems of the world, and hence, in the organization of society and culture.

UNIT 4: Modernism, Statism, and Total War: The Twentieth Century

History Net

<http://www.thehistorynet.com/THNArchives/AmericanHistory/>

This National Historical Society site provides information on a wide range of topics, with emphasis on American history, book reviews, and special interviews.

Inter-American Dialogue (IAD)

<http://www.iadialog.org/>

This is the Web site for IAD, a premier U.S. center for policy analysis, communication, and exchange in Western Hemisphere affairs. The organization has helped to shape the agenda of issues and choices in hemispheric relations.

ISN International Relations and Security Network

<http://www.isn.ethz.ch/>

This site, maintained by the Center for Security Studies and Conflict Research, is a clearinghouse for extensive information on international relations and security policy. The many topics are listed by category (Traditional Dimensions of Security, New Dimensions of Security) and by major world regions.

Russian and East European Network Information Center/University of Texas at Austin

<http://reenic.utexas.edu/reenic.html>

This is the Web site for exhaustive information on Russia and other republics of the former Soviet Union and Central/Eastern Europe on a large range of topics.

Terrorism Research Center

<http://www.terrorism.com/>

The Terrorism Research Center features original research on terrorism, counterterrorism documents, a comprehensive list of Web links, and monthly profiles of terrorist and counterterrorist groups.

World History Review/Scott Danford and Jon Larr

<http://members.aol.com/sniper43/index.html>

Associated with a college course, this site will lead you to information and links on a number of major topics of interest when studying Western civilization in the twentieth century: Imperialism, the Russian Revolution, World War I, World War II, the cold war, the Korean War, and Vietnam.

UNIT 5: Conclusion: The New Millennium and the Human Perspective

Center for Middle Eastern Students/University of Texas/

<http://menic.utexas.edu/menic/religion.html>

This site provides links to Web sites on Islam and the Islamic world. Information on Judaism and Christianity is also available through this Middle East Network Information Center.

Europa: European Union

<http://europa.eu.int/>

This site leads you to the history of the European Union (and its predecessors such as the European Community and European Common Market); descriptions of the increasingly powerful regional organization's policies, institutions, and goals; and documentation of treaties and other materials.

InterAction

<http://www.interaction.pair.com/advocacy/>

InterAction encourages grassroots action and engages government bodies and policymakers on various advocacy issues. Its Advocacy Committee provides this site to inform people on its initiatives to expand international humanitarian relief, refugee, and development-assistance programs.

The North-South Institute

<http://www.nsi-ins.ca/ensi/index.html>

Searching this site of the North-South Institute—which works to strengthen international development cooperation and enhance gender and social equity—will help you find information and debates on a variety of global issues.

Organization for Economic Co-operation and Development/ FDI Statistics

<http://www.oecd.org/daf/statistics.htm>

Explore world trade and investment trends and statistics on this site that provides links to related topics and addresses global economic issues on a country-by-country basis.

U.S. Agency for International Development

<http://www.info.usaid.gov/>

This Web site covers such issues as democracy, population and health, economic growth, and development. It provides specific information about different regions and countries.

Virtual Seminar in Global Political Economy/Global Cities & Social Movements

<http://csf.colorado.edu/gpe/gpe95b/resources.html>

This site of Internet resources is rich in links to subjects of interest in assessing the human condition today and in the future, covering topics such as sustainable cities, megacities, and urban planning.

World Bank

<http://www.worldbank.org/>

Review this site and its links for information on immigration and development now and in the future. News (press releases, summaries of new projects, speeches), publications, and coverage of numerous topics regarding development, countries, and regions are provided here.

World Wide Web Virtual Library: International Affairs Resources

<http://www.etown.edu/vl/>

Surf this site and its extensive links to learn about specific countries and regions, to research various think tanks and international organizations, and to study such vital topics as international law, human rights, and peacekeeping.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

The Age of Power

Unit Selections

1. **The Emergence of the Great Powers**, Gordon A. Craig and Alexander L. George
2. **From Mercantilism to 'The Wealth of Nations'**, Michael Marshall
3. **The Poisons Affair**, Reggie Oliver
4. **400 Years of the East India Company**, Huw V. Bowen
5. **"Thus in the Beginning All the World Was America"**, Edward Cline

Key Points to Consider

- How did the European nations change in the 17th century?
- How did Adam Smith's economic theories challenge European thought?
- Who was involved in the poisoning scandal? Why did it happen?
- How did the East India Company evolve from a business enterprise into a governing body? Why was it abolished?
- How did John Locke influence constitutional government? What were some of the results of his influence?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

EuroDocs: Primary Historical Documents from Western Europe

<http://www.lib.byu.edu/~rdh/eurodocs/>

1492: An Ongoing Voyage/Library of Congress

<http://lcweb.loc.gov/exhibits/1492/>

Medieval Maps/University of Kansas

<http://www.ukans.edu/kansas/medieval/graphics/maps/>

World Wide Web Virtual Library/Latin American Studies

<http://lanic.utexas.edu/las.html>

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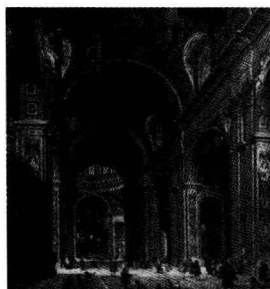
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UNIT 1 The Age of Power

Five selections trace the evolution of political power in early modern times. Topics include the European state system, the emergence of British power, and the introduction of new cultures in developing areas.

Unit Overview

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1. **The Emergence of the Great Powers**, Gordon A. Craig and Alexander L. George, from *Force and Statecraft: Diplomatic Problems of Our Times*, Oxford University Press, 1983

In 1600 Europe's greatest power complex was the Holy Roman Empire, which was in league with Spain. By the eighteenth century, however, the **European state system** was transformed so drastically that the **great powers** were Great Britain, France, Austria, Prussia, and Russia. This essay traces this significant shift in the balance of power.

2

2. **From Mercantilism to 'The Wealth of Nations'**, Michael Marshall, *The World & I*, May 1999

Mercantilism was the practice of measuring a country's wealth by how much gold and silver bullion it could amass. This theory was challenged by Adam Smith in his *Wealth of Nations*, who believed that economies worked best when they had the least government interference.

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3. **The Poisons Affair**, Reggie Oliver, *History Today*, March 2001

A **poison scandal** erupted in 1679 at the court of **Louis XIV**, which touched the king, his mistress Madame de Montespan, and several ministers of the court. Reggie Oliver investigates the scandal and its results.

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4. **400 Years of the East India Company**, Huw V. Bowen, *History Today*, July 2000

The East India Company proved to be one of the longest commercial enterprises ever undertaken in Britain. It was chartered in 1600 and finally dissolved after 1857. It was charged with the commercial **exploitation and defense** in a large part of India. What brought about its demise was excessive administrative costs and charges of misrule.

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5. **"Thus in the Beginning All the World Was America"**, Edward Cline, *Colonial Williamsburg*, April/May 1999

John Locke's influence in both England and colonial America is detailed by Edward Cline. Locke's essays contained ideas on **constitutional government** and laid the groundwork for the **separation of state and religion**.

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UNIT 2

Rationalism, Enlightenment, and Revolution

Nine articles discuss the impact of science, politics, changing social attitudes, and the rights of women in the Age of Enlightenment.

Unit Overview

6. **Descartes the Dreamer**, Anthony Grafton, *The Wilson Quarterly*, Autumn 1996

Descartes advanced, even epitomized, **rationalism**. Anthony Grafton explains why this seventeenth-century thinker seems **modern** three and one-half centuries after his death.

7. **Benjamin Franklin: An American in London**, Esmond Wright, *History Today*, March 2000

Esmond Wright details how the **philosopher-scientist** Benjamin Franklin spent 17 years in London and had respect and admiration for everything British and hoped for a colonial or governmental post. Yet, when the **American Revolution** occurred, Franklin wrote with pride about the possibilities of America.

8. **A New Light on Alchemy**, Zbigniew Szydlo and Richard Brzezinski, *History Today*, January 1997

Were the earliest alchemists complete **charlatans** or the forerunners of **modern chemistry**? The authors state that the alchemists' goal was to find the Philosopher's Stone, a mysterious substance through which gold traveled to Earth's surface. They also searched for a universal solvent (**alkabest**), which could dissolve all substances, and an elixir of life, which would cure all diseases.

9. **Matrix of Modernity**, Roy Porter, *History Today*, April 2001

A belief that **progress** was developing in economics, science, and manufacturing became the byword for the eighteenth-century English Enlightenment writers. None was more prominent than Erasmus Darwin's poem, **Zoonomia**, which united the arts, sciences, medicine, and technology in praise of enlightened values.

10. **Witchcraft: The Spell That Didn't Break**, Owen Davies, *History Today*, August 1999

Although the Enlightenment was supposed to eliminate all superstition, Owen Davies reports that many still believed in **witches** well into the nineteenth century. Illnesses, famines, jealousy, and gossip still provided sources of accusations.

11. **The Passion of Antoine Lavoisier**, Stephen Jay Gould, *Natural History*, June 1989

Many people paid the price for the **French Revolution**. One was France's greatest scientist, Antoine Lavoisier. A proponent of some of the Revolution's early accomplishments, the famous chemist ran afoul of the **Committee of Public Safety** and its revolutionary tribunals. Stephen Jay Gould cites Lavoisier's accomplishments and ponders why in revolutionary times even a brilliant scientist was not immune from political extremists.

12. **The First Feminist**, Shirley Tomkiewicz, *Horizon*, Spring 1972

Mary Wollstonecraft, author of **Vindication of the Rights of Women** (1792), cogently argued that the **ideals of the Enlightenment** and of the **French Revolution** should be extended to **women**. This is her story.

13. **Catherine the Great: A Personal View**, Isabel de Madariaga, *History Today*, November 2001

Catherine the Great has been seen as a usurper of the Russian throne, murderer of her husband, Peter III, and promiscuous in her lovers. Isabel de Madariaga says that Catherine was a very hard-working monarch, greatly interested in a **well-organized government** and the **welfare of her subjects**.

14. **Napoleon the Kingmaker**, Philip Mansel, *History Today*, March 1998

When *Napoleon* seized power in 1799 and established his empire in 1804, he swept away many ideas of the *French Revolution* and reverted to the ideas, manners, and costumes of the Old Regime. Philip Mansel contends that most monarchs feared rather than applauded Napoleon as a fellow ruler.

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UNIT 3

Industry, Ideology, Nationalism, and Imperialism: The Nineteenth Century

Nine articles focus on the nineteenth century in the Western world. Topics include the Industrial Revolution, role models, social issues, and the expansion of Europe.

Unit Overview

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15. **Arkwright: Cotton King or Spin Doctor?**, Karen Fisk, *History Today*, March 1998

Richard Arkwright (1732–1792), inventor and entrepreneur, is given much of the credit for Britain's leadership in the *Industrial Revolution* during the late eighteenth and early nineteenth centuries. Author Karen Fisk raises questions about his accomplishments.

84

16. **The Origins of Prussian Militarism**, Peter H. Wilson, *History Today*, May 2001

Eighteenth-century contemporaries wrote that it was the *determination and skills* of the Prussian kings who militarized the Prussian state and society. With new German archives at his disposal, Peter Wilson says that it was the *successful wars of German unification* in 1866 and 1871 that brought about militarism.

89

17. **Slavery and the British**, James Walvin, *History Today*, March 2002

Although the British were not its originators, by the mid-eighteenth century they dominated the *Atlantic slave trade*. This trade was part of the global exchange of goods that added to the "greatness" of England. James Walvin examines the *economic and social consequences* of this trade.

93

18. **Scrooge and Albert: Christmas in the 1840s**, Christine Lalumia, *History Today*, December 2001

As Christine Lalumia points out, most of our Christmas traditions, such as carols and trees, have been around for centuries. It was *Queen Victoria and Prince Albert* who stressed family values and *Charles Dickens's* emphasis on sharing with the less fortunate that made Christmas one of the biggest yearly celebrations in Britain.

97

19. **Nation-Building in 19th-Century Italy: The Case of Francesco Crispi**, Christopher Duggan, *History Today*, February 2002

As *Prime Minister* Francesco Crispi introduced public health and welfare services, he felt that involving Italy in a great war would create a great feeling of patriotism. His ideas were later taken over by the *Italian Fascists*.

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20. **Not So Saintly?**, David van Biema, *Time*, September 4, 2000

David van Biema details the controversy that arose when the Roman Catholic Church decided to beatify, or recognize *Pope Pius IX* as a candidate for sainthood.

108

21. **Sweep Them Off the Streets**, John Marriott, *History Today*, August 2000

John Marriott examines how writers viewed the *poor*, from the seventeenth century through the Victorian era, and how they described the poor as a race apart.

111

22. **The Hunt for Jack the Ripper**, William D. Rubinstein, *History Today*, May 2000

The most sensational murder cases of the nineteenth century occurred in London in 1888: five working-class *prostitutes* were gruesomely slashed to death. William Rubinstein discusses the possible identity of the first serial murderer, *Jack the Ripper*.

115

23. **Destroyers and Preservers: Big Game in the Victorian Empire**, Harriet Ritvo, *History Today*, January 2002
In Victorian England, *hunting of exotic game* came to symbolize *imperialism* in the nineteenth century. But as wild game disappeared, the view that they were to be exploited as rewards of imperialism was replaced by one that viewed game as a *valuable resource to be protected*.

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UNIT 4

Modernism, Statism, and Total War: The Twentieth Century

Eight selections discuss the evolution of the modern Western world, the world wars, the Nazi state, and the status of U.S. economic and political dominance in world affairs.

Unit Overview

128

24. **The Divine Sarah**, Joseph A. Harriss, *Smithsonian*, August 2001
Born in 1844, Sarah Bernhardt was a sickly child and not expected to live. But live she did, and she grew to become the first worldwide "*superstar diva*," making her reputation as a great tragedienne, mistress of nobles, and political activist.

130

25. **Art Nouveau**, Stanley Meisler, *Smithsonian*, October 2000
Drawing inspiration from many sources—Japanese, Islamic, femmes fatales, and the Arts and Crafts movement—Art Nouveau used *botanicals, arabesques, and curves*. Its influence spread from Europe to America where architects such as *Frank Lloyd Wright* and artists such as *Louis Comfort Tiffany* employed the style. Yet, the vogue was over by the first decade of the twentieth century when artists such as Picasso declared that it was not modern enough.

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26. **Searching for Gavrilo Princip**, David DeVoss, *Smithsonian*, August 2000
When the Bosnian Serb *Gavrilo Princip* shot Archduke Franz Ferdinand and his wife on June 28, 1914, no one knew that it would precipitate *World War I*. David DeVoss discusses the details of the assassination and how Princip is remembered today.

141

27. **How the Modern Middle East Map Came to Be Drawn**, David Fromkin, *Smithsonian*, May 1991
The long-awaited collapse of the *Ottoman Empire* finally occurred in 1918. *World War I* and the *Arab uprising* paved the way for a new era in the Middle East. But it was the British, not the Arabs, who played the central role in the reshaping of the *geopolitics* of the region.

147

28. **Nazism in the Classroom**, Lisa Pine, *History Today*, April 1997
Lisa Pine explains how Germany's *National Socialist dictatorship* brought political correctness—Nazi-style—to German schoolchildren. The new curriculum featured pseudoscience, racial and gender *stereotypes*, distorted history, Aryan pride, and political arithmetic.

155

29. **Pearl Harbor: The First Energy War**, Charles Maechling, *History Today*, December 2000
Before World War II, the United States was the *major oil* supplier to Japan. When Japan and Russia signed the nonaggression Pact of 1941 and the Japanese moved into *French Indochina*, President Franklin Roosevelt ordered all Japanese assets frozen and embargoed oil exports. Charles Maechling details the actions and reactions of each government in the move to war.

159

30. **His Finest Hour**, John Keegan, *U.S. News & World Report*, May 29, 2000
When Adolf Hitler overpowered Western Europe, he expected Britain to submit, but one man, Prime Minister *Winston Churchill*, arose to reject surrender and eventually lead his country to victory. John Keegan details Churchill's life as a *politician, war leader, and Noble Prize-winning author*.

166

31. **Mutable Destiny: The End of the American Century?**, Donald W. White, *Harvard International Review*, Winter 1997–1998
For much of the twentieth century, the **United States** was a great **hegemonic power** with global military commitments—an economic dynamo, a magnet for immigration, and an unparalleled cultural force. But now with the start of the new **millennium**, historians and other social analysts suggest that the nation may be in decline. Donald White considers recent assessments of America's condition.

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UNIT 5

Conclusion: The New Millennium and the Human Perspective

Nine articles examine how politics, war, economics, and culture affect the prospects of humankind.

Unit Overview

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32. **A Brief History of Relativity**, Stephen Hawking, *Time*, December 31, 1999

Albert Einstein was chosen as *Time*'s "Man of the Twentieth Century" because of his **theory of relativity**. Stephen Hawking summarizes Einstein's contributions, which challenged Issac Newton's universe and transformed physics forever.

178

33. **Malaria Kills One Child Every 30 Seconds**, Donovan Webster, *Smithsonian*, September 2000

Donovan Webster says that until recently the affluent countries of the world paid little attention to **malaria**, which affects 40 percent of the world's population. With cases now appearing in the United States, the West should reevaluate the danger and take steps to prevent the disease from spreading.

183

34. **The Big Meltdown**, Eugene Linden, *Time*, September 4, 2000

Scientists have observed a **warming** trend in the Arctic region. The difference in temperatures between the tropics and the Arctic drives the global climate system. If glacial ice melts quickly, it could cover the denser sea water and that might drastically drop temperatures, plunging Europe and North America into an **Ice Age**.

188

35. **Jungles of the Mind: The Invention of the 'Tropical Rain Forest'**, Philip Stott, *History Today*, May 2001

The idea of a **tropical rain forest** is a twentieth-century development, derived from the German romantic myth that sees the Earth as the last Eden, only vulnerable to human greed. Most would be shocked to learn that **forests are the exception** in the world and that rain forests are less than 12,000 years old.

191

36. **Why Don't They Like Us?**, Stanley Hoffmann, *The American Prospect*, November 19, 2001

In the wake of September 11, 2001, Stanley Hoffmann explores the factors that have led to various strands of **anti-Americanism** around the globe. He also suggests ways of addressing legitimate grievances against the contemporary world's sole **superpower**.

197

37. **Folly & Failure in the Balkans**, Tom Gallagher, *History Today*, September 1999

Although Otto von Bismarck said that the Balkans were not worth the bones of a single Pomeranian grenadier, for 200 years the major European powers have intervened in the region. The results of this interference created small, weak states while **neglecting differing religions, ethnic identities, and rising nationalism**. This has led to the difficult situations that now confront the West.

201

38. **The Poor and the Rich**, *The Economist*, May 25, 1996

Why are some countries richer than others? The issues of **economic growth** and **national development** are attracting the attention of contemporary economists. Here is a survey of their findings.

206

39. Reform for Russia: Forging a New Domestic Policy , Boris Nemtsov, <i>Harvard International Review</i> , Summer 2000 Boris Nemtsov surveys the various reforms in Russia and writes that, while some <i>political, economic, and legal rights</i> might be curtailed in the short term, in the long term Russia needs time to develop.	210
40. 'The Barbarians Have Not Come' , Peter Waldron, <i>History Today</i> , June 2000 Peter Waldron explains that while Europe in the twentieth century had <i>terrible wars, massive civilian deaths</i> , and violent <i>dictatorships</i> , there were many signs of progress. Public health, social insurance, literacy, and the transformation of women's lives were all a part of this progress.	215
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