



JUDITH G. COFFIN ROBERT C. STACEY
ROBERT E. LERNER STANDISH MEACHAM

VOLUME 1

WESTERN CIVILIZATIONS



WESTERN CIVILIZATIONS



THEIR HISTORY
& THEIR CULTURE

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To our families—Robin, Will, and Anna Stacey, and Willy, Zoe, and Aaron Forbath—for their patience and support. They reminded us that books such as this are worth the work, and also that there are other things in life.

To Robert Lerner, Standish Meacham, Edward McNall Burns, and Marie Burns, our predecessors who successfully guided *Western Civilizations* for thirteen editions, spanning six decades.



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PREFACE

SINCE THE 1920s, the western civilization survey course has held a central place in the curricula of American universities and high schools. Yet the concept of "western civilization" can be elusive. As this textbook begins its seventh decade of life, in the hands of a new team of authors, it seems appropriate to define our terms. At the beginning of the twenty-first century, how now do we conceive of our subject?

"Western" civilization was long considered to mean the civilization of western Europe, to which the earlier history of the Ancient Near East was somewhat arbitrarily attached. Western European civilization was thus presented as beginning at Sumer, developing in Egypt, and then flowering in Greece. Rome acquired it from Greece, and in turn passed it on to France, Germany, England, Italy and Spain, whose emigrating colonists transferred it to the Americas, beginning in the sixteenth century. Rather like a train passing through stations, western civilization was thus conceived as picking up "cargo" at each of its stops, but always retaining the same engine and the same baggage cars.

This vision of western civilization is not only selective, it is often tied to a series of contentious assumptions. It casts the worldwide dominance of the European imperial powers between roughly 1800 and 1950 as the culmination of several thousand years of historical development, which it is the obligation of historians to explain. Behind this assumption there frequently lies another: that European global dominance in the nineteenth and twentieth centuries reflected and demonstrated the inherent superiority of western European civilization over the African, Asian, and Native American civilizations the Europeans conquered during the heyday of their imperial expansion.

Historians today are keenly aware of how much such an account leaves out. It slights the use of force and fraud in European expansion. It ignores the sophistication, dynamism, and humanity of the many cultures it sidelines. By neglecting the crucial importance of Byzantium and Islam, it gives a misleadingly narrow account of the development of European civilization. It also misleads us about the western civilizations created in North and South America after the conquest, which were creole, or hybrid, cultures, not simply European cultures transplanted to other

shores. This is not to argue that a study of western civilization must give way to a study of world civilization. It is merely to insist that understanding the historical development of western civilization requires us to place it in a much wider context.

In this textbook, we will argue that western civilization is not a single historical culture with uniform and unchanging characteristics. It is not a single train, making stops at selected stations. Rather, there have been a number of western civilizations, whose fundamental characteristics have changed markedly over time. We mean, therefore, for our title, *Western Civilizations*, to be taken seriously. In this book, we will treat "western" as a geographical designator, to refer to the major civilizations that developed in and around the Mediterranean Sea between 3500 B.C.E. ("Before the Common Era," equivalent to the Christian dating system B.C., "Before Christ") and 500 C.E. ("Common Era," equivalent to the Christian dating system A.D., "Anno Domini," "the Year of the Lord"). We will also treat as "western" the civilizations that developed out of the Mediterranean world in the centuries after 500 C.E., as the Greco-Roman world of antiquity divided into Islamic, Byzantine, and Latin Christian realms. The interdependence and mutual influence of these three western civilizations upon each other will be a recurring theme of this book.

From the twelfth century C.E. onward, however, we focus more intensively upon the evolving culture of the European continent. Between 1100 and 1500, Europe's distinctive social, economic, political, and religious characteristics combined to make it the most powerful and expansive of the three civilizations. From the sixteenth century on, Europeans turned these expansionist impulses outward, away from the Mediterranean world and into the Atlantic and Indian Oceans, becoming the first global imperial power in history. Today, we live in the shadow of that world. We need to understand the unpredictable and surprising ways in which that world took shape. To do so, we must pay attention to both the internal conflicts in which expansion was entwined and the political, economic, and cultural transformations that it entailed.

In undertaking to revise this book, we have been constantly reminded of the very high quality of the work upon which we are building. Between 1941 and 1973, Edward McNall Burns constructed a textbook with enduring features—a vigorous narrative style, and a wide-ranging attention to the diverse ways in which humans have organized their lives in response to changing environments, visions, and goals—that were

expertly carried on and updated by Robert Lerner and Standish Meacham. In preparing the fourteenth edition of their work, we have tried to retain the book's traditional strengths by remaining attentive to narrative; by aiming for clarity and accessibility without "talking down" to our audience; and by bringing together "high" politics and culture with the everyday experiences and beliefs of ordinary people.

At the same time, we have made some significant changes in this new edition, devoting, for example, more attention to the world outside northwestern Europe. We have taken a more historical approach to our story, presenting artistic and cultural developments as firmly rooted in the circumstances and conditions of their age, rather than expressions of timeless genius. We have continued to integrate new scholarly work in social and cultural history and the history of gender into our narrative, but we have also substantially increased the attention we pay to economics, religion, and military history. In addition to shortening the text by about 15 percent, we have also changed the book's design, using a two-column layout for the text, adding boxes with primary source documents, redesigning the maps, and increasing the size of the illustrations.

We have substantially revised many of the individual chapters. Parts I and II, which cover the Ancient Near East and the Mediterranean world up to c. 500 C.E., have been completely reconceived and rewritten. In keeping with our emphasis on the historical interactions and interdependence of western civilizations, we no longer present Mesopotamian, Egyptian, Mycenaean, Minoan, Persian, and Hebrew history in separate chapters as if these cultures were isolated from one other. Instead, we take a more directly chronological and comparative approach. Chapter 1 traces human history in the Mediterranean and Near Eastern world from its Stone Age origins up to c. 2000 B.C.E. Chapter 2 considers the impact of the developing empires of the ancient Near East upon Mesopotamia, Egypt, and the Aegean Sea region between roughly 2000 B.C.E. and 1200 B.C.E. Chapter 3 examines the early Iron Age, from roughly 1200 B.C.E. to 500 B.C.E., emphasizing the religious imperialism of the era and the impact of that imperialism upon the development of Hebrew monotheism.

In Part II, Chapter 4 deals with Greece from roughly 1200 B.C.E. until 400 B.C.E., while Chapter 5 treats the extension of Greek cultural influence throughout the Mediterranean world between c. 400 B.C.E. and the mid-second century B.C.E. In both these chapters, we have tried to pay particular attention to the political,

social and economic context for the important cultural and intellectual developments of these eras. Chapter 6 deals with republican and imperial Rome from its origins until the mid-third century C.E. Readers will find here a new discussion of the early history of Rome, and a significantly revised presentation of Roman religion. Chapter 7 traces the impact of Romanization and Christianization upon the late antique world, paralleling the discussion of Hellenization in Chapter 5 and complicating conventional ideas about the "fall" of Rome.

Part III, "The Middle Ages," has also been reorganized and revised. Chapter 8, "Rome's Three Heirs," discusses Byzantium, the Islamic world, and Europe up to the year 1000, emphasizing that all three civilizations drew heavily upon Greek and Roman traditions. The section on early medieval Europe has been rewritten. Coverage of Byzantine and Islamic history after 1000 has been expanded and moved to Chapter 9, with significantly increased attention to the Byzantine revival, the crusades, and the economic relations between the three civilizations. Chapter 11 contains a revised section on medieval Russia and its connections with Byzantium. Throughout Part III, long-time users will also note smaller revisions and alterations in emphasis where the authors determined that new work has significantly altered earlier views.

Part IV, "From Medieval to Modern," now begins with a new chapter (12) on "Commerce, Conquest, and Colonization, 1300–1600." This chapter starts with the Mongol conquests of central Asia, then discusses the rise of the Ottoman Empire and the growth of European colonial enterprises in the Mediterranean and along the Atlantic coast of Africa. It concludes with the sixteenth century expansion of European commerce and military conquest into the Indian Ocean and across the Atlantic in the Americas. Chapter 13 offers a revised discussion of Machiavelli, and carries further the previous emphasis on the medieval roots of the Renaissance. Chapter 14 now focuses exclusively on the reformations of the sixteenth century. Coverage of the European voyages of discovery, previously found here, has been moved to Chapter 12 on "Commerce, Conquest, and Colonization." We have also tried to sharpen the focus of Chapter 15, linking the cultural developments of the era more directly with the tensions in European life that arose out of the religious conflicts of the sixteenth and seventeenth centuries.

In Part V, the most important changes are two new chapters (18 and 19) on the Scientific Revolution and

Enlightenment. Both chapters are concerned with the context in which new ideas were forged and with how those ideas came to matter for a range of people, from philosophers, rulers, and bureaucrats to explorers, artists, and artisans. Chapter 19 highlights the international setting of Enlightenment thought. Here and throughout, we have expanded the treatment of gender. That has meant adding more material concerning women but also, more importantly, showing the ways in which family, sexuality, models of femininity, and the rights and duties of men and women became central to politics and culture at different historical moments.

In Part VI, Chapter 20 contains a new section on slavery and anti-slavery movements, including the Haitian Revolution. Chapters 21 and 22 set the industrial revolution in its international economic context. In Chapters 23 and 24, we have tried to clarify the many meanings and uses of nationalism.

In Part VII, we have added an entirely new chapter (25) on nineteenth-century imperialism. It begins with the relationship between the "new imperialism" and earlier moments of expansion, in keeping with the book's overall theme of outward expansion and inner conflict. It analyzes the forces that drove European imperialism in different regions and the resistance those forces encountered, resistance that shaped colonial culture and European rule. Next, the thirteenth edition's two chapters on the late nineteenth century have been condensed into one, focusing on the key events of late-nineteenth-century politics and culture. Those cuts allowed us to expand our treatment of war, spending more time on the battlefield as well as on the home front. The chapters on World Wars I and II (27 and 29) include more military history and more discussion of the world arena in which political and military battles were fought.

In Chapter 28 we have revised the treatments of Nazism and Stalinism, and added a new section on mass culture, tying it to mass politics and underscoring its democratic as well as authoritarian potential. Chapter 29 includes a short discussion of the Pacific war, and a new section, with documents, on the Holocaust.

In Part VIII, "The West and the World," Chapter 30 includes more analysis of developments in Eastern Europe. The section on culture is more attentive to the "Americanization" of popular culture in particular. Chapter 31 includes a new section on changes in consumption, youth culture, and new social movements. In Chapter 32, we have expanded the analysis of decolonization, especially the collapse of the British and French empires.

INNOVATIVE PEDAGOGICAL PROGRAM

Western Civilizations, Fourteenth Edition is designed for maximum readability. The crisp, clear, and concise narrative is also accompanied by a highly useful pedagogical program designed to help students study while engaging them in the subject matter. Highlights of this innovative program include:

- **In-Text Documents.** Designed to add depth to the more focused narrative of *Western Civilizations*, each chapter contains five primary sources, two of which are paired together to convey a sense of historical complexity and diversity.
- **Map Program with Enhanced Captions:** Over one hundred beautiful maps appear throughout the text, each accompanied by an enhanced map caption designed to engage the reader analytically, while conveying the key role that geography plays in the development of history and the societies of the world.
- **In-Chapter Chronologies.** Several brief chronologies built around particular events, topics, or periods appear throughout each chapter and are designed to provide road maps through the narrative detail.
- **Focus Question System.** Ensures that readers remain alert to key concepts and questions on every page of the text. Focus questions guide students' reading in three ways: (1) a focus question box appears at the beginning of the chapter to serve as a preview of the chapter's contents; (2) relevant questions reappear at the start of the section where they are discussed; and (3) running heads on the right hand pages keep these questions in view throughout the chapter.
- **Pull-Quotes.** Lifted directly from the narrative, pull-quotes appear throughout each chapter and are designed to highlight key thoughts and keen insights, while keeping students focused on larger concepts and ideas.

OUTSTANDING ANCILLARIES FOR BOTH INSTRUCTORS AND STUDENTS

Western Civilizations Online Tutor

www.wwnorton.com/wciv

by Steven Kreiss, Wake Technical College

This online resource for students—designed specifi-

cally for use with *Western Civilizations*—provides free access to online review and research materials. Included are online quizzes, Norton iMaps, world history excursion exercises, electronic versions of the Global Connections/Disconnections feature boxes, images from the text, audio and video clips, and Norton e-Reserves.

Norton Media Library with PowerPoint Slides

This CD-ROM contains a presentation program designed to assist instructors who want to make multimedia presentations in lecture. The easy-to-use program includes all the maps in the text, dynamic Norton iMaps, various images from the book.

Instructor's Manual and Test-Item File

by Maarten Ultee, University of Alabama, Tuscaloosa
The Instructor's Manual includes lecture outlines, ideas for launching lectures, sample lecture topics, classroom exercises, suggested films and readings, and recommended web links. The Test-Item File contains multiple-choice, short-answer, and essay questions for each chapter of the text.

Study Guide

by Stephen Wessley, York College of Pennsylvania
This valuable guide contains chapter objectives, chapter outlines, chronologies, key terms, multiple-choice questions, map exercises and a highly useful collection of primary sources tied directly to *Western Civilizations, Fourteenth Edition*.

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