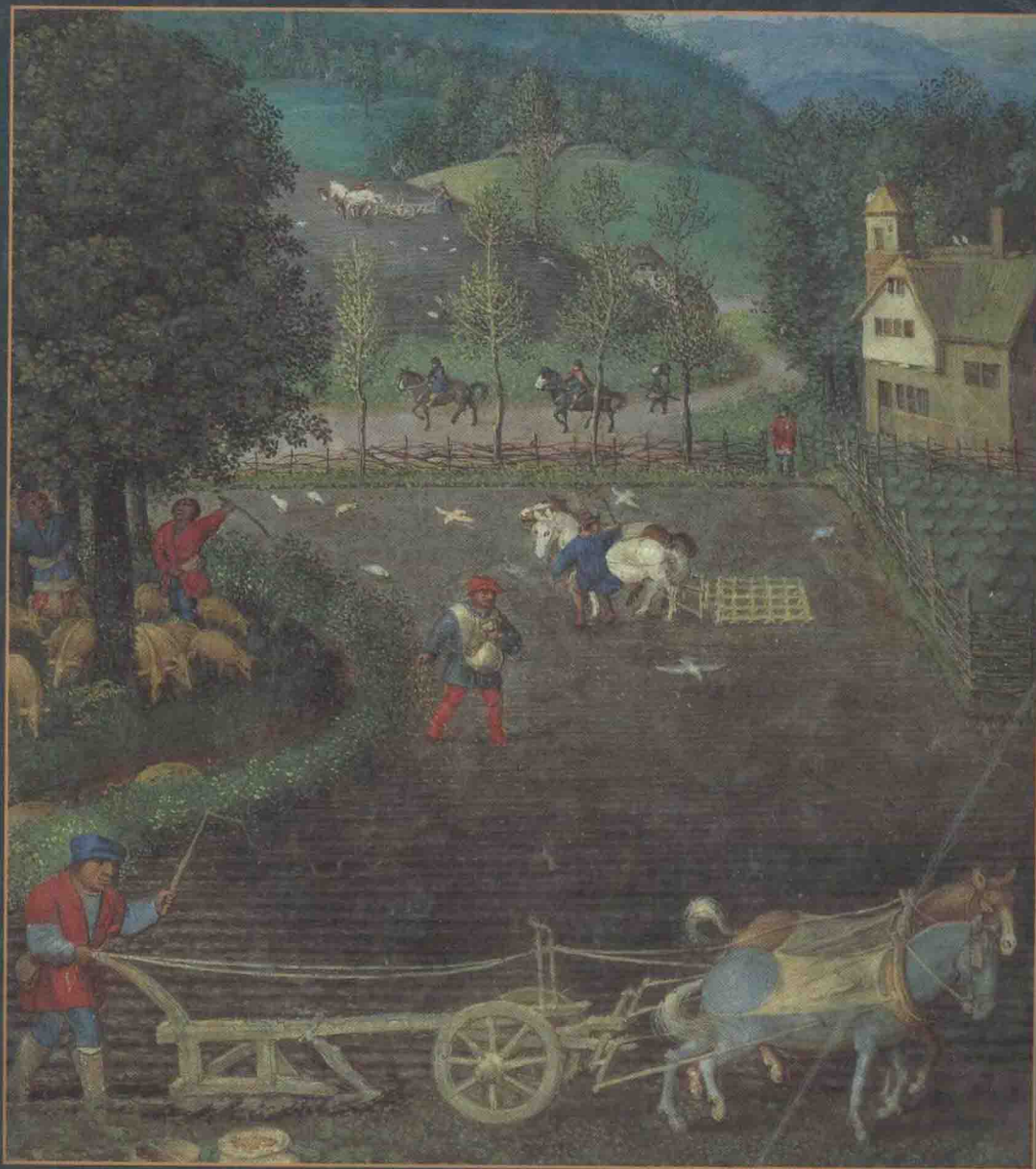




WESTERN CIVILIZATION

VOLUME I: TO 1715

THIRD EDITION



JACKSON J. SPIELVOGEL



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Volume I: To 1715

JACKSON J. SPIELVOGEL

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continued following index



About the Author

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



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



Preface

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For Both: CD-ROM and Web site.

Acknowledgments

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

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

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

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

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

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

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Introduction to Students of Western Civilization

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

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

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

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

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

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

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

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

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

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

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



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