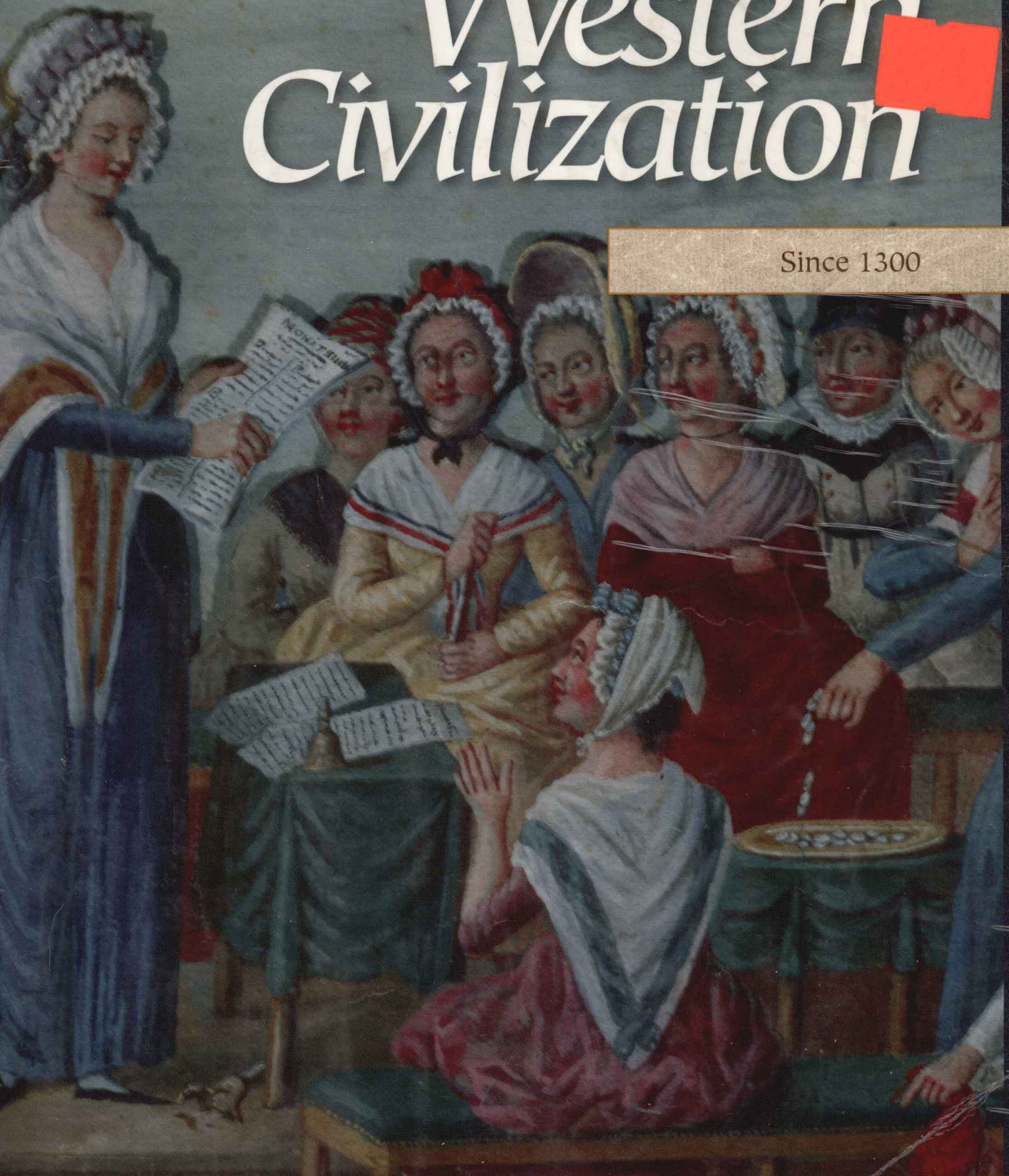


FOURTH EDITION

Western Civilization

Since 1300



Jackson J. Spielvogel

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

Western Civilization

Since 1300

Jackson J. Spielvogel
The Pennsylvania State University



Wadsworth
Thomson Learning

Australia • Canada • Denmark • Japan • Mexico • New Zealand
Philippines • Puerto Rico • Singapore • South Africa • Spain
United Kingdom • United States



History Publisher: *Clark Baxter*
Senior Development Editor: *Sharon Adams Poore*
Assistant Editor: *Cherie Hackelberg*
Editorial Assistant: *Melissa Gleason*
Marketing Manager: *Jay Hu*
Print Buyer: *Barbara Britton*
Permissions Editor: *Susan Walters*
Interior and Cover Designer: *Norman Baugher*
Production Service: *Jon Peck, Dovetail Publishing Services*
Copy Editor: *Patricia Lewis*

Photo Researcher: *Sarah Evertson, Image Quest*
Maps: *MapQuest.com, Inc.*
Compositor: *New England Typographic Service*
Printer/Binder: *World Color, Versailles*
Cover Printer: *Phoenix Color Corp.*
Cover and page iv image: *Lesueur, Jean Baptiste and Pierre Antoine Lesueur, Patriotic Women's Club. Gouache. Musee de la Ville de Paris, Musee Carnavalet, Paris, France. Giraudon/Art Resource. NY*
Photo Credits begin on page xxv

COPYRIGHT © 2000 by Wadsworth, a division of Thomson Learning. Thomson Learning is a trademark used herein under license.

All rights reserved. No part of this work may be reproduced, transcribed, or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems—without the written permission of the publisher.

COPYRIGHT © 1999 Thomson Learning. All rights reserved. Thomson Learning Testing Tools is a trademark of Thomson Learning.

COPYRIGHT © 1999 Thomson Learning. All rights reserved. Thomson Learning Web Tutor is a trademark of Thomson Learning. The Web Tutor platform is based on Asymetrix Librarian™ and related software products from Asymetrix Learning Systems, Inc. © 1996-1999. All rights reserved.

For permission to use material from this text, contact us:

Web: www.thomsonrights.com

Fax: 1-800-730-2215

Phone: 1-800-730-2214

Wadsworth/Thomson Learning
10 Davis Drive
Belmont, CA 94002-3098
USA
www.wadsworth.com

International Headquarters
Thomson Learning
290 Harbor Drive, 2nd Floor
Stamford, CT 06902-7477
USA

UK/Europe/Middle East
Thomson Learning
Berkshire House
168-173 High Holborn
London WC1V 7AA
United Kingdom

Asia
Thomson Learning
60 Albert Street #15-01
Albert Complex
Singapore 189969

Canada
Nelson/Thomson Learning
1120 Birchmount Road
Scarborough, Ontario M1K 5G4
Canada

Printed in the United States of America

1 2 3 4 5 6 7 03 02 01 00 99

ISBN: 0-534-56841-6



This book is printed on acid-free recycled paper.

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 (second edition, 1998). Professor Spielvogel has won five 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. In 1997, he became the first winner of the Schreyer Institute's Student Choice Award for innovative and inspiring teaching.



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) 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 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. 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 review 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. New to the fourth edition are chapter outlines and focus questions at the beginning of each chapter, which will help students with an overview and guide them to the main subjects of each chapter. Also new to the fourth edition are a glossary of important terms and a pronunciation guide.

As preparation for the revision of *Western Civilization*, I reexamined the entire book and analyzed the comments 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 fourth edition, I sought to build upon the strengths of the first, second, and third editions and, above all, to maintain the balance, synthesis, and narrative qualities that character-

ized 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, civilization in Mesopotamia and Egypt; ancient Israel; Corinth, Sparta, and tyranny in ancient Greece; literature in the late Roman Republic; the late Roman Empire; women in early Christianity and the new Germanic kingdoms; the rise and spread of Islam; the Black Death; Catherine of Siena; Christine de Pizan; European discovery and expansion in the sixteenth and seventeenth centuries; the French Wars of Religion; Artemisia Gentileschi; Judith Leyster and Dutch realism; Louis XIV; nobility in the eighteenth century; female utopian socialists; women and work in the nineteenth century; women and the Paris commune; Impressionism; women reformers and the "new woman" in the nineteenth century; the history of Canada; the Great Depression; movies in the 1920s and 1930s; new attitudes toward sexuality in the 1920s; women in World War II resistance movements; history of the United States and Canada since 1945; gender issues in the welfare state; the women's liberation movement; and the war in Kosovo. Throughout the revising process I also worked to craft a book that I hope students will continue to find very readable. New subheadings were added in many chapters of the fourth edition in order to facilitate the reader's comprehension of the content of the chapters.

To provide a more logical arrangement of the material, I also made organizational changes in Chapters 1, 6, 14, 28, and 29. Chapters 9, 10, and 11 on the High Middle Ages were reorganized and condensed to form two new chapters entitled "The Recovery and Growth of European Society in the High Middle Ages" and "A New World of Cities and Kingdoms." 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 new documents throughout the text, including "The Legal Rights of Women," "A Leader of the Paris Commune," "Hesse and the Unconscious," and "Margaret Thatcher: Entering a Man's World." For the fourth edition, the maps have been revised where needed and, as in previous editions, are carefully keyed to all text references. New maps have also been added, including "Religious Groups in the Eighteenth Century," "The Columbian Exchange," and "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 the Instructor**

Instructor's Manual with Test Bank Prepared by Kevin Robbins, Indiana University Purdue University Indianapolis. This new Instructor's Manual contains chapter outlines, suggested lecture topics, and discussion questions for the maps and artwork as well as the primary source documents located in the text. Worldwide Web sites and resources, video collections, suggested student activities, and secondary sources for lecture preparation are also included. Exam questions include essays, identifications, and multiple-choice questions. Available in two volumes.

Thomson World Class Learning Testing Tools This fully integrated suite of test creation, delivery, and classroom management tools includes Thomson World Class Test, Test Online, and World Class Management software. Available for Windows and Macintosh.

Full Color Map Acetate Package This package includes maps from the text and from other sources. More than 100 four color images are provided in a handy three-ring binder. Map commentary is provided by James Harrison, Siena College.

Map Slides 100 full color map slides.

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

History Video Library A completely new selection of videos to go with the fourth edition. Over 50 titles to choose from, with coverage spanning from "Egypt: A Gift to Civilization" to "Children of the Holocaust."

CNN Today Videos For *Western Civilization*, the perfect lecture launchers contain video clips ranging from one to five minutes long.

Sights and Sounds of History Videodisc and Video Short Uses focused video clips, photos, artwork, animations, music, and dramatic readings to bring history to life. The video segments average four minutes long and are available on VHS. These make excellent lecture launchers.

PowerPoint Features acetate map images in PowerPoint format. Available for Windows and Macintosh.

✿ **For the Student**

Study Guide Prepared by James Baker, Western Kentucky University. Includes chapter outlines, chapter summaries, and seven different types of questions for each chapter. Available in two volumes.

Study Tips Prepared by James Baker, Western Kentucky University. Provides a brief study guide for students containing chapter outlines, study questions, and pronunciations. Available in two volumes.

Map Exercise Workbook This workbook, prepared by Cynthia Kosso, Northern Arizona University, has been thoroughly revised including new easier to read maps. Over 20 maps and exercises ask students to identify important cities and countries and answer critical thinking questions. 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 movements such as the conquests of the Romans, the spread of Christianity, invasions, medieval trade routes, the spread of the Black Death, and more.

Document Exercise Workbook Prepared by Donna Van Raaphorst, Cuyahoga Community College. A collection of exercises based on primary sources. Revised for this edition, it now contains a web component that points students to museums and other useful sites. Available in two volumes.

Journey of Civilizations CD ROM This CD-Rom takes the student on 18 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. Available for Windows.

WebTutor This customized online study supplement helps students succeed by taking the course beyond the classroom boundaries to a virtual environment. Professors can use *WebTutor* to provide virtual office hours, post their syllabi, set up threaded discussions, and track student progress with the quizzing material. For Students, *WebTutor* offers real-time access to a full array of study tools, including flashcards, practice quizzes and tests, online tutorials, exercises, discussion questions, web links, and a full glossary. Visit www.itped.com for a demonstration.

Hammond Historical Atlas of the World This atlas helps integrate dozens of maps into the course.

Internet Guide for History, 2/e Prepared by John Soares. Provides newly revised and up-to-date internet exercises by topic.

Western Civilization, Canadian Supplement Prepared by Maryann Farkus, Dawson College. Discusses Canadian history and culture in the context of Western Civilization.

Archer, Documents of Western Civilization Contains a broad selection of carefully chosen documents. Available in two volumes.

InfoTrac® College Edition Create your own collection of secondary readings from more than 900 popular and

scholarly periodicals such as *Smithsonian*, *Historian*, and *Harper's* for four months. Students can browse, choose, and print any articles they want 24 hours a day.

Historic Times: The Wadsworth History Resource Center A web site just for history students. Features links to museums, documents, and other Web sites. <http://history.wadsworth.com>

Acknowledgements

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 28 and 29. Chris Colin provided research on the history of music, while Laurie Batiito, 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.

I would like to thank the many teachers and students who have used the first three editions of my *Western Civilization*. Their enthusiastic response to a textbook that was intended to put the story back in history and capture the imagination of the reader has been very gratifying. I especially thank the many teachers and students who made the effort to contact me personally to share their enthusiasm. I also want to thank Charmarie Blaisdell of Northeastern University

for her detailed analysis of women's history in the third edition. Her suggestions were very valuable in preparing the fourth edition. Thanks to West/Wadsworth's comprehensive review process, many historians were

asked to evaluate my manuscript and review the first, second, and third editions. I am grateful to the following for the innumerable suggestions that have greatly improved my work:

Paul Allen
University of Utah

Gerald Anderson
North Dakota State University

Letizia Argenterì
University of San Diego

Roy A. Austensen
Illinois State University

James A. Baer
Northern Virginia Community College—Alexandria

James T. Baker
Western Kentucky University

Patrick Bass
Morningside College

John F. Battick
University of Maine

Frederic J. Baumgartner
Virginia Polytechnic Institute

Phillip N. Bebb
Ohio University

Anthony Bedford
Modesto Junior College

F. E. Beemon
Middle Tennessee State University

Leonard R. Berlanstein
University of Virginia

Douglas T. Bisson
Belmont University

Charmarie Blaisdell
Northeastern University

Stephen H. Blumm
Montgomery County Community College

Hugh S. Bonar
California State University

Werner Braatz
University of Wisconsin—Oshkosh

Alfred S. Bradford
University of Missouri

Maryann E. Brink
College of William & Mary

Blaine T. Browne
Broward Community College

J. Holden Camp, Jr.,
Hillyer College, University of Hartford

Martha Carlin
University of Wisconsin—Milwaukee

Jack Cargill
Rutgers University

Elizabeth Carney
Clemson University

Eric H. Cline
Xavier University

Robert Cole
Utah State University

William J. Connell
Rutgers University

Nancy Conradt
College of DuPage

Marc Cooper
Southwest Missouri State

Richard A. Cosgrove
University of Arizona

David A. Crain
South Dakota State University

Michael F. Doyle
Ocean County College

James W. Ermatinger
University of Nebraska—Kearney

Porter Ewing
Los Angeles City College

Carla Falkner
Northeast Mississippi Community College

Steven Fanning
University of Illinois—Chicago

Ellsworth Faris
California State University—Chico

Gary B. Ferngren
Oregon State University

Mary Helen Finnerty
Westchester Community College

A. Z. Freeman
Robinson College

Marsha Frey
Kansas State University

Frank J. Frost
University of California—Santa Barbara

Frank Garosi
California State University—Sacramento

Richard M. Golden
University of North Texas

Manuel G. Gonzales
Diablo Valley College

Amy G. Gordon
Denison University

Richard J. Grace
Providence College

Hanns Gross
Loyola University

John F. Guilmartin
Ohio State University

Jeffrey S. Hamilton
Gustavus Adolphus College

J. Drew Harrington
Western Kentucky University

James Harrison
Siena College

A. J. Heisserer
University of Oklahoma

Betsey Hertzler
Mesa Community College

Robert Herzstein
University of South Carolina

Shirley Hickson
North Greenville College

Martha L. Hildreth
University of Nevada

Boyd H. Hill, Jr.
University of Colorado—Boulder

Michael Hofstetter
Bethany College

Donald C. Holsinger
Seattle Pacific University

Frank L. Holt
University of Houston

W. Robert Houston
University of South Alabama

Paul Hughes
Sussex County Community College

Richard A. Jackson
University of Houston

Fred Jewell
Harding University

Jenny M. Jochens
Towson State University

William M. Johnston
University of Massachusetts

Jeffrey A. Kaufmann
Muscatine Community College

David O. Kieft
University of Minnesota

Patricia Killen
Pacific Lutheran University

William E. Kinsella, Jr.
Northern Virginia Community College—Annandale

James M. Kittelson
Ohio State University

Doug Klepper
Santa Fe Community College

Cynthia Kosso
Northern Arizona University

Clayton Miles Lehmann
University of South Dakota

Diana Chen Lin
Indiana University, Northwest

Ursula W. MacAffer
Hudson Valley Community College

Harold Marcuse
University of California—Santa Barbara

Mavis Mate
University of Oregon

T. Ronald Melton
Brewton Parker College

Jack Allen Meyer
University of South Carolina

Eugene W. Miller, Jr. <i>The Pennsylvania State University—Hazleton</i>	Charles A. Povlovich <i>California State University—Fullerton</i>	Paul W. Strait <i>Florida State University</i>
Thomas M. Mulhern <i>University of North Dakota</i>	Nancy Rachels <i>Hillsborough Community College</i>	James E. Straukamp <i>California State University—Sacramento</i>
John Patrick Montano <i>University of Delaware</i>	Charles Rearick <i>University of Massachusetts—Amherst</i>	Brian E. Strayer <i>Andrews University</i>
Rex Morrow <i>Trident Technical College</i>	Jerome V. Reel, Jr. <i>Clemson University</i>	Fred Suppe <i>Ball State University</i>
Pierce Mullen <i>Montana State University</i>	Joseph Robertson <i>Gadsden State Community College</i>	Roger Tate <i>Somerset Community College</i>
Frederick I. Murphy <i>Western Kentucky University</i>	Jonathan Roth <i>San Jose State University</i>	Tom Taylor <i>Seattle University</i>
William M. Murray <i>University of South Florida</i>	Constance M. Rousseau <i>Providence College</i>	Jack W. Thacker <i>Western Kentucky University</i>
Otto M. Nelson <i>Texas Tech University</i>	Julius R. Ruff <i>Marquette University</i>	Thomas Turley <i>Santa Clara University</i>
Sam Nelson <i>Willmar Community College</i>	Richard Saller <i>University of Chicago</i>	John G. Tuthill <i>University of Guam</i>
John A. Nichols <i>Slippery Rock University</i>	Magdalena Sanchez <i>Texas Christian University</i>	Maarten Ultee <i>University of Alabama</i>
Lisa Nofzinger <i>Albuquerque Technical Vocational Institute</i>	Jack Schanfield <i>Suffolk County Community College</i>	Donna L. Van Raaphorst <i>Cuyahoga Community College</i>
Chris Oldstone-Moore <i>Augustana College</i>	Roger Schlesinger <i>Washington State University</i>	Allen M. Ward <i>University of Connecticut</i>
Donald Ostrowski <i>Harvard University</i>	Joanne Schneider <i>Rhode Island College</i>	Richard D. Weigel <i>Western Kentucky University</i>
James O. Overfield <i>University of Vermont</i>	Thomas C. Schunk <i>University of Wisconsin—Oshkosh</i>	Michael Weiss <i>Linn-Benton Community College</i>
Matthew L. Panczyk <i>Bergen Community College</i>	Kyle C. Sessions <i>Illinois State University</i>	Arthur H. Williamson <i>California State University—Sacramento</i>
Kathleen Parrow <i>Black Hills State University</i>	Linda Simmons <i>Northern Virginia Community College—Manassas</i>	Katherine Workman <i>Wright State University</i>
Carla Rahn Phillips <i>University of Minnesota</i>	Donald V. Sippel <i>Rhode Island College</i>	Judith T. Wozniak <i>Cleveland State University</i>
Keith Pickus <i>Wichita State University</i>	Glen Spann <i>Asbury College</i>	Walter J. Wussow <i>University of Wisconsin—Eau Claire</i>
Linda J. Piper <i>University of Georgia</i>	John W. Steinberg <i>Georgia Southern University</i>	Edwin M. Yamauchi <i>Miami University</i>
Janet Polasky <i>University of New Hampshire</i>		

The editors at Wadsworth Publishing Company have been both helpful and congenial at all times. Hal Humphrey guided the overall production of the book with much insight. I especially wish to thank Clark Baxter, whose clever wit, wisdom, gentle prodding, and good friendship have added much depth to our working relationship. Sharon Adams Poore thoughtfully guided the preparation of outstanding teaching and learning ancillaries. Jon Peck, of Dovetail Publishing Services, was extremely cooperative and competent in the production of the book. Pat Lewis, an outstanding copyeditor, taught me much about the fine points of the English language. Sarah Evertson provided valuable assistance in obtaining new illustrations for the fourth edition.

We are grateful to the authors and publishers acknowledged here for their permission to reprint copyrighted material. We have made every reasonable effort to identify copyright owners of materials in the boxed documents. If any information is found to be incomplete, we will gladly make whatever additional acknowledgments might be necessary.

Above all, I thank my family for their support. The gifts of love, laughter, and patience from my daughters, Jennifer and Kathryn, my sons, Eric and Christian, and my daughter-in-law, Liz, were invaluable. My wife and best friend, Diane, contributed editorial assistance, wise counsel, and the loving support that made it possible for me to complete a project of this magnitude. I could not have written the book without her.

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 1980. 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. 1980, but simply 1980. 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 espe-

cially 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.

Western Civilization to 1300



The beginnings of Western civilization can be traced back to the ancient Near East, where people in Mesopotamia and Egypt developed organized societies and created the ideas and institutions that we associate with civilization. The later Greeks and Romans, who played such a crucial role in the development of Western civilization, were themselves nourished and influenced by these older societies in the Near East. Around 3000 B.C., people in Mesopotamia and Egypt began to develop cities and wrestle with the problems of organized states. They developed writing to keep records and created literature. They constructed monumental architecture to please their gods, symbolize their power, and preserve their culture for all time. They developed new political, military, social, and religious structures to deal with the basic problems of human existence and organization. These first literate civilizations left



detailed records that allow us to view how they grappled with three of the fundamental problems that humans have pondered: the nature of human relationships, the nature of the universe, and the role of divine forces in that cosmos. Although later peoples in Western civilization would provide different answers from those of the Mesopotamians and Egyptians, it was they who first posed the questions, gave answers, and wrote them down. Human memory begins with these two civilizations.

By 1500 B.C., much of the creative impulse of the Mesopotamian and Egyptian civilizations was beginning to wane. The entry of new peoples known as Indo-Europeans who moved into Asia Minor and Anatolia (modern Turkey) led to the creation of a Hittite kingdom that entered into conflict with the Egyptians. The invasion of the Sea Peoples around 1200 B.C., however, destroyed the Hittites, severely weakened the Egyptians, and created a power vacuum that allowed a patchwork of petty kingdoms and city-states to emerge,

especially in the area of Syria and Palestine. These small states did not last, however. Ever since the first city-states had arisen in the Near East around 3000 B.C., there had been an ongoing movement toward the creation of larger territorial states with more sophisticated systems of control. This process reached a high point in the first millennium B.C. with the appearance of empires that embraced the entire Near East. Between 1000 and 500 B.C., the Assyrians, Chaldeans, and Persians all created empires that encompassed either large areas or all of the ancient Near East. The Assyrian Empire was the first to unite almost all of the ancient Near East. Even larger, however, was the empire of the Great Kings of Persia. Although it owed much to the administrative organization created by the Assyrians, the Persian Empire had its own peculiar strengths. Persian rule was tolerant as well as efficient. Conquered peoples were allowed to keep their own religions, customs, and methods of doing business. The many years of peace that the Persian Empire brought to the Near East facilitated trade and the general well-being of its peoples. It is no wonder that many Near Eastern peoples expressed their gratitude for being subjects of the Great Kings of Persia.

The Hebrews were one of these peoples. They created no empire and were dominated by the Assyrians, Chaldeans, and Persians in turn. Nevertheless, they left a spiritual legacy that influenced much of the later development of Western

civilization. The evolution of Hebrew monotheism (belief in a single god) created in Judaism one of the world's greatest religions; it influenced the development of both Christianity and Islam. When we speak of the Judaeo-Christian heritage of Western civilization, we refer not only to the concept of monotheism, but also to ideas of law, morality, and social justice that have become important parts of Western culture.



On the western fringes of the Persian Empire, another relatively small group of people, the Greeks, were creating cultural and political ideals that would also have an important impact on Western civilization. The first Greek civilization, known as Mycenaean civilization, took shape around 1600 B.C. and fell to new Greek-speaking invaders around 1100 B.C. The ensuing so-called Dark Age (c. 1100–c. 750 B.C.) did witness the creation of a system of writing and the work of Homer, whose ideals formed the basis of Greek education for hundreds of years. By the eighth century B.C., the polis or city-state had become the chief focus of Greek life. Loyalty to the polis created a close-knit community, but also divided Greece into a host of independent states. Two of them, Sparta and Athens, became the most important. They were very different, however. Sparta created a closed, highly disciplined society while Athens moved toward an open, democratic civilization.

The classical age in Greece (c. 500–338 B.C.) began with a mighty confrontation between the Greeks and the Persian Empire. After their victory over the Persians, the Greeks began to divide into two large



alliances, one headed by Sparta and the other by Athens. Athens created a naval empire and flourished during the age of Pericles, but fear of Athens led to the Great

Peloponnesian War between Sparta and Athens and their allies. For all of their brilliant accomplishments, the Greeks were unable to rise above the divisions and rivalries that caused them to fight each other and undermine their own civilization.

The accomplishments of the Greeks formed the fountainhead of Western culture. Socrates, Plato, and Aristotle established the foundations of Western philosophy. Herodotus and Thucydides created the discipline of history. Our literary forms are largely derived from Greek poetry and drama. Greek notions of harmony, proportion, and beauty have remained the touchstones for all subsequent Western art. A rational method of inquiry, so important to modern science, was conceived in ancient Greece. Many of our political terms are Greek in origin, and so too are our concepts of the rights and duties of citizenship, especially as they were conceived in Athens, the first great democracy the world had seen. Especially during their classical period, the Greeks raised and debated the fundamental questions about the purpose of human existence, the structure of human society, and the nature of the universe that have concerned Western thinkers ever since.

While the Greek city-states were continuing to fight each other, to their north a new and powerful kingdom—Macedonia—emerged in its own right. Under King Philip II, the Macedonians defeated a Greek allied army in 338 B.C. and then consolidated

their control over the Greek peninsula. Although the independent Greek city-states lost their freedom when they were conquered by the Macedonians, Greek culture did not die. Under the leadership of Alexander the Great, son of Philip II, both Macedonians and Greeks invaded and conquered the Persian Empire. In the conquered lands, Greeks and non-Greeks established a series of kingdoms (known as the Hellenistic kingdoms) and inaugurated the Hellenistic era.

The Hellenistic period was, in its own way, a vibrant one. New cities arose and flourished. New philosophical ideas captured the minds of many. Significant achievements occurred in art, literature, and science. Greek culture spread throughout the Near East and made an impact wherever it was carried. In some areas of the Hellenistic world, queens played an active role in political life, and many upper-class women found new avenues for expressing themselves.

But serious problems remained. Hellenistic kings continued to engage in inconclusive wars. The gulf between rich and poor was indeed great. Much of the formal culture was the special preserve of the Greek conquerors whose attitude of superiority kept them largely separated from the native masses of the Hellenistic kingdoms. Although the Hellenistic world achieved a degree of political stability, by the late third century B.C., signs of decline were beginning to multiply. Some of the more farsighted perhaps realized the danger presented to the Hellenistic world by the growing power of Rome.

Sometime in the eighth century B.C., a group of Latin-speaking people built a small community called Rome on the Tiber River in Italy. Between 509 and 264 B.C., this city expanded and united almost all of Italy under its control. Even more dramatically, between 264 and 133 B.C., Rome expanded to the west and east and became master of the Mediterranean Sea.

After 133 B.C., however, Rome's republican institutions proved inadequate for the task of ruling an empire. In the breakdown that ensued, ambitious individuals saw opportunities for power unparalleled in Roman history and succumbed to the temptations. After a series of bloody civil wars, peace was finally achieved when Octavian defeated Antony and Cleopatra. Octavian's real task was at hand: to create a new system of government that seemed to preserve the Republic while establishing the basis for a new system that would rule the empire in an orderly fashion. Octavian, who came to be known by the title of Augustus, proved equal to the task.



After a century of internal upheaval, Augustus established a new order that began the Roman Empire, which experienced a lengthy period of peace and prosperity between 14 and 180. During this era, trade flourished and the provinces were governed efficiently. In

the course of the third century, however, the Roman Empire came near to collapse due to invasions, civil wars, and economic decline. Although the emperors Diocletian and Constantine brought new life to the so-called Late Empire at the beginning of the fourth century, their efforts only shored up the empire temporarily. In the course of the fifth century, the empire divided into western and eastern parts, and in 476, the Roman Empire in the west came to an end with the ouster of Emperor Romulus Augustulus.

The Roman Empire was the largest empire in antiquity. Using their practical skills, the Romans made achievements in language, law, engineering, and government that were bequeathed to the future. The Romance languages of today (French, Italian, Spanish, Portuguese, and Romanian) are based on Latin. Western practices of impartial justice and trial by jury owe much to Roman law. As great builders, the Romans left monuments to their skills throughout Europe, some of which, such as aqueducts and roads, are still in use today. Aspects of Roman administrative practices survived in the Western world for centuries. The Romans also preserved the intellectual heritage of the ancient world.

During its last two hundred years, a slow transformation of the Roman world took place with the spread of Christianity. The rise of Christianity marked an important break with the dominant values of the Roman world. Christianity began as a small Jewish sect, but under the guidance of Paul of Tarsus it became a world religion that appealed to both Jews and non-Jews. Despite persecution by Roman authorities, Christianity grew and became widely accepted by the fourth century. At the end of that century, it was made the official state religion of the Roman Empire.

The period that saw the disintegration of the western part of the Roman Empire also witnessed the emergence of a new European civilization in the Early Middle Ages.



The early medieval civilization that arose out of the collapse of the Western Roman Empire was formed by the coalescence of three major elements: the

Germanic peoples who moved into the western part of the empire and established new kingdoms; the continuing attraction of the Greco-Roman cultural legacy; and the Christian church. Politically, a new series of Germanic kingdoms emerged in western Europe. Each fused Roman and Germanic elements to create a new society. The Christian church (or Roman Catholic church as it came to be called in the west) played a crucial role in the growth of the new European civilization. The church developed an organized government under the leadership of the pope. It also assimilated the classical tradition and through its clergy brought Christianized civilization to the Germanic tribes. Especially important were the monks and nuns who led the way in converting the Germanic peoples in Europe to Christianity.

At the end of the eighth century, a new kingdom—the Carolingian Empire—came to control much of western and central Europe, especially during the reign of Charlemagne. The pope's coronation of Charlemagne, descendant of a Germanic tribe that had converted to Christianity, as Roman emperor in 800 symbolized the fusion of the three chief components of the new European civilization: the German tribes, the classical tradition, and Christianity. In the long run, the creation of a western empire fostered the idea of a distinct European identity and marked the shift of power from the south to the north. Italy and the Mediterranean had been the center of the Roman Empire. The lands north of the Alps now became the political center of Europe, and increasingly, Europe emerged as the focus and center of Western civilization.

Building upon a fusion of Germanic, classical, and Christian elements, the medieval European world first became visible in the Carolingian Empire of Charlemagne. His empire was well governed, but was ultimately held together by personal loyalty to a strong king. The economy of the eighth and ninth centuries was based almost entirely on farming, however, and this proved inadequate to maintain a large monarchical system. As a result, a new political and military order—known as feudalism—subsequently evolved to become an integral part of the political world of the Middle Ages. The feudal order was characterized by a decentralization of political power, in which lords exercised legal, administrative, and military power. The practice of feudalism transferred public power into many private hands and seemed to provide the security sorely lacking in a time of weak central government.



European civilization began on a shaky and uncertain foundation, however. In the ninth century, Vikings, Magyars, and Muslims posed threats that could easily have stifled the new society, but the new European civilization managed to meet these challenges. The Vikings and Magyars were assimilated, and recovery slowly began to set in. By 1000, European civilization was ready to embark upon a period of dazzling vitality and expansion.

The new European civilization that had emerged in the ninth and tenth centuries began to come into its own in the eleventh and twelfth centuries as Europeans established new patterns that reached their high point in the thirteenth century. The High Middle Ages (1000–1300) was a period of recovery and growth for Western civilization, characterized by a greater sense of security and a burst of energy and enthusiasm. Climatic improvements that produced better growing conditions, an expansion of cultivated land, and technological changes combined to enable Europe's food supply to increase significantly after

1000. This increase in agricultural production helped sustain a dramatic rise in population that was physically apparent in the expansion of towns and cities.

The development of trade and the rise of cities added a dynamic new element to the civilization of the High Middle Ages. Trading activities flourished first in northern Italy and Flanders and then spread outward from these centers. In the late tenth and eleventh centuries, this renewal of commercial life led to a revival of



cities. Old Roman sites came back to life while new towns arose at major crossroads or natural harbors favorable to trading activities. By the twelfth and thirteenth centuries, both the urban centers and the urban population of Europe were experiencing a dramatic

expansion. The revival of trade, the expansion of towns and cities, and the development of a money economy did not mean the end of a predominantly rural European society, but they did open the door to new ways to make a living and new opportunities for people to expand and enrich their lives. Eventually, they created the foundations for the development of a predominantly urban industrial society. Commerce, cities, and a money economy also helped to undermine feudal institutions while strengthening monarchical authority.

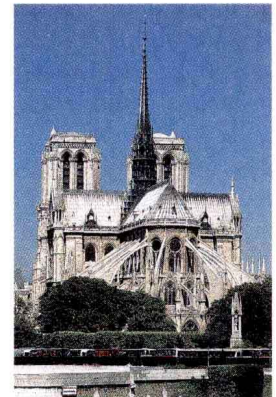
During the High Middle Ages, European society was dominated by a landed aristocracy whose primary function was to fight. These nobles built innumerable castles that gave a distinctive look to the countryside. Although lords and vassals seemed forever mired in endless petty conflicts, over time medieval kings began to exert a centralizing authority and inaugurated the process of developing new kinds of monarchical states. By the thirteenth century, European monarchs were solidifying their governmental institutions in pursuit of greater power. The nobles, whose warlike attitudes were rationalized by labeling them the defenders of Christian society, continued to dominate the medieval world politically, economically, and socially. But quietly and surely, within this world of castles and private power, kings gradually began to extend their public powers and developed the machinery of government that would enable them to become the centers of political authority in Europe. Although they could not know it then, the actions of these medieval monarchs laid the foundation for the European kingdoms that in one form or another have dominated the European political scene ever since.

During the High Middle Ages, the power of both nobles and kings was often overshadowed by the authority of the Catholic church, perhaps the dominant institution of the High Middle Ages. In the Early Middle Ages, the Catholic church had shared in the challenge of new growth by reforming itself and striking

out on a path toward greater papal power, both within the church and over European society. The High Middle Ages witnessed a spiritual renewal that led to numerous and even divergent paths: revived papal leadership, the development of centralized administrative machinery that buttressed papal authority, and new dimensions to the religious life of the clergy and laity. A wave of religious enthusiasm in the twelfth and thirteenth centuries led to the formation of new religious orders that worked to provide for the needs of the people, especially their concern for achieving salvation.

The economic, political, and religious growth of the High Middle Ages also gave European society a new confidence that enabled it to look beyond its borders to the lands and empires of the east. Only a confident Europe could have undertaken the crusades, the military effort to recover the Holy Land of the Near East from the Muslims. The crusades gave the revived papacy of the High Middle Ages yet another opportunity to demonstrate its influence over European society.

Western assurance and energy, so crucial to the crusades, were also evident in a burst of intellectual and artistic activity. New educational institutions known as universities came into being in the twelfth century. New literature, written in the vernacular language, appealed to the growing number of people in cities or at courts who could read. The study of theology, “queen of the sciences,” reached a high point in the work of Thomas Aquinas. At the same time, a religious building spree—especially evident in the great Romanesque and Gothic cathedrals of the age—left the landscape bedecked with churches that were the visible symbols of Christian Europe’s vitality.



Growth and optimism seemed to characterize the High Middle Ages, but underneath the calm exterior lay seeds of discontent and change. Dissent from church teaching and practices grew in the thirteenth century, leading to a climate of fear and intolerance as the church responded with inquisitorial instruments to enforce conformity to its teachings. Minorities of all kinds suffered intolerance and, worse still, persecution at the hands of people who worked to maintain the image of an ideal Christian society. The breakdown of the old agricultural system and the creation of new relationships between lords and peasants led to local peasant uprisings in the late thirteenth century. The crusades ended ignominiously with the fall of the last crusading foothold in the east in 1291. By that time, more and more signs of ominous troubles were appearing. The fourteenth century would prove to be a time of crisis for European civilization.

Brief Contents



- Documents* xvi
Maps xxiii
Chronologies xxiv
Photo Credits xxv
Preface xxviii
Introduction to Students of Western Civilization xxxiii
Western Civilization to 1300 xxxv
- 11 *The Late Middle Ages: Crisis and Disintegration in the Fourteenth Century* 296
- 12 *Recovery and Rebirth: The Age of the Renaissance* 326
- 13 *The Age of Reformation* 362
- 14 *Discovery and Crisis in the Sixteenth and Seventeenth Centuries* 392
- 15 *Response to Crisis: State Building and the Search for Order in the Seventeenth Century* 426
- 16 *Toward a New Heaven and a New Earth: The Scientific Revolution and the Emergence of Modern Science* 460
- 17 *The Eighteenth Century: An Age of Enlightenment* 486
- 18 *The Eighteenth Century: European States, International Wars, and Social Change* 516
- 19 *A Revolution in Politics: The Era of the French Revolution and Napoleon* 550
- 20 *The Industrial Revolution and Its Impact on European Society* 582
- 21 *Reaction, Revolution, and Romanticism, 1815–1850* 609
- 22 *An Age of Nationalism and Realism, 1850–1871* 644
- 23 *Mass Society in an “Age of Progress,” 1871–1894* 678
- 24 *An Age of Modernity and Anxiety, 1894–1914* 710
- 25 *The Beginning of the Twentieth-Century Crisis: War and Revolution* 747
- 26 *The Futile Search for a New Stability: Europe Between the Wars, 1919–1939* 781
- 27 *The Deepening of the European Crisis: World War II* 815
- 28 *Cold War and a New Western World, 1945–1970* 847
- 29 *The Contemporary Western World (since 1970)* 879
- Glossary* 915
Pronunciation Guide 924
Index 931

Detailed Contents



Documents xvi

Maps xxiii

Chronologies xxiv

Photo Credits xxv

Preface xxviii

Introduction to Students of Western Civilization xxxiii

Western Civilization to 1300 xxxv

☀ CHAPTER 11

The Late Middle Ages: Crisis and Disintegration in the Fourteenth Century 296

A Time of Troubles: Black Death and Social Crisis 297

Famine and Population 297

The Black Death 297

Economic Dislocation and Social Upheaval 301

War and Political Instability 304

Causes of the Hundred Years' War 304

Conduct and Course of the War 305

Political Instability 309

The Growth of England's Political Institutions 309

The Problems of the French Kings 309

The German Monarchy 310

The States of Italy 311

The Decline of the Church 312

Boniface VIII and the Conflict with the State 312

The Papacy at Avignon (1305–1377) 314

The Great Schism 314

New Thoughts on Church and State and the Rise of Conciliarism 315

Popular Religion in an Age of Adversity 316

Changes in Theology 317

The Cultural World of the Fourteenth Century 317

The Development of Vernacular Literature 317

Art and the Black Death 320

Society in an Age of Adversity 320

Changes in Urban Life 320

New Directions in Medicine 322

Inventions and New Patterns 323

Conclusion 324

Notes 324

Suggestions for Further Reading 325

☀ CHAPTER 12

Recovery and Rebirth: The Age of the Renaissance 326

Meaning and Characteristics of the Italian Renaissance 327

The Making of Renaissance Society 328

Economic Recovery 328

Social Changes in the Renaissance 328

The Italian States in the Renaissance 334

The Birth of Modern Diplomacy 336

Machiavelli and the New Statecraft 337

The Intellectual Renaissance in Italy 338

Italian Renaissance Humanism 338

Education in the Renaissance 342

Humanism and History 344

The Impact of Printing 344

The Artistic Renaissance 345

The Artist and Social Status 349

The Northern Artistic Renaissance 350

Music in the Renaissance 359

The European State in the Renaissance 353

The "New Monarchies" 353

The Church in the Renaissance 358

The Problems of Heresy and Reform 358

The Renaissance Papacy 359

Conclusion 360

Notes 360

Suggestions for Further Reading 361

☀ CHAPTER 13

The Age of Reformation 362

Prelude to Reformation: The Northern Renaissance 363

Christian or Northern Renaissance Humanism 363