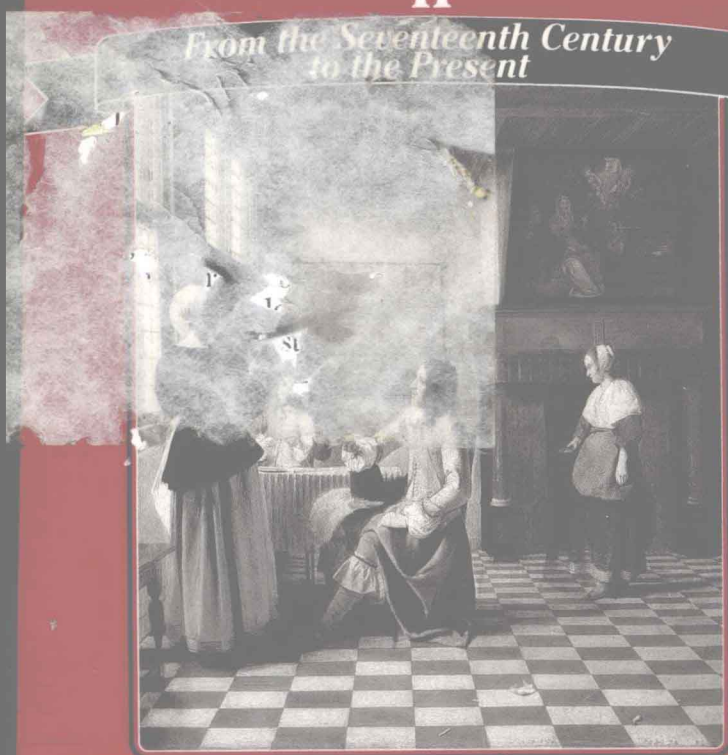


Western Societies

PRIMARY SOURCES IN
SOCIAL HISTORY

VOLUME II

*From the Seventeenth Century
to the Present*



Richard M. Golden - Thomas Kuehn

WESTERN SOCIETIES

Primary Sources in Social History

*Volume II: From the Seventeenth Century
to the Present*

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St. Martin's Press New York

Acquisitions Editor: Louise H. Waller
Manager, publishing services: Emily Berleth
Project management: Denise Quirk
Cover design: Celine Brandes
Cover art: Pieter de Hoogh, *An Interior Scene*. Courtesy of the Trustees
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Library of Congress Catalog Card Number: 92-50038

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For information, write:

St. Martin's Press, Inc.

175 Fifth Avenue

New York, NY 10010

ISBN: 0-312-08031-X

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WESTERN SOCIETIES
Primary Sources in Social History

Volume II

Preface

Western Societies is a two-volume primary-source reader for freshmen in Western civilization courses. In the years that we have taught Western civilization, we have used many books, texts, and readers designed specifically for introductory courses. We decided to compile this reader because we believe there is a need for an anthology centering on useful, readable primary sources with a social historical perspective. A related issue is the need for inclusion in source readers of materials discussing women, minorities, or simply the nonelite groups of the past.

A Western civilization reader cannot be all things to all instructors and students; but we have consciously tried to make these volumes useful for as many Western civilization courses as possible, despite the widely varying ways in which such courses are taught. The readings in these volumes cover many geographical areas and a broad range of topics in social history. Some historians argue that Western civilization began with the Greeks, but we have included in Volume One a section on the ancient Near East for the courses that begin there. Both volumes contain material on the seventeenth century. This chronological overlap is intentional because Western civilization courses break differently according to the policies of instructors and institutions.

To show how the vast majority of articles in *Western Societies* may be used in most Western civilization courses, there is a correlation chart at the beginning of each volume that relates each selection to a relevant chapter in major Western civilization textbooks currently on the market. Though the textbooks do not always offer discrete discussions on all the subjects covered in the selections, they touch upon many of them. As for the other texts, students will at least be able to place the selections in a historical context by reading the standard history of the period in the relevant textbook chapter and, more important, will gain fresh insight into that historical period.

We have also provided introductions to the major periods in history for each volume as well as an introduction to each selection, in which we have asked pertinent questions in order to direct students into the selections and to encourage them to think about the problems and issues the selections raise. These are not summaries and so may not be substituted for the selections themselves.

We have tried to define all proper names, identify all terms that may be unfamiliar to students, and translate all foreign expressions in notes to the selections. Unless indicated otherwise, all notes are ours. Dates given are

of birth and death, except for rulers, where the years of the reign are indicated.

What we set out to construct was a different sort of primary-source anthology for use in standard college-level Western civilization courses, such as the one we teach at Clemson. Our most important criterion was to avoid the imbalances of traditional types of sources gathered in available anthologies. Intellectual, political, and religious readings, especially those culled from so-called great books (for example, Plato, Aquinas, Voltaire) dominate existing books. Textbooks, however, increasingly feature the findings of research in social history.

We have been careful to include selections that are readable and interesting, as well as valuable. We bear in mind that our audience will be composed mainly of freshmen, who are notoriously reluctant to read material they consider boring. Nevertheless, we have not pandered to students.

We have chosen selections not previously often used in existing anthologies of Western civilization sources. At the same time, we have chosen sources with an eye to consistency across the volumes. Legal sources, for example, have been included in several sections, thus allowing students to compare issues across time as they deepen their acquaintance with Western culture. The same is true for other topics, such as women's history.

The selections run roughly between five and ten pages—long enough to be substantive but not so long as to be repetitive or to present needless detail. Where possible, complete texts have been used. It must be recognized, however, that to a certain extent each text dictates its own treatment.

The preparation of this reader was more time-consuming than we had originally thought possible. We cannot begin to imagine how much more time it would have required of us if we had not had the generous help and suggestions of the following: Bruce Adams, William Allsbrook, Ove Andersen, Robert Bireley, S.J., Elizabeth Carney, Lawrence Estaville, Jonathan Fowler, Michael Galgano, Hilda Golden, Leonard Greenspoon, Alan Grubb, John Hurt, Bonnelyn Kunze, Donald McKale, Steven Marks, Victor Matthews, William Murnane, David Nicholas, Denis Paz, Julius Ruff, Jim Sack, Roy Vice. Finally, this book would not have been completed without the assistance of the staff at St. Martin's Press—editors Don Reisman and Louise Waller, and associate editors Randi Israelow and Huntley McNair Funsten.

We would also like to thank the following individuals who reviewed this edition for St. Martin's Press: Frederic Baumgartner, Virginia Polytechnic Institute and State University; Gary Cunningham, California State—Los Angeles; Albert Hamsher, Kansas State University; Paul Hanson, Butler University; Donna McCaffrey, Providence College; Gail Savage, Syracuse University; Thomas Treadway, Augustana College.

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