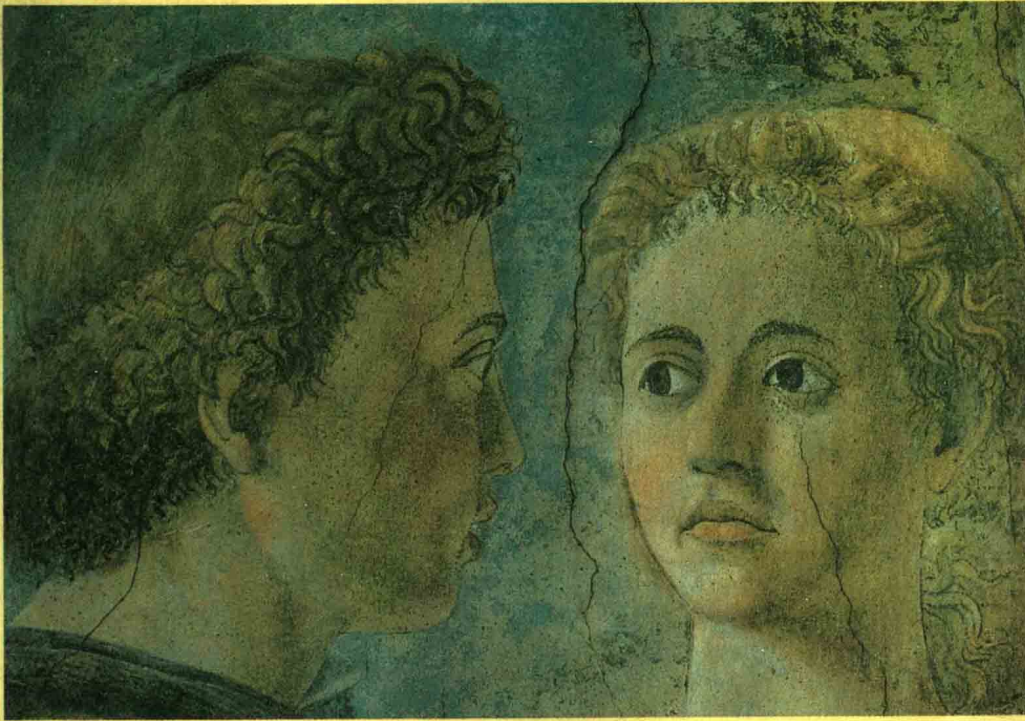


CIVILIZATION IN THE WEST

VOLUME I TO 1715



CIVILIZATION IN THE WEST

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Civilization in the West, Volume I To 1715

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Preface

We have tried to write a book that students would *want* to read. Throughout three years of planning, writing, revising, rewriting, and numerous meetings together, this was our constant overriding concern. Would students read this? Would it be effective in conveying information while stimulating imagination? Would it work across the variety of Western civilization courses, with the different levels and formats that make up this fundamental course? It was not easy to keep this concern in the forefront through the long months of composition, but it was easy to receive the reactions of scores of reviewers to this single question: "Would students *want* to read these chapters?" Whenever we received a resounding "no!" we began again—not just rewriting, but rethinking how to present material that might be complex in argument or detail or that might simply seem too remote to engage the contemporary student. Though all three of us were putting in long hours in front of word processors, we quickly learned that we were engaged in a teaching rather than a writing exercise. And though the work was demanding, it was not unrewarding. We hope that you will recognize and come to share with us the excitement and enthusiasm we experienced in creating this text. We have enjoyed writing this book, and we want students to enjoy reading it.



Approach

We made a number of decisions early in the project that we feel contributed to our goal. First, we were *not* writing an encyclopedia of Western civilization. Information was not to be included in a chapter unless it fit within the themes of that chapter. There was to be no information for information's sake, and each of us was called upon to defend the inclusion of

names, dates, and events whenever we met to critique our chapters. We found, to our surprise, that by adhering to the principle that information included must contribute to or illustrate a particular point or dominating theme, we provided as much, if not more, material than books that habitually list names, places, and dates without any other context.

Secondly, we were committed to integrating the history of ordinary men and women into our narrative. We believe that isolated sections, placed at the end of chapters, that deal with the experiences of women or minority groups in a particular era profoundly distort historical experience. We called this technique *caboozing*, and whenever we found ourselves segregating women or families or the masses, we stepped back and asked how we might recast our treatment of historical events to account for a diversity of actors. How did ordinary men, women, and children affect the course of world historical events? How did world historical events affect the fabric of daily life for men and women and children from all walks of life? We tried to rethink critical historical problems of civilization as gendered phenomena. To assist us in this endeavor, we engaged two reviewers whose sole responsibility was to evaluate our chapters for the integration of these social groups into the themes of our chapters.

We took the same approach to the coverage of central and eastern Europe that we did to women and minorities. Even before the epochal events of 1989 that returned this region to the forefront of international attention, we realized that in too many textbooks the Slavic world was treated as "marginal" to the history of Western civilization. Thus, with the help of a specialist reviewer, we worked to integrate more of the history of eastern Europe into our text than is found in most others, and to do so in a way that presented these regions, their cultures and their institutions, as integral rather than peripheral to Western civilization.

To construct a book that students would *want* to read, we needed to develop fresh ideas about how to involve them with the material, how to transform them from passive recipients to active participants. We borrowed from computer science both the language and the concept of “user-friendly.” We wanted to find ways to stimulate the imagination of the student, and the more we experimented with different techniques, the more we realized that the most effective way to do this was visually. It is not true that contemporary students cannot be taught effectively by the written word; it is only true that they cannot be taught *as* effectively as they can by the combination of words and images. From the beginning, we realized that a text produced in full color was essential to the features we most wanted to use: the pictorial chapter openers; the large number of maps, some inset directly into the text for maximum effectiveness; the geographical tours of Europe with their specially designed maps; and the two-page special feature in each chapter, each with its own illustration.

Features

It is hard to have a new idea when writing a textbook—so many authors have come before, each attempting to do something more effective, more innovative than his or her predecessor. It is probably the case that somewhere there has been a text that has used a chapter-opening feature similar to the one we use here. What we can say with certainty is that nothing else we experimented with, no other technique we attempted, has had such an immediate and positive impact on our readers or has so fulfilled our goal of involving the students in learning as our **pictorial chapter openers**. An illustration—a painting, a photograph, a picture, an artifact, an edifice—appears at the beginning of each chapter, accompanied by text through which we explore the picture, guiding students across a canvas or helping them see in an artifact or a piece of architecture details that are not immediately apparent. It is the direct combination of text and image that allows us to achieve this effect, to “unfold” both an illustration and a theme. In some chapters we highlight details, pulling out a section of the original picture to take a closer look. In others we attempt to shock the viewer into the recognition of horror, or of beauty. Some chapter-opener images are designed to

transport students back into time, to make them ask the question, “What was it like to be there?” All of the opening images have been chosen to illustrate a dominant theme within the chapter, and the dramatic and lingering impression they make helps reinforce that theme.

We have taken a similar image-based approach to our **presentation of geography**. When teachers of Western civilization courses are surveyed, no single area of need is cited more often than geographical knowledge. Students simply have no mental image of Europe, no familiarity with those geophysical features that are a fundamental part of the geopolitical realities of Western history. We realized that maps, carefully planned and skillfully executed, would be an important component of our text. To complement the standard map program of the text, we have added a special geographical feature. Six times throughout the book, we pause in the narrative to take a tour of Europe. Sometimes we follow an emperor as he tours his realm; sometimes we examine the impact of a peace treaty; sometimes we follow the travels of a merchant. Whatever the thematic occasion, our intention is to guide the student around the changing contours of the geography of Western history. In order to do this effectively, we have worked with our cartographer to develop small inset, or thumbnail, maps to complement the overview map that appears at the beginning of each tour section. We know that only the most motivated students will turn back several pages to locate on a map a place mentioned in the text. Using the small inset map allows us to integrate the map directly into the relevant text, thus relieving the student of the sometimes frustrating experience of attempting to locate not only a specific place on a map but perhaps even the relevant map itself. The great number of maps throughout the text, the specially designed tour-of-Europe geographical feature, and the ancillary programs of map transparencies and workbook exercises combine to provide the strongest possible program for teaching historical geography.

The third technique we have employed to engage students with historical subjects is the two-page **special feature** that appears in each chapter. These special features focus on a single event or personality chosen to enhance the student’s sense that history is something that is real and alive. These features are written more dramatically or sympathetically or with a greater sense of wonder than would be appropriate in the body of the text. The prose style and the accompanying illus-

tration are designed to captivate the reader. Three of the features concern utopias (Plato's *Republic*, More's *Utopia*, and Orwell's *Animal Farm*), posing questions about the ways in which different societies dream. Three of the features focus on Paris at various points in its history (the medieval period, the early modern age, and the modern era), tracing the development of the quintessential European city over a millennium. Accounts of the discovery of King Tut's tomb, of the fall of Constantinople, or of tsarist cavalry trampling women protesters place the student squarely in the middle of a historical event.

There are many new features in our text, and much that is out of the ordinary. But there are important traditional aspects of the narrative itself that also require mention. **Civilization in the West** is a mainstream text in which most energies have been placed in

developing a solid, readable narrative of Western civilization that integrates coverage of women and minorities into the discussion. We have highlighted personalities while identifying trends. We have spotlighted social history, both in sections of chapters and in separate chapters, while maintaining a firm grip on political developments. We hope that there are many things in this book that teachers of Western civilization will find valuable. But we also hope that there are things here with which you will disagree, themes that you can develop better, arguments and ideas that will stimulate you. A textbook is only one part of a course, and it is always less important than a teacher. What we hope is that by doing our job successfully, we have made the teacher's job easier and the student's job more enjoyable.

Mark Kishlansky
Patrick Geary
Patricia O'Brien

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Supplements

The following supplements are available for use in conjunction with this book:

For the Student

Student Study Guide in two volumes. Volume 1 (chapters 1-16) prepared by Steven Schroeder, Indiana University of Pennsylvania, and Volume 2 (chapters 15-30) prepared by Werner Braatz, University of Wisconsin at Oshkosh. Includes learning objectives, an overview of each chapter, glossary terms, and sample study exercises, including identification questions, chronology exercises, multiple-choice questions, and historical thinking/essay questions. Each volume also contains the essay, "Writing About History," a brief guide to writing a history research paper.

Mapping Western Civilization: Student Activities workbook by Gerald Danzer, University of Illinois at Chicago. Features numerous map skill exercises written to enhance students' basic geographical literacy. The exercises provide ample opportunities for interpreting maps and analyzing cartographic materials as historical documents. The instructor is entitled to one free copy of **Mapping Western Civilization: Student Activities** for each copy of the text purchased from HarperCollins.

Sources of the West by Mark Kishlansky, a collection of primary source documents available in two volumes, features a well-balanced selection of constitutional documents, political theory, intellectual history,

philosophy, literature, and social description. Review questions follow each selection. Each volume includes the introductory essay, "How to Read a Document," which leads students step by step through the experience of using historical documents.

SuperShell Computerized Tutorial, an interactive program for computer-assisted learning, prepared by Paul A. Bischoff, Oklahoma State University. Features multiple-choice, true-false, and completion quizzes, comprehensive chapter outlines, "Flash Cards" for key terms and concepts, and diagnostic feedback capabilities. Available for IBM computers.

Historical Geography for Western Civilization: Computerized Atlas by William Hamblin, Brigham Young University. Computerized atlas and historical geography tutorial for the Macintosh.

For the Instructor

Instructor's Resource Manual by Margot C. Finn of Emory University. Includes units on Teaching the Western Civilization Course, Teaching with Primary Sources, Teaching Through Film, and Teaching Through Maps as well as a chapter-by-chapter guide to each chapter of the text. The chapter-by-chapter guides contain a chapter synopsis, a list of key terms, and sample questions for class discussion or writing assignments.

Test Bank prepared by Daniel Patrick Brown, Moorpark College, Paul A. Bischoff, Oklahoma State University, and Darryl R. Sycher, Columbus State

Community College. A total of 1500 questions, 50 per text chapter, including both objective and essay questions. Each test item is referenced by topic, type, and text page number. Available in print and computerized format.

TestMaster Computerized Testing System, test-generation software package available for the IBM, Apple, and Macintosh. Allows users to add, edit, and create graphics. Test questions are translatable to word processing software. Available free to adopters.

Visual Archives of Western Civilization—Video Laser Disc includes a "Portrait Gallery" of fine art and photos, over 300 still images and 29 minutes of full-motion film clips. Crisp detail and remote-control access make this supplement especially useful in large lecture halls. An accompanying **Instructor's Guide** contains fully referenced user's notes keyed to the text, a frame-by-frame list of images, and a brief tutorial on using the laser disc in the classroom.

Discovering Western Civilization Through

Maps and Views by Gerald Danzer, University of Illinois at Chicago, and David Buisseret, Newberry Library, Chicago. This set of 100 four-color transparencies from selected sources is bound in a three-ring binder and available free to adopters. Also contains an introduction on teaching history with maps and a detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views, and photos, urban plans, building diagrams, classic maps, and works of art.

The Winner's Circle Video Program, a collection of ten prize-winning films and videos for Western Civilization. Available for loan exclusively to adopters of the text.

The Integrator, a cross-referencing guide to all print, software, and media supplements accompanying the text.

Grades, a grade-keeping and classroom management system maintains date for up to 200 students.

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