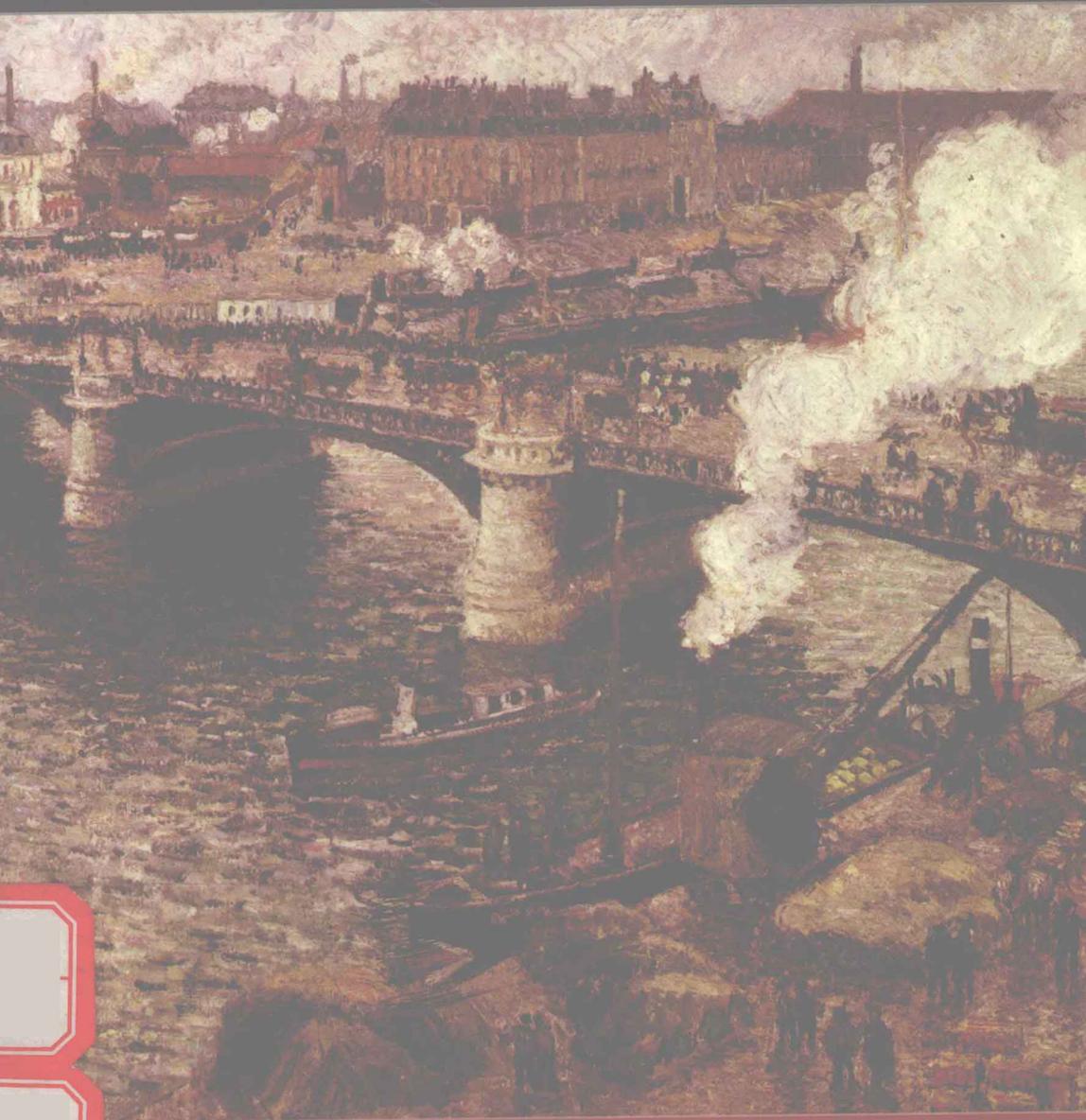


# *Western Civilization*

*Sources, Images,  
and Interpretations*

VOLUME II:  
SINCE 1660



5TH EDITION

DENNIS SHERMAN

# WESTERN CIVILIZATION

Sources, Images,  
and Interpretations

FIFTH EDITION / VOLUME II: SINCE 1660

**Dennis Sherman**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CITY UNIVERSITY OF NEW YORK



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WESTERN CIVILIZATION: SOURCES, IMAGES, AND INTERPRETATIONS  
VOLUME II: SINCE 1660, FIFTH EDITION

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## ABOUT THE AUTHOR

**Dennis Sherman** is Professor of History at John Jay College of Criminal Justice, the City University of New York. He received his B.A. (1962) and J.D. (1965) degrees from the University of California at Berkeley and his Ph.D. (1970) from the University of Michigan. He was Visiting Professor at the University of Paris (1978–1979; 1985). He received the Ford Foundation Prize Fellowship (1968–1969, 1969–1970), a fellowship from the Council for Research on Economic History (1971–1972), and fellowships from the National Endowment for the Humanities (1973–1976). His publications include *A Short History of Western Civilization*, Eighth Edition (co-author); *World Civilizations: Sources, Images, and Interpretations* (co-author); *The West in the World: A Mid-Length Narrative History*; a series of introductions in the Garland Library of War and Peace; several articles and reviews on nineteenth-century French economic and social history in American and European journals; and short stories in literary reviews.

ADVISORY EDITOR

Raymond Grew, University of Michigan

To Pat, Joe, Darryl, Vera, and Raymond

*In time choice, change, and obligation merge;  
How quietly we listen to ourselves.*

# PREFACE

This book provides a broad introduction to the sources historians use, the kinds of interpretations historians make, and the evolution of Western civilization over the past six thousand years. A large selection of documents, photographs, and maps is presented along with introductions, commentaries, and questions designed to place each selection in a meaningful context and facilitate an understanding of its historical significance. Each selection has been carefully edited to keep the length of the book down while providing a wide variety of materials.

The sources have been organized to introduce Western civilization and the discipline of history in several ways. First, the sources provide insights into the major developments in each era. Second, the selections reveal the wide range of historical developments and interpretations: political and intellectual history are balanced with social, economic, and cultural history. Third, the sources indicate how historians apply input from other disciplines, such as psychology or sociology. Finally, the types of sources selected in this book demonstrate the kinds of materials used by historians—not just traditional written documents, but paintings, maps, and artifacts that also can tell a story, provide evidence, or serve as interpretive tools.

A brief look at the task facing historians of Western civilization will supply a background to what will be covered in this book. To discover what people thought and did and to organize this into a chronological record of the human past, historians must search for evidence—for the sources of history. Most sources are written materials, ranging from government records to gravestone inscriptions, memoirs, and poetry. Other sources include paintings, photographs, sculpture, buildings, maps, pottery, and oral traditions. In searching for sources, historians usually have something in mind—some tentative goals or conclusions that guide their search. Thus, in the process of working with sources, historians must decide which ones to emphasize. What historians ultimately write is a synthesis of the questions posed, the sources used, and their own ideas.

Historians of Western civilization consider their subject to be what is today Europe, along with those offshoots of Europe that have become established in various parts of the world. As they look back into the past, they focus on the origins of today's Western

civilization in the Mediterranean basin, a cultural region that includes parts of North Africa and the Near East as well as Europe itself.

## STRUCTURE OF THE BOOK

The basic organization of this book is chronological, beginning with the origins of Western civilization in the ancient Near East and gradually moving up to the present. From time to time this chronological approach is modified and certain important developments such as the Renaissance are pulled out of the chapter covering their period of occurrence and are discussed separately. All the chapters, however, are organized the same way. Each chapter is broken into sections consisting of the following features:

Each chapter opens with a **chapter introduction**, in which the period of history and the general topics to be dealt with in the chapter are described. The introduction provides a brief sketch of some of the most important developments, but no effort is made to cover the period. Instead, the purpose is to introduce the topics, issues, and questions that the sources in the chapter focus on and to place these sources in the historical context of Western civilization.

The introduction is followed by a **time line**, showing the relevant dates, people, events, and developments of the period, to provide a historical context for the selections in the chapter. In addition, a time line at the beginning of each of the six parts in the book puts the developments covered in each chapter into a broader perspective.

The chapter time line is followed by the **primary sources**. These are documents written by individuals involved in the matter under investigation. Historians consider these documents their main building blocks for learning about and interpreting the past. They are pieces of evidence that show what people thought, how they acted, and what they accomplished. At the same time historians must criticize these sources both externally—to attempt to uncover forgeries and errors—and internally—to find the authors' motives, inconsistencies within the documents, and different meanings of words and phrases.

Each document is preceded by a **headnote**. The headnote provides some information on the nature of the source, places it in a specific historical context, and indicates its particular focus.

The headnotes end with suggestions of **points to consider**. These points are not simply facts to be searched for in the selection. Rather, they are designed to stimulate analytical thought about the selections and to indicate some of the uses of each source.

The primary sources are followed by visual sources, including maps, and then by **secondary sources**.

Secondary sources are documents written by scholars about the time in question. Usually, they are interpretations of what occurred based on examination of numerous primary documents and other sources. They reflect choices the authors have made and their own particular understandings of what has happened. Often there are important differences of opinion among scholars about how to understand significant historical

developments. Secondary sources should therefore be read with these questions in mind: What sort of evidence does the author use? Does the author's argument make sense? What political or ideological preferences are revealed in the author's interpretation? How might one argue against the interpretation presented by the author? At times the distinction between primary and secondary documents becomes blurred, as when the author is a contemporary of the events he or she is interpreting. If a document by that author is read as an interpretation of what occurred, it would be a secondary source. As evidence for the assumptions and attitudes of the author's times, however, the document would be a primary source.

Like the primary documents, all the secondary documents are preceded by headnotes and suggestions for points to consider.

**Visual sources** are paintings, drawings, sculpture, ceramics, photographs, buildings, monuments, coins, and so forth, that can provide valuable historical insights or information. Although they often include characteristics of secondary documents, they are usually most valuable when used in the same way as primary documents. In this book their purpose is not merely to supplement the documents or provide examples of the great pieces of art throughout history. It is to show how these visual materials can be used as sources of history and to provide insights difficult to gain solely through written documents. To this end, each visual source is accompanied by a relatively extensive interpretive description. Care should be taken in viewing these sources and using these descriptions. By their very nature, visual sources usually have a less clear meaning than written documents. Scholars differ greatly over how sources such as paintings, ceramics, and coins should be interpreted. Therefore, the descriptions accompanying the visual sources are open to debate. They are designed to show how it is possible for historians to use visual materials as sources of history—as unwritten evidence for what people thought and did in the past.

**Maps** often combine elements of primary documents, secondary documents, and visual sources. However, here they are usually used to help establish relationships, such as the connections between geographic factors and political developments, thereby enabling us to interpret what occurred differently than we could have if we had relied on written sources alone. As is the case with visual sources, each map is accompanied by an interpretive description. These descriptions indicate some of the ways maps might be used by historians.

Each chapter ends with **chapter questions**. These are designed to draw major themes of the chapter together in a challenging way. Answers to these questions require some analytical thought and the use of several of the selections in the chapter.

In the first chapter of each volume there are three special sections: **Using Primary Sources**, **Using Visual Sources**, and **Using Secondary Sources**. They are designed as guides to specific ways these three different kinds of sources can be used and analyzed.

Finally, for teachers there is **A Guide to Classroom Discussion** for this book. The **Guide** is designed to show some of the ways in which the materials in this book can be used for classroom discussion.

## NEW IN THIS EDITION

In the fifth edition of *Western Civilization: Sources, Images, and Interpretations*, some important changes have been made. Chapter order has been reorganized to fit better with the way most textbooks survey Western civilization. In response to the popularity of illustrations and maps, several new visual sources have been added. In addition to several new primary documents, many secondary sources reflecting historical scholarship over the past fifteen years have been added, replacing older sources. The last two chapters in particular have been extensively revised to account for changing developments and perceptions over the past two decades.

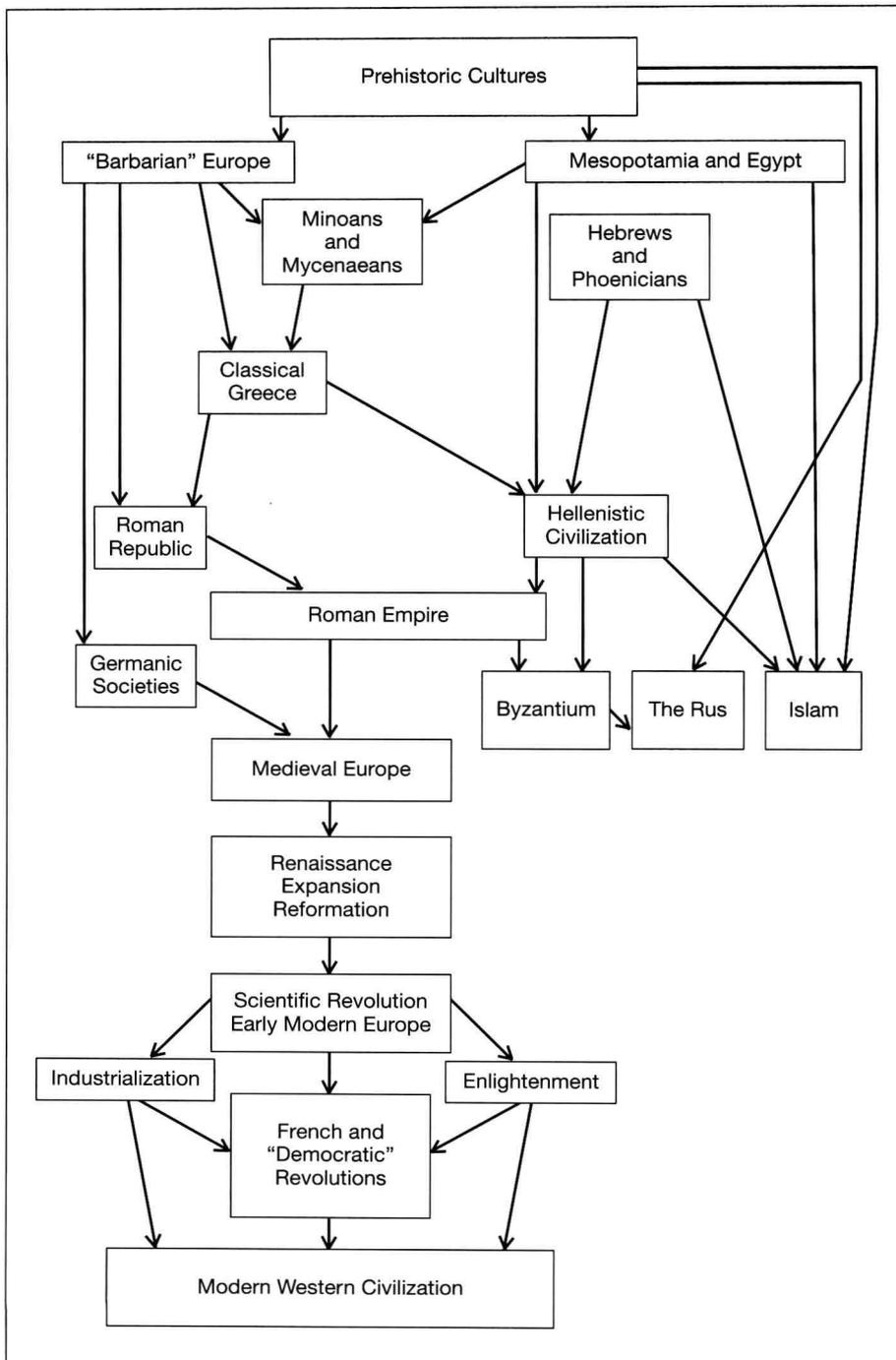
## CONTEXT AND ACKNOWLEDGMENTS

Since a book of this size can only sample what is available and outline what has occurred, this book is truly an introduction to Western civilization and its sources. Indeed, it is my hope that the materials presented here will reveal the range of sources that can be used to deepen our understanding of Western civilization and serve as a jumping-off point for further exploration into history and the historian's discipline.

McGraw-Hill and the editor would like to thank the following reviewers for their many helpful comments and suggestions: Dr. Narasingha Sil, Western Oregon University, Professor Glenn S. Sunshine, Central Connecticut State University, Professor Charlie Steen, University of New Mexico, Professor Paul B. Goodwin, University of Connecticut, Professor Alison Williams Lewin, St. Joseph's University, Professor Andrew Harris, Bridgewater State College, Professor Thomas Melton, Brewton Parker College, Professor Alice Bullard, Georgia Institute of Technology, Professor Marjorie Beale, University of California, Irvine, Professor Neil Weissman, Dickinson College.

*Dennis Sherman*

## Schematic of Evolution of Western Civilization



# THE EVOLUTION OF WESTERN CIVILIZATION

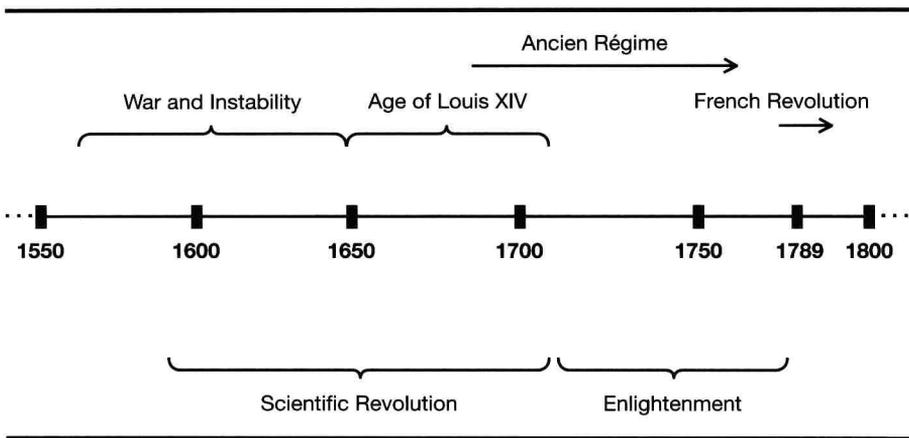
*This chart is a schematic illustration of the development of Western civilization up to modern times. Caution should be exercised when reading such a chart. The connections made are a matter more of judgment than of fact. Moreover, what is missing—the how and why of the connections—is of great importance. Nevertheless, the chart can make it easier to see some of the broadest connections between societies and civilizations, connections that are often lost when a single period or society is examined in detail.*

**Consider:**

*Possible reasons for the various connections within the chart; what might be added to this chart to make it more useful.*

# IV

## THE EARLY MODERN PERIOD



# CONTENTS

## PART IV THE EARLY MODERN PERIOD

### Chapter Sixteen: Aristocracy and Absolutism in the Seventeenth Century 1

#### PRIMARY SOURCES

#### Using Primary Sources: *Austria Over All If She Only Will: Mercantilism* 3

Philipp W. von Hornick, *Austria Over All If She Only Will: Mercantilism* 4

Frederick William, The Great Elector, *A Secret Letter: Monarchical Authority in Prussia* 6

Saint-Simon, *Mémoires: The Aristocracy Undermined in France* 7

John Locke, *Second Treatise of Civil Government: Legislative Power* 8

#### VISUAL SOURCES

#### Using Visual Sources: *The Early Modern Château* 10

*The Early Modern Château* (photo) 11

Pieter de Hooch, *Maternal Care* (illustration) 11

#### SECONDARY SOURCES

#### Using Secondary Sources: *Absolutism: Myth and Reality* 11

G. Durand, *Absolutism: Myth and Reality* 14

George Macaulay Trevelyan, <i>The English Revolution, 1688–1689</i>	16
Philippe Ariès, <i>Centuries of Childhood</i>	17
Peter Laslett, <i>The World We Have Lost: The Early Modern Family</i>	18

## **Chapter Seventeen: The Scientific Revolution** 20

### **PRIMARY SOURCES**

René Descartes, <i>The Discourse on Method</i>	22
Galileo Galilei, <i>Letter to Christina of Tuscany: Science and Scripture</i>	23
<i>The Papal Inquisition of 1633: Galileo Condemned</i>	24
Sir Isaac Newton, <i>Mathematical Principles of Natural Philosophy</i>	25

### **VISUAL SOURCES**

<i>A Vision of the New Science</i> (illustration)	26
---	----

### **SECONDARY SOURCES**

Michael Postan, <i>Why Was Science Backward in the Middle Ages?</i>	28
Sir George Clark, <i>Early Modern Europe: Motives for the Scientific Revolution</i>	29
Bonnie S. Anderson and Judith P. Zinsser, <i>No Scientific Revolution for Women</i>	30

## **Chapter Eighteen: Politics and Society in the Ancien Régime** 32

### **PRIMARY SOURCES**

Frederick the Great, <i>Political Testament</i>	34
Daniel Defoe, <i>The Complete English Tradesman</i>	35
Anonymous, <i>The Slave Trade</i>	38
Lady Mary Wortley Montagu, <i>Letter to Lady R., 1716: Women and the Aristocracy</i>	39
<i>Women of the Third Estate</i>	40

**VISUAL SOURCES**

Jean-Honoré Fragonard, <i>Happy Accidents of the Swing</i> (illustration)	41
Jean Defraîne, <i>Act of Humanity</i> (illustration)	43
C. C. P. Lawson, <i>The Battle of Fontenoy</i> (text and illustration)	44

**SECONDARY SOURCES**

John Roberts, <i>The Ancien Régime: Ideals and Realities</i>	45
Leonard Krieger, <i>The Resurgent Aristocracy</i>	46
Jerome Blum, <i>Lords and Peasants</i>	48

**Chapter Nineteen: The Enlightenment** 50**PRIMARY SOURCES**

Immanuel Kant, <i>What Is Enlightenment?</i>	52
Baron d'Holbach, <i>The System of Nature</i>	53
Denis Diderot, <i>Prospectus for the Encyclopedia of Arts and Sciences</i>	55
<i>The Philosophe</i>	56
Voltaire, <i>Philosophical Dictionary: The English Model</i>	58
Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i>	59
Thomas Paine, <i>The Age of Reason: Deism</i>	60
Jean Jacques Rousseau, <i>The Social Contract</i>	61

**VISUAL SOURCES**

Frontispiece of the <i>Encyclopédie</i> (illustration)	63
Joseph Wright, <i>Experiment with an Air Pump</i> (illustration)	65
Joseph II of Austria, <i>Propaganda and the Enlightened Monarch</i> (text and illustration)	66

**SECONDARY SOURCES**

Lester G. Crocker, <i>The Age of Enlightenment</i>	68
Carl L. Becker, <i>The Heavenly City of the Eighteenth-Century Philosophers</i>	69

Bonnie S. Anderson and Judith P. Zinsser, <i>Women in the Salons</i>	70
H. M. Scott, <i>The Problem of Enlightened Absolutism</i>	72

**PART V THE NINETEENTH CENTURY**

<b>Chapter Twenty: The French Revolution</b>	76
--	----

**PRIMARY SOURCES**

Arthur Young, <i>Travels in France: Signs of Revolution</i>	78
<i>The Cahiers: Discontents of the Third Estate</i>	79
Emmanuel Joseph Sieyès, <i>What Is the Third Estate?</i>	80
<i>Revolutionary Legislation: Abolition of the Feudal System</i>	81
<i>The Declaration of the Rights of Man and Citizen</i>	83
<i>The Declaration of Independence</i>	85
Maximilien Robespierre, <i>Speech to the National Convention— February 5, 1794: The Terror Justified</i>	86
François-Xavier Jolicière, <i>A Soldier's Letters to His Mother: Revolutionary Nationalism</i>	87

**VISUAL SOURCES**

Jeaurat de Bertray: <i>Allegory of the Revolution</i> (illustration)	89
<i>Internal Disturbances and the Reign of Terror</i> (maps and charts)	91

**SECONDARY SOURCES**

Georges Lefebvre, <i>The Coming of the French Revolution</i>	93
Donald M. G. Sutherland, <i>The Revolution of the Notables</i>	94
Ruth Graham, <i>Loaves and Liberty: Women in the French Revolution</i>	96
William Doyle, <i>An Evaluation of the French Revolution</i>	98

<b>Chapter Twenty-one: The Age of Napoleon</b>	100
--	-----

**PRIMARY SOURCES**

Madame de Remusat, <i>Memoirs: Napoleon's Appeal</i>	101
--	-----

Joseph Fouché, <i>Memoirs: Napoleon's Secret Police</i>	102
<i>Napoleon's Imperial Decree at Madrid—December 4, 1808</i>	104
<i>Napoleon's Diary</i>	105

**VISUAL SOURCES**

Jacques Louis David, <i>Napoleon Crossing the Alps</i> (illustration)	106
---	-----

**SECONDARY SOURCES**

Louis Bergeron, <i>France Under Napoleon: Napoleon as Enlightened Despot</i>	108
George Rudé, <i>Napoleon as Preserver of the Revolution</i>	109
Bonnie G. Smith, <i>Women and the Napoleonic Code</i>	110

**Chapter Twenty-two: Industrialization and Social Change** 113**PRIMARY SOURCES**

<i>Testimony for the Factory Act of 1833: Working Conditions in England</i>	115
Benjamin Disraeli, <i>Sybil, or the Two Nations: Mining Towns</i>	117
Friedrich Engels, <i>The Condition of the Working Class in England</i>	119
Samuel Smiles, <i>Self-Help: Middle-Class Attitudes</i>	120
Honoré de Balzac, <i>Father Goriot: Money and the Middle Class</i>	122
Elizabeth Poole Sandford, <i>Woman in Her Social and Domestic Character</i>	123
Flora Tristan, <i>Women and the Working Class</i>	124

**VISUAL SOURCES**

Claude Monet, <i>Gare Saint Lazare</i> (illustration)	125
<i>Illustration from Life and Adventures of Michael Armstrong</i> (illustration)	126
<i>Industrialization and Demographic Change</i> (maps)	128

**SECONDARY SOURCES**

Robert L. Heilbroner, <i>The Making of Economic Society: England, the First to Industrialize</i>	131
Peter Stearns and Herrick Chapman, <i>Early Industrial Society: Progress or Decline?</i>	133
Michael Anderson, <i>The Family and Industrialization in Western Europe</i>	134