

# THE WESTERN HERITAGE

SIXTH EDITION

VOLUME I  
TO 1715

DONALD KAGAN ✧ STEVEN OZMENT ✧ FRANK M. TURNER

# **The Western Heritage**

## **Volume I: To 1715**

**SIXTH EDITION**

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# PREFACE

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**T**he heritage of Western civilization has perhaps never been the focus of so much interest and controversy as it is today. Many commentators criticize it, many praise it, but for all it is a subject of intense discussion. *The Western Heritage*, sixth edition, is designed to allow teachers to introduce students to the subject of that discussion. It presents an overview of Western civilization, including its strengths, its weaknesses, and the controversies surrounding it.

On campus after campus, every aspect of Western civilization has become an object of scrutiny and debate. Many participants in this debate fail to recognize that such self-criticism is characteristic of Western civilization and an important part of its heritage. We welcome the debate and hope that this book can help raise its quality.

The collapse of Communism has left the people of half of Europe struggling to reorganize their political institutions and their social and economic lives. The choices they are making and the future they are forging will reflect in large measure their understanding of their heritage. To follow and participate in that process we too need to understand that heritage.

## GOALS OF THE TEXT

Since *The Western Heritage* first appeared, we have sought to provide our readers with a work that does justice to the richness and variety of Western civilization. Events since then have only added urgency to our purpose.

Our primary goal has been to present a strong, clear narrative account of the central developments in Western history. We have also sought to call attention to certain critical themes:

- the development of political freedom, constitutional government, and concern for the rule of law and individual rights
- the shifting relations among religion, society, and the state
- the development of science and technology and their expanding impact on thought, social institutions, and everyday life

- the major religious and intellectual currents that have shaped Western culture

We believe that these themes have been fundamental in Western civilization, shaping the past and exerting a continuing influence on the present.

**Balanced and Flexible Presentation** In this edition as in past editions, our goal has been to present Western civilization fairly, accurately, and in a way that does justice to its great variety. History has many facets, no one of which alone can account for the others. Any attempt to tell the story of the West from a single overarching perspective, no matter how timely, is bound to neglect or suppress some important part of that story.

*The Western Heritage*, sixth edition, is designed to accommodate a variety of approaches to a course in Western civilization, allowing teachers to stress what is most important to them. Some teachers will ask students to read all the chapters. Others will select among them to reinforce assigned readings and lectures.

We do not believe that a history of the West should be limited to politics and international relations, but we share the conviction that internal and external political events have shaped the Western experience in fundamental and powerful ways. Recent events in central and eastern Europe and the former Soviet Union have strengthened that belief. We have also been told repeatedly by teachers that no matter what their own historical specialization, they believe that a political narrative gives students an effective tool to begin to organize their understanding of the past.

*The Western Heritage* also provides one of the richest accounts of the social history of the West available today, with strong coverage of family life, the roles of women, and the place of the family in relation to broader economic, political, and social developments. This coverage reflects the explosive growth in social historical research in the past quarter century, which has enriched virtually all areas of historical study.

Finally, no other survey text presents so full an account of the religious and intellectual develop-



ment of the West. People may be political and social beings, but they are also reasoning and spiritual beings. What they think and believe are among the most important things we can know about them. Their ideas about God, society, law, gender, human nature, and the physical world have changed over the centuries and continue to change. We cannot fully grasp our own approach to the world without understanding the intellectual currents of the past and their influence on our thoughts and conceptual categories.

**Clarity and Accessibility** Good narrative history requires clear, vigorous prose. As in earlier editions, we have paid careful attention to the quality of our writing, subjecting every paragraph to critical scrutiny. Our goal was to make our presentation fully accessible to students without compromising vocabulary or conceptual level. We hope this effort will benefit both teachers and students.

**Recent Scholarship** As in previous editions, changes in this edition reflect our determination to incorporate the most recent developments in historical scholarship and the expanding concerns of professional historians.

**Pedagogical Features** This edition retains the pedagogical features of the last edition, including part-opening comparative timelines, a list of key topics at the beginning of each chapter, chapter review questions, and questions accompanying the more than 200 source documents in the text. Each of these features is designed to make the text more accessible to students and to reinforce key concepts.

- The *part-opening timelines*, which follow the essays that open each of the six parts of the book, summarize major events in politics and government, society and economy, and religion and culture side by side. Appropriate photographs have been added to each timeline.
- *Primary source documents*, more than one third new to this edition, acquaint students with the raw material of history and provide intimate contact with the people of the past and their concerns. *Questions* accompanying the source documents direct students toward important, thought-provoking issues and help them relate the documents to the material in the text. They can

be used to stimulate class discussion or as topics for essays and study groups.

- Each chapter includes an *outline*, a list of *key topics*, and an *introduction*. Together these features provide a succinct overview of each chapter.
- *Chronologies* follow each major section in a chapter, listing significant events and their dates.
- *Concluding sections* summarize the major themes of each chapter and provide a bridge to the next chapter.
- *Chapter review questions* help students review the material in a chapter and relate it to broader themes. They too can be used for class discussion and essay topics.
- *Suggested readings* lists following each chapter have been updated with new titles reflecting recent scholarship.

## CHANGES IN THE SIXTH EDITION

The sixth edition retains all of the major content changes that appear in the fifth edition. In addition, Chapter 30, “*Europe and the Soviet-American Rivalry*” has been reorganized to relate the various regional conflicts occurring outside of Europe, including the Mideast, Korea, and Vietnam, more closely to the Cold War conflict between the superpowers. Chapter 31, “*Toward a New Europe and the Twenty-first Century*,” reviews recent events in Eastern Europe. As in the fifth edition, questions appear with each document and after every chapter.

**New Features** New to the edition are two major features designed to expand students’ understanding of the heritage of the West. These are a series of illustrated essays, *The West & the World*, and a series of maps with explanations focusing on key *Political Transformations*.

### The West & the World

The students reading this book are drawn from a wide variety of cultures and experiences. They live in a world characterized by highly interconnected economies and instant communication between cultures. In this emerging multicultural society it seems both appropriate and necessary to recognize the ways in which Western civilization has throughout its history interacted with other cultures, influencing other societies and being influ-

enced by them. Examples of this two-way interaction, such as that with Islam, already appear in the main body of the text. In this new feature, we focus on six subjects, comparing Western institutions with those of other parts of the world, or discussing the ways in which developments in the West have influenced cultures in other areas of the globe. Topics for this feature are:

#### ANCIENT SLAVERY

Slavery has arisen as a social and economic institution in virtually every world culture. This essay compares slavery in the ancient cultures of Mesopotamia, Egypt, China, India, Greece, and Rome. It also describes the role of slavery in the economies of ancient Greece and the ante-bellum American South. The latter comparison seems especially appropriate since in both instances, ancient and modern, the surrounding political structures were democratic.

#### SOCIAL LIFE IN MALI (1200–1400)

Medieval Europe in many respects constituted an underdeveloped economy. Production was quite limited and was almost entirely agrarian. This essay explores the ways in which that society compares with Mali Society. It discusses Islamic influences on marriage customs, education, and daily life in the African setting, allowing students to draw comparisons with similar European institutions influenced by Christianity, as examined in the preceding chapter.

#### THE FAMILY IN EUROPE AND CHINA (1400–1800)

Throughout the human experience, the family has been the most enduring of all institutions. Recent scholarship has greatly improved our understanding of the early modern European family. This essay draws upon that knowledge, enabling students to compare and contrast the European family of the era with family structures in China.

#### THE ABOLITION OF SLAVERY IN THE TRANSATLANTIC ECONOMY

The abolition of chattel slavery in the transatlantic economy stands as one of the most remarkable social and economic developments of the eighteenth and nineteenth centuries. Never before had a society abolished slavery. This essay traces the history of that crusade, noting the manner in which it

influenced the societies of Africa, Latin America and North America.

#### IMPERIALISM: ANCIENT AND MODERN

During the past two centuries no interaction of the West with the rest of the world was more important or of more enduring significance than the establishment of colonial empires in Asia and Africa. This essay recalls for students the earlier empires that were part of the Western experience, comparing the imperialism of the ancient world with that of the modern era.

#### GLOBAL DEMOCRATIZATION

With the collapse of communism in the past decade, democratization has made enormous gains in Europe and the former Soviet Union. This essay places the recent European experience in the context of the worldwide movement of the past half-century toward greater democratic political participation. It pays particular attention to the civil rights movement in the United States and to the movements toward democracy in Latin America.

### Political Transformations

This new map feature concentrates on six highly significant moments of political transformation in the history of the West. As with *The West & the World*, most *Political Transformations* emphasize the interaction of the West with other areas of the world. Each of the features provides a brief overview of the transformation illustrated by a map as well as in an illustrative document. The features will provide opportunities for study not only by individual students, but also for class discussion. The topics for this feature are:

- Greek Colonization from Spain to the Black Sea
- Muslim Conquests and Domination of the Mediterranean to about 750
- Voyages of Discovery and the Colonial Claims of Spain and Portugal
- The Congress of Vienna Redraws the Map of Europe
- The Mandate System: 1919 to World War II
- Decolonization in Asia and Africa

**Maps and Illustrations** The skillful use of color in the maps greatly improves their clarity and peda-

gical usefulness. All 90 maps in the text have been carefully edited for accuracy. The text also contains almost 500 color and black and white illustrations. In this edition, we have added photographs to the timelines preceding each part of the book.

**A Note on Dates and Transliterations** With this edition of *The Western Heritage* we shift to the use of B.C.E. (before the common era) and C.E. (common era) instead of B.C. (before Christ) and A.D. (*anno domini*, the year of the Lord) to designate dates.

Also, we have followed the most accurate currently accepted English transliterations of Arabic words. For example, today Koran is being replaced by the more accurate *Qur'an*; similarly *Muhammad* is preferable to *Mohammed* and *Muslim* to *Moslem*.

**Ancillary Instructional Materials** *The Western Heritage* sixth edition comes with an extensive package of ancillary materials.

*For the Instructor:*

- **Instructor's Manual with Test Items** prepared by Perry M. Rogers, Ohio State University. The manual includes chapter summaries, key points and vital concepts, identification questions, multiple-choice questions, essay questions, and suggested films.
- **Transparency Acetates** of the four-color maps, charts, figures, and graphs in the text provide useful instructional aids for lectures.
- **Prentice Hall Custom Test**, available in Windows, DOS, and Macintosh format, provides the questions from the printed test item file for generating multiple versions of tests.
- **Administrative Handbook** by Jay Boggis provides instructors with resources for using *The Western Heritage* with Annenberg/CPB telecourse, *The Western Tradition*.

*For the Student:*

- **Study Guide, Volumes I and II** includes commentary, definitions, identifications, map exercises, short-answer exercises, and essay questions.
- **Map Workbook** gives the student the opportunity to increase their knowledge of geography through identification exercises.

- **Documents in Western Civilization, Volumes I and II**, provides over 100 additional primary source readings with questions for discussion.
- **Telecourse Study Guide, Volumes I and II**, by Jay Boggis correlates *The Western Heritage* with the Annenberg/CPB telecourse, *The Western Tradition*.

*Media Ancillaries:*

- **The Western Heritage, Interactive Edition, Version 2.0** takes students on an interactive journey through the evolution of Western civilization and its people. With over 600 study questions, quizzes, and comprehension exercises, this unique CD-ROM provides a highly visual multimedia learning experience that will engage and captivate students' imagination. Available for IBM/Mac.
- **The World Wide Web Companion Study Guide** (<http://www.prenhall.com/kagan>) directly complements *The Western Heritage* and correlates the text to related material on the Internet. Each "chapter" corresponds to the chapter in the textbook and consists of objectives, multiple choice quizzes, essay questions, chapter chat, web destinations, and help.

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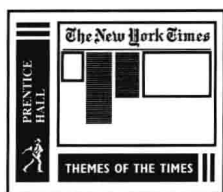
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# The Western Heritage

**SIXTH EDITION**

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# The Foundations of Western Civilization in the Ancient World

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The roots of Western civilization may be found in the experience and culture of the Greeks. Greek civilization itself, however, was richly nourished by older, magnificent civilizations to the south and east, especially in Mesopotamia and Egypt.

Some ten thousand years ago humans first began to live in settled, agricultural villages. In the valley of the Tigris and Euphrates rivers (Mesopotamia) and soon after in the valley of the Nile in Egypt, these agricultural societies underwent another shift to a much richer and more varied organization that we call *civilization*. The use of irrigation increased agricultural productivity, and population grew. A food surplus supported nonfarming specialists—artisans, merchants, priests, and soldiers—and made possible the earliest cities. The need for organizing this new and varied activity and for keeping records led to the invention of writing. Great advances took place in the arts and the sciences, in literature, and in the development of complex religious ideas and organizations.

The earliest civilizations produced powerful, centralized governments dominated by kings. The kings' power, bolstered by religious authority, rested on control of the economy and the ability to collect taxes. In Mesopotamia, kings were considered to be representatives of the gods; in Egypt they were considered themselves to be divine. Their control over the economy permitted them to raise, train, and support armies. This concentration of political, military, economic, and religious power resulted in societies that were rigidly divided into social classes: slaves, free commoners, priests, and aristocrats, as well as the divine or semidivine monarchs.

Social mobility and individual freedom were sharply limited. Only a handful of people took part in government. As rulers vied with one another, the stronger ones forged ever larger and more powerful kingdoms and empires.

The struggle between great empires sometimes permitted smaller city-states and kingdoms to survive and flourish; two were especially important for the civilization that would some day arise in the West. The cities of Phoenicia, in what is now Lebanon, produced great sailors and traders who came into early and frequent contact with the Greeks. Through the Phoenicians, among other Eastern peoples, the Greeks learned the art of writing and were powerfully influenced by the art, technology, and mythology of the earlier cultures. Absorbed, transformed, and transmitted by the Greeks, the civilizations of Mesopotamia and Egypt became, indirectly, part of the Western heritage. Neighbors of the Phoenicians, called Hebrews or Israelites, would have a more direct influence on the civilization of the West. They conceived a religion based on belief in a single all-powerful God who ruled over all peoples and the entire universe and made strong ethical demands on human beings. This religion of the Jews, as they came to be called (from the name of one of their kingdoms, Judah) became the basis of two later religions also of great importance: Christianity and Islam.

Greek civilization arose after the destruction of the Bronze Age cultures on Crete and the Greek mainland before 1000 B.C.E. Based on the independent existence of hundreds of city-states called *poleis*, it developed in a sharply different pattern than its predecessors in Egypt and western Asia.



# BRIEF CONTENTS

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## VOLUME I

<b>The Foundations of Western Civilization in the Ancient World</b>	<b>1</b>
1 The Birth of Civilization	6
2 The Rise of Greek Civilization	34
3 Classical and Hellenistic Greece	72
4 Rome: From Republic to Empire	112
5 The Roman Empire	154
 <b>The Middle Ages, 476–1300</b>	 <b>196</b>
6 The Early Middle Ages (476–1000): The Birth of Europe	200
7 The High Middle Ages (1000–1300): The Ascendancy of the Church and the Rise of States	240
8 The High Middle Ages (1000–1300): People, Towns, and Universities	270
 <b>Europe in Transition, 1300–1750</b>	 <b>304</b>
9 The Late Middle Ages (1300–1527): Centuries of Crisis	308
10 Renaissance and Discovery	332
11 The Age of Reformation	368
12 The Age of Religious Wars	414
13 Paths to Constitutionalism and Absolutism: England and France in the Seventeenth Century	448
14 New Directions in Thought and Culture in the Sixteenth and Seventeenth Centuries	480
15 Successful and Unsuccessful Paths to Power (1686–1740)	512

# DETAILED CONTENTS

## Preface

xxi

## The Foundations of Western Civilization in the Ancient World

1

### 1 The Birth of Civilization 6

Early Human Beings and Their Culture	8
<i>The Paleolithic Age</i>	8
<i>The Neolithic Age</i>	10
<i>The Bronze Age and the Birth of Civilization</i>	10
Early Civilizations to About 1000 B.C.E.	11
<i>Mesopotamian Civilization</i>	11
<i>Egyptian Civilization</i>	17
Ancient Near Eastern Empires	25
<i>The Hittites</i>	25
<i>The Assyrians</i>	25
Palestine	26
<i>The Canaanites and the Phoenicians</i>	26
<i>The Israelites</i>	27
<i>The Jewish Religion</i>	27
General Outlook of Near Eastern Cultures	28
<i>Humans and Nature</i>	28
<i>Humans and the Gods, Law, and Justice</i>	29
Toward the Greeks and Western Thought	31
Review Questions	32
Suggested Readings	33

### 2 The Rise of Greek Civilization 34

The Bronze Age on Crete and on the Mainland to About 1150 B.C.E.	36
--	----

<i>The Minoans</i>	36
<i>The Mycenaeans</i>	38
The Greek "Middle Ages" to About 750 B.C.E.	40
<i>Greek Migrations</i>	40
<i>The Age of Homer</i>	40
The Polis	42
<i>Development of the Polis</i>	43
<i>The Hoplite Phalanx</i>	44
<i>The Importance of the Polis</i>	44
Expansion of the Greek World	45
<i>Magna Graecia</i>	45
<i>The Greek Colony</i>	45
<i>The Tyrants (About 700–500 B.C.E.)</i>	45
POLITICAL TRANSFORMATIONS: Greek Colonization from Spain to the Black Sea	46
The Major States	48
<i>Sparta</i>	48
<i>Athens</i>	51
Life in Archaic Greece	56
<i>Society</i>	56
<i>Religion</i>	58
<i>Poetry</i>	60
The Persian Wars	62
<i>The Persian Empire</i>	63
<i>The Ionian Rebellion</i>	63
<i>The War in Greece</i>	65
Review Questions	69
Suggested Readings	70

<b>3</b>	<b>Classical and Hellenistic Greece</b>	<b>72</b>	<b>4</b>	<b>Rome: From Republic to Empire</b>	<b>112</b>
Aftermath of Victory		73	Prehistoric Italy		113
<i>The Delian League</i>		74	The Etruscans		114
<i>The Rise of Cimon</i>		75	<i>Government</i>		114
The First Peloponnesian War:			<i>Religion</i>		114
Athens Against Sparta		75	<i>Dominion</i>		114
<i>The Thasian Rebellion</i>		75	Royal Rome		115
<i>The Breach with Sparta</i>		75	<i>Government</i>		115
<i>The Division of Greece</i>		75	<i>The Family</i>		116
Classical Greece		76	<i>Clientage</i>		116
<i>The Athenian Empire</i>		76	<i>Patricians and Plebeians</i>		117
<i>Athenian Democracy</i>		77	The Republic		117
<i>The Women of Athens—Two Views</i>		79	<i>Constitution</i>		117
<i>Slavery</i>		81	<i>The Conquest of Italy</i>		119
The Great Peloponnesian War		83	<i>Rome and Carthage</i>		121
<i>Causes</i>		83	<i>The Republic's Conquest of the Hellenistic World</i>		124
<i>Strategic Stalemate</i>		83	Civilization in the Early Roman Republic		126
<i>The Fall of Athens</i>		84	<i>Religion</i>		126
Competition for Leadership in the Fourth Century B.C.E.		84	<i>Education</i>		126
<i>The Hegemony of Sparta</i>		84	<i>Slavery</i>		132
<i>The Hegemony of Thebes: The Second Athenian Empire</i>		85	Roman Imperialism: The Late Republic		132
The Culture of Classical Greece		86	<i>The Aftermath of Conquest</i>		132
<i>The Fifth Century B.C.E.</i>		86	<i>The Gracchi</i>		132
<i>The Fourth Century B.C.E.</i>		92	<i>Marius and Sulla</i>		136
<i>Philosophy and the Crisis of the Polis</i>		92	Fall of the Republic		139
The Hellenistic World		97	<i>Pompey, Crassus, Caesar, and Cicero</i>		139
<i>The Macedonian Conquest</i>		98	<i>Formation of the First Triumvirate</i>		140
<i>Alexander the Great</i>		100	<i>Julius Caesar and His Government of Rome</i>		140
<i>The Successors</i>		103	<i>The Second Triumvirate and the Emergence of Octavian</i>		144
Hellenistic Culture		104	Review Questions		148
<i>Philosophy</i>		104	Suggested Readings		148
<i>Literature</i>		106			
<i>Architecture and Sculpture</i>		106	THE WEST & THE WORLD:		
<i>Mathematics and Science</i>		106	Ancient Slavery		150
Review Questions		110			
Suggested Readings		111			

## 5 The Roman Empire 154

The Augustan Principate	156
<i>Administration</i>	156
<i>The Army and Defense</i>	157
<i>Religion and Morality</i>	158
Civilization of the Ciceronian and Augustan Ages	158
<i>The Late Republic</i>	159
<i>The Age of Augustus</i>	160
Imperial Rome 14–180 C.E.	163
<i>The Emperors</i>	163
<i>The Administration of the         Empire</i>	164
<i>Life in Imperial Rome: The         Apartment House</i>	169
<i>The Culture of the Early Empire</i>	171
The Rise of Christianity	174
<i>Jesus of Nazareth</i>	174
<i>Paul of Tarsus</i>	176

<i>Organization</i>	176
<i>The Persecution of Christians</i>	177
<i>The Emergence of Catholicism</i>	177
<i>Rome as a Center of the Early Church</i>	178
<b>The Crisis of the Third Century</b>	178
<i>Barbarian Invasions</i>	179
<i>Economic Difficulties</i>	179
<i>The Social Order</i>	181
<i>Civil Disorder</i>	181
<b>The Late Empire</b>	182
<i>The Fourth Century and Imperial Reorganization</i>	182
<i>The Triumph of Christianity</i>	187
<i>Arts and Letters in the Late Empire</i>	190
<i>Problem of the Decline and Fall of the Empire in the West</i>	192
<b>Review Questions</b>	193
<b>Suggested Readings</b>	194

## The Middle Ages, 476–1300

## 196

## 6 The Early Middle Ages (476–1000): The Birth of Europe 200

On the Eve of the Frankish Ascendancy	202
<i>Germanic Migrations</i>	202
<i>Fall of the Roman Empire</i>	204
The Byzantine Empire	205
<i>The Reign of Justinian</i>	205
<i>Eastern Influences</i>	209
Islam and the Islamic World	211
<i>Muhammad's Religion</i>	211
<i>Islamic Diversity</i>	212
<i>Islamic Empires</i>	213

## POLITICAL TRANSFORMATIONS:

Muslim Conquests and Domination of the Mediterranean to About 750	214
<i>The Western Debt to Islamic     Culture</i>	216
Western Society and the Developing Christian Church	216
<i>Monastic Culture</i>	217
<i>The Doctrine of Papal Primacy</i>	219
<i>The Division of Christendom</i>	220
The Kingdom of the Franks	222
<i>Merovingians and Carolingians:     From Clovis to Charlemagne</i>	222
<i>The Reign of Charlemagne     (768–814)</i>	225



<i>Breakup of the Carolingian Kingdom</i>	230	<i>Henry VI and the Sicilian Connection</i>	265
Feudal Society	234	<i>Otto IV and the Welf Interregnum</i>	265
<i>Origins</i>	234	<i>Frederick II</i>	265
<i>Vassalage and the Fief</i>	235	Medieval Russia	267
<i>Fragmentation and Divided Loyalty</i>	236	<i>Politics and Society</i>	267
Review Questions	237	<i>Mongol Rule (1243–1480)</i>	267
Suggested Readings	238	<i>Russian Liberation</i>	267
		Review Questions	268
		Suggested Readings	269
<b>7 The High Middle Ages (1000–1300): The Ascendancy of the Church and the Rise of States</b>	<b>240</b>	<b>8 The High Middle Ages (1000–1300): People, Towns, and Universities</b>	<b>270</b>
Otto I and the Revival of the Empire	242	The Traditional Order of Life	272
<i>Unifying Germany</i>	242	<i>Nobles</i>	272
<i>Embracing the Church</i>	242	<i>Clergy</i>	274
The Reviving Catholic Church	243	<i>Peasants</i>	277
<i>The Cluny Reform Movement</i>	243	Towns and Townspeople	279
<i>The Investiture Struggle: Gregory VII and Henry IV</i>	245	<i>The Chartering of Towns</i>	280
<i>The First Crusades</i>	248	<i>The Rise of Merchants</i>	280
<i>The Pontificate of Innocent III (r. 1198–1216)</i>	252	<i>Challenging the Old Lords</i>	281
England and France: Hastings (1066) to Bouvines (1214)	256	<i>New Models of Government</i>	282
<i>William the Conqueror</i>	256	<i>Towns and Kings</i>	284
<i>Henry II</i>	257	<i>Jews in Christian Society</i>	285
<i>Eleanor of Aquitaine and Court Culture</i>	258	Schools and Universities	285
<i>Popular Rebellion and Magna Carta</i>	258	<i>University of Bologna</i>	285
<i>Philip II Augustus</i>	259	<i>Cathedral Schools</i>	287
France in the Thirteenth Century: The Reign of Louis IX	261	<i>University of Paris</i>	289
<i>Generosity Abroad</i>	261	<i>The Curriculum</i>	289
<i>Order and Excellence at Home</i>	262	<i>Philosophy and Theology</i>	292
The Hohenstaufen Empire (r. 1152–1272)	262	Women in Medieval Society	294
<i>Frederick I Barbarossa</i>	262	<i>The Lives of Children</i>	296
		Review Questions	298
		Suggested Readings	298
		THE WEST & THE WORLD: Social Life in Mali (1200–1400)	300