

Fourth Edition

Volume I: To 1715

THE WESTERN HERITAGE



Donald Kagan · Steven Ozment · Frank M. Turner

HERITAGE

Fourth Edition

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PREFACE

As *The Western Heritage* enters its second decade, Europe is experiencing the most rapid and extensive changes since the end of World War II. The implications for both Europeans and Americans of the revolutionary events in the Soviet Union and Eastern Europe, the emergence of a reunited Germany, and the movement toward West European economic integration are yet to be understood. These current events make more crucial than ever the need for students to be aware of the social, political, and intellectual forces that have established Western civilization and that have determined its destinies.

Goals of the Text

From the beginning, in 1979, it has been our intention to provide our readers with a volume that does justice to the richness and variety of Western civilization. We believe there is a new urgency in that purpose. To that end, we have attempted to present

- a strong central narrative of the emergence of Western society
- the development of constitutionalism
- the shifting relationships of religion to political order
- the expansion of science
- and development of the major social, religious, and intellectual currents that have characterized the Western cultural experience.

We believe all of these factors have been fundamental to the history of Western civilization and that none of them can be omitted. Each belongs to the present as well as the past and each has made itself felt in recent years.

BALANCED PRESENTATION Our goal has been and remains that of a fair and balanced presentation of Western history. We believe that history has many sides and that no

one of these can explain the others. The attempt to tell the story of Western civilization from a single overarching perspective, no matter how timely it may seem at any particular moment, will end up suppressing major parts of the story. One of our chief goals has been to avoid any such impoverishment of the study of Western civilization by presenting political, social, economic, intellectual, cultural, and religious aspects of history.

RECENT SCHOLARSHIP While seeking to provide balanced coverage, we have also been determined that our narrative present the most recent developments in historical scholarship and reflect the expanding concerns of professional historians. For that reason we have in this edition, as in previous revisions, expanded our coverage of social history. We have added new sections to the text, new documents, and new photographs to reflect this ever growing area of research and teaching. In particular we have attempted to provide major coverage of the role of women, the family, and minorities in Western culture. We believe the particular strength of our volume is to show the clear relationship of the concerns of social history to political, economic, religious, and intellectual issues and developments.

Changes in Fourth Edition

Over the years we have been fortunate in both the positive responses and constructive criticisms we have received from readers and teachers. The major revisions in this edition reflect what we genuinely regard as the ongoing partnership between our readers and ourselves. Responding to such suggestions, we have in this edition made a number of extensive changes in our coverage and organization. These include

- expanded attention to social history and to the role of minorities throughout the book

- reorganization and addition of new subheads to the chapters on ancient history
- expansion of the chapter (6) on the early Middle Ages to provide increased coverage of the Byzantine Empire and Islam
- revision and restructuring the two chapters (7 and 8) on the high Middle Ages, with the first focusing on church and state and the latter including extended coverage of towns, townspeople, schools, and universities
- division of the previous single chapter on the later Middle Ages into two separate chapters (9 and 10) with one dealing with the plagues, wars, and schisms of the fourteenth and fifteenth centuries, and the other with rebirth and renewal during the Renaissance
- inclusion of new sections on printing and the social history of the Reformation (Chapter 11)
- addition of a new section of black African slavery in the eighteenth-century colonial economy (Chapter 17)
- expanded coverage of the unrest of nationalities in the late nineteenth century (Chapter 23)
- new sections on eighteenth and nineteenth-century Jewish history (Chapters 16 and 24)
- a new discussion of women in Nazi Germany (Chapter 28)
- reorganization of the treatment of World War II and the inclusion of material of the domestic fronts (Chapter 29)
- complete reorganization and revision of the chapters (30 and 31) dealing with Europe since World War II
- a separate chapter (30) dealing with the Cold War confrontations, domestic politics in the United States, the Vietnam conflict, and the Arab-Israeli conflict
- a completely reorganized and largely rewritten concluding chapter (31) dealing with European domestic politics and cultural forces since World War II
- an extensive discussion and analysis of the recent changes in the Soviet Union and Eastern Europe (Chapter 31).

All of these revisions are designed to provide

clearer coverage and to include consideration of important new issues.

Pedagogical Features

In this edition we have also made major changes in the presentation of the book in order to aid student study and understanding.

LEARNING AIDS We have revised the *part opening essays* that survey the six major sections of the book. Each chapter includes an *outline*, and *introductory* and *concluding sections*. There are many new section introductions and subheads to guide students. We have added many more *chronologies* and *timelines*. Over a third of the *primary source documents* are new; each chapter contains an average of seven documents. New titles reflecting recent scholarship have been added to the lists of *suggested readings*.

NEW MAP PROGRAM We have introduced an entirely new map program in this edition. There are now 89 maps executed in two colors. Compiled by a skilled and professional cartographer, these maps reflect a consistency in style and creative use of color for ease of reading.

FULL-COLOR PORTFOLIOS This volume also includes six full-color portfolios. Each of these picture inserts is organized around a particular theme and includes an introductory essay. The themes are Ancient Empires, Medieval Towns, Family Life in Early Modern Europe, the Old Regime and Revolution, Workplaces in the Nineteenth Century, and the New Europe. Instructors and students should find that these photo essays will provide the materials for interesting and lively discussions.

Ancillary Instructional Materials

Finally there is available an extensive program of ancillary materials to be used with *The Western Heritage*. The supplements package has been expanded for the Fourth Edition with the addition of Computerized Study Guide, Slide Set, and Telecourse. The following components are available to adopters of the text:

- **Instructor's Manual** prepared by Perry M. Rogers of Ohio State University is a 228 page manual which includes chapter summary, key points and vital concepts, identification questions, multiple-choice questions, discussion questions, and suggested films.
 - **Map Transparencies** consisting of 50 full-color maps from the text.
 - **Slide Package** consisting of 150 slides of important art and architecture.
 - **Telecourse**, *The Western Tradition*, an Annenberg/CPB project, with Study Guides, volumes I and II, and Administrative Handbook by Jay Boggis.
 - **Study Guide** prepared by Anthony M. Brescia of Nassau Community College which includes commentary, definitions, identifications, map exercises, short-answer exercises, and essay questions.
 - **Computerized Study Guide** consisting of 15 multiple-choice questions from each chapter with reinforcing feedback on right answers and clarifying feedback on wrong answers. All answers are page referenced to the text material.
 - **Computerized Test Bank** consisting of 1,000 multiple-choice questions from the Instructor's Manual, for IBM and compatibles.
- Brison D. Gooch, *Texas A & M University*
 Paul B. Harvey, Jr., *Pennsylvania State University*
 John Hatch, *Texas A & M University*
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We greatly benefitted from their work, and we hope that this edition reflects their contributions.

As in the past, we hope that our readers will find this volume both informative and enjoyable. We also hope that it will mark just the beginning of their interest in history and their exploration of the past.

D.K.
 S.O.
 F.M.T.

New Haven and Cambridge

THE FOUNDATIONS OF WESTERN CIVILIZATION IN THE ANCIENT WORLD

The roots of Western civilization may be found in the experience and culture of the Greeks. Yet Greek civilization itself was richly nourished by older, magnificent civilizations to the south and east, especially in Mesopotamia and Egypt. In the valley of the Tigris and Euphrates rivers (Mesopotamia) and soon after in the valley of the Nile in Egypt, human beings moved from a life in agricultural villages, using tools of wood, bone, shell, and stone, into a much richer and more varied social organization that we call *civilization*. The use of irrigation permitted a growth in population. And a food surplus allowed the support of specialists: artisans, merchants, priests, and soldiers. For the first time, people lived in 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 new style of life produced governments that were centralized and powerful. The kings' power rested on their capacity to manage the economy and to collect taxes. This capacity, in turn, permitted them to train and support armies. In Mesopotamia the kings were accepted as the representatives of the gods; and in Egypt they were themselves regarded as divine. The resulting combination of political, military, economic, and religious power produced societies that were rigidly divided into social classes: slaves, free commoners, priests, and aristocrats, as well as the divine or semidivine monarchs. There was almost no social mobility and little individual freedom. Only a handful of people took part in government. The great power controlled by these rulers led the stronger

of them to dominate kingdoms and empires that grew ever larger and more powerful.

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, very indirectly, became 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 their kingdom of Judah, became the basis of two later religions 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. It took a turn sharply different from its predecessors in Egypt and western Asia. It was based on the independent existence of hundreds of city-states called *poleis* that retained their autonomy for hundreds of years before being incorporated into larger units. These cities attained a degree of self-government, broad political participation, and individual freedom never achieved before that time. They also intro-

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