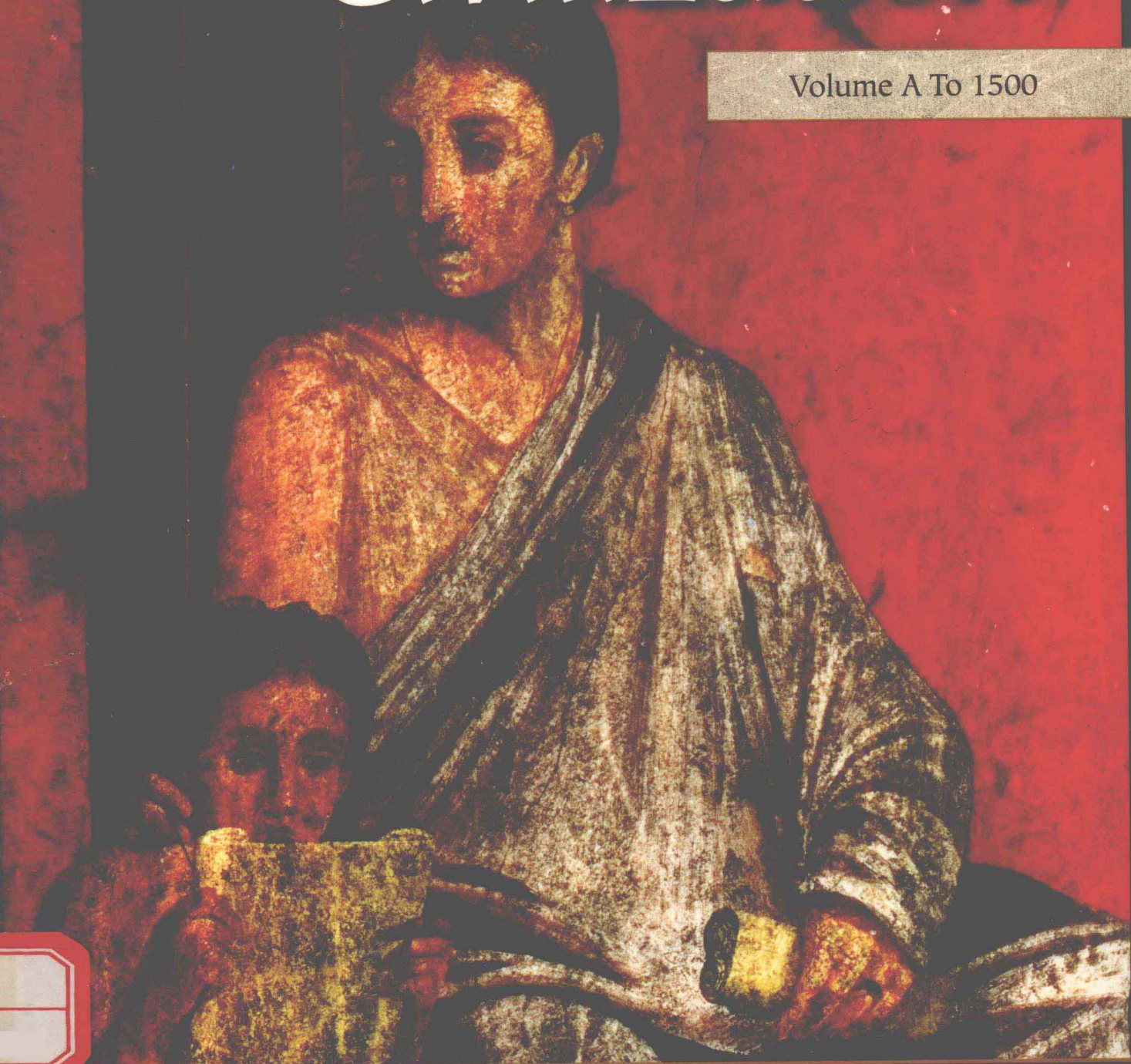


FOURTH EDITION

Western Civilization

Volume A To 1500



Jackson J. Spielvogel

F O U R T H
E D I T I O N

Western Civilization

Volume A: To 1500

Jackson J. Spielvogel
The Pennsylvania State University



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About the Author



JACKSON J. SPIELVOGEL is associate professor of history at The Pennsylvania State University. He received his Ph.D. from The Ohio State University, where he specialized in Reformation history under Harold J. Grimm. His articles and reviews have appeared in such journals as *Moreana*, *Journal of General Education*, *Catholic Historical Review*, *Archiv für Reformationsgeschichte*, and *American Historical Review*. He has also contributed chapters or articles to *The Social History of the Reformation*, *The Holy Roman Empire: A Dictionary Handbook*, *Simon Wiesenthal Center Annual of Holocaust Studies*, and *Utopian Studies*. His work has been supported by fellowships from the Fulbright Foundation and the Foundation for Reformation Research. At Penn State, he helped inaugurate the Western civilization courses as well as a popular course on Nazi Germany. His book *Hitler and Nazi Germany* was published in 1987 (third edition, 1996). He is the co-author (with William Duiker) of *World History*, published in January 1994 (second edition, 1998). Professor Spielvogel has won five major university-wide teaching awards. During the year 1988–1989, he held the Penn State Teaching Fellowship, the university's most prestigious teaching award. In 1996, he won the Dean Arthur Ray Warnock Award for Outstanding Faculty Member. In 1997, he became the first winner of the Schreyer Institute's Student Choice Award for innovative and inspiring teaching.



To Diane,
whose love and support
made it all possible

Preface



We are often reminded how important it is to understand today's world if we are to deal with our growing number of challenges. And yet that understanding will be incomplete if we in the Western world do not comprehend the meaning of Western civilization and the role Western civilization has played in the world. For all of our modern progress, we still greatly reflect our religious traditions, our political systems and theories, our economic and social structures, and our cultural heritage. I have written this history of Western civilization to assist a new generation of students in learning more about the past that has helped create them and the world in which they live.

As a teacher of Western civilization courses at a major university, I have become aware of the tendency of many textbooks to simplify the content of Western civilization courses by emphasizing an intellectual perspective or political perspective or, most recently, a social perspective, often at the expense of sufficient details in a chronological framework. This approach is confusing to students whose high school social studies programs have often neglected a systematic study of Western civilization. I have attempted to write a well-balanced work in which the political, economic, social, religious, intellectual, cultural, and military aspects of Western civilization have been integrated into a chronologically ordered synthesis. I have been especially aware of the need to integrate the latest research on social history and women's history into each chapter of the book rather than isolating it either in lengthy topical chapters, which confuse the student by interrupting the chronological narrative, or in separate sections that appear at periodic intervals between chapters. If the results of the new social and women's history are to be taken seriously, they must be fully integrated into the basic narrative itself.

Another purpose in writing this history of Western civilization has been to put the story back in history. That story is an exciting one; yet many textbooks, often the product of several authors with different writing styles, fail to capture the imagination of their readers. Narrative history effectively transmits the knowledge of the past and is the form that best aids remembrance. At the same time, I have not overlooked the need for the kind of historical analysis that makes students aware that historians often disagree in their interpretations of the past.

To enliven the past and let readers see for themselves the materials that historians use to create their pictures of the past, I have included in each chapter primary sources (boxed documents) that are keyed to the discussion in the text. The documents include examples of the religious, artistic, intellectual, social, economic, and political aspects of Western life. Such varied sources as a Roman banquet menu, a student fight song in twentieth-century Britain, letters exchanged between a husband on the battle front and his wife in World War I, the Declaration of the Rights of Woman and the Citizen in the French Revolution, and a debate in the Reformation era all reveal in a vivid fashion what Western civilization meant to the individual men and women who shaped it by their activities.

Each chapter has a lengthy introduction and conclusion to help maintain the continuity of the narrative and to provide a synthesis of important themes. Anecdotes in the chapter introductions convey more dramatically the major theme or themes of each chapter. Detailed chronologies reinforce the events discussed in the text while timelines at the end of each chapter enable students to review at a glance the major developments of an era. An annotated bibliography at the end of each chapter reviews the most recent literature on each period and also gives references to some of the older, "classic" works in each field. Extensive maps and illustrations serve to deepen the reader's understanding of the text. To facilitate understanding of cultural movements, illustrations of artistic works discussed in the text are placed next to the discussions. New to the fourth edition are chapter outlines and focus questions at the beginning of each chapter, which will help students with an overview and guide them to the main subjects of each chapter. Also new to the fourth edition are a glossary of important terms and a pronunciation guide.

As preparation for the revision of *Western Civilization*, I reexamined the entire book and analyzed the comments and reviews of many colleagues who have found the book to be a useful instrument for introducing their students to the history of Western civilization. In making revisions for the fourth edition, I sought to build upon the strengths of the first, second, and third editions and, above all, to maintain the balance, synthesis, and narrative qualities that character-

ized those editions. To keep up with the ever-growing body of historical scholarship, new or revised material has been added throughout the book on many topics, including, for example, civilization in Mesopotamia and Egypt; ancient Israel; Corinth, Sparta, and tyranny in ancient Greece; literature in the late Roman Republic; the late Roman Empire; women in early Christianity and the new Germanic kingdoms; the rise and spread of Islam; the Black Death; Catherine of Siena; Christine de Pizan; European discovery and expansion in the sixteenth and seventeenth centuries; the French Wars of Religion; Artemisia Gentileschi; Judith Leyster and Dutch realism; Louis XIV; nobility in the eighteenth century; female utopian socialists; women and work in the nineteenth century; women and the Paris commune; Impressionism; women reformers and the "new woman" in the nineteenth century; the history of Canada; the Great Depression; movies in the 1920s and 1930s; new attitudes toward sexuality in the 1920s; women in World War II resistance movements; history of the United States and Canada since 1945; gender issues in the welfare state; the women's liberation movement; and the war in Kosovo. Throughout the revising process I also worked to craft a book that I hope students will continue to find very readable. New subheadings were added in many chapters of the fourth edition in order to facilitate the reader's comprehension of the content of the chapters.

To provide a more logical arrangement of the material, I also made organizational changes in Chapters 1, 6, 14, 28, and 29. Chapters 9, 10, and 11 on the High Middle Ages were reorganized and condensed to form two new chapters entitled "The Recovery and Growth of European Society in the High Middle Ages" and "A New World of Cities and Kingdoms." Moreover, all "Suggestions for Further Reading" at the end of each chapter were updated, and new illustrations were added to every chapter.

The enthusiastic response to the primary sources (boxed documents) led me to evaluate the content of each document carefully and add new documents throughout the text, including "The Legal Rights of Women," "A Leader of the Paris Commune," "Hesse and the Unconscious," and "Margaret Thatcher: Entering a Man's World." For the fourth edition, the maps have been revised where needed and, as in previous editions, are carefully keyed to all text references. New maps have also been added, including "Religious Groups in the Eighteenth Century," "The Columbian Exchange," and "The Holocaust."

Because courses in Western civilization at American and Canadian colleges and universities follow different chronological divisions, a one-volume edition, two two-volume editions, and a three-volume edition of this text are being made available to fit the needs of instructors. Teaching and learning ancillaries include the following:

✻ **For the Instructor**

Instructor's Manual with Test Bank Prepared by Kevin Robbins, Indiana University Purdue University Indianapolis. This new Instructor's Manual contains chapter outlines, suggested lecture topics, and discussion questions for the maps and artwork as well as the primary source documents located in the text. World-wide Web sites and resources, video collections, suggested student activities, and secondary sources for lecture preparation are also included. Exam questions include essays, identifications, and multiple-choice questions. Available in two volumes.

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Full Color Map Acetate Package This package includes maps from the text and from other sources. More than 100 four color images are provided in a handy three-ring binder. Map commentary is provided by James Harrison, Siena College.

Map Slides 100 full color map slides.

Lecture Enrichment Slides Prepared by Dale Hoak and George Strong, College of William and Mary. These 100 slides contain images of famous paintings, statues, architectural achievements, and interesting photos. The authors supply commentary for each slide.

History Video Library A completely new selection of videos to go with the fourth edition. Over 50 titles to choose from, with coverage spanning from "Egypt: A Gift to Civilization" to "Children of the Holocaust."

CNN Today Videos For *Western Civilization*, the perfect lecture launchers contain video clips ranging from one to five minutes long.

Sights and Sounds of History Videodisc and Video Short Uses focused video clips, photos, artwork, animations, music, and dramatic readings to bring history to life. The video segments average four minutes long and are available on VHS. These make excellent lecture launchers.

PowerPoint Features acetate map images in PowerPoint format. Available for Windows and Macintosh.

✻ **For the Student**

Study Guide Prepared by James Baker, Western Kentucky University. Includes chapter outlines, chapter summaries, and seven different types of questions for each chapter. Available in two volumes.

Study Tips Prepared by James Baker, Western Kentucky University. Provides a brief study guide for students containing chapter outlines, study questions, and pronunciations. Available in two volumes.

Map Exercise Workbook This workbook, prepared by Cynthia Kosso, Northern Arizona University, has been thoroughly revised including new easier to read maps. Over 20 maps and exercises ask students to identify important cities and countries and answer critical thinking questions. Available in two volumes.

MapTutor CD ROM This interactive map tutorial helps students learn geography by having them locate geographical features, regions, cities, and sociopolitical movements. Each map exercise is accompanied by questions that test their knowledge and promote critical thinking. Animations vividly show movements such as the conquests of the Romans, the spread of Christianity, invasions, medieval trade routes, the spread of the Black Death, and more.

Document Exercise Workbook Prepared by Donna Van Raaphorst, Cuyahoga Community College. A collection of exercises based on primary sources. Revised for this edition, it now contains a web component that points students to museums and other useful sites. Available in two volumes.

Journey of Civilizations CD ROM This CD-Rom takes the student on 18 interactive journeys through history. Enhanced with QuickTime movies, animations, sound clips, maps, and more, the journeys allow students to engage in history as active participants rather than as readers of past events. Available for Windows.

WebTutor This customized online study supplement helps students succeed by taking the course beyond the classroom boundaries to a virtual environment. Professors can use *WebTutor* to provide virtual office hours, post their syllabi, set up threaded discussions, and track student progress with the quizzing material. For Students, *WebTutor* offers real-time access to a full array of study tools, including flashcards, practice quizzes and tests, online tutorials, exercises, discussion questions, web links, and a full glossary. Visit www.itped.com for a demonstration.

Hammond Historical Atlas of the World This atlas helps integrate dozens of maps into the course.

Internet Guide for History, 2/e Prepared by John Soares. Provides newly revised and up-to-date internet exercises by topic.

Western Civilization, Canadian Supplement Prepared by Maryann Farkus, Dawson College. Discusses Canadian history and culture in the context of Western Civilization.

Archer, Documents of Western Civilization Contains a broad selection of carefully chosen documents. Available in two volumes.

InfoTrac® College Edition Create your own collection of secondary readings from more than 900 popular and

scholarly periodicals such as *Smithsonian*, *Historian*, and *Harper's* for four months. Students can browse, choose, and print any articles they want 24 hours a day.

Historic Times: The Wadsworth History Resource Center A web site just for history students. Features links to museums, documents, and other Web sites. <http://history.wadsworth.com>

✻ Acknowledgements

I began to teach at age five in my family's grape arbor. By the age of ten, I wanted to know and understand everything in the world so I set out to memorize our entire set of encyclopedia volumes. At seventeen, as editor of the high school yearbook, I chose "Patterns" as its theme. With that as my early history, followed by twenty rich years of teaching, writing, and family nurturing, it seemed quite natural to accept the challenge of writing a history of Western civilization as I approached that period in life often described as the age of wisdom. Although I see this writing adventure as part of the natural unfolding of my life, I gratefully acknowledge that without the generosity of many others, it would not have been possible.

David Redles gave generously of his time and ideas, especially for Chapters 28 and 29. Chris Colin provided research on the history of music, while Laurie Batitto, Alex Spencer, Stephen Maloney, Shaun Mason, Peter Angelos, and Fred Schooley offered valuable editorial assistance. I deeply appreciate the valuable technical assistance provided by Dayton Coles. I am also thankful to the thousands of students whose questions and responses have caused me to see many aspects of Western civilization in new ways.

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I would like to thank the many teachers and students who have used the first three editions of my *Western Civilization*. Their enthusiastic response to a textbook that was intended to put the story back in history and capture the imagination of the reader has been very gratifying. I especially thank the many teachers and students who made the effort to contact me personally to share their enthusiasm. I also want to thank Charmarie Blaisdell of Northeastern University

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Introduction to Students of Western Civilization



Civilization, as historians define it, first emerged between 5,000 and 6,000 years ago when people began to live in organized communities with distinct political, military, economic, and social structures. Religious, intellectual, and artistic activities also assumed important roles in these early societies. The focus of this book is on Western civilization, a civilization that for most of its history has been identified with the continent of Europe. Its origins, however, go back to the Mediterranean basin, including lands in North Africa, and the Near East as well as Europe itself. Moreover, the spread of Europeans abroad led to the development of offshoots of Western civilization in other parts of the world.

Because civilized life includes all the deeds and experiences of people organized in communities, the history of a civilization must encompass a series of studies. An examination of Western civilization requires us to study the political, economic, social, military, cultural, intellectual, and religious aspects that make up the life of that civilization and show how they are interrelated. In so doing, we need also at times to focus on some of the unique features of Western civilization. Certainly, science played a crucial role in the development of modern Western civilization. Although such societies as those of the Greeks, the Romans, and medieval Europeans were based largely on a belief in the existence of a spiritual order, Western civilization experienced a dramatic departure to a natural or material view of the universe in the seventeenth-century Scientific Revolution. Science and technology have been important in the growth of a modern and largely secular Western civilization, although antecedents to scientific development also existed in Greek, Islamic, and medieval thought and practice.

Many historians have also viewed the concept of political liberty, the fundamental value of every individual, and the creation of a rational outlook, based on a

system of logical, analytical thought, as unique aspects of Western civilization. Of course, Western civilization has also witnessed the frightening negation of liberty, individualism, and reason. Racism, violence, world wars, totalitarianism—these, too, must form part of the story. Finally, regardless of our concentration on Western civilization and its characteristics, we need to take into account that other civilizations have influenced Western civilization and it, in turn, has affected the development of other civilizations.

In our examination of Western civilization, we need also to be aware of the dating of time. In recording the past, historians try to determine the exact time when events occurred. World War II in Europe, for example, began on September 1, 1939, when Hitler sent German troops into Poland, and ended on May 7, 1945, when Germany surrendered. By using dates, historians can place events in order and try to determine the development of patterns over periods of time.

If someone asked you when you were born, you would reply with a number, such as 1980. In the United States, we would all accept that number without question because it is part of the dating system followed in the Western world (Europe and the Western Hemisphere). In this system, events are dated by counting backward or forward from the birth of Christ (assumed to be the year 1). An event that took place 400 years before the birth of Christ would be dated 400 B.C. (before Christ). Dates after the birth of Christ are labeled A.D. These letters stand for the Latin words *anno Domini*, which mean “in the year of the lord.” Thus, an event that took place 250 years after the birth of Christ is written A.D. 250, or in the year of the lord 250. It can also be written as 250, just as you would not give your birth year as A.D. 1980, but simply 1980. Historians also make use of other terms to refer to time. A decade is 10 years; a century is 100 years; and a millennium is 1,000 years. The

phrase fourth century B.C. refers to the fourth period of 100 years counting backward from 1, the assumed date of the birth of Christ. Since the first century B.C. would be the years 100 B.C. to 1 B.C., the fourth century B.C. would be the years 400 B.C. to 301 B.C. We could say, then, that an event in 350 B.C. took place in the fourth century B.C.

The phrase fourth century A.D. refers to the fourth period of 100 years after the birth of Christ. Since the first period of 100 years would be the years 1 to 100, the fourth period or fourth century would be the years 301 to 400. We could say, then, for example, that an event in 350 took place in the fourth century. Likewise, the first millennium B.C. refers to the years 1000 B.C. to 1 B.C.; the second millennium A.D. refers to the years 1001 to 2000. Some historians now prefer to use the abbreviations B.C.E. ("before the common era") and C.E. ("common era") instead of B.C. and A.D. This is espe-

cially true of world historians who prefer to use symbols that are not so Western or Christian oriented. The dates, of course, remain the same. Thus, 1950 B.C.E. and 1950 B.C. would be the same year. In keeping with current usage by many historians of Western civilization, this book will use the terms B.C. and A.D.

The dating of events can also vary from people to people. Most people in the Western world use the Western calendar, also known as the Gregorian calendar after Pope Gregory XIII who refined it in 1582. The Hebrew calendar, on the other hand, uses a different system in which the year 1 is the equivalent of the Western year 3760 B.C., considered by Jews to be the date of the creation of the world. Thus, the Western year 2000 will be the year 5760 on the Jewish calendar. The Islamic calendar begins year 1 on the day Muhammad fled Mecca, which is the year 622 on the Western calendar.

Brief Contents



Documents	xv
Maps	xix
Chronologies	xx
Photo Credits	xxi
Preface	xxiii
Introduction to Students of Western Civilization	xxix
1 The Ancient Near East: The First Civilizations	1
2 The Ancient Near East: Peoples and Empires	32
3 The Civilization of the Greeks	55
4 The Hellenistic World	91
5 The Roman Republic	114
6 The Roman Empire	147
7 The Passing of the Roman World and the Emergence of Medieval Civilization	178
8 European Civilization in the Early Middle Ages, 750–1000	209
9 The Recovery and Growth of European Society in the High Middle Ages	237
10 A New World of Cities and Kingdoms	266
11 The Late Middle Ages: Crisis and Disintegration in the Fourteenth Century	296
12 Recovery and Rebirth: The Age of the Renaissance	326
Glossary	363
Pronunciation Guide	372
Index	379

Detailed Contents



<i>Documents</i>	xv
<i>Maps</i>	xix
<i>Chronologies</i>	xx
<i>Photo Credits</i>	xxi
<i>Preface</i>	xxiii
<i>Introduction to Students of Western Civilization</i>	xxix

☀ CHAPTER 1 *The Ancient Near East: The First Civilizations* 1

The First Humans	2
The Hunter-Gatherers of the Old Stone Age	2
The Agricultural Revolution, c. 10,000–4000 B.C.	4
The Emergence of Civilization	6
Civilization in Mesopotamia	6
The City-States of Ancient Mesopotamia	7
Empires in Ancient Mesopotamia	8
The Culture of Mesopotamia	11
Egyptian Civilization: “The Gift of the Nile”	16
The Old and Middle Kingdoms	18
Society and Economy in Ancient Egypt	20
The Culture of Egypt	20
Chaos and a New Order: The New Kingdom	23
Daily Life in Ancient Egypt	25
On the Fringes of Civilization	28
The Impact of the Indo-Europeans	28
<i>Conclusion</i>	29
<i>Notes</i>	30
<i>Suggestions for Further Reading</i>	30

☀ CHAPTER 2 *The Ancient Near East: Peoples and Empires* 32

The Hebrews: “The Children of Israel”	33
The United Kingdom	33
The Divided Kingdom	34
The Spiritual Dimensions of Israel	35
The Social Structure of the Hebrews	38

The Neighbors of the Israelites	00
---------------------------------	----

The Assyrian Empire	40
The Assyrian Military Machine	43
The Assyrian Society and Culture	45

The Neo-Babylonian Empire	46
---------------------------	----

The Persian Empire	47
Cyrus the Great (559–530 B.C.)	47
Expanding the Empire	48
Governing the Empire	49
Persian Religion	51

Conclusion 53

Notes 54

Suggestions for Further Reading 54

☀ CHAPTER 3 *The Civilization of the Greeks* 55

Early Greece	56
Minoan Crete	56
The Mycenaean Greeks	57

The Greeks in a Dark Age (c. 1100–c. 750 B.C.)	58
Homer	59
Homeric Greece	60

The World of the Greek City-States (c. 750–c. 500 B.C.)	61
The Polis	61
Colonization and the Growth of Trade	63
Tyranny in the Greek Polis	63
Sparta	64
Athens	67
Greek Culture in the Archaic Age	68

The High Point of Greek Civilization: Classical Greece	70
The Challenge of Persia	70
The Growth of an Athenian Empire	72
The Great Peloponnesian War (431–404 B.C.)	75
The Decline of the Greek States (404–338 B.C.)	77
The Culture of Classical Greece	78
Greek Religion	84
Daily Life in Classical Athens	86

Conclusion 88
Notes 89
Suggestions for Further Reading 89

✿ CHAPTER 4 *The Hellenistic World* 91

The Rise of Macedonia and the End of Hellenic Civilization 92
The Conquests of Alexander the Great 93
 Alexander's Ideals 95
 Alexander's Legacy 96
The World of the Hellenistic Kingdoms 97
 The Hellenistic Monarchies 97
 Hellenistic Cities 98
 Economic Trends 100
Hellenistic Society 101
 New Opportunities for Upper-Class Women 101
 The Role of Slavery 102
 The Transformation of Education 103
Culture in the Hellenistic World 104
 New Directions in Literature and Art 105
 A Golden Age of Science and Medicine 106
 Philosophy: New Schools of Thought 108
Religion in the Hellenistic World 109
 The Jews in the Hellenistic World 111

Conclusion 112
Notes 112
Suggestions for Further Reading 112

✿ CHAPTER 5 *The Roman Republic* 114

Early Rome and the Etruscans 115
 Geography of the Italian Peninsula 115
 The Greeks 115
 The Etruscans 116
 Early Rome 117
The Roman Republic (c. 509–264 B.C.) 114
 The Roman State 118
 The Roman Conquest of Italy 120
The Roman Conquest of the Mediterranean (264–133 B.C.) 124
 The Struggle with Carthage 124
 The Eastern Mediterranean 125
 The Nature of Roman Imperialism 127
Society and Culture in the Roman Republic 128
 Roman Religion 128

Education: The Importance of Rhetoric 129
The Growth of Slavery 130
The Roman Family 131
The Evolution of Roman Law 131
The Development of Literature and Art 132
Values and Attitudes 134

The Decline and Fall of the Roman Republic (133–31 B.C.) 135
 Background: Social, Economic, and Political Problems 135
 The Reforms of Tiberius and Gaius Gracchus 137
 Marius and the New Roman Army 137
 The Role of Sulla 138
 The Death of the Republic 138
 Literature in the Late Republic 142

Conclusion 145
Notes 145
Suggestions for Further Reading 146

✿ CHAPTER 6 *The Roman Empire* 147

The Age of Augustus (31 B.C.–A.D. 14) 148
 The New Order 148
 The Army 150
 Roman Provinces and Frontiers 150
 Augustan Society 152
 A Golden Age of Latin Literature 152
The Early Empire (14–180) 154
 The Julio-Claudians (14–68) and Flavians (69–96) 155
 The Five “Good Emperors” (96–180) 156
 The Roman Empire at Its Height: Frontiers and Provinces 157
 Prosperity in the Early Empire 158
 Roman Culture and Society in the Early Empire 160
The Terrible Third Century 167
The Restored Empire of the Fourth Century 167
 Diocletian and Constantine: Political and Military Reforms 167
 Diocletian and Constantine: Economic, Social, and Cultural Trends 169
The Transformation of the Roman World: The Development of Christianity 170
 The Religious World of the Roman Empire 170
 The Jewish Background 171
 The Rise of Christianity 171
 The Growth of Christianity 174
The Fall of the Western Roman Empire 175

Conclusion	176
Notes	176
Suggestions for Further Reading	176

CHAPTER 7

The Passing of the Roman World and the Emergence of Medieval Civilization 178

The Role and Development of the Christian Church	179
Organization and Religious Disputes	179
The Power of the Pope	179
The Roles of Church and State	181
New Patterns of Thought	181
The Beginnings of Monasticism	183

The Germanic Peoples and Their Kingdoms	185
The New Kingdoms	187
The Society of the Germanic Peoples in the New Kingdoms	191

The Development of the Latin Christian Church	193
Pope Gregory the Great	193
The Monks and Their Missions	194
Christianity and Intellectual Life	196

The Byzantine Empire	197
The Reign of Justinian (527–565)	199
From Eastern Roman to Byzantine Empire	201

The Rise of Islam	203
The Expansion of Islam	205
Conclusion	207
Notes	207
Suggestions for Further Reading	207

CHAPTER 8

European Civilization in the Early Middle Ages, 750–1000 209

People and Environment	210
The World of the Carolingians	210
Charlemagne and the Carolingian Empire (768–814)	210
The Carolingian Intellectual Renewal	214
Life in the Carolingian World	215
The Disintegration of the Carolingian Empire:	219
Invasions of the Ninth and Tenth Centuries	220

The Emerging World of Lords and Vassals	222
New Political Configurations in the Tenth Century	224
The Manorial System	226

The Zenith of Byzantine Civilization	228
--------------------------------------	-----

The Slavic Peoples of Central and Eastern Europe	229
--	-----

The World of Islam	232
Islamic Civilization	233

Conclusion	235
Notes	235
Suggestions for Further Reading	235

CHAPTER 9

The Recovery and Growth of European Society in the High Middle Ages 237

People and Land in the High Middle Ages	238
The New Agriculture	238
The Life of the Peasantry	240
The Aristocracy of the High Middle Ages	241
Marriage Patterns of the Aristocracy	245

The Recovery and Reform of the Catholic Church	245
The Problems of Decline	245
The Cluniac Reform Movement	246
The Reform of the Papacy	246

Christianity and Medieval Civilization	248
Growth of the Papal Monarchy	248
New Religious Orders and New Spiritual Ideals	248
Popular Religion in the High Middle Ages	252
Voices of Protest and Intolerance	253

The Crusades	257
Background to the Crusades	257
The Early Crusades	257
The Second Crusade (1147–1149)	259
The Third Crusade (1189–1192)	259
The Crusades of the Thirteenth Century	260
Effects of the Crusades	263

Conclusion	264
Notes	264
Suggestions for Further Reading	264

CHAPTER 10

A New World of Cities and Kingdoms 266

The New World of Trade and Cities	267
The Revival of Trade	267
The Growth of Cities	268

The Intellectual and Artistic World of the High Middle Ages 273

- The Rise of Universities 274
- The Renaissance of the Twelfth Century 276
- The Development of Scholasticism 277
- The Revival of Roman Law 279
- Literature in the High Middle Ages 279
- Romanesque Architecture:
 - "A White Mantle of Churches" 280
- The Gothic Cathedral 281

The Emergence and Growth of European Kingdoms, 1000–1300 282

- England in the High Middle Ages 283
- The Growth of the French Kingdom 286
- Christian Reconquest: The Spanish Kingdoms 289
- The Lands of the Holy Roman Empire:
 - Germany and Italy 290
- New Kingdoms in Northern and Eastern Europe 291

Conclusion 294

Notes 294

Suggestions for Further Reading 295

✻ CHAPTER 11

The Late Middle Ages: Crisis and Disintegration in the Fourteenth Century 296

A Time of Troubles: Black Death and Social Crisis 297

- Famine and Population 297
- The Black Death 297
- Economic Dislocation and Social Upheaval 301

War and Political Instability 304

- Causes of the Hundred Years' War 304
- Conduct and Course of the War 305
- Political Instability 309
- The Growth of England's Political Institutions 309
- The Problems of the French Kings 309
- The German Monarchy 310
- The States of Italy 311

The Decline of the Church 312

- Boniface VIII and the Conflict with the State 312
- The Papacy at Avignon (1305–1377) 314
- The Great Schism 314
- New Thoughts on Church and State and the Rise of Conciliarism 315
- Popular Religion in an Age of Adversity 316
- Changes in Theology 317

The Cultural World of the Fourteenth Century 317

- The Development of Vernacular Literature 317
- Art and the Black Death 320

Society in an Age of Adversity 320

- Changes in Urban Life 320
- New Directions in Medicine 322
- Inventions and New Patterns 323

Conclusion 324

Notes 324

Suggestions for Further Reading 325

✻ CHAPTER 12

Recovery and Rebirth: The Age of the Renaissance 326

Meaning and Characteristics of the Italian Renaissance 327

The Making of Renaissance Society 328

- Economic Recovery 328
- Social Changes in the Renaissance 328

The Italian States in the Renaissance 334

- The Birth of Modern Diplomacy 336
- Machiavelli and the New Statecraft 337

The Intellectual Renaissance in Italy 338

- Italian Renaissance Humanism 338
- Education in the Renaissance 342
- Humanism and History 344
- The Impact of Printing 344

The Artistic Renaissance 345

- The Artist and Social Status 349
- The Northern Artistic Renaissance 350
- Music in the Renaissance 359

The European State in the Renaissance 353

- The "New Monarchies" 353

The Church in the Renaissance 358

- The Problems of Heresy and Reform 358
- The Renaissance Papacy 359

Conclusion 360

Notes 360

Suggestions for Further Reading 361

Glossary 363

Pronunciation Guide 372

Index 379

Documents



❁ CHAPTER 1

The Code of Hammurabi 10

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A CREATION MYTH: "LET MAN CARRY THE LABOR-BASKET OF THE GODS" 13

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A SUMERIAN SCHOOLBOY 15

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SIGNIFICANCE OF THE NILE RIVER AND THE PHARAOH 17

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A FATHER'S ADVICE 27

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❁ CHAPTER 2

The Covenant and the Law: The Book of Exodus 36

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The Assyrian Military Machine 44

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Homer's Ideal of Excellence 61

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Athenian Democracy: The Funeral Oration of Pericles 75

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The Significance of the Great Peloponnesian War 77

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Athenian Comedy: Sex as an Antiwar Instrument 80

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