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VOLUME
B

FROM 1350
TO 1850

Sixth Edition

Civilization *in the* West



CIVILIZATION IN THE WEST

SIXTH EDITION

VOLUME B: FROM 1350 TO 1850

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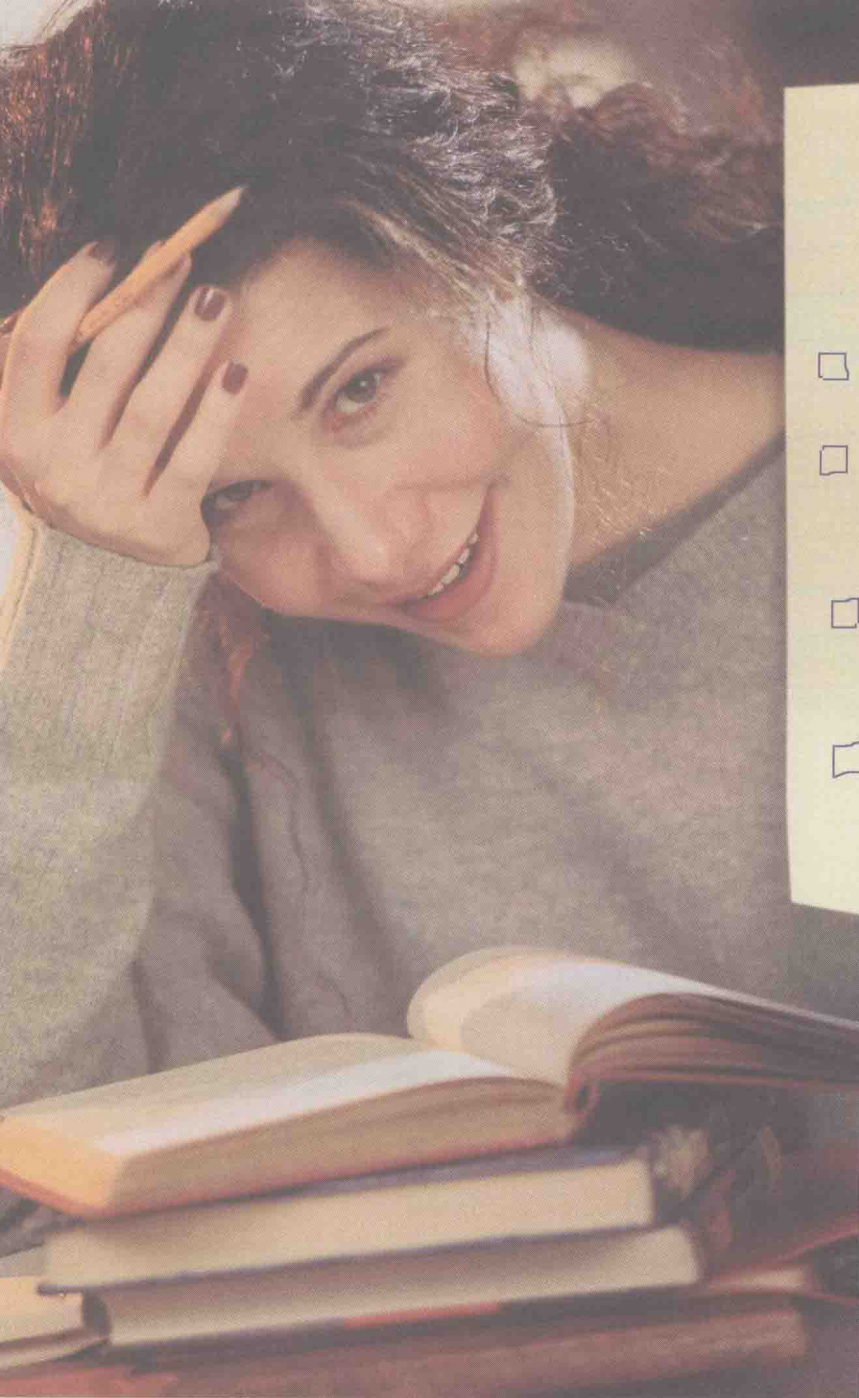
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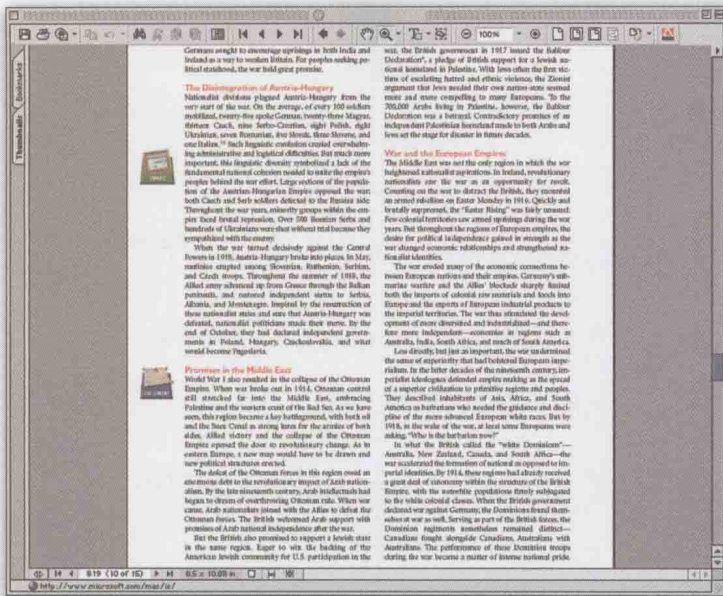
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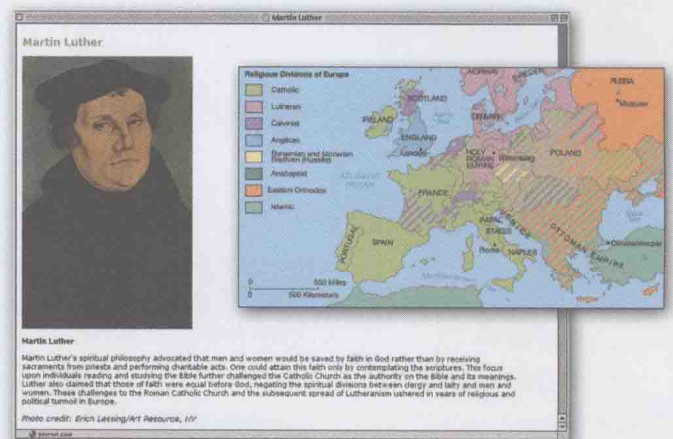


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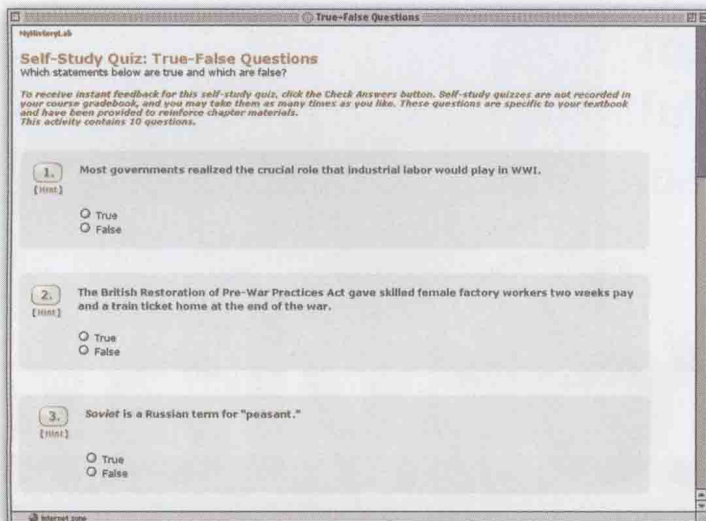
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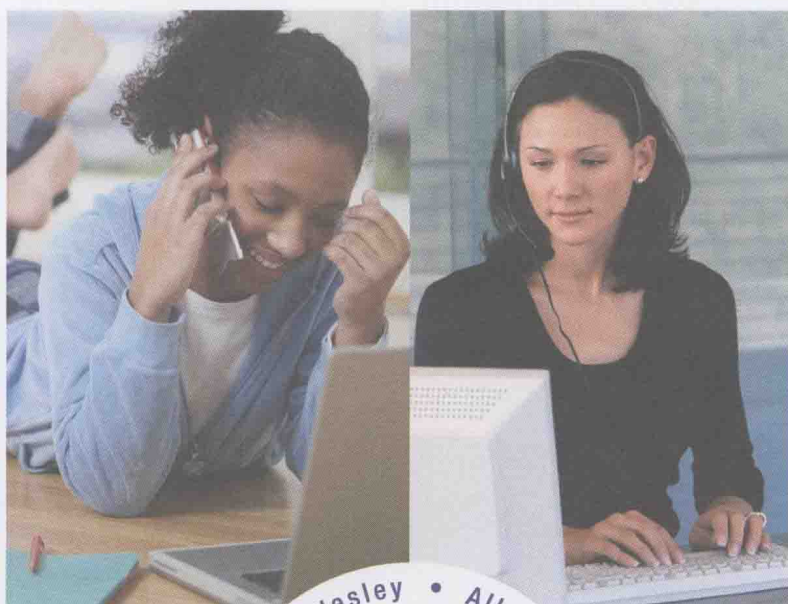
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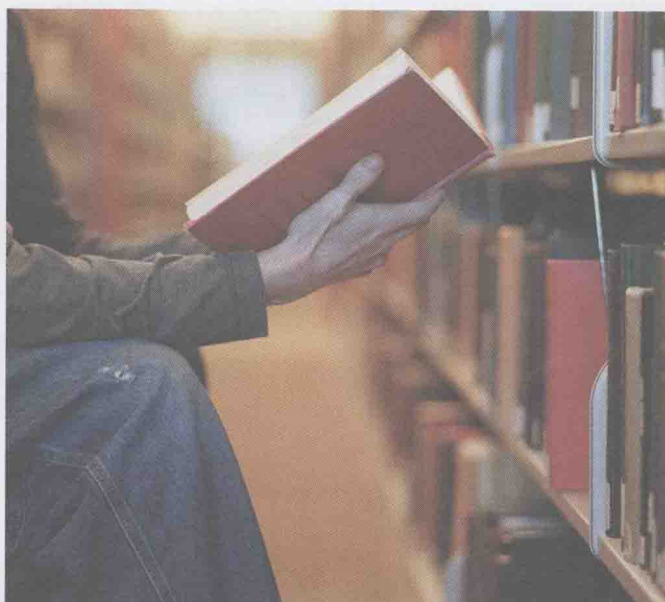


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30 Chapter 1 The First Civilizations

state in which conquered regions were reorganized and re-made on the model of the central government. By the middle of the seventh century B.C.E., the Assyrian Empire stretched from the headwaters of the Tigris and Euphrates rivers to the Persian Gulf, along the coast from Syria to beyond the Delta, and up the Nile to Thebes. Now the ancient gods of Sumer were worshiped in the sanctuaries of Memphis.

The Assyrian Empire

The Assyrian plain north of Babylonia had long been the site of a small Mesopotamian state threatened by seminomads and great powers such as the Babylonians and later the Hittites. Its early history was similar to that of so many earlier Mesopotamian empires. Early expansion soon gave rise to internal revolt and external threats. However, the revolt paved the way for the ascension of Tiglath-pileser III (746–727 B.C.E.), the greatest empire builder of Mesopotamia since Sargon. Tiglath-pileser and his successors transformed the structure of the Assyrian state and expanded its empire. They created a model for empire that would later be copied by Persia and Macedonia. In the sense that the Assyrians not only conquered but created an administrative system by which to rule, theirs was the first true empire.

From his palace at Nineveh, Tiglath-pileser combined all the traditional elements of Mesopotamian statecraft with a new religious ideology and social system to create the framework for a lasting multiethnic imperial system. The system rested on five bases: a transformed army, a new military-religious ideology, a novel administrative system, a social policy involving large-scale population movements, and the calculated use of massive terror.

The heart of Tiglath-pileser's program was the most modern army the world had ever seen. In place of traditional armies of peasants and slaves supplied by great aristocrats, he raised professional armies from the conquered lands of the empire and placed them under the command of Assyrian generals. The Assyrian army was also the first to use iron weapons on a massive scale. The bronze swords and shields of their enemies were no match for the stronger iron weapons of the Assyrians. Assyrian armies were also well balanced, including not only infantry, cavalry, and chariots, but also engineering units for constructing the siege equipment needed to capture towns. Warfare had become a science.

In addition to the professional army, Tiglath-pileser created the most developed military-religious ideology of any ancient people. Kings had long been agents of the gods, but Ashur, the god of the Assyrians, had but one command: Enlarge the empire! Thus warfare was the mission and duty of all, a sacred command paralleled through the centuries in the cries "God wills it" of the Christian crusaders and "God is great" of the Muslims.

Tiglath-pileser restructured his empire, both at home in Assyria and abroad, so that revolts of the sort that had nearly destroyed it would be less possible. Within Assyria, he increased

Longman World History Chapter 2 Map

Empires of the Ancient Near East During the last millennium B.C.E., several different states managed to secure control of large areas in central Asia. The formation of such empires was associated with the desire for tribute and the control of natural resources.

Close

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DOCUMENT

This icon will lead you to primary source documents, so you can see the original documents that pertain to the people and events you're studying.



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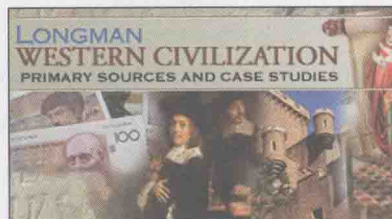
1. *Aesop's Fables*; date unknown
2. *The Histories*, Herodotus; 440 BCE
3. *The Oedipus Trilogy*, Sophocles; circa 400 BCE
4. *The Republic*, Plato; 360 BCE
5. *The Arabian Nights*; 10 AD
6. *The Lives of Plutarch*; 100 AD
7. *The Holy Koran*; circa 630 AD
8. *Beowulf*; 1100 AD
9. *The Song of Roland*; 1100 AD
10. *The Prince*, Machiavelli; 1505 AD
11. *95 Theses*, Martin Luther; 1517 AD
12. *Romeo and Juliet*, Shakespeare; 1595 AD

13. *Captivity and Restoration*, Mary Rowlandson; 1682 AD
14. *Leviathan*, Thomas Hobbes; 1682 AD
15. *Gulliver's Travels*, Jonathan Swift; 1726 AD
16. *Treatise on Government*, John Locke; 1764 AD
17. *Wealth of Nations*, Adam Smith; 1776 AD
18. *Sense and Sensibility*, Jane Austen; 1811 AD
19. *The Communist Manifesto*, Karl Marx; 1848 AD
20. *20,000 Leagues Under the Sea*, Jules Verne; 1869 AD
21. *To the Gold Coast for Gold*, Sir Richard Burton; 1883 AD
22. *The Jungle Book*, Rudyard Kipling; 1894 AD
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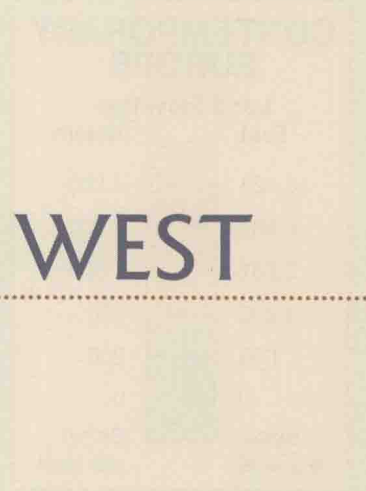
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CIVILIZATION IN THE WEST



CONTEMPORARY EUROPE

Land Elevation

Feet

Meters

13,123

4,000

6,562

2,000

3,281

1,000

1,640

500

656

200

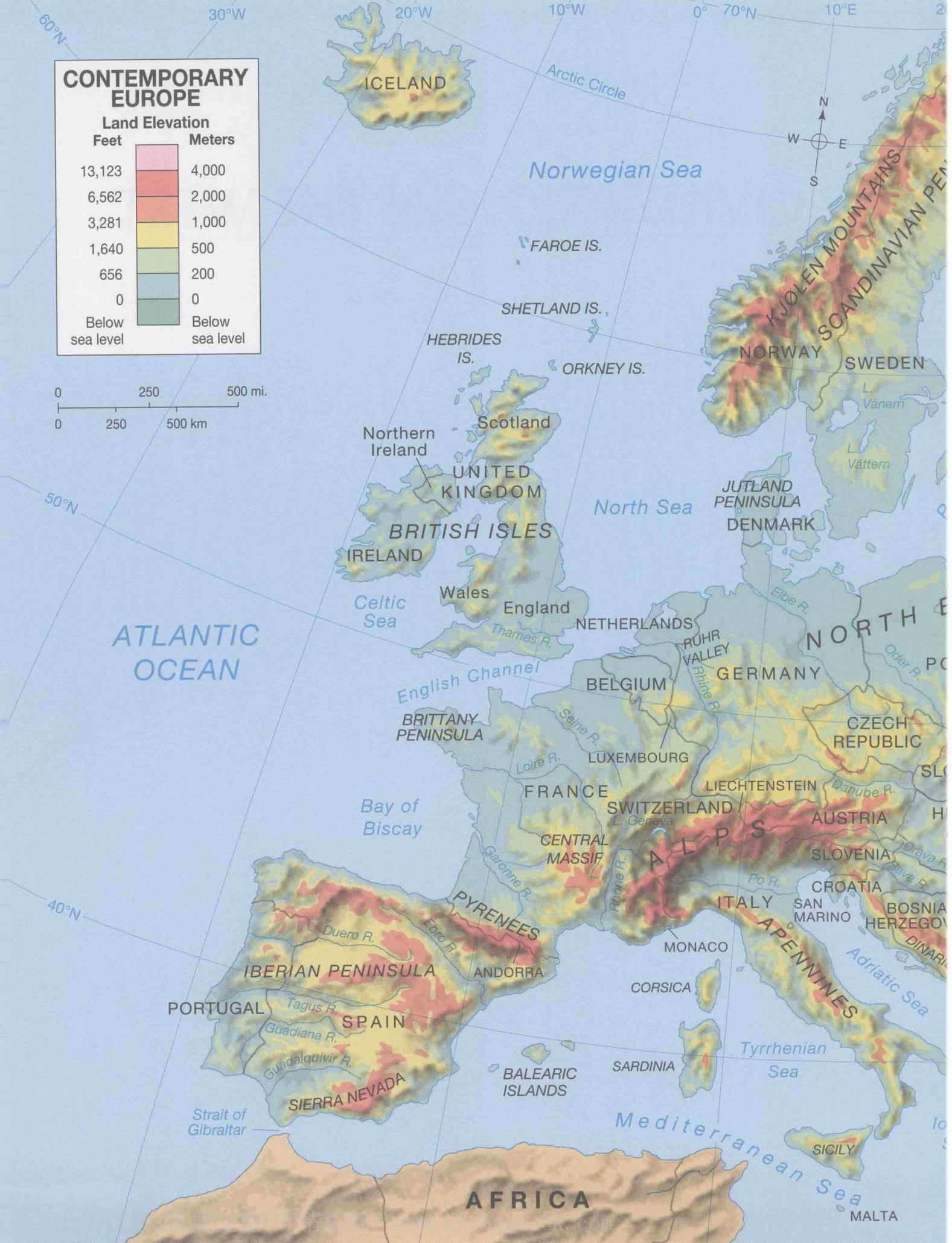
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Below sea level

Below sea level

0 250 500 mi.
0 250 500 km





Barents Sea

KOLA PENINSULA

White Sea

N. Dvina R.

L. Onega

L. Ladoga

FINLAND

RUSSIA

Volga R.

Gulf of Finland

ESTONIA

L. Peipus

LATVIA

LITHUANIA

IA

BELARUS

EUROPEAN PLAIN

CENTRAL RUSSIAN UPLAND

Oka R.

VOLGA UPLAND

Dnepr R.

UKRAINE

CARPATHIAN MTS.

ROMANIA

TRANSYLVANIAN ALPS

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GREECE

CRETE

MOLDOVA

CRIMEA

Sea of Azov

Don R.

Volga R.

CASPIAN DEPRESSION

Caspian Sea

CAUCASUS

GEORGIA

ARMENIA

AZERBAIJAN

TURKEY

Dardanelles

ASIA

Black Sea

CYPRUS



PREFACE

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

From the reactions to our first five editions, they have. We have received literally hundreds of cards and letters from adopters and users of *Civilization in the West*. The response has been both overwhelming and gratifying. It has also been constructive. Along with praise, we have received significant suggestions for making each subsequent edition stronger. Topics such as the Crusades, the Enlightenment, and imperialism have been reorganized to present them more clearly. Subjects such as the ancient Hebrews, Napoleon, and German unification have been given more space and emphasis. New features have been added to freshen the book and keep abreast of current scholarship, and more than 100 excerpts from primary sources are presented to give students a feel for the concreteness of the past. We believe that the sixth edition of *Civilization in the West* not only preserves the much-praised quality of its predecessors but also enhances it.

APPROACH

We made a number of decisions early in the project that we believed contributed to our goal. First, we were *not* writing an encyclopedia on Western civilization. Information was not to be included in a chapter unless it related to the themes of that chapter. There was to be no information for information’s sake, and each of us was called upon to defend the inclusion of names, dates, and events whenever we met to critique one another’s chapters. We found, to our surprise, that by adhering to the principle that information included must contribute to or illustrate a particular point or dominating theme, we provided as much, if not more, material than books that habitually list names, places, and dates without any other context.

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

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

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

FEATURES

It is hard to have a new idea when writing a textbook. So many authors have come before, each attempting to do something more effective, more innovative than his or her predecessor.

However, we feel that the following features enhance students’ understanding of Western civilization.

The Visual Record

THE MASSACRE OF THE INNOCENTS

War and European Society

“War is one of the scourges with which it has pleased God to afflict men,” wrote Cardinal Richelieu (1585–1642), the French minister who planned the Thirty Years’ War. War was a constant to its very core. It enhanced the power of the sovereign and destroyed the power of the nobles and the church.

...rival claims to each other’s crowns. Finally, in 1618, the separate theaters of war came together in one of the most brutal



■ Nicolas Poussin, *The Massacre of the Innocents* (1632–1634).

Looking Ahead

error. We must talk about armies in terms of their cost and numbers, of generals in terms of their strategy and tactics, and of battles in terms of winners and losers. There can be no doubt that the future of Europe will be decided by the

As we will see in this chapter, warfare in the seventeenth century decisively reshaped power relations of families and states. Protestantism survived after nearly a century of military challenges, and the power of the great Habsburg dyn-

The Visual Record: Pictorial Chapter Openers

It is probably the case that somewhere there has been a text that has used a chapter-opening feature similar to the one we use here. What we can say with certainty is that nothing else we experimented with, no other technique we attempted, has had such an immediate and positive impact on our readers or has so fulfilled our goal of involving the students in learning as *The Visual Record* pictorial chapter openers.

An illustration—a painting, a photograph, a picture, an artifact, an edifice—appears at the beginning of each chapter, accompanied by text through which we explore the picture, guiding students across a canvas or helping them see in an artifact or a piece of architecture details that are not immediately apparent. It is the direct combination of text and image that allows us to achieve this effect, to “unfold” both an illustration and a theme. In some chapters we highlight details, pulling out a section of the original picture to take a closer look. In others we attempt to shock the viewer into the

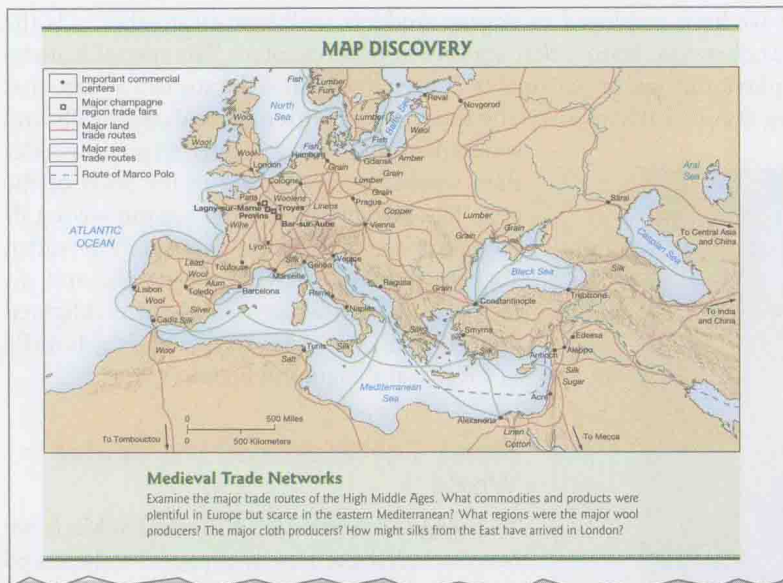
Revised and Improved Map Program

New! Map Discovery

To complement the standard map program of the text, we have two additional map-based features. A feature, new to this edition, is *Map Discovery*. This feature, which appears two to three times per chapter, offers specially-designed maps with supporting caption information and questions designed to engage students in analyzing the map data and making larger connections to chapter discussions. We have found that focusing students' attention on the details of what a map shows and asking them to consider why that information is important is an effective way to strengthen critical thinking skills, as well as to expand geographical knowledge.

Geographical Tours of Europe

The second map feature is the *Geographical Tours of Europe*. Six times in the book, we pause in the narrative to take a tour of Europe. Sometimes we follow an emperor as he tours his realm; sometimes we examine the impact of a peace treaty; sometimes we follow the travels of a merchant. Whatever the thematic occasion, our intention is to guide the student around the changing contours of the geography of Western history. In order to do this effectively, we worked with our cartographer to develop small, detailed maps to complement the overview map that appears at



550 Chapter 18 The Balance of Power in Eighteenth-Century Europe

GEOGRAPHICAL TOUR

A Grand Tour of Europe in 1714

In the eighteenth century young noblemen from every European nation came to Paris for a grand tour. Usually in companies, they stayed in palaces, castles, and academies, and learned a little of the language and customs of the class who were engaged in the revolution. They were prepared for the great changes that were coming—many of them to place in the hands of the people the power that had formerly been in the hands of the nobles.

and music all had an eastern tinge. Nobleman who took the grand tour in the second decade of the century witnessed the redrawing of Europe's political map as well as a new balance of power among the European states.

Within a relatively short span of time at the beginning of the eighteenth century, two treaties brought about a consider-



■ **Map E. France and Spain.** The War of the Spanish Succession permanently separated France and Spain.

the great Habsburg throne and Spain was slowly being sliced to pieces. By 1714 the European territories of the Spanish empire had been reduced to Iberia itself (see **Map E**). But the loss of its European empire was to prove a blessing in disguise for Spain, which now entered a new and unexpected phase of growth and influence. Grand tourists did not always find Spain a congenial destination; a trek across the Pyrenees and on to an arid plain was a deterrent to reaching Madrid and



- **Map F. The Holy Roman Empire.** It was still a conglomeration of towns, principalities, and bishoprics, but increasingly the empire was losing political and administrative control over its lands.

Catholic countries, German cities were finally recovering from the devastation of the Thirty Years' War.

Increasingly, Habsburg power centered on Austria, Bohemia, and Hungary (see **Map F**). That was especially true during the reign of Leopold I (1655–1705). Withstanding three sieges, Leopold was able to win and his

the beginning of each tour section. We know that only the most motivated students will turn back several pages to locate on a map a place mentioned in the text. Using small maps allows us to integrate maps directly into the relevant text, thus relieving students of the sometimes frustrating experience of attempting to locate not only a specific place on a map but perhaps even the relevant map itself. We have also added labels to all the tour maps and have included in-text references to direct students to relevant maps at specific points in the narrative of the tour. The great number of maps throughout the text, the specially designed geographical tour of Europe feature, and the ancillary programs of map transparencies and workbook exercises combine to provide the strongest possible program for teaching historical geography.

A Closer Look

Another technique we have employed to engage students with historical subjects is the two-page *A Closer Look* special feature that appears in most chapters. The special features focus on an event, phenomenon, or personality chosen to enhance the student's sense that history is something that is real and alive. The features are written more dramatically and

sympathetically, with a greater sense of wonder than would be appropriate in the body of the text. The prose style and the accompanying illustration are designed to captivate the reader. To help the student relate personally and directly to a historical event, we have highlighted figures such as Hypatia of Alexandria, Isabella of Castile, and Sigmund Freud.

A Closer Look

Cathedrals of Light

Once the new posterior has been joined
to the anterior
The church flashes with its center made
bright
For bright is that which is brightly cou-
pled with bright
And the noble building flooded by the
new light shines forth
Which has been accomplished in our
time
I Suger, being in charge when it was
being done.

With these verses Suger (1081–1151),
abbot of the royal monastery of St.
Denis, burial place of French kings (on
and off) since the Merovingians, cele-
brated the first Gothic church and



■ The choir of the Basilica of St. Denis.

New! The West and the Wider World

To engage students with historical subjects we have included the new two-page *The West and the Wider World* feature that appears six times in the book. These new essays focus on instances of dynamic cultural encounters and exchanges between the West and the non-West at different points in history. The topics for this new feature were chosen to enhance the student's sense of connections among the events, phenomenon, politics, and products of the West and the wider world. At the end of each feature, we have included questions to spark class discussion and to reinforce such connections.

Documents

Civilization in the West contains selections from primary sources designed to stimulate students' interest in history by allowing them to hear the past speak in its own voice. We have tried to provide a mixture of "canonical" texts along with those illustrating the lives of ordinary people in order to demonstrate the variety of materials that form the building blocks of historical narrative. Each selection is accompanied by an explanatory headnote that identifies the author and work and provides the necessary historical



The West and the Wider World

THE NUTMEG WARS

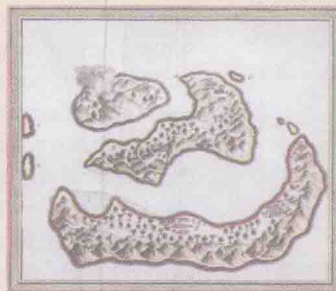
A seed about the size of an acorn connected Portugal, Holland, and England to a small string of islands in the Pacific Ocean and to the eastern seaboard of North America. It created a series of trading wars among the European powers in the seventeenth century and resulted in a number of trade treaties with the leaders of the Banda Islands, in what is now Indonesia. East and West became linked as great European sailing ships made port at the juncture of the Indian and Pacific Oceans in search of the seeds of the tree *Myristica Fragrans*, which grew only on the Banda Islands and which had the singular virtue of producing two rare spices greatly prized by Europeans: mace and, especially, nutmeg.

Filmy in appearance, the seeds of the *Myristica Fragrans* could be harvested with no greater effort than the shaking of its branches. The husk of the seed pod yielded the deli-

suggested mystical power. By the end of the century, when the Dutch entered the trade and annual imports grew toward 100 tons, nutmeg was widely believed to be an aphrodisiac, and since aphrodisiacs work on the mind rather than the body, what was believed was all that

that their quest to obtain it led three nations to dispatch their merchants on eighteen-month journeys from which most never returned. If they did not perish during the long sea voyage around the horn of Africa, along the Coromandel Coast of India, and past

the great pepper island of Java, they were imperiled by barely submerged razor-sharp volcanic rocks that guarded the Banda Islands on which the trees flourished. Shifting trade winds also made the islands inaccessible six months a year. Only those with good guides or good luck laid anchor there. If the merchants survived the dangers of nature, then they faced those of man. Every European captain claimed his nation held exclusive trading rights to these miraculous seeds, and in the open waters of the Pacific Ocean might made right. More than one great sailing ship had its hull punctured by cannon balls, its mast burned by flaming ar-



■ Engraving of the Banda Islands, based on a sixteenth-century map by Theodore de Bry.

THE RACE OF IRON

Hesiod (fl. ca. 800 B.C.E.), like Homer, is known only from the two poems ascribed to him, *Theogony* and *Works and Days* written at the end of the Dark Ages. In his *Works and Days*, he tells of two brothers, himself and Perses, the one just and one unjust, who argue their positions before a group of kings. When the kings find in favor of the unjust brother, Hesiod describes his generation as an Age of Iron, when men lead harsh, brutal lives. And yet he counsels his brother Perses to virtue.

Focus Questions

What are the primary virtues and vices Hesiod sees in his world? What is the role of the gods in enforcing morality?

Thereafter, would that I were not among the men of the fifth generation, but either had died before or been born afterwards. For now truly is a race of iron, and men never rest from labour and sorrow by day, and from perishing by night; and the gods shall lay sore trouble upon them. But, notwithstanding, even these shall have some good mingled with their evils. The father will not agree with his children,

But you, Perses, listen to right and do not foster violence; for violence is bad for a poor man. Even the prosperous cannot easily bear its burden, but is weighed down under it when he has fallen into delusion. The better path is to go by on the other side towards justice; for Justice beats Outrage when she comes at length to the end of the race. But only when he has suffered does the fool learn this. For Oath keeps pace with wrong judgments. There is a noise when Justice is being dragged in the way where those who devour bribes and give sentence with crooked judgments, take her. And she, wrapped in mist, follows to the city and haunts of the people, weeping, and bringing mischief to men, even to such as have driven her forth in that they did not deal straightly with her. (ll. 212–224)

context. Following the headnote are two to three *Focus Questions* to guide students' reading and to spark critical thinking. Most of the extracts relate directly to discussion within the chapter, thus providing the student with a fuller understanding of a significant thinker or event.

Discovering Western Civilization Online

Discovering Western Civilization Online encourages students to further explore Western civilization. These end-of-chapter Website resources link students to documents, images, and cultural sites currently not included in the text.

DISCOVERING WESTERN CIVILIZATION ONLINE

You can obtain more information about Europe and the world between 1870 and 1914 at the Websites listed below. See also the Companion Website that accompanies this text, www.ablongman.com/kishlansky, which contains an online study guide and additional resources.

The European Balance of Power, 1870–1914

Internet Mode
www.fordham.edu/~history/Classes/1870-1914/
This site is part of secondary sources among the

The European Search for Territory and Markets

QUESTIONS FOR REVIEW

1. How were rifts in Roman society widened by Rome's expansion into an empire?
2. In what ways were the life and thought of Cicero indicative of an age characterized by civil conflict and the collapse of republican traditions?
3. How was religious reform an important part of Augustus's efforts to restore stability to Roman society?
4. What did the Flavian and Antonine emperors do to keep Rome's vast empire intact and in relative peace?
5. How did Paul of Tarsus transform the teachings of Jesus of Nazareth from an outgrowth of Judaism into a separate spiritual tradition?

Questions for Review

Although a standard feature in many texts, the *Questions for Review* in *Civilization in the West* nonetheless are worth noting. They do not provide just a factual review of the chapter. Instead, they prompt students to think critically about the major topics in the chapter and to pull together for themselves some conclusions about the events and peoples of the time.

CHANGES IN THE NEW EDITION

In the sixth edition, we have made significant changes in content and coverage.

Map Discovery

New *Map Discovery* features appear two to three times per chapter, offering specially designed maps with supporting caption information and questions designed to engage students in analyzing map data and making larger connections to chapter discussions.

The West and the Wider World

New two-page *The West and the Wider World* essay features appear six times in the book, exploring instances of dynamic cultural encounters and exchanges between the West and the non-West at different points in history.

Key Terms and Glossary

In each chapter, key terms are highlighted in boldface type to alert students to principal concepts and events discussed in the chapter. A page-referenced list of the key terms is included at the end of the chapter to help students review the main ideas and events covered in the chapter. A new glossary included at the end of the book provides definitions for the key terms.

Content Changes

Chapter 3: Classical and Hellenistic Greece, 500–100 B.C.E. includes additional material on Hellenistic medicine and includes a new feature on representing the Buddha. Chapter 5: Imperial Rome, 146 B.C.E.–192 C.E. includes a new discussion of the study of science and