



高等学校英语专业系列教材

欧洲文化概况

Duncan Sidwell (英) 著



A Survey of European Culture



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



高等学校英语专业系列教材

欧洲文化概况

Duncan Sidwell (英) 著

A Survey of European Culture

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

欧洲文化概况 = A Survey of European Culture / (英) 西德韦尔 (Sidwell, D.) 著. — 北京: 外语教学与研究出版社, 2008.2

(高等学校英语专业系列教材)

ISBN 978-7-5600-7337-8

I. 欧… II. 西… III. ①英语—高等学校—教材 ②文化—概况—欧洲 IV. H319.4: G

中国版本图书馆 CIP 数据核字 (2008) 第 023372 号

出 版 人: 于春迟

责任编辑: 邓付华

封面设计: 刘 冬

版式设计: 张苏梅

光盘编辑: 都帮森

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京双青印刷厂

开 本: 650×980 1/16

印 张: 32.75

版 次: 2008 年 6 月第 1 版 2008 年 6 月第 1 次印刷

书 号: ISBN 978-7-5600-7337-8

定 价: 49.90 元 (附 CD-ROM 光盘一张)

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

物料号: 173370001

Introduction

The purpose of the book

This book aims to enable those who do not have a European cultural background, to learn something of the people, events and concepts that are familiar to those who have been educated within the European heritage. Learning a language is only part of understanding a culture, and this book aims to add the necessary cultural vocabulary to assist you to make sense of what you learn. This cultural vocabulary allows you to participate in conversations where a certain range of background knowledge is taken for granted. People educated within the European tradition will be familiar, for example, with names such as Julius Caesar, Rembrandt, Galileo and Dickens; they will know of events such as the Black Death, the Inquisition, the love of Heloise and Abelard, and the wars of Napoleon; and they will be aware of concepts such as Christian faith, the growth of parliamentary democracy, rationalism and empirical science. They may not have a deep knowledge of such things, but they are generally aware that they are part of their cultural heritage. The purpose of this book is to give a similar awareness to those who have not grown up within the European heritage.

Changing cultural traditions

Cultural traditions do not come and go quickly. They are formed by events and ideas over long periods of time. Ideas are developed and transmitted over centuries and may have their effect many years after they were first conceived. Some features of European life today are directly related to societies that existed many hundreds of years ago. Some of those features disappeared totally but were never quite forgotten—Greek democracy and Roman republicanism are the most obvious examples. Some ideas were developed, then changed and reapplied in new contexts, such as the concept of citizenship or international law. Other ideas provided inspiration for action many years after they were first thought of, such as the concept of individual freedom, which has still not been fully realised in some European societies. Sometimes new ideas grew very slowly over hundreds of years, such as the idea that slavery is immoral, and some ideas have to be fought for repeatedly, such as the struggle for the equality of women with men. This book attempts to trace the development of a number of political, social and scientific ideas and show how they have developed and been transmitted down the centuries.

The period covered

The book begins with the Mycenaeans who entered the land that is now Greece about 4,000 years ago. They were followed by the Ancient Greeks eight hundred years later. These were not the first people to inhabit Europe, and, in fact, in terms of time, they are quite recent. 18,000 years ago there was early civilisation in the south of France, where advanced artwork can still be seen in the caves of Lascaux. There are also many great, stone, astronomical and religious monuments in northwest Europe dating from 7000 years ago. Stonehenge in the south of England is one of the greatest of these monuments and was built over a period of 1,000 years from 5,000 years ago. So the Ancient Greeks were not the first Europeans, but their importance lies in the fact that they created the first European literature. They took the heroic stories of the Mycenaeans and created great poetry, starting the literature of the Western world. With literature came the possibility of recording experience, reflecting on it and branching out into new areas such as philosophy and science. It became possible to create libraries and thus to transmit ideas, knowledge and new discoveries to future times and to other peoples.



Stonehenge. The outer circle measures 33 metres in diameter. Its stones are about 4.1m. high and weight 25 tons. The stones of the inner circle are bigger, weighing approximately 50 tons each. The stones are slightly curved and carefully jointed to fit together. The circle is aligned to the rising sun at the summer solstice^①, and marked solar and lunar events, and could also predict eclipses with a cycle of 18.67 years.

The strands of European culture

European culture is made up of several strands. The first came from the Greeks whose learning passed to the Romans and to the Arabs. Both of these added to it and passed their learning to the modern world. A second strand came from the Middle East with Christianity, which was given its institutional form under the Romans and which strongly marked Western culture. There was a third strand

^① the sun is at its northernmost point

which came from the northern Germanic tribes, who came to dominate much of Europe, and gave us the Germanic languages—English, German, Dutch. These tribes had an effect on the development of government and religion, in contrast to the Roman tradition that came from the south of Europe. The Germanic peoples ruled themselves through tribal councils in a way that was different from the autocratic rule^① of the Roman Empire and the autocratic manner of the church. Their councils influenced the way kingship and rule developed in Europe over a period of a thousand years, from the collapse of the Roman Empire in the West in about 500 AD. The fourth major strand in European development was the growth of an empirical^②, scientific attitude from about 1600. Over the centuries these four strands—Graeco-Roman, Christian, Germanic and scientific—mingled to create the European culture we have today. This is the story that is told in this book.

Acknowledgements

I should like to thank the following people who have given me a considerable amount of help and advice. Pang Ping, who gave me the idea, Penny Capoor, Beth Gaylard, Rachel Green, Phil Hindley, Mary Hodgson, Li Lin, David Makovsky, Morgan Pocock, Barrie Sidwell, Nathan Sidwell, Thomas Sidwell, Marlene Yeo, Peter Yeo, Wang Yue, and Zhou Jinpo. Barry Thomas has been invaluable with artwork.

I should particularly like to thank Jane Flude and Ray Flude who have helped me throughout with expert advice and encouragement.

I am very grateful to my editors, Deng Fuhua and Du Bangsen, who have given much help and shown great patience.

Duncan Sidwell

^① rule by one person with unrestricted authority ^② see Appendix 1

Using this book and CD-ROM for teaching and learning

Using the amount of time available

A course in European Culture could easily last three years, but, of course, no one has that amount of time. In the time available it is probably better to cover certain parts of the course thoroughly, rather than rush through a great deal superficially. As only part of the material can be covered in depth, one way to solve the problem would be to ask the class which historical periods interest them most and to proceed from there. A great advantage of this is that the class will feel more involved in the course. It would be advisable to include Greece and Rome, and at least the main points of Judaeo-Christianity, as these are the foundation for much of European culture. When the students have discussed this, with help from the lecturer, and a decision has been reached, the next step is to work out a teaching and learning strategy.

Let's assume a course with time for only five chapters of the book. If a class has expressed, for example, interest in Greece and Rome, the Renaissance and the twentieth century, a possible strategy would then be to add some of Judaeo-Christianity and one century (e.g. Chapter 9, Europe 1870–1914), and require the students to research in the library and on the Internet the other centuries themselves (Middle Ages, the seventeenth, eighteenth century, and nineteenth centuries). They should then be asked about those periods that they have researched and be given short written assignments on them, or asked to make oral presentations about them. It is very important, of course, that the links between the periods that are taught should be established.

Objectives and skills

Students' learning should be at two levels. They should acquire declarative knowledge (knowing facts—dates, location of places, people, events, concepts), and they should have the opportunity to use this knowledge at a higher level, to analyse, compare and reflect. Both of these forms of knowledge should be reflected in assessments. Students should be encouraged to make contrasts and comparisons with their own culture, and to seek to see how differences may have arisen. They should therefore be able to explain, analyse and show evidence of reflecting on specified aspects of culture when they have completed the course.

This course gives the opportunity to help students develop transferable academic skills. They should learn how to select evidence, how to evaluate it, and how to present it. Their written work should develop the skills of logical presentation and exposition. Both in written work and in discussion, students should be encouraged to base their contentions on reasonably broad knowledge and evaluation of it.

Note taking

Students often need advice about taking notes, as they frequently write down too much, expect everything to be provided for them, or fail to note the main points only. They should be encouraged to see that it is only they who do the learning.

Introducing new topics

Begin each topic by encouraging students to tell you anything they already know about it. This will focus them on it and raise their interest. It will also tell you a great deal about their awareness.

Give students the general outline of the period they are going to study.

Require them to read ahead.

Encourage them to tell you the main points of what they have read, and what they found interesting or unusual.

Encourage them to ask you questions about aspects they have not understood or have found puzzling.

When you are teaching the material, ask questions systematically that first cover declarative knowledge and then ask other questions that require them to talk about the significance of what they have discovered. It is important to check declarative knowledge, as student's knowledge of dates or awareness of geography of, say, the Roman Empire, the Mediterranean basin, or of the main towns of Renaissance Italy, is often very vague indeed.

Questions

Questions to students should be graded, from declarative knowledge to reflective judgement—Where is X? Who was Y? What did Z do? What happened? Why do you think A is important? Is A more significant than B? Why do you think C happened? Give your opinion about D. Does E remind you of something similar in the... century? Did E happen in China? Why do you think it did (didn't)? Please summarise the main points about F.

In asking questions, try to link together facts and thoughts, philosophies and attitudes rather than just eliciting facts alone.

Questions provided with each chapter

The questions at the end of each chapter are of two kinds—those that check declarative knowledge and those that demand opinion and reflection. They can be used for assignments, for assignment preparation, and for oral reporting in class. Students can be asked to note down the main points of an answer, rather than writing the whole answer and should definitely be encouraged to find their own answers, rather than relying on the ones provided in the back of the book. Students should also be given things to think about for discussion in a future lesson (questions 11–15 after each chapter).

In-class discussion


Set some time aside for short in-class discussions on specific topics requiring reflection and the exchange of ideas. For example—Do you agree with Sartre about Existentialism? (Ch 10.8.4) Do you think we have innate ideas? Where does our knowledge of number come from? What is the role of an author in society? Do you think humans are naturally good to each other, or harmful to each other? In all cases they should be encouraged to give reasons for their answers.

Student research

Students should be encouraged to do their own research. To do this they will need pointers from the lecturer, advice what to concentrate on and where to look. They should use the library and the Internet. A course in culture comes alive when students have the chance to see material; this is extremely important and they should be encouraged to use art books. Web resources for paintings can be found at Olga's Gallery on Line Art Museum (<http://www.abcgallery.com>). You can also find photographs of a wide variety of cultural objects, buildings, etc. on yotophoto.com.

CD-ROM

The CD-ROM is useful for student self-study. Its purpose is to give additional information and to provide more visual material than is possible in a book. Teachers who have the necessary equipment may wish to use pictures in class to illustrate various points, and should refer students to reading matter on the CD-ROM.

The CD-ROM material is referred to in the text by the symbol  and includes the following—

- lists of dates of historical events, cultural events and of people mentioned in the text
- additional historical information
- extracts from historical documents
- illustrations
- maps, charts and diagrams
- extracts from literature

References, quotations, abbreviations, symbols

Chapters and Sections. Chapters and Sections and Sub-Sections of the book are referred to in the text as follows—

(Ch 6.5) = Chapter 6, Section 5

(Ch 7.4.3) = Chapter 7, Section 5, Sub-Section 3.

Book references. References to other books and writers are shown by a number in brackets. The number refers to Appendix 4, where books referred to are listed under each chapter. The following example is from Chapter 4— Benedict... required monks to be occupied all the time in prayer or “in manual labour and in sacred reading”. (2) This is taken from Chapter 4 and refers to Parkes, H. B., *The Divine Order*, New York, Alfred A. Knopf 1968, quoted p138.

Quotations. Short quotations from other authors are shown in quotation marks, or, if they are longer extracts, they are indented.

Abbreviations. The letter r. indicates the length of the reign of an emperor, king or queen. E.g. Constantine (r. 312–337). The letter c. stands for the Latin word circa and means “approximately”. E.g. Plutarch (c. 46–c. 119 AD) The letter b. shows the year of birth for contemporary figures. E.g. Peter Handke (b. 1942)



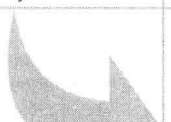


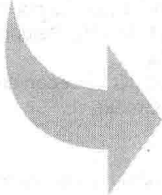
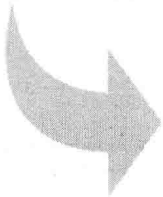
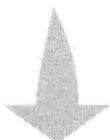

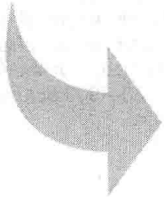
Symbols. The symbol  refers to the CD-ROM, which has section numbers of the corresponding part in the book.


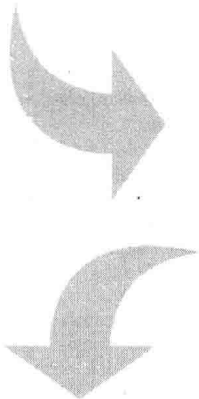
Chart of development and transfer of European culture

The chart given below is in three parts. The central column shows the cultures or periods covered in this book and the principle features they developed. The left-hand column shows those features of cultures which were carried forward and had an influence on a later age. The right-hand column shows the principal events of each period.

Transfers of culture	Cultures and what they developed	Major events
	<p>Mycenaeans 2600–c.1150 BC in Greece</p> <p>Etruscans from about 1200 BC in North Italy</p>	<ul style="list-style-type: none"> c. 1180 BC end of Trojan War
<p>Mycenaean religion and religious sites</p> <p>Myth of the Trojan War</p>		
	<p>Greece 1200–338 BC</p> <ul style="list-style-type: none"> • Art • Architecture • Literature • Mathematics • Philosophy • Political science • Science <p>Etruscan society develops</p>	<ul style="list-style-type: none"> • 1200 BC Dorians, Aeolians and Ionians enter Greece and Asia Minor • c. 700 BC Homer's <i>Iliad</i> and <i>Odyssey</i> • 490–480 BC Persian Wars • 5th century BC rise of Athens • 431–404 BC Peloponnesian War • 338 BC Macedonian defeat of Greeks
All Greek culture		
	<p>Hellenistic period 338–30 BC</p> <ul style="list-style-type: none"> • Greek culture and use of Greek throughout Mediterranean area • Philosophy—Stoicism, Epicureanism; spread of cults and religions • Science develops 	<ul style="list-style-type: none"> • Alexander creates empire 334–323 BC from Greece to India • Spread of Greek culture to Asia Minor, Middle East, Egypt
<p>Etruscan culture</p> <ul style="list-style-type: none"> • Architecture • Gladiatorial funeral games • Religion • Script <p>Greek culture from Magna Graecia</p> <p>Hellenistic philosophy</p>		

Transfers of culture	Cultures and what they developed	Major events
	Rome c. 750 BC–500 AD <ul style="list-style-type: none"> • Architecture • Government • Latin • Law • Greek influence • Christianity from 392 AD 	<ul style="list-style-type: none"> • Defeat of Carthage 202/145 BC • Occupation of North Africa and Greece c. 150 BC, and Asia Minor and Near East 1st century BC • 1–50 AD Christianity begins • 312 Constantine converts to Christianity • 392 Christianity officially adopted by Roman Empire • Collapse of Empire in the West c. 500 • Empire continues in the East as Byzantine Empire (Constantinople) based on Greek language
Christianity <ul style="list-style-type: none"> • Church organisation • Latin • Neo-Platonism • Roman Law (from c. 1100) • Some literature—Ovid, Virgil 		
<p>Arab world absorbs and extends Greek culture and passes it on in translation through Spain (c. 1100)</p> 	Middle Ages 500–1350 <ul style="list-style-type: none"> • Christianity defines life • Conflict of reason and faith • Conflict of state and church • Earth centred cosmology • Aquinas reconciles reason and faith • Feudalism from c. 800 • Feudalism collapses c. 1250–1300 • Barons' councils • State starts to take over from feudalism 	<ul style="list-style-type: none"> • Islam spreads from 609 • Charlemagne (742–814) • 800 Holy Roman Empire created • Church divides into Catholic and Eastern Orthodox 1054 • Crusades open up the Mediterranean for trade in twelfth century • 1348 Black Death disrupts society
<p>Roman culture Latin In Late Middle Ages classical influence rediscovered</p> <ul style="list-style-type: none"> • architecture • literary and artistic themes • philosophy • secularism <p>Rational approach Origin of modern state</p> <p>Greek culture from Byzantium after 1453</p>		

Transfers of culture	Cultures and what they developed	Major events
	Renaissance fourteenth to sixteenth centuries <ul style="list-style-type: none"> • Experimentation starts • Finance based society • Free will publicly expressed • Sun-centred cosmology (1543) • Political science • Princely rule • Beginnings of rule by divine right 	<ul style="list-style-type: none"> • Italian cities prosper • NW European cities prosper • Ottoman Turks defeat Byzantine Empire 1453 • Byzantine influence to Italy 1453 • Printing (1445) and paper • Voyages of discovery from 1480s • 1543 Copernicus' book published
Art as a unique production Questioning, doubt Political science Princely rule Rational approach Scholarship Secularism Wealth from exploration		
	Reformation 1517 <ul style="list-style-type: none"> • Free will versus predestination • Individual road to salvation versus salvation through church 	<ul style="list-style-type: none"> • Western church divides into Catholic and Protestant
Religious schism and war One state, one religion		
	Sixteenth century <ul style="list-style-type: none"> • Rulers decide religion of people • Rulers begin to create the absolutist state 	<ul style="list-style-type: none"> • Religious wars • 1598 Edict of Nantes—religious toleration encouraged in France
Growth of trade Discussion of justification of rule Religious wars Rule by divine right Scientific beginnings		
	Seventeenth century <ul style="list-style-type: none"> • Empirical philosophy dominates • Judgement individually based • Laws of physics • Scientific method applied • Science studies material world • International law • Rise of bourgeoisie • Banking systems, etc. • Absolutism created • Divine right challenged • Parliamentary systems founded • State administrations created 	<ul style="list-style-type: none"> • 1609 Galileo sees moons of Jupiter • 1618–1648 Germany—Thirty Years' (religious) War • 1641 English Revolution • 1688 England—Glorious Revolution • 1661 France—Accession of Louis XIV • 1684 Revocation (cancellation) of Edict of Nantes; official end of religious toleration • 1687 Newton's <i>Principia Mathematica</i> • Foundation of colonies increasing trade and wealth

Transfers of culture	Cultures and what they developed	Major events
Absolutism Empirical philosophy Individual rights Individualism Scientific attitude		
	Eighteenth century <ul style="list-style-type: none"> • Idea of the unique individual • Discovery of childhood • Enlightenment • Feeling becomes a standard of judgement • Classification • Scientific study of human nature and of natural world • World scientific exploration • Attack on religion • Market economics • Agricultural revolution • Industrial revolution • Conversion of absolutism to enlightened despotism • Aristocracies begin to give way to bourgeoisie • Male democracy created in USA 	1776 American Revolution 1789 French Revolution
Autocracy Class based society Individualism Enlightenment ideas and rationality Feeling and emotion Industry and capitalism Revolutionary ideas Technical and scientific advance		<ul style="list-style-type: none"> • Expansion of trade • Modern exploration
	Nineteenth century <ul style="list-style-type: none"> • Romanticism • Realism • Naturalism • Symbolism • Science develops • Age of earth being established • Industry • Syndicalism • Determinism—Marxism, Darwinism • Women's rights movement begins • Class based society • State apparatus rises • Militarism • Colonialism 	<ul style="list-style-type: none"> • 1815 Congress of Vienna after Napoleonic wars • 1830, 1848 Continental Revolutions • 1861 Unification of Italy • 1871 Unification of Germany • 1870 Paris Commune • c. 1880–1900 Scramble for Africa

Transfers of culture	Cultures and what they developed	Major events
<p>Autocracy (Russia, Germany, Austria) Beginnings of individualism Determinism Industrial development Racism Militarism Modernism Scientific progress Socialism Syndicalism Symbolism Women's rights movement The Unconscious</p>		
	<p>Twentieth century</p> <ul style="list-style-type: none"> • Arms race • Increase in killing • Science—fundamental discoveries in astronomy, atomic physics, genetics; age and size of universe roughly established • Modern state—both welfare state and oppressive state • Conversion of autocracy to totalitarian state • Rise of democracies • Legal and political equality for women • Class conflict • Increased prosperity from 1945 • Rise of individual • Pluralism • Post-Modern culture from 1960s • Action on environmental issues (late century) 	<ul style="list-style-type: none"> • 1905, 1915 Einstein's theories of relativity • 1914–1918 First World War • 1917 Russian Revolution • 1918 German Revolution • 1938–1945 Second World War • 1945–1989 Cold War • 1953 structure of DNA discovered • 1957 Treaty of Rome leading to European Union • 1961 Gagarin, first human in space • 1989 Berlin Wall dismantled • 1988 Internet • 1990s East European states join European Union

① The summer solstice is the longest day, the winter solstice the shortest.

Contents

CHAPTER 1 ANCIENT GREECE AND THE HELLENISTIC AGE

Introduction

Part 1 The history of Greece

- | | | |
|---|---------------------------------|---|
| 1 | The predecessors of the Greeks | 2 |
| 2 | The Greeks arrive | 3 |
| 3 | The Hellenistic Age (338–30 BC) | 6 |

Part 2 Religion, politics, and daily life

- | | | |
|---|-----------------------------------|----|
| 4 | Greek religion | 8 |
| 5 | The early development of politics | 10 |
| 6 | Society and education | 14 |

Part 3 Literature and historical writing

- | | | |
|----|--|----|
| 7 | Early Greek literature | 15 |
| 8 | Literature of the Lyric Age (700–490 BC) | 18 |
| 9 | Drama in the Classical Age | 19 |
| 10 | Literature in the Hellenistic Age | 23 |
| 11 | Historical writing | 23 |

Part 4 The arts

- | | | |
|----|--------------|----|
| 12 | Architecture | 25 |
| 13 | Sculpture | 26 |
| 14 | Pottery | 28 |
| 15 | Music | 28 |

Part 5 Philosophy and science

- | | | |
|----|---|----|
| 16 | Philosophy and science from the seventh to the third century BC | 29 |
| 17 | Science in the Hellenistic Age | 35 |

Conclusion

CHAPTER 2 ANCIENT ROME

Introduction

Part 1 The history of Rome

- | | | |
|---|---|----|
| 1 | Historical background: Rome from Republic to Empire | 42 |
|---|---|----|

Part 2 Society and daily life

- | | | |
|---|--------------------------|----|
| 2 | Religion | 51 |
| 3 | The family and education | 54 |
| 4 | Entertainment | 55 |

Part 3 The arts, law and writing

- | | | |
|---|---|----|
| 5 | The arts | 56 |
| 6 | Roman law | 62 |
| 7 | Roman literature and historical writing | 64 |

Conclusion

CHAPTER 3 JUDAEO-CHRISTIANITY

Introduction

Part 1 The history of the Jews and of early Christianity

1	The Hebrews and the creation of Israel	76
2	Jews in the Hellenistic Age	80
3	Jesus and the first Christians	81
4	From persecution to state religion	85
5	Establishing the Christian church	87
6	Early church debates and disputes	88
7	Monasticism	93

Part 2 The Bible—The Old Testament

8	The Creation and the Law of Moses	94
9	The history of Israel	99
10	Wisdom, unhappiness and poetry	101
11	Protest and prophecy	102

Part 3 The Bible—The New Testament

12	The texts of the New Testament	103
13	The nature of the New Testament	104
14	The life and teaching of Jesus as shown in the Gospels	105
15	The Acts of the Apostles, the teaching of Paul and early letters	108
16	The Book of Revelation	109

Part 4 Perspectives on Judaism and Christianity

17	Historical aspects of Judaism and Christianity	110
----	--	-----

Conclusion

CHAPTER 4 THE MIDDLE AGES

Introduction

Part 1 The Early Middle Ages from 500 to 1000 AD

1	The collapse of the Roman Empire in the west	118
2	The growth of order	119
3	The early medieval population and the medieval world view	123
4	Learning and literature	125
5	Charlemagne and the restoration of learning	127

Part 2 The Late Middle Ages—new social organisation, chivalry and the crusades

6	The new social organisation of the tenth to the thirteenth centuries	129
7	Chivalry	131
8	The crusades	133

Part 3 The Late Middle Ages—intellectual change and controversy

9	Social change and the growth of law	135
10	Intellectual controversy—faith or reason?	137
11	The church strengthens its authority	140
12	The church and the state in dispute	143

Part 4 The Late Middle Ages—the arts and science

13	Architecture and art	144
14	Literature	147
15	Music	154
16	Science	155

Conclusion