

# Western Civilization

A BRIEF HISTORY VOLUME II: SINCE 1500

NINTH EDITION

Jackson J. Spielvogel



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## A BRIEF HISTORY



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Volume II: Since 1500

NINTH EDITION

JACKSON J. SPIELVOGEL

The Pennsylvania State University



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TO DIANE,  
WHOSE LOVE AND SUPPORT MADE IT ALL POSSIBLE  
J.J.S.







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# Preface

**DURING A VISIT** to Great Britain, where he studied as a young man, Mohandas Gandhi, the leader of the effort to liberate India from British colonial rule, was asked what he thought of Western civilization. “I think it would be a good idea,” he replied. Gandhi’s response was as correct as it was clever. Western civilization has led to great problems as well as great accomplishments, but it remains a good idea. And any complete understanding of today’s world must take into account the meaning of Western civilization and the role Western civilization has played in history. Despite 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 brief history of Western civilization to assist a new generation of students in learning more about the past that has shaped them and the world in which they live.

At the same time, for the ninth edition, as in the eighth, I have added considerable new material on world history to show the impact that other parts of the world have had on the West. Certainly, the ongoing struggle with terrorists since 2001 has dramatized the intricate relationship between the West and the rest of the world. It is important then to show not only how Western civilization has affected the rest of the world but also how it has been influenced and even defined since its beginnings by contacts with other peoples around the world.

Another of my goals was to write a well-balanced work in which the political, economic, social, religious, intellectual, cultural, and military aspects of Western civilization would be integrated into a chronologically ordered synthesis. Moreover, I wanted to avoid the approach that is quite common in other brief histories of Western civilization—an approach that makes them collections of facts with little continuity from section to section. Instead, I sought to keep the story in history. Narrative history effectively transmits the knowledge of the past and is the form that best enables students to remember and understand the past. 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.

## Features of the Text

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 description of the life of an upper-class Roman, marriage negotiations in Renaissance Italy, a debate in the Reformation era, and the diary of a German soldier at Stalingrad all reveal in vivid fashion what Western civilization meant to the individual men and women who shaped it by their activities. Questions at the end of each source aid students in analyzing the documents.

A second primary source feature, **Opposing Viewpoints**, introduced in the seventh edition, presents comparisons of two or three primary sources along with focus questions to facilitate student analysis of historical documents. A visual feature, **Images of Everyday Life**, combines two or more illustrations with a lengthy caption to provide insight into various aspects of social life. Another boxed feature, **Film & History**, presents a brief analysis of a film’s plot as well as its historical significance, value, and accuracy. (For more specifics about all of these features, see “New to This Edition.”)

A section entitled “Studying from Primary Source Materials” appears in the front of the book to introduce students to the language and tools of analyzing historical evidence—documents, photos, artwork, and maps.

Each chapter has an **introduction and an illustrated chapter summary** to help maintain the continuity of the narrative and to provide a synthesis of important themes. Anecdotes in the chapter introductions dramatically convey the major theme or themes of each chapter. **Detailed chronologies** reinforce the events discussed in the text, and a **timeline** at the end of each chapter enables students to review at a glance the chief developments of an era. Many of the timelines also show parallel developments in different

cultures or nations. **Suggestions for Further Reading** at the end of each chapter reviews the most recent literature on each period and also points readers to some of the older “classic” works in each field. Also at the end of each chapter, a chapter review that includes **Upon Reflection essay questions and a list of Key Terms** provides valuable study aids.

**Updated maps and extensive illustrations** serve to deepen readers’ understanding of the text. **Detailed map captions** are designed to enrich students’ awareness of the importance of geography to history, and numerous spot maps enable students to see at a glance the region or subject being discussed in the text. Map captions also include a map question to guide students’ reading of the map. To facilitate understanding of cultural movements, illustrations of artistic works discussed in the text are placed near the discussions. Throughout the text, illustration captions have been revised and expanded to further students’ understanding of the past. **Chapter outlines and focus questions, including critical thinking questions**, at the beginning of each chapter give students a useful overview and guide them to the main subjects of each chapter. The focus questions are then repeated at the beginning of each major section in the chapter. A **glossary of important terms** (boldfaced in the text when they are introduced and defined) is provided at the back of the book to maximize reader comprehension. A **guide to pronunciation** is now provided in the text in parentheses following the first mention of a complex name or term. **Chapter Notes** are now at the end of each chapter rather than at the end of the book.

## New to This Edition

As preparation for the revision of *Western Civilization: A Brief History*, I re-examined the entire book and analyzed the comments and reviews of 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 ninth edition, I sought to build on the strengths of the previous editions and above all to maintain the balance, synthesis, and narrative qualities that characterized those editions. To keep up with the ever-growing body of historical scholarship, new or revised material has been added throughout the book on all of the following topics:

**Chapter 1** religion and society in the Neolithic Age; new Opposing Viewpoints feature on “The Great Flood”; Akhenaten of Egypt; new historiographical

subsection, “The Spread of Humans: Out of Africa or Multiregional?”

**Chapter 2** the Persians; new document on “Customs of the Persians”

**Chapter 3** Minoan Crete; the role of the phalanx and colonies in the rise of democracy; sports and violence in ancient Greece

**Chapter 4** new historiographical subsection, “The Legacy: Was Alexander Great?”; Demosthenes and Isocrates; Alexander; military institutions; new document on “Relations Between Greeks and Non-Greeks”

**Chapter 5** the origins of the Etruscans; early Rome, especially the influence of the Etruscans

**Chapter 6** new critical thinking question on the Roman military; client kingdoms; the *pax Romana*; new Images of Everyday Life feature on “Children in the Roman World”

**Chapter 7** the labor of women in Frankish society; Pope Gregory the Great; the Byzantine military; new document on “A Byzantine Emperor Gives Military Advice”

**Chapter 8** the *missi dominici*; new historiographical subsection, “What Was the Significance of Charlemagne?”; new Opposing Viewpoints feature on “Lords, Vassals, and Samurai in Europe and Japan”; new section on “Women in Byzantium”; new section on “Women in the Slavic World”; women in the world of Islam

**Chapter 9** roles of peasant women; commercial capitalism; women in medieval cities; new document on “Goliardic Poetry: The Archpoet”

**Chapter 10** the Crusades; new historiographical section, “What Were the Effects of the Crusades?”

**Chapter 11** reorganized material on art and the Black Death; new subsection on “Art and the Black Death” located in section on “The Black Death in Europe” and another new subsection on “A New Art: Giotto” located in section on “Culture and Society in an Age of Adversity”; *condottieri* in Italy; new document on “A Liberated Woman in the Fourteenth Century”

**Chapter 12** new section on “The Birth of Modern Diplomacy”; shortened section on Machiavelli; the impact of printing; new historiographical subsection, “Was There a Renaissance for Women?”; new subsection on “The Artist and Social Status”; new document on “The Genius of Leonardo da Vinci”; the English civil wars in the fifteenth century

**Chapter 13** Luther’s conservatism; new historiographical subsection, “Catholic Reformation or Counter-Reformation?”; new document on “Queen Elizabeth I: ‘I Have the Heart of a King’”

**Chapter 14** the West Indies; new section on “Disease in the New World”

**Chapter 15** Bernini; new document on “The King’s Day Begins”

**Chapter 16** Galileo’s telescope; new document on “Margaret Cavendish: The Education of Women”

**Chapter 17** women and salons; new document on “The Punishment of Crime”

**Chapter 18** agricultural practices and taxation

**Chapter 19** de-Christianization and the new calendar; Treaties of Tilsit

**Chapter 20** the cotton industry; new document on “The Great Irish Potato Famine”; new historiographical subsection, “Did Industrialization Bring an Improved Standard of Living?”

**Chapter 21** the revolution of 1848 in Austria; Romanticism

**Chapter 22** the Crimean War; Robert Koch and health care; new document on “Flaubert and an Image of Bourgeois Marriage”

**Chapter 23** the Latin American economy; food and population growth; mass consumption; new document on “Bismarck and the Welfare of the Workers”

**Chapter 24** Impressionism; imperialism; new document on “Does Germany Need Colonies?”

**Chapter 25** new historiographical subsection, “The Assassination of Franz Ferdinand: A Blank Check?”; trench warfare; women and work

**Chapter 26** the democratic states; new historiographical subsection, “The Retreat from Democracy: Did Europe Have Totalitarian States?”; Nazi culture

**Chapter 27** new focus questions; invasion of Poland; the *Einsatzgruppen* in the Holocaust; new document on “Heinrich Himmler: ‘We Had the Moral Right’”

**Chapter 28** new historiographical subsection, “Confrontation of the Superpowers: Who Started the Cold War?”; the Algerian revolution; the denazification of postwar Germany; the European Common Market; new document on “The Burden of Guilt”

**Chapter 29** new document on “Betty Friedan: The Problem That Has No Name”; new Film & History feature on “*The Iron Lady* (2011)”; land art

**Chapter 30** the global economy; Great Britain, Germany, France, the United States, and Canada; Russia and Ukraine; new historiographical section, “Why Did the Soviet Union Collapse?”; new section on “The West and Islam”; the war in Afghanistan; the Catholic Church; technology; new Images of Everyday Life feature on “The New Global Economy: Fast Fashion”

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 new comparative documents in the feature called **Opposing Viewpoints**. This feature has been expanded and now appears in most chapters, including such new topics as “Lords, Vassals, and Samurai in Europe and Japan,” “Causes of the Black Death: Contemporary Views,” “Attitudes of the Industrial Middle Class in Britain and Japan,” and “Czechoslovakia, 1968: Two Faces of Communism.” Two additional features have also been revised. **Images of Everyday Life** can now be found in twelve chapters, including such new topics as “Children in the Roman World” and “The New Global Economy: Fast Fashion.” **Film & History features** now appear in twelve chapters, including the addition of *The Iron Lady*.

A new focus question has also been added at the beginning of each chapter. Entitled **Connections to Today**, this question is intended to help students appreciate the relevance of history by asking them to draw connections between the past and present.

Also new to the ninth edition are **historiographical sections**, which examine how and why historians differ in their interpretation of specific topics. Examples include “Was There a United Kingdom of Israel?”; “Was There a Renaissance for Women?”; “The Retreat from Democracy: Did Europe Have Totalitarian States?”; and “Why Did the Soviet Union Collapse?”

Because courses in Western civilization at American and Canadian colleges and universities follow different chronological divisions, the text is available in both one-volume and two-volume versions to fit the needs of instructors. Teaching and learning ancillaries include the following.

## Instructor Resources

**MindTap™** MindTap for *Western Civilization: A Brief History 9e* is a personalized, online digital learning platform providing students with an immersive learning experience that builds critical thinking skills. Through a carefully designed chapter-based learning path, MindTap allows students to easily identify the chapter’s learning objectives, improve their writing skills by completing unit-level essay assessments, read short, manageable sections from the e-book, and test their content knowledge with a Chapter Test that employs Aplia™ (see Chapter Test description on next page).

- **Setting the Scene:** Each chapter of the MindTap begins with a brief video that introduces the chapter's major themes in a compelling, visual way that encourages students to think critically about the subject matter.
- **Review Activities:** Each chapter includes reading comprehension assignments designed to cover the content of each major heading within the chapter.
- **Chapter Test:** Each chapter within MindTap ends with a summative Chapter Test. It covers each chapter's learning objectives and is built using Aplia critical thinking questions. Aplia provides automatically graded critical thinking assignments with detailed, immediate explanations on every question. Students can also choose to see another set of related questions if they did not earn all available points in their first attempt and want more practice.
- **Reflection Activity:** Every chapter ends with an assignable, gradable reflection activity, intended as a brief writing assignment through which students can apply a theme or idea they've just studied.
- **Unit Activities:** Chapters in MindTap are organized into multi-chapter units. Each unit includes a brief set of higher-stakes activities for instructors to assign, designed to assess students on their writing and critical thinking skills, and their ability to engage larger themes, concepts, and material across multiple chapters.
- **Classroom Activities:** MindTap includes a brief list of in-class activity ideas for instructors. These are designed to increase student collaboration, engagement, and understanding of selected topics or themes. These activities, including class debate scenarios and primary source discussion guides, can enrich the classroom experience for both instructors and students.

MindTap also includes a variety of other tools that will make history more engaging for students:

- ReadSpeaker reads the text out-loud to students in a voice they can customize.
- Note-taking and highlighting are organized in a central location that can be synced with Ever Note on any mobile device a student may have access to.
- Questia allows professors to search a database of thousands of peer reviewed journals, newspapers, magazines, and full-length books – all assets can be added to any relevant chapter in MindTap.
- Kaltura allows instructors to insert inline video and audio into the MindTap platform.

- ConnectYard allows instructors to create digital “yards” through social media—all without “friending” students

MindTap for *Western Civilization: A Brief History 9e* goes well beyond an eBook and a homework solutions. It is truly a Personal Learning Experience that allows you to synchronize the reading with engaging assignments. To learn more, ask your Cengage Learning sales representative to demo it for you—or go to [www.cengage.com/MindTap](http://www.cengage.com/MindTap).

**Instructor Companion Website** This website is an all-in-one resource for class preparation, presentation, and testing for instructors. Accessible through [Cengage.com/login](http://Cengage.com/login) with your faculty account, you will find an Instructor's Manual, Powerpoint presentations (descriptions below), and testbank files (please see Cognero description).

- **Instructor's Manual:** This manual contains for each chapter: chapter outlines and summaries, lecture suggestions, suggested research topics, map exercises, discussion questions for primary source documents, and suggested readings and resources.
- **PowerPoint® Lecture Tools:** These presentations are ready-to-use, visual outlines of each chapter. They are easily customized for your lectures. There are presentations of only lecture or only images, as well as combined lecture and image presentations. Also available is a per chapter JPEG library of images and maps.

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**MindTap Reader for Western Civilization: A Brief History 9e** MindTap Reader is an eBook specifically designed to address the ways students assimilate