

MAKING EUROPE

THE STORY OF THE WEST

KIDNER
BUCUR
MATHISEN
McKEE
WEEKS

Second Edition

VOLUME II

Since 1550



Making Europe

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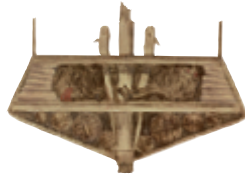
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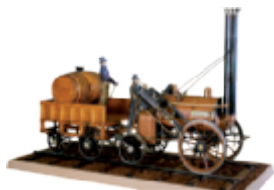
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Preface

For years, we five professors from across the country have taught Western Civilization courses without the textbook we really wanted to have—a textbook with a coherent strategy for helping students to study and learn. In 1999 we commenced to develop such a text. This book is the result.

The five of us bring to this book a variety of backgrounds, interests, and historical approaches, as well as a combined total of nearly one hundred years of teaching history. Two of us completed graduate degrees in literature before turning to history. We have all studied, worked, or lived on three continents; we are all American citizens, but not all of us were born in the United States. Although we come from different parts of the country and have different historical specializations, all of us teach in large state university systems. We have a strong commitment to the kinds of students who enroll in our schools and in community colleges—young people and nontraditional students from richly diverse cultural and ethnic backgrounds who are enthusiastic and prepared to work but have little knowledge of history and few formal skills in historical analysis. We were gratified to be developing a new kind of textbook that met their needs.

We conceived of a textbook that would be lively and absolutely up-to-date but did not presume a great deal of prior knowledge of western civilization. We also wanted to include new types of learning aids that were fully integrated into the text itself. Our greatest hope is that students who use this book will come to understand how the West has developed and, at the same time, to see the importance of the past for the present. In other words, we want to help them value the past as well as understand it and thus to think historically.

Approaches and Themes

This textbook introduces the cultural unit we call “the West” from its beginnings in the ancient Near East to the present. It is focused around five themes: politics, religion, social history, biography and personality, and individual and collective identity.

Politics: Our book’s first theme centers on western politics, states, and the state system from the emergence of civilization in Mesopotamia and Egypt down to our own century. Politics provides the underlying chronological backbone of the text. Our experience has taught us that a politically centered chronology is the most effective way to help inexperienced students get a sense of what came before and what came after and why. Political chronology helps them perceive trends and recognize the forces for historical continuity and change.

If there are sensible reasons for organizing the text around a political chronology, there are pitfalls as well. The chief one is the disaffection many students may have felt in the past with a history that seems little more than a list of persons, reigns, and wars (“Kings and Things”) needing to be memorized. To avoid this pitfall we have adopted an approach that centers on dynamic exchanges between states and political elites on the one hand, and citizens or subjects on the other. In this textbook students will read and think about the ways taxation, the need for armies, and judicial protection affect ordinary people and vice versa—how the marginal and unrepresented affect the politically powerful. Our approach focuses both on what states and their political elites want from the people who live in them and on what benefits they provide to those people. In turn, we also consider what ordinary people do or do not want from the state, and what kinds of people benefit and do not benefit from the state’s policies. When relevant, we also treat the state’s lack of impact.

Religion: Our second theme takes up the history of western religion. We have aimed for an expansive treatment of religious activity that includes its institutions and beliefs but is not confined to them. Our textbook ranges widely over issues of polytheism, monotheism, civic religion, philosophically inspired religion, normative religion, orthodoxy and heresy, popular practices, ultimate spiritual values, and systematically articulated

agnosticism or atheism. Since from beginning to end we emphasize religious issues, this book is set apart from most Western Civilization texts that treat religious matters fairly consistently up through the sixteenth century but then drop them.

Our distinctive post-1600 emphasis on religion arises from our sense that religious beliefs, values, and affiliations have continued to play a central role in European life up to and including the twenty-first century. Although in part compartmentalized or privatized in the last several centuries as states pursued various secularizing agendas, religious sensibilities still have had a considerable impact on economic behavior, social values, and political action, while simultaneously adjusting to or resisting changes in other aspects of life. In addition, of course, they regularly influenced European activity in colonies and empires.

In our treatment of religion we do not focus simply on the dominant religion of any time or place. Judaism, for example, is discussed throughout the text, while Islam, introduced in Chapter 8, is discussed again in connection with such issues as the Moriscos of Spain, the Habsburg re-conquest of Hungary, tension in Russian Central Asia and the Balkans before World War I, Soviet campaigns against religion, the arrival of Muslim immigrants in post-World War II Europe, and the dissolution of Yugoslavia. In addition, an emphasis on religious pluralism in European life leads to discussions of the variety of subcultures found in the West, many of which believe that their religious and ethnic identity is integral to their other values and practices. Indeed, our belief that religion continues to play an important role in modern European history rests in large part on the abundant evidence showing it to be a core component of life for subcultures within the larger western context. Catholic and Protestant Irish, Protestant northern Germans and Catholic southern Germans, Orthodox Russians, and Bosnian Muslims stand as examples of communities whose values and actions have been significantly shaped by ongoing religious allegiances and whose interactions with those practicing other religions have had lasting repercussions. Our intention is to present the religious past of the West in all its complex, multifold voices to students who are more and more self-consciously aware of racial, cultural, and ethnic diversity in their own world.

We also believe that attention to religion reflects the current public debate over values, using students' experience of this contested territory to stimulate their interest. Their awareness of current values-based programs can serve as a springboard for a study of the past. Does one choose aggression, persuasion, or passive resistance and nonaggression?

Social History: The theme of social history is integrated into the text as consideration is given to the way politics and religion affect people and societies. Discussions of daily lives and family structures are illuminated through occasional spotlights on the experience of a single, typical individual. We also pay close attention to issues of gender norms and roles in the past, drawing on the work of a generation of historians concerned with the history of ordinary men, women, and children. We see many possibilities for engaging the interest of students in this approach. We hope our book will stimulate productive class discussions of what it meant to live as a woman or a (male) citizen in the Athenian city-state, as a peasant or a landlord in the relatively stateless world of the early Western Middle Ages, as a man or woman during the French Revolution, and as a soldier or nurse in the trenches of World War I.

Biography and Personality: To give focus and immediacy to the themes we emphasize, we have chosen to highlight the biographies of important or representative figures in the past and, when possible, to give students a sense of their personalities. We want key figures to live for students through their choices and actions and pronouncements. Each chapter contains a feature, "A New Direction," that focuses on biography and personality. The person discussed in this box is integrated into the chapter narratives. Portraits of cities occasionally stand in for biographies by providing a picture of the places and spaces that have been important in a particular era or have continuing significance across centuries.

Identity: An emphasis on individual and collective identity is another distinctive feature of our book. By addressing matters of identity for each era, we believe that we can help students see themselves in—or as against—the experiences of those who preceded them. To this end, the relationship between the individual and the group is examined as well as changing categories of identity, such as religion, class, gender, ethnicity, nationality, citizenship, occupation or profession, generation, and race. In a real sense, this emphasis flows from the preceding four themes. It means that the political narrative is personalized, that history is not only an account of states, institutions, and policies, but also of people.

The West and the World

In addition to emphasizing the themes outlined above, we have adopted a view about the West that shapes this volume. It derives from our rejection of the tendency to treat the West as a monolithic entity or to imply that the West is "really" western Europe after 500 and, after 1500, specifically northwestern Europe. We define the West more broadly. Throughout the book, students remain informed about developments in eastern Europe, western Asia,

and Africa. We show that, far from being homogeneous, the West represents a diversity of cultures. By taking this approach we hope to be able to engage students in a way that will lead them to understanding the causes, effects, and significance of the cultural diversity that exists in the modern world.

We also address the issue of cultural diversity by looking at the impact of the non-western world on the West from antiquity to the present. We discuss both western knowledge and western fantasies about non-western peoples, the actual contact or lack of contact with non-western societies, and the growing global impact of Europe and Europeans during the last five hundred years. The emphasis is always on the West—on how the West did or did not make contact with other societies and, in the case of contacts, on their consequences for everyone involved—but the effect is to place the West in its larger global context as one of humanity's many cultural units.

Pedagogy and Features

One of the most common questions our students ask is: “What’s important?” This textbook aims to help them answer that question for themselves. We have found that students can profit from a text that takes less for granted, provides a consistent and clear structure for each chapter, and incorporates primary documents. For both teachers and students, “Western Civ” is often the most difficult history course in the curriculum. With this textbook, we hope to change its reputation. For the second edition, we have developed a strong pedagogy, based on feedback from more than 500 instructors and students. This pedagogy is realized through a series of innovative features that will assist students in understanding the book’s content and help them master it. The book itself becomes a complete study tool for students to ensure they are able to read and understand the material. In class tests with instructors who used chapters with the new pedagogy, students reported better understanding and interest in the material. We also kept instructors in mind, because we believe that carefully constructed chapters that convey basic information are the best support for teaching. Instructors may then build on the text or modify it to meet specific needs.

Chapter Openers: Every chapter begins with a list of focus questions previewing the content covered within that chapter. These questions direct students’ attention to the central concerns and issues about to be examined. A timeline extending over the period is also featured, as well as a map with integrated questions to strengthen geography and critical-thinking skills.

Section Opening Questions: Before students begin reading the chapter sections, they will see focus questions related to the material they will read. These questions invite students to remain focused while going through the material.

Checking In: The Checking In feature appears at the end of every chapter section and provides students with a list of the key terms from that section. Students should review these terms before proceeding on to the next section to ensure thorough comprehension.

A New Direction: As noted earlier in this Preface, each chapter contains an account of an individual making a crucial choice that mattered, that had important consequences, and that can be used to highlight the chapter’s central concerns. Our intention in this feature is to foreground human agency and to spark the interest of students. Thus, Chapter 12, which introduces students to the Renaissance in Italy and Northern Europe, features Michelangelo Buonarrotti as a new kind of artist who changed the way the public viewed art and creativity. Chapter 22, which discusses the “triumph” of the nation-state in the late nineteenth century, contains an account of Theodor Herzl’s endorsement of Zionism as a way to discuss the impact of nationalist ideology and to carry out the book’s emphasis on religious diversity in the West.

Learning from a Primary Source: Each chapter also features a document from an individual who lived during the era of the chapter, sometimes from the same individual featured in “A New Direction.” An explanatory headnote sets the context for the document. Students are then helped to analyze it historically through a series of numbered marginal notes, which are also designed to aid instructors seeking to integrate primary sources into their classrooms.

In addition, we have built into each chapter a strong framework of pedagogical aids to help students navigate the text. All the maps have been revised, and many are partnered with critical thinking questions. Photo captions have also been enriched with questions for students to ponder. Subheadings have been introduced throughout the chapters to clearly focus on the topics under discussion.

A distinctive feature of our text is the glossary—a system whereby boldfaced names, terms, organizations, concepts, and events are explained or defined on the same page where they are introduced. These definitions support students whose vocabulary and knowledge of history are weak, enhance the background a better-prepared student may have, and serve as a convenient review and study aid.

Chapter Review: A new, enhanced end-of-chapter section provides students with a number of ways to review the chapter. This thorough review features a bulleted summary and a boxed chronology of

events, followed by a Test Yourself multiple-choice self-quiz. The questions for this quiz are broken down by section, allowing students to easily refer back to the sections or concepts that they need to review. This quiz is accompanied by critical thinking questions that instructors can use to gauge student understanding of each major chapter division. Answers to the multiple-choice quizzes can be found in the back of the book.

New to This Edition

The second edition of *Making Europe: The Story of the West* has been updated in a myriad of ways. The most significant of these revisions are:

- Chapter 1 includes an expanded discussion of cave painting, Sumerian iconography, Mesopotamian rule, the Great Pyramids, religious reforms of the pharaoh Akhenaton, Minoan culture, and Mycenaean architecture.
- Chapter 2 features more on naval warfare, the economic function of coinage, the first Jewish temple in Jerusalem, Assyrian military tactics, Babylonian iconography, Persian architecture, and the policies of Darius I of Persia.
- Chapter 3 contains new coverage of Greek technology and iconography, hoplite warfare, women's sports, and Greek coinage propaganda.
- Chapter 4 looks at urban architecture and interior decorating, Macedonian marriage practices, social and cultural integration in Hellenistic Egypt, Greek colonization, the survival of Greek architecture and multiethnicity in Hellenistic religion.
- Chapter 5 updates material on the use of archaeological evidence to understand the past, Etruscan views of the afterlife and of the Roman assimilation of Etruscan culture, Roman family life, use of propaganda by senators, the ultimate fate of Roman public buildings, the means by which Roman laws were preserved, and the deification of deceased rulers.
- Chapter 6 includes new coverage of the role of the emperor as commander in chief of the Roman army, the use of propaganda by Roman emperors, Roman urbanism, the role played by Pontius Pilate in the trial of Jesus, and the victory of the Persian king Shapur over the Roman emperor Valerian.
- Chapter 7's "A New Direction" focuses on Genevieve of Paris, thus increasing to an even greater extent the volume's commitment to gender balance in its coverage. Other Chapter 7 updates include a more direct connection made between Christianity and sun worship, an expanded discussion of the importance of church building and the role of churches in urban landscapes, discussion on the significance of senatorial withdrawal to the countryside, especially as evidenced by the construction of fortified villas, and the Roman adoption of barbarian customs.
- Chapter 8 contains new material that emphasizes the religious roots of medieval, Byzantine, and Muslim civilizations.
- Chapter 9 updates the coverage of feudalism, manors, and unfree status in light of the reservations scholars now have about their uniform applicability across western Europe.
- Chapter 10 includes updated material on the participants, goals, and outcomes of the crusading movement.
- Chapter 11's updates make it easier for students to understand the connections among climate, disease, warfare, and social unrest in the tumultuous fourteenth century.
- Chapter 12's "A New Direction" discusses the sculptor and painter Michelangelo, in the period when he was painting the Sistine Chapel.
- Chapter 13 adds material to its discussion of Antwerp, the expansion of Russia, Ivan IV, and European world expansion.
- Chapter 14 features revised coverage of church reform, including Martin Luther, the Jesuits, and Pope Paul III.
- Chapter 15, now called "A Century of Crisis, 1550–1650," expands the discussion on population growth and revolution, the Inquisition and witch trials, and the revolt in the Netherlands.
- Chapter 16 updates material on absolutism in France, the growth of Prussia, Peter the Great and Catherine the Great, partitioning of Poland, and the Seven Years' War.
- Chapter 17's "A New Direction" features Galileo Galilei. Additional changes cover the scientific revolution and the Enlightenment, including Rousseau and the concept of leisure.
- Chapter 18 features more on the expanding populations of Europe and resulting consumer revolution, as well as a closer look at the worldwide slave trade.
- Chapter 19 includes more on the French Revolution including both Louis XVI and Marie Antoinette, as well as Napoleonic Europe.

- Chapter 20 closely looks at coverage of ideological differences between conservatives, nationalists, and liberals during this period. A thoroughly revised introduction helps students orient themselves in the post-Napoleonic Era.
- Chapter 21 looks more closely at the effects of industrialization in the nineteenth century, including the expansion of railroads.
- Chapter 22 concentrates more specifically on nationalism throughout the European continent. A new image of Sacre Coeur cathedral in Paris emphasizes attempts by Catholic conservatives to reclaim industrial workers for the church in the post-commune period.
- Chapter 23 features new images from the fin-de-siècle period to help readers better make a connection among technology, leisure, commerce, and art.
- Chapter 24 contains new sections on missionary David Livingstone and on Germany's colonies. The new maps aid students in better making the connection between imperialism and world geography.
- Chapter 25's "A New Direction," focuses on the young assassin of Archduke Francis Ferdinand, Gavrilo Princip. New maps on World War I enable students to better understand the war both on the western and eastern fronts.
- Chapter 26 provides more connections between the photographs and the themes covered in the respective sections, such as asking students to identify important aspects of Kamal Atatürk's nationalism by examining his photograph.
- Chapter 27 provides two new maps, replacing the map of Nazi Germany's advances in WWII and the map representing the death camps and other aspects of the Holocaust. The description of *Guernica* also asks students to do a closer analysis of the symbology of peace and violence in that painting.
- Chapter 28 offers two replacement maps for East European Stalinism and De-Colonization, as well as added commentary for most images and questions to link those illustrations to the narrative.
- Chapter 29 has added commentary and questions for most images to better link them to the narrative.
- Chapter 30 includes an extended profile of Angela Merkel. This chapter also includes a discussion of the Arab Spring and of the most recent developments in the Iraq War and in Afghanistan. Developments in the European Union have been updated, together with a discussion of how the Eurozone has dealt with the financial woes of the last four years, including a discussion of the bailouts in Ireland, Greece, and Spain. The chapter has also updated important developments in the post Yugoslav wars' violence and peace building processes. An update on Russian politics since 2008 has also been added. There is now a new section on the "Global Economic Recession."

Flexible Format

Western Civilization courses differ widely in chronological structure from one campus to another. To accommodate the differing divisions of historical time into intervals for various academic year divisions, *Making Europe: The Story of the West* is published in three print versions, two of which embrace the complete work, and two electronic versions:

- One-volume hardcover edition: *Making Europe: The Story of the West*
- Two-volume paperback: *Making Europe: The Story of the West, Volume I: To 1790* (Chapters 1–17); *Volume II: Since 1550* (Chapters 15–30)
- *Making Europe: The Story of the West, Since 1300* (Chapters 12–30), for courses on Europe since the Renaissance
- An eBook of the complete one-volume edition
- A two-volume eBook of volumes one and two

Supplements

Instructor Resources

PowerLecture DVD with ExamView® and JoinIn®

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This dual platform, all-in-one multimedia resource includes the Instructor's Resource Manual; Test Bank, prepared by Kathleen Addison of California State University - Northridge (includes key term identification, multiple-choice, essay, and true/false questions; Microsoft® PowerPoint® slides of both lecture outlines and images and maps from the text that can be used as offered, or customized by importing personal lecture slides or other material; and JoinIn® PowerPoint® slides with clicker content. Also included is ExamView, an easy-to-use

assessment and tutorial system that allows instructors to create, deliver, and customize tests in minutes. Instructors can build tests with as many as 250 questions using up to 12 question types, and using Exam-View's complete word-processing capabilities, they can enter an unlimited number of new questions or edit existing ones.

Instructor's Resource Manual Prepared by Bethany Kilcrease of Aquinas College. This manual has many features, including learning objectives, chapter outlines, lecture suggestions, activities for using primary sources, activities for the text features, map activities, an audiovisual bibliography, and internet resources. Available on the instructor's companion website.

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This interactive multimedia ebook links out to rich media assets such as video and MP3 chapter summaries. Through this ebook, students can also access chapter outlines, focus questions, chronology and matching exercises, primary source documents with critical thinking questions, and interactive (zoomable) maps. Available at www.cengagebrain.com.

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Prepared by Carol Berkin of Baruch College, City University of New York and Betty Anderson of Boston University. This book teaches students both basic and history-specific study skills such as how to take notes, get the most out of lectures and readings, read primary sources, research historical topics, and correctly cite sources. Substantially less expensive than comparable skill-building texts, *The History Handbook* also offers tips for Internet research and evaluating online sources. Additionally, students can purchase and download the eAudio version of *The History Handbook* or any of its eighteen individual units at www.cengagebrain.com to listen to on-the-go.

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William Strickland, Hazard Community
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Ryan Swanson, George Mason University
Mark Timbrook, Minot State University
Tristan Traviolia, Pierce College
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