Ninth Edition

WESTERN CIVILIZATION

JACKSON J. SPIELVOGEL

NINTH EDITION

WESTERN CIVILIZATION

JACKSON J. SPIELVOGEL

The Pennsylvania State University

CENGAGE Learning®

Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

CENGAGE Learning®

***Western Civilization*, Ninth Edition**
Jackson J. Spielvogel

Product Director: Suzanne Jeans
Product Manager: Brooke Barbier
Senior Content Developer: Margaret McAndrew Beasley
Product Assistant: Katie Coaster
Media Developer: Kate MacLean
Marketing Development Manager: Kyle Zimmerman
Marketing Manager: Valerie Hartman
Senior Content Project Manager: Jane Lee
Associate Art Director: Hannah Wellman
Manufacturing Planner: Sandee Milewski
Senior Rights Acquisition Specialist: Jennifer Meyer Dare
Production Service: Orr Book Services
Cover Designer: Cassandra Chu
Cover Image: Detail of "Tarantella with Posillipo," c. 1768-1778. Oil on canvas. Credit: Alfredo Dagli Orti / The Art Archive at Art Resource, NY.
Compositor: Cenveo Publisher Services

Library of Congress Control Number: 2013947984

ISBN 13: 978-1-285-43640-1
ISBN 10: 1-285-43640-7

Cengage Learning
200 First Stamford Place, 4th Floor
Stamford, CT 06902
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **international.cengage.com/region**.

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

For your course and learning solutions, visit **www.cengage.com**.
Purchase any of our products at your local college store or at our preferred online store **www.CengageBrain.com**.

Printed in the United States of America
1 2 3 4 5 6 7 17 16 15 14 13

ABOUT THE AUTHOR

JACKSON J. SPIELVOGEL is associate professor emeritus of history at The Pennsylvania State University. He received his Ph.D. from The Ohio State University, where he specialized in Reformation history under Harold J. Grimm. His articles and reviews have appeared in such journals as *Moreana, Journal of General Education, Catholic Historical Review, Archiv für Reformationsgeschichte*, and *American Historical Review*. He has also contributed chapters or articles to *The Social History of the Reformation, The Holy Roman Empire: A Dictionary Handbook*, the *Simon Wiesenthal Center Annual of Holocaust Studies*, and *Utopian Studies*. His work has been supported by fellowships from the Fulbright Foundation and the Foundation for Reformation Research. At Penn State, he helped inaugurate the Western civilization courses as well as a popular course on Nazi Germany. His book *Hitler and Nazi Germany* was published in 1987 (seventh edition, 2013). He is the coauthor (with William Duiker) of *World History*, first published in 1998 (seventh edition, 2013), and *The Essential World History* (seventh edition, 2014). Professor Spielvogel has won five major university-wide teaching awards. In 1988–1989, he held the Penn State Teaching Fellowship, the university's most prestigious teaching award. He won the Dean Arthur Ray Warnock Award for Outstanding Faculty Member in 1996 and the Schreyer Honors College Excellence in Teaching Award in 2000.

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

BRIEF CONTENTS

DOCUMENTS xvi

MAPS xxi

FEATURES xxiii

PREFACE xxiv

ACKNOWLEDGMENTS xxix

INTRODUCTION TO STUDENTS OF WESTERN CIVILIZATION xxxiii

1 THE ANCIENT NEAR EAST: THE FIRST CIVILIZATIONS 1

2 THE ANCIENT NEAR EAST: PEOPLES AND EMPIRES 32

3 THE CIVILIZATION OF THE GREEKS 53

4 THE HELLENISTIC WORLD 87

5 THE ROMAN REPUBLIC 111

6 THE ROMAN EMPIRE 144

7 LATE ANTIQUITY AND THE EMERGENCE OF THE MEDIEVAL WORLD 175

8 EUROPEAN CIVILIZATION IN THE EARLY MIDDLE AGES, 750–1000 209

9 THE RECOVERY AND GROWTH OF EUROPEAN SOCIETY IN THE HIGH MIDDLE AGES 239

10 THE RISE OF KINGDOMS AND THE GROWTH OF CHURCH POWER 267

11 THE LATER MIDDLE AGES: CRISIS AND DISINTEGRATION IN THE FOURTEENTH CENTURY 299

12 RECOVERY AND REBIRTH: THE AGE OF THE RENAISSANCE 332

13 REFORMATION AND RELIGIOUS WARFARE IN THE SIXTEENTH CENTURY 367

14 EUROPE AND THE WORLD: NEW ENCOUNTERS, 1500–1800 403

15 STATE BUILDING AND THE SEARCH FOR ORDER IN THE SEVENTEENTH CENTURY 436

16 TOWARD A NEW HEAVEN AND A NEW EARTH: THE SCIENTIFIC REVOLUTION AND THE EMERGENCE OF MODERN SCIENCE 476

17 THE EIGHTEENTH CENTURY: AN AGE OF ENLIGHTENMENT 502

18 THE EIGHTEENTH CENTURY: EUROPEAN STATES, INTERNATIONAL WARS, AND SOCIAL CHANGE 531

19 A REVOLUTION IN POLITICS: THE ERA OF THE FRENCH REVOLUTION AND NAPOLEON 563

20 THE INDUSTRIAL REVOLUTION AND ITS IMPACT ON EUROPEAN SOCIETY 596

21 REACTION, REVOLUTION, AND ROMANTICISM, 1815–1850 624

22 AN AGE OF NATIONALISM AND REALISM, 1850–1871 657

23 MASS SOCIETY IN AN ''AGE OF PROGRESS,'' 1871–1894 690

24 AN AGE OF MODERNITY, ANXIETY, AND IMPERIALISM, 1894–1914 723

25 THE BEGINNING OF THE TWENTIETH-CENTURY CRISIS: WAR AND REVOLUTION 760

26 THE FUTILE SEARCH FOR STABILITY: EUROPE BETWEEN THE WARS, 1919–1939 796

27 THE DEEPENING OF THE EUROPEAN CRISIS: WORLD WAR II 832

28 COLD WAR AND A NEW WESTERN WORLD, 1945–1965 867

29 PROTEST AND STAGNATION: THE WESTERN WORLD, 1965–1985 901

30 AFTER THE FALL: THE WESTERN WORLD IN A GLOBAL AGE (SINCE 1985) 927

GLOSSARY 961

NOTES 971

INDEX 979

CONTENTS

DOCUMENTS xvi

MAPS xxi

FEATURES xxiii

PREFACE xxiv

ACKNOWLEDGMENTS xxix

INTRODUCTION TO STUDENTS OF WESTERN CIVILIZATION xxxiii

1 THE ANCIENT NEAR EAST: THE FIRST CIVILIZATIONS 1

The First Humans 2
- The Emergence of *Homo sapiens* 2
- The Hunter-Gatherers of the Old Stone Age 3
- The Neolithic Revolution (c. 10,000–4000 B.C.E.) 3

The Emergence of Civilization 5

Civilization in Mesopotamia 6
- The City-States of Ancient Mesopotamia 7
- Empires in Ancient Mesopotamia 9
- The Code of Hammurabi 10
- The Culture of Mesopotamia 11

Egyptian Civilization: "The Gift of the Nile" 15
- The Impact of Geography 15

OPPOSING VIEWPOINTS
THE GREAT FLOOD: TWO VERSIONS 16

- The Old and Middle Kingdoms 18
- Society and Economy in Ancient Egypt 19
- The Culture of Egypt 19
- Disorder and a New Order: The New Kingdom 22
- Daily Life in Ancient Egypt 25

On the Fringes of Civilization 26
- The Impact of the Indo-Europeans 27

IMAGES OF EVERYDAY LIFE
THE EGYPTIAN DIET 28

- The Hittite Empire 29

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 29

2 THE ANCIENT NEAR EAST: PEOPLES AND EMPIRES 32

The Hebrews: "The Children of Israel" 33
- Was There a United Kingdom of Israel? 33
- The Kingdoms of Israel and Judah 34
- The Spiritual Dimensions of Israel 35
- The Social Structure of the Hebrews 38

The Neighbors of the Israelites 39

The Assyrian Empire 40
- Organization of the Empire 41
- The Assyrian Military Machine 41
- Assyrian Society and Culture 42

OPPOSING VIEWPOINTS
THE GOVERNING OF EMPIRES: TWO APPROACHES 43

The Neo-Babylonian Empire 44

The Persian Empire 45
- Cyrus the Great 45
- Expanding the Empire 46
- Governing the Empire 47
- The Great King 48
- Persian Religion 49

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 51

3 THE CIVILIZATION OF THE GREEKS 53

Early Greece 54
- Minoan Crete 54
- The First Greek State: Mycenae 55

The Greeks in a Dark Age (c. 1100–c. 750 B.C.E.) 56
- Homer and Homeric Greece 57
- Homer's Enduring Importance 58

The World of the Greek City-States (c. 750–c. 500 B.C.E.) 59
- The *Polis* 59
- Colonization and the Growth of Trade 59
- Tyranny in the Greek *Polis* 61
- Sparta 62
- Athens 64
- Greek Culture in the Archaic Age 64

The High Point of Greek Civilization: Classical Greece 66
- The Challenge of Persia 66

FILM & HISTORY
***300* (2007) 69**

- The Growth of an Athenian Empire 69
- The Great Peloponnesian War (431–404 B.C.E.) 72
- The Decline of the Greek States (404–338 B.C.E.) 73

Culture and Society of Classical Greece 74
- The Writing of History 74

Greek Drama 75
The Arts: The Classical Ideal 76
The Greek Love of Wisdom 78
Greek Religion 81
Life in Classical Athens 81
IMAGES OF EVERYDAY LIFE
ACTIVITIES OF ATHENIAN WOMEN 83
OPPOSING VIEWPOINTS
WOMEN IN ATHENS AND SPARTA 84
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 85

4 THE HELLENISTIC WORLD 87

Macedonia and the Conquests of Alexander 88
Philip and the Conquest of Greece 88
OPPOSING VIEWPOINTS
DEMOSTHENES AND ISOCRATES ADDRESS PHILIP OF MACEDONIA 89
Alexander the Great 90
FILM & HISTORY
ALEXANDER (2004) 93

The World of the Hellenistic Kingdoms 94
Hellenistic Monarchies 94
The Threat from the Celts 96
Political and Military Institutions 96
Hellenistic Cities 97
Economic Trends in the Hellenistic World 98

Hellenistic Society 99
New Opportunities for Women 99
The Role of Slavery 100
The Transformation of Education 100

Culture in the Hellenistic World 101
New Directions in Literature 102
Hellenistic Art 103
A Golden Age of Science and Medicine 103
Philosophy: New Schools of Thought 105

Religion in the Hellenistic World 107
Mystery Religions 107
The Jews in the Hellenistic World 107
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 108

5 THE ROMAN REPUBLIC 111

The Emergence of Rome 112
Geography of the Italian Peninsula 112
The Greeks 112
The Etruscans 112
Early Rome: Impact of the Etruscans 114

The Roman Republic (c. 509–264 B.C.E.) 114
The Roman State 115
The Roman Conquest of Italy 117

The Roman Conquest of the Mediterranean (264–133 B.C.E.) 119
The Struggle with Carthage 120
The Eastern Mediterranean 121
The Nature of Roman Imperialism 122
Evolution of the Roman Army 123

Society and Culture in the Roman Republic 124
Roman Religion 124
Education: The Importance of Rhetoric 126
The Growth of Slavery 127
The Roman Family 127
FILM & HISTORY
SPARTACUS (1960) 128
The Evolution of Roman Law 130
The Development of Literature 130
Roman Art 131
Values and Attitudes 132

The Decline and Fall of the Roman Republic (133–31 B.C.E.) 132
Background: Social, Economic, and Political Problems 132
The Reforms of Tiberius and Gaius Gracchus 133
Marius and the New Roman Army 133
The Role of Sulla 134
The Death of the Republic 134
OPPOSING VIEWPOINTS
THE END OF THE REPUBLIC: THREE VIEWS 137
Literature in the Late Republic 139
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 142

6 THE ROMAN EMPIRE 144

The Age of Augustus (31 B.C.E.–14 C.E.) 145
The New Order 145
The Army 146
Roman Provinces and Frontiers 147
Augustan Society 148
A Golden Age of Latin Literature 148
Significance of the Augustan Age 150

The Early Empire (14–180) 150
The Julio-Claudians (14–68) 150
The Flavians (69–96) 151
The Five "Good Emperors" (96–180) 151
The Roman Empire at Its Height: Frontiers and Provinces 152
Prosperity in the Early Empire 154

Roman Culture and Society in the Early Empire 157
The Silver Age of Latin Literature 157
Art in the Early Empire 157
Imperial Rome 158
The Gladiatorial Shows 159
Disaster in Southern Italy 160
The Art of Medicine 160

FILM & HISTORY
GLADIATOR (2000) 161
Slaves and Their Masters 162
IMAGES OF EVERYDAY LIFE
CHILDREN IN THE ROMAN WORLD 164
The Upper-Class Roman Family 165

Transformation of the Roman World: Crises in the Third Century 165
Political and Military Woes 165
Economic and Social Crises 166

Transformation of the Roman World: The Rise of Christianity 167
The Religious World of the Roman Empire 167
The Jewish Background 167
The Origins of Christianity 167
The Growth of Christianity 170
OPPOSING VIEWPOINTS
ROMAN AUTHORITIES AND A CHRISTIAN ON CHRISTIANITY 171

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 173

7 LATE ANTIQUITY AND THE EMERGENCE OF THE MEDIEVAL WORLD 175

The Late Roman Empire 176
The Reforms of Diocletian and Constantine 176
The Empire's New Religion 178
The End of the Western Empire 179
OPPOSING VIEWPOINTS
TWO VIEWS OF THE HUNS 180

The Germanic Kingdoms 182
The Ostrogothic Kingdom of Italy 183
The Visigothic Kingdom of Spain 184
The Frankish Kingdom 185
Anglo-Saxon England 185
The Society of the Germanic Kingdoms 186

Development of the Christian Church 187
The Church Fathers 187
The Power of the Pope 189
Church and State 189
Pope Gregory the Great 190
The Monks and Their Missions 190
Christian Intellectual Life in the Germanic Kingdoms 195

The Byzantine Empire 197
The Reign of Justinian (527–565) 197
From Eastern Roman to Byzantine Empire 200

The Rise of Islam 203
Muhammad 203
The Teachings of Islam 204
The Spread of Islam 204

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 206

8 EUROPEAN CIVILIZATION IN THE EARLY MIDDLE AGES, 750–1000 209

Europeans and the Environment 210
Farming 210
The Climate 210

The World of the Carolingians 210
Charlemagne and the Carolingian Empire (768–814) 210
The Carolingian Intellectual Renewal 214
Life in the Carolingian World 215

Disintegration of the Carolingian Empire 219
Invasions of the Ninth and Tenth Centuries 220

The Emerging World of Lords and Vassals 223
Vassalage 224
Fief-Holding 224
OPPOSING VIEWPOINTS
LORDS, VASSALS, AND SAMURAI IN EUROPE AND JAPAN 225
New Political Configurations in the Tenth Century 226
The Manorial System 227

The Zenith of Byzantine Civilization 229
The Macedonian Dynasty 230
Women in Byzantium 230

The Slavic Peoples of Central and Eastern Europe 230
Western Slavs 232
Southern Slavs 232
Eastern Slavs 233
Women in the Slavic World 234

The Expansion of Islam 234
The Abbasid Dynasty 234
Islamic Civilization 235

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 236

9 THE RECOVERY AND GROWTH OF EUROPEAN SOCIETY IN THE HIGH MIDDLE AGES 239

Land and People in the High Middle Ages 240
The New Agriculture 240
The Life of the Peasantry 242
The Aristocracy of the High Middle Ages 243

The New World of Trade and Cities 247
The Revival of Trade 247
OPPOSING VIEWPOINTS
TWO VIEWS OF TRADE AND MERCHANTS 249
The Growth of Cities 250
IMAGES OF EVERYDAY LIFE
LIFE IN A MEDIEVAL TOWN 253
Industry in Medieval Cities 255

The Intellectual and Artistic World of the High Middle Ages 255
The Rise of Universities 255
A Revival of Classical Antiquity 258
The Development of Scholasticism 259
The Revival of Roman Law 261
Literature in the High Middle Ages 261
Romanesque Architecture: "A White Mantle of Churches" 262
The Gothic Cathedral 263
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 265

10 THE RISE OF KINGDOMS AND THE GROWTH OF CHURCH POWER 267

The Emergence and Growth of European Kingdoms, 1000–1300 268
England in the High Middle Ages 268
FILM & HISTORY
***The Lion in Winter* (1968) 270**
The Growth of the French Kingdom 272
Christian Reconquest: The Spanish Kingdoms 273
The Lands of the Holy Roman Empire: Germany and Italy 274
New Kingdoms in Northern and Eastern Europe 277
Impact of the Mongol Empire 278
The Development of Russia 279

The Recovery and Reform of the Catholic Church 279
The Problems of Decline 279
The Cluniac Reform Movement 280
Reform of the Papacy 280

Christianity and Medieval Civilization 282
Growth of the Papal Monarchy 282
New Religious Orders and Spiritual Ideals 283
FILM & HISTORY
***Vision* (2009) 284**
Popular Religion in the High Middle Ages 285
IMAGES OF EVERYDAY LIFE
Monastic Life in the Middle Ages 286
Voices of Protest and Intolerance 288

The Crusades 289
Background to the Crusades 289
The Early Crusades 291
The Crusades of the Thirteenth Century 294
OPPOSING VIEWPOINTS
The Siege of Jerusalem: Christian and Muslim Perspectives 295
What Were the Effects of the Crusades? 296
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 296

11 THE LATER MIDDLE AGES: CRISIS AND DISINTEGRATION IN THE FOURTEENTH CENTURY 299

A Time of Troubles: Black Death and Social Crisis 300
Famine and Population 300
The Black Death: From Asia to Europe 300
The Black Death in Europe 301
OPPOSING VIEWPOINTS
Causes of the Black Death: Contemporary Views 302
Economic Dislocation and Social Upheaval 305

War and Political Instability 308
Causes of the Hundred Years' War 308
Conduct and Course of the War 308
Political Instability 312
The Growth of England's Political Institutions 312
FILM & HISTORY
***Joan of Arc* (1948) *The Messenger: The Story of Joan of Arc* (1999) 313**
The Problems of the French Kings 314
The German Monarchy 316
The States of Italy 316

The Decline of the Church 318
Boniface VIII and the Conflict with the State 318
The Papacy at Avignon (1305–1377) 319
The Great Schism 320
New Thoughts on Church and State and the Rise of Conciliarism 320
Popular Religion in an Age of Adversity 321
Changes in Theology 322

The Cultural World of the Fourteenth Century 322
The Development of Vernacular Literature 322
A New Art: Giotto 325

Society in an Age of Adversity 325
Changes in Urban Life 325
IMAGES OF EVERYDAY LIFE
Entertainment in the Middle Ages 327
New Directions in Medicine 328
Inventions and New Patterns 329
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 329

12 RECOVERY AND REBIRTH: THE AGE OF THE RENAISSANCE 332

Meaning and Characteristics of the Italian Renaissance 333

The Making of Renaissance Society 333
Economic Recovery 334
Social Changes in the Renaissance 335
The Family in Renaissance Italy 337

IMAGES OF EVERYDAY LIFE
FAMILY AND MARRIAGE IN RENAISSANCE ITALY 338

The Italian States in the Renaissance 340
The Five Major States 340
Independent City-States 341
Warfare in Italy 342
The Birth of Modern Diplomacy 343
Machiavelli and the New Statecraft 343

The Intellectual Renaissance in Italy 344
Italian Renaissance Humanism 344
OPPOSING VIEWPOINTS
THE RENAISSANCE PRINCE: THE VIEWS OF MACHIAVELLI AND ERASMUS 345
Education in the Renaissance 347
Humanism and History 350
The Impact of Printing 350

The Artistic Renaissance 350
Art in the Early Renaissance 350
The Artistic High Renaissance 353
The Artist and Social Status 355
The Northern Artistic Renaissance 355
Music in the Renaissance 356

The European State in the Renaissance 357
The Growth of the French Monarchy 358
England: Civil War and a New Monarchy 359
The Unification of Spain 359
The Holy Roman Empire: The Success of the Habsburgs 360
The Struggle for Strong Monarchy in Eastern Europe 360
The Ottoman Turks and the End of the Byzantine Empire 361

The Church in the Renaissance 361
The Problems of Heresy and Reform 362
The Renaissance Papacy 363

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 364

13 REFORMATION AND RELIGIOUS WARFARE IN THE SIXTEENTH CENTURY 367

Prelude to Reformation 368
Christian or Northern Renaissance Humanism 368
Church and Religion on the Eve of the Reformation 370

Martin Luther and the Reformation in Germany 371
The Early Luther 371
FILM & HISTORY
LUTHER (2003) 374
The Rise of Lutheranism 374
Organizing the Church 377
Germany and the Reformation: Religion and Politics 377

The Spread of the Protestant Reformation 380
Lutheranism in Scandinavia 380
The Zwinglian Reformation 380
The Radical Reformation: The Anabaptists 381
OPPOSING VIEWPOINTS
A REFORMATION DEBATE: CONFLICT AT MARBURG 382
The Reformation in England 383
John Calvin and Calvinism 385

The Social Impact of the Protestant Reformation 387
The Family 387
Education in the Reformation 387
Religious Practices and Popular Culture 389

The Catholic Reformation 389
Catholic Reformation or Counter-Reformation? 389
The Society of Jesus 389
A Revived Papacy 392
The Council of Trent 392

Politics and the Wars of Religion in the Sixteenth Century 393
The French Wars of Religion (1562–1598) 393
Philip II and Militant Catholicism 395
Revolt of the Netherlands 396
The England of Elizabeth 397
FILM & HISTORY
ELIZABETH (1998) 399

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 400

14 EUROPE AND THE WORLD: NEW ENCOUNTERS, 1500–1800 403

On the Brink of a New World 404
The Motives for Expansion 404
The Means for Expansion 406

New Horizons: The Portuguese and Spanish Empires 407
The Development of a Portuguese Maritime Empire 407
IMAGES OF EVERYDAY LIFE
SPICES AND WORLD TRADE 409
Voyages to the New World 409
The Spanish Empire in the New World 410
Disease in the New World 415

New Rivals on the World Stage 416
Africa: The Slave Trade 416
The West in Southeast Asia 419
OPPOSING VIEWPOINTS
WEST MEETS EAST: AN EXCHANGE OF ROYAL LETTERS 421
The French and British in India 422
China 422
Japan 423
The Americas 425

The Impact of European Expansion 427
The Conquered 427
FILM & HISTORY
THE MISSION (1986) 429
The Conquerors 429

Toward a World Economy 431
Economic Conditions in the Sixteenth Century 432
The Growth of Commercial Capitalism 432
Mercantilism 432
Overseas Trade and Colonies: Movement Toward Globalization 433
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 433

15 STATE BUILDING AND THE SEARCH FOR ORDER IN THE SEVENTEENTH CENTURY 436

Social Crises, War, and Rebellions 437
The Witchcraft Craze 437
The Thirty Years' War 439
Was There a Military Revolution? 442
Rebellions 444

The Practice of Absolutism: Western Europe 444
Absolute Monarchy in France 444
The Reign of Louis XIV (1643–1715) 445
The Decline of Spain 450

Absolutism in Central, Eastern, and Northern Europe 451
The German States 451
Italy: From Spanish to Austrian Rule 453
Russia: From Fledgling Principality to Major Power 453
The Great Northern States 456
The Ottoman Empire 457
The Limits of Absolutism 459

Limited Monarchy and Republics 459
The Weakness of the Polish Monarchy 459
The Golden Age of the Dutch Republic 460
IMAGES OF EVERYDAY LIFE
DUTCH DOMESTICITY 461
England and the Emergence of Constitutional Monarchy 462
OPPOSING VIEWPOINTS
OLIVER CROMWELL: THREE PERSPECTIVES 464

The Flourishing of European Culture 468
The Changing Faces of Art 468
A Wondrous Age of Theater 471
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 473

16 TOWARD A NEW HEAVEN AND A NEW EARTH: THE SCIENTIFIC REVOLUTION AND THE EMERGENCE OF MODERN SCIENCE 476

Background to the Scientific Revolution 477
Ancient Authors and Renaissance Artists 477
Technological Innovations and Mathematics 477
Renaissance Magic 478

Toward a New Heaven: A Revolution in Astronomy 478
Copernicus 479
Brahe 481
Kepler 481
Galileo 483
OPPOSING VIEWPOINTS
A NEW HEAVEN? FAITH VERSUS REASON 485
Newton 486

Advances in Medicine and Chemistry 488
Paracelsus 488
Vesalius 489
William Harvey 489
Chemistry 489

Women in the Origins of Modern Science 490
Margaret Cavendish 490
Maria Merian 490
Maria Winkelmann 490
Debates on the Nature of Women 491

Toward a New Earth: Descartes, Rationalism, and a New View of Humankind 493

The Scientific Method and the Spread of Scientific Knowledge 494
The Scientific Method 494
The Spread of Scientific Knowledge 495
Science and Religion 497
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 499

17 THE EIGHTEENTH CENTURY: AN AGE OF ENLIGHTENMENT 502

The Enlightenment 503
The Paths to Enlightenment 503
The Philosophes and Their Ideas 505
The Social Environment of the Philosophes 513
OPPOSING VIEWPOINTS
WOMEN IN THE AGE OF THE ENLIGHTENMENT: ROUSSEAU AND WOLLSTONECRAFT 514
IMAGES OF EVERYDAY LIFE
WOMEN AND THE ENLIGHTENMENT SALON 515

Culture and Society in the Enlightenment 516
Innovations in Art, Music, and Literature 516
FILM & HISTORY
AMADEUS (1984) 519
The High Culture of the Eighteenth Century 520
Crime and Punishment 521
The World of Medicine 522
Popular Culture 523

Religion and the Churches 524
The Institutional Church 525
Popular Religion in the Eighteenth Century 526
CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 528

18 THE EIGHTEENTH CENTURY: EUROPEAN STATES, INTERNATIONAL WARS, AND SOCIAL CHANGE 531

The European States 532
- Enlightened Absolutism? 532
- The Atlantic Seaboard States 533

FILM & HISTORY
MARIE ANTOINETTE (2006) 535
- Absolutism in Central and Eastern Europe 536

OPPOSING VIEWPOINTS
ENLIGHTENED ABSOLUTISM: ENLIGHTENED OR ABSOLUTE? 540
- The Mediterranean World 541
- The Scandinavian States 542
- Enlightened Absolutism Revisited 543

Wars and Diplomacy 543
- The War of the Austrian Succession (1740–1748) 543
- The Seven Years' War (1756–1763) 544
- European Armies and Warfare 546

Economic Expansion and Social Change 547
- Growth of the European Population 547
- Family, Marriage, and Birthrate Patterns 547
- Was There an Agricultural Revolution? 550
- New Methods of Finance 551
- European Industry 552
- Mercantile Empires and Worldwide Trade 553

The Social Order of the Eighteenth Century 554
- The Peasants 555
- The Nobility 555

IMAGES OF EVERYDAY LIFE
THE ARISTOCRATIC WAY OF LIFE 557
- The Inhabitants of Towns and Cities 558

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 561

19 A REVOLUTION IN POLITICS: THE ERA OF THE FRENCH REVOLUTION AND NAPOLEON 563

The Beginning of the Revolutionary Era: The American Revolution 564
- The War for Independence 564
- Forming a New Nation 565
- Impact of the American Revolution on Europe 567

Background to the French Revolution 567
- Social Structure of the Old Regime 567
- Other Problems Facing the French Monarchy 569

The French Revolution 570
- From Estates-General to a National Assembly 571
- Destruction of the Old Regime 573

OPPOSING VIEWPOINTS
THE NATURAL RIGHTS OF THE FRENCH PEOPLE: TWO VIEWS 574
- The Radical Revolution 577
- Reaction and the Directory 585

The Age of Napoleon 586
- The Rise of Napoleon 586
- The Domestic Policies of Emperor Napoleon 587
- Napoleon's Empire and the European Response 590
- The Fall of Napoleon 592

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 593

20 THE INDUSTRIAL REVOLUTION AND ITS IMPACT ON EUROPEAN SOCIETY 596

The Industrial Revolution in Great Britain 597
- Origins 597
- Technological Changes and New Forms of Industrial Organization 599
- Britain's Great Exhibition of 1851 602

The Spread of Industrialization 604
- Industrialization on the Continent 605
- The Industrial Revolution in the United States 606
- Limiting the Spread of Industrialization in the Nonindustrialized World 609

The Social Impact of the Industrial Revolution 609
- Population Growth 609
- The Growth of Cities 610

IMAGES OF EVERYDAY LIFE
LIVING CONDITIONS OF LONDON'S POOR 612
- New Social Classes: The Industrial Middle Class 613

OPPOSING VIEWPOINTS
ATTITUDES OF THE INDUSTRIAL MIDDLE CLASS IN BRITAIN AND JAPAN 614
- New Social Classes: Workers in the Industrial Age 615
- Efforts at Change: The Workers 619
- Efforts at Change: Reformers and Government 621

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 621

21 REACTION, REVOLUTION, AND ROMANTICISM, 1815–1850 624

The Conservative Order (1815–1830) 625
- The Peace Settlement 625
- The Ideology of Conservatism 626
- Conservative Domination: The Concert of Europe 627
- Conservative Domination: The European States 631

The Ideologies of Change 634
- Liberalism 634
- Nationalism 635
- Early Socialism 635

Revolution and Reform (1830–1850) 638
Another French Revolution 638
Revolutionary Outbursts in Belgium, Poland, and Italy 639
Reform in Great Britain 639
OPPOSING VIEWPOINTS
RESPONSE TO REVOLUTION: TWO PERSPECTIVES 640
The Revolutions of 1848 641
IMAGES OF EVERYDAY LIFE
POLITICAL CARTOONS: ATTACKS ON THE KING 643
The Maturing of the United States 646

The Emergence of an Ordered Society 646
New Police Forces 647
Prison Reform 649

Culture in an Age of Reaction and Revolution: The Mood of Romanticism 649
The Characteristics of Romanticism 649
Romantic Poets 650
Romanticism in Art 651
Romanticism in Music 653
The Revival of Religion in the Age of Romanticism 654

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 654

22 AN AGE OF NATIONALISM AND REALISM, 1850–1871 657

The France of Napoleon III 658
Louis Napoleon: Toward the Second Empire 658
OPPOSING VIEWPOINTS
THE PRACTICE OF *REALPOLITIK*: TWO APPROACHES 659
The Second Napoleonic Empire 660
Foreign Policy: The Mexican Adventure 660
Foreign Policy: The Crimean War 660

National Unification: Italy and Germany 663
The Unification of Italy 663
The Unification of Germany 665

Nation Building and Reform: The National State in Midcentury 669
The Austrian Empire: Toward a Dual Monarchy 670
Imperial Russia 671
Great Britain: The Victorian Age 673
FILM & HISTORY
***THE YOUNG VICTORIA* (2009) 674**
The United States: Slavery and War 675
The Emergence of a Canadian Nation 676

Industrialization and the Marxist Response 677
Industrialization on the Continent 677
Marx and Marxism 678

Science and Culture in an Age of Realism 680
A New Age of Science 680
Charles Darwin and the Theory of Organic Evolution 680
A Revolution in Health Care 682
Science and the Study of Society 684
Realism in Literature 684
Realism in Art 686
Music: The Twilight of Romanticism 686

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 687

23 MASS SOCIETY IN AN "AGE OF PROGRESS," 1871–1894 690

The Growth of Industrial Prosperity 691
New Products 691
New Markets 692
New Patterns in an Industrial Economy 694
Women and Work: New Job Opportunities 696
Organizing the Working Classes 697

The Emergence of a Mass Society 701
Population Growth 701
Emigration 702
Transformation of the Urban Environment 703
Social Structure of the Mass Society 706
"The Woman Question": The Role of Women 707
OPPOSING VIEWPOINTS
ADVICE TO WOMEN: TWO VIEWS 708
IMAGES OF EVERYDAY LIFE
THE MIDDLE-CLASS FAMILY 711
Education in the Mass Society 712
Mass Leisure 713
Mass Consumption 714

The National State 716
Western Europe: The Growth of Political Democracy 716
Central and Eastern Europe: Persistence of the Old Order 717

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 720

24 AN AGE OF MODERNITY, ANXIETY, AND IMPERIALISM, 1894–1914 723

Toward the Modern Consciousness: Intellectual and Cultural Developments 724
Developments in the Sciences: The Emergence of a New Physics 724
Toward a New Understanding of the Irrational 725
Sigmund Freud and Psychoanalysis 726
The Impact of Darwin 727
The Attack on Christianity 728
The Culture of Modernity: Literature 729
Modernism in the Arts 729
Modernism in Music 733

Politics: New Directions and New Uncertainties 735
The Movement for Women's Rights 735

IMAGES OF EVERYDAY LIFE
THE STRUGGLE FOR THE RIGHT TO VOTE 737
Jews in the European Nation-State 738
The Transformation of Liberalism: Great Britain and Italy 739
France: Travails of the Third Republic 741
Growing Tensions in Germany 741
Austria-Hungary: The Problem of the Nationalities 742
Industrialization and Revolution in Imperial Russia 742
The Rise of the United States 743
The Growth of Canada 744

The New Imperialism 745
Causes of the New Imperialism 745
OPPOSING VIEWPOINTS
WHITE MAN'S BURDEN VERSUS BLACK MAN'S BURDEN 746
The Scramble for Africa 747
Imperialism in Asia 750
Responses to Imperialism 753
Results of the New Imperialism 755

International Rivalry and the Coming of War 755
The Bismarckian System 755
New Directions and New Crises 756

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 758

25 THE BEGINNING OF THE TWENTIETH-CENTURY CRISIS: WAR AND REVOLUTION 760

The Road to World War I 761
Nationalism 761
Internal Dissent 762
Militarism 762
The Outbreak of War: The Summer of 1914 762

The War 765
1914–1915: Illusions and Stalemate 765
1916–1917: The Great Slaughter 768
The Widening of the War 770
FILM & HISTORY
PATHS OF GLORY (1957) 772
IMAGES OF EVERYDAY LIFE
LIFE IN THE TRENCHES 773
A New Kind of Warfare 775
The Home Front: The Impact of Total War 775

War and Revolution 781
The Russian Revolution 781
The Last Year of the War 787
Revolutionary Upheavals in Germany and Austria-Hungary 788

The Peace Settlement 789
Peace Aims 789
OPPOSING VIEWPOINTS
THREE VOICES OF PEACEMAKING 790
The Treaty of Versailles 791
The Other Peace Treaties 792

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 793

26 THE FUTILE SEARCH FOR STABILITY: EUROPE BETWEEN THE WARS, 1919–1939 796

An Uncertain Peace 797
The Impact of World War I 797
The Search for Security 797
The Hopeful Years (1924–1929) 799
The Great Depression 800

The Democratic States in the West 802
Great Britain 802
France 802
The Scandinavian States 803
The United States 803
European States and the World: The Colonial Empires 803

The Authoritarian and Totalitarian States 805
The Retreat from Democracy: Did Europe Have Totalitarian States? 805
Fascist Italy 806
Hitler and Nazi Germany 809
The Soviet Union 815
Authoritarianism in Eastern Europe 819
Dictatorship in the Iberian Peninsula 819
OPPOSING VIEWPOINTS
SPAIN DIVIDED: THE POEMS OF TWO BROTHERS 821

The Expansion of Mass Culture and Mass Leisure 822
Radio and Movies 822
Mass Leisure 823
FILM & HISTORY
TRIUMPH OF THE WILL (1934) 824

Cultural and Intellectual Trends in the Interwar Years 825
Nightmares and New Visions: Art and Music 825
The Search for the Unconscious in Literature 828
The Unconscious in Psychology: Carl Jung 828
The "Heroic Age of Physics" 829

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 830

27 THE DEEPENING OF THE EUROPEAN CRISIS: WORLD WAR II 832

Prelude to War (1933–1939) 833
The Role of Hitler 833
The "Diplomatic Revolution" (1933–1936) 833
The Path to War in Europe (1937–1939) 835
OPPOSING VIEWPOINTS
THE MUNICH CONFERENCE: TWO VIEWS 838
The Path to War in Asia 838

The Course of World War II 840
Victory and Stalemate 840
The War in Asia 843
The Turning Point of the War (1942–1943) 844
The Last Years of the War 847

The New Order 848
The Nazi Empire 848
Resistance Movements 850
The Holocaust 850
FILM & HISTORY
Europa, Europa (1990) 851
The New Order in Asia 854

The Home Front 855
The Mobilization of Peoples 855
Front-Line Civilians: The Bombing of Cities 858
IMAGES OF EVERYDAY LIFE
The Impact of Total War 860

Aftermath of the War 861
The Costs of World War II 861
The Allied War Conferences 861
Emergence of the Cold War 864

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 865

28 COLD WAR AND A NEW WESTERN WORLD, 1945–1965 867

Development of the Cold War 868
Confrontation of the Superpowers: Who Started the Cold War? 868
OPPOSING VIEWPOINTS
Who Started the Cold War? American and Soviet Perspectives 869
FILM & HISTORY
The Third Man (1949) 871
Globalization of the Cold War 872

Europe and the World: Decolonization 876
Africa: The Struggle for Independence 876
Conflict in the Middle East 879
Asia: Nationalism and Communism 880
Decolonization and Cold War Rivalries 881

Recovery and Renewal in Europe 882
The Soviet Union: From Stalin to Khrushchev 882
Eastern Europe: Behind the Iron Curtain 883
Western Europe: The Revival of Democracy and the Economy 885
Western Europe: The Move Toward Unity 889

The United States and Canada: A New Era 889
American Politics and Society in the 1950s 890
Decade of Upheaval: America in the 1960s 890
The Development of Canada 891

Postwar Society and Culture in the Western World 891
The Structure of European Society 891
Creation of the Welfare State 892
IMAGES OF EVERYDAY LIFE
The Rise of the Supermarket 893
Women in the Postwar Western World 894
Postwar Art and Literature 895
The Philosophical Dilemma: Existentialism 897
The Attempt to Revive Religion 897
The Explosion of Popular Culture 897

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 899

29 PROTEST AND STAGNATION: THE WESTERN WORLD, 1965–1985 901

A Culture of Protest 902
A Revolt in Sexual Mores 902
Youth Protest and Student Revolt 902
IMAGES OF EVERYDAY LIFE
Youth Culture in the 1960s 903
The Feminist Movement 905
Antiwar Protests 906

A Divided Western World 906
Stagnation in the Soviet Union 907
Conformity in Eastern Europe 908
OPPOSING VIEWPOINTS
Czechoslovakia, 1968: Two Faces of Communism 909
Repression in East Germany and Romania 910
Western Europe: The Winds of Change 910
FILM & HISTORY
The Iron Lady (2011) 913
The United States: Turmoil and Tranquillity 914
Canada 914

The Cold War: The Move to Détente 914
The Second Vietnam War 915
China and the Cold War 916
The Practice of Détente 917
The Limits of Détente 918

Society and Culture in the Western World 918
The World of Science and Technology 918
The Environment and the Green Movements 919
Postmodern Thought 919
Trends in Art, Literature, and Music 921
Popular Culture: Image and Globalization 923
The Growth of Mass Sports 923

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 924

30 AFTER THE FALL: THE WESTERN WORLD IN A GLOBAL AGE (SINCE 1985) 927

Toward a New Western Order 928
The Revolutionary Era in the Soviet Union 928

Eastern Europe: The Revolutions of 1989 and the Collapse of the Communist Order 932
The Reunification of Germany 934
The Disintegration of Yugoslavia 935
Western Europe and the Search for Unity 937
FILM & HISTORY
***The Lives of Others* (2006) 938**
The Unification of Europe 940
The United States: Move to the Center 941
Contemporary Canada 942

After the Cold War: New World Order or Age of Terrorism? 942
The End of the Cold War 942
An Age of Terrorism? 943
Terrorist Attack on the United States 944
The West and Islam 945

New Directions and New Problems in Western Society 945
Transformation in Women's Lives 945
Guest Workers and Immigrants 946

Western Culture Today 947
OPPOSING VIEWPOINTS
Islam and the West: Secularism in France 948
Varieties of Religious Life 949
Art and Music in the Age of Commerce: The 1980s and 1990s 950

The Digital Age 951
The Technological World 951
Music and Art in the Digital Age 952
Reality in the Digital Age 952

Toward a Global Civilization: New Challenges and Hopes 953
The Global Economy 953
IMAGES OF EVERYDAY LIFE
The New Global Economy: Fast Fashion 954
Globalization and the Environmental Crisis 955
The Social Challenges of Globalization 957
New Global Movements and New Hopes 958

CHAPTER SUMMARY • CHAPTER TIMELINE • CHAPTER REVIEW • SUGGESTED READING 958

GLOSSARY 961

NOTES 971

INDEX 979

DOCUMENTS

CHAPTER 1

THE CODE OF HAMMURABI 11

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

A SUMERIAN SCHOOLBOY 15

OPPOSING VIEWPOINTS: THE GREAT FLOOD: TWO VERSIONS 16

SIGNIFICANCE OF THE NILE RIVER AND THE PHARAOH 17

AKHENATEN'S *HYMN TO ATEN* 24

RESPECT FOR WOMEN 26

A FATHER'S ADVICE 27

CHAPTER 2

THE COVENANT AND THE LAW: THE BOOK OF EXODUS 36

THE HEBREW PROPHETS: MICAH, ISAIAH, AND AMOS 37

OPPOSING VIEWPOINTS: THE GOVERNING OF EMPIRES: TWO APPROACHES 43

THE CUSTOMS OF THE PERSIANS 46

THE FALL OF BABYLON 48

CHAPTER 3

HOMER'S IDEAL OF EXCELLENCE 58

THE LYCURGAN REFORMS 63

THE LYRIC POETRY OF SAPPHO 66

THE BATTLE OF MARATHON 68

ATHENIAN DEMOCRACY: THE FUNERAL ORATION OF PERICLES 71

DISASTER IN SICILY 74

SOPHOCLES: "THE MIRACLE OF MAN" 76

THE *POLITICS* OF ARISTOTLE 80

OPPOSING VIEWPOINTS: WOMEN IN ATHENS AND SPARTA 84

CHAPTER 4

OPPOSING VIEWPOINTS: DEMOSTHENES AND ISOCRATES ADDRESS PHILIP OF MACEDONIA 89

ALEXANDER MEETS AN INDIAN KING 92

RELATIONS BETWEEN GREEKS AND NON-GREEKS 98

A NEW AUTONOMY FOR WOMEN? 101

TREATMENT OF SLAVES IN THE EGYPTIAN GOLD MINES 102

MIRACULOUS CURES 105

THE STOIC IDEAL OF HARMONY WITH GOD 106

CHAPTER 5

THE TWELVE TABLES 117

CINCINNATUS SAVES ROME: A ROMAN MORALITY TALE 119

THE DESTRUCTION OF CARTHAGE 122

THE VESTAL VIRGINS 125

CATO THE ELDER ON WOMEN 129

HOW TO WIN AN ELECTION 135

OPPOSING VIEWPOINTS: THE END OF THE REPUBLIC: THREE VIEWS 137

THE ASSASSINATION OF JULIUS CAESAR 139

CHAPTER 6

THE ACHIEVEMENTS OF AUGUSTUS 146

OVID AND THE ART OF LOVE 149

THE FATE OF CREMONA IN THE YEAR OF THE FOUR EMPERORS 151

THE DAILY LIFE OF AN UPPER-CLASS ROMAN 156

THE ERUPTION OF MOUNT VESUVIUS 162

THE ROMAN FEAR OF SLAVES 163

CHRISTIAN IDEALS: THE SERMON ON THE MOUNT 168

OPPOSING VIEWPOINTS: ROMAN AUTHORITIES AND A CHRISTIAN ON CHRISTIANITY 171

CHAPTER 7

OPPOSING VIEWPOINTS: TWO VIEWS OF THE HUNS 180

THEODORIC AND OSTROGOTHIC ITALY 184

GERMANIC CUSTOMARY LAW: THE ORDEAL 187

THE *CONFESSIONS* OF AUGUSTINE 188

THE LIFE OF SAINT ANTHONY 191

IRISH MONASTICISM AND THE PENITENTIAL 193

AN ANGLO-SAXON ABBESS: HILDA OF WHITBY 196

A BYZANTINE EMPEROR GIVES MILITARY ADVICE 202

CHAPTER 8

THE ACHIEVEMENTS OF CHARLEMAGNE 211

ADVICE FROM A CAROLINGIAN MOTHER 216

MEDICAL PRACTICES IN THE EARLY MIDDLE AGES 219

THE VIKINGS INVADE ENGLAND 222

OPPOSING VIEWPOINTS: LORDS, VASSALS, AND SAMURAI IN EUROPE AND JAPAN 225

THE MANORIAL COURT 229

A WESTERN VIEW OF THE BYZANTINE EMPIRE 231

A MUSLIM'S DESCRIPTION OF THE RUS 233

CHAPTER 9

THE ELIMINATION OF MEDIEVAL FORESTS 241

WOMEN IN MEDIEVAL THOUGHT 245

OPPOSING VIEWPOINTS: TWO VIEWS OF TRADE AND MERCHANTS 249

A COMMUNAL REVOLT 252

POLLUTION IN A MEDIEVAL CITY 254

UNIVERSITY STUDENTS AND VIOLENCE AT OXFORD 258

THE DIALECTICAL METHOD OF THOMAS AQUINAS 260

GOLIARDIC POETRY: THE ARCHPOET 262

CHAPTER 10

MAGNA CARTA 271

THE DEEDS OF EMPEROR FREDERICK II 276

THE "GREGORIAN REVOLUTION": PAPAL CLAIMS 281

A MIRACLE OF SAINT BERNARD 283

TREATMENT OF THE JEWS 290

POPE URBAN II PROCLAIMS A CRUSADE 292

OPPOSING VIEWPOINTS: THE SIEGE OF JERUSALEM: CHRISTIAN AND MUSLIM PERSPECTIVES 295

CHAPTER 11

OPPOSING VIEWPOINTS: CAUSES OF THE BLACK DEATH: CONTEMPORARY VIEWS 302

THE CREMATION OF THE STRASBOURG JEWS 304

A REVOLT OF FRENCH PEASANTS 307

THE HUNDRED YEARS' WAR 310

A FEMINIST HEROINE: CHRISTINE DE PIZAN ON JOAN OF ARC 315

BONIFACE VIII'S DEFENSE OF PAPAL SUPREMACY 319

DANTE'S VISION OF HELL 323

A LIBERATED WOMAN IN THE FOURTEENTH CENTURY 326

CHAPTER 12

A RENAISSANCE BANQUET 334

MARRIAGE NEGOTIATIONS 339

THE LETTERS OF ISABELLA D'ESTE 342

OPPOSING VIEWPOINTS: THE RENAISSANCE PRINCE: THE VIEWS OF MACHIAVELLI AND ERASMUS 345

PETRARCH: MOUNTAIN CLIMBING AND THE SEARCH FOR SPIRITUAL CONTENTMENT 346

PICO DELLA MIRANDOLA AND THE DIGNITY OF MAN 348

A WOMAN'S DEFENSE OF LEARNING 349

THE GENIUS OF LEONARDO DA VINCI 356

CHAPTER 13

ERASMUS: IN PRAISE OF FOLLY 370

LUTHER AND THE NINETY-FIVE THESES 373

LUTHER AND THE "ROBBING AND MURDERING HORDES OF PEASANTS" 376

OPPOSING VIEWPOINTS: A REFORMATION DEBATE: CONFLICT AT MARBURG 382

THE ROLE OF DISCIPLINE IN THE "MOST PERFECT SCHOOL OF CHRIST ON EARTH" 386

A PROTESTANT WOMAN 388

LOYOLA AND OBEDIENCE TO "OUR HOLY MOTHER, THE HIERARCHICAL CHURCH" 391

QUEEN ELIZABETH I: "I HAVE THE HEART OF A KING" 398

CHAPTER 14

MARCO POLO'S *TRAVELS* 405

COLUMBUS LANDS IN THE NEW WORLD 411

THE SPANISH CONQUISTADOR: CORTÉS AND THE CONQUEST OF MEXICO 413

LAS CASAS AND THE SPANISH TREATMENT OF THE AMERICAN NATIVES 415

THE ATLANTIC SLAVE TRADE 418

OPPOSING VIEWPOINTS: WEST MEETS EAST: AN EXCHANGE OF ROYAL LETTERS 421

AN IMPERIAL EDICT TO THE KING OF ENGLAND 424

THE MISSION 428

CHAPTER 15

A WITCHCRAFT TRIAL IN FRANCE 438

THE FACE OF WAR IN THE SEVENTEENTH CENTURY 443

THE KING'S DAY BEGINS 449

PETER THE GREAT DEALS WITH A REBELLION 454

OPPOSING VIEWPOINTS: OLIVER CROMWELL: THREE PERSPECTIVES 464

THE BILL OF RIGHTS 467

WILLIAM SHAKESPEARE: IN PRAISE OF ENGLAND 473

CHAPTER 16

ON THE REVOLUTIONS OF THE HEAVENLY SPHERES 480

KEPLER AND THE EMERGING SCIENTIFIC COMMUNITY 482

THE STARRY MESSENGER 484

OPPOSING VIEWPOINTS: A NEW HEAVEN? FAITH VERSUS REASON 485

NEWTON'S RULES OF REASONING 487

MARGARET CAVENDISH: THE EDUCATION OF WOMEN 491

THE FATHER OF MODERN RATIONALISM 494

PASCAL: "WHAT IS A MAN IN THE INFINITE?" 499

CHAPTER 17

THE SEPARATION OF POWERS 507

THE ATTACK ON RELIGIOUS INTOLERANCE 509

DIDEROT QUESTIONS CHRISTIAN SEXUAL STANDARDS 510

A SOCIAL CONTRACT 512

OPPOSING VIEWPOINTS: WOMEN IN THE AGE OF THE ENLIGHTENMENT: ROUSSEAU AND WOLLSTONECRAFT 514

THE PUNISHMENT OF CRIME 522

THE CONVERSION EXPERIENCE IN WESLEY'S METHODISM 528

CHAPTER 18

THE FRENCH KING'S BEDTIME 534

FREDERICK THE GREAT AND HIS FATHER 538

OPPOSING VIEWPOINTS: ENLIGHTENED ABSOLUTISM: ENLIGHTENED OR ABSOLUTE? 540

BRITISH VICTORY IN INDIA 546

MARITAL ARRANGEMENTS 548

THE IMPACT OF AGRICULTURAL CHANGES 552

THE BEGINNINGS OF MECHANIZED INDUSTRY: THE ATTACK ON NEW MACHINES 554

POVERTY IN FRANCE 560

CHAPTER 19

THE ARGUMENT FOR INDEPENDENCE 566

THE STATE OF FRENCH FINANCES 570

THE FALL OF THE BASTILLE 572

OPPOSING VIEWPOINTS: THE NATURAL RIGHTS OF THE FRENCH PEOPLE: TWO VIEWS 574

JUSTICE IN THE REIGN OF TERROR 581

ROBESPIERRE AND REVOLUTIONARY GOVERNMENT 582

DE-CHRISTIANIZATION 583

NAPOLEON AND PSYCHOLOGICAL WARFARE 588

CHAPTER 20

THE TRAITS OF THE BRITISH INDUSTRIAL ENTREPRENEUR 598

DISCIPLINE IN THE NEW FACTORIES 603

"S-T-E-A-M-BOAT A-COMING!" 608

THE GREAT IRISH POTATO FAMINE 610

OPPOSING VIEWPOINTS: ATTITUDES OF THE INDUSTRIAL MIDDLE CLASS IN BRITAIN AND JAPAN 614

CHILD LABOR: DISCIPLINE IN THE TEXTILE MILLS 616

CHILD LABOR: THE MINES 617

CHAPTER 21

THE VOICE OF CONSERVATISM: METTERNICH OF AUSTRIA 627

UNIVERSITY STUDENTS AND GERMAN UNITY 633

THE VOICE OF LIBERALISM: JOHN STUART MILL ON LIBERTY 636

OPPOSING VIEWPOINTS: RESPONSE TO REVOLUTION: TWO PERSPECTIVES 640

THE VOICE OF ITALIAN NATIONALISM: GIUSEPPE MAZZINI AND YOUNG ITALY 645

THE NEW BRITISH POLICE: "WE ARE NOT TREATED AS MEN" 648

GOTHIC LITERATURE: EDGAR ALLAN POE 651

CHAPTER 22

OPPOSING VIEWPOINTS: THE PRACTICE OF *REALPOLITIK*: TWO APPROACHES 659

GARIBALDI AND ROMANTIC NATIONALISM 665

EMANCIPATION: SERFS AND SLAVES 672

THE CLASSLESS SOCIETY 679

DARWIN AND THE DESCENT OF MAN 681

ANESTHESIA AND MODERN SURGERY 683

FLAUBERT AND AN IMAGE OF BOURGEOIS MARRIAGE 685

CHAPTER 23

THE DEPARTMENT STORE AND THE BEGINNINGS OF MASS CONSUMERISM 693

PROSTITUTION IN VICTORIAN LONDON 698

THE VOICE OF EVOLUTIONARY SOCIALISM: EDUARD BERNSTEIN 700

THE HOUSING VENTURE OF OCTAVIA HILL 705

OPPOSING VIEWPOINTS: ADVICE TO WOMEN: TWO VIEWS 708

THE FIGHT SONG: SPORTS IN THE ENGLISH PUBLIC SCHOOL 715

BISMARCK AND THE WELFARE OF THE WORKERS 719

CHAPTER 24

FREUD AND THE CONCEPT OF REPRESSION 727

SYMBOLIST POETRY: ART FOR ART'S SAKE 730

THE STRUGGLE FOR THE RIGHT TO VOTE 736

THE VOICE OF ZIONISM: THEODOR HERZL AND THE JEWISH STATE 740

BLOODY SUNDAY 744

OPPOSING VIEWPOINTS: WHITE MAN'S BURDEN VERSUS BLACK MAN'S BURDEN 746

DOES GERMANY NEED COLONIES? 750

CHAPTER 25

"YOU HAVE TO BEAR THE RESPONSIBILITY FOR WAR OR PEACE" 764

THE EXCITEMENT OF WAR 766

THE REALITY OF WAR: TRENCH WARFARE 771

THE SONGS OF WORLD WAR I 774

WOMEN IN THE FACTORIES 779

WAR AND LOVE 781

SOLDIER AND PEASANT VOICES 785

OPPOSING VIEWPOINTS: THREE VOICES OF PEACEMAKING 790

CHAPTER 26

THE DECLINE OF EUROPEAN CIVILIZATION 798

THE GREAT DEPRESSION: UNEMPLOYED AND HOMELESS IN GERMANY 801

THE VOICE OF ITALIAN FASCISM 808

ADOLF HITLER'S HATRED OF THE JEWS 811

PROPAGANDA AND MASS MEETINGS IN NAZI GERMANY 814

THE FORMATION OF COLLECTIVE FARMS 818

OPPOSING VIEWPOINTS: SPAIN DIVIDED: THE POEMS OF TWO BROTHERS 821

HESSE AND THE UNCONSCIOUS 829

CHAPTER 27

HITLER'S FOREIGN POLICY GOALS 834

OPPOSING VIEWPOINTS: THE MUNICH CONFERENCE: TWO VIEWS 838

A GERMAN SOLDIER AT STALINGRAD 846

HITLER'S PLANS FOR A NEW ORDER IN THE EAST 849

HEINRICH HIMMLER: "WE HAD THE MORAL RIGHT" 855

THE BOMBING OF CIVILIANS 859

EMERGENCE OF THE COLD WAR: CHURCHILL AND STALIN 864

CHAPTER 28

OPPOSING VIEWPOINTS: WHO STARTED THE COLD WAR? AMERICAN AND SOVIET PERSPECTIVES 869

THE CUBAN MISSILE CRISIS FROM KHRUSHCHEV'S PERSPECTIVE 875

FRANTZ FANON AND THE WRETCHED OF THE EARTH 878

KHRUSHCHEV DENOUNCES STALIN 883

SOVIET REPRESSION IN EASTERN EUROPE: HUNGARY, 1956 885

THE BURDEN OF GUILT 888

THE VOICE OF THE WOMEN'S LIBERATION MOVEMENT 895

CHAPTER 29

"THE TIMES THEY ARE A-CHANGIN'": THE MUSIC OF YOUTHFUL PROTEST 904

1968: THE YEAR OF STUDENT REVOLTS 905

BETTY FRIEDAN: THE PROBLEM THAT HAS NO NAME 907

OPPOSING VIEWPOINTS: CZECHOSLOVAKIA, 1968: TWO FACES OF COMMUNISM 909

MARGARET THATCHER: ENTERING A MAN'S WORLD 912

THE FURY OF THE RED GUARDS 917

THE LIMITS OF MODERN TECHNOLOGY 920

CHAPTER 30

GORBACHEV AND *PERESTROIKA* 930

VÁCLAV HAVEL: THE CALL FOR A NEW POLITICS 933

A CHILD'S ACCOUNT OF THE SHELLING OF SARAJEVO 936

OPPOSING VIEWPOINTS: ISLAM AND THE WEST: SECULARISM IN FRANCE 948

A WARNING TO HUMANITY 956

MAPS

MAP 1.1 The Spread of *Homo sapiens sapiens* 2
SPOT MAP Harappa and Mohenjo-Daro 6
SPOT MAP The Yellow River, China 6
SPOT MAP Central Asia Civilization 6
SPOT MAP Caral, Peru 6
MAP 1.2 The Ancient Near East 7
SPOT MAP Hammurabi's Empire 9
MAP 1.3 Ancient Egypt 18
MAP 1.4 The Egyptian and Hittite Empires 23
SPOT MAP Stonehenge and Other Megalithic Sites in Europe 27
MAP 2.1 The Israelites and Their Neighbors in the First Millennium B.C.E. 34
SPOT MAP Phoenician Colonies and Trade Routes, c. 800 B.C.E. 39
MAP 2.2 The Assyrian and Neo-Babylonian Empires 41
MAP 2.3 The Persian Empire at the Time of Darius 47
MAP 3.1 Ancient Greece (c. 750–338 B.C.E.) 55
SPOT MAP Minoan Crete and Mycenaean Greece 55
MAP 3.2 Greece and Its Colonies in the Archaic Age 61
MAP 3.3 The Persian Wars 67
MAP 3.4 The Great Peloponnesian War (431–404 B.C.E.): Alliances and Battles 72
SPOT MAP Piraeus and Athens 73
MAP 4.1 The Conquests of Alexander the Great 91
MAP 4.2 The World of the Hellenistic Kingdoms 95
SPOT MAP The Mauryan Empire Under Asoka 95
MAP 5.1 Ancient Italy 113
SPOT MAP The City of Rome 114
MAP 5.2 Roman Conquests in the Mediterranean, 264–133 B.C.E. 120
MAP 5.3 Roman Dominions in the Late Republic, 31 B.C.E. 140
MAP 6.1 The Roman Empire from Augustus Through Trajan (14–117) 153
MAP 6.2 Trade Routes and Products in the Roman Empire, c. 200 155
SPOT MAP The Silk Road 155
MAP 6.3 Imperial Rome 159
MAP 7.1 Divisions of the Late Roman Empire, c. 300 177
MAP 7.2 German Migration Routes 181
MAP 7.3 The Germanic Kingdoms of the Old Western Empire 183
MAP 7.4 The Spread of Christianity, 400–800 195
MAP 7.5 The Byzantine Empire in the Time of Justinian 197
MAP 7.6 Constantinople 200
SPOT MAP The Byzantine Empire, c. 750 201
SPOT MAP Arabia in the Time of Muhammad 204
MAP 7.7 The Expansion of Islam 205
MAP 8.1 The Carolingian Empire 213
SPOT MAP Division of the Carolingian Empire by the Treaty of Verdun, 843 220
MAP 8.2 Invasions of the Ninth and Tenth Centuries 221
MAP 8.3 A Typical Manor 227
SPOT MAP The Byzantine Empire in 1025 230
MAP 8.4 The Migrations of the Slavs 232
SPOT MAP The Abbasid Caliphate at the Height of Its Power 234
MAP 9.1 Medieval Trade Routes 248
SPOT MAP Flanders as a Trade Center 248
MAP 9.2 Intellectual Centers of Medieval Europe 256
MAP 10.1 England and France (1154–1337): (*left*) England and Its French Holdings; (*right*) Growth of the French State 273
MAP 10.2 Christian Reconquests in the Western Mediterranean 274
MAP 10.3 The Lands of the Holy Roman Empire in the Twelfth Century 275
MAP 10.4 Northern and Eastern Europe c. 1150 277
SPOT MAP Settlements of the Teutonic Knights c. 1230 278
MAP 10.5 The Mongol Empire in the Thirteenth Century 278
MAP 10.6 Pilgrimage Routes in the Middle Ages 287
SPOT MAP The Seljuk Turks and the Byzantines 291
MAP 10.7 The Early Crusades 294
MAP 11.1 Spread of the Black Death 303
MAP 11.2 The Hundred Years' War 311
SPOT MAP The Holy Roman Empire in the Fourteenth Century 316
SPOT MAP The States of Italy in the Fourteenth Century 317
SPOT MAP Avignon 320
MAP 12.1 Renaissance Italy 340
MAP 12.2 Europe in the Second Half of the Fifteenth Century 358
MAP 12.3 The Iberian Peninsula 359
MAP 12.4 The Ottoman Empire and Southeastern Europe 362
MAP 13.1 The Empire of Charles V 378
SPOT MAP The Swiss Cantons 380
MAP 13.2 Catholics and Protestants in Europe by 1560 390
MAP 13.3 The Height of Spanish Power Under Philip II 395
MAP 14.1 Discoveries and Possessions in the Fifteenth and Sixteenth Centuries 408
SPOT MAP The Maya 412
SPOT MAP The Aztecs 412
SPOT MAP The Inca 414

MAP 14.2 Triangular Trade Route in the Atlantic Economy 417
SPOT MAP Southeast Asia, c. 1700 420
SPOT MAP The Mughal Empire 422
SPOT MAP The Qing Empire 423
SPOT MAP The West Indies 425
MAP 14.3 The Columbian Exchange 430
MAP 15.1 The Thirty Years' War 440
MAP 15.2 The Wars of Louis XIV 450
MAP 15.3 The Growth of Brandenburg-Prussia 452
MAP 15.4 The Growth of the Austrian Empire 453
MAP 15.5 Russia: From Principality to Nation-State 456
SPOT MAP Sweden in the Seventeenth Century 457
MAP 15.6 The Ottoman Empire 458
SPOT MAP Poland in the Seventeenth Century 459
SPOT MAP Civil War in England 463
MAP 17.1 The Enlightenment in Europe 506
MAP 17.2 Religious Populations of Eighteenth-Century Europe 526
MAP 18.1 Europe in 1763 536
SPOT MAP Pugachev's Rebellion 541
MAP 18.2 The Partitioning of Poland 542
MAP 18.3 Battlefields of the Seven Years' War 544
MAP 19.1 North America, 1700–1803 565
SPOT MAP Rebellion in France 578
MAP 19.2 French Expansion During the Revolutionary Wars, 1792–1799 579
SPOT MAP Revolt in Saint-Domingue (Haiti) 584
MAP 19.3 Napoleon's Grand Empire in 1810 591
MAP 20.1 The Industrial Revolution in Britain by 1850 601
MAP 20.2 The Industrialization of Europe by 1850 606
MAP 21.1 Europe After the Congress of Vienna, 1815 626
MAP 21.2 Latin America in the First Half of the Nineteenth Century 630
SPOT MAP The Balkans by 1830 631
SPOT MAP Italy, 1815 632
MAP 21.3 The Distribution of Languages in Nineteenth-Century Europe 637
MAP 21.4 The Revolutions of 1848–1849 642
MAP 22.1 Decline of the Ottoman Empire 661
SPOT MAP The Crimean War 662
MAP 22.2 The Unification of Italy 663
MAP 22.3 The Unification of Germany 667
MAP 22.4 Europe in 1871 669
MAP 22.5 Ethnic Groups in the Dual Monarchy, 1867 670
MAP 22.6 The United States: The West and the Civil War 676
MAP 23.1 The Industrial Regions of Europe at the End of the Nineteenth Century 695
MAP 23.2 Population Growth in Europe, 1820–1900 702
SPOT MAP Palestine 739
SPOT MAP Canada, 1871 744
MAP 24.1 Africa in 1914 748
SPOT MAP The Struggle for South Africa 748
MAP 24.2 Asia in 1914 751
SPOT MAP Japanese Expansion 754
SPOT MAP The Balkans in 1878 756
MAP 24.3 The Balkans in 1913 757
MAP 25.1 Europe in 1914 762
SPOT MAP The Schlieffen Plan 763
MAP 25.2 The Western Front, 1914–1918 767
MAP 25.3 The Eastern Front, 1914–1918 768
MAP 25.4 The Russian Revolution and Civil War 786
MAP 25.5 Europe in 1919 792
SPOT MAP The Middle East in 1919 793
SPOT MAP The Little Entente 798
SPOT MAP Territory Gained by Italy 806
SPOT MAP Eastern Europe After World War I 819
MAP 27.1 Changes in Central Europe, 1936–1939 837
MAP 27.2 World War II in Europe and North Africa 842
MAP 27.3 World War II in Asia and the Pacific 844
MAP 27.4 The Holocaust 853
MAP 27.5 Territorial Changes After World War II 863
SPOT MAP The Berlin Air Lift 870
SPOT MAP The Korean War 872
MAP 28.1 The New European Alliance Systems in the 1950s and 1960s 873
MAP 28.2 Decolonization in Africa 877
MAP 28.3 Decolonization in the Middle East 879
MAP 28.4 Decolonization in Asia 880
SPOT MAP European Economic Community, 1957 889
SPOT MAP The Vietnam War 915
MAP 30.1 The New Europe 929
SPOT MAP Chechyna 931
MAP 30.2 The Lands of the Former Yugoslavia, 1995 937
MAP 30.3 European Union, 2013 941
SPOT MAP Quebec 942

FEATURES

OPPOSING VIEWPOINTS

The Great Flood: Two Versions 16
The Governing of Empires: Two Approaches 43
Women in Athens and Sparta 84
Demosthenes and Isocrates Address Philip of Macedonia 89
The End of the Republic: Three Views 137
Roman Authorities and a Christian on Christianity 171
Two Views of the Huns 180
Lords, Vassals, and Samurai in Europe and Japan 225
Two Views of Trade and Merchants 249
The Siege of Jerusalem: Christian and Muslim Perspectives 295
Causes of the Black Death: Contemporary Views 302
The Renaissance Prince: The Views of Machiavelli and Erasmus 345
A Reformation Debate: Conflict at Marburg 382
West Meets East: An Exchange of Royal Letters 421
Oliver Cromwell: Three Perspectives 464
A New Heaven? Faith Versus Reason 485
Women in the Age of the Enlightenment: Rousseau and Wollstonecraft 514
Enlightened Absolutism: Enlightened or Absolute? 540
The Natural Rights of the French People: Two Views 574
Attitudes of the Industrial Middle Class in Britain and Japan 614
Response to Revolution: Two Perspectives 640
The Practice of *Realpolitik*: Two Approaches 659
Advice to Women: Two Views 708
White Man's Burden Versus Black Man's Burden 746
Three Voices of Peacemaking 790
Spain Divided: The Poems of Two Brothers 821
The Munich Conference: Two Views 838
Who Started the Cold War? American and Soviet Perspectives 869
Czechoslovakia, 1968: Two Faces of Communism 909
Islam and the West: Secularism in France 948

IMAGES OF EVERYDAY LIFE

The Egyptian Diet 28
Activities of Athenian Women 83
Children in the Roman World 164
Life in a Medieval Town 253
Monastic Life in the Middle Ages 286
Entertainment in the Middle Ages 327
Family and Marriage in Renaissance Italy 338
Spices and World Trade 409
Dutch Domesticity 461
Women and the Enlightenment Salon 515
The Aristocratic Way of Life 557
Living Conditions of London's Poor 612
Political Cartoons: Attacks on the King 643
The Middle-Class Family 711
The Struggle for the Right to Vote 737
Life in the Trenches 773
The Impact of Total War 860
The Rise of the Supermarket 893
Youth Culture in the 1960s 903
The New Global Economy: Fast Fashion 954

FILM & HISTORY

300 (2007) 69
Alexander (2004) 93
Spartacus (1960) 128
Gladiator (2000) 161
The Lion in Winter (1968) 270
Vision (2009) 284
Joan of Arc (1948) *The Messenger: The Story of Joan of Arc* (1999) 313
Luther (2003) 374
Elizabeth (1998) 399
The Mission (1986) 429
Amadeus (1984) 519
Marie Antoinette (2006) 535
The Young Victoria (2009) 674
Paths of Glory (1957) 772
Triumph of the Will (1934) 824
Europa, Europa (1990) 851
The Third Man (1949) 871
The Iron Lady (2011) 913
The Lives of Others (2006) 938

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 history of Western civilization to assist a new generation of students in learning more about the past that has helped create them and the world in which they live.

At the same time, for the ninth edition, as in the eighth, I have added new material on world history to show the impact other parts of the world have made on the West. Certainly, the ongoing struggle with terrorists since 2001 has made clear 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 have been integrated into a chronologically ordered synthesis. I have been especially aware of the need to integrate the latest research on social history and women's history into each chapter of the book rather than isolating it either in lengthy topical chapters, which confuse the student by interrupting the chronological narrative, or in separate sections that appear at periodic intervals between chapters.

Another purpose in writing this history of Western civilization has been to put the *story* back in history. That story is an exciting one; yet many textbooks fail to capture the imagination of their readers. Narrative history effectively transmits the knowledge of the past and is the form that best aids remembrance. At the same time, I have not overlooked the need for the kind of historical analysis that makes students aware that historians often disagree on 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 Renaissance banquet menu, a student fight song in nineteenth-century Britain, letters exchanged between a woman and her fiancé on the battle front in World War I, the Declaration of the Rights of Woman and the Female Citizen in the French Revolution, and a debate in the Reformation era all reveal in a vivid fashion what Western civilization meant to the individual men and women who shaped it by their activities. I have added questions at the end of each source to help students in analyzing the documents.

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 **Chapter Timeline** at the end of each chapter enables students to review at a glance the chief developments of an era. Some of the timelines also show parallel developments in different cultures or nations. Beginning with the eighth edition, a new format was added at the end of each chapter. The **Chapter Summary** is illustrated with thumbnail images of chapter illustrations and combined with the **Chapter Timeline**. A **Chapter Review** has been added to assist students in studying the chapter. This review includes **Upon Reflection** essay questions and a list of **Key Terms** from the chapter. The **Suggestions for Further Reading** at the end of each chapter have been thoroughly updated and are organized under subheadings to make them more useful.

Updated maps and extensive illustrations serve to deepen the reader's 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 readers 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 the book rather than at the end of each chapter.

New to This Edition

As preparation for the revision of *Western Civilization*, I reexamined the entire book and analyzed the comments and reviews of many colleagues who have found the book to be a useful instrument for introducing their students to the history of Western civilization. In making revisions for the ninth edition, I sought to build on the strengths of the first eight 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 the following topics:

Chapter 1 new historiographical subsection, ''The Spread of Humans: Out of Africa or Multiregional?''; religion in Neolithic societies; Amenhotep II and Amenhotep III; health care in ancient Egypt; the role of ritual in ancient Egypt; new Opposing Viewpoints feature on ''The Great Flood: Two Versions.''

Chapter 2 new historiographical subsection, ''Was There a United Kingdom of Israel?''; new document on ''The Customs of the Persians''; Zoroastrianism.

Chapter 3 new focus questions; Minoan Crete; the role of the phalanx and colonies in the rise of democracy in Greece; helots and women in Sparta; political systems in Sparta and Athens; the background of Themistocles; Sophocles; new document on ''Sophocles: 'The Miracle of Man' ''; sports and violence in ancient Greece.

Chapter 4 new historiographical subsection, ''The Legacy: Was Alexander Great?''; new document on ''Relations Between Greeks and Non-Greeks''; women in the Hellenistic world.

Chapter 5 origins of the Etruscans; Julius Caesar and Cleopatra VII; new document on ''How to Win an Election.''

Chapter 6 new critical thinking questions on the Roman military; client kingdoms; new Images of Everyday Life feature on ''Children in the Roman World''; early Christianity.

Chapter 7 Roman emperors and church councils; Pope Gregory the Great; the labor of women in Frankish society; new subsection on ''The Growing Wealth of Monasteries''; Latin church fathers; Benedictine monastic vows; Synod of Whitby; new document on ''A Byzantine Emperor Gives Military Advice.''

Chapter 8 the *missi dominici*; the role of aristocratic women; women in Byzantium; women in the Slavic world; women in the world of Islam; new historiographical subsection, ''What Was the Significance of Charlemagne?''; new Opposing Viewpoints feature on ''Lords, Vassals, and Samurai in Europe and Japan.''

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

Chapter 10 new historiographical subsection, ''What Were the Effects of the Crusades?''; vassalage; new Film & History feature on *Vision*.

Chapter 11 new organization of material on art and the Black Death: new subsection, ''Art and the Black Death''; new subsection, ''A New Art: Giotto''; new document on ''A Liberated Woman in the Fourteenth Century''; foreign *condottieri* in Italy.

Chapter 12 new Images of Everyday Life feature on ''Family and Marriage in Renaissance Italy''; new historiographical subsection, ''Was There a Renaissance for Women?''; English civil wars in the fifteenth century.

Chapter 13 new historiographical subsection, ''Catholic Reformation or Counter-Reformation?''; new document on ''Queen Elizabeth I: 'I Have the Heart of a King.' ''

Chapter 14 new document on ''Marco Polo's *Travels*''; new subsection, ''Disease in the New World''; the West Indies.

Chapter 15 new historiographical subsection, ''Was There a Military Revolution?''; new document on ''The King's Day Begins''; Judith Leyster; Rembrandt.

Chapter 16 Maria Merian; Galileo's telescope; new document on ''Margaret Cavendish: The Education of Women.''

Chapter 17 new Images of Everyday Life feature on ''Women and the Enlightenment Salon.''

Chapter 18 new historiographical subsection, ''Was There an Agricultural Revolution?''; new document on ''The Impact of Agricultural Changes''; primogeniture; new subsection on consumer practices in the eighteenth century, ''The New Consumers.''

Chapter 19 finances of the French court; the Treaties of Tilsit; new document on ''The State of French Finances.''

Chapter 20 new document on ''The Great Irish Potato Famine''; new historiographical subsection, ''Did Industrialization Bring an Improved Standard of Living?''

Chapter 21 new focus questions; new Images of Everyday Life feature on ''Political Cartoons: Attacks on the King.''

Chapter 22 Robert Koch and health care; new document on ''Flaubert and an Image of Bourgeois Marriage.''

Chapter 23 diet in the second half of the nineteenth century; public health and sewers; new designs for cities; working-class women; mass leisure in the cities; new document on ''Prostitution in Victorian London.''

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

Chapter 25 new document on ''War and Love''; new historiographical subsection, ''The Assassination of Francis Ferdinand: A 'Blank Check'?''

Chapter 26 new document on ''The Decline of European Civilization''; new historiographical subsection, ''The Retreat from Democracy: Did Europe Have Totalitarian States?''

Chapter 27 new focus questions; new document on ''Heinrich Himmler: 'We Had the Moral Right.' ''

Chapter 28 Algerian independence; the 1960s economy; new document on ''The Burden of Guilt''; new historiographical subsection, ''Confrontation of the Superpowers: Who Started the Cold War?''

Chapter 29 new document on ''Betty Friedan: The Problem That Has No Name''; new Film & History feature on *The Iron Lady*.

Chapter 30 Russia; France; Italy; the United States; the war in Afghanistan; population trends; immigration; terrorism; the West and Islam; the environment; technology in ''The Digital Age''; new and revised subsection on the global financial collapse, ''The End of Excess''; new Images of Everyday Life feature on ''The New Global Economy: Fast Fashion''; new historiographical subsection, ''Why Did the Soviet Union Collapse?''

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, which was introduced in the seventh edition, presents a comparison of two or three primary sources in order to facilitate student analysis of historical documents. This feature has been expanded and now appears in every chapter, including such topics as ''Lords, Vassals, and Samurai in Europe and Japan,'' ''The Black Death: Contemporary Views,'' ''Attitudes of the Industrial Middle Class in Britain and Japan,'' and ''Czechoslovakia, 1968: Two Faces of Communism.'' Focus questions are included to help students evaluate the documents.

Two additional features that were added in the seventh and eighth editions have also been expanded. **Images of Everyday Life**, which combines two or more illustrations with a lengthy caption to provide insight into various aspects of social life, can now be found in twenty chapters, including such new topics as ''Children in the Roman World,'' ''Family and Marriage in Renaissance Italy,'' ''Women and the Enlightenment Salon,'' and ''Political Cartoons: Attacks on the King.'' **Film & History**, which presents a brief analysis of a film's plot as well as its historical significance, value, and accuracy, can now be found in seventeen chapters; the features discuss nineteen films, including such new additions as *Vision* and *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?''; ''Was There an Agricultural Revolution?''; ''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, a one-volume edition, two two-volume editions, a three-volume edition, and a volume covering events since 1300 are being made available to fit the needs of instructors. Teaching and learning ancillaries include the following.

Supplements

For the Instructor

MindTap™: The Personal Learning Experience MindTap for Spielvogel's *Western Civilization* (PAC: 9781285843124) is a personalized, online digital learning platform providing students with the *Western Civilization* content and related interactive assignments and app services while giving you a choice in the configuration of coursework and curriculum enhancement. Through a carefully designed chapter-based learning path, students can access the Making America ebook (Mind Tap Reader, see description below); Aplia™ assignments developed for the most important concepts in each chapter (see Aplia description below); brief quizzes; and a set of web applications known as MindApps to help you create the most engaging course for your students. The MindApps range from ReadSpeaker (which reads the text out loud to students) to Kaltura (allowing you to insert inline video and audio into your curriculum) to ConnectYard (allowing you to create digital ''yards'' through social media—all without ''friending'' your students). MindTap for Spielvogel's *Western Civilization* goes well beyond an eBook, a homework solution/digital supplement, a resource center website, or a Learning Management System. It is truly a Personal Learning Experience that allows you to synchronize the text reading and engaging assignments and quizzes. To learn more, ask your Cengage Learning sales representative to demo it for you—or go to www.Cengage.com/MindTap.

Aplia™ (PAC: 9781285736358) Aplia is an online interactive learning solution that improves comprehension and outcomes by increasing student effort and engagement. Founded by a professor to enhance his own courses, Aplia provides automatically graded assignments with detailed, immediate explanations on every question. The interactive assignments have been developed to address the major concepts covered in *Western Civilization*, 9e and are designed to promote critical thinking and engage students more fully in learning. Question types include questions built around animated maps, primary sources such as newspaper extracts, or imagined scenarios, like engaging in a conversation with Benjamin Franklin or finding a diary and being asked to fill in some blanks; more in-depth primary source question sets address a major topic with a number of related primary sources and questions that promote deeper analysis of historical evidence. Many of the questions incorporate images, video clips, or audio clips. Students get immediate feedback on their work (not only what they got right or wrong, but why), and they can choose to see another set of related questions if they want more practice. A searchable eBook is available inside the course as well

so that students can easily reference it as they work. Map-reading and writing tutorials are also available to get students off to a good start.

Aplia's simple-to-use course management interface allows instructors to post announcements, upload course materials, host student discussions, e-mail students, and manage the gradebook; a knowledgeable and friendly support team offers assistance and personalized support in customizing assignments to the instructor's course schedule. To learn more and view a demo for this book, visit www.aplia.com.

MindTap Reader for Western Civilization MindTap Reader is an eBook specifically designed to address the ways students assimilate content and media assets. MindTap Reader combines thoughtful navigation ergonomics, advanced student annotation, note-taking, and search tools, and embedded media assets such as video and MP3 chapter summaries, primary source documents with critical thinking questions, and interactive (zoomable) maps. Students can use the eBook as their primary text or as a multimedia companion to their printed book. The MindTap Reader eBook is available within the MindTap and Aplia online offerings found at www.cengagebrain.com.

Online PowerLecture with Cognero® [ISBN: 9781285455044] This PowerLecture is an all-in-one online multimedia resource for class preparation, presentation, and testing. Accessible through Cengage.com/login with your faculty account, you will find available for download: book-specific Microsoft® PowerPoint® presentations; a Test Bank in both Microsoft® Word® and Cognero® formats; an Instructor Manual; Microsoft® PowerPoint® Image Slides; and a JPEG Image Library.

Test Bank The Test Bank offered in Microsoft® Word® and Cognero® formats contains multiple-choice and essay questions for each chapter. Cognero® is a flexible, online system that allows you to author, edit, and manage test bank content for *Western Civilization*, 9e. Create multiple test versions instantly and deliver through your LMS from your classroom, or wherever you may be, with no special installs or downloads required.

eInstructor's Resource Manual Prepared by Jennifer McNabb of Western Illinois University. This manual has many features, including chapter outlines, suggested lecture topics, map exercises, discussion questions for the primary sources, relevant worldwide web sites/resources, and relevant video resources. Available on the instructor's companion website.

CourseReader CourseReader is an online collection of primary and secondary sources that lets you create a customized electronic reader in minutes. With an easy-to-use interface and assessment tool, you can choose exactly what your students will be assigned—simply search or browse Cengage Learning's extensive document database to preview and select your customized collection of readings. In addition to print sources of all types (letters, diary entries, speeches, newspaper accounts, and more), the collection includes a growing number of images and video and audio clips.

Each primary source document includes a descriptive headnote that puts the reading into context. In addition, each document is further supported by both critical thinking and multiple-choice questions designed to reinforce key points. For more information, visit www.cengage.com/coursereader.

Cengagebrain.com Save your students time and money. Direct them to www.cengagebrain.com for a choice in formats and savings and a better chance to succeed in your class. *Cengagebrain.com*, Cengage Learning's online store, is a single destination for more than 10,000 new textbooks, eTextbooks, eChapters, study tools, and audio supplements. Students have the freedom to purchase à la carte exactly what they need when they need it. Students can save 50 percent on the electronic textbook and can purchase an individual eChapter for as little as $1.99.

Custom Options Nobody knows your students like you, so why not give them a text that is tailor-fit to their needs? Cengage Learning offers custom solutions for your course—whether it's making a small modification to *Western Civilization, 9e* to match your syllabus or combining multiple sources to create something truly unique. You can pick and choose chapters, include your own material, and add additional map exercises along with the *Rand McNally Atlas* to create a text that fits the way you teach. Ensure that your students get the most out of their textbook dollars by giving them exactly what they need. Contact your Cengage Learning representative to explore custom solutions for your course.

For the Student

Western Civilization Companion Website This website for students features a wide assortment of resources to help students master the subject matter. The website, prepared by Ryan Swanson of George Mason University, includes a glossary, flashcards, interactive quizzing, chapter outlines, and audio chapter summaries.

eBook 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.

Doing History: Research and Writing in the Digital Age, 2e ISBN: 9781133587880 Prepared by Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser of James Madison University. Whether you're starting down the path as a history major or simply looking for a straightforward, systematic guide to writing a successful paper, you'll find this text to be an indispensable handbook to historical research. This text's ''soup to nuts'' approach to researching and writing about history addresses every step of the process, from locating your sources and

gathering information, to writing clearly and making proper use of various citation styles to avoid plagiarism. You'll also learn how to make the most of every tool available to you—especially the technology that helps you conduct historical research efficiently and effectively. The second edition includes a special appendix linked to CourseReader (see above), where you can examine and interpret primary sources online.

The History Handbook, 2e ISBN: 9780495906766 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.

Writing for College History, 1e ISBN: 9780618306039 Prepared by Robert M. Frakes of Clarion University. This brief handbook for survey courses in American history, Western Civilization/European history, and world civilization guides students through the various types of writing assignments they may encounter in a history class. Providing examples of student writing and candid assessments of student work, this text focuses on the rules and conventions of writing for the college history course.

The Modern Researcher, 6e ISBN: 9780495318705 Prepared by Jacques Barzun and Henry F. Graff of Columbia University. This classic introduction to the techniques of research and the art of expression is used widely in history courses, but is also appropriate for writing and research methods courses in other departments. Barzun and Graff thoroughly cover every aspect of research, from the selection of a topic through the gathering of materials, analysis, writing, revision, and publication of findings. They present the process not as a set of rules but through actual cases that put the subtleties of research in a useful context. Part One covers the principles and methods of research; Part Two covers writing, speaking, and getting one's work published.

Reader Program Cengage Learning publishes a number of readers. Some contain exclusively primary sources, others are devoted to essays and secondary sources, and still others provide a combination of primary and secondary sources. All of these readers are designed to guide students through the process of historical inquiry. Visit www.cengage.com/history for a complete list of readers.

Rand McNally Historical Atlas of Western Civilization, 2e, ISBN: 9780618841943 This valuable resource features more than forty-five maps, including maps that highlight Classical Greece and Rome; maps documenting European civilization during the Renaissance; maps that follow events in Germany, Russia, and Italy leading up to World Wars I and II; maps that show the dissolution of communism in 1989; maps documenting language and religion in the Western world; and maps describing the unification and industrialization of Europe.

Document Exercise Workbook ISBN: V1: 9780534560836; V2: 9780534560843 Prepared by Donna Van Raaphorst of Cuyahoga Community College. A collection of exercises based around primary sources. Available in two volumes.

ACKNOWLEDGMENTS

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

David Redles gave generously of his time and ideas, especially for Chapters 28, 29, and 30. Chris Colin provided research on the history of music, while Laurie Batitto, Alex Spencer, Stephen Maloney, Shaun Mason, Peter Angelos, and Fred Schooley offered valuable editorial assistance. I deeply appreciate the valuable technical assistance provided by Dayton Coles. I am deeply grateful to John Soares for his assistance in preparing the map captions and to Charmarie Blaisdell of Northeastern University for her detailed suggestions on women's history. Daniel Haxall of Kutztown University provided valuable assistance with materials on postwar art, popular culture, Postmodern art and thought, and the Digital Age. I am especially grateful to Kathryn Spielvogel for her work as editorial associate for Chapters 15–30. I am also thankful to the thousands of students whose questions and responses have caused me to see many aspects of Western civilization in new ways.

My ability to undertake a project of this magnitude was in part due to the outstanding European history teachers that I had as both an undergraduate and a graduate student. These included Kent Forster (modern Europe) and Robert W. Green (early modern Europe) at The Pennsylvania State University and Franklin Pegues (medieval), Andreas Dorpalen (modern Germany), William MacDonald (ancient), and Harold J. Grimm (Renaissance and Reformation) at The Ohio State University. These teachers provided me with profound insights into Western civilization and also taught me by their examples that learning only becomes true understanding when it is accompanied by compassion, humility, and open-mindedness.

I would like to thank the many teachers and students who have used the first eight editions of my *Western Civilization*. Their enthusiastic response to a textbook that was intended to put the story back in history and capture the imagination of the reader has been very gratifying. I especially thank the many teachers and students who made the effort to contact me personally to share their enthusiasm. Thanks to Cengage's comprehensive review process, many historians were asked to evaluate my manuscript and review each edition. I am grateful to the following people for their innumerable suggestions over the course of the first eight editions, which have greatly improved my work:

Anne J. Aby
Minnesota West Community and Technical College, Worthington Campus

Paul Allen
University of Utah

Gerald Anderson
North Dakota State University

Susan L. H. Anderson
Campbell University

Letizia Argenteri
University of San Diego

Roy A. Austensen
Illinois State University

James A. Baer
Northern Virginia Community College—Alexandria

James T. Baker
Western Kentucky University

Patrick Bass
Morningside College

John F. Battick
University of Maine

Frederic J. Baumgartner
Virginia Polytechnic Institute

Phillip N. Bebb
Ohio University

Anthony Bedford
Modesto Junior College

F. E. Beemon
Middle Tennessee State University

Leonard R. Berlanstein
University of Virginia

Cyriaque Beurtheret
Salt Lake Community College

Douglas T. Bisson
Belmont University

Charmarie Blaisdell
Northeastern University

Stephen H. Blumm
Montgomery County Community College

John Bohstedt
University of Tennessee—Knoxville

Hugh S. Bonar
California State University

Werner Braatz
University of Wisconsin—Oshkosh

Alfred S. Bradford
University of Missouri

Owen Bradley
Columbia College at Coast Guard Island

Janet Brantley
Texarkana College

Maryann E. Brink
College of William & Mary

Jerry Brookshire
Middle Tennessee State University

Daniel Patrick Brown
Moorpark College

Gregory S. Brown
University of Nevada—Las Vegas

Blaine T. Browne
Broward Community College

Daniel Bubb
Gonzaga University

Kevin W. Caldwell
Blue Ridge Community College

J. Holden Camp Jr.
Hillyer College, University of Hartford

Jack Cargill
Rutgers University

Martha Carlin
University of Wisconsin—Milwaukee

Elizabeth Carney
Clemson University

Susan Carrafiello
Wright State University

Jane Laurel Carrington
St. Olaf College

Joseph J. Casino
St. Joseph's University

Eric H. Cline
Xavier University

Robert G. Clouse
Indiana State University

Robert Cole
Utah State University

Elizabeth Collins
Triton College

William J. Connell
Rutgers University

Nancy Conradt
College of DuPage

Marc Cooper
Southwest Missouri State

Richard A. Cosgrove
University of Arizona

David A. Crain
South Dakota State University

Michael A. Crane Jr. (student)
Everett Community College

Luanne Dagley
Pellissippi State Technical Community College

John Davies
University of Delaware

Michael Dolski
Ball State University

Michael F. Doyle
Ocean County College

Hugh Dubrulle
Saint Anselm College

Joseph J. Eble
Burlington County College

James W. Ermatinger
University of Nebraska—Kearney

Porter Ewing
Los Angeles City College

Carla Falkner
Northeast Mississippi Community College

Steven Fanning
University of Illinois—Chicago

Ellsworth Faris
California State University—Chico

Gary B. Ferngren
Oregon State University

Mary Helen Finnerty
Westchester Community College

Jennifer Foray
Purdue University

Jennifer E. Forster
Lakeland Community College

A. Z. Freeman
Robinson College

Marsha Frey
Kansas State University

Frank J. Frost
University of California—Santa Barbara

Frank Garosi
California State University—Sacramento

Laura Gellott
University of Wisconsin—Parkside

Richard M. Golden
University of North Texas

Manuel G. Gonzales
Diablo Valley College

Amy G. Gordon
Denison University

Richard J. Grace
Providence College

Charlotte M. Gradie
Sacred Heart University

Candace Gregory
California State University—Sacramento

Katherine Gribble
Highline Community College

Hanns Gross
Loyola University

John F. Guilmartin
Ohio State University

Paul Hagenloh
The University of Alabama

Jeffrey S. Hamilton
Gustavus Adolphus College

J. Drew Harrington
Western Kentucky University

James Harrison
Siena College

Doina Pasca Harsanyi
Central Michigan University

Jay Hatheway
Edgewood College

A. J. Heisserer
University of Oklahoma

Carol Herringer
Wright State University

Betsey Hertzler
Mesa Community College

Robert Herzstein
University of South Carolina

Michael C. Hickey
Bloomsburg University

Shirley Hickson
North Greenville College

Martha L. Hildreth
University of Nevada

Boyd H. Hill Jr.
University of Colorado—Boulder

Michael Hofstetter
Bethany College

Donald C. Holsinger
Seattle Pacific University

Frank L. Holt
University of Houston

W. Robert Houston
University of South Alabama

Michael W. Howell
College of the Ozarks

David Hudson
California State University—Fresno

Paul J. L. Hughes
Sussex County Community College

Richard A. Jackson
University of Houston

Fred Jewell
Harding University

Nicole Jobin
University of Colorado

Jenny M. Jochens
Towson State University

William M. Johnston
University of Massachusetts

Jeffrey A. Kaufmann
Muscatine Community College

David O. Kieft
University of Minnesota

Patricia Killen
Pacific Lutheran University

Jay Kilroy
Mesa Community College

William E. Kinsella Jr.
Northern Virginia Community College—Annandale

James M. Kittelson
Ohio State University

Doug Klepper
Santa Fe Community College

Cynthia Kosso
Northern Arizona University

Ed Krzemienski
The Citadel

Paul E. Lambert
Nichols College

Clayton Miles Lehmann
University of South Dakota

Diana Chen Lin
Indiana University, Northwest

Paul Douglas Lockhart
Wright State University

Ursula W. MacAffer
Hudson Valley Community College

Harold Marcuse
University of California—Santa Barbara

Mike Markowski
Westminster College

Mavis Mate
University of Oregon

Priscilla McArthur
Troy State University—Dothan

T. Ronald Melton
Brewton Parker College

Martin Menke
Rivier College

Jack Allen Meyer
University of South Carolina

Eugene W. Miller Jr.
The Pennsylvania State University—Hazleton

David B. Mock
Tallahassee Community College

John Patrick Montano
University of Delaware

Rex Morrow
Trident Technical College

Wyatt S. Moulds
Jones County Junior College

Kenneth Mouré
University of California—Santa Barbara

Thomas M. Mulhern
University of North Dakota

Pierce Mullen
Montana State University

Cliona Murphy
California State University—Bakersfield

Frederick I. Murphy
Western Kentucky University

William M. Murray
University of South Florida

Otto M. Nelson
Texas Tech University

Sam Nelson
Willmar Community College

John A. Nichols
Slippery Rock University

Lisa Nofzinger
Albuquerque Technical Vocational Institute

Chris Oldstone-Moore
Augustana College

Donald Ostrowski
Harvard University

James O. Overfield
University of Vermont

Matthew L. Panczyk
Bergen Community College

Kathleen A. Parrow
Black Hills State University

Kathleen Paul
University of South Florida

Jody Peterson
Centralia College

Ted Petro
New England College

Carla Rahn Phillips
University of Minnesota

Keith Pickus
Wichita State University

Linda J. Piper
University of Georgia

Marjorie Plummer
Western Kentucky University

Janet Polasky
University of New Hampshire

Thomas W. Porter
Randolph-Macon College

Charles A. Povlovich
California State University—Fullerton

Penne L. Prigge
Rockingham Community College

Nancy Rachels
Hillsborough Community College

Norman G. Raiford
Greenville Technical College

Charles Rearick
University of Massachusetts—Amherst

Jerome V. Reel Jr.
Clemson University

Roger Reese
Texas A&M University

William Roba
Scott Community College

Kevin Robbins
Indiana University Purdue University—Indianapolis

Eric C. Roberson
Wake Technical Community College

Joseph Robertson
Gadsden State Community College

Jonathan Roth
San Jose State University

Constance M. Rousseau
Providence College

Beverly J. Rowe
Texarkana College

Matthew Ruane
Florida Institute of Technology

Julius R. Ruff
Marquette University

Mark Edward Ruff
Saint Louis University

David L. Ruffley
Pikes Peak Community College

Geraldine Ryder
Ocean County College

Richard Saller
University of Chicago

Magdalena Sanchez
Texas Christian University

Thomas J. Schaeper
St. Bonaventure University

Jack Schanfield
Suffolk County Community College

Roger Schlesinger
Washington State University

Joanne Schneider
Rhode Island College

Thomas C. Schunk
University of Wisconsin—Oshkosh

Kyle C. Sessions
Illinois State University

Linda Simmons
Northern Virginia Community College—Manassas

Donald V. Sippel
Rhode Island College

Stuart Smyth
University at SUNY—Albany

Glen Spann
Asbury College

Heath A. Spencer
Seattle University

John W. Steinberg
Georgia Southern University

Robert P. Stephens
Virginia Tech

Paul W. Strait
Florida State University

James E. Straukamp
California State University—Sacramento

Brian E. Strayer
Andrews University

Fred Suppe
Ball State University

Roger Tate
Somerset Community College

Tom Taylor
Seattle University

Emily Teipe
Fullerton College

David Tengewall
Anne Arundel Community College

Jack W. Thacker
Western Kentucky University

Thomas Turley
Santa Clara University

John G. Tuthill
University of Guam

Maarten Ultee
University of Alabama

Donna L.Van Raaphorst
Cuyahoga Community College

J. Barry Vaughn
University of Alabama

Allen M. Ward
University of Connecticut

Richard D. Weigel
Western Kentucky University

Michael Weiss
Linn-Benton Community College

Arthur H. Williamson
California State University—Sacramento

Daniel Woods
Ferrum College

Katherine Workman
Wright State University

Judith T. Wozniak
Cleveland State University

Walter J. Wussow
University of Wisconsin—Eau Claire

Edwin M. Yamauchi
Miami University

Robert W. Young
Carroll Community College

Sergei Zhuk
Ball State University

The following individuals contributed suggestions for the ninth edition:

Randall Allen
Bay de Noc Community College

Benay Blend
Central New Mexico Community College

Amy Forbes
Millsaps College

Patricia Frank
St. Clair County Community College

Anne Huebel
Franklin Pierce University

George Kaloudis
Rivier College

Michael Martin
Fort Lewis College

Derek Maxfield
Genesee Community College

Jeff Plaks
University of Central Oklahoma

Ann Pond
Bishop State Community College

Timothy Pytell
California State University—San Bernardino

Barbara Stengel
Yuba College

Alison Williams
Saint Joseph's University

The editors at Cengage Wadsworth have been both helpful and congenial at all times. I especially wish to thank Clark Baxter, whose clever wit, wisdom, gentle prodding, and good friendship have added much depth to our working relationship. Margaret Beasley thoughtfully, wisely, efficiently, and pleasantly guided the overall development of the ninth edition. I also thank Brooke Barbier for her suggestions and valuable editorial insights. I also want to express my gratitude to John Orr, whose good humor, well-advised suggestions, and generous verbal support made the production process easier. Pat Lewis, a truly outstanding copy editor, continued to teach me much about the fine points of the English language. Abigail Baxter provided valuable assistance in suggesting illustrations and obtaining permissions for the illustrations.

Above all, I thank my family for their support. The gifts of love, laughter, and patience from my daughters, Jennifer and Kathryn; my sons, Eric and Christian; my daughters-in-law, Liz and Laurie; and my sons-in-law, Daniel and Eddie, were enormously appreciated. I also wish to acknowledge my grandchildren, Devyn, Bryn, Drew, Elena, Sean, Emma, and Jackson, who bring great joy to my life. My wife and best friend, Diane, contributed editorial assistance, wise counsel, good humor, and the loving support that made it possible for me to accomplish a project of this magnitude. I could not have written the book without her.

INTRODUCTION TO STUDENTS OF WESTERN CIVILIZATION

Civilization, as historians define it, first emerged between five and six thousand years ago when people in different parts of the world began to live in organized communities with distinct political, military, economic, and social structures. Religious, intellectual, and artistic activities assumed important roles in these early societies. The focus of this book is on Western civilization, a civilization that many people identify with the continent of Europe.

Defining Western Civilization

Western civilization itself has evolved considerably over the centuries. Although the concept of the West did not yet exist at the time of the Mesopotamians and Egyptians, their development of writing, law codes, and different roles based on gender all eventually influenced what became Western civilization. Although the Greeks did not conceive of Western civilization as a cultural entity, their artistic, intellectual, and political contributions were crucial to the foundations of Western civilization. The Romans produced a remarkable series of accomplishments that were fundamental to the development of Western civilization, a civilization that came to consist largely of lands in Europe conquered by the Romans, in which Roman cultural and political ideals were gradually spread. Nevertheless, people in these early civilizations viewed themselves as subjects of states or empires, not as members of Western civilization.

With the rise of Christianity during the Late Roman Empire, however, peoples in Europe began to identify themselves as part of a civilization different from others, such as that of Islam, leading to a concept of a Western civilization different from other civilizations. In the fifteenth century, Renaissance intellectuals began to identify this civilization not only with Christianity but also with the intellectual and political achievements of the ancient Greeks and Romans.

Important to the development of the idea of a distinct Western civilization were encounters with other peoples. Between 700 and 1500, encounters with the world of Islam helped define the West. But after 1500, as European ships began to move into other parts of the world, encounters with peoples in Asia, Africa, and the Americas not only had an impact on the civilizations found there but also affected how people in the West defined themselves. At the same time, as they set up colonies, Europeans began to transplant a sense of Western identity to other areas of the world, especially North America and parts of Latin America, that have come to be considered part of Western civilization.

As the concept of Western civilization has evolved over the centuries, so have the values and unique features associated with that civilization. Science played a crucial role in the development of modern Western civilization. The societies of the Greeks, Romans, and medieval Europeans were based largely on a belief in the existence of a spiritual order; a dramatic departure to a natural or material view of the universe occurred in the seventeenth-century Scientific Revolution. Science and technology have been important in the growth of today's modern and largely secular Western civilization, although antecedents to scientific development also existed in Greek and medieval thought and practice, and religion remains a component of the Western world today.

Many historians have viewed the concept of political liberty, belief in the fundamental value of every individual, and a rational outlook based on a system of logical, analytical thought as unique aspects of Western civilization. Of course, the West has also witnessed horrendous negations of liberty, individualism, and reason. Racism, slavery, violence, world wars, totalitarian regimes—these, too, form part of the complex story of what constitutes Western civilization.

The Dating of Time

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

If someone asked you when you were born, you would reply with a number, such as 1996. In the United States, we would all accept that number without question because it is part of the dating system followed in the Western world (Europe and the Western Hemisphere). In this system, events are dated by counting backward or forward from the year 1. When the system was first devised, the year 1 was assumed to be the year of the birth of Jesus, and the abbreviations B.C. (before Christ) and A.D. (for the Latin words *anno Domini*, meaning "in the year of the Lord") were used to refer to the periods before and after the birth of Jesus, respectively. Historians now generally prefer to refer to the year 1 in nonreligious terms as the beginning of the "common era." The abbreviations B.C.E. (before the common era) and C.E. (common era) are used instead of B.C. and A.D., although the years are the same. Thus, an event that took place four hundred years before the year 1 would be dated 400 B.C.E. (before the common era)—or the date could be expressed as 400 B.C. Dates after the year 1 are labeled C.E. Thus, an event that took place two hundred years after the year 1 would be dated 200 C.E. (common era), or the date could be written A.D. 200.

It can also be written simply as 200, just as you would not give your birth year as 1996 C.E., but simply as 1996. In keeping with the current usage by most historians, this book will use the abbreviations B.C.E. and C.E.

Historians also make use of other terms to refer to time. A *decade* is ten years, a *century* is one hundred years, and a *millennium* is one thousand years. Thus, "the fourth century B.C.E." refers to the fourth period of one hundred years counting backward from the year 1, the beginning of the common era. Since the first century B.C.E. would be the years 100 B.C.E. to 1 C.E., the fourth century B.C.E. would be the years 400 B.C.E. to 301 B.C.E. We could say, then, that an event in 350 B.C.E. took place in the fourth century B.C.E.

Similarly, "the fourth century C.E." refers to the fourth period of one hundred years after the beginning of the common era. Since the first period of one hundred years would be the years 1 to 100, the fourth period or fourth century would be the years 301 to 400. We could say, then, that an event in 350 took place in the fourth century. Likewise, the first millennium B.C.E. refers to the years 1000 B.C.E. to 1 C.E.; the second millennium C.E. refers to the years 1001 to 2000.

The dating of events can also vary from people to people. Most people in the Western world use the Western calendar, also known as the Gregorian calendar after Pope Gregory XIII, who refined it in 1582. The Hebrew calendar uses a different system in which the year 1 is the equivalent of the Western year 3760 B.C.E., considered to be the date of the creation of the world according to the Bible. Thus, the Western year 2014 is the year 5774 on the Hebrew calendar. The Islamic calendar begins year 1 on the day Muhammad fled Mecca, which is the year 622 on the Western calendar.

CHAPTER 1

The Ancient Near East: The First Civilizations

Essam Al-Sudani/AFP/Getty Images

Excavation of Warka showing the ruins of Uruk

CHAPTER OUTLINE AND FOCUS QUESTIONS

The First Humans

Q How did the Paleolithic and Neolithic Ages differ, and how did the Neolithic Revolution affect the lives of men and women?

The Emergence of Civilization

Q What are the characteristics of civilization, and what are some explanations for why early civilizations emerged?

Civilization in Mesopotamia

Q How are the chief characteristics of civilization evident in ancient Mesopotamia?

Egyptian Civilization: "The Gift of the Nile"

Q What are the basic features of the three major periods of Egyptian history? What elements of continuity are there in the three periods? What are their major differences?

On the Fringes of Civilization

Q What is the significance of the Indo-European-speaking peoples?

CRITICAL THINKING

Q In what ways were the civilizations of Mesopotamia and Egypt alike? In what ways were they different?

CONNECTIONS TO TODAY

Q What lessons can you learn from the decline and fall of early civilizations, and how do those lessons apply to today's civilizations?

IN 1849, A DARING YOUNG Englishman made a hazardous journey into the deserts and swamps of southern Iraq. Moving south down the banks of the Euphrates River while braving high winds and temperatures that reached 120 degrees Fahrenheit, William Loftus led a small expedition in search of the roots of civilization. As he said, "From our childhood we have been led to regard this place as the cradle of the human race."

Guided by native Arabs into the southernmost reaches of Iraq, Loftus and his small group of explorers were soon overwhelmed by what they saw. He wrote, "I know of nothing more exciting or impressive than the first sight of one of these great piles, looming in solitary grandeur from the surrounding plains and marshes." One of these piles, known to the natives as the mound of Warka, contained the ruins of Uruk, one of the first cities in the world and part of the world's first civilization.

Southern Iraq in Southwest Asia was one area in the world where civilization began. Although Western

civilization did not yet exist, its origins can be traced back to the ancient Near East, where people in Southwest Asia and Egypt developed organized societies, invented writing, and created the ideas and institutions that we associate with civilization. The Greeks and Romans, who later played such a crucial role in the development of Western civilization, were themselves nourished and influenced by these older societies. It is appropriate, therefore, to begin our story of Western civilization with the early civilizations of Southwest Asia and Egypt. Before considering them, however, we must briefly examine humankind's prehistory and observe how human beings made the shift from hunting and gathering to agricultural communities and ultimately to cities and civilization.

The First Humans

FOCUS QUESTION: How did the Paleolithic and Neolithic Ages differ, and how did the Neolithic Revolution affect the lives of men and women?

Historians rely primarily on documents to create their pictures of the past, but no written records exist for the prehistory of humankind. In their absence, the story of early humanity depends on archaeological and, more recently, biological information, which anthropologists and archaeologists use to formulate theories about our early past. Although modern science has given us more precise methods for examining prehistory, much of our understanding of early humans still relies on conjecture.

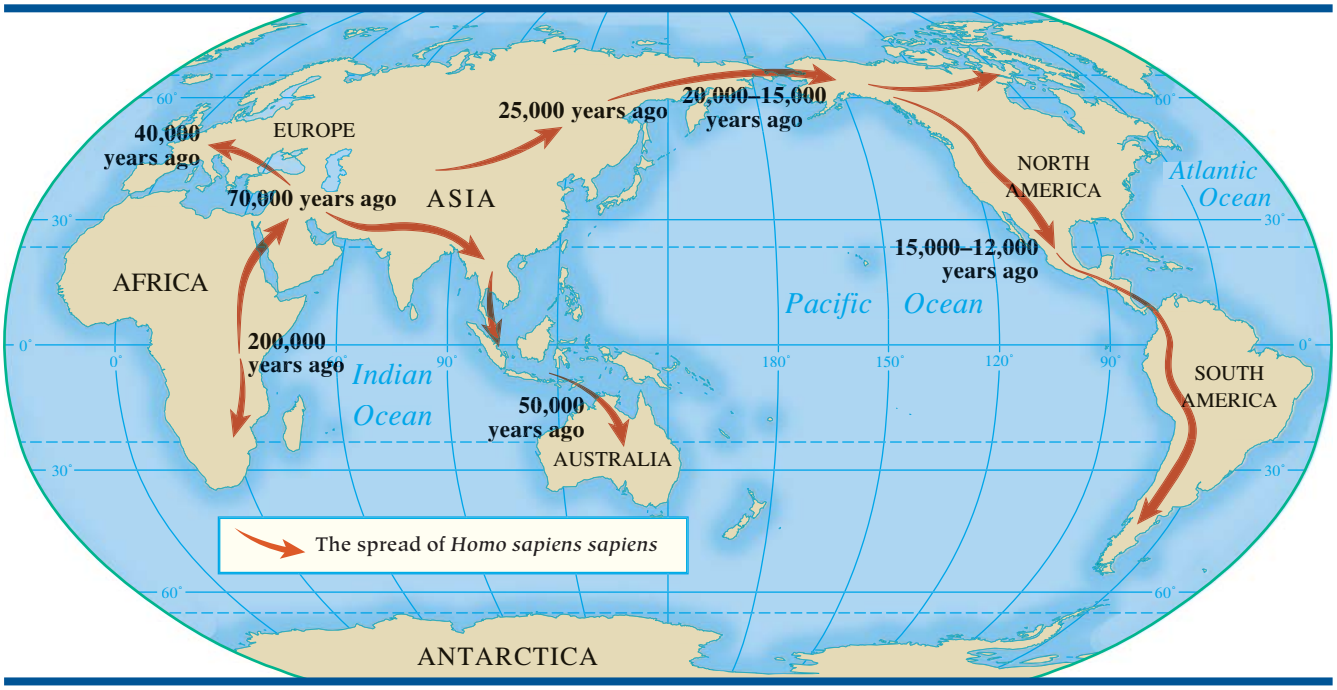
The earliest humanlike creatures—known as **hominids**—existed in Africa as long as 3 to 4 million years ago. Known as Australopithecines (aw-stray-loh-PITH-uh-synz), they flourished in East and South Africa and were the first hominids to make simple stone tools.

Another stage in early human development occurred around 1.5 million years ago when *Homo erectus* ("upright human being") emerged. *Homo erectus* made use of larger and more varied tools and was the first hominid to leave Africa and move into both Europe and Asia.

The Emergence of *Homo sapiens*

Around 250,000 years ago, a crucial stage in human development began with the emergence of *Homo sapiens* (HOH-moh SAY-pee-unz) ("wise human being"). The first anatomically modern humans, known as *Homo sapiens sapiens* ("wise, wise human being"), appeared in Africa between 200,000 and 150,000 years ago. Recent evidence indicates that they began to spread outside Africa around 70,000 years ago. Map 1.1 shows probable dates for different movements, although many of these are still controversial.

These modern humans, who were our direct ancestors, soon encountered other hominids, such as the Neanderthals,



MAP 1.1 The Spread of *Homo sapiens sapiens*. *Homo sapiens sapiens* spread from Africa beginning about 70,000 years ago. Living and traveling in small groups, these anatomically modern humans were hunter-gatherers.

Given that some diffusion of humans occurred during ice ages, how would such climate change affect humans and their movements, especially from Asia to Australia and Asia to North America?

CHRONOLOGY	The First Humans
Australopithecines	Flourished c. 2–4 million years ago
Homo erectus	Flourished c. 100,000–1.5 million years ago
Neanderthals	Flourished c. 200,000–30,000 B.C.E.
Homo sapiens sapiens	Emerged c. 200,000 B.C.E.

whose remains were first found in the Neander valley in Germany. Neanderthal remains have since been found in both Europe and the western part of Asia and have been dated to between 200,000 and 30,000 B.C.E. Neanderthals relied on a variety of stone tools and were the first early people to bury their dead. By 30,000 B.C.E., *Homo sapiens sapiens* had replaced the Neanderthals, who had largely become extinct.

THE SPREAD OF HUMANS: OUT OF AFRICA OR MULTIREGIONAL? The movements of the first modern humans were rarely sudden or rapid. Groups of people advanced beyond their old hunting grounds at a rate of only 2 or 3 miles per generation, but this was enough to populate the world in some tens of thousands of years. Some scholars, who advocate a multiregional theory, have suggested that advanced human creatures may have emerged independently in different parts of the world, rather than in Africa alone. But the latest genetic, archaeological, and climatic evidence strongly supports the out-of-Africa theory as the most likely explanation of human origin. In any case, by 10,000 B.C.E., members of the *Homo sapiens sapiens* species could be found throughout the world. By that time, it was the only human species left. All humans today, whether they are Europeans, Australian Aborigines, or Africans, belong to the same subspecies of human being.

The Hunter-Gatherers of the Old Stone Age

One of the basic distinguishing features of the human species is the ability to make tools. The earliest tools were made of stone, and so scholars refer to this early period of human history (c. 2,500,000–10,000 B.C.E.) as the **Paleolithic Age** (*paleolithic* is Greek for "old stone").

For hundreds of thousands of years, humans relied on gathering and hunting for their daily food. Paleolithic peoples had a close relationship with the world around them, and over time, they came to know which plants to eat and which animals to hunt. They did not know how to grow crops or raise animals, however. They gathered wild nuts, berries, fruits, and a variety of wild grains and green plants. Around the world, they hunted and consumed various animals, including buffalo, horses, bison, wild goats, and reindeer. In coastal areas, fish were a rich source of nourishment.

The gathering of wild plants and the hunting of animals no doubt led to certain patterns of living. Archaeologists and anthropologists have speculated that Paleolithic people lived in small bands of twenty or thirty people. They were nomadic, moving from place to place to follow animal migrations and vegetation cycles. Hunting depended on careful observation of animal behavior patterns and required a group effort for success. Over the years, tools became more refined and more useful. The invention of the spear, and later the bow and arrow, made hunting considerably easier. Harpoons and fishhooks made of bone increased the catch of fish.

Both men and women were responsible for finding food—the chief work of Paleolithic people. Since women bore and raised the children, they generally stayed close to the camps, but they played an important role in acquiring food by gathering berries, nuts, and grains. Men hunted wild animals, an activity that often took them far from camp. Because both men and women played important roles in providing for the band's survival, many scientists believe that a rough equality existed between men and women. Indeed, some speculate that both men and women made the decisions that affected the activities of the Paleolithic band.

Some groups of Paleolithic people found shelter in caves, but over time, they also created new types of shelter. Perhaps the most common was a simple structure of wood poles or sticks covered with animal hides. Where wood was scarce, Paleolithic hunter-gatherers might use the bones of mammoths to build frames that were then covered with animal hides. The systematic use of fire, which archaeologists believe began around 500,000 years ago, made it possible for the caves and human-made structures to have a source of light and heat. Fire also enabled early humans to cook their food, making it taste better, last longer, and, in the case of some plants, such as wild grain, easier to chew and digest.

The making of tools and the use of fire—two important technological innovations of Paleolithic peoples—remind us how crucial the ability to adapt was to human survival. But Paleolithic peoples did more than just survive. The cave paintings of large animals found in southwestern France and northern Spain bear witness to the cultural activity of Paleolithic peoples. A cave discovered in southern France in 1994—known as the Chauvet (shoh-VAY) cave after the leader of the expedition that found it—contains more than three hundred paintings of lions, oxen, owls, bears, and other animals. Most of these are animals that Paleolithic people did not hunt, which suggests to some scholars that the paintings were made for religious or even decorative purposes. The discoverers were overwhelmed by what they saw: "There was a moment of ecstasy. . . . They overflowed with joy and emotion in their turn. . . . These were moments of indescribable madness."[1]

The Neolithic Revolution (c. 10,000–4000 B.C.E.)

The end of the last ice age around 10,000 B.C.E. was followed by what scholars call the **Neolithic Revolution**, a significant change in living patterns that occurred in the New Stone Age (*neolithic* is Greek for "new stone"). The name "New Stone Age" is misleading, however. Although Neolithic peoples

AP Images/Jean Clottes

Paleolithic Cave Painting: The Chauvet Cave. Cave paintings of large animals reveal the cultural creativity of Paleolithic peoples. This scene is part of a mural in a large underground chamber at Vallon-Pont-d'Arc, France, discovered in December 1994. It dates from around 30,000 to 28,000 B.C.E. and depicts aurochs (long-horned wild oxen), horses, and rhinoceroses. To make their paintings, Paleolithic artists used stone lamps that burned animal fat to illuminate the cave walls and mixed powdered mineral ores with animal fat to create red, yellow, and black pigments. Some artists even made brushes out of animal hairs with which to apply the paints.

made a new type of polished stone ax, this was not the major change that occurred after 10,000 B.C.E.

AN AGRICULTURAL REVOLUTION The biggest change was the shift from gathering plants and hunting animals for sustenance (food gathering) to producing food by systematic agriculture (food production). The planting of grains and vegetables provided a regular supply of food, while the domestication of animals, such as goats, cattle, pigs, and sheep, provided a steady source of meat, milk, and fibers such as wool for clothing. Larger animals could also be used as beasts of burden. The growing of crops and the taming of food-producing animals created a new relationship between humans and nature. Historians speak of this as an agricultural revolution. Revolutionary change is dramatic and requires great effort, but the ability to acquire food on a regular basis gave humans greater control over their environment. It also allowed them to give up their nomadic way of life and begin to live in settled communities.

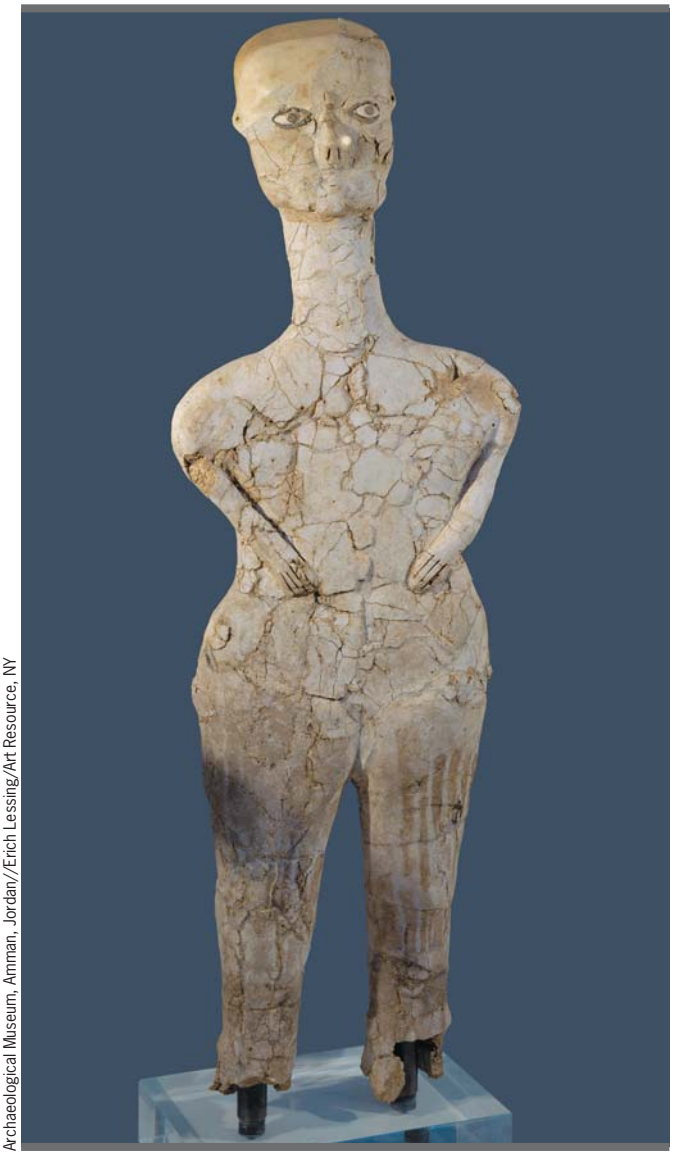
Systematic agriculture probably developed independently between 8000 and 7000 B.C.E. in four different areas of the world. Different plants were cultivated in each area: wheat, barley, and lentils in the Near East; rice and millet in southern Asia; millet and yams in western Africa; and beans, potatoes, and corn (maize) in the Americas. The Neolithic agricultural revolution needed a favorable environment. In the Near East, the upland areas above the Fertile Crescent (present-day northern Iraq and southern Turkey) were initially more conducive to systematic farming than the river valleys. This region received the necessary rainfall and was the home of two wild plant (barley, wheat) and four wild animal (pigs, cows, goats, sheep) species that humans eventually domesticated.

NEOLITHIC FARMING VILLAGES The growing of crops on a regular basis gave rise to more permanent settlements, which historians refer to as Neolithic farming villages or towns. One of the oldest and most extensive agricultural villages was Çatal Hüyük (chaht-ul hoo-YOOK), located in modern-day Turkey. Its walls enclosed 32 acres, and its population probably reached six thousand during its high point from 6700 to 5700 B.C.E. People lived in simple mudbrick houses that were built so close to one another that there were few streets. To get to their homes, people had to walk along the rooftops and then enter the house through a hole in the roof.

Archaeologists have discovered twelve cultivated products in Çatal Hüyük, including fruits, nuts, and three kinds of wheat. Artisans made weapons and jewelry that were traded with neighboring peoples. Religious shrines housing figures of gods and goddesses have been found at Çatal Hüyük, as have a number of female statuettes. Molded with noticeably large breasts and buttocks, these "earth mothers" perhaps symbolically represented the fertility of both "mother earth" and human mothers. The shrines and the statues point to the important role of religious practices in the lives of these Neolithic people.

CONSEQUENCES OF THE NEOLITHIC REVOLUTION The Neolithic agricultural revolution had far-reaching consequences. Once people settled in villages or towns, they built houses for protection and other structures for the storage of goods. As organized communities stored food and accumulated material goods, they began to engage in trade. People also began to specialize in certain crafts, and a division of labor developed. Pottery was made from clay and baked in a fire to make it hard. The pots were used for cooking and to store grains. Woven baskets were also used for storage. Stone tools became refined as flint blades were developed to make sickles and hoes for use in the fields. Obsidian—a volcanic glass that was easily flaked—was also used to create very sharp tools. In the course of the Neolithic Age, many of the food plants still in use today began to be cultivated. Moreover, vegetable fibers from such plants as flax were used to make thread that was woven into cloth.

The change to systematic agriculture in the Neolithic Age also had consequences for the relationship between men and women. Men assumed the primary responsibility for working in the fields and herding animals, jobs that kept them away from the home. Although women also worked in the fields, many remained close to home, caring for the children, weaving cloth, and performing other household tasks. In time, as work outside the home was increasingly perceived as more important than work done at home, men came to play the more dominant role in human society, which gave rise to the



Archaeological Museum, Amman, Jordan//Erich Lessing/Art Resource, NY

Statue from Ain Ghazal. This life-size statue made of plaster, sand, and crushed chalk was discovered in 1984 in Ain Ghazal, an archaeological site near Amman, Jordan. Dating from 6500 B.C.E., it is among the oldest known statues of the human figure. Although it appears lifelike, its features are considered generic rather than a portrait of an individual face. The purpose and meaning of this sculpture may never be known.

practice of **patriarchy** (PAY-tree-ark-ee), or a society dominated by men, a basic pattern that would persist until our own times.

Other patterns set in the Neolithic Age also proved to be enduring elements of human history. Fixed dwellings, domesticated animals, regular farming, a division of labor, men holding power—all of these are part of the human story. Despite all our modern scientific and technological progress, human survival still depends on the growing and storing of food, an accomplishment of people in the Neolithic Age. The Neolithic Revolution was truly a turning point in human history.

Between 4000 and 3000 B.C.E., significant technical developments began to transform the Neolithic towns. The invention of writing enabled records to be kept, and the use of metals marked a new level of human control over the environment and its resources. Already before 4000 B.C.E., craftspeople had discovered that certain rocks could be heated to liquefy metals embedded in them. The metals could then be cast in molds to produce tools and weapons that were more refined than stone instruments. Although copper was the first metal to be used in producing tools, after 4000 B.C.E. craftspeople in western Asia discovered that combining copper and tin produced bronze, a much harder and more durable metal than copper. Its widespread use has led historians to call the period from around 3000 to 1200 B.C.E. the Bronze Age; thereafter, bronze was increasingly replaced by iron.

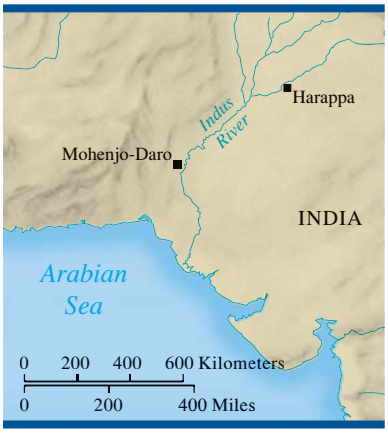
At first, Neolithic settlements were mere villages. But as their inhabitants mastered the art of farming, more complex human societies emerged. As wealth increased, these societies began to develop armies and to build walled cities. By the beginning of the Bronze Age, the concentration of larger numbers of people in the river valleys of Southwest Asia and Egypt was leading to a whole new pattern for human life.

The Emergence of Civilization

FOCUS QUESTION: What are the characteristics of civilization, and what are some explanations for why early civilizations emerged?

As we have seen, early human beings formed small groups that developed a simple culture that enabled them to survive. As human societies grew and developed greater complexity, a new form of human existence—called civilization—came into being. A **civilization** is a complex culture in which large numbers of human beings share a variety of common elements. Historians have identified a number of basic characteristics of civilization. These include (1) an urban focus: cities became the centers of political, economic, social, cultural, and religious development; (2) a distinct religious structure: the gods were deemed crucial to the community's success, and professional priestly classes, as stewards of the gods' property, regulated relations with the gods; (3) new political and military structures: an organized government bureaucracy arose to meet the administrative demands of the growing population, and armies were organized to gain land and power and for defense; (4) a new social structure based on economic power: while kings and an upper class of priests, political leaders, and warriors dominated, there also existed a large group of free people (farmers, artisans, craftspeople) and at the very bottom, socially, a class of slaves; (5) the development of writing: kings, priests, merchants, and artisans used writing to keep records; and (6) new forms of significant artistic and intellectual activity: for example, monumental architectural structures, usually religious, occupied a prominent place in urban environments.

The civilizations that developed in Southwest Asia and Egypt, the forerunners of Western civilization, will be examined in detail in this chapter. But civilization also developed

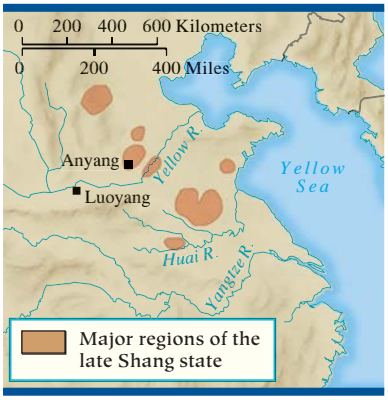


© Cengage Learning

Harappa and Mohenjo-Daro

independently in other parts of the world. Between 3000 and 1500 B.C.E., the valleys of the Indus River in India supported a flourishing civilization that extended hundreds of miles from the Himalayas to the coast of the Arabian Sea. Two major cities—Harappa (huh-RAP-uh) and Mohenjo-Daro (moh-HEN-joh-DAH-roh)—were at the heart of this South Asian civilization. Many written records of the Indus valley civilization exist, but their language has not yet been deciphered. This Indus valley civilization carried on extensive trade with city-states in Southwest Asia.

Another river valley civilization emerged along the Yellow River in northern China about 4,000 years ago. Under the Shang (SHAHNG) dynasty of kings, which ruled from 1570 to 1045 B.C.E., this civilization contained impressive cities with huge outer walls, royal palaces, and large royal tombs. A system of irrigation enabled early Chinese civilization to maintain a prosperous farming society ruled by an aristocratic class whose major concern was war.



© Cengage Learning

The Yellow River, China

Scholars long believed that civilization emerged only in four areas, in the fertile river valleys of the Tigris and Euphrates, the Nile, the Indus, and the Yellow River—that is, in Southwest Asia, Egypt, India, and China. Recently, however, archaeologists have discovered two other early civilizations. One of these flourished in Central Asia (in what are now the republics of Turkmenistan and Uzbekistan) around 4,000 years ago. People in this civilization built mudbrick buildings, raised sheep and goats, had bronze tools, used a system of irrigation to grow wheat and barley, and had a writing system.

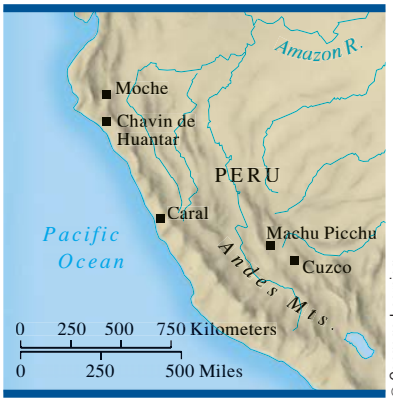
© Cengage Learning

Central Asia Civilization

CHRONOLOGY The Birth of Early Civilizations

Egypt	c. 3100 B.C.E.
Mesopotamia	c. 3000 B.C.E.
India	c. 3000 B.C.E.
Peru	c. 2600 B.C.E.
China	c. 2000 B.C.E.
Central Asia	c. 2000 B.C.E.

Another early civilization emerged in the Supe River valley of Peru. At the center of this civilization was the city of Caral, which flourished around 2600 B.C.E. It contained buildings for officials, apartment houses, and grand residences, all built of stone. The inhabitants of Caral also developed a system of irrigation by diverting a river more than a mile upstream into their fields.



© Cengage Learning

Caral, Peru

Why early civilizations developed remains difficult to explain. One theory maintains that challenges forced human beings to make efforts that resulted in the rise of civilization. Some scholars have argued that material forces, such as the growth of food surpluses, made possible the specialization of labor and development of large communities with bureaucratic organization. But the area of the Fertile Crescent, in which civilization emerged in Southwest Asia (see Map 1.2), was not naturally conducive to agriculture. Abundant food could be produced only with a massive human effort to manage the water, an undertaking that required organization and led to civilized cities. Other historians have argued that nonmaterial forces, primarily religious, provided the sense of unity and purpose that made such organized activities possible. Finally, some scholars doubt that we will ever discover the actual causes of early civilization.

Civilization in Mesopotamia

FOCUS QUESTION: How are the chief characteristics of civilization evident in ancient Mesopotamia?

The Greeks spoke of the valley between the Tigris and Euphrates (yoo-FRAY-teez) Rivers in Southwest Asia as **Mesopotamia** (mess-uh-puh-TAY-mee-uh), the land "between the rivers." The region receives little rain, but the soil of the plain of southern Mesopotamia was enlarged and enriched over the years by layers of silt deposited by the two

MAP 1.2 The Ancient Near East. The Fertile Crescent encompassed land with access to water. Employing flood management and irrigation systems, the peoples of the region established civilizations based on agriculture. These civilizations developed writing, law codes, and economic specialization.

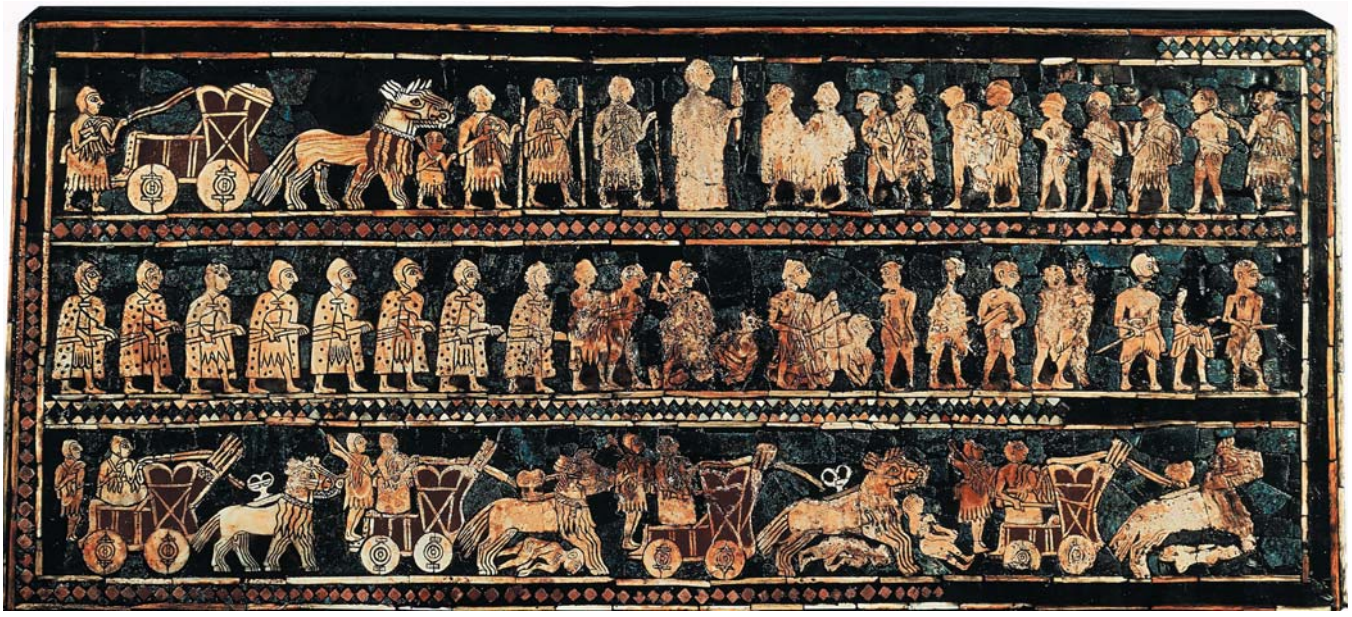
Q *What geographic aspects of the Mesopotamian city-states made conflict between them likely?*

rivers. In late spring, the Tigris and Euphrates overflow their banks and deposit their fertile silt, but since this flooding depends on the melting of snows in the upland mountains where the rivers begin, it is unpredictable and sometimes catastrophic. In such circumstances, people could raise crops only by building a complex system of irrigation and drainage ditches to control the flow of the rivers. Large-scale irrigation made possible the expansion of agriculture in this region, and the abundant food provided the material base for the emergence of civilization in Mesopotamia.

The City-States of Ancient Mesopotamia

The creators of Mesopotamian civilization were the Sumerians (soo-MER-ee-unz *or* soo-MEER-ee-unz), a people whose origins remain unclear. By 3000 B.C.E., they had established a number of independent cities in southern Mesopotamia, including Eridu, Ur, Uruk, Umma, and Lagash. There is evidence that the Sumerians were not the first people in the region. A number of Sumerian agricultural and craft terms are not Sumerian in origin, indicating that the Sumerians adopted some aspects of preexisting settlements. As the Sumerian cities grew larger, they came to exercise political and economic control over the surrounding countryside, forming city-states. These city-states were the basic units of Sumerian civilization.

SUMERIAN CITIES Sumerian cities were surrounded by walls. Uruk, for example, occupied an area of approximately 1,000 acres encircled by a wall 6 miles long with defense towers located every 30 to 35 feet along the wall. City dwellings, built of sun-dried bricks, included both the small flats of peasants and the larger dwellings of the civic and priestly officials. Although Mesopotamia had little stone or wood for building purposes, it did have plenty of mud. Mudbricks, easily shaped



British Museum, London, UK/DeAgostini/SuperStock

The "Royal Standard" of Ur. This detail is from the "Royal Standard" of Ur, a box dating from around 2700 B.C.E. that was discovered in a stone tomb from the royal cemetery of the Sumerian city-state of Ur. The scenes on one side of the box depict the activities of the king and his military forces. Shown in the bottom panel are four Sumerian battle chariots. Each chariot held two men, one who held the reins and the other armed with a spear for combat. A special compartment in the chariot held a number of spears. The charging chariots are seen defeating the enemy. In the middle band, the Sumerian soldiers round up the captured enemies. In the top band, the captives are presented to the king, who has alighted from his chariot and is shown standing above all the others in the center of the panel.

by hand, were left to bake in the hot sun until they were hard enough to use for building. People in Mesopotamia were remarkably inventive with mudbricks, inventing the arch and constructing some of the largest brick buildings in the world.

The most prominent building in a Sumerian city was the temple, which was dedicated to the chief god or goddess of the city and often built atop a massive stepped tower called a **ziggurat** (ZIG-uh-rat). The Sumerians believed that gods and goddesses owned the cities, and much wealth was used to build temples as well as elaborate houses for the priests and priestesses who served the gods and supervised the temples and their property. The priests and priestesses had great power. In fact, historians believe that in the early stages of a few city-states, priests and priestesses may have played an important role in ruling. The Sumerians believed that the gods ruled the cities, making the state a **theocracy** (government by a divine authority). Actual ruling power, however, was primarily in the hands of worldly figures known as kings.

KINGSHIP Sumerians viewed kingship as divine in origin—kings, they believed, derived their power from the gods and were the agents of the gods. As one person said in a petition to his king: "You in your judgment, you are the son of Anu [god of the sky]; your commands, like the word of a god, cannot be reversed; your words, like rain pouring down from heaven, are without number."[2] Regardless of their origins, kings had power—they led armies, initiated legislation, supervised the building of public works, provided courts, and organized workers for the irrigation projects on which Mesopotamian agriculture depended. The army, the government bureaucracy, and the priests and priestesses all aided the kings in their rule. Befitting their power, Sumerian kings lived in large palaces with their wives and children.

ECONOMY AND SOCIETY The economy of the Sumerian city-states was primarily agricultural, but commerce and industry became important as well. The people of Mesopotamia produced woolen textiles, pottery, and metalwork. Foreign trade, which was primarily a royal monopoly, could be extensive. Royal officials imported luxury items, such as copper and tin, aromatic woods, and fruit trees, in exchange for dried fish, wool, barley, wheat, and the goods produced by Mesopotamian metalworkers. Traders traveled by land to the eastern Mediterranean in the west and by sea to India in the east. The invention of the wheel around 3000 B.C.E. led to the development of carts with wheels that made the transport of goods easier.

Sumerian city-states probably contained four major social groups: elites, dependent commoners, free commoners, and slaves. Elites included royal and priestly officials and their families. Dependent commoners included the elites' clients who worked for the palace and temple estates. Free commoners worked as farmers, merchants, fishers, scribes, and craftspeople. Probably 90 percent or more of the population were farmers. They could exchange their crops for the goods of the artisans in free town markets. Slaves belonged to palace officials, who used them mostly in building projects; temple officials, who used mostly female slaves to weave cloth and grind grain; and rich landowners, who used them for farming and domestic work.

TABLE 1.1 Some Semitic Languages

Akkadian	*Canaanitic*
Arabic	Hebrew
Aramaic	*Phoenician*
Assyrian	*Syriac*
Babylonian	

NOTE: Languages in italic type are no longer spoken.

Empires in Ancient Mesopotamia

As the number of Sumerian city-states grew and the states expanded, new conflicts arose as city-state fought city-state for control of land and water. During the Early Dynastic Age (3000–2340 B.C.E.), the fortunes of various cities rose and fell over the centuries. The constant wars, with their burning and sacking of cities, left many Sumerians in deep despair, as is evident in this Sumerian poem from the city of Ur: "Ur is destroyed, bitter is its lament. The country's blood now fills its holes like hot bronze in a mold. Bodies dissolve like fat in the sun. Our temple is destroyed, the gods have abandoned us, like migrating birds. Smoke lies on our city like a shroud."[3]

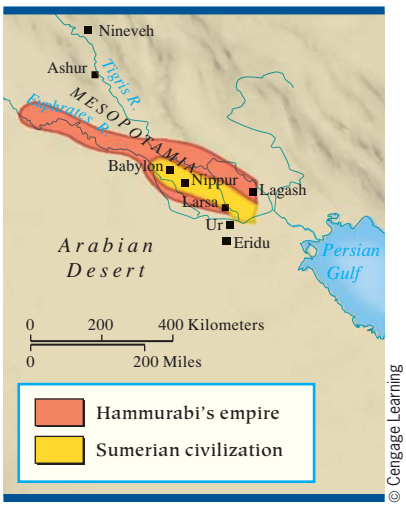
THE AKKADIAN EMPIRE Located on the flat, open land of Mesopotamia, the Sumerian city-states were also vulnerable to invasion. To the north of the Sumerian city-states were the Akkadians (uh-KAY-dee-unz). We call them a Semitic people because of the language they spoke (see Table 1.1). Around 2340 B.C.E., Sargon, leader of the Akkadians, overran the Sumerian city-states and established a dynastic empire. Sargon used the former rulers of the conquered city-states as his governors. His power was based on the military, namely, his army of 5,400 men. Sargon's empire, including all of Mesopotamia as well as lands westward to the Mediterranean, inspired generations of Near Eastern leaders to emulate his accomplishment. Even in the first millennium B.C.E., Sargon was still remembered in chronicles as a king of Akkad who "had no rival or equal, spread his splendor over all the lands, and crossed the sea in the east. In his eleventh year, he conquered the western land to its furthest point, and brought it under his sole authority."[4]

One of Sargon's successors, his grandson Naram-Sin (c. 2260–2223 B.C.E.), continued the greatness of the Akkadian empire. Like his grandfather, Naram-Sin waged numerous military campaigns, which led him to an extreme level of self-glorification. He called himself "King of the Four Corners (of the Universe)" and took the extraordinary step of declaring himself a god. An inscription found in northern Iraq reads: "Naram-Sin, the strong one, king of Akkad, when the four corners (of the universe) together were hostile to him, he remained victorious in nine battles in a single year. . . . Because he had been able to preserve his city in the time of crisis, (the inhabitants of) his city asked . . . that he be the god of their city Akkad, and built a temple for him in the midst of Akkad."[5] By the end of his reign, however, Naram-Sin was battling hill peoples who finally caused the fall of the Akkadian empire by 2150 B.C.E.

THE THIRD DYNASTY OF UR The end of the Akkadian empire brought a return to independent city-states in Mesopotamia. Much confusion ensued, as is evident in the recorded Sumerian king list, which stated bluntly, "Who was king? Who was not king?" The confusion ended when Ur-Nammu established a new dynasty that reunified much of Mesopotamia with its capital at Ur. This Third Dynasty of Ur (c. 2112–2000 B.C.E.) witnessed a final flowering of Sumerian culture. The economy flourished, and new temples and canals were built. Each province was required to contribute goods to the central government.

Around 2000 B.C.E., however, invaders from Iran destroyed Ur and brought an end to the Third Dynasty. Even earlier, the Amorites, a large group of Semitic-speaking seminomads, described by Sumerian scribes as dressed in sheepskins, living in tents, and eating raw meat, had entered the region and done battle with kings of the Third Dynasty. The Amorites or Old Babylonians gradually settled down and over the next two hundred years established their influence throughout much of Mesopotamia. One of their kings, Hammurabi (ham-uh-RAH-bee), managed to establish power and create a new empire.

HAMMURABI'S EMPIRE Hammurabi (1792–1750 B.C.E.) had a well-disciplined army of foot soldiers who carried axes, spears, and copper or bronze daggers. He learned to divide his opponents and subdue them one by one. Using such methods, he gained control of Sumer and Akkad and reunified Mesopotamia almost to the old borders established by Sargon. After his conquests, Hammurabi called himself "the sun of Babylon, the king who made the four quarters of the world obedient," and established his capital at Babylon.



Hammurabi's Empire

CHRONOLOGY Chief Events in Mesopotamian History

Sumerian city-states: Early Dynastic Age	c. 3000–2340 B.C.E.
Sargon	c. 2340–2279 B.C.E.
Naram-Sin	c. 2260–2223 B.C.E.
Third Dynasty of Ur	c. 2112–2000 B.C.E.
Hammurabi's reign	1792–1750 B.C.E.
Invasion by Kassites	c. 1550 B.C.E.