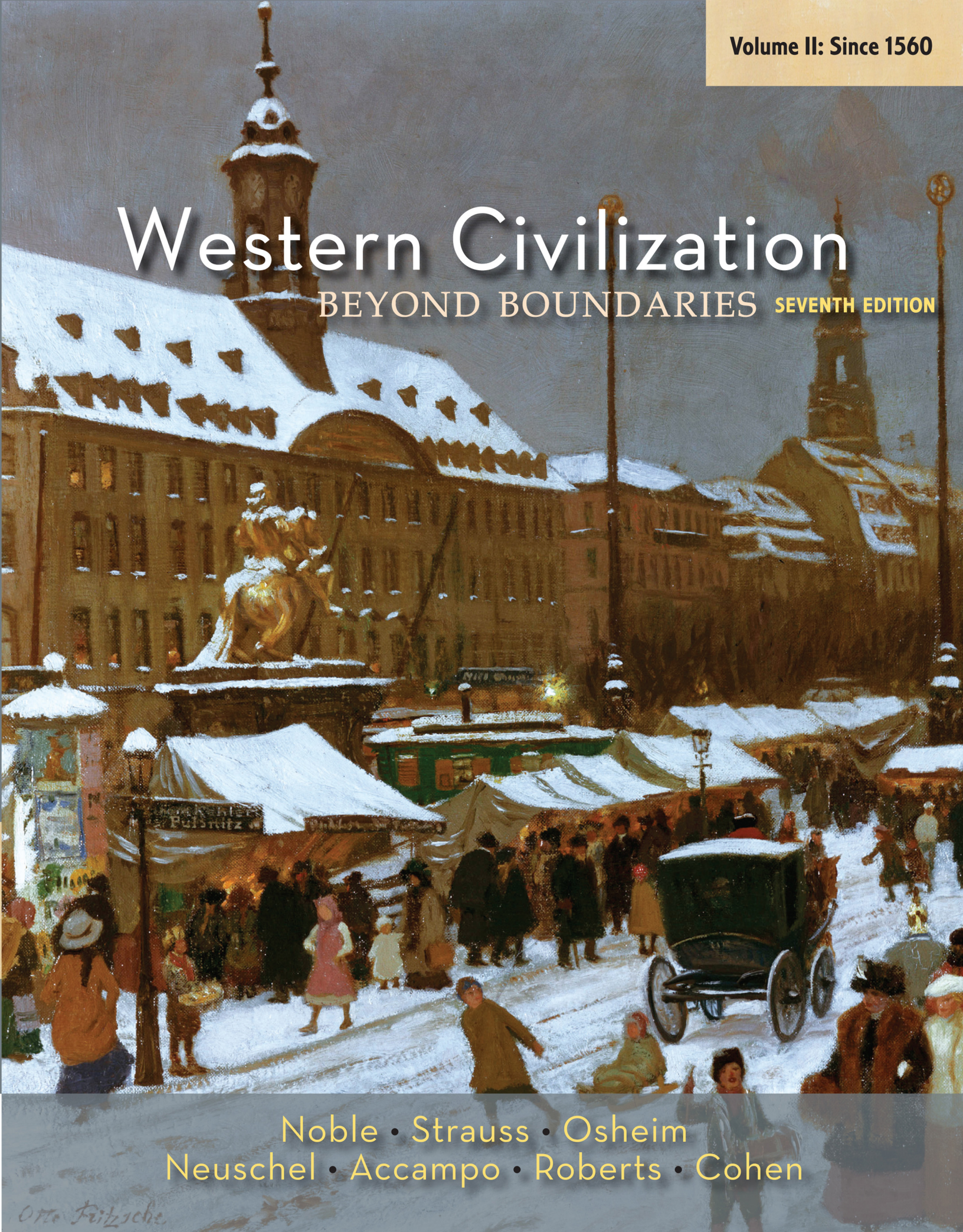


Volume II: Since 1560

Western Civilization

BEYOND BOUNDARIES SEVENTH EDITION



Noble • Strauss • Osheim
Neuschel • Accampo • Roberts • Cohen

Otto Fritzsche



Western Civilization

Beyond Boundaries

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Volume II: Since 1560

Seventh Edition

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Preface

A spate of recent books bearing such titles as *What Makes Civilization? The Ancient Near East and the Future of the West*; *Why the West Rules—For Now: The Patterns of History, and What They Reveal About the Future*; *Civilization: The West and the Rest*; and *No One's World: The West, the Rising Rest, and the Coming Global Turn* attests to the continuing fascination with Western civilization. Everyone agrees that for the last five hundred years the West has ruled the globe. Some agree that Western dominance has been not only effective but also beneficial. Others argue that Western rule has been predatory and harmful. Some believe that Western rule will persist while others think it is coming to an end with various new possibilities in prospect. No one believes that the West appeared fully formed in, say, 1500. Thus an understanding of the long foundational period running from ancient Mesopotamia and Egypt down to the dawn of the modern era remains crucial to any discussion of the modern West. This book tells that story from the beginnings of Western civilization to the present day.

As we launch the seventh edition of this book, we are once again acutely aware of the need to address big questions in ways that make sense to teachers and students right now, in the world we live in today. As these words are being written, the news is full of reports from Afghanistan, Iraq, Iran, Syria, Libya, Nigeria, Brazil, and North Korea. The world's economy is in a perilous state. The United States is locked in a contentious presidential campaign. In such circumstances we might well ask, "What is the West? What is Western?" Some believe that we are engaged in a "Clash of Civilizations." Is one of these Western civilization? If so, who or what is its adversary? The West is sometimes understood geographically and sometimes culturally. For most people, the West means western Europe. And yet western Europe itself is the heir of the peoples and cultures of antiquity, including the Sumerians, Egyptians, Persians, Greeks, Romans, Jews, Christians, and Muslims. In fact, Europe is the heir of even earlier civilizations in Asia and Africa. As a cultural phenomenon, "Western" implies many things: freedom and free, participatory political institutions; economic initiative and opportunity; monotheistic religious faiths (Judaism, Christianity, and Islam); rationalism and ordered thought in the social, political, and philosophical realms; science and technology; an aesthetic sensibility that aspires to a universal sense of beauty. But the West has felt free to evoke tradition as its guiding light and also to innovate brilliantly, to accommodate slavery and freedom simultaneously, and to esteem original thought and persecute people who deviate from the norm. "Western" indeed has meant many things in various places at different times. This book constantly and explicitly attempts to situate its readers in place, time, and tradition.

Another big question is this: What exactly is civilization? No definition can win universal acceptance, but certain elements of a definition are widely accepted. Civilization is the largest unit within which any person might feel comfortable. It is an organizing principle that implies common institutions, economic systems, social structures, and values that extend over both space and time. Cities are crucial; with cities emerge complex social organizations that involve at least a minimal division of labor. Some people work in the fields, some in the home. Soldiers defend the city, and artisans provide its daily goods. Governing institutions have a wide measure of acceptance and have the ability to enforce their will. Civilizations also develop religious ideas and authorities; literatures and laws that may be oral or written; monumental architecture, especially fortifications, palaces, and temples; and arts such as music, painting, and sculpture. Every civilization enfolds many cultures, a term that may be applied to the full range of expressions of a people in a given place and time. So, for example, the cultures of Egypt, Greece, and Rome were distinctive but all fit under the broad umbrella of Western civilization.

Western civilization has had an influence on almost every person alive today. The West deserves to be studied because its tale is compelling, but it demands to be studied because its story has been so central to the development of the world in which we live. Many of the world's dominant institutions are Western in their origin and in their contemporary manifestations—most notably parliamentary democracy. Commercial capitalism, a Western

construct, is the world's dominant form of economic organization. The Internet, fast food, and hip-hop music are all western in origin but worldwide in reach today.

Until a generation or so ago, Western civilization was a staple of college and university curricula and was generally studied in isolation. Although it was, and is, important for us to know who we are, it is also important for us to see that we have changed in dramatic ways and that we can no longer understand ourselves in isolation from the world around us. Accordingly, this book repeatedly sets the experience of the West into its global context. This is not a world history book. But it is a book that sees Western civilization as one significant segment of the world's history.

Basic Approach

More than two decades ago the six original authors of *Western Civilization: Beyond Boundaries* set out to create a textbook for a course that would, as a total effort, inform students about essential developments within a tradition that has powerfully, though not always positively, affected everyone in the contemporary world. Although each of us found something to admire in all of the existing textbooks, none of us was fully happy with any of them. We were disappointed with books that claimed balance but actually stressed a single kind of history. We regretted that so many texts were uneven in their command of recent scholarship. Although we were convinced of both the inherent interest of Western civilization and the importance of teaching the subject, we were disconcerted by the celebratory tone of some books, which portrayed the West as resting on its laurels instead of creatively facing its future.

We decided to produce a book that is balanced and coherent; that addresses the full range of subjects that a Western Civilization book needs to address; that provides the student reader with interesting, timely material; that is up-to-date in terms of scholarship and approach; and that is handsome to look at—in short, a book that helps the instructor to teach and the student to learn. We have kept our common vision fresh through frequent meetings, correspondence, critical mutual readings, and expert editorial guidance. The misfortune of the untimely death of one member of our team has brought us the fortune of a new colleague who has inspired and challenged the rest of us in new ways. Because each of us has focused on his or her area of specialization, we believe that we have attained a rare blend of competence, confidence, and enthusiasm. Moreover, in moving from plans for a first edition to the preparation of a seventh, we have been able to profit from the experience of using the book, the advice and criticism of dozens of colleagues, and the reactions of thousands of students.

Western civilization is a story. Therefore, we aimed at a strong chronological narrative line. Our experience as teachers tells us that students appreciate this clear but gentle orientation. Our experience tells us, too, that an approach that is broadly chronological will leave instructors plenty of room to adapt our narrative to their preferred organization or to supplement our narrative with one of their own.

Although we maintain the familiar, large-scale divisions of a Western Civilization book, we also present some innovative adjustments in arrangement. For instance, we incorporate a single chapter on Late Antiquity, the tumultuous and fascinating period from about A.D. 300 to 600 that witnessed the transformation of the Roman Empire into three successors: Byzantine, Islamic, and European. One chapter studies those three successors, thereby permitting careful comparisons. But we also assign chapters to some of the greatest issues in Western civilization, such as the Renaissance, the age of European exploration and conquest, the Scientific Revolution, and the industrial transformation. Our twentieth-century chapters reflect an understanding of the last century formed in its closing years rather than in its middle decades. What is new in our organization represents adjustments grounded in the best scholarship, and what is old represents time-tested approaches.

In fashioning our picture of the West, we took two unusual steps. First, our West is itself bigger than the one found in most textbooks. We treat the Celtic world, Scandinavia, and the Slavic world as integral parts of the story. We look often at the lands that border the West—Anatolia/Turkey, western Asia, North Africa, the Eurasian steppes—in order to show the to-and-fro of peoples, ideas, technologies, and products. Second, we continually situate

the West in its global context. Just as we recognize that the West has influenced the rest of the world, we also carefully acknowledge how the rest of the world has influenced the West. We begin this story of mutual interaction with the Greeks and Romans, carry it through the European Middle Ages, focus on it in the age of European exploration and conquest, and analyze it closely in the modern world of industry, diplomacy, empire, immigration, and questions of citizenship and identity.

Another approach that runs like a ribbon throughout this textbook involves balance and integration. Teachers and students, just like the authors of this book, have their particular interests and emphases. In the large and diverse American academy, that is as it should be. But a textbook, if it is to be helpful and useful, should incorporate as many interests and emphases as possible. For a long time, some said, Western Civilization books devoted excessive coverage to high politics—“the public deeds of great men,” as an ancient Greek writer defined the historian’s subject. Others felt that high culture—all the Aristotles and Mozarts—was included to the exclusion of supposedly lesser figures and ordinary men and women. In the 1970s, books began to emphasize social history. Many applauded this new emphasis even as they debated fiercely over what to include under this heading.

In this book, we attempt to capture the Western tradition in its full contours, to hear the voices of all those who have made durable contributions. But because we cannot say everything about everybody at every moment, we have had to make choices about how and where to array key topics within our narrative. Above all, we have tried to be integrative. For example, when we talk about government and politics, we present the institutional structures through which power was exercised, the people who possessed power as well as the people who did not, the ideological foundations for the use of power, and the material conditions that fostered or hindered the real or the would-be powerful. In other words, instead of treating old-fashioned “high politics” in abstract and descriptive ways, we take an approach that is organic and analytical: How did things work? Our approach to the history of women is another example. A glance at this book’s table of contents and then at its index is revealing. The former reveals very few sections devoted explicitly and exclusively to women. The latter shows that women appear constantly in every section of this book. Is there a contradiction here? Not at all. Women and men have not been historical actors in isolation from one another. Yet gender, which is relational, reciprocal, and mutual, is an important variable that has shaped individual and collective experience. Hence we seek to explain why certain political, economic, or social circumstances had differing impacts on men and women, and how such conditions led them to make different choices.

Similarly, when we talk of great ideas, we describe the antecedent ideas from which seemingly new ones were built up, and we ask about the consequences of those ideas. We explore the social positions of the authors of those ideas to see if this helps us explain the ideas themselves or gauge their influence. We try to understand how ideas in one field of human endeavor prove to be influential in other fields. For instance, gender is viewed as connected to and part of the larger fabric of ideas including power, culture, and piety.

We invite the reader to look at our narrative as if it were a mosaic. Taken as a whole, our narrative contains a coherent picture. Viewed more closely, it is made up of countless tiny bits that may have their individual interest but do not even hint at the larger picture of which they are parts. Finally, just as the viewer of a mosaic may find his or her eye drawn especially to one area, feature, color, or style, so too the reader of this book will find some parts more engaging or compelling than others. But it is only because there is, in this book as in a mosaic, a complete picture that the individual sections make sense, command our attention, excite our interest.

One word sums up our approach in this book: “balance.” We tell a good story, but we pause often to reflect on that story, to analyze it. We devote substantial coverage to the typical areas of Greece, Rome, Italy, France, Great Britain, and so forth, but we say more about western Europe’s frontiers than any other book. We do not try to disguise our Western Civilization book as a World History book, but we take great pains to locate the West within its global context. And we always assume that context means mutuality and reciprocity. We have high politics and big ideas alongside household management and popular culture. We

think that part of the fascination of the past lies in its capacity to suggest understandings of the present and possibilities for the future.

Our subtitle, “Beyond Boundaries,” is intended to suggest growth, challenge, and opportunity. The West began in Mesopotamia but soon spread to all of western Asia. Gradually the Greeks entered the scene and disseminated their ideas throughout the Mediterranean world. The Romans, always heirs of the Greeks, carried ideas and institutions from Britain to Mesopotamia. As the Roman order collapsed, Rome’s imprint was left on a small segment of Europe lying west of the Rhine and south of the Danube. Europeans then crashed through those boundaries to create a culture that extended from Iceland to the Russian steppes. At the dawn of the modern age Europe entered into a complex set of commercial, colonial, military, and political relations with the rest of the globe. Our contemporary world sees Western influences everywhere. No western “boundary” has ever been more than temporary, provisional.

Distinctive Features

To make this book as accessible as possible to students, we have constantly been aware of its place in a program of teaching and learning. In the preceding paragraphs something has been said about this book’s distinctive substantive features and how, we believe, they will contribute to the attainment of a deeper understanding of Western civilization, as well as of its importance and place in the wider history of the earth’s peoples. Teaching and learning also involve pedagogical techniques and innovations. We have attended conscientiously to pedagogical issues from the start.

Our chapters have always begun with a vignette that is directly tied to an accompanying picture. These vignettes alert the reader to one or more of the key aspects of the chapter. Thus the readers have encountered a thematic introduction that evokes interest while pointing clearly and in some detail to what follows.

To make our chapter introductions more effective, which means to give students greater confidence as they proceed through the book, we have taken numerous steps. First, as in past editions, we reviewed and revised our opening vignettes to connect text and picture more closely and to use both to invite the reader into the chapter.

Second, the second page of each chapter contains a succinct Overview that immediately and dramatically tells the reader what he or she is going to encounter in the following pages. Third, the Chapter Overview includes Focus Questions that both echo the introduction and set the reader off on the right path into the following pages. Fourth, as the student begins to read the chapter proper, a Chronology serves as yet another orientation to the material contained in the chapter. Subject-specific chronologies still appear in various parts of the book, but we felt readers would benefit from a chronological guide at the beginning of each chapter.

We have repeated each Focus Question at the head of the section to which it pertains. At the end of each major section, we provide a succinct Section Summary. Each chapter concludes with a Chapter Summary that reiterates the Focus Questions and briefly answers them once again.

As a complement to text coverage, a ready reference, and a potential study guide, all of the Key Terms have been gathered into a Glossary included in the website that accompanies the book. We have also placed definitions in the margins of the pages where the Key Terms first appear.

In addition to this fundamental attention to chapter themes and contents, we have sought to improve the book’s teachability by including a pronunciation guide. Whenever we use an unfamiliar name or term, we show the reader how to pronounce it. Instead of using the intricate rules of phonetics, we provide commonsense guides to pronunciation in parentheses directly following the word.

Having always been conscious of this book’s physical appearance, we have adopted a dynamic, single-column design to enhance the reader’s experience of the book. Attractively laid-out pages, a handsome full-color design, engaging maps, and beautifully reproduced pictures enhance the book’s appearance. In keeping with our desire to integrate the components of the book into a coherent whole, we carefully anchor the maps and pictures into

the volume. Our maps, always chosen and conceptualized by the authors, have for the seventh edition been reviewed to make them fresher, more attractive, and more informative. Map captions have been carefully written, and revised, to make them effective elements of the book's teaching program. The same is true of the pictures: the authors selected them, worked with the book's designers to place them advantageously (and not just decoratively), and wrote all the captions. For this edition, we paid particular attention to reviewing all the captions and to revising some of them. All of the maps are cross-referenced in the text, some of them several times, and the text often refers directly to the pictures.

From the start, every chapter in this book has had boxed documents, one of which treated a "global" theme, as well as a two-page feature entitled "Weighing the Evidence." Beginning with the sixth edition, we reviewed our features and decided to take some decisive steps to make them work better for teachers and students. First, we reduced the number of features to three per chapter. Second, we introduced a uniform structure and format. One feature, entitled "The Global Record," presents a significant document that sets some aspect of Western civilization within the global perspective. These documents are substantial, are carefully introduced, and conclude with study questions. This edition contains eleven new Global Record features. Another feature is called "The Written Record." This feature contains a significant document relevant to the text materials then under discussion with a careful introduction and study questions. For this edition we have introduced nineteen new Written Record features. The third feature is called "The Visual Record." This feature represents a reconceptualization of our former "Weighing the Evidence" feature. Most of those features did focus on visual evidence, but now the Visual Record features all do so. As with the Global Record and Written Record features, the Visual Records have helpful questions. Whereas the Weighing the Evidence features always concluded our chapters, now the Visual Records are placed into the chapters at the most appropriate position. For the fifth edition, we cast a careful eye over all the Visual Record features and prepared eight new ones, and for the sixth edition, we prepared two new ones. This edition has one new Visual Record. Finally, we took two last steps. We deleted the "Looking Ahead" sections because reviewers suggested that this "telegraphing" of what was to come might confuse the student reader as to what he or she has just read. And we moved the "Suggested Readings" to the book's website.

Organization and Content Changes

Throughout the book, the authors have made changes to improve the narrative, to incorporate new ways of talking about particular topics, and to respond to reviewers. Revisions to Chapters 1 through 7 focused on the features. New features now include "Crossing Borders, for Better and Worse" (Global Record in Chapter 1), "Rebellion, Religion, and Royal Authority in an Empire" (Global Record in Chapter 2), "A Woman Wins at the Olympics" (Written Record in Chapter 3), "Alexander in Battle" (Written Record in Chapter 4), "Luxury Goods and Gender Wars" (Visual Record in Chapter 5), and "Two Views of Augustus" (Written Record in Chapter 6). Chapter 7 includes two new features, "Divorce Roman Style" (Written Record), as well as "Cosmas Indicopleustes Finds Christians in Asia," a new Global Record. Chapter 8 has new and expanded material on the Vikings. Chapter 9 has expanded its discussion of the Crusades and includes a new Global Record titled "Ahmad ibn Fadlan Describes the Rus."

Chapter 10 has a new Written Record on "The Rules of Love." Chapter 11 has new material on the plague based on recent discoveries in medical archaeology; enhanced treatment of the Great Schisms and conciliarism; a fuller treatment of the Ottomans; and a new Global Record on "The Origins of the Janissaries." Chapter 12 opens with new material setting the Renaissance into historical perspective and has expanded coverage of the Ottomans, emphasizing their interest in Western art and culture. Chapter 12 also features a new Written Record on "The Education of Women," as does Chapter 13 on "Vasco da Gama Arrives in India." Chapter 14 contains a new Global Record, "The Sultan Suleiman"; a new Written Record, "The Twelve Articles"; expanded treatment of women; and, once again, talks more fully about the Ottomans.

The political narrative in Chapter 15 has been clarified, while the material on the Glorious Revolution has been updated in Chapter 16. Chapter 16 also features a new Global

Record, “Dutch Colonies in the Americas: The Challenges of a Trading Empire,” and a new Written Record, “The Putney Debates.” In Chapter 17 the material on Galileo has been clarified and the Summary has been revised, and a new Global Record, “Voyages for Scientific Observation,” has been added. Chapter 18 now contains a more detailed discussion of Immanuel Kant’s contribution to the Enlightenment, a revised Summary, and a new Written Record, on “Condorcet’s Optimism About Human Progress.”

Chapter 20 offers two new features. The first, a Global Record entitled “A Persian Discovers the British Rail System,” includes a foreigner’s 1836 graphic description of railroad technology and the sentient experience of riding in a railcar that conveys the revolutionary aspects of this new form of travel. The second new feature, a Written Record titled “A British Working-Class Family,” is an 1833 testimony of a working-class mother to the British Parliamentary Commission on child labor. This excerpt lends itself to a nuanced interpretation and graphically illustrates quite how families depended on child labor and how difficult their moral choices were. The revisions in Chapter 21 place greater emphasis on slavery, reflecting recent scholarly concentration on the Atlantic history of the slave trade. A new Written Record, “Alexis de Tocqueville’s Argument Against Slavery in the Colonies,” documents how sentiments about abolition were becoming central to national identities of France and Great Britain. A new image depicting the abolition of slavery compliments this feature. This chapter also has a new image depicting the Irish Famine and its impact. Changes in Chapter 22 benefit from recent scholarship on the Crimean War and its significance for the modernizing world. It contains a new Written Record, “A New Breed of ‘War Correspondent,’” which captures the ravages of this war, medical responses, and the importance of new technologies such as the telegraph and photography in influencing public opinion about the war. Chapter 23 has a new Written Record, “‘Survival of the Fittest’ and Social Darwinism.” It features an excerpt from the writings of Herbert Spencer, showing how he applied Darwin’s theory of evolution to human social behavior, particularly with regard to warfare. This excerpt poignantly foregrounds attitudes toward warfare among Fascists and Nazis in the twentieth century. This chapter also includes a new image that lends further dimension to the analysis of gender roles: Honoré Daumier’s cartoon “An Excusable Error (1857)” satirizes crinolines, or hoop skirts, that became fashionable in the 1850s. The caricature invites students to analyze middle-class opulence of the era, the significance of fashion, and the impracticality of female clothing. Chapter 24 offers a riveting new Global Record, “Atrocities in the Congo,” featuring Robert Casement’s famous 1904 report on outrages in King Leopold II’s Congo Free State. This document not only graphically reveals inhumane practices of imperialism but also gives students a rare glimpse of native African voices, albeit mediated by Casement’s translation; it thus invites students to analyze the nature of recorded history on several levels.

Chapter 25 features a new Written Record, “Domestic Mobilization and the Role of Women,” as well as new material on the Bolsheviks. Chapter 26 also includes a new Written Record, titled “Doubts About Mass Society.” Chapter 28 includes new material on Mussolini, as well as a new Written Record, “Churchill’s ‘Iron Curtain’ Speech,” and Chapter 29 includes a new Written Record on “Female Freedom and the Future of Gender Relations.” As always, Chapter 30 received considerable attention to bring its coverage up to date. In particular, this chapter has new material on the Greek, or Eurozone, financial crisis; on globalization; on uncertainties about the welfare state; on the rise of China and its implications for the West; and on the “Arab Spring.” This chapter also features a new Written Record, “Questioning the State of Western Civilization,” in which British historian Niall Ferguson discusses the future of the West.

Ancillaries

Instructor Resources

PowerLecture DVD with ExamView® and JoinIn® This dual platform, all-in-one multimedia resource includes the Instructor’s Resource Manual; the Test Bank, prepared by Donald Prudlo of Jacksonville State University, which includes multiple choice questions, essay questions, identification, and true/false questions; *JoinIn®* PowerPoint® slides

with clicker content, prepared by Timothy Fehler of Furman University; and Microsoft® PowerPoint® slides of both lecture outlines and images and maps from the text that can be used as offered or customized by importing personal lecture slides or other material. Also included is ExamView, an easy-to-use assessment and tutorial system that allows instructors to create, deliver, and customize tests in minutes. Instructors can build tests with as many as 250 questions using up to 12 question types, and using ExamView's complete word-processing capabilities, they can enter an unlimited number of new questions or edit existing ones.

Instructor's Resource Manual Prepared by John Warne Monroe of Iowa State University. This manual has many features, including learning objectives, chapter outlines, lecture topics, suggested readings, and research/classroom debate/discussion topics. Available on the instructor's companion website.

WebTutor™ on Blackboard With WebTutor's text-specific, preformatted content and total flexibility, instructors can easily create and manage customized course websites. WebTutor's course management tool gives instructors the ability to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and much more. For students, WebTutor offers real-time access to a full array of study tools, including animations and videos that bring the book's topics to life, plus chapter outlines, summaries, learning objectives, glossary flashcards (with audio), practice quizzes, and weblinks.

WebTutor™ on WebCT® With WebTutor's text-specific, preformatted content and total flexibility, instructors can easily create and manage customized course websites. WebTutor's course management tool gives instructors the ability to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and much more. For students, WebTutor offers real-time access to a full array of study tools, including animations and videos that bring the book's topics to life, plus chapter outlines, summaries, learning objectives, glossary flashcards (with audio), practice quizzes, and weblinks.

CourseMate Cengage Learning's History CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Watch student comprehension soar as your class works with the printed textbook and the textbook-specific website. History CourseMate goes beyond the book to deliver what you need! History CourseMate includes an integrated eBook, interactive teaching and learning tools including quizzes, flashcards, videos, and more, and EngagementTracker, a first-of-its-kind tool that monitors student engagement in the course. Learn more at www.cengagebrain.com.

Aplia 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 and innovative teaching materials. Our easy-to-use system has been used by more than 1,000,000 students at over 1,800 institutions. Features include “flipbook” navigation that allows students to easily scan the contents; chapter assignments, developed specifically for your textbook and customizable for your course, that are automatically graded and provide detailed responses to students; a course management system so you can post announcements, upload course materials, host student discussions, e-mail students, and manage your gradebook; and personalized support from a knowledgeable and friendly team. Our support team also offers assistance in customizing our assignments to your course schedule. To learn more, visit www.aplia.com.

Student Resources

Book Companion Site A website for students that features a wide assortment of resources to help students master the subject matter. The website, prepared by Peter Moloney of Boston College, includes a glossary, flashcards, chapter outlines, learning objectives, focus questions, interactive quizzing, essay questions, primary source exercises, and suggested readings.

CL 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 the glossary, flashcards, chapter outlines, learning objectives, focus questions, interactive quizzing, essay questions, primary source exercises, suggested readings, primary source documents with critical thinking questions, and interactive (zoomable) maps. Available at www.cengagebrain.com.

Cengagebrain.com Save your students time and money. Direct them to www.cengagebrain.com for 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% on the electronic textbook and can pay as little as \$1.99 for an individual eChapter.

Writing for College History, 1e Prepared by Robert M. Frakes, 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 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 History Handbook, 2e 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 on the go 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 wherever they are.

Doing History: Research and Writing in the Digital Age, 2e Prepared by Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser of James Madison University. Whether students are starting down the path as history majors or simply looking for a straightforward and systematic guide to writing a successful paper, they'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 sources and gathering information to writing clearly and making proper use of various citation styles to avoid plagiarism. Students will also learn how to make the most of every tool available—especially the technology that helps conduct the research process efficiently and effectively. The second edition includes a special appendix linked to CourseReader (see below), where students can examine and interpret primary sources online.

The Modern Researcher, 6e 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, analysis, writing, revision, and publication of findings, presenting 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.

CourseReader Our new CourseReader lets you create a customized electronic reader in minutes! With our 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. Once you've made your choice, students will always receive the pedagogical support they need to succeed

with the materials you've chosen: each source document includes a descriptive headnote that puts the reading into context, and every selection is further supported by both critical thinking and multiple-choice questions designed to reinforce key points.

Reader Program Cengage Learning publishes a number of readers, some containing exclusively primary sources, others a combination of primary and secondary sources, and some designed to guide students through the process of historical inquiry. Visit Cengage.com/history for a complete list of readers.

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: Beyond Boundaries* 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 dollar by giving them exactly what they need. Contact your Cengage Learning representative to explore custom solutions for your course.

Rand McNally Historical Atlas of Western Civilization, 2e This valuable resource features more than 45 maps, including maps that highlight classical Greece and Rome; document European civilization during the Renaissance; follow events in Germany, Russia, and Italy as they lead up to World Wars I and II; show the dissolution of Communism in 1989; document language and religion in the western world; and describe the unification and industrialization of Europe.

Document Exercise Workbook Prepared by Donna Van Raaphorst, Cuya-hoga Community College. A collection of exercises based around primary sources. Available in two volumes.

Music of Western Civilization Available free to adopters, and for a small fee to students, this CD contains a broad sampling of many important musical pieces of Western Civilization.

Exploring the European Past A web-based collection of documents and readings that give students first-hand insight into the period. Each module also includes rich visual sources that help put the documents into context, helping the students to understand the work of the historian.

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Each of us has benefited from the close readings and careful criticisms of our coauthors, although we all assume responsibility for our own chapters. Barry Strauss has written

Chapters 1–6; Thomas Noble, 7–10; Duane Osheim, 11–14; Kristen Neuschel, 15–19; and David Roberts, 25–30. Originally written by William Cohen, Chapters 20–24 have been substantially revised and updated by Elinor Accampo.

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The first plans for this book were laid in 1988, and over the course of twenty-four years there has been remarkable stability in the core group of people responsible for its development. The author team lost a member, Bill Cohen, but Elinor Accampo stepped into Bill's place with such skill and grace that it seemed as though she had been with us from the start. Our original sponsoring editor, Jean Woy, moved up the corporate ladder but never missed an author meeting with us. Through five editions we had the pleasure of working with production editor Christina Horn and photo researcher Carole Frohlich. For the sixth edition Jane Lee and Catherine Schnurr filled those roles, and we are grateful for their efforts, and honored to be working with Jane and Carole (assisted by Elisa Gallagher) again on this edition. Our sponsoring editor for more than a decade, Nancy Blaine, was a tower of strength. Brooke Barbier has now become our sponsoring editor. We have been fortunate in our editors, Elizabeth Welch, Jennifer Sutherland, Julie Swasey, Adrienne Zicht, and Lauren Floyd. All these kind and skillful people have elicited from us authors a level of achievement that fills us at once with pride and humility.

Thomas F. X. Noble

About the Authors

Thomas F. X. Noble After receiving his Ph.D. from Michigan State University, Thomas Noble taught at Albion College, Michigan State University, Texas Tech University, and the University of Virginia. In 1999 he received the University of Virginia's highest award for teaching excellence and in 2008 Notre Dame's Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching. In 2011 he received the Charles Sheedy, C.S.C., award for excellence in teaching and scholarship from Notre Dame's College of Arts and Letters. In 2001 he became Robert M. Conway Director of the Medieval Institute at the University of Notre Dame and in 2008 chairperson of Notre Dame's history department. He is the author of *Images, Iconoclasm, and the Carolingians*, which won the 2011 Otto Gründler Prize, and *The Republic of St. Peter: The Birth of the Papal State, 680–825*. He has edited six books. He was a member of the Institute for Advanced Study in 1994 and the Netherlands Institute for Advanced Study in 1999–2000. He has been awarded fellowships by the National Endowment for the Humanities (three times) and the American Philosophical Society (twice). He was elected a Fellow of the Medieval Academy of America in 2004. In 2012 he served as president of the American Catholic Historical Association.

Barry Strauss Professor of history and classics at Cornell University, Barry Strauss holds a Ph.D. from Yale. He has been awarded fellowships by the National Endowment for the Humanities, the American Academy in Rome, the American School of Classical Studies at Athens, The MacDowell Colony for the Arts, the Korea Foundation, and the Killam Foundation of Canada. He is the recipient of the Clark Award for excellence in teaching from Cornell. He is Chair of Cornell's Department of History, Director of Cornell's Program on Freedom and Free Societies, and Past Director of Cornell's Peace Studies Program. His many publications include *Athens After the Peloponnesian War: Class, Faction, and Policy, 403–386 B.C.*; *Fathers and Sons in Athens: Ideology and Society in the Era of the Peloponnesian War*; *The Anatomy of Error: Ancient Military Disasters and Their Lessons for Modern Strategists* (with Josiah Ober); *Hegemonic Rivalry from Thucydides to the Nuclear Age* (coedited with R. New Lebow); *War and Democracy: A Comparative Study of the Korean War and the Peloponnesian War* (coedited with David R. McCann); *Rowing Against the Current: On Learning to Scull at Forty*; *The Battle of Salamis, the Naval Encounter That Saved Greece—and Western Civilization*; *The Trojan War: A New History*; *The Spartacus War*; and *Masters of Command: Alexander, Hannibal, Caesar and the Genius of War*. His books have been translated into seven languages. His book *The Battle of Salamis* was named one of the best books of 2004 by the *Washington Post*.

Duane J. Osheim A Fellow of the American Academy in Rome with a Ph.D. in History from the University of California at Davis, Duane Osheim is professor of history at the University of Virginia. He has held fellowships from the American Council of Learned Societies, the American Philosophical Society, the National Endowment for the Humanities, and the Fulbright Program. He is author and editor of *A Tuscan Monastery and Its Social World*; *An Italian Lordship: The Bishopric of Lucca in the Late Middle Ages*; *Beyond Florence: The Contours of Medieval and Early Modern Italy*; and *Chronicling History: Chroniclers and Historians in Medieval and Renaissance Italy*.

Kristen B. Neuschel After receiving her Ph.D. from Brown University, Kristen Neuschel taught at Denison University and Duke University, where she is currently associate professor of history and Director of the Thompson Writing Program. She is a specialist in early modern French history and is the author of *Word of Honor: Interpreting Noble Culture in Sixteenth-Century France* and articles on French social history and European women's history. She has received grants from the Josiah Charles Trent Memorial Foundation, the National Endowment for the Humanities, and the American Council of Learned Societies. She has also

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Elinor A. Accampo Professor of history and gender studies at the University of Southern California, Elinor Accampo completed her Ph.D. at the University of California, Berkeley. Prior to her career at USC, she taught at Colorado College and Denison University. She specializes in modern France and is the author of *Blessed Motherhood; Bitter Fruit: Nelly Roussel and the Politics of Female Pain in Third Republic France*; and *Industrialization, Family, and Class Relations: Saint Chamond, 1815–1914*. She has coedited (with Christopher Forth) *Confronting Modernity in Fin-de-Siècle France* and (with Rachel Fuchs and Mary Lynn Stewart) *Gender and the Politics of Social Reform in France*. She has received fellowships and travel grants from the German Marshall Fund, the Haynes Foundation, the American Council of Learned Societies, and the National Endowment for the Humanities, as well as an award for Innovative Undergraduate Teaching at USC.

David D. Roberts After receiving his Ph.D. in modern European history at the University of California, Berkeley, David Roberts taught at the Universities of Virginia and Rochester before becoming professor of history at the University of Georgia in 1988. At Rochester he chaired the Humanities Department of the Eastman School of Music, and he chaired the History Department at Georgia from 1993 to 1998. A recipient of Woodrow Wilson and Rockefeller Foundation fellowships, he is the author of *The Syndicalist Tradition and Italian Fascism; Benedetto Croce and the Uses of Historicism; Nothing but History: Reconstruction and Extremity After Metaphysics; The Totalitarian Experiment in Twentieth-Century Europe: Rethinking the Poverty of Great Politics*; and *Historicism and Fascism in Modern Italy*, as well as two books in Italian and numerous articles and reviews. He is currently Albert Berry Saye Professor of History Emeritus at the University of Georgia.