

JOSHUA COLE | CAROL SYMES

COMBINED
VOLUME

WESTERN CIVILIZATIONS





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WESTERN CIVILIZATIONS

EIGHTEENTH EDITION

Volume Two

Joshua Cole and Carol Symes

Western Civilizations

Their History & Their Culture



Joshua Cole
Carol Symes



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Their History & Their Culture

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To our families:

Kate Tremel, Lucas and Ruby Cole
Tom, Erin, and Connor Wilson

with love and gratitude for their support.
And to all our students, who have also been
our teachers.

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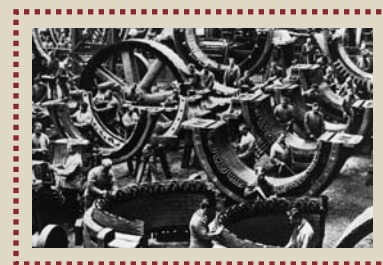
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Preface

This new edition of *Western Civilizations* sharpens and expands the set of tools we have developed to empower students—our own and yours—to engage effectively with the themes, sources, and challenges of history. It presents a clear and vigorous narrative, supplemented by a compelling selection of primary sources and striking images. At the same time, as the authors of this book’s previous edition, we have worked to develop a unified program of pedagogical elements that guide students toward a more thorough understanding of the past, and of the ways that historians reconstruct that past. This framework helps students to analyze and interpret historical evidence on their own, encouraging them to become active participants in the learning process.

Moreover, the wide chronological scope of this book offers an unusual opportunity to trace central human developments (population movements, intellectual currents, economic trends, the formation of political institutions, the power of religious belief, the role of the arts and of technologies) in a region of the world whose cultural diversity has been constantly invigorated and renewed by its interactions with peoples living in other places. Students today have a wide selection of introductory history courses to choose from, thanks to the welcome availability of introductory surveys in Latin American, African, and Asian history, alongside both traditional and innovative offerings in the history of the United States and Europe. Global history has also come into its own in recent years. But our increasing awareness that no region’s history can be isolated from global processes and connections has merely heightened the need for a richly contextualized and broad-based history such as that represented in *Western Civilizations*.

As in previous editions, we have attempted to balance the coverage of political, social, economic, and cultural phenomena with extensive treatment of material culture, daily life, gender, sexuality, art, science, and popular culture. And following the path laid out by the book’s previous authors, Judith Coffin and Robert Stacey, we have insisted

that the history of European peoples must be understood through their interactions with peoples in other parts of the world. Our treatment of this history is accordingly both deep and dynamic, attentive to the latest developments in historical scholarship.

Given the importance of placing human history in a global context, those of us who study the histories of ancient, medieval, and modern Europe are actively changing the ways that we teach this history. For good reasons reflected in the title of this book, few historians today would uphold a monolithic vision of a single and enduring “Western civilization” whose inevitable march to domination can be traced chapter by chapter through time. This older paradigm, strongly associated with the curriculum of early twentieth-century American colleges and universities, no longer conforms to what we know about the human past. Neither the “West” nor “Europe” can be seen as distinct, unified entities in space or time; the meanings attributed to these geographical expressions have changed in significant ways. Moreover, historians now agree that a linear notion of any civilization persisting unchanged over the centuries was made coherent only by leaving out the intense conflicts, extraordinary ruptures, and dynamic changes that took place at the heart of the societies we call “Western.” Smoothing out the rough edges of the past does students no favors; even an introductory text such as this one should present the past as it appears to the historians who study it—that is, as complex panorama of human effort, filled with possibility and achievement but also fraught with discord, uncertainty, accident, and tragedy.

We know that current and future users of our text will be enthusiastic to see the efforts made in this new edition to update and reorganize the Late Medieval and Early Modern periods in order to place them in a larger Atlantic World context. The major highlight of this reorganization is a brand new chapter, entitled “Europe in the Atlantic World, 1550–1650.” It places the newly integrated space of the Atlantic at the center of the story, exploring the ways,

that religious warfare, economic developments, population movements, and cultural trends shaped—and were shaped by—historical actors on this dynamic frontier. Another significant result of the reorganization of these two periods is to provide a clearer chronological framework for the narrative, so that the students can better see how major topics and events emerge from their historical contexts. This, of course, was part of a larger effort begun across the entire text in the previous edition. These revisions demonstrate our dual commitment to keep the book current and up-to-date, while striving to integrate strong pedagogical features that help students build their study and history skills.

New and Revised Pedagogical Features

In our ongoing effort to shape students' engagement with history, this book is designed to reinforce your course objectives by helping students to master core content while challenging them to think critically about the past. In order to achieve these aims, our previous edition augmented the traditional strengths of *Western Civilizations* by introducing several exciting new features. These have since been refined and revised in accordance with feedback from student readers and teachers of the book. The most important and revolutionary feature is the pedagogical structure that supports each chapter. As we know from long experience, many students in introductory survey courses find the sheer quantity of information overwhelming, and so we have provided guidance to help them navigate through the material and to read in meaningful ways.

At the outset of each chapter, the **Before You Read This Chapter** feature offers three preliminary windows onto the material to be covered: *Story Lines*, *Chronology*, and *Core Objectives*. *Story Lines* allow the student to become familiar with the primary narrative threads that tie the chapter's elements together, and the *Chronology* grounds these *Story Lines* in the period under study. *Core Objectives* provide a checklist to ensure that the student is aware of the primary teaching points in the chapter. The student is then reminded of these teaching points upon completing the chapter, in the **After You Read This Chapter** section, which prompts the student to revisit the chapter in three ways. The first, *Reviewing the Core Objectives*, asks the reader to reconsider core objectives by answering a pointed question about each one. The second, *People, Ideas, and Events in Context*, summarizes some of the particulars that students should retain from their reading, through questions that allow them to relate individual terms to the major objectives and story

lines. Finally, *Thinking about Connections*, new to this edition, allow for more open-ended reflection on the significance of the chapter's material, drawing students' attention to issues that connect it to previous chapters and giving them insight into what comes next. As a package, the pedagogical features at the beginning and end of each chapter work together to enhance the student's learning experience, by breaking down the process of reading and analysis into manageable tasks.

A second package of pedagogical features is designed to capture students' interest and to compel them to think about what is at stake in the construction and use of historical narratives. Each chapter opens with a vignette that showcases a particular person or event representative of the era as a whole. Within each chapter, an expanded program of illustrations and maps has been enhanced by the addition of **Guiding Questions** (following these illustrations' and maps' captions) that urge the reader to explore the historical contexts and significance of these features in a more analytical way. The historical value of images, artifacts, and material culture is further emphasized in another feature we introduced in our previous edition, **Interpreting Visual Evidence**. This section provides discussion leaders with a provocative departure point for conversations about the key issues raised by visual sources, which students often find more approachable than texts. Once this conversation has begun, students can further develop their skills by **Analyzing Primary Sources**, through close readings of primary texts accompanied by cogent interpretive questions. The dynamism and diversity of Western civilizations are also illuminated through a look at **Competing Viewpoints** in each chapter, in which specific debates are presented through paired primary-source texts. The bibliographical **Further Readings**, located at the end of the book, has also been edited and brought up-to-date.

In addition to these features, which have proven successful, we are delighted to introduce an entirely new segment with this eighteenth edition. The new **Past and Present** features in the main text prompt students to connect events unfolding in the past with the breaking news of our own time, by taking one episode from each chapter and comparing it with a phenomenon that resonates more immediately with our students. To bring this new feature to life for students, we have also created a new series of **Author Videos**, in which we describe and analyze these connections across time and place. There are a number of illuminating discussions, including, "Spectator Sports," which compares the Roman gladiatorial games with NFL Football; "The Reputation of Richard III," which shows how modern forensics like those we see used on numerous TV shows were recently used to identify the remains of Richard III;

“The Persistence of Monarchies in a Democratic Age,” which explains the origins and evolution of our ongoing fascination with royals like Louis XIV and Princess Diana; and “The Internet and the Enlightenment Public Sphere,” which compares the kinds of public networks that helped spread Enlightenment ideas to the way the Internet can be used today to spread political ideas in movements such as the Arab Spring and Occupy Wall Street. Through this new feature, not only do we want to encourage students to recognize the continuing relevance of seemingly distant historical moments, but also we want to encourage historically-minded habits that will be useful for a lifetime. If students learn to see the connections among their world and the past, they will be more apt to place unfolding developments and debates in a more informed and complex historical context.

A Tour of New Chapters and Revisions

Our previous edition of *Western Civilizations* featured significant changes to each of the book’s first five chapters, and this process of revision has continued in the present edition. In Chapter 1, the challenge of locating and interpreting historical evidence drawn from nontextual sources (archaeological, environmental, anthropological, mythic) is a special focus. Chapter 2 further underscores the degree to which recent archeological discoveries and new historical techniques have revolutionized our understanding of ancient history, and have also corroborated ancient peoples’ own understandings of their past. Chapter 3 offers expanded coverage of the diverse polities that emerged in ancient Greece, and of Athens’ closely related political, documentary, artistic, and intellectual achievements. Chapter 4’s exploration of the Hellenistic world includes an unusually wide-ranging discussion of the scientific revolution powered by this first cosmopolitan civilization. Chapter 5 emphasizes the ways that the unique values and institutions of the Roman Republic are transformed through imperial expansion under the Principate.

With Chapter 6, a more extensive series of revisions has resulted in some significant reshaping and reorganization, so that the book’s narrative reflects recent scholarship. The story of Rome’s transformative encounter with early Christianity has been rewritten to ensure clarity and also to emphasize the fundamental ways that Christianity itself changed through the Roman Empire and in contact with peoples from northwestern Europe. Chapter 7, which examines Rome’s three distinctive successor civilizations, now offers more extensive coverage of the reign of Justinian

and emergence of Islam. Balanced attention to the interlocking histories of Byzantium, the Muslim caliphates, and western Europe has carried forward in subsequent chapters. Chapter 8 contains an entirely new section, “A Tour of Europe around the Year 1000,” with coverage of the Viking diaspora, the formation of Scandinavian kingdoms and the empire of Cnute, early medieval Rus’ and eastern Europe, and the relationship among Mediterranean microcosms. It also features greatly expanded coverage of economy, trade, and the events leading up to the First Crusade. Chapter 9, which now covers the period 1000–1250, features a new segment on the Crusader States and crusading movements within Europe.

Chapter 10’s treatment of the medieval world between 1250 and 1350 is almost wholly new, reflecting cutting-edge scholarship on this era. It includes a fresh look at the consolidation of the Mongol Khanates, new images and maps, some new sources, and a new *Interpreting Visual Evidence* segment on seals and their users. Chapters 11 and 12 have been thoroughly reorganized and rewritten to ensure that the narrative of medieval Europeans’ colonial ventures (from the western Mediterranean to the eastern Atlantic and Africa, and beyond) is integrated with the story of the Black Death’s effects on the medieval world and the impetus for the intellectual and artistic innovations of the Renaissance. In previous editions of the book, these concurrent phenomena were treated as separate, as though they took place in three separate periods (the later Middle Ages, the Renaissance, and the Age of Exploration). This made the connections among them almost impossible to explain or appreciate. In this eighteenth edition, therefore, the voyages of Columbus are firmly rooted in their historical contexts while the religious, social, and cultural upheavals of the Reformation (Chapter 13) are more clearly placed against a backdrop of political and economic competition in Europe and the Americas.

This program of revisions sets the stage for the most significant new chapter in the book: Chapter 14, “Europe in the Atlantic World, 1550–1650.” This chapter, the hinge between the book’s first and second halves, resulted from a close collaboration between us. It is designed to function either as the satisfying culmination of a course that surveys the history of Western civilizations up to the middle of the seventeenth century (like that taught by Carol Symes) or to provide a foundation for a course on the history of the modern West (like that taught by Joshua Cole). The chapter illuminates the changing nature of Europe as it becomes fully integrated into the larger Atlantic world that dramatically impacts all of its internal political, social, cultural, and economic development. In addition to greatly enhanced treatment of the transatlantic slave trade and the Columbian

Exchange, it also features new sections on the different models of colonial settlement in the Caribbean and the Americas, as well as expanded coverage of the Thirty Years' War.

The new emphasis on the emergence of the Atlantic world carries over to Chapter 15, which covers the emergence of powerful absolutist regimes on the continent and the evolution of wealthy European trading empires in the Americas, Africa, and Asia. This material has now been reorganized to clarify developments over time, as the early successes of the Spanish empire are gradually eclipsed by the successes of the Dutch, the French, and the British empires. A new document on the Streltsy rebellion, meanwhile, allows students to better understand the contested nature of power under the Russian tsars during the absolutist period. We have retained the emphasis on intellectual and cultural history in Chapter 16, on the Scientific Revolution, and in Chapter 17, on the Enlightenment. In Chapter 16 we have enhanced our treatment of the relationship between Christian faith and the new sciences of observation with a new primary-source document by Pierre Gassendi. In Chapter 17, meanwhile, we have sought to set the Enlightenment more clearly in its social and political context, connecting it more explicitly to the theme of European expansion into the Americas and the Pacific. This helps, for example, in connecting a document like the American Declaration of Independence with the ideas of European Enlightenment thinkers.

Chapters 18–19 cover the political and economic revolutions of the late eighteenth and early nineteenth centuries. Chapter 18 covers the French Revolution and the Napoleonic empires in depth, while also drawing attention to the way that these central episodes were rooted in a larger pattern of revolutionary political change that engulfed the Atlantic world. Chapter 19 emphasizes both the economic growth and the technological innovations that were a part of the Industrial Revolution, while also exploring the social and cultural consequences of industrialization for men and women in Europe's new industrial societies. The *Interpreting Visual Evidence* feature in Chapter 19 allows students to explore the ways that industrialization created new perceptions of the global economy in Europe, changing the way people thought of their place in the world.

Chapters 20–21 explore the successive struggles between conservative reaction and radicals in Europe, as the dynamic forces of nationalism unleashed by the French Revolution redrew the map of Europe and threatened the dynastic regimes that had ruled for centuries. Here, however, we have sought to clarify the periodization of the post-Napoleonic decades by focusing Chapter 20 more clearly on the conservative reaction in Europe after 1815, and the ideologies of conservatism, liberalism, republicanism, socialism,

and nationalism. By setting the 1848 revolutions entirely in Chapter 21 (rather than split between the two chapters as in previous editions) instructors should be able to demonstrate more easily the connection between these political movements and the history of national unification in Germany and Italy in subsequent decades. While making these changes in the organization of the chapters, we have retained our treatment of the important cultural movements of the first half of the nineteenth century, especially Romanticism.

Chapter 22 takes on the history of nineteenth-century colonialism, exploring both its political and economic origins and its consequences for the peoples of Africa and Asia. The chapter gives new emphasis to the significance of colonial conquest for European culture, as colonial power became increasingly associated with national greatness, both in conservative monarchies and in more democratic regimes. Meanwhile, Chapter 23 brings the narrative back to the heart of Europe, covering the long-term consequences of industrialization and the consolidation of a conservative form of nationalism in many European nations even as the electorate was being expanded. The chapter emphasizes the varied nature of the new forms of political dissent, from the feminists who claimed the right to vote to the newly organized socialist movements that proved so enduring in many European countries.

Chapters 24 and 25 bring new vividness to the history of the First World War and the intense conflicts of the interwar period, while Chapter 26 uses the history of the Second World War as a hinge for understanding European and global developments in the second half of the twentieth century. The *Interpreting Visual Evidence* feature in Chapter 24 allows for a special focus on the role of propaganda among the belligerent nations in 1914–1918; and the chapter's section on the diplomatic crisis that preceded the First World War has been streamlined to allow students to more easily comprehend the essential issues at the heart of the conflict. In Chapter 25 the *Interpreting Visual Evidence* feature continues to explore the theme touched on in earlier chapters, political representations of "the people," this time in the context of fascist spectacles in Germany and Italy in the 1930s. These visual sources help students to understand the vulnerability of Europe's democratic regimes during these years as they faced the dual assault from fascists on the right and Bolsheviks on the left.

Chapters 27–29 bring the volumes to a close in a thorough exploration of the Cold War, decolonization, the collapse of the Soviet Union and the Eastern Bloc in 1989–1991, and the roots of the multifaceted global conflicts that beset the world in the first decade of the twenty-first century. Chapter 27 juxtaposes the Cold War with decoloni-

zation, showing how this combination sharply diminished the ability of European nations to control events in the international arena, even as they succeeded in rebuilding their economies at home. Chapter 28 explores the vibrancy of European culture in the crucial period of the 1960s to the early 1990s, bringing new attention to the significance of 1989 as a turning point in European history. Finally, extensive revisions to Chapter 29, add to the issues covered in our treatment of Europe's place in the contemporary globalized world. The chapter now includes a new section on efforts to deal with climate change, as well as expanded discussion of the impact of global terrorism, and recent developments in the Arab-Israeli conflict. The discussion on the financial crisis of 2008 and the presidency of Barack Obama has been brought up to date, and two new sections have been added to allow students to think about the Arab Spring of 2011 and the European debt crisis of recent years in connection with the broader history of European democracy, nation-building, and colonialism in the modern period.

Media Resources for Instructors and Students

LMS COURSEPACKS WITH STRONG ASSESSMENT AND LECTURE TOOLS

- **Dynamic Author Videos (55 total)** in which the authors discuss two of the main topics or themes in each chapter. New to this edition, illustrations, maps, and other types of media are integrated into the interviews to make them richer and more dynamic. These segments can serve as lecture launchers or as a preview tool for students before and after they read a chapter. (Available in PowerPoint and on Norton StudySpace.)
- **NEW Past and Present Author Videos (29 total)** that connect topics across time and place and show why history is relevant to understanding our world today (see further explanation above). Examples include “Spectator Sports,” “Medieval Plots and Modern Movies,” “Global Pandemics,” and “The Atlantic Revolutions and Human Rights” (Available in PowerPoint and on Norton StudySpace.)
- **NEW Guided Reading Exercises** by Scott Corbett (Ventura College) are designed to help students learn how to effectively read a textbook. The reading exercises, which are keyed to each chapter's *People, Ideas, and Events in Context*

questions, instill a three-step Note-Summarize-Assess pedagogy. Exercises are based on actual passages from the textbook (three exercises per chapter). Feedback will provide model responses with direct page references. (Available only in the Norton Coursepack.)

- **NEW 36 Map Exercises** can be assigned for assessment. These activities ask students a series of questions about historical events that must be answered by clicking on the map to record the answer. (Available only in the Norton Coursepack.)
- **NEW Chrono-Quiz** improving on the ever-popular Chrono-Sequencer, the Chrono-Quiz is now available as an assessment activity that will report to the school's native LMS. (Available only in the Norton Coursepack.)
- **NEW StoryMaps** break complex maps into a sequence of four to five annotated screens that focus on the *story* behind the *geography*. There are ten StoryMaps that include such topics as The Silk Road, The Spread of the Black Death, and Nineteenth-Century Imperialism. (Available only on wwnorton.com/web/westernciv18/instructors.)

INSTRUCTOR'S MANUAL

Bob Brennan (Cape Fear Community College)

Bruce Delfini (Rockland Community College)

Christopher Laney (Berkshire Community College)

Alice Roberti (Santa Rosa Community College)

The Instructor's Manual for *Western Civilizations*, Eighteenth edition, is designed to help instructors prepare lectures and exams. The Instructor's Manual contains detailed chapter outlines, general discussion questions, document discussion questions, lecture objectives, interdisciplinary discussion topics, and recommended reading and film lists. **This edition has been revised to include sample answers to all of the student-facing comprehension questions in the text.**

TEST BANK

Geoffrey Clark (SUNY Potsdam)

Donna Trembinski (St. Francis Xavier University)

The Test Bank contains over 2,000 multiple-choice, true/false, and essay questions. This edition of the Test Bank has been completely revised for content and accuracy. All test questions are now aligned to Bloom's Taxonomy for greater ease and effectiveness of assessment.

FOR STUDENTS

 www.norton.com/web/westernciv18

Free and open to all students, Norton StudySpace includes

- **Author Videos (over 80 in all)** for every chapter, including the new *Past and Present* segments that connect topics. Examples include
 - “Medieval Plots and Modern Movies”
 - “Controlling Consumption” (the legalization of controlled substances, from sixteenth-century regulations to contemporary marijuana policy)
 - “The Internet and the Enlightenment Public Sphere”
- **Chapter Outlines and Quizzes.** Quiz feedback is aligned to student learning outcomes and core objectives, along with page references.
- **World History Tours**, powered by Google Earth™, now operate from within the browser, eliminating the need to download third-party applications or files.
- **iMaps** allow students to view layers of information on each map.
- **Map Worksheets** provide each map without labels for offline re-labeling and quizzing.
- **Flashcards** align key terms and events with brief descriptions and definitions.
- Over **400 primary-source documents and images**
- **Ebook links** tie the online text to all study and review materials.

A FEW WORDS OF THANKS

Our first edition as members of *Western Civilizations'* authorial team was a challenging and rewarding one. Our second edition has been equally rewarding in that we have been able to implement a number of useful and engaging changes in the content and structure of the book, which we hope will make it even more student- and classroom-friendly. We are very grateful for the expert assistance and support of the Norton team, especially that of our editor, Jon Durbin. Melissa Atkin, our fabulous project editor, has driven the book beautifully through the manuscript process. Justin Cahill has provided good critiques of the illustrations and the new *Past and Present* features in addition to all the other parts of the project he has handled so skillfully. Evan Luberger and Rona Tucillo did an excellent job finding many of the exact images we specified. Lorraine Klimowich did an expert job developing the print ancillaries. Sean Mintus has efficiently marched

us through the production process. Steve Hoge has done a great job developing the book's fantastic emedia, particularly the new *Past and Present* Author Videos, the new Guided Reading Exercises, and the new StoryMaps. Jude Grant and John Gould were terrific in skillfully guiding the manuscript through the copyediting and proofreading stages. Finally, we want to thank Sarah England for spearheading the marketing campaign for the new edition. We are also indebted to the numerous expert readers who commented on various chapters and who thereby strengthened the book as a whole. We are thankful to our families, for their patience and advice, and to our students, whose questions and comments over the years have been essential to the framing of this book. And we extend a special thanks to, and hope to hear from, all the teachers and students we might never meet—their engagement with this book will frame new understandings of our shared past and its bearing on our future.

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