



VOLUME II:
SINCE 1500

WESTERN CIVILIZATION

Tenth
Edition

Jackson J. Spielvogel



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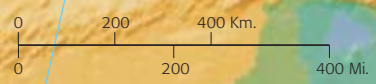


Elevation

Meters	Feet
4,000	13,120
2,000	6,560
500	1,640
200	656
Sea level	Sea level
Below sea level	Below sea level

- ⊛ National capital
- Other city

ATLANTIC OCEAN





R U S S I A

K A Z A K H S T A N

U Z B E K I S T A N

T U R K M E N I S T A N

I R A N

G E O R G I A

A R M E N I A

A Z E R B A I J A N

T U R K E Y

S Y R I A

I R A Q

E S T O N I A

L A T V I A

B E L A R U S

U K R A I N E

M O L D O V A

R O M A N I A

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C Y P R U S

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WESTERN CIVILIZATION

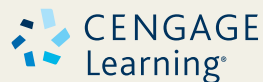
TENTH
EDITION

WESTERN CIVILIZATION

VOLUME II: SINCE 1500

Jackson J. Spielvogel

The Pennsylvania State University



Australia • Brazil • Mexico • Singapore • United Kingdom • United States

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

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PREFACE

DURING A VISIT to Great Britain, where he studied as a young man, Mohandas Gandhi, the leader of the effort to liberate India from British colonial rule, was asked what he thought of Western civilization. “I think it would be a good idea,” he replied. Gandhi’s response was as correct as it was clever. Western civilization has led to great problems as well as great accomplishments, but it remains a good idea. And any complete understanding of today’s world must take into account the meaning of Western civilization and the role Western civilization has played in history. Despite modern progress, we still greatly reflect our religious traditions, our political systems and theories, our economic and social structures, and our cultural heritage. I have written this 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 tenth edition, as in the ninth, 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 to 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, 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 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.

To help students examine how and why historians differ in their interpretation of specific topics, new historiographical sections were introduced in the ninth edition. 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?” Each of these sections is now preceded by the heading **Historians Debate** to make students more aware of the interpretive nature of history.

An additional feature that began in the seventh edition was **Images of Everyday Life**, which combines two or more illustrations with a lengthy caption to provide insight into various aspects of social life and includes such 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 now appears in a new, brief format, can be found in eighteen chapters; the features reference twenty films, including the new additions of *Suffragette* and *The Imitation Game*.

Each chapter has an introduction and 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** assists 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 has been thoroughly updated and is organized under subheadings to make it 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 section **Connections to Today** is intended to help students appreciate the relevance of history by asking them to draw connections between the past and present.

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 provided in the text in parentheses following the first mention of a complex name or term, and **Chapter Notes** is now at the end of each chapter.

New to This Edition

While preparing 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 to the tenth edition, I sought to build on the strengths of the first nine 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 Historians Debate feature, "Why Did Early Civilizations Develop?"; discovery of new hominids in Indonesia; Neanderthals and modern humans; the Lascaux cave; Enheduanna as chief priestess in Sumer; new feature, Global Perspectives: "The Stele in the Ancient World"; Hatshepsut.

Chapter 2 the Hebrew Bible, including the Documentary Hypothesis; the role of rabbis; the Ten Commandments; Assyrian society; Assyrian women; new document, "The Code of Assura"; new section, "Assyrian Culture."

Chapter 3 Minoan Crete; Mycenaean Greece; the so-called "Dark Age" in Greece; the polis; Greek cultural identity; new document, "The Teaching of Tyranny"; new feature, Global Perspectives: "The Influence of the East on the Greeks"; new Film & History format for 300; the role of the Persian threat for a growing sense of Greek cultural identity; the decline of the Greek states and the Sacred Band of Thebes; Euripides and a new section, "The Themes of Greek Tragedies"; growing sense of Greek cultural identity due to athletic games.

Chapter 4 new Film & History format for *Alexander*; new document, "The Character of Alexander"; the Ptolemaic kingdom of Egypt; the Greco-Bactrian kingdom; the Indo-Greek

kingdom; political and military institutions; new feature, Global Perspectives: "The Influence of the Greeks on India"; new section, "The Appeal of Epicureanism and Stoicism"; the mystery religions; Judas Maccabeus.

Chapter 5 new Historians Debate feature, "Who Were the Etruscans?"; Aeneas and Romulus and Remus and the legendary founding of Rome; Brutus and the founding of the Roman Republic; citizenship policy and the Roman army; new feature, Global Perspectives: "Roman and Chinese Roads"; Roman imperialism; edited coverage of Roman slavery; new Film & History format for *Spartacus*.

Chapter 6 comparison of Augustus and Julius Caesar; revolts against Roman rule during the *Pax Romana*; new Historians Debate feature, "What Was Romanization?"; the provinces; contacts with Han China; trade with India; new Film & History format for *Gladiator*; revolts against Roman rule in Judaea; new feature, Global Perspectives: "Women in the Roman and Han Empires."

Chapter 7 Diocletian's religious policy and persecution of Christians; the emperor Constantine; the early Germans; the Ostrogothic Kingdom of Italy; the Visigothic Kingdom of Spain; Pope Leo I; new document, "Pope Leo I and Attila the Hun."

Chapter 8 new feature, Global Perspectives: "Lords, Vassals, and Samurai in Europe and Japan"; new document, "A Manor House"; Empress Irene; new section, "Women in the Islamic World"; Islamic women.

Chapter 9 the role of agriculture in the development of trade in the High Middle Ages; the Commercial Revolution of the High Middle Ages; new feature, Global Perspectives: "Medieval Cities in West and East"; universities and the introduction of Aristotle's works in the West.

Chapter 10 new Film & History format for *The Lion in Winter*; Bernard of Clairvaux; new Film & History format for *Vision*; monasticism; new feature, Global Perspectives: "Medieval Monastic Life in West and East"; new document, "The Miraculous Power of the Sacraments"; new Historians Debate feature, "What Motivated the Crusaders?"; the Fourth Crusade; the effects of the crusades.

Chapter 11 the longbow; the battles of the Hundred Years' War; new document, "The Hundred Years' War"; new Film & History format for *Joan of Arc* and *The Messenger*; the Babylonian Captivity of the church; the Great Schism and popular religion; new feature, Global Perspectives: "Religious Imagery in the Medieval World"; new directions in medicine.

Chapter 12 the Hanseatic League and the city of Lübeck; Florence in the Renaissance; the spiritual perspective of Italian Renaissance humanism; new document, "The Genius of Michelangelo"; Albrecht Dürer.

Chapter 13 Erasmus; new Film & History format for *Luther*; the spread of Luther's ideas; new document, "Calvin's Rules for the Church in Geneva"; Calvin's view of female rulers; new Film & History format for *Elizabeth*.

Chapter 14 the Aztecs; Spanish cities in the New World; new feature, "Global Perspectives: West Meets East: An Exchange of Royal Letters"; Mughal India; British India; new Film & History format for *The Mission*; the Columbian Exchange.

Chapter 15 new material on women and witchcraft; new document, “The Destruction of Magdeburg in the Thirty Years’ War”; new feature, Global Perspectives: “Sun Kings: West and East”; Peter the Great.

Chapter 16 technological innovations; academic institutions; Hermetic magic and the Scientific Revolution; Tycho Brahe; medical practice; new Images of Everyday Life feature: “The Science of Collecting.”

Chapter 17 John Locke; Rococo art; new Film & History format for *Amadeus*; popular culture and the coffee house; new feature, Global Perspectives: “Popular Culture in West and East”; toleration and religion.

Chapter 18 new Film & History format for *Marie Antoinette*; Frederick II of Prussia; Joseph II of Austria; Spain; Portugal; the agricultural revolution; the consumer revolution.

Chapter 19 the Three Estates; French finances; new feature, Global Perspectives: “Revolution and Revolt in France and China”; the formation of political factions; new document, “Response to the King’s Flight to Varennes”; the flight to Varennes; the French émigrés; the Terror.

Chapter 20 new document, “The Steam Engine and Cotton”; early railroads; the Industrial Revolution on the continent; British policies in India; cheap cotton; new feature, Global Perspectives: “Attitudes of the Industrial Middle Class in Britain and Japan”.

Chapter 21 the French Revolution of 1830; the Revolutions of 1848; Romanticism; new document, “Beethoven’s Instrumental Music.”

Chapter 22 the Ottoman Empire; the Crimean War; the Franco-Prussian War; reforms in Russia; political life in Russia; Realism in art.

Chapter 23 economic growth; new feature, Global Perspectives: “West and East: Textile Factory Work”; the social classes; mass tourism; new document, “Women’s Soccer, 1881.”

Chapter 24 new document, “Dostoyevsky: An Attack on Reason”; new feature, Global Perspectives: “Impressionist Painting: West and East”; modernism and the arts; new Film & History feature on *Suffragette*; the United States; imperialism.

Chapter 25 new material in the Introduction; new Film & History format for *Paths of Glory*; new document, “The Reality of War: The Views of British Poets”; life in the trenches; new feature, Global Perspectives, “Soldiers from Around the World”; the November armistice; the Treaty of Versailles.

Chapter 26 the colonial empires; new document, “Spain in Turmoil: A View from Barcelona”; arts, film, and culture; new Film & History format for *Triumph of the Will*; new section, “The Culture of Nazism.”

Chapter 27 naval battles, including the Battle of North Atlantic and Battle of Leyte Gulf; resistance movements; new Film & History format for *Europa, Europa*; new feature, Global Perspectives: “The Impact of Total War in West and East”; new section, “The Impact of Technology”; new Film & History feature on *The Imitation Game*.

Chapter 28 new Film & History format for *The Third Man*; decolonization in Africa; decolonization in the Middle East; new feature, Global Perspectives: “The Rise of the Supermarket in West and East.”

Chapter 29 the European economy; new Film & History format for *The Iron Lady*; new document, “Margaret Thatcher: ‘Thatcherism’ and the Free Market”; Italy; the United States economy.

Chapter 30 Russia; Eastern Europe; Germany; Great Britain; France; Italy; the United States; Canada; new Film & History format for *The Lives of Others*; new document, “The West and Islam”; new sections, “Terrorism as a Global War,” “Migration Crisis,” “The New Urban Environment,” “The Digital Age,” “Art in the Contemporary World,” and “Music Since 1985”; technology; religion; new feature, Global Perspectives: “The New Global Economy: Fast Fashion.”

The enthusiastic response to the primary sources (boxed documents) led me to evaluate the content of each document carefully and add new documents throughout the text. The feature **Opposing Viewpoints**, 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 now appears in almost every chapter and includes such topics as “The Great Flood: Two Versions,” “The Black Death: Contemporary Views,” “A New Heaven: Faith Versus Reason,” “The Response to Revolution,” and “Czechoslovakia, 1968: Two Faces of Communism.” Focus questions are included to help students evaluate the documents.

New to the tenth edition is a feature entitled **Global Perspectives**, which reinforces the relationship between the West and other parts of the world. This new feature, which is found in twenty chapters, includes such topics as “The Stele in the Ancient World,” “Women in the Roman and Han Empires,” “Medieval Monastic Life in West and East,” “Revolution and Revolt in France and China,” “West and East: Textile Factory Work,” and “The New Global Economy: Fast Fashion.”

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.

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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, this text's "soup to nuts" approach to researching and writing about history addresses every step of the process: locating your sources, gathering information, writing and citing according to various style guides, and avoiding plagiarism.

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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.

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I would like to thank the many teachers and students who have used the first nine editions. 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 nine editions, which have greatly improved my work:

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