# Brief Contents

## Volume I

### The Ancient World through the Reformation

<table>
<thead>
<tr>
<th>Part</th>
<th>The Foundations of Civilization</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Civilization in the Ancient Near East: Mesopotamia, Egypt, and Israel</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2 The Greek World</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>3 Legend and History: The World of Early Greece</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>4 Democracy and Empire: The Golden Age of Athens</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>5 The Age of Alexander the Great</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>6 The Roman World</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>5 The Roman Republic: Origins, Breakdown, and Rebirth</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>6 Caesar and Christ</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>7 The Pax Romana and the Decline of Rome</td>
<td>172</td>
</tr>
<tr>
<td></td>
<td>7 The Medieval World</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>8 Icon, Scimitar, and Cross: Early Medieval Civilization (500–1100)</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>9 The Sword of Faith: The High Middle Ages (1100–1300)</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>10 The Waning of the Middle Ages (1300–1450)</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td>8 Transitions to the Modern World</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td>11 The Age of the Renaissance</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td>12 The Reformation Era</td>
<td>309</td>
</tr>
<tr>
<td></td>
<td>13 “An Embarrassment of Riches”: The Interaction of New Worlds</td>
<td>351</td>
</tr>
</tbody>
</table>
# Brief Contents

## Volume 2

**The Age of the Renaissance through the Contemporary World**

### Part I: Foundations of the Modern World

1. The Age of Renaissance and Reformation  
2. “I Am the State!”: The Development of Absolutism in England and France  
3. “Dare to Know!”: The Scientific Revolution  
4. The Enlightenment and the Revolution of the Mind

### Part II: The Era of Revolution

6. Paths of Glory: Napoleon and the Romantic Movement  
7. “A World to Win!”: The Industrial Revolution  
8. Fatherland: The Power of Nationalism  
9. “Mark Them with Your Dead!”: The Scramble for Global Empire  
10. Fin de Siècle: The Birth of the Modern Era

### Part III: The Twentieth Century and Beyond

11. The Great War (1914–1918)  
12. The Russian Revolution and the Development of the Soviet State (1917–1939)  
13. Europe between the Wars: Fascism and the Nazi Rise to Power (1919–1939)  
15. The Era of the Superpowers: Cold War Confrontation (1945–1990)  
16. The Dynamics of Change in the Contemporary World (1990–2010)
THEMATIC CONTENTS  xxi
PREFACE  xxix

PART I
THE FOUNDATIONS OF CIVILIZATION  1

1 CIVILIZATION IN THE ANCIENT NEAR EAST:
MESOPOTAMIA, EGYPT, AND ISRAEL  1

Mesopotamian Civilization  3
   The Reign of Sargon  3
   The Code of Hammurabi  4
   The Epic of Gilgamesh  6
   The Biblical Flood  8

Egyptian Civilization  9
   The Authority of the Pharaohs  9
      Building the Pyramids  HERODOTUS  10
      Mummification  HERODOTUS  10
      Ramses the Great  11

THE ARTISTIC VISION  The Great Pyramids of Egypt  13
CONTENTS

Egyptian Religion and Values 15

Instructions of Kagemni 15
The Pyramid Texts 15
The Book of the Dead: Negative Confession 16

AGAINST THE GRAIN The Amarna Revolution 17

The Hymn to Aten AKHENATEN 17

Hebrew Civilization 21

Origins, Oppression, and the Exodus of the Hebrews from Egypt 21

The Creation of the World 22
Paradise and the Fall from Grace 23
The Hebrew Bondage 24
The Burning Bush 24
The Mission of Moses 25
The Departure of the Israelites 25

Covenant and Commandments 26

The Ten Commandments 27
The Covenant Code 28

Wisdom and Psalms 28

Job: “Clothed in Fearful Splendor” 29
Psalm 104: “All Creatures Depend on You” 30

Prophets: Amos, Isaiah, and Jeremiah 31

Amos: “Let Justice Flow Like Water” 32
Yahweh: “There Is No God Except Me” 32
Isaiah’s Vision of Everlasting Peace 32

THE REFLECTION IN THE MIRROR The New Covenant of Jeremiah 33

“Deep within Them, I Shall Plant My Law” 33

PART II
THE GREEK WORLD 35

2 LEGEND AND HISTORY:
THE WORLD OF EARLY GREECE 35
The Trojan War: Homer’s Iliad  38
  The Wrath of Achilles  HOMER  38
  The Death of Hector  HOMER  40

Homecoming: The Odyssey of Homer  42
  The Adventure of the Cyclops  HOMER  42
  Odysseus in the Underworld  HOMER  44
  The Return of Odysseus  HOMER  45

Early Greek Literature (700–500 B.C.E.)  47
  Pandora’s Box of Evil  HESIOD  47
  Works and Days: Advice for the Wise  HESIOD  48
  Greek Love Poetry  SAPPHO  49
  The Celebration of Athletic Glory  PINDAR  49

3  DEMOCRACY AND EMPIRE:
  THE GOLDEN AGE OF ATHENS  51

The Greek Polis: Two Ways of Life  54
  “Man Is a Political Animal”  ARISTOTLE  54
  The City-State of Sparta: The Reforms of Lycurgus  PLUTARCH  55
  Spartan Discipline  PLUTARCH  56
  “Happiness Depends on Being Free, and Freedom Depends on Courage”:
    The Funeral Oration of Pericles (430 B.C.E.)  THUCYDIDES  57

THE HISTORIAN AT WORK—HERODOTUS
  “As Rich as Croesus”: The Happiest of Men?  60

The Persian Wars and the Defense of Greece (490–480 B.C.E.)  65
  “The Spartans Will Fight”  HERODOTUS  65
  The 300 Spartans at Thermopylae (480 B.C.E.)  HERODOTUS  66

Greek Tragedy (480–430 B.C.E.)  68
  Oedipus the King (430 B.C.E.)  SOPHOCLES  68
  Antigone (441 B.C.E.)  SOPHOCLES  69
CONTENTS

The Athenian Empire, War, and Decline (480–404 B.C.E.) 73

The HISTORIAN AT WORK—THUCYDIDES Bloodbath at Corcyra 74
“A Possession for All Time” THUCYDIDES 75
The Revolution in Corcyra: “Lust for Power Arising from Greed and Ambition” THUCYDIDES 76

The Mytilenian Debate (427 B.C.E.) THUCYDIDES 78
The Melian Debate (416 B.C.E.) THUCYDIDES 80

THE REFLECTION IN THE MIRROR Hubris: The Conceit of Power 83
The Trojan Women (415 B.C.E.) EURIPIDES 83

The Sicilian Disaster (413 B.C.E.) THUCYDIDES 85
Women and War: Lysistrata (411 B.C.E.) ARISTOPHANES 86

AGAINST THE GRAIN The Trial of Socrates 88
“You Will Not Easily Find Another Like Me” PLATO 88

4 THE AGE OF ALEXANDER THE GREAT 91

The Rise of Macedon and the Fall of Greece (350–330 B.C.E.) 93

The First Philippic (351 B.C.E.) DEMOSTHENES 93
“They Speak of Nothing but Your Power” (346 B.C.E.) ISOCRATES 95
On the Crown (330 B.C.E.) DEMOSTHENES 96

Alexander the Great? 97

“Carve Out a Kingdom Worthy of Yourself” PLUTARCH 97
The Destruction of Persepolis DIODORUS SICULUS 97
The Character and Leadership of Alexander ARRIAN 99
“Making Humankind a Single People” PLUTARCH 99

The Thought of the Age 100

The Philosophy of Plato 100

The Unenlightened Majority PLATO 101
Allegory of the Cave PLATO 102
The Equality of Women in the State PLATO 105

The Thought of Aristotle 107

Virtue and Moderation: The Doctrine of the Mean ARISTOTLE 107
The Status of Women ARISTOTLE 108
PART III
THE ROMAN WORLD 111

5 THE ROMAN REPUBLIC: ORIGINS, BREAKDOWN, AND REBIRTH 111

Roman Virtues in the Early and Middle Republic (753–150 B.C.E.) 113

THE HISTORIAN AT WORK—TITUS LIVY The Power of the Past 114

The Oath of the Horatii: “One of the Great Stories of Ancient Times” LIVY 115
The Rape of Lucretia LIVY 117
The Courage of Mucius Scaevola LIVY 118
“Hannibal at the Gates!” LIVY 120

“Cracks in the Wall”: The Breakdown Begins (150–100 B.C.E.) 122

The Destruction of Carthage (146 B.C.E.) APPIAN 122
The Growth of the Latifundia APPIAN 123
The Murder of Tiberius Gracchus (133 B.C.E.) PLUTARCH 124
“Vengeance with Excessive Cruelty” SALLUST 125

The Fall of the Roman Republic (100–31 B.C.E.) 126

THE HISTORIAN AT WORK—APPIAN The Revolt of Spartacus 127

The Civil War (49–45 B.C.E.) 130
“The Die Is Cast”: Caesar Crosses the Rubicon SUETONIUS 130
“We Must Trust to the Mercy of the Storm” CICERO 131

Julius Caesar: The Colossus That Bestrode the World? 131
Caesar's Reforms SUETONIUS 132
Abuse of Power SUETONIUS 133
The Assassination of Julius Caesar (44 B.C.E.) PLUTARCH 133

The Power Vacuum (44–31 B.C.E.) 135
“A Public Prostitute”: The Philippic against Mark Antony CICERO 135
The Murder of Cicero: “Antony's Greatest and Bitterest Enemy” APPIAN 136

AGAINST THE GRAIN: Cleopatra: Queen of the Nile 137
“The Attraction Was Something Bewitching” PLUTARCH 137
“She Was No Weak-Kneed Woman” HORACE 137
The Establishment of the Augustan Principate (31–27 B.C.E.) 138
The Powers and Authority of the Emperor  DIO CASSIUS 138
The Transition from Republic to Principate  TACITUS 139
Res Gestae: The Accomplishments of Augustus  AUGUSTUS 141
The Mission: “To Spare the Conquered and Crush the Proud”  VIRGIL 142

6 Caesar and Christ 143

Roman State Religion and the Mystery Cults 145
The Imperial Cult: The Deification of Augustus  DIO CASSIUS 145
Invasion of the Eastern Cults  MINUCIUS FELIX 145
Orgiastic Frenzy  APULEIUS 146

The Message of Jesus 147
The Baptism of Jesus 147
The Sermon on the Mount 147
The Good Samaritan 149

The Mission of Jesus 149
Instructions to the Twelve Disciples 150
Peter: The Rock 151
Suffering, Persecution, and the Son of Man 151
The Final Judgment 152

The Work of Paul 152
Paul’s Answer to the Intellectuals 152
“Neither Jew Nor Greek, Male Nor Female” 153
The Resurrection of Christ 153

Conflict and the Development of the Christian Church 154
Roman Imperial Policy Regarding Jews and Christians 154

THE HISTORIAN AT WORK—FLAVIUS JOSEPHUS  Mass Suicide at Masada 155

The Persecution of Christians under Nero (64 C.E.)  TACITUS 160
“The Infection of This Superstition Has Spread”  PLINY THE YOUNGER 160
The Persecution under Diocletian (305 C.E.)  LACTANTIUS 161
“A Religion of Lust”: Anti-Christian Propaganda  MINUCIUS FELIX 162
THE REFLECTION IN THE MIRROR  "Christians to the Lions!"  163
  A Christian Defense  TERTULLIAN  163

The Early Church Fathers  166

First Principles of the Early Church (225 C.E.)  ORIGEN  166
  The City of God  SAINT AUGUSTINE  167

AGAINST THE GRAIN  Augustine: From Sinner to Saint  168
  The Confessions  SAINT AUGUSTINE  168

The Triumph of Christianity  170

The Petrine Theory  POPE LEO I  170
  Loyalty to the Pope: Oath to Gregory II (723 C.E.)
    BISHOP BONIFACE  171

7 THE PAX ROMANA AND THE DECLINE OF ROME  172

Strength and Success (14–180 C.E.)  175

Political and Military Control  175

  The Imperial Army  FLAVIUS JOSEPHUS  175
  A Roman Triumph  ZONARAS  176
  Imperial Patronage  PLINY THE YOUNGER  177
  Techniques of Roman Control  TACITUS  178

THE HISTORIAN AT WORK—TACITUS  The Murder of Agrippina  179

"All Roads Lead to Rome"  182

  The Glory of the City  STRABO  182

THE ARTISTIC VISION  The Roman Aqueduct: Pont du Gard  184

  The Magnificence of the Baths  LUCIAN  186
  The Bath House  SENECa  186
  The Dark Side of Rome  JUVENAL  187
  "Bread and Circuses"  FRONTO  187
  "The Give and Take of Death": Gladiatorial Combat  SENECa  188
  "Charming Privacy": The Rural Aristocrat  PLINY THE YOUNGER  188
Social and Intellectual Aspects of the Pax Romana 189

The Roman Woman 189

“Subordinate Beauty” VALERIUS MAXIMUS 190
The Funeral Eulogy of Turia QUINTUS LUcretIUS VESPIlLO 190

Slavery in the Roman Empire 191

A Slave Rebellion PLINY THE YOUNGER 191
The Proper Treatment of Slaves SENECA 192
Social Mobility: “Once a Mere Worm, Now a King” PETRONIUS 192

The Stoic Philosophy 193

“What Is the Principal Thing in Life?” SENECA 193
Meditations MARCUS AURELIUS 194

Failure and Decline (180–500 C.E.) 195

“Empire for Sale” (193 C.E.) DIO CASSIUS 195
News of the Attacks JEROME 196

THE REFLECTION IN THE MIRROR The Decline of the West 197
Decline and Christianity EDWARD GIBBON 197
The Barbarization of Civilization M. I. ROSTOVTZEFF 199

PART IV

THE MEDIEVAL WORLD 201

8 ICON, SCIMITAR, AND CROSS: EARLY MEDIEVAL CIVILIZATION (500–1100) 201

Byzantine Civilization 204

The Emperor Justinian (527–565) 204
The Secret History of Justinian and Theodora PROCOPIUS 204
The Nika Riot (532) PROCOPIUS 205
The Wonders of Saint Sophia PAUL THE SILENTIARY 206

Byzantine Spiritual Foundations 208

Heresy: The Threat of Arianism EUSEBIUS 208
The Nicene Creed (325) EUSEBIUS 209
Iconoclasm and Orthodoxy: The Second Council of Nicaea (787) 210
A Western Attitude toward the Byzantine Greeks (1147) ODO OF DEUIL 210

Islamic Civilization 211

The Religious Tenets of the Qur’an 211
The Heritage of Islam 212
The Qur’an on Women 213

THE REFLECTION IN THE MIRROR The Love of Allah 214
“The Love of Allah Should Conquer a Man’s Heart” AL-GHAZZALI 214

Islamic Science and Mathematics 216
On the Separation of Mathematics and Religion AL-GHAZZALI 216
On the Causes of Small-Pox AL-RAZI 216

The Dawn of the European Middle Ages 217

Beowulf: The Germanic Hero 217
Charlemagne: The Moderate and Progressive King EINHARD 219
The Missi Dominici (802) 221

AGAINST THE GRAIN The Carolingian Renaissance 222
Education and the Scriptures CHARLEMAGNE 222

1066: The Norman Conquest of England WILLIAM OF MALMESBURY 223

THE ARTISTIC VISION The Bayeux Tapestry 224
The Norman Conquest and the Sisters of Bayeux 224

Feudalism 226

The Viking Onslaught (850–1050) 226
The Annals of Xanten (845–854) 226
The Siege of Paris (806) ABBO 228

The Feudal Relationship 229
Legal Rules for Military Service KING LOUIS IX 229
Liege Homage 229
Restraint of Feudal Violence: The Truce of God (1063) 230
Ordeal of Hot Iron 231
CONTENTS

9 THE SWORD OF FAITH:
THE HIGH MIDDLE AGES (1100–1300) 232

The Medieval Church in Ascendency 236

The Crusading Movement 236

Launching the Crusades: “It Is the Will of God!” (1095) ROBERT THE MONK 236
Out of Control: The Fall of Jerusalem (1099) 237

THE HISTORIAN AT WORK—USAMAH IBN-MUNQIDH
The Infidel: A Muslim Perspective 239
The Protection of Allah 239
The Franks: “Superior in Courage, but Nothing Else” 240

The Investiture Controversy (1075–1122) 241

The Excommunication of Emperor Henry IV (February 1076) POPE GREGORY VII 242
“Go to Canossa!” Henry’s Penance (January 28, 1077) POPE GREGORY VII 243
Oath at Canossa (January 1077) EMPEROR HENRY IV 244

THE ARTISTIC VISION The Art of Stained Glass 245
A Martyrdom in Glass: The Murder of Saint Thomas Becket EDWARD GRIM 245

Medieval Monasticism 248

The Rule of Saint Benedict (530) 249
The Vow of a Monk 251
Visions of Ecstasy HILDEGARD OF BINGEN 252
The Canticle of Brother Sun (1225) SAINT FRANCIS OF ASSISI 253

AGAINST THE GRAIN Papal Supremacy and Magna Carta
“The Rights of Englishmen”: Magna Carta (1215) 254
Innocent Protects His Investment (1216) POPE INNOCENT III 257

Mind and Society in the Middle Ages 258

The World of Thought 258

Political Theory: The Responsibilities of Kingship (1159) JOHN OF SALISBURY 258
The Existence of God SAINT THOMAS AQUINAS 259
The Love of God SAINT BERNARD OF CLAIRVAUX 260
The Dialectical Method: Sic et Non PETER ABELARD 261
CONTENTS

THE REFLECTION IN THE MIRROR  The Tragedy of Abelard and Heloise  262
A Story of Calamities  PETER ABELARD  262

The Medieval Woman  264
Whether Woman Was Fittingly Made from the Rib of Man?  SAINT THOMAS AQUINAS  264
Whether a Woman Can Baptize?  SAINT THOMAS AQUINAS  265
Chivalric Ideals: The Function of Knighthood  JOHN OF SALISBURY  266
The Minds of Women: “Freer and Sharper”  CHRISTINE DE PIZAN  267

10 THE WANING OF THE MIDDLE AGES (1300–1450)  269

The Crisis of the Medieval Church  272
The Papacy under Siege  272
Clericus Laicos (1298)  POPE BONIFACE VIII  272
Unam Sanctam (1302)  POPE BONIFACE VIII  273
The Argument against Papal Supremacy: Defensor Pacis (1324)  MARSILIIUS OF PADUA  273

The ARTISTIC VISION: Giotto at the Creative Edge  274
Lamentation for the Dead Christ  275
Giotto di Bondone: “The Student of Nature Herself”  GIORGIO VASARI  276

The Babylonian Captivity and the Conciliar Movement  276
On the Abuses of Avignon  PETRARCH  277
“The Wolf Is Carrying Away Your Sheep”  SAINT CATHERINE OF SIENA  277
The Great Schism: The Cardinals Revolt (1378)  279
The Council of Pisa (1409)  279
The Council of Constance (1417)  280

The REFLECTION IN THE MIRROR  The Vices of the Church  280
“Luxury Demands Gratifications”  NICHOLAS CLAMANGES  280
The Wealth of the Church (1480)  282

Disease and History: The Black Death (1347–1351)  282
“A Most Terrible Plague”  GIOVANNI BOCCACCIO  283
“God’s Hand Was Unstrung”  MATTEO VILLANI  285
PART V
TRANSITIONS TO THE MODERN WORLD  287

11 THE AGE OF THE RENAISSANCE  287

The Humanist Movement  290

A Humanist Education  LEONARDO BRUNI  290
Oration on the Dignity of Man (1486)  PICO DELLA MIRANDOLA  291
The Soul of Man (1474)  MARSILIO FICINO  292

Theme: The Institution and the Individual
AGAINST THE GRAIN  I, Leonardo  293
The Notebooks of a Universal Man  LEONARDO DA VINCI  293

The Life of Florence  296

The Rule of Cosimo de’ Medici  VESPASIANO  296
“This Will Be Your Final Destruction” (1494)  GIROLAMO SAVONAROLA  298
The Prince: “Everyone Sees What You Appear to Be, Few Perceive What You Are”
NICCOLO MACHIAVELLI  300

THE ARTISTIC VISION  The Dome of Brunelleschi  303
The Artistic Competition (1420)  GIORGIO VASARI  303

Mind and Society in the Renaissance  305

Renaissance Manners  305

Book of the Courtier (1518)  BALDASSARE CASTIGLIONE  305
On the Nature and Purpose of Women and Men  BALDASSARE CASTIGLIONE  306

THE REFLECTION IN THE MIRROR  The Hammer of Witches  307
“All Wickedness Is but Little to the Wickedness of a Woman”  307

12 THE REFORMATION ERA  309

The Lutheran Reformation (1517–1546)  312

The Indulgence Controversy (1517)  312
“The Cheat of Pardons and Indulgences”: The Praise of Folly (1509)
DESIDERIUS ERASMUS  312
Instructions for the Sale of Indulgences (1517)
ARCHBISHOP ALBERT OF MAINZ  314
“How Many Sins Are Committed in a Single Day?” (1517)  JOHANN TETZEL  315
THE ARTISTIC VISION
Saint Peter's Basilica 316
The Colonnade of St. Peter's Basilica GIAN LORENZO BERNINI 317
Salvation through Faith Alone MARTIN LUTHER 317
The Ninety-Five Theses (1517) MARTIN LUTHER 319

Breaking with Rome (1517–1525) 320
Address to the Christian Nobility of the German Nation (1520) MARTIN LUTHER 321
On Christian Liberty (1520) MARTIN LUTHER 322
“Here I Stand”: Address at the Diet of Worms (1521) MARTIN LUTHER 324
The Edict of Worms (1521) EMPEROR CHARLES V 325

Social and Political Aspects of the Lutheran Reformation 326
On Celibacy and Marriage MARTIN LUTHER 326
Condemnation of the Peasant Revolt (1524) MARTIN LUTHER 327

In the Wake of Luther 328
John Calvin and the Genevan Reformation (1536–1564) 328
On the Necessity of Reforming the Church (1544) JOHN CALVIN 329
Predestination: Institutes of the Christian Religion (1536) JOHN CALVIN 330
Genevan Catechism (1541): Concerning the Lord's Supper JOHN CALVIN 331
Ordinances for the Regulation of Churches (1547) JOHN CALVIN 331
The Spread of Calvinism (1561) GIOVANNI MICHELI 332

THE REFLECTION IN THE MIRROR “Beware of Infection”: The Abdication of Charles V 333
“The Wretched Condition of the Christian State” (1556) EMPEROR CHARLES V 333

The Radical Reformation: Anabaptism 335
On the Mystery of Baptism (1526) HANS HUT 336
“They Should Be Drowned without Mercy”: Measures against Anabaptists 337

The English Reformation (1534–1603) 338
The Supremacy Act (1534): “The Only Supreme Head of the Church of England” 339
The Act of Succession (1534) 340
Good Queen Mary (1553): “Loving Subjects and Christian Charity” 340
Bloody Mary: “To Be Burned According to the Wholesome Laws of Our Realm” 341
The Enforcement of the Elizabethan Settlement (1593):
“Divine Service According to Her Majesty's Laws” 341

The Catholic Reformation (1540–1565) 342
The Society of Jesus 342
Constitution of the Society of Jesus (1540) 342
Spiritual Exercises (1548) IGNATIUS LOYOLA 343
## CONTENTS

The Way of Perfection: “Prayer Is the Mortar Which Keeps Our House Together”
SAINT TERESA OF AVILA 343

The Council of Trent (1545–1563) 344

- The Profession of Faith 345
- The Closing Oration at Trent (1563) BISHOP JEROME RAGOZONUS 345
- The Tridentine Index of Books (1564) 347

Resolution: The Bloody Wars of Religion (1562–1648) 349

- The Saint Bartholomew’s Day Massacre (1572): “A Thousand Times More Terrible than Death Itself” THE DUKE OF SULLY 349
- The Edict of Nantes (1598) 350

13 “AN EMBARRASSMENT OF RICHES”: THE INTERACTION OF NEW WORLDS 351

- Domination and Destruction 355
  - The Ottoman Empire of Turkey 355
    - Süleyman “The Lawgiver” and the Advantages of Islam OGIER DE BUSBECQ 355
    - Women in Ottoman Society OGIER DE BUSBECQ 357
  - The Spanish Conquest of Mexico 358
    - The Aztec Encounter: “This Was Quetzalcoatl Who Had Come to Land” BERNARDINO DE SAHAGÚN 358
    - Montezuma: “We Shall Obey You and Hold You as Our God” HERNANDO CORTÉS 359
    - Human Sacrifice: “A Most Horrid and Abominable Custom” HERNANDO CORTÉS 360
    - The Destruction of Tenochtitlán: “And Their Mothers Raised a Cry of Weeping” BERNARDINO DE SAHAGÚN 360
    - “We Could No Longer Endure the Stench of Dead Bodies” HERNANDO CORTÉS 361
    - The Devastation of Smallpox BERNARDINO DE SAHAGÚN 362
  - The Advantages of Empire 363
    - The Spanish Empire in America 363
      - The Extraction of Mercury ANTONIO VASQUEZ DE ESPINOSA 364
      - The Silver Mines of Potosí ANTONIO VASQUEZ DE ESPINOSA 365
      - The Barbarians of the New World: “They Are Slaves by Nature” JUAN GINES DE SEPULVEDA 366
  - THE REFLECTION IN THE MIRROR The “Black Legend” of Spain 367
    - “They Slaughtered Anyone and Everyone” Bartolomé de las Casas 367

Visions of the New World 369

- Utopia SIR THOMAS MORE 369
- On Cannibals MICHEL DE MONTAIGNE 371
PART I  THE FOUNDATIONS OF CIVILIZATION 1

CHAPTER 1: Civilization in the Ancient Near East: Mesopotamia, Egypt, and Israel 1

The Power Structure
- The Reign of Sargon 3
- The Code of Hammurabi 4
- Herodotus: Building the Pyramids 6
- Ramses the Great 11

Social and Spiritual Values
- The Epic of Gilgamesh 6
- The Biblical Flood 8
- Herodotus: Mummification 10
- Instructions of Kagemni 15
- The Pyramid Texts 15
- The Book of the Dead: Negative Confession 16

The Old Testament:
- The Creation of the World 22
- Paradise and the Fall from Grace 23
- The Hebrew Bondage 24
- The Burning Bush 24
- The Mission of Moses 25
- The Departure of the Israelites 25
- The Ten Commandments 27
- The Covenant Code 28
- Job: “Clothed in Fearful Splendor” 29
- Psalm 104: “All Creatures Depend on You” 30
- Amos: “Let Justice Flow Like Water” 32
- Yahweh: “There Is No God Except Me” 32
- Isaiah’s Vision of Everlasting Peace
- Jeremiah: “Deep within Them, I Shall Plant My Law” 33

Revolution and Historical Transition
- Akhenaten: The Hymn to Aten

PART II: THE GREEK WORLD 35

CHAPTER 2: Legend and History: The World of Early Greece 35

Social and Spiritual Values
- Homer: The Wrath of Achilles 38
- The Death of Hector 40
- The Adventure of the Cyclops 42
- Odysseus in the Underworld 44
- The Return of Odysseus 45
- Hesiod: Pandora’s Box of Evil 47
- Works and Days: Advice for the Wise 48
- Sappho: Greek Love Poetry 48
- Pindar: The Celebration of Athletic Glory 49
CHAPTER 3: Democracy and Empire: The Golden Age of Greece  51

The Power Structure

Aristotle: “Man Is a Political Animal”  54
Plutarch: The City-State of Sparta: Reforms of Lycurgus  55
Spartan Discipline  56
Thucydides: “Happiness Depends on Being Free, and Freedom Depends on Courage”: The Funeral Oration of Pericles (430 B.C.E.)  57
“A Possession for All Time”  75
The Revolution in Corcyra: “Lust for Power Arising from Greed and Ambition”  76
The Mytilenian Debate (427 B.C.E.)  78
The Melian Dialogue (416 B.C.E.)  80

Social and Spiritual Values

Thucydides: “Happiness Depends on Being Free, and Freedom Depends on Courage”: The Funeral Oration of Pericles (430 B.C.E.)  57
Herodotus: “As Rich as Croesus”: The Happiest of Men?  60
Sophocles: Oedipus the King (430 B.C.E.)
Antigone (441 B.C.E.)  60
Plato: The Trial of Socrates: “You Will Not Easily Find Another Like Me”  88

The Institution and the Individual

Herodotus: “The Spartans Will Fight”  65
The 300 Spartans at Thermopylae (480 B.C.E.)  66

Imperialism

Thucydides: The Mytilenian Debate (427 B.C.E.)  78
The Melian Dialogue (416 B.C.E.)  80
The Sicilian Disaster (413 B.C.E.)  85

Revolution and Historical Transition

Thucydides: “A Possession for All Time”  75
The Revolution in Corcyra: “Lust for Power Arising from Greed and Ambition”  76

Women in History

Sophocles: Antigone (441 B.C.E.)  69
Euripides: The Trojan Women (415 B.C.E.)  83
Aristophanes: Women and War: Lysistrata (411 B.C.E.)  86

CHAPTER 4: The Age of Alexander the Great  91

The Power Structure

Demosthenes: The First Philippic (351 B.C.E.)  93
Isocrates: “They Speak of Nothing but Your Power” (346 B.C.E.)  95
Demosthenes: On the Crown (330 B.C.E.)  96
Plato: The Unenlightened Majority  101

The Institution and the Individual

Arrian: The Character and Leadership of Alexander  99
Plutarch: “Making Humankind a Single People”  99
Plato: Allegory of the Cave  102
Aristotle: Virtue and Moderation: The Doctrine of the Mean  107

Imperialism

Plutarch: “Carve Out a Kingdom Worthy of Yourself!”  97
Diodorus Siculus: The Destruction of Persepolis  97

Women in History

Plato: The Equality of Women in the State  105
Aristotle: The Status of Women  108
PART III: THE ROMAN WORLD 111

CHAPTER 5: The Roman Republic: Origins, Breakdown, and Rebirth 111

The Power Structure

Suetonius: "The Die Is Cast": Caesar Crosses the Rubicon 130
Cicero: "We Must Trust to the Mercy of the Storm" 131
Suetonius: Caesar's Reforms 132
Plutarch: The Assassination of Julius Caesar (44 B.C.E.) 133
Cicero: "A Public Prostitute": The Philippic against Mark Antony 135
Appian: The Murder of Cicero: "Antony's Greatest and Bitterest Enemy" 136
Dio Cassius: The Powers and Authority of the Emperor 138
Tacitus: The Transition from Republic to Principate 139
Augustus: Res Gestae: The Accomplishments of Augustus 141
Virgil: The Mission: "To Spare the Conquered and Crush the Proud" 142

Social and Spiritual Values

Livy: The Oath of the Horatii: "One of the Great Stories of Ancient Times" 115
The Rape of Lucretia 117
The Courage of Mucius Scaevola 118

The Institution and the Individual

Livy: "Hannibal at the Gates!" 120
Plutarch: The Murder of Tiberius Gracchus (133 B.C.E.) 124
Sallust: "Vengeance with Excessive Cruelty" 125
Appian: The Revolt of Spartacus 122
Dio Cassius: The Powers and Authority of the Emperor 138
Tacitus: The Transition from Republic to Principate 139

Revolution and Historical Transition

Livy: The Power of the Past 114
Plutarch: The Murder of Tiberius Gracchus (133 B.C.E.) 124
Sallust: "Vengeance with Excessive Cruelty" 125

The Varieties of Truth

Augustus: Res Gestae: The Accomplishments of Augustus 141
Virgil: The Mission: "To Spare the Conquered and Crush the Proud" 142

Women in History

Plutarch: Cleopatra: "The Attraction Was Something Bewitching" 137
Horace: Cleopatra: "She Was No Weak-Kneed Woman" 137

CHAPTER 6: Caesar and Christ 143

The Power Structure

Flavius Josephus: Mass Suicide at Masada 155
Tacitus: The Persecution of Christians under Nero (64 C.E.) 160
Lactantius: The Persecution under Diocletian (305 C.E.) 161
Pliny the Younger: "The Infection of This Superstition Has Spread" 160
Minucius Felix: "A Religion of Lust" Anti-Christian Propaganda 162
### Thematic Contents

**Pope Leo I: The Petrine Theory** 170  
Bishop Boniface: Loyalty to the Pope:  
Oath to Gregory II (723 C.E.) 171

**Social and Spiritual Values**
- Dio Cassius: The Imperial Cult: The Deification of Augustus 145  
- Minucius Felix: Invasion of the Eastern Cults 145  
- Apuleius: Orgiastic Frenzy 146  
- The Good Samaritan 149  
- Instructions to the Twelve Disciples 150  
- Peter: The Rock 151  
- Suffering, Persecution, and the Son of Man 151  
- The Final Judgment 152  
- Paul’s Answer to the Intellectuals 152  
- “Neither Jew Nor Greek, Male Nor Female” 153  
- The Resurrection of Christ 153

**The Institution and the Individual**
- Flavius Josephus: Mass Suicide at Masada 155  
- Tertullian: A Christian Defense 163  
- Origen: First Principles of the Early Church (225 C.E.) 166  
- Saint Augustine: *The Confessions* 168

**Revolution and Historical Transition**
- Dio Cassius: “Empire for Sale” (193 C.E.) 195  
- Jerome: News of the Attacks 196  
- Edward Gibbon: Decline and Christianity 197  
- M. I. Rostovtzeff: The Barbarization of Civilization 199

**The Individual and the Institution**
- Seneca: “What Is the Principal Thing in Life?” 193  
- Marcus Aurelius: *Meditations* 194

**Revolution and Historical Transition**
- Dio Cassius: “Empire for Sale” (193 C.E.) 195  
- Jerome: News of the Attacks 196  
- Edward Gibbon: Decline and Christianity 197  
- M. I. Rostovtzeff: The Barbarization of Civilization 199

**Women in History**
- Tacitus: The Murder of Agrippina 179  
- Valerius Maximus: “Subordinate Beauty” 190  
- Quintus Lucretius Vespillo: The Funeral Eulogy of Turia 190
PART IV: THE MEDIEVAL WORLD 201

CHAPTER 8: Icon, Scimitar, and Cross: Early Medieval Civilization (500–1000) 201

The Power Structure

The Secret History of Justinian and Theodora 204
The Nika Riot (532) 205
Einhard: Charlemagne: The Moderate and Progressive King 219
The Missi Dominici (802) 221
King Louis IX: Legal Rules for Military Service 229
Liege Homage 229

Social and Spiritual Values

Heresy: The Threat of Arianism 208
The Nicene Creed (325) 209
Iconoclasm and Orthodoxy: The Second Council of Nicaea (787) 210
Odo of Deuil: A Western Attitude toward the Byzantine Greeks (1147) 210
The Heritage of Islam 212
The Qur’an on Women 213
Al-Ghazzali: The Love of Allah Should Conquer a Man’s Heart 214
On the Separation of Mathematics and Religion 216
Beowulf: The Germanic Hero 217
Charlemagne: Education and the Scriptures 222
Restraint of Feudal Violence: The Truce of God (1063) 230

The Institution and the Individual

Al-Razi: On the Causes of Small-Pox 226
Beowulf: The Germanic Hero 217

Imperialism

The Annals of Xanten (845–854) 228

Abbo: The Siege of Paris (806)
Ordeal of Hot Iron 231

The Varieties of Truth

Paul the Silentiary: The Wonders of Saint Sophia 206
The Norman Conquest and the Sisters of Bayeux 224

Women in History

The Qur’an on Women 213

CHAPTER 9: The Sword of Faith: The High Middle Ages (1100–1300) 232

The Power Structure

Robert the Monk: Launching the Crusades: “It Is the Will of God!” (1095) 236
Out of Control: The Fall of Jerusalem (1099) 237
Pope Gregory VII: The Excommunication of Emperor Henry IV (February 1076) 242
“Go to Canossa!”: Henry’s Penance (January 28, 1077) 243
Emperor Henry IV: Oath at Canossa (January 1077) 244
“The Rights of Englishmen”: Magna Carta (1215) 254
John of Salisbury: Political Theory: The Responsibilities of Kingship (1159) 258

Social and Spiritual Values

Usamah Ibn-Munqidh: The Protection of Allah 239
The Rule of Saint Benedict (530) 249
The Vow of a Monk 252
Hildegard of Bingen: Visions of Ecstasy 252
Saint Francis of Assisi: The Canticle of Brother Sun (1225)
Saint Thomas Aquinas: The Existence of God 259
Saint Bernard of Clairvaux: The Love of God 260
xxiv  Thematic Contents

The Institution and the Individual
Pope Innocent III: Innocent Protects His Investment (1216)  257
Hildegard of Bingen: Visions of Ecstasy  252
Saint Francis of Assisi: The Canticle of Brother Sun (1225)  253
Peter Abelard: The Dialectical Method: Sic et Non  261
Abelard and Heloise: A Story of Calamities

Imperialism
Robert the Monk: Launching the Crusades: “It Is the Will of God!” (1095)  236
Out of Control: The Fall of Jerusalem (1099)  237

The Varieties of Truth
Edward Grim: A Martyrdom in Glass: The Murder of Saint Thomas Becket  245

Women in History
Peter Abelard: The Tragedy of Abelard and Heloise: A Story of Calamities  262
Saint Thomas Whether Woman Was Fittingly Aquinas: Made from the Rib of Man?  264
Whether a Woman Can Baptize?  265
Hildegard of Bingen: Visions of Ecstasy  252
John of Salisbury: Chivalric Ideals: The Function of Knighthood  266
Christine de Pizan: The Minds of Women: “Freer and Sharper”  267

Chapter 10: The Waning of the Middle Ages (1300–1450)  269

The Power Structure
Pope Boniface VIII: Clericis Laicos (1298)  272
Pope Boniface VIII: Unam Sanctam (1302)  273
Marsilius of Padua: The Argument against Papal Supremacy: Defensor Pacis (1324)  273
The Great Schism: The Cardinals Revolt (1378)  278
The Council of Pisa (1409)  279
The Council of Constance (1417)  280

Social and Spiritual Values
Giorgio Vasari: Giotto di Bondone: “The Student of Nature Herself”  276
Petrarch: On the Abuses of Avignon  277
Saint Catherine of Siena: “The Wolf Is Carrying Away Your Sheep”  277
Nicholas Clamanges: “Luxury Demands Gratifications”  280
The Wealth of the Church (1480)  282

The Institution and the Individual
Marsilius of Padua: The Argument against Papal Supremacy: Defensor Pacis (1324)  273
Giovanni Boccaccio: “A Most Terrible Plague”  283
Mateo Villani: “God’s Hand Was Unstrung”  285

Revolution and Historical Transition
Giorgio Vasari: Giotto di Bondone: “The Student of Nature Herself”  276
Giovanni Boccaccio: “A Most Terrible Plague”  283
Mateo Villani: “God’s Hand Was Unstrung”  285

Women in History
Saint Catherine of Siena: “The Wolf Is Carrying Away Your Sheep”  277
PART V: TRANSITIONS TO THE MODERN WORLD  287

CHAPTER 11: The Age of the Renaissance  287

The Power Structure

Vespasiano: The Rule of Cosimo de’ Medici  296
Girolamo Savonarola: “This Will Be Your Final Destruction” (1494)  298
Niccolò Machiavelli: The Prince: “Everyone Sees What You Appear to Be, Few Perceive What You Are”  300

Social and Spiritual Values

Leonardo Bruni: A Humanist Education  290
Pico della Mirandola: Oration on the Dignity of Man (1486)  291
Marsilio Ficino: The Soul of Man (1474)  292
Baldassare Castiglione: Book of the Courtier (1518)  305

The Institution and the Individual

Leonardo da Vinci: The Notebooks of a Universal Man  293
Giorgio Vasari: The Artistic Competition (1420)  303

Women in History

Baldassare Castiglione: On the Nature and Purpose of Women and Men  306
“All Wickedness Is but Little to the Wickedness of a Woman”  307

CHAPTER 12: The Reformation Era  309

The Power Structure

Emperor Charles V: The Edict of Worms (1521)  325
John Calvin: Genevan Catechism (1541): Concerning the Lord’s Supper  331
Ordinances for the Regulation of Churches (1547)  331
Giovanni Michiel: The Spread of Calvinism (1561)  332
Emperor Charles V: “The Wretched Condition of the Christian State” (1556)  333
“They Should Be Drowned without Mercy”: Measures against Anabaptists  337
The Supremacy Act (1534): “The Only Supreme Head of the Church of England”  339
The Act of Succession (1534)  340
Good Queen Mary (1553): “Loving Subjects and Christian Charity”  340
Bloody Mary: “To Be Burned According to the Wholesome Laws of Our Realm”  341
The Enforcement of the Elizabethan Settlement (1593): “Divine Service According to Her Majesty’s Laws”  341
The Edict of Nantes (1598)  347

Social and Spiritual Values

Archbishop Albert: Instructions for the Sale of Indulgences (1517)  314
Johann Tetzel: “How Many Sins Are Committed in a Single Day?” (1517)  315
Martin Luther: Salvation through Faith Alone The Ninety-Five Theses (1517)  319
“Here I Stand”: Address at the Diet of Worms (1521)  324
Address to the Christian Nobility of the German Nation (1520)  321
On Christian Liberty (1520)  322
On Celibacy and Marriage  326
Condemnation of the Peasant Revolt (1524)  327
John Calvin: On the Necessity of Reforming the Church (1544)  327
Predestination: Institutes of the Christian Religion (1536)  330
Hans Hut: On the Mystery of Baptism (1526)  336
“They Should Be Drowned without Mercy”: Measures against Anabaptists  337
Constitution of the Society of Jesus (1540)  342
xxvi  Thematic Contents

Ignatius Loyola: *Spiritual Exercises* (1548)  343
Saint Teresa of Avila: *The Way of Perfection*:
  “Prayer Is the Mortar Which Keeps Our House Together”  343
The Profession of Faith  345
Bishop Ragozonius: Jerome The Closing Oration at Trent (1563)  345
The Tridentine Index of Books (1564)  347

The Institution and the Individual

Desiderius Erasmus: “The Cheat of Pardons and Indulgences”: *The Praise of Folly* (1509)  312
Martin Luther: Salvation through Faith Alone  318
  “Here I Stand”: Address at the Diet of Worms (1521)  324
Emperor Charles V: “The Wretched Condition of the Christian State” (1556)  333
Saint Teresa of Avila: *The Way of Perfection*:
  “Prayer Is the Mortar Which Keeps Our House Together”  343

Revolution and Historical Transition

Martin Luther: Salvation through Faith Alone  318
  *The Ninety-Five Theses* (1517)  319
  “Here I Stand”: Address at the Diet of Worms (1521)  324

Women in History

Saint Teresa of Avila: *The Way of Perfection*:
  “Prayer Is the Mortar Which Keeps Our House Together”  343
Good Queen Mary (1553): “Loving Subjects and Christian Charity”  340
Bloody Mary: “To Be Burned According to the Wholesome Laws of Our Realm”  341
The Enforcement of the Elizabethan Settlement (1593): “Divine Service According to Her Majesty’s Laws”  341

CHAPTER 13: “An Embarrassment of Riches”:
*The Interaction of New Worlds*  351

The Power Structure

Ogier de Busbecq: Süleyman “The Lawgiver” and the Advantages of Islam  355
Antonio Vásquez de Espinosa: The Extraction of Mercury  364
The Silver Mines of Potosí  365
Juan Gines de Sepúlveda: The Barbarians of the New World: “They Are Slaves by Nature”  366
Bartolomé de Casas: “They Slaughtered Anyone Las and Everyone”  367

The Institution and the Individual

Thomas More: *Utopia*  369
Michel de Montaigne: *On Cannibals*  371

Imperialism

Bernardino de Sahagún: The Aztec Encounter:
  “This Was Quetzalcoatl Who Had Come to Land”  358
Hernando Cortés: Montezuma: “We Shall Obey You and Hold You as Our God”  359
Human Sacrifice: “A Most Horrid and Abominable Custom”  360
Bernardino de Sahagún: The Destruction of Tenochtitlán: “And Their Mothers Raised a Cry of Weeping”  360
Hernando Cortés: “We Could No Longer Endure the Stench of Dead Bodies”  361
Bernardino de Sahagún: The Devastation of Smallpox  362
Antonio Vásquez de Espinosa: The Extraction of Mercury  364
The Silver Mines of Potosí  365
Juan Gines Sepúlveda: The Barbarians of the New de World: “They Are Slaves by Nature”  366
Bartolomé de las Casas: “They Slaughtered Anyone and Everyone”  367

Women in History

Ogier de Busbecq: Women in Ottoman Society  357
Preface

The Roman orator Cicero once remarked, “History is the witness of the times, the torch of truth, the life of memory, the teacher of life, the messenger of antiquity.” In spite of these noble words, historians have often labored under the burden of justifying the value of studying events that are over and done. Humankind is practical, more concerned with its present and future than with its past. And yet the study of history provides us with unique opportunities for self-knowledge. It teaches us what we have done and therefore helps define what we are. On a less abstract level, the study of history enables us to judge present circumstance by drawing on the laboratory of the past. Those who have lived and died have left a legacy of experience through their recorded attitudes, actions, and ideas.

One of the best ways to travel through time and space and perceive the very humanness that lies at the root of history is through the study of primary sources. These are the documents, coins, letters, inscriptions, art, music, architecture, and monuments of past ages. The task of historians is to evaluate this evidence with a critical eye and then construct a narrative that is consistent with the “facts” as they have established them. Such interpretations are inherently subjective and therefore open to dispute. History is thus filled with controversy as historians argue their way toward the so-called truth. The only way to work toward an understanding of the past is through personal examination of the primary sources.

Yet for the beginning student, this poses some difficulties. Such inquiry casts the student adrift from the security of accepting the “truth” as revealed in a textbook. In fact, history is too often presented in a deceptively objective manner; one learns facts and dates in an effort to obtain the “right” answers for multiple-choice tests. But the student who has wrestled with primary sources and has experienced voices from the past on a more intimate level accepts the responsibility of evaluation and judgment. He or she understands that history does not easily lend itself to “right” answers, but demands reflection on the problems that have confronted past societies and that are at play even in our contemporary world. Cicero was right in viewing history as the “life of memory.” But human memory is fragile, and the records of the past can be destroyed or distorted. Without the past, people have nothing with which to judge what they are told in the present. Truth then becomes the preserve of the ruler or government, no longer relative, but absolute. The study of history, and primary sources in particular, goes far in making people aware of the continuity of humankind and the progress of civilization.

Aspects of Western Civilization offers the student an opportunity to evaluate the primary sources of the past and to do so in a structured and organized format. The documents provided are diverse and include state papers, secret dispatches, letters, diary accounts, poems, newspaper articles, papal encyclicals, propaganda flyers,
and trial testimony. Occasionally, the assessments of modern historians are included to lend perspective. All sources give testimony to human endeavor in Western societies. Yet this two-volume book has been conceived as more than a simple compilation of primary sources. The subtitle of the work, Problems and Sources in History, gives true indication of the nature of the book’s premise. It is meant to provide the student with thoughtful and engaging material focused around individual units that encompass time periods, specific events, and historical questions. Students learn from the past most effectively when posed with problems that have meaning for their own lives. In evaluating the material from Aspects of Western Civilization, the student will discover that issues are not nearly as simple as they may appear at first glance. Historical sources often contradict each other, and truth then depends on logic and one’s own experience and outlook on life. Throughout these volumes, the student is confronted with basic questions regarding historical development, human nature, moral action, and practical necessity. The text is therefore broad in its scope and incorporates a wide variety of political, social, economic, religious, intellectual, and scientific issues. It is internally organized around seven major themes that provide direction and cohesion to the text while allowing for originality of thought in both written and oral analysis:

1. The Power Structure: What are the institutions of authority in Western societies, and how have they been structured to achieve political, social, and economic stability? This theme seeks to introduce the student to the various systems of rule that have shaped Western civilization: classical democracy, representative democracy (republican government), oligarchy, constitutional monarchy, divine-right monarchy, theocracy, and dictatorship (especially fascism and totalitarian rule). What are the advantages and drawbacks to each? This rubric also includes the concepts of balance of power and containment, principles of succession, geopolitics, and social and economic theories such as capitalism, communism, and socialism.

2. Social and Spiritual Values: The Judeo-Christian and Islamic heritages of Western civilization form the basis of this theme. How have religious values and moral attitudes affected the course of Western history? Is there a natural competition between Church and State as two controlling units in society? Which is more influential, which legacy more enduring? How has religion been used as a means of securing political power or of instituting social change? To what extent have spiritual reform movements resulted in a change of political or social policy? Are ideas more potent than any army? Why have so many people died fighting for religions that abhor violence? Does every society need a spiritual foundation? Also included in this rubric are sources that express the values of particular societies, thus affording comparison with others.

3. The Institution and the Individual: What is the relationship between the institutions of society and the individual—between personal, creative expression in society and the governing political, religious, and social institutions of the age? How have writers, artists, and poets been variously employed through patronage systems to enhance political authority, perpetuate myths, and create heroes who embody the values of the age? What is the role of the rebel, the free thinker, who works against the grain and threatens the status quo by exploring new dimensions of thought or creative expression?

4. Imperialism: How has imperialism been justified throughout Western history, and what are the moral implications of gaining and maintaining an empire? Is defensive imperialism a practical foreign policy option? Is containment essentially a defensive or offensive policy? This theme is often juxtaposed with subtopics of nationalism, war, altruism, and human nature.

5. Revolution and Historical Transition: This theme seeks to define and examine the varieties of revolution: political, intellectual, economic, social, and artistic. What are the underlying and precipitating causes of political revolution? How essential is the intellectual foundation? Do technological and economic revolutions have a direct correlation to political or social revolutions? Does an artistic revolution stem from political change or a shifting of social realities? This theme focuses
on transition through historical or artistic periods and encourages students to debate and develop their own philosophies of historical change.

6. The Varieties of Truth: What is the role of propaganda in history? Many sections examine the use and abuse of information, often in connection with absolute government, revolution, imperialism, or genocide. What roles do art, architecture, poetry, and literature play in the “creation of belief” and in the successful consolidation of power? This theme emphasizes the relativity of truth and stresses the responsibility of the individual to assess the validity of evidence.

7. Women in History: The text intends to help remedy the widespread omission of women from the history of Western society and to develop an appreciation for their contributions to the intellectual and political framework of Western civilization. At issue is how women have been viewed—or rendered invisible—throughout history and how individually and collectively their presence is inextricably linked with the development and progress of civilization. This inclusive approach stresses the importance of achieving a perspective that lends value and practical application to history.

STRUCTURE OF ASPECTS OF WESTERN CIVILIZATION

The main strength of the text lies in its structure and in the direction given to the student through introductions to each primary source. Study questions promote analysis and evoke critical response. Each chapter follows the same format:

• Timeline Chronological Overview: These brief timelines are designed to give students a visual perspective of the main events, movements, and personalities discussed in the chapter. Each chapter also has a Key Events chronology for historical continuity.

• Quotations: These are statements from various historians, artists, philosophers, diplomats, literary figures, and religious spokespersons who offer insight and give perspective on the subject matter of the chapter.

• Chapter Themes: Each chapter is framed by several questions that direct the reader to broader issues and comparative perspectives found in the ideas and events of other chapters. This feature acknowledges the changing perspectives of different eras while linking historical problems that emphasize the continuity of history.

• General Introduction: A general introduction then provides a brief historical background and focuses on the themes or questions to be discussed in the chapter.

• Headnotes: These are extensive introductions that explain in detail the historical or biographical background of each primary source. They also focus on themes and discuss interrelationships with other relevant primary sources.

• Primary Sources: The sources provided are diverse and include excerpts from drama and literature, short stories, speeches, letters, diary accounts, poems, newspaper articles, philosophical tracts, propaganda flyers, and works of art and architecture.

• Study Questions: A series of study questions conclude each source or chapter section and present a basis for oral discussion or written analysis. The study questions do not seek mere regurgitation of information but demand a more thoughtful response that is based on reflective analysis of the primary sources.

FEATURES AND INTEGRATED FORMAT

The study of history is necessarily an integrative experience. Aspects of Western Civilization provides insight into the interrelationships among art, music, literature, poetry, and architecture during various historical periods. Students are linked to relevant historical events, broader artistic movements, styles, and historiography through four unique features of the text:

1. The Artistic Vision: This feature emphasizes the creative processes and vision of an artist who embodies a dominant style of the period or
expresses the social or spiritual values of the age. This feature includes architecture as an expression of culture and presents a visual analysis of painting and sculpture, architectural floor plans, religious shrines, theaters, or other monuments that are important cultural expressions of a particular society.

2. *Against the Grain*: This feature focuses on those who don’t fit or who are in conflict with their societies but embody the edge of creative change and set new artistic or historical parameters: the outsider, the radical mind, the free thinker. What impact does the individual have on the historical landscape? To what extent does progress depend on those who threaten the status quo and seek new directions outside the mainstream?

3. *The Reflection in the Mirror*: This feature offers an analysis of a focused moral or philosophical problem within a culture. It emphasizes the more abstract themes of progress and decline, arrogance and power, salvation, the impact of war and disease, the conflict between science and religion, the relationship between divinity and humanity, and the importance of human memory and creativity when juxtaposed with technological progress. This feature promotes thoughtful reflection at critical moments of change.

4. *The Historian at Work*: This is a feature of Volume 1 that provides a longer and more extensive analysis of the work of an historian who is a central source for our knowledge of the period. This feature allows students to view the creation of history by critically assessing method and understanding how the individual strengths and weaknesses of particular historians actually limit or enhance our perspective on the past and affect our assessment of truth.

**USING ASPECTS OF WESTERN CIVILIZATION**

*Aspects of Western Civilization* offers the instructor a wide variety of didactic applications. The primary purpose of the text is to develop in students a more refined sense of the value of history through a critical assessment of primary sources. Toward that end, *Aspects* is designed to supplement various textbooks that provide a foundational historical narrative. Yet because of the introductory essays and detailed headnotes, *Aspects* provides an extensive historical framework so that student discussion and written analysis can always be achieved with perspective. The following suggestions should help instructors understand more clearly the full didactic structure and overriding intent of *Aspects of Western Civilization*.

**Developing Historical Continuity**: The chapters fit into a more or less standard lecture format and are ordered chronologically. There is a historical flow to each chapter that is structured from the outset with a *Timeline* for students who are more visual in their approach to learning. But each chapter is supplemented with an expanded *Key Events* chronology. This is not just a list of dates, but a short explanation of the primary events of the historical period under discussion that should help the student focus information and gain clarity. The Key Events chronology is designed as a guidepost at appropriate moments in the chapter to act as a point of reference for a better understanding of historical periods and the essence of complex ideas.

**Quotations**: Presented at the beginning of each chapter or sometimes at the beginning of major chapter sections, the quotations are designed to spark interest and encourage class discussion as an intellectual supplement to the primary sources. Therefore, the quotations are selected for their controversial perspectives or their philosophical applicability to the historical themes at play in the chapter. They also demonstrate the eternal applicability of historical problems or issues across time. Several of the study questions refer to these quotations.

**Study Questions**: The study questions form the heart of this text and guide the student experience throughout. They are designed to establish a common foundation for discussion and critical assessment and to provide a framework for students to think and react in oral or written analysis. The study questions follow each source or chapter section and are divided into three separate types of questions, each numbered for easy reference and designed to develop a range of answers on several levels of complexity:
• **Consider This**: These questions are direct and pertain to individual sources. They are primarily designed to solicit specific information about the context and content of the primary source, and sometimes ask follow-up comparative questions that link sources. They are rather limited in focus but should provide a foundation for class discussion or a short paper. They demand some amount of regurgitation but do not neglect important analytical possibilities. This is how instructors can engage the discussion and easily determine the extent of student understanding.

• **The Broader Perspective**: These questions go beyond foundational information and frame the larger, more abstract problems and perspectives of historical analysis: moral responsibility, justifications of power, definitions of freedom, decline or progress. These questions are more complex and challenging, and they require more attention on the part of the instructor. But they stimulate discussions on a deeper level and seek to push students toward a more expansive awareness of the world around them.

• **Keep in Mind**: These questions occur at the beginning of primary sources contained only in the Features and help students analyze the source by providing a guidepost. They are designed to enhance discussion of a more complex topic.

**The Written Assignment:** *Aspects of Western Civilization* has been designed to promote both oral and written analysis. The study questions lend themselves to discussion, but the text has also been conceived as a vehicle for written assignments that are self-contained, are problem-oriented, promote reflection and analysis, and encourage responsible citation of particular primary sources.

• **The Short Paper**: This paper might run about two to four pages and might focus on particular primary sources, pulling from the “Consider This” questions or in combination with one or more “Broader Perspective” questions. Since each study question is numbered, instructors can easily assign various combinations to students that would produce an engaged section analysis. This also works well for the framed debates in the Features: Students can focus on the historian Thucydides (“Bloodbath at Corcyra”), the artistic perspective of Eugène Delacroix (“The Greek Revolution of 1820”), perspectives on slavery with Olaudah Equiano and William Wilberforce (“The Horrors of the Slave Trade”), or freedom through the eyes of Nora Helmer in Ibsen’s *A Doll’s House* (“The Independent Woman”).

• **The Term Paper**: For those instructors who are looking for a more extensive analysis of a topic or historical era, they might assign entire sections of particular chapters. For example, the chapter entitled “Democracy and Empire: The Golden Age of Athens” in Volume 1 is focused on the compatibility of democracy and empire: *From a moral standpoint, should a state that espouses freedom for all of its citizens control an empire that is maintained by fear and force? Is it even possible for a democratic government to rule an empire effectively? Finally, do the beauty and cultural worth of the monuments of a civilization justify the means of obtaining them? In other words, what price civilization? These complex and abstract questions can be more easily understood by assigning the section on the Athenian Empire and choosing questions on specific sources like Pericles’ Funeral Oration, the Mytilenian Debate, and the Melian Dialogue of Thucydides accompanied by the selection on *The Trojan Women* by Euripides. This could produce a longer paper of six to eight or eight to ten pages, depending on the selection. *Aspects* is also set up to produce thematic papers as well by comparing the treatment of women across time in the ancient, medieval, or Renaissance worlds; or by comparing the French and Russian revolutions; or by analyzing the Jewish Holocaust and the genocide in the Balkans during the 1990s.

**Thematic Contents**: Located after the table of contents, the Thematic Contents groups each primary source by chapter according to the seven themes listed in the Preface. Some sources are cross-referenced under multiple rubrics as application warrants. Sources are
listed by author where appropriate and are grouped within each rubric according to their position in the chapter. The Thematic Contents allows instructors to assign discussion or written assignments along thematic lines across chapters and sections. For example, a comparative paper regarding women's roles or the treatment of women in different societies during the ancient, medieval, and modern worlds can be structured by identifying these sources in the Thematic Contents and assigning their accompanying study questions. Parenthetical citation of page numbers will establish credibility. Additional themes may be selected or blended to expand perspective.

NEW TO THIS EDITION

The seventh edition of Aspects of Western Civilization maintains a balanced coverage of historical periods while restructuring several chapters and enhancing coverage in particular areas. It also offers additional pedagogical resources for the instructor and guidance for students.

- **Structural Changes:** There are two new chapters in Volume 2 designed to help students better understand the development of nationalism and subsequent political unification movements during the nineteenth century (“Paths of Glory: Napoleon and the Romantic Movement” and “Fatherland: the Power of Nationalism”). Chapter 10 (“Fin de Siècle: The Birth of the Modern Era”) has been restructured for greater continuity. There are also two new chapters added at the end of Volume 2 (“The Era of the Superpowers: Cold War Confrontation” and “The Dynamics of Change in the Contemporary World”) in order to expand coverage of the Cold War from 1945 to 1990 and to focus in greater detail on events in the contemporary world from 1990 to 2010.

- **Enhanced Coverage:** Beyond the additional coverage from 1945 to 2010, several chapters in both volumes have been expanded to enhance the study of important topics: Hebrew prophets (Amos and Isaiah), early Greek literature (Sappho, Pindar, and Hesiod), values in the early and middle Roman Republic (Livy), and visions of the New World (Thomas More and Michel de Montaigne) in Volume 1. Enhanced coverage in Volume 2 includes the American Declaration of Independence; Romantic poetry of Schiller, Goethe, and Byron; perspectives on the slave trade from Olaudah Equiano and William Wilberforce; additional nationalist sources from Alexis de Tocqueville and Theodor Herzl; and enhanced coverage of nineteenth-century feminist movements (Elizabeth Cady Stanton, Lucretia Mott, and Ibsen’s A Doll’s House). Several selections have also been added to the coverage of the Holocaust, and there are new sections on Serbian genocide in the Balkans in the 1990s, including the papal response. Coverage of the Cold War focuses on internal rebellion (Hungarian and Czechoslovakian revolutions), the Brezhnev Doctrine, and post–Cold War developments of Eastern European and Balkan states. Finally, a new section on the Islamic world and the West concentrates on economic relationships between Turkey and the European Union, and on Muslim relationships with France and the United States.

- **New Feature Selections:** Several new feature selections have been added to the seventh edition, including a new rubric in Volume 1 entitled “The Historian at Work.” This section introduces students to historiography as well as to critical method and provides longer excerpts from several of the most important historians of the ancient and medieval worlds (Herodotus, Thucydides, Livy, Tacitus, Josephus, Appian, and Usamah Ibn-Munqidh). New feature selections often focus on the integration of art and architecture into the political mainstream as revolutionary cultural elements (Giotto, Bernini and St. Peter’s Basilica, Beethoven’s Eroica Symphony, Francisco Goya and Napoleon, Eugène Delacroix and the Greek Revolution of 1820, the social perspective during the Industrial Revolution, the insular world of Edvard Munch, and the nightmare visions of Otto Dix during World War I). New features also include Theodor Herzl and the Zionist movement, excerpts from A Doll’s House by Henrik Ibsen, Pope John Paul II on the
Serbian genocide, and President Obama’s 2009 speech to the Muslim world in Egypt regarding “a new beginning” with the West.

- **New Pedagogical Aids:** Every effort has been made in the seventh edition to aid both instructors and students in using the text for discussions and class papers. Opening chapter essays and introductions to the primary sources have been reviewed and edited to establish a strong sense of historical continuity, and study questions have been clarified and refined to solicit specific information and to offer a broader perspective on the abstract implications of ideas and events. Additional secondary sources on the decline of the Roman Empire have been added and some questions on contending ideas under the rubric “Taking Sides” have been added. Translations have been modernized to clarify ideas and to bring older idioms into conformity with modern usage. Study questions have been numbered within each chapter for easier reference in class discussions and written assignments. New Key Events chronologies have been added to each chapter and placed near corresponding coverage. This should give students a solid historical reference point. Finally, a new thematic table of contents is available to instructors to assist in developing comparative ideas across time.

**ACKNOWLEDGMENTS**

I would particularly like to thank friends and colleagues who contributed their expertise and enthusiasm to this book. Susan Altan lent her perspective and sensitive awareness of women’s issues at critical moments when new avenues of thought were most needed. Daniel Hall and Thomas Tappan advised me on several scientific and technological matters that broadened the scope of the text immeasurably. Linda Swarlis and Mary Ann Leonard offered their unique perspectives regarding ethical issues, which often caused me to pause and certainly forced the introduction of new questions into the discussion. Marsha Ryan provided me with material and literary insight that added greatly to the accuracy of the text, and Jack Guy read drafts of some chapters, offering sterling commentary throughout. Thanks also to the students of Columbus School for Girls, who continue to test the chapters in this book with their typical diligence and hard work; the final product has benefited greatly from their suggestions and ideas. The following reviewers provided helpful suggestions and insights: Lisa Cox, Greenfield Community College, and Jessica Wyatt, Wilkes Community College. Finally, I owe an immeasurable debt to my wife, Ann, who suffered all the outrageous fortune and disruption that goes into writing a book of this kind over a period of years—she did it with me.

P. M. R.