

VOLUME 1

ASPECTS *of*
WESTERN CIVILIZATION

Problems and Sources in History

Seventh Edition

Edited by
PERRY M. ROGERS

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*For Ann,
Elisa, Kit, and Tyler*

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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,

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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

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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

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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 by train 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.

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P. M. R.

