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What’s Different and Why

Western civilization influences—and is influenced by—peoples all over the world today; it remains a fascinating (and at times controversial) subject. While many have studied the strong contributions of the West to the world, too often the reverse influences have not been stressed. In fact, one of the hallmarks of Western civilization has been its power to be transformed through contact with people outside its center. This quality has contributed to the West’s capacity to keep changing as it embraces new ideas, new people, and new challenges. We chose the title of this book—The West in the World—to emphasize this characteristic, and we have written the story of the West in a way that reveals its complex interactions with the surrounding world.

When we first prepared to write this book, we set five goals for ourselves:

• To demonstrate the complex relationship between Western and world history
• To weave a strong social-history “thread” into the political/cultural framework
• To write a book that would hold readers’ attention and that would convey the drama and interest inherent in the story of the past
• To integrate some unique features that would enhance the narrative and support learning on the part of readers
• To make the book an attractive, manageable length

With each chapter and each round of revision, we reminded ourselves of these five goals and asked our reviewers to hold us accountable for achieving them.

To address the first goal, we dealt with the thorny issue of the relationship between Western and world history. In doing so, we chose to present the concept of Western civilization as an ever-changing pattern of culture that first emerged in the ancient Middle East and that then moved west through the Mediterranean lands, north to Europe, and, in the sixteenth century, across the Atlantic. Throughout the narrative we have tried to emphasize the importance of the interactions—economic, social, and cultural as well as political—that have created our modern civilization that in the twenty-first century is in many ways a world civilization.

Civilizations grow and are shaped through the decisions and actions of people, and we have kept this idea in mind as we wove the story of the West. To meet our second goal, we integrated social history, including women’s history, throughout this text, acknowledging that people of all ages and walks of life have affected the course of history. Social historians have sometimes written about “the masses” while losing touch with the individual men and women whose lives have shaped the past. We frequently “stop the music” for a moment to let the words and experiences of individuals illustrate broad developments, and in addition we have presented biographical portraits of people who experienced some of the developments discussed in each chapter.

To meet our third goal, we sought to capture both the art and science of history. We strove for an engaging narrative of Western civilization (the “art”) that would also analyze the events, individuals, ideas, and developments (the “science”). We designed the book to draw students in as they follow the unfolding of Western culture from its earliest roots to the present.

As scholars who care as much about teaching as we do about history, and to fulfill our fourth goal, we have designed a number of unique pedagogical features to complement and support the narrative. For example, we treat art works and maps in an unusual way. Each illustration is discussed in the text itself rather than presented as a separate, optional feature or mere ornamentation. This approach not only brings the past alive for today’s highly visual audience, it also helps teach students how to interpret art works and other illustrations. Maps are also treated as more than a visual aid. Each map comes with an analytical guide that encourages readers to consider connections between geography, politics, and other de-
velopments. A picture by itself is not worth a thousand words, but in this text the illustrations and maps serve as a central feature for learning.

To achieve our final goal of making this book an attractive size, we selected a length that is unusual for a Western civilization textbook. Long texts, while of great value, can be intimidating to students in their level of detail and can make the assigning of supplementary readings difficult, if not impossible—we’ve all had this experience. Brief texts, while leaving plenty of time for additional readings, are typically lacking in necessary coverage and detail, thus making it a remarkable challenge for the authors to achieve the kind of braided, nuanced narrative that history deserves. Medium in length, The West in the World is long enough to present a strong, rich narrative while allowing instructors the flexibility to use other sources and books as supplements.

Organization and Coverage

The West in the World is organized in a way that reflects the typical Western civilization course. The twenty-five chapters follow the history of Western civilization chronologically, and the subheadings allow professors to select portions of chapters to suit their syllabi. The text is divided in two volumes, with overlapping chapters that cover the seventeenth and eighteenth centuries to provide flexibility for two-semester courses. While this organization makes it easy for instructors to use this text, it also allows us to cover traditional topics in fresh ways.

Narrative

Students and instructors often complain that history texts are dry. We agree. The strong narrative approach of this book reflects our belief that the various dimensions of an historical era—political, intellectual, social, and cultural—are best presented as part of an integrated whole rather than separate chapters or occasionally referenced in a discussion. The story of the West is a compelling one, and we have worked hard to tell it in a lively way that includes analysis (the “why” of history) as well as events and ideas (the “what”). For example, in Chapter 7, the discussion of Charlemagne’s wars and his relation with the papacy are framed in a larger theoretical discussion of the benefits of linking politics with religion. Similarly, in Chapter 11, a chronology of warfare is informed by an analysis of technological and social change.

Integration of Political and Social History

History is about people, and we keep that point “front and center” in our narrative, which integrates political and social history. Women, families, peasants, and workers are not treated as an afterthought, but as essential players in the evolving story. Our “Biography” feature as well as illustrative anecdotes throughout, regularly reminds readers that the human past emerged through the interaction of all members of society and that human agency is an essential component of the past. For example, Chapter 17 begins by comparing the differing experiences of industrialization for a middle-class couple with that of a railroad worker. That comparison is then used to reflect broader developments and leads to an analysis of the causes of the Industrial Revolution. The same theme is echoed in the chapter’s Biography section, The Cadburys.
Art and Culture

In addition to written evidence, paintings, sculpture, ceramics, photographs, and buildings all provide valuable historical information. In this book, the examples of material culture and art do far more than just beautify the presentation. Each visual source is discussed and interpreted within the narrative. For example, we analyze a painting of a nineteenth-century middle-class family to show gender roles, attitudes toward children, the place of servants, and relationships to the outside world. Similarly, we use a beautiful Rubens painting of the miracles of Saint Ignatius Loyola to comment on the theology and sensibilities of sixteenth-century Catholicism. All this is discussed within the narrative of the text. Visuals serve as sources of history and encourage students to arrive at richer insights than they would have gained solely through reading the text.

Science and Medicine

An enthusiasm for science and technology has been a hallmark of Western civilization. Like many developments in the story of the West, this enthusiasm has ebbed and flowed over time. To meet the growing interest among today’s students and scholars, we emphasize these topics throughout the narrative. For example, a discussion of medieval technology reveals the significant inventions that brought mechanical power to a central point in society, and students will see how today’s technologies—such as early Muslim societies—performed surgery, dispensed drugs, and established hospitals. Even in the modern period, we discuss the experience of going to a doctor in addition to reporting on new developments in medicine, such as antiseptics, anesthetics, and antibiotics. Consistent with our use of art as history, illustrations such as Caroline Naudet’s “Journey of a Dying Man to the Other World” are used to reveal both typical medical practices and common attitudes toward physicians.
Pedagogical Features

We believe that telling a good story is only part of the task facing those who teach the history of the West. Instructors also have to engage students in the enterprise of learning, and the more actively engaged they are, the more they learn. Therefore, we have designed and included a number of pedagogical features to help students participate actively in the learning process. These can be used by students alone or become part of classroom activity.

- Chapter Previews and Summaries

Each chapter opens with a short preview and telling anecdote that, together, set the stage for understanding the material. Chapters then end with a summary of key themes. Rather than dry outlines, these features instead preserve the engaging narrative style while satisfying the pedagogical dictum: “tell them what they'll learn; teach them, then tell them what they have learned.” The chapter previews and reviews help students stay focused on the main themes in the narrative.

Chapter 4

Pride in Family and City

Rome from its Origins through the Republic, 753–44 B.C.

"No country has ever been greater or poorer than ours or either in great citizens and noble deeds... Teaches, have thrift and plan living been for so long held in such esteem." The Roman historian Livy (59 B.C.—A.D. 17) wrote a long history of Rome in which he wanted to show how the heroic citizens of a small city-state became the master of the world. He attributed their success to their upright character. At the same time, the Greek civilization was flourishing, a people had settled in the center of Italy on the hill surrounding what would become the city of Rome. They were a serious, hardworking people who placed loyalty to family and city above all else. At first, the great nearby powers—like Greece, Persia, and the Hellenistic kingdoms—looked on them. In time, however, this small group would conquer the Italian peninsula forming a coalition of people that shared the benefits of peace and prosperity but were rifle in expanding through military conquest.

After overthrowing the monarchy, Rome developed a republican form of government, in which rich and poor citizens alike participated in a lively, public legislative process. Within this city, men worked, relaxed, and talked in public spaces, while noble women directed the household. Both the middle men and women worked in many areas of the city and contributed to an increasingly prosperous urban life. Military success strengthened the Republic, but at the same time planted the seeds for future troubles. Conquests throughout the Mediterranean funneled untold wealth and numerous slaves into Rome, and contact with Hellenistic civilization brought new cultures, ideas, and values—causing Livy to lament the decline of "plain living" that he believed made the Romans great. The republican form of government began to degenerate into power struggles, and violence came to dominate the political process. Yet despite its troubled demise, the Roman Republic left a lasting legacy. Throughout the Mediterranean world, everyone knew of the proud city and its old families who had established laws, technology, and a way of life that continued to exert a significant influence.

Wall painting of a woman playing a cithara

The Romans believed that their greatness derived from the family, in which aristocratic fathers and mothers were educated and dedicated to instilling traditional values in their children. This illustration shows one such cultured mother playing a cithara for her child.
Many instructors and reviewers have told us that students lack a sense of chronology. We believe that this problem stems in part from the way history texts are written—as the narrative progresses in a linear way, students lose track of simultaneous developments, and indeed of the dates themselves. We have added several features to strengthen readers' sense of chronology. For example, we include dates in the chapter titles and many of the chapter subheadings. We have also sprinkled important dates throughout the narrative and whenever key individuals are named.

As a significant feature to address the understanding of chronology, we have included time lines at the beginning and end of each chapter. The beginning lines that we have called “The Big Picture” show blocks that indicate the large events, periods, or dynasties that will be covered within the chapter.

The ending lines, called “A Closer Look,” detail events and people that were covered within the text. Both these lines depict simultaneous developments in a memorable, visual way and provide a sense of broad chronological context. Finally, we have made sure that the time lines draw from the material in the previous and forthcoming chapters. A gain, this technique emphasizes connectedness and continuity in the story of Western civilization.

### Demands for Democracy

In 1896, the Russian statesman Konstantin Pobedonostsev (1827–1901), published what would become a widely read attack on democracy. “This freedom by which so many minds are agitated, which inspires so many insubordinate actions, is not an error, but one of the most remarkable in the history of mankind.”

However, between 1870 and 1914, it became increasingly clear to those who had long enjoyed political rights that the masses were ready to demand more. As new institutions such as trade unions, labor parties, and cooperative groups spread throughout Europe, some politicians, such as Pobedonostsev, tried to turn their backs on democracy. Others tried to tame it, and still others fought with it.

During the 1870s and 1880s, free democracies became embroiled with demands for democracy. First, many governments established national systems of free public education and compulsory public education at the primary school level. With this policy, they hoped to create more patriotic citizens. They also wanted to provide citizens with the skills and discipline needed by modernizing economies and military establishments. Moreover, they wanted their voting electorate to be educated. To liberals especially, education was the political development that could best ensure the progress of the state. Second, educated, voting citizens could read newspapers, and popular journalism responded to the call.

Before 1890, newspapers were few, small, expensive, and written for a limited readership. By the end of the century, a boom of newspapers had popped up everywhere—one that was cheap, sensational, and wildly popular in the United States, publishers such as Joseph Pulitzer (1847–1911) and William Randolph Hearst (1863–1951), built influential newspapers featuring screening headlines, flag-waving patriotism, an easy style, sensational news, and attention-getting columns. Other newspapers throughout Europe, especially in the capital cities, followed the same pattern. They catered to the newly educated public’s hunger for news and in turn powered newly formed political parties.

Third, politicians realized they had to appeal to the new voters by developing innovative campaign strategies, such as organizing the country by religious and outdoor forums. They listened to newly formed interest groups—whether business organizations, reformers, or labor unions. These interest groups relied on their own, to gather support and gain influence through newspaper coverage of their meetings. Finally, politicians began creating all sorts of state institutions, from census bureaus to social security administrations, to satisfy the demands of their politically aroused societies and persuade new voters to support them. All of these changes vastly reshaped parliamentary politics. Such developments put pressure on politicians to adjust the way they conducted themselves, for democracy and the new voters were demanding more democracy and bringing new ideas into government. The result in the new world of mass politics, politicians had
Because a sense of geography is essential to the study of history, we have included a wealth of full-color maps, and we treat them uniquely. A similar approach to maps is included in Geography, which provides analytical exercises that invite students to delve into the meaning of each map. We hope this approach will not only help students remember particular maps, but will also get them into the habit of actively seeking to understand how geographic features shape human events.

Biographies

Each chapter features a biographical essay of a man or woman who embodies major themes from the chapter. The individuals selected are not necessarily the most celebrated nor the most typical, but instead are powerful illustrative examples. Each biography serves as a reminder of the major themes—another kind of review—and provides a concrete way to discuss some of the more abstract concepts covered, and each biography includes questions that guide students to think critically about the individual’s life and connect it with the chapter’s themes. We designed the biographies to bring the past to life, as well as to encourage students to think about how large developments affect individuals. For example, the biography of Isabelle D’Este, found in Chapter 10, illustrates the Renaissance by her patronage of the arts, her political struggles, and her strong family ties. Similarly, the biography of Jean-Jacques Rousseau in Chapter 14 analyzes his life as well as how it reflects the broad themes of the Enlightenment.

Biography

Isabella D’Este (1474–1539)

Isabella D’Este was born the daughter of a Duke in 1474 in the small Duchy of Milan, just north of Venice. She and her three sisters were raised to be princesses and were taught the skills that were expected of women of their class. Isabella was educated at home in Latin and Greek, and some say that she was also taught the art of diplomacy.

Isabella was described as intelligent and gentle by her contemporaries. She was also known for her beauty and grace.

In 1490, Isabella married Francesco Gonzaga, the Duke of Mantua. This was a political marriage, as Francesco was the heir to a powerful dynasty. Isabella used her influence to bring about peace and stability to the region under her husband’s rule.

Isabella was also known for her patronage of the arts. She was a patron of many artists and writers of the time, including Leonardo da Vinci and Michelangelo. She also accumulated a library that became one of the best in Italy. She corresponded with many of the leading intellectuals of the day, including the great humanist scholar Desiderius Erasmus.

Isabella’s rule was marked by a series of military campaigns, and she was known as a skillful military leader. She was also involved in the art of diplomacy throughout her life, and her marriage to Francesco helped maintain peace in the region.

Isabella was a wise and wellequipped politician. She understood the importance of her position and worked to maintain stability and order in the region under her husband’s rule. She was a patron of the arts and sciences, and her influence helped bring about a period of intellectual and cultural flourishing in the region.

Isabella’s claim seems to have been true, for by her diplomatic efforts she was able to maintain peace and stability in the region under her husband’s rule. She was a wise and well-equipped politician, and her influence helped bring about a period of intellectual and cultural flourishing in the region.
Each chapter has clear thematic titles and precise headings that guide students through the narrative. Throughout, brief marginal notes help students focus on the key concepts, terms, and events and provide a tool for reviewing the chapter.

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Helping students to retain the larger picture while continuous reviews and previews of material, once again come before and what is coming next. The summary at the end of each chapter are questions that not on the key concepts, terms, and events and provide a tool for reviewing the chapter.

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Supplements

For the Instructor

Instructor’s Manual, by Carol Bresnahan Menning, The University of Toledo
Test Bank, by David Hudson, California State University at Fresno

The Instructor’s Manual portion of this combined Instructor’s Manual/Test Bank includes chapter summaries, main themes, points for discussion, map exercises, essay questions, terms for identification, and a pronunciation guide. In addition, the Instructor’s Manual draws on some of the unique features of the text, including a guide to visual analysis, discussion questions derived from the book’s integrated coverage of visual material and boxed biographies, World Wide Web-related exercises accompanied by a listing of relevant websites for each chapter, and video suggestions.

The Test Bank includes short answer and essay questions, identification questions, multiple choice, fill-in-the-blank questions, mapping exercises, true/false questions and chronology exercises. Like the Instructor’s Manual, it offers a range of questions that highlight the distinctive features of the text.

Computerized Test Bank A available for both Macintosh and IBM-compatible computers, this on-disk version of the test bank allows instructors to customize each test to suit any course syllabus.

Overhead Transparencies This comprehensive packet of approximately 140 transparencies is designed to support the text’s unique integrated art program. Fine art, photos, and maps—many pulled directly from the text—allow instructors to easily illustrate classroom lectures.

Slide Set Available through your McGraw-Hill sales representative, instructors can choose from a list of hundreds of fine art slides to create a customized slide set to complement the text and enhance classroom lectures.

Presentation Manager The McGraw-Hill presentation manager organizes a diverse range of instructor’s tools on one CD. Instructors can illustrate classroom lectures and discussions with text-specific PowerPoint presentations including outlines, maps, and photos for each chapter. The Instructor’s Manual and Test Bank are also included on this CD, as well as links to web-based research assignments.

Instructor’s Online Learning Center www.mhhe.com/sherman
At the homepage to the text-specific website, instructors will find a series of online tools to meet a range of classroom needs. The Instructor’s Manual and most PowerPoint shows can be downloaded by instructors, but are password-protected to prevent tampering. Instructors can also create web-based homework assignments or classroom activities by linking to the Student Online Learning Center, and can create an interactive course syllabus using McGraw-Hill’s PageOut (www.mhhe.com/pageout).

PageOut www.mhhe.com/pageout
On the PageOut website, instructors can create their own course websites. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills on the instructor’s part. Simply plug the course information into a template and click on one of 16 designs. The process takes no time at all and leaves instructors with a professionally designed website. Powerful features include an interactive course syllabus that lets instructors post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where instructors and students can discuss course-related topics.

Videos Created and narrated by Joyce Salisbury, this three-video collection illuminates the author’s lectures on the Middle Ages with the sculpture and fine art of the times. Available to adopters through your local McGraw-Hill representative, this unique series contains a video on each of the following topics: medieval women, medieval Judaism, and medieval life.

A wide range of videos on classic and contemporary topics in history is available through the Films for the Humanities and Sciences collection. Instructors can illustrate classroom discussion and enhance lectures by selecting from a series of videos that are
correlated to complement *The West in the World*. Contact your local McGraw-Hill sales representative for further information.

**For the Student**

**Student Study Guide**, by Bruce Venarde, University of Pittsburgh, Megan M. Cleary, University of Pittsburgh, and Melissa McGary, University of Pittsburgh

Available in two volumes, this guide helps students to process and master important concepts covered in the text. For each chapter of the text, the study guide offers valuable pedagogical tools such as chapter summaries and reviews, chapter outlines that include the main theme of each chapter, objective questions, short answer and essay questions, and mapping exercises. Visual learning exercises, chronology exercises based on the text’s timeline, and questions that make use of the text’s many biography sections highlight some of most distinctive features found in *The West in the World*. A unique guide to history on the Internet can be found at the front of the study guide.

**Map Workbooks**

Students need all the work they can get on geography, and this supplement offers the opportunity for extra mapping practice. The workbooks are available in two volumes, and each builds upon the many unique map exercises found throughout the text.

**Making the Grade Student CD-ROM**, by Peter Seelig, The University of Wisconsin, Green Bay, and Benjamin Reilly, University of Pittsburgh

Packaged free with each new copy of the book, this interactive study tool allows students to test their mastery of text material with chapter-by-chapter quizzes. Multiple choice questions, fill-in-the-blank questions, and true/false questions test students on key facts and concepts. All quizzes are graded instantly, and each includes directive feedback to explain the correct response. In addition to quizzing, the CD offers a Learning Styles Assessment to help students understand how they learn, and based on that assessment, how they can use their study time most effectively. The CD also offers two different guides to the web. The Internet Primer explains the essentials of online research, including how to get online and how to find information once you are there. For more experienced web researchers, the CD also contains the McGraw-Hill Guide to Electronic Research, which guides students through using web-based information databases and explains how to evaluate the quality of information gathered online.

**Student Online Learning Center**

www.mhhe.com/sherman

At the homepage to the text-specific website, students can link to an interactive study guide, including online essay questions, timelines, mapping exercises, and a variety of objective questions to guide students through the text material. Links to related websites make the student Online Learning Center a great place to begin web-based research.

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As a full service publisher of quality education products, McGraw-Hill does much more than just sell textbooks to your students. We create and publish an extensive array of print, video, and digital supplements to support instruction on your campus. Orders of new (versus used) textbooks help us to defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill sales representative to learn about the availability of the supplements that accompany *The West in the World*.

**Acknowledgments**

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Last, but certainly not least, we would like to thank the many professors who choose to use this text in their classrooms. It is they who will fulfill our hope for this text—that it will bring the past to life for many undergraduates and will perhaps awaken in them a love for history and an awareness that understanding the past is the key to our future.
We live in the present with what remains of the past, scarcely knowing all that we take for granted.