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The years since the publication of the Tenth Edition of *The Western Heritage, Since 1300* have produced significant changes that present new and serious challenges to the West and the rest of the world. The most striking of these changes is in the economy. In 2008, a serious financial crisis produced a deep recession that diminished the widespread economic growth and prosperity of the West and much of the world and threatened to produce the political instability that usually accompanies economic upheaval. By 2012, the European Union, long an economic powerhouse, felt the threat to its currency and the solvency of its weaker members. The United States also suffered a severe setback, and the recovery from its recession was the slowest in decades. There seems to be little agreement as to solutions to the problem within or among the nations of the West and even less willingness to make the sacrifices that might be necessary.

In the realms of international relations and politics, the United States and its European friends and allies pursued mixed policies. The war in Iraq, which some had thought lost, took a sharp turn in 2008 when the Americans changed their approach, that was popularly called “the surge,” introducing a sharply increased military force and a new counter-insurgence strategy. It was so successful that the Western allies chose to withdraw their combat troops and leave the remaining fighting to the new Iraqi government. With fewer troops and a less clear commitment the Americans undertook a similar “surge” using a similar plan in Afghanistan. The effort met with considerable success, but the prospect of continued fighting and diminishing support by the engaged Western powers left the future of their efforts to clear the region of terrorist bases uncertain.

New challenges arose in still another area involving important Western interests: the Middle East. Insurrections against well-established autocracies in Libya and Egypt drew support in different degrees from members of NATO. Both nations succeeded in removing dictatorial rulers, but the character of the new regimes and their relationship with the West remains uncertain.

The authors of this volume continue to believe that the heritage of Western civilization remains a major point of departure for understanding and defining the challenges of our time. The spread of its interests and influence throughout the world has made the West a crucial part of the world’s economy and a major player on the international scene. This book aims to introduce its readers to the Western heritage so that they may be better-informed and more culturally sensitive citizens of the increasingly troubled and challenging global age.

Since *The Western Heritage* first appeared, we have sought to provide our readers with a work that does justice to the richness and variety of Western civilization and its many complexities. We hope that such an understanding of the West will foster lively debate about its character, values, institutions, and global influence. Indeed, we believe such a critical outlook on their own culture has characterized the peoples of the West since the dawn of history. Through such debates we define ourselves and the values of our culture. Consequently, we welcome the debate and hope that *The Western Heritage, Since 1300* can help foster an informed discussion through its history of the West's strengths and weaknesses and the controversies surrounding Western history. To further that debate, we have included an introductory essay entitled “What Is the Western Heritage?” to introduce students to the concept of the West and to allow teachers and students to have a point of departure for debating this concept in their course of study.

We also believe that any book addressing the experience of the West must also look beyond its historical European borders. Students reading this book come from a wide variety of cultures and experiences. They live in a world of highly interconnected economies and instant communication between cultures. In this emerging multicultural society it seems both appropriate and necessary to recognize how Western civilization has throughout its history interacted with other cultures, both influencing and being influenced by them. For this reason, there is a chapter that focuses on the nineteenth-century European age of imperialism. Further examples of Western interaction with other parts of the world, such as with Islam, appear throughout the text. To further highlight the theme of cultural interaction, *The Western Heritage, Since 1300* includes a series of comparative essays, “The West & the World.”

In this edition, as in past editions, our goal has been to present Western civilization fairly, accurately, and in a way that does justice to this great, diverse legacy of human enterprise. History has many facets,
no single one of which can alone account for the others. Any attempt to tell the story of the West from a single overarching perspective, no matter how timely, is bound to neglect or suppress some important parts of this story. Like all other authors of texts, we have had to make choices, but we have attempted to provide the broadest possible introduction to Western civilization.

\section*{Goals of the Text}

Our primary goal has been to present a strong, clear, narrative account of the central developments in Western history. We have also sought to call attention to certain critical themes:

- The capacity of Western civilization, from the time of the Greeks to the present, to transform itself through self-criticism.
- The development in the West of political freedom, constitutional government, and concern for the rule of law and individual rights.
- The shifting relations among religion, society, and the state.
- The development of science and technology and their expanding impact on Western thought, social institutions, and everyday life.
- The major religious and intellectual currents that have shaped Western culture.

We believe that these themes have been fundamental in Western civilization, shaping the past and exerting a continuing influence on the present.

\section*{Flexible Presentation}

The \textit{Western Heritage, Since 1300 AP® Edition} is designed to accommodate a variety of approaches to a course in Western civilization, allowing teachers to stress what is most important to them. The documents as well as the “Encountering the Past” and “A Closer Look” features may also be adopted selectively for purposes of classroom presentation and debate and as the basis for short written assignments.

\section*{Integrated Social, Cultural, and Political History}

The \textit{Western Heritage, Since 1300 AP® Edition} provides one of the richest accounts of the social history of the West available today, with strong coverage of family life, the changing roles of women, and the place of the family in relation to broader economic, political, and social developments. This coverage reflects the explosive growth in social historical research in the past half-century, which has enriched virtually all areas of historical study.

We have also been told repeatedly by teachers that no matter what their own historical specialization, they believe that a political narrative gives students an effective tool to begin to understand the past. Consequently, we have sought to integrate such a strong political narrative with our treatment of the social, cultural, and intellectual factors in Western history.

We also believe that religious faith and religious institutions have been fundamental to the development of the West. No other survey text presents so full an account of the religious and intellectual development of the West. People may be political and social beings, but they are also reasoning and spiritual beings. What they think and believe are among the most important things we can know about them. Their ideas about God, society, law, gender, human nature, and the physical world have changed over the centuries and continue to change. We cannot fully grasp our own approach to the world without understanding the religious and intellectual currents of the past and how they have influenced our thoughts and conceptual categories. We seek to recognize the impact of religion in the expansion of the West, including the settlement of the Americas in the sixteenth century and the role of missionaries in nineteenth-century Western imperialism.

\section*{Clarity and Accessibility}

Good narrative history requires clear, vigorous prose. As with earlier editions, we have paid careful attention to our writing, subjecting every paragraph to critical scrutiny. Our goal has been to make the history of the West accessible to students without compromising vocabulary or conceptual level. We hope this effort will benefit both teachers and students.

\section*{New to the Eleventh Edition}

- This edition is closely tied to the innovative website, the New MyHistoryLab, which helps you save time and improve results as you study history [www.myhistorylab.com]. MyHistoryLab icons in the margins throughout each chapter connect the main narrative to a powerful array of MyHistoryLab resources, including primary source documents, analytical video segments, interactive maps, and more. The New MyHistoryLab also includes both eBook and Audio Book versions of \textit{The Western Heritage, Since 1300 AP® Edition} so that students can read or listen to the textbook any time they have access to the Internet.
Here are just some of the changes that can be found in the Eleventh Edition of *The Western Heritage, Since 1300* AP® Edition:

**Chapter 1**
- Expanded coverage of the Black Death.
- **New Documents:** Boccaccio Describes the Ravages of the Black Death in Florence, Propositions of John Wycliffe Condemned at London, 1382, and at the Council of Constance, 1415
- **New Closer Look** feature examining a burial scene for Black Death victims from a 1349 manuscript entitled *Annals of Gilles de Muisit*

**Chapter 2**
- Expanded coverage of the art and culture of the Italian Renaissance.
- Expanded coverage of Northern Renaissance art.
- Expanded coverage of Machiavelli.
- **New Documents:** Vasari’s Description of Leonardo da Vinci, Machiavelli Discusses the Most Important Trait for a Ruler, Erasmus Describes the Philosophy of Christ

**Chapter 3**
- New Documents: Calvin on Predestination, The Obedience and Power of the Jesuits

**Chapter 4**
- **New Document:** The Destruction of Magdeburg, May 1631

**Chapter 5**
- **New Document:** An Account of the Execution of Charles I

**Chapter 6**
- **New Document:** Man: A Mean between Nothing and Everything

**Chapter 8**
- Expanded coverage of slavery and racism as well as the wars of the mid-eighteenth century.
- **New Document:** Thomas Paine’s “Common Sense”

**Chapter 9**
- Extensive new coverage of Enlightenment attitudes toward Islam and a new discussion of Immanuel Kant and his ideas.
- Expanded coverage of the philosophes, particularly in regard to patronage.
- Revised discussion of the Jewish Enlightenment.
- **New Document:** Du Châtelet Explains Happiness Scientifically

**Chapter 10**
- New coverage of U.S. attitudes toward the French Revolution.
- Expanded coverage of taxation by the monarchy, particularly in regard to its impact on peasants.
- **New Closer Look** feature focusing on a late eighteenth-century cartoon satirizing the French social and political structure
- **New Document:** A Nation at Arms

**Chapter 11**
- Coverage of the Haitian Revolution was moved from Chapter 12 to Chapter 11 in the new edition.
- A new discussion of Mary Godwin Shelley.
- Expanded coverage of the Romantic movement and its origins, with a particular focus on writers of the period, and expanded coverage of British naval supremacy as evidenced during the Battle of Trafalgar.
- **New Documents:** Napoleon Announces His Seizure of Power, Mary Shelley Remembers the Birth of a Monster, A Polish Legionnaire Recalls Guerilla Warfare in Spain [part of the Compare & Connect feature]

**Chapter 12**
- The entire chapter has been completely reorganized to create a more logical sequence of topics.
- Coverage of Classical Economics was moved from Chapter 13 to Chapter 12 in the new edition.
- **New coverage** of the relationship of nationalism to liberalism.
- **New Document:** John Stuart Mill Advocates Independence
- **New Closer Look** feature focusing on the painting titled *The Insurrection of the Decembrists at Senate Square, St. Petersburg on 14th December, 1825*, by Karl Kolman
Chapter 13
- Expanded coverage of the revolutions that occurred in 1848 and of nationalist movements.
- New Document: A Czech Nationalist Defends the Austrian Empire

Chapter 14
- Expanded coverage of the aftermath of the Crimean War and of Italian and German unification, and greatly expanded coverage of the Habsburg Empire.
- New Map of Crimea has been added to the chapter
- New Map showing nationalities within the Habsburg Empire has been added to the chapter
- New Document: Mark Twain Describes the Austrian Parliament
- New Closer Look feature focusing on a painting by Albert Rieger titled The Suez Canal

Chapter 15
- New subsection on the influence of the British Suffrage movement abroad, particularly in the United States.
- Expanded coverage of women and gender.
- New Documents: Praise and Concerns Regarding Railway Travel, A Doctor Learns How to Prevent Childbed Fever

Chapter 16
- Darwin’s significance in regard to thought about evolution and natural selection is placed within a more realistic context by emphasizing predecessors and contemporaries that arrived at similar conclusions.
- Expanded coverage of the Kulturkampf in Germany.
- Coverage of the Dreyfus Affair was moved from Chapter 14 to Chapter 16 in the new edition.
- New Document: Herzl Advocates Jewish Nationalism
- New Closer Look feature examining the 19th century revival in popular religiosity, and in particular in the practice of pilgrimage

Chapter 17
- New section on women’s involvement in missionary activity.
- Expanded coverage of the Berlin Conference and of U.S. efforts to acquire the rights to build and control the Panama Canal.
- New Document: Gandhi Questions the Value of English Civilization

Chapter 18
- Greatly expanded coverage of World War I, including new military technology used during the war, increased opportunities for women on the home front, and increased government involvement in domestic economies to address shortages and inflation.
- New Document: The Austrian Ambassador Gets a “Blank Check” from the Kaiser

Chapter 19
- New Document: Hitler Denounces the Versailles Treaty

Chapter 20
- Greatly expanded coverage of the domestic front during World War II, particularly regarding government involvement in private affairs.
- New Document: Winston Churchill Warns of the Effects of the Munich Agreement

Chapter 21
- Expanded coverage of the ideological differences between the Soviet Union and the United States that formed the basis of the Cold War.

Chapter 22
- New section on the European debt crisis.
- Increased focus on women throughout the chapter.
- Greater emphasis on social issues after 1991
- Updated and expanded coverage of European population trends.
- New Document: Voices from Chernobyl
- New Compare & Connect feature: Muslim Women Debate France’s Ban on the Veil—Mona Eltahawy Argues Women’s Rights Trump Cultural Relativism and Kenza Drider Defends Her Right to Wear the Veil in Public
- New Closer Look feature focuses on the Nameless Library in Vienna

- A list of Learning Objectives now opens each chapter.
- A list of Key Terms has been added at the end of each chapter. These are important terms that are bold in the narrative and defined in the Glossary at the end of the book.
- Suggested Readings were updated throughout the text.
A Note on Dates and Transliterations

This edition of *The Western Heritage, Since 1300 AP* Edition continues the practice of using B.C.E. (before the common era) and C.E. (common era) instead of B.C. (before Christ) and A.D. (anno Domini, the year of the Lord) to designate dates. We also follow the most accurate currently accepted English transliterations of Arabic words. For example, today *Koran* has been replaced by the more accurate *Qur’an*; similarly *Muhammad* is preferable to *Mohammed* and *Muslim* to *Moslem*.

Acknowledgments

We would like to thank the dedicated people who helped produce this new edition. Our acquisitions editor, Jeff Lasser; our project manager, Rob DeGeorge; our production liaison, Barbara Mack; Maria Lange, our art director, and Liz Harasymcuk, who created the beautiful new interior and cover design of this edition; Alan Fischer, our operations specialist; and Karen Berry, production editor.

D.K.
S.O.
F.M.T.
A.F.
Notes to Teachers

Most of the teacher supplements and resources for this text are available electronically to qualified adopters on the online Instructor Resource Center (IRC). Upon adoption or to preview, please go to PearsonSchool.com/Advanced and select “Online Teacher Supplements.” You will be required to complete a one-time registration subject to verification before being emailed access information to download materials. Once logged into the IRC enter ISBN 0-13-312557-2 in the Search our Catalog box to locate your resources.

Annotated Teacher’s eText

Housed in the instructor’s space within MyHistoryLab, the Annotated Teacher’s eText for The Western Heritage, Since 1300 AP® Edition leverages the powerful Pearson eText platform to make it easier than ever for teachers to access subject-specific resources for class preparation, providing access to the resources described below.

Test Prep Workbook for AP® European History

This student workbook includes an overview of the AP European History Exam. It also provides test-taking strategies, guidelines for mastering multiple-choice and free-response questions, and correlations between key AP test topics and the textbook. AP®-style tests, document-based questions, and free-response questions for each chapter of the textbook and two practice tests provide a complete review of the topic outline for AP European History and practice for the AP Exam.

The following supplements are available for purchase.
### SUPPLEMENTS FOR TEACHERS

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<th>Instructor’s Resource CD-ROM</th>
<th>Reading and Note Taking Study Guide</th>
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<tr>
<td>This CD-ROM includes the Teacher’s Resource Manual, Test Item File, and PowerPoint presentations as described below.</td>
<td>This reading skills-focused workbook provides activities aimed at helping students read their textbook effectively. The skills covered in this study guide help students practice the critical historical thinking skills required for success on the AP European History Exam.</td>
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<th>Teacher’s Resource Manual</th>
<th>DBQ Workbook</th>
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<td>The Teacher’s Resource Manual contains a chapter summary, a chapter outline with references to the MyHistoryLab resources cited in the text, learning objectives from the text, key topics, class discussion questions, lecture topics, and information on audiovisual resources that can be used in developing and preparing lecture presentations. Available on the Instructor’s Resource CD or for download from the IRC.</td>
<td>This workbook provides additional practice analyzing documents and answering document-based questions like those found on the AP exam for European History.</td>
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<th>Test Item File</th>
<th>Visual Sources in Western Civilization</th>
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<td>The Test Item File contains a diverse set of multiple choice, short answer, and essay questions, supporting a variety of assessment strategies. The large pool of multiple-choice questions for each chapter includes factual, conceptual, and analytical questions, so that teachers may assess students on basic information as well as critical thinking. Available on the Instructor’s Resource CD or for download from the IRC.</td>
<td>Over 200 visual resources are provided with head notes and critical thinking questions to engage students in analyzing visual documents.</td>
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<th>PowerPoint Presentations</th>
<th>TestGenerator Computerized Testing Program CD-ROM</th>
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<td>The slides to accompany <em>The Western Heritage, Since 1300</em> AP® Edition include a lecture outline for each chapter and full-color illustrations and maps from the textbook. All images from the textbook have captions from the book that provide background information about the image. Available on the Instructor’s Resource CD or for download from the IRC.</td>
<td>This easy-to-use and easy-to-customize test generation software program includes the multiple-choice and essay questions from the test item file. In addition to creating multiple tests for each chapter, the program allows the user to add, delete, and edit test items as well as print multiple versions of tests.</td>
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MyHistoryLab™

MyHistoryLab with Pearson eText is a dynamic Web site that provides a wealth of resources geared to meet the diverse teaching and learning needs of today's AP teachers and students. MyHistoryLab's many accessible tools will encourage students to read their text and help improve their learning in their course and prepare for success on the AP exam. MyHistoryLab delivers proven results in helping individual students succeed.

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Resources for the AP Course

- **AP® test prep resources.** Sample AP® multiple-choice practice tests. These tests are automatically graded and downloaded to the student gradebook.
- **Writing assignments.** DBQ and video-based writing assignments with automated scoring feedback provide valuable practice for the AP exam.

MyHistoryLab Correlations

The Teacher's Manual and the Annotated Pearson e-Text provide correlations of the many resources and assignments available on MyHistoryLab for *The Western Heritage* to both the chapters and the AP Topic Outline to facilitate using MyHistoryLab in the AP classroom.

Accessing MyHistoryLab

Access to MyHistoryLab with Pearson eText is provided with the purchase of this text. See page xxxv for access information. Please visit us at [www.PearsonSchool.com/Advanced](http://www.PearsonSchool.com/Advanced) for more information. To order any of our products, contact our customer service department at (800) 848-9500.
When writing about history, historians use maps, tables, graphs, and visuals to help their readers understand the past. What follows is an explanation of how to use the historian's tools that are contained in this book.

**Reading the Textbook**

**Text**

Whether it is a biography or an article, or a survey of European history such as this textbook, the text is the historian’s basic tool for discussing the past. Historians write about the past using narration and analysis. Narration is the story line of history. It describes what happened in the past, who did it, and where and when it occurred. Narration is also used to describe how people in the past lived, how they passed their daily lives and even, when the historical evidence makes it possible for us to know, what they thought, felt, feared, or desired. Using analysis, historians explain why they think events in the past happened the way they did and offer an explanation for the story of history.

**Maps**

Maps are important historical tools. They show how geography has affected history and concisely summarize complex relationships and events. Knowing how to read and interpret a map is important to understanding history. Map 5–1 shows the first three major wars of Louis XIV. It has three features to help you read it: a caption, a legend, and a scale. The caption explains the historical significance of the map: Between 1667 and 1697 Louis XIV engaged in three wars that resulted in territorial changes in Europe. The legend appears in the top left corner of the map. It provides a key to what the colors of the different territorial changes were after each war. The solid red line represents the French boundary in 1648 before the start of the first of the three wars. Cities are marked with a dot. Using the legend, the reader can see what territory became part of France and Spain at the conclusion of each war by the colors used. The scale tells us how to estimate the distance between points on the map easily. Some maps also show the topography of the region—its mountains, rivers, and lakes. This helps us understand how geography influenced history.
**Primary Source Documents**

Like maps and visuals, primary source documents are essential to the study of history. In each chapter, there are three to four primary sources that illuminate the time, events, or people being discussed in the chapter. The questions that are included with the documents provide an opportunity to learn to analyze and think critically about what these sources tell us about the past.
Study Aids

An outline, learning objectives, and an introduction are included at the beginning of each chapter. Together these features provide a succinct overview of each chapter and a road map for study and review. Learning objectives are keyed to the main sections within the chapter and included in the margins throughout the chapter.

Chronologies in each chapter list significant events and their dates.
Glossary

Significant historical terms are defined in the margin where they appear in the text and are included in an alphabetical glossary at the end of the book.

Special Features

MyHistoryLab Media Assignments

Throughout the chapter there are icons that identify documents, maps, images, videos, and interactive activities that are available on the MyHistoryLab web site that relate to specific topics and events discussed in a chapter.
A Closer Look

In this special feature one illustration per chapter is examined and analyzed using leader lines to point out important and historically significant details. These examples serve as a guide to analyzing and interpreting visual sources to more fully understand the Western heritage. An interactive version of this feature is available on the MyHistoryLab web site (www.myhistorylab.com).

Encountering the Past

Each chapter includes an essay on a significant issue of everyday life or popular culture. These essays explore a variety of subjects, such as smoking in early modern Europe and the politics of rock music in the late twentieth century. These twenty-two essays, each of which includes an illustration and study questions, expand The Western Heritage, Since 1300's rich coverage of social and cultural history.
Compare and Connect

This engaging feature juxtaposes two or more documents in which an important question is debated or a comparison between a document and an illustration is presented. Each feature contains three to five questions on each of the documents, one of which asks students to make connections between and among the viewpoints presented in the feature. These features are intended to encourage debate of different points of view in class, to enhance reading skills, to focus on evaluating differing viewpoints, and to analyze documentary and visual evidence. An interactive version of this feature is available on the MyHistoryLab web site (www.myhistorylab.com).

The West & The World

This feature, found at the end of each part, focuses on subjects that compare Western institutions with those in other parts of the world or discuss how developments in the West have influenced other cultures.

The Abolition of Slavery in the Transatlantic Economy

One of the most important developments during the Age of Science and Enlightenment was the growth of a transatlantic economy that united the American and European economies in the production and exchange of manufactured goods. In this environment, slavery became increasingly important as a source of cheap labor in the Americas. Slaves were used to work in the cotton and sugar plantations of the Southern United States, and they were also employed in the colonial economies of the West Indies and Brazil. Slavery was also a major force in the transatlantic economy, as African slaves were transported across the Atlantic Ocean to work in the Americas.

Slavery Spreads to the Americas

A vast slave trade existed throughout the Mediterranean world through the end of the Middle Ages, but in the early modern period, slavery became mainly a feature of the Americas. In the Americas, slavery was used to work on plantations, in mines, and in other industries. Slavery was also used in the colonies of North America, where it was used to work on tobacco and cotton plantations.

The Crusade Against Slavery

The eighteenth-century crusade against slavery emerged as a result of the concerns of philosophers and Enlightenment thinkers, who believed that slavery was incompatible with the principles of liberty and equality. This crusade against slavery led to the eventual abolition of slavery in many parts of the world.
AP® Test Prep

At the end of each part there is an AP® practice test containing 50 multiple-choice questions and a document-based question covering topics in the course topic outline for AP European History.

MyHistoryLab

MyHistoryLab with Pearson eText is a dynamic Web site that provides a wealth of resources geared to meet the diverse needs of today's AP students and teachers. MyHistoryLab's many accessible tools will encourage students to read their text, help improve their learning in their course, and prepare for success on the AP Exam. MyHistoryLab delivers proven results in helping individual students succeed.

Access to MyHistoryLab comes with the purchase of this program. See page xxxv for access information.
CORRELATION OF THE WESTERN HERITAGE, SINCE 1300 AP® EDITION TO THE AP COURSE TOPIC OUTLINE FOR EUROPEAN HISTORY

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Upon publication, this text was correlated to the College Board's European History Course Description dated May 2011. We continually monitor the College Board's AP Courses Description for updates to exam topics. For the most current correlation for this textbook, visit PearsonSchool.com/AdvancedCorrelations.
AP® TEST PREP ANSWER KEYS

Part 1 AP® Test Prep

Section 1 Multiple Choice Questions

1. a. noble landholders
2. c. religious differences.
3. d. believed that Christ was a man, not the son of God.
4. d. wages for farm laborers and artisans increased.
5. b. France’s relatively decentralized state.
7. c. gained greater financial independence from the nobility.
8. c. painting.
9. b. spices.
10. c. alliances between the Europeans and the Aztecs’ subject peoples.
11. a. Foreign invasions
12. d. towns
13. a. Diet of Worms
14. a. several doctrinal concessions to the reformers.
15. d. the strict separation of church and state.
16. a. God has foreordained who will be saved and who will be damned.
17. c. religious simplicity in the imitation of Christ.
18. c. were not social revolutionaries.
19. b. subordinates theology to political unity.
20. d. a reflection of Elizabeth’s own radical Protestant beliefs.
21. d. the baroque.
22. b. the influx of wealth from the New World and increased population.
23. c. a vibrant merchant class.
24. d. her lack of legitimacy.
25. a. the religious wars of the era.
27. b. Fronde.
28. b. violence brought about by religious intolerance.
29. c. the profound diversity of the territories contained within the empire.
30. d. limiting the power of the traditional Russian nobility.
31. b. Britain
32. c. Louis XIV.
33. d. Its proponents were universally hostile to established Christianity.
34. a. body.
35. a. direct observation is the best source of knowledge.
36. c. Galileo
37. a. Locke
38. d. give advantages to small peasant producers.
39. d. disrupted community life and traditional practices.
40. d. rose throughout Europe.
41. a. bullion
42. d. powerful representative assemblies.
43. a. a rural peasantry subject to high taxes and feudal dues.
44. d. colonists should share the cost of their own protection and administration.
45. d. Japan
46. b. reassert Spain’s control of its empire.
47. c. sugar.
48. d. Africans
49. a. overseas empires and central and eastern Europe.
50. d. Seven Years’ War.

Section 2 Document-Based Question

How did fifteenth- and sixteenth-century Europeans see the inhabitants of the New World? How did knowledge of New World peoples shape Europeans’ vision of themselves?

Suggested Answer

This DBQ requires students to explain and consider the initial responses of Europeans to Native American peoples, as well as the impact of such encounters on Europeans’ sense of themselves. An effective essay might break the question down into three parts: the assumptions and biases of Europeans prior to their contact with Native Americans, the nature of initial contacts and the role of such assumptions in shaping Europeans’ views of them, and the disparate implications Europeans drew from such encounters about their own society and culture. Successful students will pay close attention to the point of view (and potential bias) of each author or source, noting the differences in background, motives, and point of view that shaped various Europeans’ responses to events in the Americas. All successful essays will begin with an introduction that contains a strong thesis statement and suggests the structure of the argument that will be laid out in the essay to follow.

An excellent essay might group the documents as follows. After an introductory paragraph that incorporates a thesis, the essay might begin by sketching a broad overview of European attitudes and assumptions about the world outside of Europe on the eve of European expansion. This section would also link such assumptions to the motives behind expansion. Document A
25. b. an inner command to act in every situation as one would have others do in the same situation.
26. b. terrified American slaveholders.
27. d. Prussia
28. a. legitimate monarchies provide the only sound basis for political unity.
29. c. democracy.
30. c. written constitutions.
31. d. a great evil, but too dangerous to reform.
32. d. political reform based on private property.
33. b. creoles.
34. c. the Ottoman Empire.
35. a. work together to resolve international disagreements.
36. d. John Stuart Mill
37. d. proletarianization.
38. c. the chief unit of consumption only.
40. d. rational management.
41. d. industrialization ignored the passionate side of human nature.
42. c. German Hegelianism.
43. d. rural emancipation.
44. b. political liberals.
45. a. found new employment opportunities in factories.
46. b. better systems of police and prison reform.
47. c. reform prisoners.
48. a. the guild system
49. b. urban resources and infrastructures.
50. d. came to resemble those of the middle and upper classes.

Section 2 Document-Based Question

On the basis of the evidence provided below, describe the experiences of women workers during the early industrial revolution. What drew women into the factories and mines of Britain?

Suggested Answer  This DBQ requires students to explain the role women workers played in the first phases of the industrial revolution, exploring both the nature of women's industrial labor and the motives and experiences of women workers. An effective essay might break the question down into three parts: the factors that led early industrialists to employ female workers, the motives behind women's decisions to seek industrial employment, and the reaction of both the public at large and women workers themselves to industrial labor. Successful students will note the financial pressures that drove
working-class women into factories and mines, their particular vulnerability to exploitation, and the ways that factory work changed both how the public viewed working-class women and how they saw themselves. All successful essays will begin with an introduction that contains a strong thesis statement and suggests the structure of the argument that will be laid out in the essay to follow.

An excellent essay might group the documents as follows. After an introductory paragraph that incorporates a thesis, the essay might begin by describing the early nineteenth-century industrial landscape, emphasizing industrialists’ need to find a reliable pool of low-cost labor to staff their factories and mines. The essay might then move on to a discussion of women’s motives for seeking industrial work, using Documents A, B, and D to illustrate the constant labor of working-class women, both in and out of the home, and the crucial contribution such work made to the survival of working-class families. The next section might use Documents B and C to describe the vulnerability of female factory workers to economic and sexual exploitation. Finally, the successful student might use all four documents to help explain the emergence of female labor solidarity in the early nineteenth century, as well as the growing public pressure to force women out of the industrial labor pool.

### Part 3 AP® Test Prep

#### Section 1 Multiple Choice Questions

1. d. the Ottoman Empire.
2. d. incompatibility between the Northern and Southern Italian economies.
3. d. the unification of Italy.
4. a. culminating of classical British liberalism.
5. a. Denmark, Austria, and France.
6. d. form an alliance with Prussia.
7. c. liberalize the economy and eliminate political corruption.
8. a. secularization of the government.
9. c. the survival of serfdom.
10. d. twice that of Britain.
11. d. oil, chemicals, steel, and electricity.
12. d. areas for business and government offices and theatrical venues.
13. d. an alliance with mainstream socialist parties.
14. a. A large-scale expansion in the variety of jobs available with a concurrent withdrawal of married women from the work force.
15. d. rapid population growth and unprecedented migration.
16. a. grew more diverse.
17. d. middle-class

18. d. Britain.
19. c. an alternative to both socialism and competitive capitalism.
20. d. *A Doll’s House.*
21. b. instinct, habit, and affections.
22. b. quantum theory of energy.
23. c. deeply concerned with social issues.
24. a. rejected the West and modern thought.
25. b. the growth of political and racial anti-Semitism.
26. c. reinforce traditional gender roles.
27. d. direct assertion of political and administrative control over colonies.
28. d. protecting military and commercial routes to India.
29. b. co-opting local elites and leaving local practices intact.
30. a. Indian troops led an uprising against the British.
31. d. free trade.
32. d. economic.
33. a. Spanish-American War
34. a. missionary campaign.
35. a. Austrian control over the Balkans.
36. b. Germany, Italy, Austria.
37. a. a clear ideology.
38. d. internal lines of communication.
39. a. Germany and the Soviet Union.
40. b. Germany gained control of Egypt.
41. c. self-determination.
42. b. continue Russia’s participation in World War I.
43. d. workers and peasants.
44. d. anti-small business.
45. d. the Roman Catholic Church.
46. d. Stresemann.
47. c. He originally was a socialist and became a nationalist during World War I.
48. b. stripped German Jews of their citizenship.
49. d. command of the bureaucracy.
50. b. France’s

#### Section 2 Document-Based Question

*Compare and contrast the three visions of nineteenth-century nationalism contained in the documents below. How does each author conceive of the nation and national rights?*

**Suggested Answer** This DBQ requires students to explore nineteenth-century efforts to define the nation, the implications of the rise of nationalism for the relationship between the individual and the state, and the place of minority groups in the new, nationalist political
order. An effective essay might break the question down into three parts: the political and intellectual conditions that gave rise to nineteenth-century nationalism, the shared characteristics proponents of nationalism focused on in their efforts to define the boundaries of shared national identity, and the implications of nationalism for both domestic and international politics. Successful students will note the trend over the course of the nineteenth century toward the use of nationalism as a justification for territorial expansion and the suppression of minority groups and opinions. All successful essays will begin with an introduction that contains a strong thesis statement and suggests the structure of the argument that will be laid out in the essay to follow.

An excellent essay might group the documents as follows. After an introductory paragraph that incorporates a thesis, the essay might begin by sketching the political and intellectual conditions that gave rise to nineteenth-century nationalism, giving particular attention to the conservative political settlement that followed the Napoleonic Wars, as well as the contributions of Liberalism and Romanticism to critiques of conservatism. The essay might then build on this discussion by using Documents A (Mazzini) and C (Treitscheke) to show how nationalists sought to construct alternatives to the conservative vision of political cohesion rooted in social hierarchy. Successful students might point out that despite the expressed intent of nationalists to build states from the bottom up, to see them as an expression of the popular will, nationalism could produce political programs every bit as authoritarian as the older state models they supplanted. Finally, essays might conclude by using Document C (Acton) to reflect on the long-term implications of the increasingly strong connection nineteenth-century nationalists made between the nation and ideas of race.

Part 4 AP® Test Prep

Section 1 Multiple Choice Questions

1. d. divided Poland between the two powers.
2. b. “living space.”
3. b. island hopping.
4. d. the standard of living improved during the war.
5. c. Britain, the United States, and the Soviet Union.
6. b. Tehran
7. a. forced the Germans to divert troops from the invasion of Russia.
8. b. appeasement.
9. b. the union of Germany and Austria.
10. c. massed tanks supported by airpower.
11. a. subhuman creatures.
12. b. enacted a series of anti-Semitic laws and policies.
13. c. Hitler’s plan to murder all of Europe’s Jews.
14. b. wives and mothers.
15. d. French
16. b. a surge in the population of Soviet cities.
17. a. restructuring.
18. b. Poland.
20. b. authoritarianism.
22. b. Afghanistan.
23. a. Britain favored the establishment of a national home for the Jewish people in Palestine.
24. b. the British and French intervened militarily.
25. c. containment.
26. d. the Warsaw Pact.
27. c. sought mutual accommodation in all feasible areas.
28. d. passive resistance.
29. a. Vietnam
30. c. reassert Russia’s position as a major power.
31. a. Iranian nationalism.
32. b. pre-emptive attacks by the United States.
33. d. women’s control of their own lives.
34. d. shown little interest in women’s issues.
35. a. Kierkegaard.
36. c. less common in Europe than the U.S.
37. d. radical student groups.
38. b. liberal theologians.
39. d. Vatican II.
40. d. existentialism.
41. d. The Second Sex.
42. c. North African immigrants.
43. d. reflect diverse Islamic traditions.
44. b. so few children they are no longer replacing themselves.
45. c. abstract
46. a. National Health Service
47. b. the leveling off of population growth and high unemployment.
48. c. risen sharply.
49. d. American
50. a. a unified European currency.

Section 2 Document-Based Question

What were the arguments for and against appeasement? Why were France and Britain so eager to avoid war?
Suggested Answer  This DBQ requires students to assess the European political situation in the late 1930s, identifying the choices available to French and British leaders and explaining why those leaders made the choices they did. An effective essay might break the question down into three parts: a description of the political and diplomatic background to the 1938 Sudetenland crisis, the factors that led Chamberlain to accede to Hitler’s demands, and the consequences of that decision. Successful students will place the Sudetenland crisis in the context of a series of aggressive acts on the part of Germany and emphasize the central role the experience of World War I played in shaping the views and actions of the leaders involved. All successful essays will begin with an introduction that contains a strong thesis statement and suggests the structure of the argument that will be laid out in the essay to follow.

An excellent essay might group the documents as follows. After an introductory paragraph that incorporates a thesis, the essay might begin by sketching key developments in European political history from the end of World War I to the eve of the Sudetenland crisis, using Documents A and C to illustrate the way that Hitler’s demands fit into his vision of an expanded, racially homogenous Germany. Next the essay might use Documents B and D to discuss the differing views of Chamberlain and Churchill on the best response to Germany’s actions, placing Chamberlain’s position in the larger context of the search for lasting peace and stability following World War I. Finally, the essay might reflect on the acceleration toward general war that followed events in the Munich Conference, using Documents B, C, and D to discuss the weakness of the British position and Hitler’s determination to continue his drive toward German domination of the continent.
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WHAT IS THE WESTERN HERITAGE?

This book invites students and instructors to explore the Western Heritage. What is that heritage? The Western Heritage emerges from an evolved and evolving story of human actions and interactions, peaceful and violent, that arose in the eastern Mediterranean, then spread across the western Mediterranean into northern Europe, and eventually to the American continents, and in their broadest impact, to the peoples of Africa and Asia as well.

The Western Heritage as a distinct portion of world history descends from the ancient Greeks. They saw their own political life based on open discussion of law and policy as different from that of Mesopotamia, Persia, and Egypt, where kings ruled without regard to public opinion. The Greeks invented the concept of citizenship, defining it as engagement in some form of self-government. Furthermore, through their literature and philosophy, the Greeks established the conviction, which became characteristic of the West, that reason can shape and analyze physical nature, politics, and morality.

The city of Rome, spreading its authority through military conquest across the Mediterranean world, embraced Greek literature and philosophy. Through their conquests and imposition of their law, the Romans created the Western world as a vast empire stretching from Egypt and Syria in the east to Britain in the west. Although the Roman Republic, governed by a Senate and popular political institutions, gave way after civil wars to the autocratic rule of the Roman Empire, the idea of a free republic of engaged citizens governed by public law and constitutional arrangements limiting political authority survived centuries of arbitrary rule by emperors. As in the rest of the world, the Greeks, the Romans, and virtually all other ancient peoples excluded women and slaves from political life and tolerated considerable social inequality.

In the early fourth century C.E., the Emperor Constantine reorganized the Roman Empire in two fundamental ways that reshaped the West. First, he moved the imperial capital from Rome to Constantinople (Istanbul), establishing separate emperors in the East and West. Thereafter, large portions of the Western empire became subject to the rulers of Germanic tribes. In the confusion of these times, most of the texts embodying ancient philosophy, literature, and history became lost in the West, and for centuries Western Europeans were intellectually severed from that ancient heritage, which would later be recovered in a series of renaissances, or cultural rebirths, beginning in the eighth century.

Constantine’s second fateful major reshaping of the West was his recognition of Christianity as the official religion of the empire. Christianity had grown out of the ancient monotheistic religion of the Hebrew people living in ancient Palestine. With the ministry of Jesus of Nazareth and the spread of his teachings by the Apostle Paul, Christianity had established itself as one of many religions in the empire. Because Christianity was monotheistic, Constantine’s official embrace of it led to the eradication of pagan polytheism. Thereafter, the West became more or less coterminous with Latin Christianity, or that portion of the Christian Church acknowledging the Bishop of Rome as its head.

As the emperors’ rule broke down, bishops became the effective political rulers in many parts of Western Europe. But the Christian Church in the West never governed without negotiation or conflict with secular rulers, and religious law never replaced secular law. Nor could secular rulers govern if they ignored the influence of the church. Hence from the fourth century C.E. to the present day, rival claims to political and moral authority between ecclesiastical and political officials have characterized the West.

In the seventh century the Christian West faced a new challenge from the rise of Islam. This new monotheistic religion originating in the teachings of the prophet Muhammad arose on the Arabian Peninsula and spread through rapid conquests across North Africa and eventually into Spain, turning the Mediterranean into what one historian has termed “a Muslim lake.” Between the eleventh and the thirteenth centuries, Christians attempted to reclaim the Holy Land from Muslim control in church-inspired military crusades that still resonate negatively in the Islamic world.

It was, however, in the Muslim world that most of the texts of ancient Greek and Latin learning survived and were studied, while intellectual life languished in the West. Commencing in the twelfth century, knowledge of those texts began to work its way back into Western Europe. By the fourteenth century, European thinkers redefined themselves and their intellectual ambitions by recovering the literature and science from the ancient world, reuniting Europe with its Graeco-Roman past.

From the twelfth through the eighteenth centuries, a new European political system slowly arose based on centralized monarchies characterized by large armies, navies, and bureaucracies loyal to the monarch, and by the capacity to raise revenues. Whatever the personal ambitions of individual rulers, for the most part these monarchies recognized both the political role of local or national assemblies drawn from the propertied elites and the binding power of constitutional law on themselves. Also, in each of these monarchies, church officials and church law played important roles in public life. The monarchies, their military, and their expanding commercial economies became the basis for the extension of European and Western influence around the globe.

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In the late fifteenth and early sixteenth centuries, two transforming events occurred. The first was the European discovery and conquest of the American continents, thus opening the Americas to Western institutions, religion, and economic exploitation. Over time the labor shortages of the Americas led to the forced migration of millions of Africans as slaves to the “New World.” By the mid-seventeenth century, the West consequently embraced the entire transatlantic world and its multiracial societies.

Second, shortly after the American encounter, a religious schism erupted within Latin Christianity. Reformers rejecting both many medieval Christian doctrines as unbiblical and the primacy of the Pope in Rome established Protestant churches across much of northern Europe. As a consequence, for almost two centuries religious warfare between Protestants and Roman Catholics overwhelmed the continent as monarchies chose to defend one side or the other. This religious turmoil meant that the Europeans who conquered and settled the Americas carried with them particularly energized religious convictions, with Roman Catholics dominating Latin America and English Protestants most of North America.

By the late eighteenth century, the idea of the West denoted a culture increasingly dominated by two new forces. First, science arising from a new understanding of nature achieved during the sixteenth and seventeenth centuries persuaded growing numbers of the educated elite that human beings can rationally master nature for ever-expanding productive purposes improving the health and well-being of humankind. From this era to the present, the West has been associated with advances in technology, medicine, and scientific research. Second, during the eighteenth century, a drive for economic improvement that vastly increased agricultural production and then industrial manufacturing transformed economic life, especially in Western Europe and later the United States. Both of these economic developments went hand in hand with urbanization and the movement of the industrial economy into cities where the new urban populations experienced major social dislocation.

In his painting *The School of Athens*, the great Italian Renaissance painter Raphael portrayed the ancient Greek philosopher Plato and his student, Aristotle, engaged in debate. Plato, who points to the heavens, believed in a set of ideal truths that exist in their own realm distinct from the earth. Aristotle urged that all philosophy must be in touch with lived reality and confirms this position by pointing to the earth. Such debate has characterized the intellectual, political, and social experience of the West. Indeed, the very concept of “Western Civilization” has itself been subject to debate, criticism, and change over the centuries.

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During these decades certain West European elites came to regard advances in agricultural and manufacturing economies that were based on science and tied to commercial expansion as “civilized” in contrast to cultures that lacked those characteristics. From these ideas emerged the concept of Western Civilization defined to suggest that peoples dwelling outside Europe or inside Europe east of the Elbe River were less than civilized. Whereas Europeans had once defined themselves against the rest of the world as free citizens and then later as Christians, they now defined themselves as “civilized.” Europeans would carry this self-assured superiority into their nineteenth- and early twentieth-century encounters with the peoples of Asia, Africa, and the Pacific.

During the last quarter of the eighteenth century, political revolution erupted across the transatlantic world. The British colonies of North America revolted. Then revolution occurred in France and spread across much of Europe. From 1791 through 1830, the Wars of Independence liberated Latin America from its European conquerors. These revolutions created bold new modes of political life, rooting the legitimacy of the state in some form of popular government and generally written constitutions. Thereafter, despite the presence of authoritarian governments on the European continent, the idea of the West, now including the new republics of the United States and Latin America, became associated with liberal democratic governments.

Furthermore, during the nineteenth century, most major European states came to identify themselves in terms of nationality—language, history, and ethnicity—rather than loyalty to a monarch. Nationalism eventually inflamed popular opinion and unloosed unprecedented political ambition by European governments.

These ambitions led to imperialism and the creation of new overseas European empires in the late nineteenth century. For the peoples living in European-administered Asian and African colonies, the idea and reality of the West embodied foreign domination and often disadvantageous involvement in a world economy. When in 1945 the close of World War II led to a sharp decline in European imperial authority, colonial peoples around the globe challenged that authority and gained independence. These former colonial peoples, however, often still suspected the West of seeking to control them. Hence, anticolonialism like colonialism before it redefined definitions of the West far from its borders.

Late nineteenth-century nationalism and imperialism also unleashed with World War I in 1914 unprecedented military hostilities among European nations that spread around the globe, followed a quarter century later by an even greater world war. As one result of World War I, revolution occurred in Russia with the establishment of the communist Soviet Union. During the interwar years a Fascist Party seized power in Italy and a Nazi Party took control of Germany. In response to these new authoritarian regimes, West European powers and the United States identified themselves with liberal democratic constitutionalism, individual freedom, commercial capitalism, science and learning freely pursued, and religious liberty, all of which they defined as the Western Heritage. During the Cold War, conceived of as an East-West, democratic versus communist struggle that concluded with the collapse of the Soviet Union in 1991, the Western Powers led by the United States continued to embrace those values in conscious opposition to the Soviet government, which since 1945 had also dominated much of Eastern Europe.

Since 1991 the West has again become redefined in the minds of many people as a world political and economic order dominated by the United States. Europe clearly remains the West, but political leadership has moved to North America. That American domination and recent American foreign policy have led throughout the West and elsewhere to much criticism of the United States.

Such self-criticism itself embodies one of the most important and persistent parts of the Western Heritage. From the Hebrew prophets and Socrates to the critics of European imperialism, American foreign policy, social inequality, and environmental devastation, voices in the West have again and again been raised to criticize often in the most strident manner the policies of Western governments and the thought, values, social conditions, and inequalities of Western societies.

Consequently, we study the Western Heritage not because the subject always or even primarily presents an admirable picture, but because the study of the Western Heritage like the study of all history calls us to an integrity of research, observation, and analysis that clarifies our minds and challenges our moral sensibilities. The challenge of history is the challenge of thinking, and it is to that challenge that this book invites its readers.

QUESTIONS

1. How have people in the West defined themselves in contrast with civilizations of the ancient East, and later in contrast with Islamic civilization, and still later in contrast with less economically developed regions of the world? Have people in the West historically viewed their own civilization to be superior to civilizations in other parts of the world? Why or why not?

2. How did the Emperor Constantine’s adoption of Christianity as the official religion of the Roman Empire change the concept of the West? Is the presence of Christianity still a determining characteristic of the West?

3. How has the geographical location of what has been understood as the West changed over the centuries?
What Is the Western Heritage?

4. In the past two centuries Western nations established empires around the globe. How did these imperial ventures and the local resistance to them give rise to critical definitions of the West that contrasted with the definitions that had developed in Europe and the United States? How have those non-Western definitions of the West contributed to self-criticism within Western nations?

5. How useful is the concept of Western civilization in understanding today’s global economy and global communications made possible by the Internet? Is the idea of Western civilization synonymous with the concept of modern civilization? Do you think the concept of the West will once again be redefined ten years from now?

To view a video of the authors discussing the Western heritage, go to www.myhistorylab.com
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