

THE WESTERN EXPERIENCE

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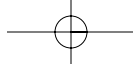
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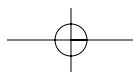
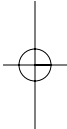
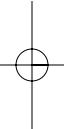
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This book is dedicated to the memory of David Hertihy, whose erudition and judgment were central to its creation and whose friendship and example continue to inspire his coauthors.



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Preface

When *The Western Experience* was originally conceived, we sought to write a textbook that would introduce students to the growing field of social history and exciting new ways of thinking about history. We wanted the textbook not merely to set forth information but to serve as an example of historical writing. That means we cared a lot about the quality of the writing itself and also that we wanted the chapters to be examples of a historical essay that set up a historical problem and developed arguments about that problem using historical evidence. We also recognized that for American students the Western Civilization textbook needed to provide an overview of that civilization, giving students an introduction to the major achievements in Western thought, art, and science as well as the social, political, and economic context for understanding them. And lastly, we were determined that our book would treat all these various aspects of history in an integrated way. Too many books, we felt, dealt with cultural or social change entirely separately, even in separate chapters, and we sought to demonstrate and exemplify the connections. To that end, *The Western Experience* is designed to provide an analytical and reasonably comprehensive account of the contexts within which, and the processes by which, European society and civilization evolved.

Now in the ninth edition, this book has evolved with the strength of prior revisions, including Barbara Hanawalt's impressive rewriting and reordering of the six chapters that cover the Middle Ages for the seventh edition. To continue that evolution, we are proud to welcome another distinguished scholar, Lisa Tiersten of Barnard College, to our author team. She has written a new chapter on nineteenth-century empires (chapter 26), one of the first among western civilization textbooks, and she has undertaken the substantial revision and reorganization of chapters 25 and 27. With a fresh voice and lucid approach, Dr. Tiersten has greatly enriched the coverage in these chapters by incorporating recent research on gender, bourgeois and consumer culture, imperialism, technology, and globalization.

EXPERIENCING HISTORY

Everyone uses history. We use it to define who we are and to connect our personal experience to the collective memory of the groups to which we belong, including a particular region, nation, and culture. We invoke the past to explain our hopes and ambitions and to justify our fears and conflicts. The Charter of the United Nations, like the American Declaration of Independence, is based on a view of history. When workers strike or armies march, they cite the lessons of their history. Because history is so important to us psychologically and intellectually, historical understanding is always shifting and often controversial.

Historical knowledge is cumulative. Historians may ask many of the same questions about different periods of history or raise new questions or issues; they integrate the answers, and historical knowledge grows. The study of history cannot be a subjective exercise in which all opinions are equally valid. Regardless of the impetus for a particular historical question, the answer to it stands until overturned by better evidence. We now know more about the past than ever before, and we understand it as the people we study could not. Unlike them, we know the outcome of their history; we can apply methods they did not have, and often we have evidence they never saw.

Humans have always found pleasure in the reciting and reading of history. The poems about the fall of Troy or the histories of Herodotus and Thucydides entertained the ancient Greeks. The biographies of great men and women, dramatic accounts of important events, colorful tales of earlier times can be fascinating in themselves. Through these encounters with history we experience the common concerns of all people; and through the study of European history, we come to appreciate the ideals and conflicts, the failures and accidents, the social needs and human choices that formed the Western world in which we live. Knowing the historical context also enriches our appreciation for the achievements of European culture,

enabling us to see its art, science, ideas, and politics in relationship to real people, specific interests, and burning issues.

We think of Europe's history as the history of Western civilization because the Greeks gave the names east and west to the points on the horizon at which the sun rises and sets. Because the Persian Empire and India lay to their east, the Greeks labeled their own continent, which they called Europe, the west. However, we need to be cautious about the view that Western civilization is a united whole, entirely distinct from other civilizations, except perhaps in its cultural development. We will see many occasions when a larger context is appropriate.

The Western Experience thus gives primary attention to a small part of the world and honors a particular cultural tradition. Yet the concentration on Europe does allow us to explore contrasts of worldwide significance; between city and rural life; among empires and monarchies and republics; in life before and after industrialization; among societies that organized labor through markets, serfdom, and slavery; between cultures little concerned with science and those that used changing scientific knowledge; among different ways of creating and experiencing forms of literature and the arts; and among Christian and non-Christian religions and all the major forms of Christianity.

A college course alone cannot create an educated citizen. Moreover, Western history is not the only history a person should know, and an introductory survey is not necessarily the best way to learn it. Yet, as readers consider and then challenge interpretations offered in this text, they will exercise critical and analytical skills. They can begin to overcome the parochialism that attributes importance only to the present. To learn to think critically about historical evidence and know how to formulate an argument on the bases of this evidence is to experience the study of history as one of the vital intellectual activities by which we come to know who and where we are.

A BALANCED, INTERPRETIVE, AND FLEXIBLE APPROACH

At the same time, we recognize that the professional scholar's preference for new perspectives over familiar ones makes a distinction that students may not share. For them, the latest interpretations need to be integrated with established understandings and controversies, with the history of people and events that are part of our cultural lore. We recognize that a textbook

should provide a coherent presentation of the basic information from which students can begin to form their historical understanding. We believe this information must be part of an interpretive history but also that its readers—teachers, students, and general readers—should be free to use it in many different ways and in conjunction with their own areas of special knowledge and their own interests and curiosity.

USE OF THEMES

Throughout this book, from the treatment of the earliest civilizations to the discussion of the present, we pursue certain key themes. These seven themes constitute a set of categories by which societies and historical change can be analyzed.

Social Structure In early chapters, social structure involves how the land was settled, divided among its inhabitants, and put to use. Later discussions of how property is held must include corporate, communal, and individual ownership, then investment banking and companies that sell shares. Similarly, in each era we treat the division of labor, noting whether workers are slave or free, male or female, and when there are recognized specialists in fighting or crafts or trade. The chapters covering the ancient world, the Middle Ages, and the early modern period explore social hierarchies that include nobles, clergy, commoners, and slaves or serfs; the treatments of the French Revolution, the Industrial Revolution, and twentieth-century societies analyze modern social classes.

The Body Politic Another theme we analyze throughout this book is what used to be called the body politic. Each era contains discussions of how political power is acquired and used and of the political structures that result. Students learn about the role of law from ancient codes to the present, as well as problems of order, and the formation of governments, including why government functions have increased and political participation of the population has changed.

Technology From cultivation in the plains of the Tigris and Euphrates to the global economy, we follow changes in the organization of production and in the impact of technology. We note how goods are distributed, and we observe patterns of trade as avenues of cultural exchange in addition to wealth. We look at the changing economic role of governments and the impact of economic theories.

Gender Roles and Family The evolution of the family and changing gender roles are topics fundamental to every historical period. Families give form to daily life and kinship structures. The history of demography, migration, and work is also a history of the family. The family has always been a central focus of social organization and religion, as well as the principal instrument by which societies assign specific practices, roles, and values to women and men. Gender roles have changed from era to era, differing according to social class and between rural and urban societies. Observing gender roles across time, the student discovers that social, political, economic, and cultural history are always interrelated; that the present is related to the past; and that social change brings gains and losses rather than evolution in a straight line—three lessons all history courses teach.

War No history of Europe could fail to pay attention to war, which, for most polities, has been their most demanding activity. Warfare has strained whatever resources were available from ancient times to the present, leading governments to invent new ways to extract wealth and mobilize support. War has built and undermined states, stimulated science and consumed technology, made heroes, and restructured nobility, schooling, and social services. Glorified in European culture and often condemned, war in every era has affected the lives of all its peoples. This historical significance, more than specific battles, is one of the themes of *The Western Experience*.

Religion Religion has been basic to the human experience, and our textbook explores the different religious institutions and experiences that societies developed. Religion affects and is affected by all the themes we address, creating community and causing conflict, shaping intellectual and daily life, providing the experiences that bind individual lives and society within a common system of meaning.

Cultural Expression For authors of a general history, no decision is more difficult than the space devoted to cultural expression. In this respect, as elsewhere, we have striven for a balance between high and popular culture. We present as clearly and concisely as possible the most important formal ideas, philosophies, and ideologies of each era. We emphasize concepts of recognized importance in the general history of ideas and those concepts that illuminate behavior and discourse in a given period. We pay particular attention to developments in science that we believe are related to important intellectual, economic, and social trends. Popular culture appears both in specific sections and throughout the book. We want to place popular culture within its social and historical con-

text but not make the gulf too wide between popular and high or formal culture. Finally, we write about many of the great works of literature, art, architecture, and music. Because of the difficulties of selection, we have tried to emphasize works that are cultural expressions of their time but that also have been influential over the ages and around the globe.

Attention to these seven themes occasions problems of organization and selection. We could have structured this book around a series of topical essays, perhaps repeating the series of themes for each of the standard chronological divisions of European history. Instead, we chose to preserve a narrative flow that emphasizes interrelationships and historical context. We wanted each chapter to stand as an interpretive historical essay, with a beginning and conclusion. As a result, the themes emerge repeatedly within discussions of a significant event, an influential institution, an individual life, or a whole period of time. Or they may intersect in a single institution or historical trend. Nevertheless, readers can follow any one of these themes across time and use that theme as a measure of change and a way to assess the differences and similarities between societies.

CHANGES TO THE NINTH EDITION

For us the greatest pleasure in a revision lies in the challenge of absorbing and then incorporating the latest developments in historical understanding. From its first edition, this book included more of the results of quantitative and social history than most general textbooks of European history, an obvious reflection of our own research. Each subsequent edition provided an occasion to incorporate current methods and new knowledge, such as the rise of gender studies: a challenge that required reconsidering paragraphs, sections, and whole chapters in the light of new theories and new research, sometimes literally reconceptualizing part of the past.

Newly Revised Chapter 25: “Progress and Its Discontents”

From the last edition, chapters 25 and 26, “European Power: Wealth, Knowledge, and Imperialism” and “The Age of Progress,” have been combined into a new chapter 25, “Progress and Its Discontents.” Relevant material on imperial Europe has been moved to chapter 26. This new chapter 25 treats late-nineteenth-century economic transformations that brought the bourgeoisie to power along with the intellectual developments that both reinforced that power and raised doubts about its bases and its legitimacy. It also explores the class iden-

tivity of the new ruling elite and examines both the pleasures and anxieties evoked by the mass commercial culture it created.

New Chapter 26: “Nineteenth-Century Empires”

In the past fifteen years, European historians increasingly have acknowledged the centrality of imperial experience to European history. Spanning a long nineteenth century from 1780 to 1914, this chapter not only explores the impact of major European economic, cultural, and political developments on imperial practice and attitudes, but also explores the profound impact of imperialism on Europe itself (making use of new scholarship on gender and popular culture, for example, to show how empire increasingly touched upon the lives of everyday Europeans). The chapter thus argues that empire did not happen “out there,” but at the center of nineteenth-century European society and culture. This chapter includes fresh new illustrations and photographs, primary source boxes, and a Global Moment box on the Indian Rebellion of 1857.

Newly Revised Chapter 27: “World War I and the World It Created”

The revised chapter 27 brings to bear new scholarship on the war, including research on gender relations and the home front and on the imperial dimension of war. It emphasizes in particular how the military mobilization of the colonies—combined with the postwar rhetoric of national self-determination—raised expectations of colonial reform and gradual self-government. When these hopes were disappointed in the postwar period, the chapter shows, colonial reform movements were transformed into militant movements for colonial independence.

Streamlined Narrative throughout the Book

All of the chapters in the ninth edition have been substantially shortened and streamlined. We have worked to make difficult concepts more understandable and to remove material that interfered with the general flow of the text.

New Global Moment Features

The process whereby worldwide connections have intensified in the past two centuries, usually referred to as globalization, has caused a revision in the way we think about the histories of individual states and regions. Although revolutions in communications and transport have made the interconnections inescapable since the 1800s, it is important to see them in perspective and to pay attention to early signs of cross-cultural activity. Five Global Moment boxed essays highlight significant occasions when Europeans had to come to terms with neighbors in other continents. And we have tried, throughout, to keep students aware of the larger context within which European history has developed.

PEDAGOGICAL FEATURES

Each generation of students brings different experiences, interests, and training into the classroom—changes that are important to the teaching-learning process. The students we teach have taught us what engages or confuses them, what impression of European history they bring to college, and what they can be expected to take from a survey course. Current political, social, and cultural events also shape what we teach and how we teach. Our experience as teachers and the helpful comments of scores of other teachers

have led to revisions and new additions throughout the book as we have sought to make it clearer and more accessible without sacrificing our initial goal of writing a reasonably sophisticated, interpretive, and analytic history.

Primary Source Boxes

These excerpts from primary sources are designed to illustrate or supplement points made in the text, to provide some flavor of the issues under discussion, and to allow beginning students some of that independence of judgment that comes from a careful reading of historical sources.



“THEY HAVE A MASTER CALLED LAW”

As King Xerxes leads his army into Greece in 480 B.C., he asks a former king of Sparta, who is accompanying him, whether the Greeks will really fight against the Persians.

“Now, Demaratus, I will ask you what I want to know. You are a Greek and one from no minor or weak city. So now tell me, will the Greeks stand and fight me?” Demaratus replied, “Your Majesty, shall I tell you the truth, or say what you want to hear?” The king ordered him to tell the truth, saying that he would respect him no less for doing so.

“Your Majesty,” he said, “I am not speaking about all of them, only about the Spartans. First, I say they will never accept conditions from you that would enslave Greece; second, that they will fight you in battle even if all the other Greeks join your side.”

Xerxes said, “Demaratus, let’s look at it in all logic: why should a thousand, or ten thousand, or fifty thousand men, if they are all free and not ruled by a single master, stand up against such an army as mine? If they were ruled

by one man, like my subjects, I suppose they might, out of fear, show more bravery than usual and, driven into battle by the lash, go up against a bigger force; but if allowed their freedom, they wouldn’t do either one.”

Demaratus said, “Your Majesty, I knew from the beginning that if I spoke the truth you wouldn’t like my message, but, since you ordered me to do so, I told you about the Spartans. They are free men, but not wholly free: They have a master called Law, whom they fear far more than your soldiers fear you. And his orders are always the same—they must not run away from any army no matter how big, but must stand in their formation and either conquer or die. But, your Majesty, may your wishes be fulfilled.”

From *Herodotus*, book VII, M. H. Chambers (tr.).

Historical Issues Boxes

These boxes explain major controversies over historical interpretations so that students can see how historical understanding is constructed. They encourage students to participate in these debates and formulate their own positions.

New Global Moment Boxes

These boxes focus on particularly vivid occasions when Europeans encountered other world civilizations, in order to suggest the broader context within which Western history unfolded.

HISTORICAL ISSUES: TWO VIEWS OF LOUIS XIV

Implicit in any assessment of the reign of Louis XIV in France is a judgment about the nature of absolutism and the kind of government the continental European monarchies created in the late seventeenth and eighteenth centuries. From the perspective of Frenchman Albert Sorel, a historian of the French Revolution writing at the end of the nineteenth century, the Revolution had been necessary to save France from Louis' heritage. For the American John Rule, a historian who concerned himself primarily with the development of political institutions during the seventeenth century, the marks of Louis XIV's rule were caution, bureaucracy, and order.

Sorel: "The edifice of the state enjoyed incomparable brilliance and splendor, but it resembled a Gothic cathedral in which the height of the nave and the arches had been pushed beyond all reason, weakening the walls as they were raised ever higher. Louis XIV carried the principle of monarchy to its utmost limit, and abused it in all respects to the point of excess. He left the nation crushed by war, mutilated by banishments, and impatient of the yoke which it felt to be ruinous. Men were worn-out, the treasury empty, all relationships strained by the violence of tension, and in the immense framework of the state there remained no institution except the accidental appearance of genius. Things had reached a point where, if a great king did not appear, there would be a great revolution."

Rule: "As Louis XIV himself said of the tasks of kingship, they were at once great, noble, and delightful. Yet Louis' enjoyment of his craft was tempered by political prudence. At an early age he learned to listen attentively to his advisers, to speak when spoken to, to ponder evidence, to avoid confrontations, to dissemble, to wait. He believed that time and tact would conquer. Despite all the evidence provided him by his ministers and his servants, Louis often hesitated before making a decision; he brooded, and in some instances put off decisions altogether. As he grew older, the king tended to hide his person and his office. Even his officials seldom saw the king for more than a brief interview. And as decision-making became centralized in the hands of the ministers, [so] the municipalities, the judges, the local estates, the guilds and at times the peasantry contested royal encroachments on their rights. Yet to many in the kingdom, Louis represented a modern king, an agent of stability whose struggle was their struggle and whose goal was to contain the crises of the age."

From Albert Sorel, *L'Europe et la révolution française*, 3rd ed., Vol. 1, Paris, 1893, p. 199, as translated in William F. Church (ed.), *The Greatness of Louis XIV: Myth or Reality?*, Boston: D. C. Heath, 1959, p. 63.


From John C. Rule, "Louis XIV, *Roi-Bureaucrate*," in Rule (ed.), *Louis XIV and the Craft of Kingship*, Columbus: Ohio State University Press, 1969, pp. 91–92.

Global Moment

THREE EMPIRES AND AN ELEPHANT

Although trade and diplomatic ties between the West and the East diminished in the period of the seventh through the tenth centuries, merchants, pilgrims, envoys, and religious officials still traveled extensively and spread news. If we look at events surrounding the year 800, we find that diplomatic missions among the Franks (a Germanic kingdom), the Byzantines (the Eastern Roman Empire), and the Abbasid caliphate (an Arabic-speaking Muslim empire) continued. The main actors in these negotiations and contacts were Charles the Great or Charlemagne (r. 768–814), king of the Franks and, as of Christmas Day 800, Roman emperor in the West; Irene (r. 796–802), who became empress of Roman Empire in the East after she blinded her son, who subsequently died; and the Caliph Harun al-Rashid (786–809), heir to the Abbasid Dynasty, centered in Baghdad in Persia.

These three rulers dominated the area around the Mediterranean, but their empires were vastly different in terms of economic sophistication, religion, and in-



the scholars were the world's leaders in medicine and science. A great hospital flourished in this period. Harun al-Rashid was said to have sponsored the "golden age" for the Arabic world. It took centuries for Arab learning in geography, astronomy, and medicine to reach the West. Charlemagne's court in Aachen was a long way from this intellectual achievement and cultural splendor.

The three empires had a history of clashes. The Arabic expansions had left the Eastern Roman Empire with far less territory. The Franks and other Germanic tribes had taken over the Western Empire and established independent kingdoms, with the Franks conquering most of them. Charlemagne, as King of the Franks, wanted the title of emperor. But before 800, no other Germanic ruler had had the audacity to take the title of emperor of the Romans, and he had some trepidation over assuming the title without permission or blessings of the real successor to the title in Constantinople. The Franks and the Arabs also had considerable conflicts. After all, Charlemagne's grandfather, Charles Martel, had defeated the Arabs 70 years before (732) and he,

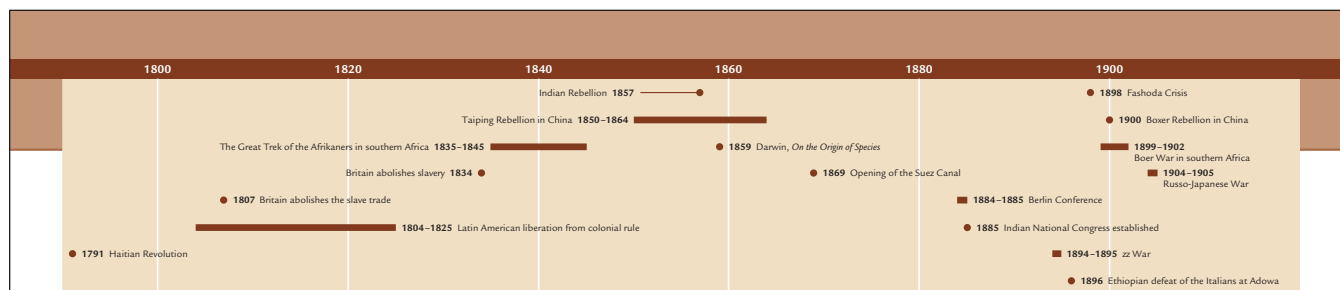
Among the many exotic gifts that Harun al-Rashid gave to Charlemagne was, perhaps, this crystal pitcher. It is certainly a piece of late eighth or early ninth century craftsmanship from Persia. It has long been assumed that this pitcher was among the gifts.
To come

was a rash hope, if he ever had it. He could not, as a Christian, make a real alliance with Arabs. The Church forbade such treaties with non-Christians. What did Charlemagne hope to achieve and what did Harun al-Rashid hope to gain with such a diplomatic overture? Although the Arabic sources are silent about the exchange, Carolingian sources speak of diplomatic mis-

and the governor of Egypt back with a white elephant named Abu l'-Abbas from India. The elephant and Isaac took four years to travel from Baghdad to Jerusalem and then on to Carthage. From there they went by ship to Italy. It is not clear what ship would have been large enough to hold an elephant in 800. Waiting until spring to cross the Alps, Isaac and the Abu l'-Abbas arrived in

New Chapter-Opening Timelines

Each chapter now opens with a new timeline. These timelines are meant to offer students a visual aid with which to track simultaneous developments and important dates to remember. Ultimately, we hope that they will help give readers a grounded sense of chronology.



Chapter Twenty

THE FRENCH REVOLUTION

REFORM AND POLITICAL CRISIS • 1789: THE FRENCH REVOLUTION •
THE RECONSTRUCTION OF FRANCE • THE SECOND REVOLUTION

Well into the eighteenth century, the long-standing social structures and political institutions of Europe were securely entrenched. Most monarchs still claimed to hold their authority directly from God. In cooperation with their aristocracies, they presided over realms composed of distinct orders of citizens, or *estates* as they were sometimes known. Each order had its particular rights, privileges, and obligations. But pressures for change were building during the century. In France, the force of public opinion grew increasingly potent by the 1780s. A financial or political crisis that could normally be managed by the monarchy threatened to snowball in this new environment. Such vulnerability was less evident in Austria, Prussia, and Russia, however, where strong monarchs instituted reforms to streamline their governments. Similarly, in Britain the political system proved resilient despite explosions of discontent at home and across the Atlantic.

Unquestionably, then, the French Revolution constituted the pivotal event of European history in the late

eighteenth century. From its outbreak in 1789, the Revolution transformed the nature of sovereignty and law in France. Under its impetus, civic and social institutions were renewed, from local government and schooling to family relations and assistance for the poor. Soon its ideals of liberty, equality, and fraternity resonated across the borders of other European states, especially after war broke out in 1792 and French armies took the offensive.

The French Revolution's innovations defined the foundations of a liberal society and polity. Both at home and abroad, however, the new regime faced formidable opposition, and its struggle for survival propelled it in unanticipated directions. Some unforeseen turns, such as democracy and republicanism, became precedents for the future even if they soon aborted. Other developments, such as the Reign of Terror, seemed to nullify the original liberal values of 1789. The bloody struggles of the Revolution thus cast a shadow over this transformative event as they dramatized the brutal dilemma of means versus ends.

New Chapter-Opening Outlines

Each chapter now opens with a short outline to give students a sense of what's to come in each chapter.

New Glossary and Key Terms

Reviewers of the last edition requested this new feature. Glossary words are bolded in each chapter and compiled in the end-of-book glossary.

Cahiers and Elections For the moment, however, patriot spokesmen stood far in advance of their grass roots. The king had invited all citizens to their local parishes to elect delegates to general assemblies and to draft grievances (*cahiers*) setting forth their views. The rural *cahiers* were highly traditional in tone, explaining only of particular local ills or hardships, and expressing confidence that the king would

Anabaptists Individuals who, citing that the Bible nowhere mentions infant baptism, argued that the sacrament was effective only if the believer understood what was happening and that therefore adults ought to be rebaptized. Opponents argued that infant baptism was necessary so that a baby would not be denied salvation if it died young.

anarchists Radical activists who called for the abolition of the state, sometimes by violent means.



The Art

The ninth edition of *The Western Experience* continues the precedent of earlier editions, with more than four hundred full-color reproductions of paintings and photographs and over one hundred clearly focused maps.

The Maps

The maps in *The Western Experience* are already much admired by instructors. Each carries an explanatory caption that enhances the text coverage to help students tackle the content without sacrificing subtlety of interpretation or trying to escape the fact that history is complex. In the ninth edition, each caption has been further improved with a thought question.



MAP 3.2 THE EMPIRE OF ALEXANDER THE GREAT AND THE ROUTE OF HIS CONQUESTS
 Alexander formed the largest empire known down to his own time. He even conquered some territory across the Indus River in India. What were the two major Persian cities near the Persian Gulf?
 ♦ For an online version, go to www.mhhe.com/chambers9 > chapter 3 > book maps

QUESTIONS FOR FURTHER THOUGHT

1. The Greeks invented historical writing. In looking at the past, what are the most important questions a historian should ask?
2. The Greek city-states and their system of alliances gave way to the rising power of Macedonia. How might the Greek states have preserved their strength and political power?

Questions for Further Thought

To encourage students to move beyond rote learning of historical “facts” and to think broadly about history, the authors have added “Questions for Further Thought” at the end of each chapter. These are too broad to be exam questions; instead, they are meant to be questions that stimulate the students to think about history and social, political, and economic forces. Some are comparative, some require students to draw on knowledge of a previous chapter, some ask about the role of great leaders in politics, and some ask about how the less famous people living at the time perceived the events surrounding them.

More Heading Levels

We have given particular attention to adding more descriptive content guides, such as the consistent use of three levels of headings. We believe these will help students identify specific topics for purposes of study and review as well as give a clear outline of a chapter’s argument.

Chronological Charts

Nearly every chapter employs charts and chronological tables that outline the unfolding of major events and social processes and serve as a convenient reference for students.

CHRONOLOGY <i>The Persian Wars</i> (All dates B.C.)	
499, autumn	Greek cities of Ionia in Asia Minor revolt from Persian Empire.
498	Athens and Eretria (on island of Euboea) take part in burning Sardis in Persian Empire.
496	Persians besiege Miletus, the leading city in the revolt.
494	Fall of Miletus.
493	End of Ionian revolt.
492, spring	Persian expedition to northern Greece suffers heavy losses in storms.
490, mid-August	Battle of Marathon near Athens; Persians defeated.
486, November	Death of King Darius of Persia; accession of Xerxes.
484, spring–480, spring	Xerxes prepares for new invasion of Greece.
480, spring	Persian army sets out from Sardis.
480, late August	Battles of Thermopylae and Artemisium.
480, late September	Battle of Salamis.
479, early August	Battle of Plataea.

AVAILABLE FORMATS

To provide an alternative to the full-length hardcover edition, *The Western Experience* Ninth Edition, is available in two-volume and three-volume paperbound editions.

- Volume I includes chapters 1–17 and covers material through the eighteenth century.
- Volume II includes chapters 15–30 and covers material since the sixteenth century.
- Volume A includes chapters 1–12, Antiquity and the Middle Ages.
- Volume B includes chapters 11–21, The Early Modern Era.
- Volume C includes chapters 19–30, The Modern Era.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

McGraw-Hill offers instructors and students a wide variety of ancillary materials to accompany *The Western Experience*. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability.

For the Instructor

Instructor's Resource CD-ROM The Instructor's Resource CD-ROM (IRCD) contains several instructor tools on one easy CD-ROM. For lecture preparation, teachers will find an Instructor's Manual with PowerPoint samples by chapter. For quizzes and tests, the IRCD contains a test bank and *EZ Test*, McGraw-Hill's flexible and easy-to-use electronic testing program. Extras on the IRCD also include map images from the book as well as extra photographs and art images.

Online Learning Center for Instructors At www.mhhe.com/chambers9. At this home page for the text-specific website, instructors will find a series of online tools to meet a wide range of classroom needs. The Instructor's Manual, PowerPoint presentations, and blank maps can be downloaded by instructors, but are password protected to prevent tampering. Instructors can also create an interactive course syllabus using McGraw-Hill's *PageOut* (www.mhhe.com/pageout).

Overhead Transparency Acetates This expanded full-color transparency package includes all the maps and chronological charts in the text.

Chapter 1: The First Civilizations

A thorough study of Chapter One should enable the student to understand:

- Humans became food producers rather than food gatherers some 13,000 years ago with the development of agriculture, the essential step in the creation of complex civilizations.
- As cities were established in the river valleys of Mesopotamia, the early Sumerian and Babylonian civilizations emerged.
- Egyptians developed a prosperous, long-lasting, religious society along the Nile between about 3000 and 300 BC.
- In Palestine, the Phoenicians created a sophisticated urban civilization, while the Israelites developed a short-lived kingdom but an enduring religious and cultural tradition.
- The Assyrians—followed by the Chaldeans, the Medes, and the Persians—established powerful unifying empires in the Near East.

Interactive thumbnails include: Spread of Early Humans, Ruins of Jericho, Er-Mané, Newgrange, Doimen, Ziggurat, Knowth, Egyptian Pyramids, Pyramids at Giza, Epic of Gilgamesh, Stonehenge, Before History, SYRIA Mesopotamian Empire, Code of Hammurabi, Mt. Sinai, rule Code of Hammurabi.

Navigation: ARGUE, LIGHTBOX, GLOSSARY, QUIZ, COMPARE

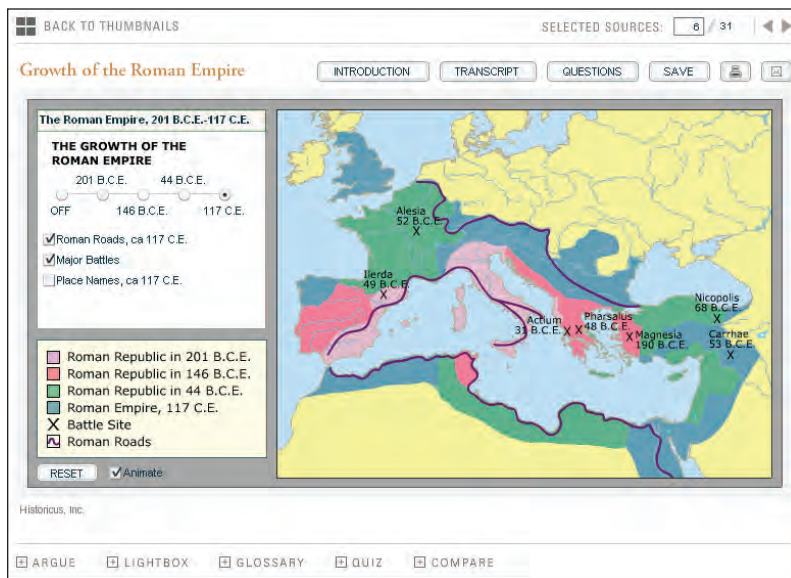
For the Student

McGraw-Hill's Primary Source Investigator (PSI) CD-ROM This CD-ROM, bound into each copy of *The Western Experience*, provides students with instant access to hundreds of world history documents, images, artifacts, audio recordings, and videos. PSI helps students practice the art of "doing history" on a real archive of historical sources. Students follow the three basic steps of *Ask*, *Research*, and *Present* to examine sources, take notes on them, and then save or print copies of the sources as evidence for their papers or presentations. After researching a particular theme, individual, or time period, students can use PSI's writing guide to walk them through the steps of developing a thesis, organizing their evidence, and supporting their conclusion.

More than just a history or writing tool, the PSI is also a student study tool that contains interactive maps, quiz questions, and an interactive glossary with audio pronunciation guide.

Student Study Guide/Workbook with Map Exercises, Volumes I and II Includes the following features for each chapter: chapter outlines, chronological diagrams, four kinds of exercises—map exercises, exercises in document analysis, exercises that reinforce the book's important overarching themes, exercises in matching important terms with significant individuals—and essay topics requiring analysis and speculation.

The Online Learning Center At www.mhhe.com/chambers9. The Online Learning Center is a fully interactive, book-specific website featuring numerous student study tools such as multiple-choice and true-false practice quizzes; interactive, drag-and-drop games about significant individuals and chronologies; key



terms with correct identifications; an audio function to help students pronounce difficult terms; and drag-and-drop map exercises. Animated maps from the book are also available through the site. These maps carry a specific URL in their caption.

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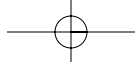
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THE WESTERN EXPERIENCE

