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The Essential
world

H I S T O R Y

Volume **II**
Since 1500

THE ESSENTIAL WORLD HISTORY

VOLUME II: SINCE 1500

EIGHTH EDITION

WILLIAM J. DUIKER

The Pennsylvania State University

JACKSON J. SPIELVOGEL

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TO YVONNE,
FOR ADDING SPARKLE TO THIS BOOK, AND TO MY LIFE
W.J.D.

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TO DIANE,
WHOSE LOVE AND SUPPORT MADE IT ALL POSSIBLE
J.J.S.

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PREFACE

FOR SEVERAL MILLION YEARS after primates first appeared on the surface of the earth, human beings lived in small communities, seeking to survive by hunting, fishing, and foraging in a frequently hostile environment. Then suddenly, in the space of a few thousand years, there was an abrupt change of direction as human beings in a few widely scattered areas of the globe began to master the art of cultivating food crops. As food production increased, the population in those areas rose correspondingly, and people began to congregate in larger communities. They formed governments to provide protection and other needed services to the local population. Cities appeared and became the focal point of cultural and religious development. Historians refer to this process as the beginnings of civilization.

For generations, historians in Europe and the United States pointed to the rise of such civilizations as marking the origins of the modern world. Courses on Western civilization conventionally began with a chapter or two on the emergence of advanced societies in Egypt and Mesopotamia and then proceeded to ancient Greece and the Roman Empire. From Greece and Rome, the road led directly to the rise of modern civilization in the West.

There is nothing inherently wrong with this approach. Important aspects of our world today can indeed be traced back to these early civilizations, and all human beings the world over owe a considerable debt to their achievements. But all too often this interpretation has been used to imply that the course of civilization has been linear in nature, leading directly from the emergence of agricultural societies in ancient Mesopotamia to the rise of advanced industrial societies in Europe and North America. Until recently, most courses on world history taught in the United States routinely focused almost exclusively on the rise of the West, with only a passing glance at other parts of the world, such as Africa, India, and East Asia. The contributions made by those societies to the culture and technology of our own time were often passed over in silence.

Two major reasons have been advanced to justify this approach. Some have argued that it is more important that young minds understand the roots of their own heritage than that of peoples elsewhere in the world. In many cases, however, the motivation for this Eurocentric approach has been the belief that since the time of

Socrates and Aristotle Western civilization has been the sole driving force in the evolution of human society.

Such an interpretation, however, represents a serious distortion of the process. During most of the course of human history, the most advanced civilizations have been not in the West, but in East Asia or the Middle East. A relatively brief period of European dominance culminated with the era of imperialism in the late nineteenth century, when the political, military, and economic power of the advanced nations of the West spread over the globe. During recent generations, however, that dominance has gradually eroded, partly as a result of changes taking place within Western societies and partly because new centers of development are emerging elsewhere on the globe—notably in Asia, with the growing economic strength of China and India and many of their neighbors.

World history, then, has been a complex process in which many branches of the human community have taken an active part, and the dominance of any one area of the world has been a temporary rather than a permanent phenomenon. It will be our purpose in this book to present a balanced picture of this story, with all respect for the richness and diversity of the tapestry of the human experience. Due attention must be paid to the rise of the West, of course, since that has been the most dominant aspect of world history in recent centuries. But the contributions made by other peoples must be given adequate consideration as well, not only in the period prior to 1500 when the major centers of civilization were located in Asia, but also in our own day, when a multipolar pattern of development is clearly beginning to emerge.

Anyone who wishes to teach or write about world history must decide whether to present the topic as an integrated whole or as a collection of different cultures. The world that we live in today, of course, is in many respects an interdependent one in terms of economics as well as culture and communications, a reality that is often expressed by the phrase “global village.” The convergence of peoples across the surface of the earth into an integrated world system began in early times and intensified after the rise of capitalism in the early modern era. In growing recognition of this trend, historians trained in global history, as well as instructors in the growing number of world history courses, have now begun to speak

and write of a “global approach” that turns attention away from the study of individual civilizations and focuses instead on the “big picture” or, as the world historian Fernand Braudel termed it, interpreting world history as a river with no banks.

On the whole, this development is to be welcomed as a means of bringing the common elements of the evolution of human society to our attention. But this approach also involves two problems. For the vast majority of their time on earth, human beings have lived in partial or virtually total isolation from each other. Differences in climate, location, and geographic features have created human societies vastly different from each other in culture and historical experience. Only in relatively recent times (the commonly accepted date has long been the beginning of the age of European exploration at the end of the fifteenth century, but some would now push it back to the era of the Mongol Empire or even further) have cultural interchanges begun to create a common “world system,” in which events taking place in one part of the world are rapidly transmitted throughout the globe, often with momentous consequences. In recent generations, of course, the process of global interdependence has been proceeding even more rapidly. Nevertheless, even now the process is by no means complete, as ethnic and regional differences continue to exist and to shape the course of world history. The tenacity of these differences and sensitivities is reflected not only in the rise of inter-cine conflicts in such divergent areas as Africa, India, and eastern Europe, but also in the emergence in recent years of such regional organizations as the African Union, the Association for the Southeast Asian Nations, and the European Union.

The second problem is a practical one. College students today are all too often not well informed about the distinctive character of civilizations such as China and India and, without sufficient exposure to the historical evolution of such societies, will assume all too readily that the peoples in these countries have had historical experiences similar to ours and will respond to various stimuli in a similar fashion to those living in western Europe or the United States. If it is a mistake to ignore those forces that link us together, it is equally a mistake to underestimate those factors that continue to divide us and to differentiate us into a world of diverse peoples.

Our response to this challenge has been to adopt a global approach to world history while at the same time attempting to do justice to the distinctive character and development of individual civilizations and regions of the world. The presentation of individual cultures is especially important in Parts I and II, which cover a time

when it is generally agreed that the process of global integration was not yet far advanced. Later chapters begin to adopt a more comparative and thematic approach, in deference to the greater number of connections that have been established among the world’s peoples since the fifteenth and sixteenth centuries. Part V consists of a series of chapters that center on individual regions of the world while at the same time focusing on common problems related to the Cold War and the rise of global problems such as overproduction and environmental pollution.

We have sought balance in another way as well. Many textbooks tend to simplify the content of history courses by emphasizing an intellectual or political perspective or, most recently, a social perspective, often at the expense of sufficient details in a chronological framework. This approach is confusing to students whose high school social studies programs have often neglected a systematic study of world history. We have attempted to write a well-balanced work in which political, economic, social, religious, intellectual, cultural, and military history have been integrated into a chronologically ordered synthesis.

Features of the Text

To enliven the past and let readers see for themselves the materials that historians use to create their pictures of the past, we have included **primary sources** (boxed documents) in each chapter that are keyed to the discussion in the text. The documents include examples of the religious, artistic, intellectual, social, economic, and political aspects of life in different societies and reveal in a vivid fashion what civilization meant to the individual men and women who shaped it by their actions. Questions at the end of each source aid students in analyzing the documents.

Each chapter has a **lengthy introduction** to help maintain the continuity of the narrative and to provide a synthesis of important themes. Anecdotes in the chapter introductions dramatically convey the major theme or themes of each chapter. A **timeline** at the end of each chapter enables students to see the major developments of an era at a glance and within cross-cultural categories, while the more **detailed chronologies** reinforce the events discussed in the text.

Maps and extensive illustrations serve to deepen the reader’s understanding of the text. **Map captions** are designed to enrich students’ awareness of the importance of geography to history, and numerous **spot maps** enable students to see at a glance the region or subject being discussed in the text. Map captions also include a question to guide students’ reading of the map. To facilitate

understanding of cultural movements, illustrations of artistic works discussed in the text are placed near the discussions. **Chapter outlines and focus questions, including critical thinking questions**, at the beginning of each chapter give students a useful overview and guide them to the main subjects of each chapter. The focus questions are then repeated at the beginning of each major section in the chapter to reinforce the main themes. A **glossary of important terms** (boldfaced in the text when they are introduced and defined) is provided at the back of the book to maximize reader comprehension. A **guide to pronunciation** is provided in parentheses in the text following the first mention of a complex name or term.

Comparative Essays, keyed to the seven major themes of world history (see p. xxxvi), enable us to more concretely draw comparisons and contrasts across geographic, cultural, and chronological lines. Some new essays have been added to the eighth edition. **Comparative illustrations**, also keyed to the seven major themes of world history, continue to be a feature in each chapter. Both the comparative essays and the comparative illustrations conclude with focus questions to help students develop their analytical skills. We hope that the comparative essays and the comparative illustrations will assist instructors who wish to encourage their students to adopt a comparative approach to their understanding of the human experience.

The **Film & History** feature, now appearing in many chapters, presents a brief analysis of the plot as well as the historical significance, value, and accuracy of popular films. New features have been added on films such as *Lawrence of Arabia*, *Triumph of the Will*, and *The Iron Lady*.

The **Opposing Viewpoints** feature presents a comparison of two or three primary sources to facilitate student analysis of historical documents. This feature has been expanded and now appears in almost every chapter. Focus questions are included to help students evaluate the documents.

End-of-chapter elements, first added in the seventh edition, provide study aids for class discussion, individual review, and/or further research. The **Chapter Summary** is illustrated with thumbnail images of chapter illustrations and combined with a **Chapter Timeline**. A **Chapter Review**, which includes **Upon Reflection** essay questions and a list of **Key Terms**, assists students in studying the chapter. **Suggested Readings** (annotated bibliographies) at the end of each chapter highlight the most recent literature on each period and also give references to some of the older, “classic” works in each field.

New to This Edition

After reexamining the entire book and analyzing the comments and reviews of many colleagues who have found the book to be a useful instrument for introducing their students to world history, we have also made a number of other changes for the eighth edition.

We have continued to strengthen the global framework of the book, but not at the expense of reducing the attention assigned to individual regions of the world. New material has been added to most chapters to help students be aware of similar developments globally, including new comparative sections.

The enthusiastic response to the primary sources (boxed documents) led us to evaluate the content of each document carefully and add new documents throughout the text, including new comparative documents in the **Opposing Viewpoints** features.

The **Suggested Reading** sections at the end of each chapter have been updated and are organized under subheadings to make them more useful. New illustrations were added to every chapter. **Chapter Notes** have now been placed at the end of each chapter.

A new focus question entitled **Connections to Today** has been added at the beginning of each chapter to help students appreciate the relevance of history by asking them to draw connections between the past and the present.

New **historiographical subsections** (often marked by headings in question format) have also been added to examine how and why historians differ in their interpretation of specific topics. To keep up with the ever-growing body of historical scholarship, new or revised material has been added throughout the book on many topics (see specific notes below).

Chapter-by-Chapter Content Revisions

Chapter 1 New material on religion in Neolithic society, on the role of ritual in ancient Egypt, and on Akhenaten; new **Opposing Viewpoints** feature, “The Governing of Empires: Two Approaches”; new boxed document, “The Covenant and the Law: The Book of Exodus.”

Chapter 2 Added material on early currency; new boxed document, “Social Classes in Ancient India.”

Chapter 3 New chapter introduction on the “First Emperor of Qin”; new information on early writing and currency; new boxed document, “A Prescription for the

Emperor”; incorporation of material on Han Dynasty (moved from Chapter 5).

Chapter 4 New and revised material on role of phalanx and colonies in rise of democracy in Greece, on helots and women in Sparta, and on role of Hellenistic cities; new boxed document, “Relations Between Greeks and Non-Greeks.”

Chapter 5 New spot map on “Roman Roads”; new material on the struggle of the Roman orders, on early Christianity, especially Roman women, and on trade with China and India, focusing on the Silk Road and contact between Romans and Chinese; new subsection, “The Nature of Roman Imperialism”; new section, “A Comparison of the Roman and Han Empires”; new boxed document, “The Achievements of Augustus”; new Opposing Viewpoint feature, “Women in the Roman and Han Empires”; new Comparative Illustration, “Emperors, West and East.”

Chapter 6 Revised chapter introduction on the arrival of the first Americans; new boxed document, “Aztec Religion Through Spanish Eyes”; new material on early civilizations in South America.

Chapter 7 Revised chapter introduction on Muhammad; two new boxed documents, “Love for a Camel” and “The Spread of the Muslim Faith.”

Chapter 8 New material on the kingdom of Kush; two new boxed documents, “A Chinese View of Africa” and “A West African Oral Tradition.”

Chapter 9 Added material on the introduction and early exploitation of cotton and sugar in India; reworked material on Chinese and Indian influence in Southeast Asia; new boxed document, “Chinese Traders in the Philippines.”

Chapter 10 Revised section on the voyages of Zheng He; two new boxed documents, “Proper Etiquette in Song China” and “Two Tang Poets.”

Chapter 11 Revised section on the early history of Korea; two new boxed documents, “The Expedition of Emperor Jimmu” and “A Plea to the New Emperor.”

Chapter 12 New historiographical subsection, “What Was the Significance of Charlemagne?”; new material on roles of peasant women, on women in medieval cities, and on commercial capitalism; new Opposing Viewpoints feature, “Two Views of Trade and Merchants.”

Chapter 13 New subsection, “Women in the Byzantine Empire”; new subsection, “Europe and the World”; two new boxed documents, “A Byzantine Emperor Gives Military Advice” and “Christian Crusaders Capture Constantinople.”

Chapter 14 Revised introduction to Part II; revised material on cartography, navigation, and triangular trade; two new boxed documents, “The Portuguese Conquest of Malacca” and “A Plea Between Friends.”

Chapter 15 New material on Martin Luther and the Peasants’ War, on Queen Elizabeth I, on Gian Lorenzo Bernini, and on Judith Leyster; new boxed document, “Queen Elizabeth I: ‘I Have the Heart of a King’”; new historiographical subsection, “Was There a Military Revolution?”

Chapter 16 New historiographical subsection, “The Ottoman Empire: A Civilization in Decline?”; new boxed document, “The Conquest of Constantinople.”

Chapter 17 Two new boxed documents, “A Plea for Women’s Education” and “Toyotomi Expels the Missionaries.”

Chapter 18 New material on a consumer revolution in the eighteenth century and on the finances of the French court.

Chapter 19 New material on the world economy and on business history and entrepreneurs.

Chapter 20 New material on the lower classes and prostitution and on Romanticism, especially Caspar David Friedrich; new boxed document, “Flaubert and an Image of Bourgeois Marriage.”

Chapter 21 Two new boxed documents, “The Effects of Dutch Colonialism in Java” and “Tragedy at Caffard Cove.”

Chapter 22 Revised section on the Chinese economy; new Opposing Viewpoints document, “Practical Learning or Confucian Essence: The Debate over Reform”; two new boxed documents, “The Roots of Rebellion” and “The Charter Oath.”

Chapter 23 New material on women in the war effort and on the Great Depression.

Chapter 24 Revised section on Chinese economy; new boxed document, “The Zionist Case for Palestine”; new Film & History feature, “*Lawrence of Arabia*.”

Chapter 25 New historiographical subsection, “The Retreat from Democracy: Did Europe Have Totalitarian States?”; new material on totalitarianism, especially on favorable view of radicalized politics, and on collectivization of agriculture in the Soviet Union; new boxed document, “Heinrich Himmler: ‘We Had the Moral Right.’”

Chapter 26 Reworked part introduction for Part V; reworked section on the Vietnam War; revised boxed document, “A Plea for Peaceful Coexistence”; new Opposing Viewpoints feature, “Confrontation in Southeast Asia”; new Film & History feature, “*Dr. Strangelove*.”

Chapter 27 Reworked sections on “Riding the Tiger” and “Back to Confucius”; updated material on Chinese political situation; two new boxed documents, “Václav Havel: A Call for a New Politics” and “Make Revolution.”

Chapter 28 New section on “The West and Islam”; new material on France, Germany, Russia, the United States, and Latin America; new Film & History feature, “*The Iron Lady*”; new boxed document, “A Child’s Account of Sarajevo.”

Chapter 29 New chapter introduction on Islamic radicalism in West Africa; updated material on current situations in Africa and the Middle East; revised sections on “The Politics of Islam” and “Economics and Islam”; new boxed document with speech by Osama bin Laden, “I Accuse”; new boxed document, “The Arab Case for Palestine.”

Chapter 30 Revised sections on Pakistan and Japan; updated discussion on all countries; Film & History feature “*Gandhi*” moved here from Chapter 24; two new boxed documents, “Japan Renounces War” and “Return to the Motherland.”

Epilogue New material on the global economy.

Instructor Resources

*MindTap*TM MindTap for *The Essential World History 8e* is a personalized, online digital learning platform providing students with an immersive learning experience that builds critical thinking skills. Through a carefully designed chapter-based learning path, MindTap allows students to easily identify the chapter’s learning objectives, improve their writing skills by completing unit-level essay assessments, read short, manageable sections from the eBook, and test their content knowledge with a Chapter Test that employs ApliaTM (see Chapter Test description below).

- *Setting the Scene*: Each chapter of the MindTap begins with a brief video that introduces the chapter’s major themes in a compelling, visual way that encourages students to think critically about the subject matter.
- *Review Activities*: Each chapter includes reading comprehension assignments designed to cover the content of each major heading within the chapter.
- *Chapter Test*: Each chapter within MindTap ends with a summative Chapter Test. It covers each chapter’s learning objectives and is built using Aplia critical thinking questions. Aplia provides automatically graded critical thinking assignments with detailed, immediate explanations on every question. Students can also choose to see another set of related questions if

they did not earn all available points in their first attempt and want more practice.

- *Reflection Activity*: Every chapter ends with an assignable, gradable reflection activity, intended as a brief writing assignment through which students can apply a theme or idea they’ve just studied.
- *Unit Activities*: Chapters in MindTap are organized into multichapter units. Each unit includes a brief set of higher-stakes activities for instructors to assign, designed to assess students on their writing and critical thinking skills and their ability to engage larger themes, concepts, and material across multiple chapters.
- *Classroom Activities*: MindTap includes a brief list of in-class activity ideas for instructors that are designed to increase student collaboration, engagement, and understanding of selected topics or themes. These activities, including class debate scenarios and primary source discussion guides, can enrich the classroom experience for both instructors and students.

MindTap also includes a variety of other tools that will make history more engaging for students:

- ReadSpeaker reads the text aloud to students in a voice they can customize.
- Note taking and highlighting are organized in a central location that can be synced with Evernote on any mobile device a student may have access to.
- Questia allows professors to search a database of thousands of peer-reviewed journals, newspapers, magazines, and full-length books; all assets can be added to any relevant chapter in MindTap.
- Kaltura allows instructors to insert inline video and audio into the MindTap platform.
- ConnectYard allows instructors to create digital “yards” through social media, all without “friending” students.

MindTap for *The Essential World History 8e* goes well beyond an eBook and a homework solution. It is truly a personal learning experience that allows you to synchronize the reading with engaging assignments. To learn more, ask your Cengage Learning sales representative to demo it for you—or go to www.Cengage.com/MindTap.

Instructor Companion Website This website, accessible through Cengage.com/login with your faculty account, is an all-in-one resource for class preparation, presentation, and testing for instructors. It includes an Instructor’s Manual, PowerPoint presentations (descriptions below), and test bank files (please see Cognero® description).

Instructor's Manual This manual contains for each chapter: learning objectives, chapter outlines and summaries, lecture suggestions, suggested research topics, discussion questions for primary source documents, and suggested readings and resources.

PowerPoint® Lecture Tools These presentations are ready-to-use, visual outlines of each chapter that are easily customized for your lectures. There are presentations of only lecture or only images, as well as combined lecture and image presentations. Also available is a per chapter JPEG library of images and maps.

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MindTap Reader MindTap Reader is an eBook specifically designed to address the ways students assimilate content and media assets. MindTap Reader combines thoughtful navigation ergonomics; advanced student annotation, note-taking, and search tools; and embedded media assets such as video and interactive (zoomable) maps. Students can use the eBook as their primary text or as a multimedia companion to their printed book. The MindTap Reader eBook is available within the MindTap found at www.cengagebrain.com.

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Writing for College History, 1e [ISBN: 9780618306039] Prepared by Robert M. Frakes, Clarion University. This brief

handbook for survey courses in American history, Western civilization/European history, and world civilization guides students through the various types of writing assignments they encounter in a history class. Providing examples of student writing and candid assessments of student work, this text focuses on the rules and conventions of writing for the college history course.

The History Handbook, 2e [ISBN: 9780495906766] Prepared by Carol Berkin of Baruch College, City University of New York, and Betty Anderson of Boston University. This book teaches students both basic and history-specific study skills such as how to read primary sources, research historical topics, and correctly cite sources. Substantially less expensive than comparable skill-building texts, *The History Handbook* also offers tips for Internet research and evaluating online sources.

Doing History: Research and Writing in the Digital Age, 2e [ISBN: 9781133587880] Prepared by Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser of James Madison University. Whether you're starting down the path as a history major or simply looking for a straightforward and systematic guide to writing a successful paper, you'll find

this text to be an indispensable handbook to historical research. Its “soup to nuts” approach to researching and writing about history addresses every step of the process, from locating your sources and gathering information to writing clearly and making proper use of various citation styles to avoid plagiarism. You'll also learn how to make the most of every tool available to you—especially the technology that helps you conduct the process efficiently and effectively.

The Modern Researcher, 6e [ISBN: 9780495318705] Prepared by Jacques Barzun and Henry F. Graff of Columbia University. This classic introduction to the techniques of research and the art of expression is used widely in history courses but is also appropriate for writing and research methods courses in other departments. Barzun and Graff thoroughly cover every aspect of research, from the selection of a topic through the gathering, analysis, writing, revision, and publication of findings, presenting the process not as a set of rules but through actual cases that put the subtleties of research in a useful context. Part One covers the principles and methods of research; Part Two covers writing, speaking, and getting one's work published.

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THEMES FOR UNDERSTANDING WORLD HISTORY

AS THEY PURSUE their craft, historians often organize their material on the basis of themes that enable them to ask and try to answer basic questions about the past. Such is our intention here. In preparing the eighth edition of this book, we have selected several major themes that we believe are especially important in understanding the course of world history. Thinking about these themes will help students to perceive the similarities and differences among cultures since the beginning of the human experience.

In the chapters that follow, we will refer to these themes frequently as we advance from the prehistoric era to the present. Where appropriate, we shall make comparisons across cultural boundaries or across different time periods. To facilitate this process, we have included a comparative essay in each chapter that focuses on a particular theme within the specific time period covered by that chapter. For example, the comparative essay in Chapter 6 deals with the human impact on the natural environment during the premodern era, while the essay in Chapter 30 discusses the same issue in the contemporary world. Each comparative essay is identified with a particular theme, although many essays touch on multiple themes.

We have sought to illustrate these themes through the use of comparative illustrations in each chapter. These illustrations are comparative in nature and seek to encourage the reader to think about thematic issues in cross-cultural terms, while not losing sight of the unique characteristics of individual societies. Our seven themes, each divided into two subtopics, are listed below.



1. Politics and Government The study of politics seeks to answer certain basic questions that historians have about the structure of a society: How were people governed? What was the relationship between the ruler and the ruled? What people or groups of people (the political elites) held political power? What actions did people take to guarantee their security or change their form of government?



2. Art and Ideas We cannot understand a society without looking at its culture, or the common ideas, beliefs, and patterns of behavior that are passed on from one generation to the next. Culture includes both high culture and popular culture. High culture consists of the writings of a society's thinkers and the works of its artists. A society's popular culture encompasses the ideas and experiences of ordinary people. Today, the media have embraced the

term *popular culture* to describe the current trends and fashionable styles.



3. Religion and Philosophy Throughout history, people have sought to find a deeper meaning to human life. How have the world's great religions, such as Hinduism, Buddhism, Judaism, Christianity, and Islam, influenced people's lives? How have they spread to create new patterns of culture in other parts of the world?



4. Family and Society The most basic social unit in human society has always been the family. From a study of family and social patterns, we learn about the different social classes that make up a society and their relationships with one another. We also learn about the role of gender in individual societies. What different roles did men and women play in their societies? How and why were those roles different?



5. Science and Technology For thousands of years, people around the world have made scientific discoveries and technological innovations that have changed our world. From the creation of stone tools that made farming easier to advanced computers that guide our airplanes, science and technology have altered how humans have related to their world.



6. Earth and the Environment Throughout history, peoples and societies have been affected by the physical world in which they live. Climatic changes alone have been an important factor in human history. Through their economic activities, peoples and societies, in turn, have also made an impact on their world. Human activities have affected the physical environment and even endangered the very existence of entire societies and species.



7. Interaction and Exchange Many world historians believe that the exchange of ideas and innovations is the driving force behind the evolution of human societies. Knowledge of agriculture, writing and printing, metalworking, and navigational techniques, for example, spread gradually from one part of the world to other regions and eventually changed the face of the entire globe. The process of cultural and technological exchange took place in various ways, including trade, conquest, and the migration of peoples.

A NOTE TO STUDENTS ABOUT LANGUAGES AND THE DATING OF TIME

One of the most difficult challenges in studying world history is coming to grips with the multitude of names, words, and phrases in unfamiliar languages. Unfortunately, this problem has no easy solution. We have tried to alleviate the difficulty, where possible, by providing an English-language translation of foreign words or phrases, a glossary, and a pronunciation guide in parentheses in the text. The issue is especially complicated in the case of Chinese because two separate systems are commonly used to transliterate the spoken Chinese language into the Roman alphabet. The Wade-Giles system, invented in the nineteenth century, was the most frequently used until recent years, when the pinyin system was adopted by the People's Republic of China as its own official form of transliteration. We have opted to use the latter, as it appears to be gaining acceptance in the United States.

In our examination of world history, we also need to be aware of the dating of time. In recording the past, historians try to determine the exact time when events occurred. World War II in Europe, for example, began on September 1, 1939, when Adolf Hitler sent German troops into Poland, and ended on May 7, 1945, when Germany surrendered. By using dates, historians can place events in order and try to determine the development of patterns over periods of time.

If someone asked you when you were born, you would reply with a number, such as 1997. In the United States, we would all accept that number without question, because it is part of the dating system followed in the Western world (Europe and the Western Hemisphere). In this system, events are dated by counting backward or forward from the birth of Christ (assumed to be the year 1). An event that took place 400 years before the birth of Christ would commonly be dated 400 B.C. (before Christ). Dates after the birth of Christ are labeled as A.D. These letters stand for the Latin words *anno domini*, which mean “in the year of the Lord” (or the year of the birth of Christ). Thus, an event that took place 250 years after the birth of Christ is written A.D. 250, or in the year of the Lord 250. It can also be written as 250,

just as you would not give your birth year as A.D. 1997, but simply as 1997.

Some historians now prefer to use the abbreviations B.C.E. (“before the common era”) and C.E. (“common era”) instead of B.C. and A.D. This is especially true of world historians who prefer to use symbols that are not so Western or Christian oriented. The dates, of course, remain the same. Thus, 1950 B.C.E. and 1950 B.C. are the same year, as are A.D. 40 and 40 C.E. In keeping with the current usage by many world historians, this book will use the terms B.C.E. and C.E.

Historians also make use of other terms to refer to time. A decade is 10 years; a century is 100 years; and a millennium is 1,000 years. The phrase “fourth century B.C.E.” refers to the fourth period of 100 years counting backward from 1, the assumed date of the birth of Christ. Since the first century B.C.E. would be the years 100 B.C.E. to 1 B.C.E., the fourth century B.C.E. would be the years 400 B.C.E. to 301 B.C.E. We could say, then, that an event in 350 B.C.E. took place in the fourth century B.C.E.

The phrase “fourth century C.E.” refers to the fourth period of 100 years after the birth of Christ. Since the first period of 100 years would be the years 1 to 100, the fourth period or fourth century would be the years 301 to 400. We could say, then, for example, that an event in 350 took place in the fourth century. Likewise, the first millennium B.C.E. refers to the years 1000 B.C.E. to 1 B.C.E.; the second millennium C.E. refers to the years 1001 to 2000.

The dating of events can also vary from people to people. Most people in the Western world use the Western calendar, also known as the Gregorian calendar after Pope Gregory XIII, who refined it in 1582. The Hebrew calendar, on the other hand, uses a different system in which the year 1 is the equivalent of the Western year 3760 B.C.E., considered by Jews to be the date of the creation of the world. Thus, the Western year 2015 is the year 5775 on the Jewish calendar. The Islamic calendar begins year 1 on the day Muhammad fled from Mecca, which is the year 622 on the Western calendar.

WORLD HISTORY TO 1500

THE FIRST CIVILIZATIONS WERE BUILT by peoples in Mesopotamia, Egypt, India, and China. Blessed with an abundant environment in their fertile river valleys, beginning around 3000 B.C.E. the Mesopotamians and Egyptians built technologically advanced societies, developed cities, and struggled with the problems of organized states. They developed writing to keep records, created literature, and constructed monumental



architecture to please their gods, symbolize their power, and preserve their culture for all time. They also developed new political, military, social, and religious structures to deal with the basic problems of human existence and organization. These first literate civilizations left

detailed records that allow us to view how they grappled with three of the fundamental problems that humans have always pondered: the nature of human relationships, the nature of the universe, and the role of divine forces in that cosmos. Although other peoples would provide different answers from those of the Mesopotamians and Egyptians, they posed the questions, gave answers, and wrote them down. Human memory begins with the creation of civilizations.

By the middle of the second millennium B.C.E., much of the creative impulse of the Mesopotamian and Egyptian civilizations was beginning to wane. Around 1200 B.C.E., the decline of the Hittites and Egyptians had created a power vacuum that allowed a number of small states to emerge and temporarily flourish. All of them were eventually overshadowed by the rise of the great empires of the Assyrians and Persians. The Assyrian Empire had been the first to unite almost all of the ancient Middle East. Even larger, however, was the empire of the Great Kings of Persia. The many years of peace that the Persian Empire brought to the Middle East facilitated trade and the general well-being of its peoples. It is no wonder that many peoples expressed their gratitude for being subjects of the Great Kings. Among these peoples were the Israelites, who created no empire but nevertheless left an important spiritual legacy. The evolution of monotheism created in Judaism one of the world's greatest religions; Judaism in turn influenced the development of both Christianity and Islam.

While the peoples of North Africa and the Middle East were actively building the first civilizations, a similar process was getting under way in India. The first civilization in India arose in the Indus River Valley during the fourth millennium B.C.E. This Harappan civilization made significant political and social achievements for some two thousand years until the coming of the Aryans



around 1500 B.C.E. The Aryans established political control throughout all of India and created a new Indian civilization. Two of the world's great religions, Hinduism and Buddhism, began in India. With its belief in reincarnation, Hinduism provided justification for India's rigid class system. Buddhism was the product of one man, Siddhartha Gautama, who in the sixth century B.C.E. delivered a simple message for achieving wisdom that created a new spiritual philosophy that came to rival Hinduism.

With the rise of the Mauryan Dynasty in the fourth century B.C.E., the distinctive features of a great civilization began to be clearly visible. It was extensive in its scope, embracing the entire Indian subcontinent and eventually, in the form of Buddhism and Hinduism, spreading to China and Southeast Asia. But the underlying ethnic, linguistic, and cultural diversity of the Indian people posed a constant challenge to the unity of the state. After the collapse of the Mauryas, the subcontinent would not come under a single authority again for several hundred years.

In the meantime, another great experiment was taking place far to the northeast, across the Himalaya Mountains. Like many other civilizations of antiquity, the first Chinese state was concentrated on a major river system. Beginning around 1600 B.C.E., the Shang Dynasty created the first flourishing Chinese civilization. Under the Shang, China developed

organized government, a system of writing, and advanced skills in the making of bronze vessels. During the Zhou Dynasty, China began to adopt many of the features that characterized Chinese civilization for

