

# THE EARTH AND ITS PEOPLES

A GLOBAL HISTORY

SIXTH EDITION

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NORTHRUP

大起  
大箱盈起時  
食葉聲似雨  
春風老不知  
蠶婦忙如許  
呼童刈早麥  
朝餘已過午  
妖歌得綾羅  
不易青帟女















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A GLOBAL HISTORY



EDITION

# 6

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## A GLOBAL HISTORY

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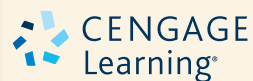
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# Preface

In preparing the sixth edition of this book, we examined the flow of topics from chapter to chapter and decided that certain rearrangements within chapters and in the order of chapters would accommodate the needs of instructors and students better than the template they had followed since the first edition. The first change was reversing the order of the third and fourth chapters to have early Mediterranean and Middle Eastern history directly follow the discussion of the origins of civilization in the Nile Valley and Mesopotamia.

The second change addressed the problem of when and how to discuss the history of pre-Columbian America. The time span to be covered, ranging from roughly 1500 B.C.E. to 1500 C.E., was too long to fit easily into the book's division into eight parts. The new structure we have adopted relocates the long pre-Aztec and pre-Inka narrative from Part III, Growth and Interaction of Cultural Communities, to the end of Part II, The Formation of New Cultural Communities. This change puts the status of the earliest civilizations in the Western Hemisphere on the same footing as the civilizations of early Greece, China, and South and Southeast Asia. It has the added benefit of making the history of East Asia in the Tang and Song periods directly precede the history of the Mongol empire, which allows instructors to have an uninterrupted focus on East Asia. The histories of the Aztecs and Inkas have been shifted to the chapter on tropical history located in Part IV, Interregional Patterns of Culture and Contact. This allows for a discussion of the overall influence of tropical environments and places them in close proximity to our treatment of the coming of Europeans to the New World.

A third structural change has shortened the length of the book from 34 to 33 chapters. To lessen the impression that Europe's domination of the world should always be the primary focus of student attention between the eighteenth and mid-twentieth centuries we have combined the two separate chapters on European imperialism, Chapters 26 and 28 in previous editions, into one. We feel that this change provides a better balance between the saga of European imperialism, accounts of resistance to imperialism, and the rise of independence movements in different parts of the world.

In a related change, we have relocated the chapter dealing with the histories of India, Latin America, and Africa in the first half of the twentieth century from after World War II, the old Chapter 31, to a position between the world wars. The aim of this chapter, titled "Revolutions in Living," is to portray that period not only as a time of political change in parts of the world subjected to European imperialism, but also as one of transformation of daily lives of people in both the industrialized and nonindustrialized worlds. The added focus of the chapter fills a gap between discussion of the Industrial Revolution in the eighteenth and nineteenth centuries and the advent of major technological changes in the post-World War II era.

Finally in this new edition, contributor and East Asian specialist Michael Wert of Marquette University brought a fresh perspective to many of our chapters dealing with East Asia, helping ensure that our coverage is at the forefront of emerging scholarship.

The authors believe that these changes, along with myriad smaller changes detailed below, significantly enhance the overall goal of *The Earth and Its Peoples*, namely, to be a textbook that speaks not only for the past but also to today's student and teacher. Students and instructors alike should take away from this text a broad, and due to the changes, more flowing impression of human societies beginning as sparse and disconnected communities reacting creatively to local circumstances; experiencing ever more intensive stages of contact, interpenetration, and cultural expansion and amalgamation; and arriving at a twenty-first-century world in which people increasingly visualize a single global community.

Process, not progress, is the keynote of this book: a steady process of change over time, at first experienced differently in various regions, but eventually connecting peoples and traditions from all parts of the globe. Students should come away from this book with a sense that the problems and promises of their world are rooted in a past in which people of every sort, in every part of the world, confronted problems of a similar character and coped with them as best they could. We believe that our efforts will help students see where their world has come from and learn thereby something useful for their own lives.



## CENTRAL THEMES AND GOALS

We subtitled *The Earth and Its Peoples* “A Global History” because the book explores the common challenges and experiences that unite the human past. Although the dispersal of early humans to every livable environment resulted in a myriad of different economic, social, political, and cultural systems, all societies displayed analogous patterns in meeting their needs and exploiting their environments. Our challenge was to select the particular data and episodes that would best illuminate these global patterns of human experience.

To meet this challenge, we adopted two themes for our history: “technology and the environment” and “diversity and dominance.” The first theme represents the commonplace material bases of all human societies at all times. It grants no special favor to any cultural group even as it embraces subjects of the broadest topical, chronological, and geographical range. The second theme expresses the reality that every human society has constructed or inherited structures of domination. We examine practices and institutions of many sorts: military, economic, social, political, religious, and cultural, as well as those based on kinship, gender, and literacy. Simultaneously we recognize that alternative ways of life and visions of societal organization continually manifest themselves both within and in dialogue with every structure of domination.

With respect to the first theme, it is vital for students to understand that technology, in the broad sense of experience-based knowledge of the physical world, underlies all human activity. Writing is a technology, but so is oral transmission from generation to generation of lore about medicinal or poisonous plants. The magnetic compass is a navigational technology, but so is Polynesian mariners’ hard-won knowledge of winds, currents, and tides that made possible the settlement of the Pacific islands.

All technological development has come about in interaction with environments, both physical and human, and has, in turn, affected those environments. The story of how humanity has changed the face of the globe is an integral part of our first theme. Yet technology and the environment do not explain or underlie all important episodes of human experience. The theme of “diversity and dominance” informs all our discussions of politics, culture, and society. Thus when narrating the histories of empires, we describe a range of human experiences within and beyond the imperial frontiers without assuming that imperial institutions are a more fit topic for discussion than the economic and social organization of pastoral nomads or the lives of peasant women. When religion and culture occupy our narrative, we focus not only on the dominant tradition but also on the diversity of alternative beliefs and practices.

## ORGANIZATION

*The Earth and Its Peoples* uses eight broad chronological divisions to define its conceptual scheme of global historical development.

In **Part One: The Emergence of Human Communities, to 500 B.C.E.**, we examine important patterns of human communal organization primarily in the Eastern Hemisphere. Small, dispersed human communities living by foraging spread to most parts of the world over tens of thousands of years. They responded to enormously diverse environmental conditions, at different times in different ways, discovering how to cultivate plants and utilize the products of domestic animals. On the basis of these new modes of sustenance, population grew, permanent towns appeared, and political and religious authority, based on collection and control of agricultural surpluses, spread over extensive areas.

**Part Two: The Formation of New Cultural Communities, 1000 B.C.E.–400 C.E.**, introduces the concept of a “cultural community,” in the sense of a coherent pattern of activities and symbols pertaining to a specific human community. While all human communities develop distinctive cultures, including those discussed in Part One, historical development in this stage of global history prolonged and magnified the impact of some cultures more than others. In the geographically contiguous African-Eurasian landmass, as well as in the Western Hemisphere, the cultures that proved to have the most enduring influence traced their roots to the second and first millennia B.C.E.

**Part Three: Growth and Interaction of Cultural Communities, 300 B.C.E.–1200 C.E.**, deals with early episodes of technological, social, and cultural exchange and interaction on a continental scale both within and beyond the framework of imperial expansion. These are so different from earlier interactions arising from more limited conquests or extensions of political

boundaries that they constitute a distinct era in world history, an era that set the world on the path of increasing global interaction and interdependence that it has been following ever since.

In **Part Four: Interregional Patterns of Culture and Contact, 1200–1550**, we look at the world during the three and a half centuries that saw both intensified cultural and commercial contact and increasingly confident self-definition of cultural communities in Europe, Asia, Africa, and the Americas. The Mongol conquest of a vast empire extending from the Pacific Ocean to eastern Europe greatly stimulated trade and interaction. In the West, strengthened European kingdoms began maritime expansion in the Atlantic, forging direct ties with sub-Saharan Africa and entering into conflict with the civilizations of the Western Hemisphere.

**Part Five: The Globe Encompassed, 1500–1750**, treats a period dominated by the global effects of European expansion and continued economic growth. European ships took over, expanded, and extended the maritime trade of the Indian Ocean, coastal Africa, and the Asian rim of the Pacific Ocean. This maritime commercial enterprise had its counterpart in European colonial empires in the Americas and a new Atlantic trading system. The contrasting capacities and fortunes of traditional land empires and new maritime empires, along with the exchange of domestic plants and animals between the hemispheres, underline the technological and environmental dimensions of this first era of complete global interaction.

In **Part Six: Revolutions Reshape the World, 1750–1870**, the word *revolution* is used in several senses: in the political sense of governmental overthrow, as in France and the Americas; in the metaphorical sense of radical transformative change, as in the Industrial Revolution; and in the broadest sense of a perception of a profound change in circumstances and worldview. Technology and environment lie at the core of these developments. With the rapid ascendancy of the Western belief that science and technology could overcome all challenges—environmental or otherwise—technology became an instrument not only of transformation but also of domination, to the point of threatening the integrity and autonomy of cultural traditions in nonindustrial lands and provoking strong movements of resistance.

**Part Seven: Global Diversity and Dominance, 1750–1945**, examines the development of a world arena in which people conceived of events on a global scale. Imperialism, international economic connections, and world-encompassing ideological tendencies, such as nationalism and socialism, present the picture of a globe becoming increasingly involved with European political and ideological concerns. Two world wars arising from European rivalries provide a climax to these developments, and European exhaustion affords other parts of the world new opportunities for independence and self-expression.

For **Part Eight: Perils and Promises of a Global Community, 1945 to the Present**, we divide the period since World War II into three time periods: 1945–1975, 1975–2000, and 2000 to the present. The challenges of the Cold War and postcolonial nation building dominate much of the period and unleash global economic, technological, and political forces that become increasingly important in all aspects of human life. With the end of the Cold War, however, new forces come to the fore. Technology is a key topic in Part Eight because of its integral role in both the growth and the problems of a global community. However, its many benefits in improving the quality of life become clouded by negative impacts on the environment.

## FEATURES AND NEW PEDAGOGICAL AIDS

As with previous editions, the sixth edition offers a number of valuable features and pedagogical aids designed to pique student interest in specific world history topics and help them process and retain key information. Historical essays for each of the eight parts called Issues in World History are specifically designed to alert students to broad and recurring conceptual issues that are of great interest to contemporary historians; this feature has proved to be an instructor and student favorite. Six in-chapter essays on Material Culture call particular attention to the many ways in which objects and processes of everyday life can play a role in understanding human history on a broad scale. Thus essays like “Bells, Gongs, and Drums” and “Lamps and Candles” are not only interesting in and of themselves but also suggestive of how today’s world historians find meaning in the ordinary dimensions of human life. The Environment and Technology feature, which has been a valuable resource in all prior editions of *The Earth and Its Peoples*, serves to illuminate the major theme of the text by demonstrating the shared material bases of all human societies across time. Finally, Diversity and Dominance, also core to the theme of the text, is the primary source feature that brings a myriad of real historical voices to life in a common struggle for power and autonomy.

Pedagogical aids include the following:

- **Chapter Opening Focus Questions** These questions are keyed to every major subdivision of the chapter and serve to help students focus on the core chapter concepts.
- **Section Reviews** Short bullet-point reviews summarize each major section in every chapter and remind students of key information.
- **Chapter Conclusions** Every chapter ends with a comparative conclusion that helps students better synthesize chapter material and understand how it fits into the larger picture.
- **Marginal Key Term with Definitions** Students can handily find key term definitions on the same page where the term first appears.
- **Pronunciation Guide** Hard-to-pronounce words are spelled phonetically for students throughout the text.

## CHANGES IN THIS EDITION

In addition to the pedagogical aids outlined above, numerous chapter-by-chapter changes have been made, including new illustrations, new maps, streamlining of the textual discussion, and updates to many of the boxed feature essays. Here are a few highlights:

- In Chapter 1 the feature on “Cave Art” has been expanded.
- Chapter 4 descriptions of early civilizations in the Western Hemisphere have been shifted to Chapter 8 in order to facilitate a more unified discussion of Pre-Columbian America.
- Chapter 4 also contains a substantial new section on pastoral nomadism in the Eurasian steppe. Chapter 6 has a new Diversity and Dominance feature, “Socioeconomic Mobility: Winners and Losers in Imperial Rome and Han China,” and a new Environment and Technology feature, “Ancient Glass.” A Material Culture essay, “Lamps and Candles,” has also been added.
- Chapter 8 has been extensively revised. Discussion of the Olmec and Chavín have been moved from Chapter 3 and the discussion of the Toltec, Tiwanaku, Wari, and Chimú civilizations expanded. Discussion of the Aztec and Inka civilizations appears in Chapter 15.
- Chapter 9 includes discussion of early Egyptian archaeological site of Nabta Playa.
- Chapter 12 contains expanded coverage of Korea.
- Chapter 13 contains expanded coverage of Vietnam and Yunnan province in southwest China.
- Chapter 14 has expanded coverage of eastern Europe and the Ottoman empire.
- Chapter 15 bears a new title, “Southern Empires, Southern Seas,” and includes treatment of the Aztec and Inka empires that were previously covered much earlier in the book.
- Chapter 16 reflects new research on South Asian and Polynesian maritime cultures.
- Chapter 17 includes a new feature devoted to the first joint stock company and foreign trade. Coverage of early capitalism is expanded to include a discussion of stock markets and speculative bubbles like the Tulip, South Sea, and Mississippi Company frenzies.
- Chapter 19 includes a new feature, “Hurricanes and the Caribbean Plantation Economy.”
- Chapter 20 has expanded to include the history of Russia, hence a new opening that features a Russian popular hero and the change of title to “Territorial Empires Between Europe and China.”
- Chapter 21 has a new discussion of Korean history and the Imjin War.
- Chapters 22–23 have been reversed in sequence to provide better continuity to discussions of revolutions in Europe and parallel changes in the Americas.
- Chapter 22 includes a new discussion of proto-industrialization as well as augmented discussions of the spread of industrialization to continental Europe and North America and the early career of Karl Marx. The section “Protest and Reform” has been broadly revised to include machine breaking in the textile sector and rural resistance to mechanization in the Captain Swing riots.
- Chapter 25 has a new feature: “Industrializing Sugar Agriculture in Cuba.”
- Chapter 26 combines accounts of European imperialism that were previously contained in this chapter and in Chapter 28.
- Chapter 27 features a revised discussion of early Japanese industrialization as well as an expanded treatment of Marx and Marxism and a new discussion of Mikhail Bakunin and anarchism. The chapter also includes a new feature: “Giuseppe Mazzini on Revolutionary Nationalism.”
- Chapter 29 combines in a new chapter a discussion of technology and lifestyle changes that occurred between 1900 and 1945 with accounts of political movements in India, Latin Amer-

ica, and Africa that were previously located in Chapter 31. Highlights include a Diversity and Dominance feature, “Gandhi and the Media,” an Environment and Technology feature, “New Materials,” and a Material Culture essay, “Bells, Gongs, and Drums.”

- Chapter 30 includes a new Environment and Technology feature, “The Magnetophon.”
- Chapter 31 includes an updated discussion about the Cold War confrontation between West and East plus a revised discussion of apartheid and South Africa’s struggle for independence.
- Chapter 32 contains a thoroughly updated feature, “Connected” to include discussion and pictures of the latest technology. The best current data are included in the demographic tables and discussion.
- Chapter 33 updates world affairs through the first half of 2013 and incorporates new statistical information on maps.

## FORMATS

To accommodate different academic calendars and approaches to the course, *The Earth and Its Peoples* is available in three formats. There is a one-volume hardcover version containing all 33 chapters, along with a two-volume paperback edition: Volume I: To 1550 (Chapters 1–16) and Volume II: Since 1500 (Chapters 16–33). For readers at institutions with the quarter system, we offer a three-volume paperback version: Volume A: To 1200 (Chapters 1–12), Volume B: From 1200 to 1870 (Chapters 12–25), and Volume C: Since 1750 (Chapters 22–33). Volume II includes an Introduction that surveys the main developments set out in Volume I and provides a groundwork for students studying only the period since 1500.

## ANCILLARIES

A wide array of supplements accompany this text to assist students with different learning needs and to help instructors master today’s various classroom challenges.

### Instructor Resources

**Aplia™ [ISBN: 9781285768113]** is an online interactive learning solution that improves comprehension and outcomes by increasing student effort and engagement. Founded by a professor to enhance his own courses, Aplia provides automatically graded assignments with detailed, immediate explanations on every question. The interactive assignments have been developed to address the major concepts covered in *The Earth and Its Peoples* and are designed to promote critical thinking and engage students more fully in learning. Question types include questions built around animated maps, primary sources such as newspaper extracts, or imagined scenarios, like engaging in a conversation with a historical figure or finding a diary and being asked to fill in some blanks; more in-depth primary source question sets address a major topic with a number of related primary sources and questions that promote deeper analysis of historical evidence. Many of the questions incorporate images, video clips, or audio clips. Students get immediate feedback on their work (not only what they got right or wrong, but why), and they can choose to see another set of related questions if they want more practice. A searchable eBook is available inside the course as well so that students can easily reference it as they work. Map-reading and writing tutorials are also available to get students off to a good start.

Aplia’s simple-to-use course management interface allows instructors to post announcements, upload course materials, host student discussions, e-mail students, and manage the gradebook; a knowledgeable and friendly support team offers assistance and personalized support in customizing assignments to the instructor’s course schedule. To learn more and view a demo for this book, visit [www.aplia.com](http://www.aplia.com).

**MindTap Reader** for *The Earth and Its Peoples* 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 MP3 chapter summaries, primary source documents with criti-

cal thinking questions, 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 and Aplia online offerings found at [www.cengagebrain.com](http://www.cengagebrain.com).

**Online PowerLecture with Cognero® [ISBN: 9781285455013]** This PowerLecture is an all-in-one online multimedia resource for class preparation, presentation, and testing. Accessible through [Cengage.com/login](http://Cengage.com/login) with your faculty account, you will find available for download: book-specific Microsoft® PowerPoint® presentations; a Test Bank in both Microsoft® Word® and Cognero® formats; an Instructor Manual; Microsoft® PowerPoint® Image Slides; and a JPEG Image Library.

The **Test Bank**, offered in Microsoft® Word® and Cognero® formats, contains multiple-choice and essay questions for each chapter. Cognero® is a flexible, online system that allows you to author, edit, and manage test bank content for *The Earth and Its People*, sixth edition. Create multiple test versions instantly and deliver through your LMS from your classroom, or wherever you may be, with no special installs or downloads required.

The **Instructor's Manual** contains for each chapter: an outline and summary; critical thinking questions; in-class activities; lecture launching suggestions; a list of key terms with definitions; and suggested readings and Web resources. The *Microsoft® PowerPoint® presentations* are ready-to-use, visual outlines of each chapter. These presentations are easily customized for your lectures and offered along with chapter-specific Microsoft® PowerPoint® Image Slides and JPEG Image Libraries. Access your Online PowerLecture at [www.cengage.com/login](http://www.cengage.com/login).

**History CourseMate** Cengage Learning's History CourseMate brings course concepts to life with interactive learning, study tools, and exam preparation tools that support the printed textbook. Use Engagement Tracker to monitor student engagement in the course and watch student comprehension soar as your class works with the printed textbook and the textbook-specific website. An interactive eBook allows students to take notes, highlight, search, and interact with embedded media (such as quizzes, flashcards, primary sources, and videos). Learn more at [www.cengage.com/coursemate](http://www.cengage.com/coursemate).

**CourseReader** CourseReader is an online collection of primary and secondary sources that lets you create a customized electronic reader in minutes. With an easy-to-use interface and assessment tool, you can choose exactly what your students will be assigned—simply search or browse Cengage Learning's extensive document database to preview and select your customized collection of readings. In addition to print sources of all types (letters, diary entries, speeches, newspaper accounts, etc.), their collection includes a growing number of images and video and audio clips.

Each primary source document includes a descriptive headnote that puts the reading into context and is further supported by both critical thinking and multiple-choice questions designed to reinforce key points. For more information visit [www.cengage.com/coursereader](http://www.cengage.com/coursereader).

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**Reader Program** Cengage Learning publishes a number of readers, some containing exclusively primary sources, others a combination of primary and secondary sources, and some designed to guide students through the process of historical inquiry. Visit [Cengage.com/history](http://Cengage.com/history) for a complete list of readers.

**Custom Options** Nobody knows your students like you, so why not give them a text that is tailor-fit to their needs? Cengage Learning offers custom solutions for your course—whether it's making a small modification to *The Earth and Its Peoples* to match your syllabus or combining multiple sources to create something truly unique. You can pick and choose chapters, include your own material, and add additional map exercises along with the Rand McNally Atlas to create a text that fits the way you teach. Ensure that your students get the most out of



their textbook dollar by giving them exactly what they need. Contact your Cengage Learning representative to explore custom solutions for your course.

## Student Resources

***Writing for College History, first edition* [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, second edition* [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, second edition* [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. This text's "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, sixth edition* [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.

***Rand McNally Historical Atlas of the World, second edition* [ISBN: 9780618841912]** This valuable resource features over 70 maps that portray the rich panoply of the world's history from preliterate times to the present. They show how cultures and civilization were linked and how they interacted. The maps make it clear that history is not static. Rather, it is about change and movement across time. The maps show change by presenting the dynamics of expansion, cooperation, and conflict. This atlas includes maps that display the world from the beginning of civilization; the political development of all major areas of the world; expanded coverage of Africa, Latin America, and the Middle East; the current Islamic World; and the world population change in 1900 and 2000.

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When textbook authors set out on a project, they are inclined to believe that 90 percent of the effort will be theirs and 10 percent that of various editors and production specialists employed by their publisher. How very naïve. This book would never have seen the light of day had it not been for the unstinting labors of the great team of professionals who turned the authors' words into beautifully presented print. Our debt to the staff of Cengage Learning remains undiminished in the sixth edition. Brooke Barbier, product manager, has offered us firm but sympathetic guidance throughout the revision process. Tonya Lobato, senior content developer, offered astute and sympathetic assistance as the authors worked to incorporate many new ideas and subjects into the text. Carol Newman, senior content project manager, moved the work through the production stages to meet a challenging schedule. Abbey Stebing did an outstanding job of photo research.

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# Note on Spelling and Usage

Where necessary for clarity, dates are followed by the letters C.E. or B.C.E. The abbreviation C.E. stands for “Common Era” and is equivalent to A.D. (anno Domini, Latin for “in the year of the Lord”). The abbreviation B.C.E. stands for “before the Common Era” and means the same as B.C. (“before Christ”). In keeping with our goal of approaching world history without special concentration on one culture or another, we chose these neutral abbreviations as appropriate to our enterprise. Because many readers will be more familiar with English than with metric measurements, however, units of measure are generally given in the English system, with metric equivalents following in parentheses.

In general, Chinese has been Romanized according to the pinyin method. Exceptions include proper names well established in English (e.g., Canton, Chiang Kaishek) and a few English words borrowed from Chinese (e.g., kowtow). Spellings of Arabic, Ottoman Turkish, Persian, Mongolian, Manchu, Japanese, and Korean names and terms avoid special diacritical marks for letters that are pronounced only slightly differently in English. An apostrophe is used to indicate when two Chinese syllables are pronounced separately (e.g., Chang’an).

For words transliterated from languages that use the Arabic script—Arabic, Ottoman Turkish, Persian, Urdu—the apostrophe indicating separately pronounced syllables may represent either of two special consonants, the hamza or the ain. Because most English-speakers do not hear the distinction between these two, they have not been distinguished in transliteration and are not indicated when they occur at the beginning or end of a word. As with Chinese, some words and commonly used place-names from these languages are given familiar English spellings (e.g., Quran instead of Qur’an, Cairo instead of al-Qahira). Arabic romanization has normally been used for terms relating to Islam, even where the context justifies slightly different Turkish or Persian forms, again for ease of comprehension.

Before 1492 the inhabitants of the Western Hemisphere had no single name for themselves. They had neither a racial consciousness nor a racial identity. Identity was derived from kin groups, language, cultural practices, and political structures. There was no sense that physical similarities created a shared identity. America’s original inhabitants had racial consciousness and racial identity imposed on them by conquest and the occupation of their lands by Europeans after 1492. All of the collective terms for these first American peoples are tainted by this history. Indians, Native Americans, Amerindians, First Peoples, and Indigenous Peoples are among the terms in common usage. In this book the names of individual cultures and states are used wherever possible. Amerindian and other terms that suggest transcultural identity and experience are used most commonly for the period after 1492.

There is an ongoing debate about how best to render Amerindian words in English. It has been common for authors writing in English to follow Mexican usage for Nahuatl and Yucatec Maya words and place-names. In this style, for example, the capital of the Aztec state is spelled Tenochtitlán, and the important late Maya city-state is spelled Chichén Itzá. Although these forms are still common even in the specialist literature, we have chosen to follow the scholarship that sees these accents as unnecessary. The exceptions are modern place-names, such as Mérida and Yucatán, which are accented. A similar problem exists for the spelling of Quechua and Aymara words from the Andean region of South America. Although there is significant disagreement among scholars, we follow the emerging consensus and use the spellings *kipu* (not *quipu*), *Tiwanaku* (not *Tiahuanaco*), and *Wari* (not *Huari*). In this edition we have introduced the now common spelling *Inka* (not *Inca*) but keep *Cuzco* for the capital city (not *Cusco*), since this spelling facilitates locating this still-important city on maps.







# The Earth and Its Peoples

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A GLOBAL HISTORY

- CHAPTER 1** Nature, Humanity, and History, to 3500 B.C.E.
- CHAPTER 2** The First River-Valley Civilizations, 3500–1500 B.C.E.
- CHAPTER 3** The Mediterranean and Middle East, 2000–500 B.C.E.
- CHAPTER 4** New Civilizations Outside the West Asian Core Area, 2300 B.C.E.–350 C.E.



British Museum/HP/Art Resource, NY

**Babylonian Map of the World, ca. 600 B.C.E.** This map on a clay tablet, with labels written in Akkadian cuneiform, shows a flat, round world with the city of Babylon at the center. Nearby features of the Mesopotamian landscape include the Euphrates River, mountains, marshes, and cities. Beyond the great encircling salt sea are seven islands. Like many ancient peoples, the Babylonians believed that distant lands were home to legendary beasts, strangely formed peoples, and mysterious natural phenomena.



# The Emergence of Human Communities, to 500 B.C.E.

**H**uman beings evolved over several million years from primates in Africa. Able to walk upright and possessing large brains, hands with opposable thumbs, and the capacity for speech, early humans used teamwork and created tools to survive in diverse environments. They spread relatively quickly to almost every habitable area of the world, hunting and gathering wild plant products. Around 10,000 years ago some groups began to cultivate plants, domesticate animals, and make pottery vessels for storage. These developments led to permanent settlements—at first small villages but eventually larger towns.

The earliest complex societies arose in the great river valleys of Mesopotamia, Egypt, Pakistan, and northern China. In these arid regions agriculture depended on river water, and centers of political power arose to organize the labor required to dig and maintain irrigation channels. Kings and priests dominated these early societies from the urban centers, helped by administrators, scribes, soldiers, merchants, craftsmen, and others with specialized skills. Surplus food grown in the countryside by a dependent peasantry sustained the activities of these groups.

As they sought access to raw materials, especially metals, certain centers came to dominate broader expanses of territory. This development also stimulated long-distance trade and diplomatic relations between major powers. Artisans made weapons, tools, and ritual objects from bronze, and culture and technology spread to neighboring regions, such as southern China, Nubia, Syria-Palestine, Anatolia, and the Aegean.

In the Western Hemisphere, different geographical circumstances led to distinctive patterns of technological and cultural response. These early civilizations in southern Mexico and the Andean region of South America are discussed in Part 2.



## Chapter Outline

### African Genesis

- *In light of scientific advances in our understanding of human origins, what have we learned about our relationship to the earth and other living species?*

### Technology and Culture in the Ice Age

- *How did the physical and mental abilities that gradually evolved in humans enable them to adapt their way of life to new environments during the Great Ice Age?*

### The Agricultural Revolutions

- *After nearly 2 million years of physical and cultural development, how did human communities in different parts of the world learn to manipulate nature through agriculture and the domestication of animals?*

### Life in Neolithic Communities

- *What cultural achievements characterized life in the Neolithic period?*

### Conclusion

- **DIVERSITY + DOMINANCE** Cave Art
- **ENVIRONMENT + TECHNOLOGY** The Iceman



David Cousion/Robert Estall Photo Agency

**Engraving of Two Cattle in the Sahara, ca. 5000 B.C.E.** Around 10,000 B.C.E. people settled in the central Sahara and began to engrave rocks with pictures of animals. The engravings display an expert knowledge of animal stance, movement, and anatomy.





# Nature, Humanity, and History, to 3500 B.C.E.

Paintings and engravings on stone created tens of thousands of years ago by early humans have been found on every continent. Someone in Central Africa carved this image of cattle around 5000 B.C.E., when the Sahara was not a desert but a verdant savanna supporting numerous species of wildlife. Why the image was carved and what significance it originally held will likely remain a mystery, but for us it is a beautiful work of art that reveals much about our human ancestry.

Long before the invention of writing, societies told themselves stories about how human beings and the natural world were created. Some, like the Yoruba (**yoh-roo-bah**) people of West Africa, related that the first humans came down from the sky; others, like the Hopi of southwest North America, claimed that they emerged out of a hole in the earth. Although such creation myths typically explain how a people's way of life, social divisions, and cultural system arose, historical accuracy in the modern sense was not their primary purpose. As with the story of Adam and Eve in the Hebrew Bible, their goal was to define the moral principles that people thought should govern their dealings with the supernatural world, with each other, and with the rest of nature.

In the nineteenth century evidence began to accumulate about the actual origins of humanity. Natural scientists were finding remains of early humans who resembled apes. Other discoveries suggested that the familiar ways of life based on farming and herding did not arise within a generation or two of creation, as many myths suggested, but tens of thousands of years after humans first appeared. This evidence provides insights into human identity that are as meaningful as those propounded by the creation myths.

## AFRICAN GENESIS

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The discovery in the mid-nineteenth century of the remains of ancient creatures that had both humanlike and apelike features generated excitement and controversy. The finds upset many people because they challenged religious beliefs about human origins. Others welcomed the new evidence for what some had long suspected: that the physical characteristics of modern humans had evolved over incredibly long periods of time.

### Interpreting the Evidence

In 1856 in the Neander Valley of Germany, laborers discovered fossilized bones of a creature with a body much like that of modern humans but with a face that had heavy brow ridges and a low forehead, like the faces of apes. Although we now know these were Neanderthals, a type of human common in Europe and the Middle East from 135,000 to 25,000 years ago, in the mid-nineteenth century the idea of humans that different from modern people was so novel that some scholars thought they must be deformed individuals from recent times.

**evolution** The biological theory that, over time, changes occurring in plants and animals, mainly as a result of natural selection and genetic mutation, result in new species.

Three years after the Neanderthal finds, Charles Darwin, a young English naturalist (student of natural history), published *On the Origin of Species*, in which he argued that the time frame for all biological life was far longer than most people supposed. Darwin based his conclusion on the pioneering research of others and on his own investigations of fossils and living plant and animal species in Latin America. He proposed that the great diversity of living species and the profound changes in them over time could be explained by natural selection, the process by which biological variations that enhance a population's ability to survive become dominant in that species. He theorized that, over long periods of time, the changes brought about by this process could lead to the **evolution** of distinct new species.

Turning to the sensitive subject of human evolution in *The Descent of Man* (1871), Darwin summarized the growing consensus among naturalists that human beings had come into existence through the same process of natural selection. Because humans shared so many physical similarities with African apes, he proposed Africa as the home of the first humans, even though there was no fossil evidence at the time to support his hypothesis.

The next major discoveries pointed to Asia, rather than Africa, as the original human home. On the Indonesian island of Java in 1891, Eugene Dubois uncovered an ancient skullcap of what was soon called Java man. In 1929 near Peking (an old form of Beijing [**bay-jeeng**]), China, W. C. Pei discovered a similar skullcap of what became known as Peking man.

By then, even older fossils had been found in southern Africa. In 1924 Raymond Dart found the skull of a creature that he named *Australopithecus africanus* (**aw-strah-loh-PITH-uh-kuhs ah-frih-KAH-nuhs**) (African southern ape), which he argued was transitional between apes and early humans. For many years most specialists disputed Dart's idea because, although *Australopithecus africanus* walked upright like a human, its brain was the size of an ape's.

Since 1950, Louis and Mary Leakey and their son Richard, along with many others, have discovered a wealth of early human fossils in the exposed sediments of the Great Rift Valley of eastern Africa. These finds are strong evidence for Dart's hypothesis and for Darwin's guess that the tropical habitat of the African apes was the cradle of humanity.

The development of modern archaeological techniques has added to our knowledge. Rather than collect isolated bones, researchers sift the neighboring soils to extract the fossilized remains of other creatures, seeds, and even pollen existing at the time, documenting the environment in which early humans lived. They can also measure the age of most finds by the rate of molecular change in potassium, contained in minerals in lava flows, or in carbon from wood and bone.

A major new approach was made possible by the full decipherment of the human genetic code in 2003. Researchers have been able to extrapolate backward from genetic differences among contemporary human populations to answer such questions as: when language first emerged; the approximate size and location in Northeast Africa of the ancestral human population and the date when some of its members moved out of the continent; the paths taken by migrating groups as humans ultimately spread to all habitable parts of the planet; and when the skin color of the various human populations developed.

By combining these forms of evidence with the growing understanding of how other species adapt to their natural environments, researchers can trace the evolutionary changes that produced modern humans over the course of millions of years.

## Human Evolution

**australopithecines** The several extinct species of human-like primates that existed from about 4.5 million years ago to 1.4 million years ago (genus *Australopithecus*).

**hominid** The biological family that includes humans and humanlike primates.

**bipedalism** The ability to walk upright on two legs, characteristic of hominids.

Biologists classify **australopithecines** (**aw-strah-loh-PITH-uh-seen**) and humans as members of a family of primates known as **hominids** (**HOM-uh-nid**). Primates are members of a class of warm-blooded, four-limbed, social animals known as mammals that came to prominence about 65 million years ago. The first hominids are now dated to about 7 million years ago.

Among living primates, modern humans are most closely related to the African apes—chimpanzees and gorillas. Since Darwin's time it has been popular (and controversial) to say that we are descended from apes. In fact, apes and humans share a common ancestor. Over 99 percent of human DNA, the basic genetic blueprint, is identical to that of the great apes. But three traits distinguish humans from apes and other primates. The earliest of these traits to appear was **bipedalism** (walking upright on two legs). Being upright frees the forelimbs from any role in locomotion and enhances an older primate trait: a hand with a long, opposable thumb that can work with the fingers to manipulate objects skillfully. Modern humans' second distinctive trait is a very large brain. Besides enabling humans to think abstractly, experience profound emotions, and construct complex social relationships, this larger brain controls the fine motor

## CHRONOLOGY

Geological Epochs		Species and Migrations	Technological Advances
<b>7,000,000 B.C.E.</b>		7,000,000 B.C.E. Earliest hominids	
<b>4,000,000 B.C.E.</b>		4,500,000 B.C.E. Australopithecines 2,300,000 B.C.E. Early <i>Homo habilis</i>	2,600,000 B.C.E. Earliest stone tools; hunting and gathering (foraging) societies
<b>2,000,000 B.C.E.</b>	2,000,000–9000 B.C.E. Pleistocene (Great Ice Age)	1,800,000–350,000 B.C.E. <i>Homo erectus</i>	2,000,000–8000 B.C.E. Paleolithic (Old Stone Age)
<b>1,000,000 B.C.E.</b>		400,000–100,000 B.C.E. Archaic <i>Homo sapiens</i>	500,000 B.C.E. Use of fire
<b>100,000 B.C.E.</b>		100,000 B.C.E. Anatomically modern <i>Homo sapiens</i> in Africa 50,000 B.C.E. Behaviorally modern <i>Homo sapiens</i> possessing language Migrations to Eurasia 46,000 B.C.E. Modern humans in Australia	30,000 B.C.E. First cave paintings
<b>10,000 B.C.E.</b>	9000 B.C.E.–present Holocene	18,000 B.C.E. Modern humans in Americas	8000–2000 B.C.E. Neolithic (New Stone Age); earliest agriculture

movements of the hand and of the tongue, increasing humans' tool-using capacity and facilitating the development of speech. The physical possibility of language, however, depends on a third distinctive human trait: the location of the larynx (voice box). In humans it lies much lower in the neck than in any other primate.

These critical biological traits are due to natural selection, the preservation of genetic changes that enhanced the ability of the ancestors of modern humans to survive and reproduce. Major shifts in the world's climate led to evolutionary changes in human ancestors and other species. Falling temperatures culminated in the **Great Ice Age**, or Pleistocene (**PLY-stuh-seen**) epoch, extending from about 2 million to about 9000 B.C.E. (see Chronology). These temperature changes and altered rainfall and vegetation imposed great strains on plant and animal species, causing large numbers of new species to evolve.

Beginning approximately 4.5 million years ago, several species of australopithecines evolved in southern and eastern Africa. In northern Ethiopia in 1974, Donald Johanson unearthed a well-preserved skeleton of a twenty-five-year-old female, whom he nicknamed Lucy. Mary Leakey's discovery of fossilized footprints in Tanzania in 1977 provided spectacular visual evidence that australopithecines walked on two legs.

Bipedalism evolved because it provided australopithecines with some advantage for survival. Some studies suggest that walking and running on two legs is very energy efficient. Another theory is that bipeds survived better because they could carry armfuls of food back to their mates and children.

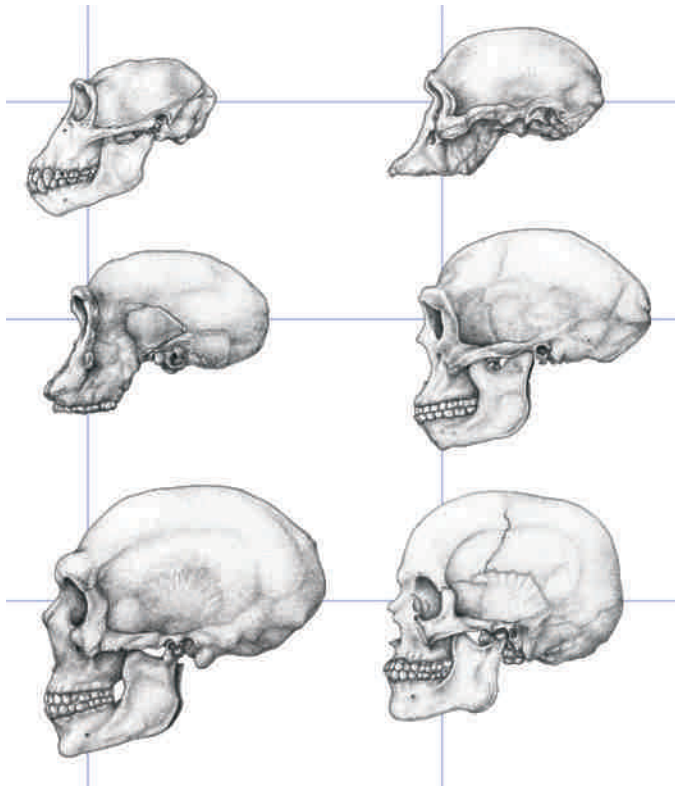
Climate changes between 2 and 3 million years ago led to the evolution of a new species, the first to be classified in the same genus (*Homo*) with modern humans. At Olduvai (**ol-DOO-vy**) Gorge in northern Tanzania in the early 1960s, Louis Leakey discovered the fossilized remains of a creature that he named ***Homo habilis*** (**HOH-moh HAB-uh-luhs**) (handy human). What most distinguished *Homo habilis* from the australopithecines was a brain that was nearly 50 percent larger. Greater intelligence may have enabled *Homo habilis* to locate things to eat throughout the seasons of the year. Seeds and other fossilized remains found in ancient *Homo habilis* camps indicate that the new species ate a greater variety of more nutritious foods than did australopithecines.

By 1 million years ago *Homo habilis* and all the australopithecines had become extinct. In their habitat lived a new hominid, ***Homo erectus*** (**HOH-moh ee-REK-tuhs**) (upright human), which first appeared in eastern Africa about 1.8 million years ago. (It is uncertain whether

**Great Ice Age** Geological era that occurred between about 2 million and 11,000 years ago.

***Homo habilis*** The first human species (now extinct). It evolved in Africa about 2.3 million years ago.

***Homo erectus*** An extinct human species. It evolved in Africa about 1.8 million years ago.



**Evolution of the Human Brain** These drawings of skulls show the extensive cranial changes associated with the increase in brain size during 5 million years of evolutionary change. Seen here are the skulls of a chimpanzee, *Australopithecus*, *Homo Habilis*, *Homo Erectus*, *Neanderthal*, and *Homo Sapiens*.

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***Homo sapiens*** The current human species. It evolved in Africa sometime between 400,000 and 100,000 years ago.

part of what was happening. Equally remarkable was the way in which humans were extending their habitat.

## Migrations from Africa

Early humans first expanded their range in eastern and southern Africa. Then they ventured out of Africa, perhaps following migrating herds of animals or searching for more abundant food supplies in a time of drought. The reasons are uncertain, but the end results are vividly clear: humans successfully colonized diverse environments, including deserts and arctic lands (see Map 1.1). This dispersal demonstrates early humans' talent for adaptation.

*Homo erectus* was the first human species to inhabit all parts of Africa and to be found outside Africa. Java man and Peking man were members of this species. At that time, Java was not an island but was part of the Southeast Asian mainland. During the Pleistocene, massive glaciers of frozen water spread out from the poles and mountains. At their peak such glaciers covered a third of the earth's surface and contained so much frozen water that ocean levels were lowered by over 450 feet (140 meters), exposing land bridges between many places now isolated by water (see Map 1.1).

DNA and fossil evidence suggest that *Homo sapiens* also first evolved in Africa. The ancestral group from which all modern humans are descended may have comprised as few as 5,000 individuals. From this population, a band of several hundred people initially moved out of Northeast Africa around 50,000 years ago, and their descendants rapidly spread across the planet (although some scientists dispute this "African Genesis" and hold that distinct groups of *Homo sapiens* evolved from *Homo erectus* populations in Africa, Europe, China, and Southeast Asia).

Recent excavations and DNA analysis have shown that early modern humans co-existed and interbred with other species of *Homo* that are now extinct: Neanderthals and Denisovans

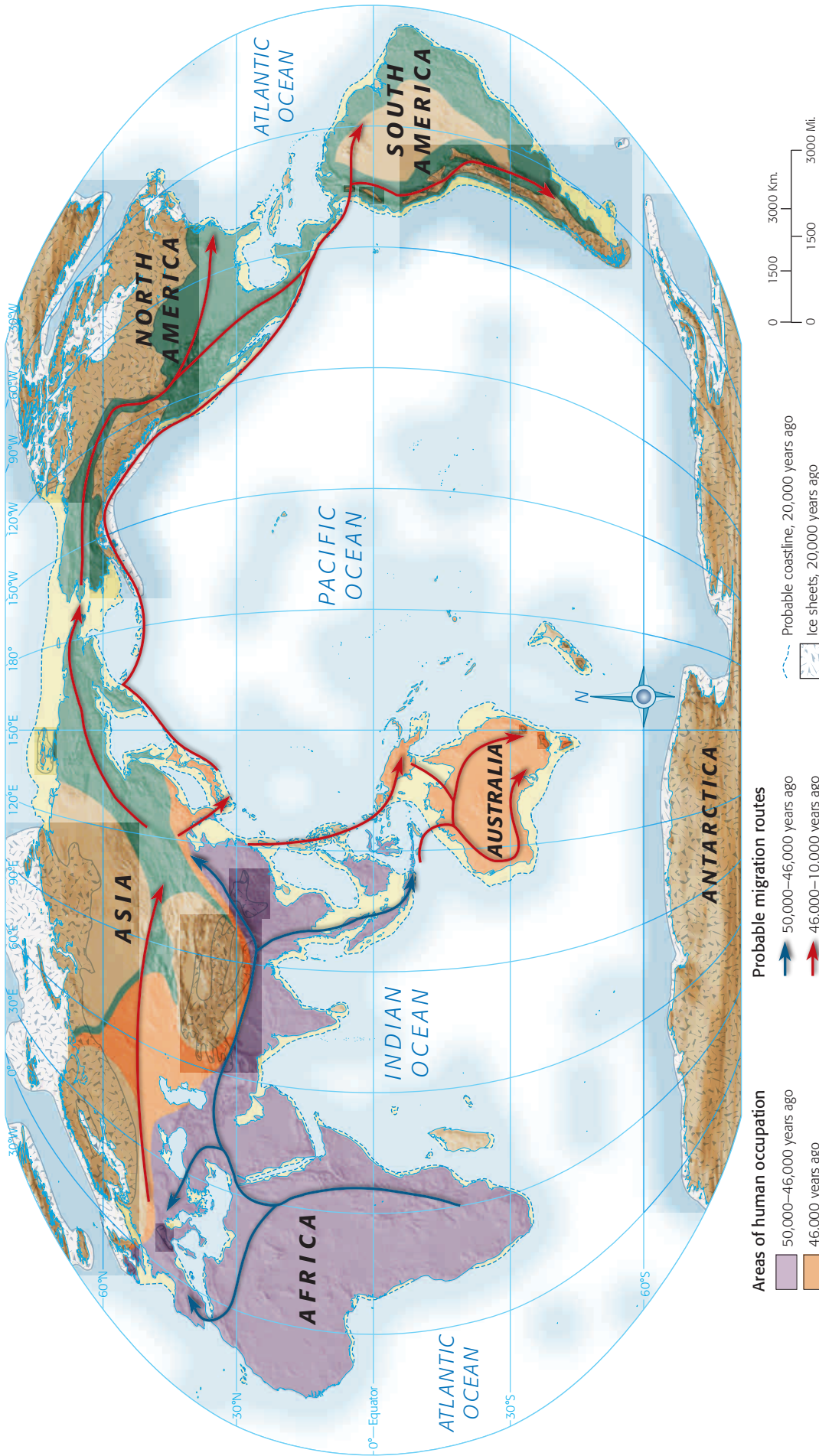
*Homo erectus* evolved from *Homo habilis* or both species descended from *Australopithecus*.) These creatures possessed brains a third larger than those of *Homo habilis*, which presumably accounted for their better survivability. A nearly complete skeleton of a twelve-year-old male of the species discovered by Richard Leakey in 1984 on the shores of Lake Turkana in Kenya shows that *Homo erectus* closely resembled modern people from the neck down. *Homo erectus* was very successful in dealing with different environments and underwent hardly any biological changes for over a million years.

Sometime between 400,000 and 100,000 years ago, a new human species emerged: ***Homo sapiens*** (HOH-moh SAY-pee-enz) (wise human). The brains of *Homo sapiens* were a third larger than those of *Homo erectus*, whom they gradually superseded. Although this species was anatomically similar to people today, archaeological and genetic evidence suggest that a further development around 50,000 years ago produced the first behaviorally modern humans, with the intellectual and social capabilities that we have.

There is no scholarly consensus on when, why, or how humans developed the capacity to speak. In the absence of tangible evidence, this question has even been labeled "the hardest problem in science." Assuming that the shape of the throat and low position of the larynx are essential to vocalizing a wide range of sounds, it ought to be relevant that these features were still evolving in *Homo habilis* and *Homo erectus*. Some scholars link the development of language in the fullest sense to the period around 50,000 years ago when *Homo sapiens* began to migrate out of Africa and employed a larger, more sophisticated set of tools that can be sorted into functional categories.

This slow but remarkable process of physical evolution, which distinguished humans from other primates, was one





**MAP 1.1 Human Dispersal to 10,000 Years Ago** Early migrations from Africa into southern Eurasia were followed by treks across land bridges during ice ages, when giant ice sheets lowered ocean levels. Boats may also have been employed. © Cengage Learning