

Seventh  
Edition

# Traditions & Encounters

A Global Perspective  
on the Past

Jerry H.  
Bentley

Herbert F.  
Ziegler

Heather E.  
Streets-Salter

Craig  
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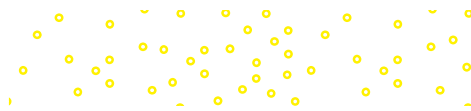
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## TRADITIONS & ENCOUNTERS: A GLOBAL PERSPECTIVE ON THE PAST

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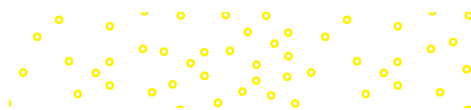
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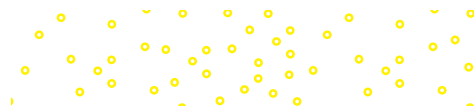
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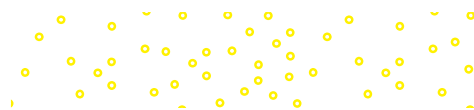


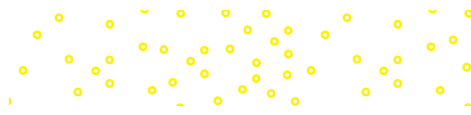


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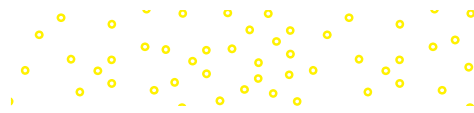
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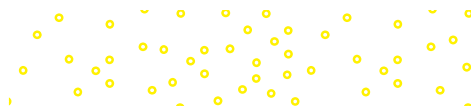
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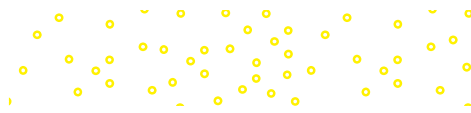
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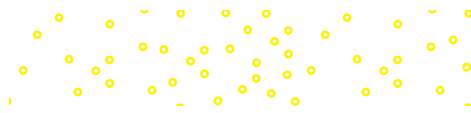
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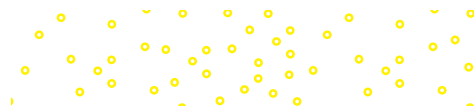
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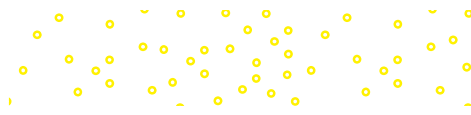
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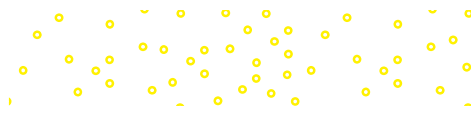
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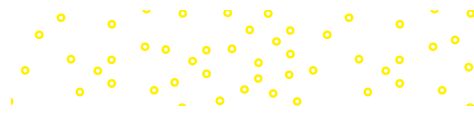
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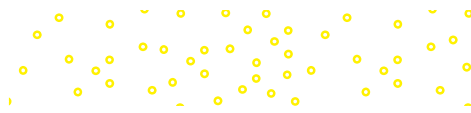
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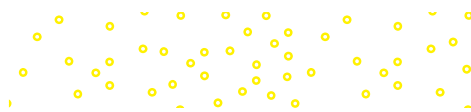
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## How do the themes of traditions and encounters continue to help make sense of the entire human past in the twenty-first century?

As Jerry Bentley and Herb Zeigler noted in their original Preface to this book, world history is about both diversity and connections. They began this text with a simple goal: to help our students understand the unique histories of the world's rich variety of peoples, while at the same time allowing them to see the long histories of connections and interactions that have shaped all human communities for millennia. To do this, the authors wrote a story around the dual themes of traditions and encounters to highlight the many different religions and customs embraced by the world's peoples while also exploring the encounters with other cultures that brought about inevitable change.

It is the interaction of these traditions and encounters that continues to provide the key to making sense of our past. Human communities furthered themselves not by remaining isolated, but by interacting with others and exploring the benefits and risks of reaching out. The vitality of history—and its interpretation—lies in understanding the nature of individual cultural traditions and the scope of encounters that punctuated every significant event in human history.

This Seventh Edition of *Traditions & Encounters: A Global Perspective on the Past* provides a genuinely global vision of history that is increasingly meaningful in the shrinking world of the twenty-first century. The theme of *traditions* draws attention to the formation, maintenance, and sometimes collapse of so many distinctive, individual societies. Because the world's peoples have also interacted regularly with one another since the earliest days of human history, the theme of *encounters* directs attention to communications, interactions, networks, and exchanges that have linked individual societies to their neighbors and others in the larger world. Despite many changes in the way world historians have tried to conceptualize the past and present since the appearance of the first edition of *Traditions and Encounters* decades ago, the twin themes of traditions and encounters remain at the heart of every chapter in the text, no matter how extensive revisions might have been. They provide a lens through which to interpret the affairs of humankind and the pressures that continue to shape history. All aspects of the text support these themes—from the organization of chapters, engaging stories of the world's peoples, to the robust map program, updated primary sources, and critical-thinking features that permeate the text.

Some of the changes authors Heather Streets-Salter and Craig Benjamin have introduced to the Seventh Edition of *Traditions and Encounters* include the following:

We have worked hard to eliminate any gendered or out-of-date language throughout the book, in line with most historical writing being done today.

We decided to eliminate the Part Openers and Part Closers to help provide a more seamless narrative and to downplay the somewhat compartmentalized and episodic structure that was more common when earlier editions were prepared.

We have changed the old Eyewitness feature to *Zooming in on Traditions* or *Zooming in on Encounters* to further emphasize the key organizational lens of the book. And we have streamlined the opening stories featured in these *Zooming* features to give greater voice to the many individuals from the past they include. We have also separated these stories from a new *Chapter Overview* that helps better prepare readers for the contents of the chapter that follows.

We have changed the titles of a number of chapters to reflect recent thinking within the field and, in some cases, to be more geographically and politically inclusive. We have also made numerous changes to headers and subheaders throughout, both to reflect new interpretations of how we should “label” various peoples and historical processes and also to make the structure of each chapter clearer.

We have replaced and updated a number of sources in the *Sources from the Past* and *Connecting the Sources* features and have also selected many new images to better illustrate the text. We have added in-line comprehension questions to the sources and also updated reflection questions on most sources, maps, and images to help students practice both their comprehension and analytical thinking skills.

We have changed the old *Reverberations* feature to *How the Past Shapes the Future*, both to further enhance the flow of historical processes and also to more clearly emphasize the continuing relevance of each of the themes explored to the global world of today.

We have changed the old *Summary* feature to a *Conclusion* and modified the language in each to more succinctly sum up the developments described in the chapter. We have also moved the *Chronology* section earlier in the chapter and updated it to incorporate recent date revisions by historians and added new and more relevant secondary sources to the *For Further Reading* section at the end of each chapter.

**New to this edition**, we have added a feature called *What's Left Out?* to call attention to issues most texts do not usually have space to discuss. Its purpose is to remind students that history is far more complicated and nuanced than any brief narrative can provide. For example, in chapter 9 the authors explore the little-known role of the Kushan King Kanishka the Great in promoting Mahayana Buddhism and helping facilitate its spread into China, enriching the standard account of its transmission by missionaries. In chapter 27 the authors give greater context on non-elite women in Southwest Asia because most textbooks focus on elite women associated with the imperial harem, while in chapter 37 they help students understand



that the rivalries of the Cold War in fact originated much earlier in the interwar period.

## CHAPTER-BY-CHAPTER CHANGES

The following is a chapter-by-chapter list of topics that are new to this edition or elements that have been substantially revised or updated.

### Chapter 1: Early Human History

- Changed title to reflect recent reinterpretations of the Paleolithic and Neolithic eras.
- Reconceptualized the period originally considered as “pre-history” but now better understood as early human history.
- Added information on *Homo habilis* to discussion of *Homo genus*.
- Added information in text and on maps concerning recent hominid discoveries.
- Replaced *hunting and gathering* with *foraging* throughout as a more accurate description of Paleolithic lifeways.
- Updated information about Neandertals, including their contribution to European *Homo sapiens* gene pool.
- Updated several dates for the emergence of agriculture in the Americas.
- Added a “What’s Left Out?” about Gobekli Tepe and how its construction by foraging peoples seems to be a so-far-unexplained exception to the challenges of monumental architecture construction by foraging peoples.

### Chapter 2: The Emergence of Complex Societies in Southwest Asia and Encounters with Indo-European-Speaking Peoples

- Changed title to emphasize “complex” societies and bring it into line with subsequent chapter titles.
- Updated “Zooming in on Traditions” to more clearly explain the significance of the *Epic of Gilgamesh*.
- Changed text to emphasize key theme of “traditions and encounters.”
- Added language throughout to reflect long-term influence of achievements of Mesopotamian peoples on subsequent cultures and civilizations.
- Added recent genetic information on origin of Phoenicians.
- Added a “What’s Left Out?” about the possible place of origin of pastoralism: Dereivka in Ukraine.

### Chapter 3: The Emergence of Complex Societies in Africa and the Bantu Migrations

- Changed title to emphasize “complex” societies and bring it into line with other chapter titles.

- Added definition of *pharaoh*.
- Added updated information about the Pyramid of Khufu, and the workers who constructed it, based on recent archaeological discoveries of pyramid workers’ tombs.
- Updated information in Bantu Migrations section to reflect recent interpretations.
- Added a “What’s Left Out?” about the recent discovery of a Mitanni palace on the banks of the Tigris; Mitanni fought with the Egyptians during the reign of Tuthmosis III.

### Chapter 4: The Emergence of Complex Societies in South Asia

- Changed title to emphasize “complex” societies and bring it into line with other chapter titles.
- Changed “India” to “South Asia” throughout to reflect political sensibilities and reality that ancient South Asia included regions that are now part of the modern nations of India, Pakistan, Sri Lanka, and Bangladesh.
- Changed several section headers and subheaders to reflect current interpretations (in particular, replaced Harrapan Society/Civilization with Indus Society/Civilization).
- Also changed “Aryans” to more accurate “Indo-Aryans.”
- Added language that emphasizes the role of the environment in the collapse of Indus Civilization.
- Replaced Rig-Veda source with extracts from the Laws of Manu, with emphasis on gender relations.
- Deleted any controversial discussion of the practice of Suti.
- Added a “What’s Left Out?” about recent genetic discoveries that confirm the Indo-Aryan migrations and why this has become a politically controversial topic in modern India.

### Chapter 5: The Emergence of Complex Society in Mainland East Asia

- Changed title to emphasize “complex” societies and bring it into line with other chapter titles.
- Changed language to reflect recent archaeological discoveries of Xia and Shang dynasty artifacts.
- Updated some dates throughout to reflect more recent interpretations.
- Emphasized influence of nomadic military strategies on early Chinese armies.
- Added “What’s Left Out?” on the ambiguity of the tomb of, and oracle bone references to, Lady Fu Hao in the context of gender relations in early Chinese society.

### Chapter 6: Early Societies in the Americas and Oceania

- Changed “Mayan” to “Maya” throughout chapter, except when used as an adjective.

- Updated dates throughout to reflect current thinking (particularly concerning human migration to the Americas).
- Updated discussion of role of Olmecs (mother or sister culture?) to reflect current thinking.
- Updated discussion of origins of agriculture in South America, pushing dates of early evidence back several thousand years.
- Updated discussion of Chavin de Huantar culture to reflect recent interpretations (and also changed descriptor from “cult” to “culture”).
- Changed “Mochica” to “Moche” throughout.
- Added qualifier to early adoption of agriculture in New Guinea.
- Added “What’s Left Out?” about environmental impact of Polynesian migrations to New Zealand and other Pacific islands.

## Chapter 7: The Empires of Persia

- Changed several section headers and subheaders to reflect current interpretations (e.g., “Sasanid” to “Sasanian” and eliminated all references to “classical era”).
- Added artist’s impression of Persepolis at its peak.
- Modified some maps to more accurately reflect geopolitical reality, such as adding border between Parthian/Sasanian empires and Roman Empire.
- Added language that reflects intentional emphasis on political continuity among Achaemenids, Parthians, and Sasanians to reinforce legitimacy of the founders of these later Persian empires.
- Updated captions to some images in response to reviewers’ suggestions, increasing caption specificity and accuracy.
- Added “What’s Left Out?” on references in Persian sources like the Avesta to the role of women in the Persian Empire, including powerful regents and managers of work groups.

## Chapter 8: The Unification of China

- Updated language regarding Qin Shi Huangdi’s oppression of Confucianism.
- Edited and improved questions in “Connecting the Sources,” emphasizing ambiguity of Ban Zhao’s “Lessons for Women.”
- Added language emphasizing the critical importance of the history of Sima Qian to our understanding of this period of Chinese history.
- Added “What’s Left Out?” on Cai Lun and the invention of paper in the Later Han Dynasty.

## Chapter 9: State, Society, and the Quest for Salvation in South Asia

- Changed title from “Indian” to “South Asia”—and changed “India” to “South Asia” throughout this chapter—to reflect

political sensibilities and reality that ancient South Asia included regions that are now part of the modern nations of India, Pakistan, Sri Lanka, and Bangladesh.

- Added references in text to more closely bring students’ attention to maps.
- Added geographical terminology throughout to help students better understand where these ancient states were located in relation to modern nations.
- Updated language about the Kushan Empire.
- Added superb image of double-sided gold coin of Kanishka to show how it can be used as both political and religious evidence.
- Added new, more cautious language about the difficulty of interpreting classics like the Ramayana and Mahabharata as evidence of attitudes toward women.
- Added a “What’s Left Out?” about the role of Kushan King Kanishka in the spread of Mahayana Buddhism.

## Chapter 10: Civilizations of the Mediterranean Basin: The Greeks

- Changed title to match other chapter titles on Mediterranean-based civilizations to emphasize the role of the environment of the Mediterranean Basin in those civilizations’ formation and success.
- Eliminated all references to “classical” throughout, in line with recent thinking.
- Updated discussion of Alexander.
- More clearly defined terms like *satrapies* and *atom*.
- Eliminated superfluous language about Platonic philosophy.
- Added a “What’s Left Out?” about the reign of Pericles in Athens and the cost of constructing the Parthenon.

## Chapter 11: Civilizations of the Mediterranean Basin: The Romans

- Changed title to match other chapter titles on Mediterranean-based civilizations to emphasize the role of the environment of the Mediterranean Basin in those civilizations’ formation and success.
- Eliminated all references to “classical” throughout, in line with recent thinking.
- Added further discussion to the section on gender relations, including discussion of elite Roman women’s public response to passing of the Lex Oppia in 215 B.C.E.
- Changed language to a more nuanced discussion of slavery.
- Updated language in discussion of Mithraism and worship of Isis (e.g., eliminated references to “cults” that might be confusing for students).

- Added a “What’s Left Out?” on recent evidence about the origins and roles of gladiators in the Roman state.

## Chapter 12: Cross-Cultural Exchanges on the Silk Roads

- Changed title to eliminate reference to classical and eliminated references to “classical” throughout, in line with recent thinking.
- Updated language in discussion of the Periplus of the Erythrian Sea.
- Added language and headers to emphasize different eras of the Silk Roads (First, Second, etc.).
- Updated information concerning geographical routes and regions of the Silk Roads (and also modified maps to reflect this).
- Replaced “India” with “South Asia” throughout.
- Expanded “How the Past Shapes the Future” to emphasize long-term historical ramifications of spread of epidemic diseases along the Silk Roads.
- Added a “What’s Left Out?” on the origins and significance of the cache of high-value trade goods discovered near Kabul in Afghanistan in the 1930s, the so-called Begram Hoard.

## Chapter 13: The Resurgence of Empire in South Asia

- Updated geographical locations throughout (e.g., of Xuanzang’s journey).
- Added language to emphasize continuity of certain Tang and Song social practices into modern Chinese society.
- Defined religious terms like *scriptoria* and *stupa*.
- Included reference to female ruler of Korean Silla state, Queen Seondeok.
- Included references to Soga in discussion of Japanese clans.
- Added a “What’s Left Out?” on history and evolution of role of concubines in Chinese society.

## Chapter 14: The Expansive Realm of Islam

- Added definitions and clarifications of various Islamic and Arabic terms (*ibn*, *hadith*, *jihad*, etc.).
- Added language to help clarify the disagreements over succession following the death of the Prophet Muhammad.
- Added some language to provide a more nuanced discussion of attitudes toward women, including role of female Sufis.
- Added language throughout to emphasize continuing relevance of the expansion of Islam to the modern world.
- Added a “What’s Left Out?” about why an otherwise obscure and out-of-the-way trading town named Mecca became so central to the Islamic faith, as well as the relevance of Ka’ba.

## Chapter 15: India and the Indian Ocean Basin

- Added more careful descriptors of relevant groups such as White Huns (Hephthalites), Turkic-Mongols, Turkic-Iranian, etc.
- Added new phrasing about climatic causes of monsoon winds.
- Added language reminding readers that Indian Ocean Basin trade had also flourished back in the First Silk Roads Era.
- Defined terms such as *emporium*.
- Added language emphasizing how religious developments during the first millennium C.E. are still influencing South Asia today.
- Added new sources to provide a more balanced view of trade and exchange in the Indian Ocean Basin and Southeast Asia during the era, including Chinese observations of Nanhai trade, Chinese reports on a wealthy Javanese commercial kingdom, and Marco Polo on the flourishing port of Quanzhou (Zaiton).
- Added a “What’s Left Out?” on Queen Pwa Saw, the power behind the throne in Myanmar in the thirteenth century.

## Chapter 16: Eastern and Western Europe in the Early Medieval Period

- Changed chapter title to reflect more recent thinking and emphasize continuing relevance today of the emergence of “two Europes” during the first millennium C.E.
- Through new subheaders and language, added further emphasis of the different ways of comparing the two halves of Europe using different lenses—political, economic, cultural, etc.
- Added General Belisarius to discussion of Justinian’s attempts to reconstitute the Roman Empire; added reference to Saracens.
- Added a “What’s Left Out?” on Anna Comnena and Hildegard of Bingen as a final way of comparing the two halves of early Medieval Europe—this time through the lives of elite women.

## Chapter 17: Nomadic Empires and Eurasian Integration

- Streamlined and updated the opening story.
- Updated the introductory paragraphs for both “Sources from the Past.”
- Added a “What’s Left Out?” about problems of language and translation in Mongol sources.
- Updated information on the controversial legacies of Mongol invasions.

## Chapter 18: States and Societies in Sub-Saharan Africa

- Updated and streamlined the opening story based on new information about Sundiata.

- Replaced the term *Bantu-speaking peoples* throughout to reflect updated scholarly understanding.
- Updated information on kin-based societies to reflect current scholarly understanding.
- Moved the section on Islamic Kingdoms and Empires so that it now follows the section on African Society and Cultural Development to improve the flow of the chapter.
- Updated the section on gender to more accurately reflect current scholarship.
- De-emphasized exoticism of African religions throughout.
- Added a “What’s Left Out?” on academic contributions to stereotypes about Africa’s pre-colonial past.

### Chapter 19: The Increasing Integration of Europe with the Wider World

- Changed title to emphasize Europe’s outlier position in world history at the time.
- Added a “What’s Left Out?” on the everyday lives of peasants in medieval Europe.
- Added a new “Sources from the Past” on Margery Kempe to emphasize the role of women.
- Clarified the origins of the Holy Roman Empire.
- Clarified events regarding the Norman conquest of England.

### Chapter 20: Worlds Apart: The Americas and Oceania

- Deleted long quote in-text by Bernal Diaz.
- Streamlined and clarified the section on Mexica.
- Widened discussion on Mexica religion and Mexica culture.
- Changed language in subhead from Inca Gods to Inca Religion.
- Deleted information on Easter Island because it is now disputed by scholars.
- Added a “What’s Left Out?” about the difficulties of interpreting Nahuatl sources sponsored by Spanish conquerors.

### Chapter 21: Expanding Horizons of Cross-Cultural Interaction

- Streamlined opening vignette.
- Added a “What’s Left Out?” about the motivations behind becoming a eunuch.
- Clarified and streamlined section on the slave trade.

### Chapter 22: Transoceanic Encounters and Global Connections

- Reversed subsections in the first section so that Technology of Exploration precedes Motives of Exploration.

- Reversed the sections on Trade and Conflict in Early Modern Asia and Ecological Exchanges so that Ecological Exchanges comes first.
- Added a “What’s Left Out?” on the reasons spices were so coveted in European societies.
- Deepened the context for the “Sources from the Past” about Christopher Columbus.
- Added a new “Sources from the Past” by James Cook.
- Updated section on Ecological Exchanges to reflect current scholarship.

### Chapter 23: The Transformation of Europe

- Changed title of section on Western Christendom to Western European Christendom to be more specific.
- Clarified relationship between gender and witch-hunting in early modern Europe.
- Added a “What’s Left Out?” on the desperate conditions for ordinary Europeans caused by the Thirty Years’ War.

### Chapter 24: The Integration of the Americas and Oceania with the Wider World

- Changed title to emphasize the relations of these regions with the rest of the world.
- Changed the subsection on the Conquest of Mexico and Peru to simply Mexico and Peru to de-emphasize the idea that conquest was inevitable.
- Changed introductory vignette on Doña Marina to complicate her story.
- Emphasized the critical role of epidemic disease in the devastation of the populations of the Americas.
- Added more detail on the Taíno people so they don’t appear passive at the moment of Spanish contact.
- Emphasized previous Spanish practices with slavery and sugar production in the Azores and Canary Islands for informing practices in the Americas.
- Emphasized the brutal treatment of native American peoples by European conquerors and settlers, as well as resistance to such treatment.
- Added a “What’s Left Out?” on the widespread practice of British settlers enslaving native American peoples in the eastern colonies.
- Added a new “Sources from the Past” by Miantanamo.
- Streamlined and clarified section on Colonial Society in the Americas to reflect current scholarship.
- Updated the section on slavery in Brazil to reflect current scholarship.
- Added clarity regarding competition among native American groups in North America.

## Chapter 25: Africa and the Atlantic World

- Removed several instances of Eurocentric text.
- Brought the sections on the trans-Saharan slave trade and Atlantic slave trade up to date.
- Updated section on consequences of the Atlantic slave trade in Africa to reflect current scholarship.
- Updated section on the African diaspora to reflect current scholarship.
- Added a “What’s Left Out?” on the ways women experienced slavery differently than men.
- Updated the section on African diaspora cultures to reflect current scholarship.

## Chapter 26: Tradition and Change in East Asia

- Clarified and updated section on foot-binding.
- Added a “What’s Left Out?” on the parallels between Chinese foot-binding and the use of corsets in western Europe.
- Streamlined material on Zheng He.
- Rewrote the section on Government and Technology to minimize Eurocentrism.
- Eliminated comparisons of Chinese and European merchants to eliminate Eurocentrism.

## Chapter 27: Empires in South and Southwest Asia

- Changed title to de-emphasize Islam for a focus on the region.
- Reversed the two subheads in the section on Empires in Transition to tell the story more clearly.
- Clarified the section on the Battle of Chaldiran.
- Significantly updated the section on the Dynastic State to reflect current thinking on succession.
- Reversed subheads on Steppe Traditions and Women in Politics in the section on the Dynastic State.
- Added a new “Sources from the Past” by Emperor Akbar of the Moghul dynasty.
- Added a “What’s Left Out?” on the lives of ordinary Muslim women in the Ottoman Empire.
- Added detail to section on Food Crops.
- Significantly updated section on Economic Difficulties and Military Decline to reflect current scholarship.
- Deleted section on Cultural Conservatism because of Eurocentrism and bias.

## Chapter 28: Revolutions and National States in the Atlantic World

- Changed title of first section to Revolutionary Ideas.
- Added a new section on Revolutions to cover the American, French, Haitian, and Latin American revolutions.

- Added a new heading called Consequences and Implications of the Revolutions.
- Changed first subhead under the Consequences section to The Emergence of New Ideologies.
- Changed final section to New Nations and Nationalism in Europe.
- Rewrote chapter overview to reflect extensive changes in the chapter.
- De-emphasized the revolutionary potential of ideas and emphasized the importance of war as a factor in instigating the revolutions of this period.
- Rewrote the subhead on Tightened British Control of the Colonies to reflect the importance of the experience of war.
- Clarified the reasons behind the start of the American Revolution.
- Rewrote the section on why the British lost the American Revolution, with an emphasis on the role of the French.
- Clarified that the French philosophes were deeply inspired by the American Revolution.
- Updated section on the Haitian Revolution.
- Wrote introduction to new section on the consequences of the revolutions.
- Added a “What’s Left Out?” on women’s participation in the revolutions.

## Chapter 29: The Making of Industrial Society

- Added more on the environmental impact of the Industrial Revolution.
- Updated section on the origins of the Industrial Revolution, especially subheads on Ecological Relief and Mechanization, to reflect current scholarship.
- Added a new “Sources from the Past” on Ned Ludd.
- Added a “What’s Left Out?” on the introduction of clock time.
- Revised subheads on Big Business and Corporations for greater clarity.
- Deleted claim about the strong link between industrialization and the abolition of slavery.
- Updated and clarified subheads on New Social Classes and Work and Play.
- Updated subheads on women and gender to reflect current scholarship.
- Updated and rewrote subhead on the Global Division of Labor and Economic Interdependence to reflect current scholarship.

## Chapter 30: The Americas in the Age of Independence

- Added more in-depth indigenous perspectives to chapter content.
- Clarified and streamlined lead-up to the U.S. Civil War.

- Clarified the process of Canada gaining dominion status.
- Updated and streamlined subhead on Mexico.
- Rewrote the introduction to American Economic Development.
- Significantly rewrote the Section on Latin American Investments.
- Added a “What’s Left Out?” on child removal in Australia, Canada, and the United States.
- Updated the section on Societies in the United States to reflect recent scholarship.

### Chapter 31: Societies at Crossroads

- Changed section title from The Ottoman Empire in Decline to The Weakening of the Ottoman Empire.
- Changed subhead in this section from The Nature of Decline to Sources of Ottoman Weakness.
- Significantly rewrote opening story on Taiping Rebellion and the Chapter Overview.
- Updated subhead on Ottoman military problems to reflect current scholarship.
- Added a “What’s Left Out?” on the global importance of the Russo-Japanese War.
- Updated section on Opium War in China.

### Chapter 32: The Apex of Global Empire Building

- Changed title to reflect content changes in chapter.
- Changed subhead under Legacies of Imperialism from Nationalism and Anticolonial Movements to Anticolonial and Nationalist Movements.
- Wrote a new introductory story on Menelik II of Ethiopia.
- Rewrote the Chapter Overview to reflect content changes in the chapter.
- Changed subhead on Political Motives for Imperialism to Geopolitical Motives for Imperialism.
- Substantially rewrote subheads on Geopolitical Motives for Imperialism, Economic Motives for Imperialism, and Cultural Justifications for Imperialism.
- Moved subheads within the section on Foundations of Empire for better flow.
- Rewrote most of the section on the Indian Mutiny.
- Added two new “Sources from the Past,” by Raden Kartini and Queen Lili’uokulani.
- Deleted some material on European explorers in Africa and added material on King Leopold’s Congo.
- Added material on the British conquest of Egypt and the South African War.
- Updated section on The Emergence of New Imperial Powers to reflect current scholarship.

- Added material on the Can Vuong anti-French movement in Vietnam.
- Updated subhead on Scientific Racism to reflect current scholarship.
- Added a “What’s Left Out?” on the unintended consequences of colonialism on gender relations.

### Chapter 33: The Great War: The World in Upheaval

- Under the section Global War; added sections on Battles in Southwest Asia and Africa and Africans in the War.
- Streamlined and clarified introductory story.
- Clarified introduction to the section on Understandings and Alliances.
- Clarified the establishment of the Western Front.
- Updated the subhead on Women at War to reflect current scholarship.
- Added a “What’s Left Out?” on the German Committee for Indian Independence.
- Added material on battles in Southwest Asia.
- Added material on Africa in the war (originally in chapter 35).
- Clarified section on the mandate system.

### Chapter 34: Anxieties and Experiments in Postwar Europe and the United States

- Changed title to reflect content within chapter.
- Changed section on Probing Cultural Frontiers to New Intellectual Frontiers.
- Shortened introductory story on Hitler.
- Significantly rewrote the section on Communism in Russia.
- Added a “What’s Left Out?” on the popularity of eugenics in the United States.

### Chapter 35: Revolutionaries and Nationalists in the Colonial and Neocolonial World

- Changed title to reflect new content in the chapter.
- Changed section on Asian Paths to Autonomy to Paths to Autonomy in East and Southeast Asia.
- Changed subhead on China’s Search for Order to China’s Campaigns to End Foreign Domination.
- Added a new “Sources from the Past” by M.N. Roy.
- Changed section on Africa under Colonial Domination to Sub-Saharan Africa under Colonial Domination.
- Deleted section on Africa and Africans in the Great War.
- Significantly rewrote the material on China and India to reflect current scholarly understandings.
- Updated section on sub-Saharan Africa to reflect current scholarship.

- Added a “What’s Left Out?” on the League Against Imperialism.
- Updated and clarified subhead on Neighborly Cultural Exchanges.
- Added a new ending to chapter.

## Chapter 36: New Conflagrations: World War II and the Cold War

- Updated subhead on Chinese resistance to Japanese invasion to reflect current scholarship.
- Updated subhead on Italian and German Aggression by adding material on Ethiopian invasion.
- Updated and clarified subhead on Peace for Our Time by nuancing the philosophy of appeasement.
- Clarified and rewrote chain of events on the German conquest of western Europe.
- Added to subhead on Women’s Roles by adding information about Soviet women.
- Added a “What’s Left Out?” on the long history of anti-communism.
- Added material in the section on Cold War that clarifies Soviet perspective.
- Updated section on Cracks in the Soviet-Chinese Alliance to reflect current scholarship.

## Chapter 37: The End of Empire in an Era of Cold War

- Changed title to reflect importance of Cold War in decolonization.
- In section on After Independence, added Pan-Arab to the subhead on Islamic Resurgence in Southwest Asia and North Africa.
- Streamlined introductory story on Gandhi and significantly rewrote the chapter overview to reflect new content in the chapter.
- Rewrote introduction to Independence in Asia.
- Rewrote material on Partition in India.
- Rewrote section on nationalism in Vietnam.
- Updated section on Palestine to reflect recent scholarship.
- Rewrote section on the Suez Crisis.
- Substantially rewrote the section on French decolonization in North Africa.
- Added material on the Mau Mau Rebellion in Kenya.
- Added material on apartheid in South Africa.
- Streamlined and updated the material on Mao’s China.
- Updated material on postcolonial India to reflect current scholarship.
- Updated material on Islamism and the Iranian Revolution.
- Deleted text on African disunity.

- Added “Sources from the Past” on China’s Marriage law (originally in chapter 38).
- Added a “What’s Left Out?” on the combination of decolonization and the Cold War in Angola.

## Chapter 38: Into the Twenty-First Century

- Changed title to make it sound more current.
- Updated all dates and material to bring it current with second decade of twenty-first century.
- Changed title of section on The End of the Cold War to The End of the Cold War and the Emergence of a Unipolar World.
- Added subhead under this section called The Unipolar Moment.
- Moved the subhead on International Organizations to the section on Cross-Cultural Exchanges.
- Renamed the section on Global Problems to Urgent Global Issues in the Twenty-First Century.
- Added subheads in this section on The Continuing Inequality of Women, Migration, and Global Diseases.
- Deleted final section on Crossing Boundaries.
- Rewrote Chapter Overview to reflect content changes in the chapter.
- Added a new introduction to the section on the End of the Cold War.
- Added new text on the end of the Cold War through 2020.
- Clarified information on GATT and WTO.
- Updated section on the Rise of China.
- Added new material on the EU to Brexit.
- Updated material on OPEC.
- Deleted subhead on Pan-American culture and added material on cultural globalization.
- Deleted subhead on the Age of Access and added material on the Networked World.
- Deleted subheads on the Prominence of the English Language and Adaptations of Technology.
- Updated information on population pressure.
- Added material on climate change.
- Added new material on global diseases, specifically the COVID-19 pandemic, to bring content up to the present.
- Updated material on global terrorism.
- Added new material on women’s inequality globally.
- Added a new “Sources from the Past” by Malala.
- Added a “What’s Left Out?” on the difficulties about writing the history of the very recent past.
- Added new material on migrants in a global context.

## PRIMARY SOURCES HELP STUDENTS THINK CRITICALLY ABOUT HISTORY

### Power of Process for Primary Sources



Primary sources help students think critically about history and expose them to contrasting perspectives of key events. The Seventh Edition of *Traditions & Encounters* provides four different ways to use primary source documents:

**Power of Process for Primary Sources** Power of Process is a critical thinking tool for reading and writing about primary sources. As part of Connect History, McGraw Hill's learning platform, Power of Process contains a database of more than 400 searchable primary sources in addition to the capability for instructors to upload their own sources. Instructors can then select a series of strategies for students to use to analyze and comment on a source. The Power of Process framework helps students develop essential academic skills such as understanding, analyzing, and synthesizing readings and visuals such as maps, leading students toward higher-order thinking and writing.

The Power of Process landing page makes it easy for instructors to find pre-populated documents or to add their own.

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## WRITING ASSIGNMENT

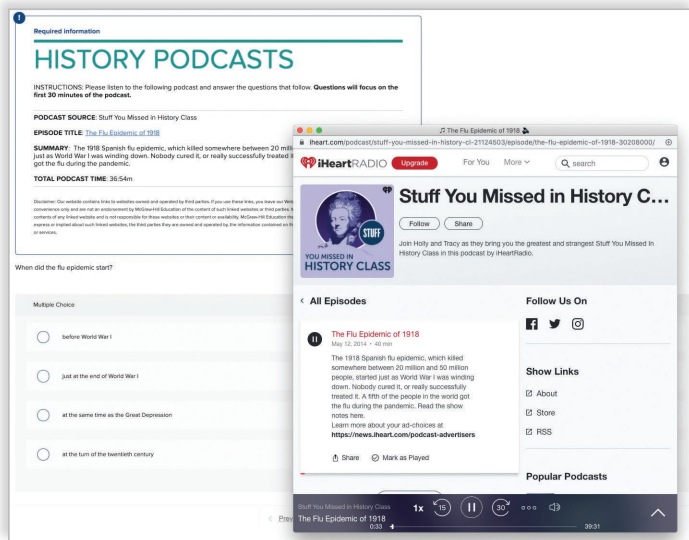
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**Test Bank** By increasing the rigor of the test bank development process, McGraw Hill has raised the bar for student assessment. Each question has been tagged for level of difficulty, Bloom's taxonomy, and topic coverage. Organized by chapter, the questions are designed to test factual, conceptual, and higher order thinking.

**Test Builder** New to this edition and available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download.

Test Builder enables instructors to:

- Access all test bank content from a particular title.
- Easily pinpoint the most relevant content through robust filtering options.
- Manipulate the order of questions or scramble questions and/or answers.
- Pin questions to a specific location within a test.
- Determine your preferred treatment of algorithmic questions.
- Choose the layout and spacing.
- Add instructions and configure default settings.

**PowerPoint** The PowerPoint presentations highlight the key points of the chapter and include supporting visuals. New to this edition, all slides are WCAG compliant.

# About the Authors

**Jerry H. Bentley** was professor of history at the University of Hawai'i and editor of the *Journal of World History*. His research on the religious, moral, and political writings of the Renaissance led to the publication of *Humanists and Holy Writ: New Testament Scholarship in the Renaissance* (Princeton, 1983) and *Politics and Culture in Renaissance Naples* (Princeton, 1987). More recently, his research concentrated on global history and particularly on processes of cross-cultural interaction. His book *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (New York, 1993) examines processes of cultural exchange and religious conversion before the modern era, and his pamphlet *Shapes of World History in Twentieth-Century Scholarship* (1996) discusses the historiography of world history. His most recent publication is *The Oxford Handbook of World History* (Oxford, 2011), and he served as a member of the editorial team preparing the forthcoming *Cambridge History of the World*. Jerry Bentley passed away in July 2012, although his legacy lives on through his significant contributions to the study of world history. The World History Association recently named an annual prize in his honor for outstanding publications in the field.

**Herbert F. Ziegler** is an associate professor of history at the University of Hawai'i. He has taught world history since 1980; he previously served as director of the world history program at the University of Hawai'i as well as book review editor of the *Journal of World History*. His interest in twentieth-century European social and political history led to the publication of *Nazi Germany's New Aristocracy: The SS Leadership, 1925-1939* (Princeton, 1990) and to his participation in new educational endeavors in the history of the Holocaust, including the development of an upper-division course for undergraduates. He is at present working on a study that explores from a global point of view the demographic trends of the past ten thousand years, along with their concomitant technological, economic, and social developments. His other current research project focuses on the application of complexity theory to a comparative study of societies and their internal dynamics.

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# **Traditions & Encounters**

A Global Perspective  
on the Past

**The Evolution of *Homo sapiens***

Hominids

*Homo sapiens***The Paleolithic Era**

Foraging Lifeways

Paleolithic Culture

**The Neolithic Era and the Transition to Agriculture**

The Origins of Agriculture

Early Agrarian Societies

Neolithic Culture

The Origins of Urban Life

**ZOOMING IN ON ENCOUNTERS****Lucy and the Archaeologists**

Throughout the evening of 30 November 1974, a tape player in an Ethiopian desert blared the Beatles' song "Lucy in the Sky with Diamonds" at top volume. The site was an archaeological camp at Hadar, a remote spot about 320 kilometers (200 miles) northeast of Addis Ababa. The music helped fuel a spirited celebration: earlier in the day, archaeologists had discovered the skeleton of a female hominid who died 3.2 million years ago. Scholars refer to this skeleton as AL 288-1, but the female herself has become by far the world's best-known prehistoric individual under the name Lucy.

At the time of her death, from unknown causes, Lucy was age twenty-five to thirty. She stood just over 1 meter (about 3.5 feet) tall and probably weighed about 25 kilograms (55 pounds). After she died, sand and mud covered Lucy's body, hardened gradually into rock, and entombed her remains. By 1974, however, rain waters had eroded the rock and exposed Lucy's fossilized skeleton. The archaeological team that first encountered Lucy and her companions at Hadar eventually found 40 percent of Lucy's bones, which together form one of the most complete and best-preserved skeletons of any early human ancestor. Later searches at Hadar turned up bones belonging to perhaps as many as sixty-five additional individuals, although no other collection of bones from Hadar rivals Lucy's skeleton for completeness.

Analysis of Lucy's skeleton and other bones found at Hadar demonstrates that the earliest ancestors of modern humans walked upright on two feet. Erect walking is crucial for humans because it frees their arms and hands for other tasks. Lucy and her contemporaries did not possess large or well-developed



Reconstruction of the female Australopithecine hominid "Lucy", made from the bones discovered by archaeologists in the Omo Valley in 1974.

Philippe Plailly & Atelier Daynes/Science Source

brains—Lucy's skull was about the size of a small grapefruit—but unlike the neighboring apes, which used their forelimbs for locomotion, Lucy and her companions could carry objects with their arms and manipulate tools with their dexterous hands. Those abilities enabled Lucy and her companions to survive better than many other species. As the brains of our hominid ancestors grew larger and more sophisticated—a process that occurred over a period of several million years—humans learned to take even better advantage of their arms and hands and established flourishing communities throughout the world.

## CHAPTER OVERVIEW



According to geologists the earth came into being about 4.5 billion years ago. The first living organisms made their appearance hundreds of millions of years later. In their wake came increasingly complex creatures such as fish, birds, reptiles, and mammals. About forty million years ago, short, hairy, monkeylike animals began to populate tropical regions of the world. Humanlike cousins to these animals began to appear only four or five million years ago, and our species, *Homo sapiens*, about two hundred and fifty thousand years ago.

Even the most sketchy review of the earth's natural history clearly shows that human society has not developed in a vacuum, but has rather been shaped by an array of encounters with other species. The earliest humans inhabited a world already well stocked with flora and fauna, a world shaped for countless eons by natural rhythms that governed the behavior of all the earth's creatures. Humans made a place for themselves in this world, and over time they demonstrated remarkable ingenuity in devising ways to take advantage of the earth's resources. Indeed, it has become clear in recent years that the human animal has exploited the natural environment so thoroughly that the earth has undergone irreversible changes.

A discussion of such early times is of fundamental importance to a book that is mostly focused on the history of human societies, their origins, development, and interactions. For some conventional historians, the period of human history before the invention of writing is termed *prehistory*, whereas the term *history* is used to describe the period following the invention of writing. It is certainly true that the availability of written documents enhances the ability of scholars to understand past ages, but recent research by archaeologists and evolutionary biologists has provided substantial evidence of the physical and social development of early humans. It is now clear that long before the invention of writing, humans made a place for their species in the natural world and laid the social, economic, and cultural foundations on which their successors built increasingly complex societies.

### CHRONOLOGY

4 million–1 million years ago	Era of <i>Australopithecus</i>
3.2 million years ago	Era of Lucy
2.5 million–200,000 years ago	Era of <i>Homo habilis</i> and <i>Homo erectus</i>
250–200,000 B.C.E.	Early evolution of <i>Homo sapiens</i>
400,000–30,000 B.C.E.	Era of the Neandertals
13,500–10,500 B.C.E.	Natufian society
10,000–8000 B.C.E.	Early experimentation with agriculture
14,000–1000 B.C.E.	Jomon society
8000 B.C.E.	Appearance of agricultural villages
4000–3500 B.C.E.	Appearance of cities
3000 B.C.E.–1850 C.E.	Chinook society

## THE EVOLUTION OF *HOMO SAPIENS*

During the past century or so, archaeologists, evolutionary biologists, and other scholars have vastly increased the understanding of human origins and the lives our distant ancestors led. Their work has done much to clarify the relationship between humans and other animal species. On one hand, researchers have shown that humans share some remarkable similarities with the large apes. This point is true not only of external features, such as physical form, but also of the basic elements of genetic makeup and body chemistry—DNA, chromosomal patterns, life-sustaining proteins, and blood types. In the case of some of these elements, scientists have been able to observe a difference of only 1.6 percent between the DNA of humans and that of chimpanzees. Biologists therefore place humans in the order of primates, along with monkeys, chimpanzees, gorillas, and the various other large apes.

Yet humans clearly stand out as the most distinctive of the primate species. Small differences in genetic makeup and body chemistry have led to enormous differences in levels of intelligence and ability to exercise control over the natural

world. Humans developed an extraordinarily high order of intelligence, which enabled them to devise tools, technologies, language skills, and other means of communication and cooperation. Whereas other animal species adapted physically and genetically to their natural environment, or made small changes to it, humans drastically altered the natural environment to suit their needs and desires—a process that began in remote prehistory and continues in the present day. Over the long term, too, intelligence endowed humans with immense potential for social and cultural development.

## Hominids

A series of spectacular discoveries in east Africa, and more recently in south Africa and Eurasia, has thrown valuable light on the evolution of the human species. At numerous sites across Africa and Eurasia, archaeologists have unearthed bones and tools of human ancestors going back about five million years. The Olduvai Gorge in Tanzania and Hadar in Ethiopia have yielded especially rich remains of individuals like the famous Lucy. These individuals probably represented

several different species belonging to the genus *Australopithecus* (“the southern ape”), which flourished in east Africa during the long period from about four million to one million years ago.

***Australopithecus*** In spite of its name, *Australopithecus* was not an ape but, rather, a hominid—a creature belonging to the family **Hominidae**, which includes human and human-like species. Evolutionary biologists recognize *Australopithecus* as a genus standing alongside *Homo* (the genus in which biologists place modern humans) in the family of hominids. Compared with our species, *Homo sapiens*, Lucy and other australopithecines would seem short, hairy, and limited in intelligence. They stood something over 1 meter (3 feet) tall, weighed 25 to 55 kilograms (55 to 121 pounds), and had a brain size of about 500 cubic centimeters. (The brain size of modern humans averages about 1,400 cc.)

Compared with other ape and animal species, however, australopithecines were sophisticated creatures. They walked upright on two legs, which enabled them to use their arms independently for other tasks. They had well-developed hands with opposable thumbs, which enabled them to grasp tools and perform intricate operations. They almost certainly had some ability to communicate verbally, although analysis of their skulls suggests that the portion of the brain responsible for speech was not very large or well developed.

The intelligence of australopithecines was sufficient to allow them to plan complex ventures. They often traveled deliberately—over distances of 15 kilometers (9.3 miles) and more—to obtain the particular kinds of stone that they needed to fashion tools. Chemical analyses show that the stone from which australopithecines made tools was often available only at sites distant from the camps where archaeologists discovered the finished tools. Those tools included choppers, scrapers, and other implements for food preparation. With the aid of their tools and intelligence, australopithecines established themselves securely throughout most of eastern and southern Africa.



Fossilized footprints preserved near Olduvai Gorge in modern Tanzania show that hominids walked upright some 3.5 million years ago. These prints are striking evidence that australopithecines were bipedal.  
John Reader/Science Source

***Homo erectus*** By about one million years ago, australopithecines had disappeared as new species of hominids possessing greater intelligence evolved and displaced their predecessors. The new species belonged to the genus *Homo* and thus represented creatures considerably different from the australopithecines. The two most important of the early *Homo* genus were *Homo habilis*, which systematically manufactured stone tools and flourished from about 2.4 to 1.5 million years ago, and ***Homo erectus***—“upright-walking human”—who flourished from about two million to two hundred thousand years ago. *Homo erectus* possessed a larger brain than the australopithecines—the average capacity was about 1,000 cc—and fashioned more sophisticated tools as well. To the australopithecine choppers and scrapers, *Homo erectus* added cleavers and hand axes, which not only were useful in food preparation but also provided protection against predators. *Homo erectus* also learned how to start and tend fires, which furnished the species with a means to cook food, a defense against large animals, and a source of artificial heat.

Even more important than tools and fire were intelligence and the ability to communicate complex ideas. *Homo erectus* individuals did not have the physiological means to enunciate the many sounds that are essential for sophisticated language, but they were able to devise plans, convey their intentions, and coordinate their activities. Archaeologists have found many sites that served as camps where *Homo erectus* groups congregated and collected food. They came together at these sites, bringing meat from small animals that they hunted as well as the plants and nuts that they gathered. They probably also scavenged the meat of large animals that had fallen prey to lions and other predators. The large quantities of food remains that archaeologists have excavated at these sites indicate that *Homo erectus* individuals had the ability to organize their activities and communicate plans for obtaining and distributing food.

**Migrations of *Homo erectus*** With effective tools, fire, intelligence, and communication abilities, *Homo erectus* gained increasing control over the natural environment and introduced the human species into widely scattered regions. Whereas australopithecines and *Homo habilis* had not ventured beyond eastern and southern Africa, *Homo erectus* migrated

***Australopithecus*** (ah-strah-loh-PITH-uh-kuhs)

**Hominidae** (HAW-mih-nihd-ee)

to north Africa and the Eurasian landmass. Almost two million years ago, *Homo erectus* groups moved to southwest Asia and beyond to Europe, south Asia, east Asia, and southeast Asia. By two hundred thousand years ago, they had established themselves throughout the temperate zones of the eastern hemisphere, where archaeologists have unearthed many specimens of their bones and tools.

## *Homo sapiens*

Like *Australopithecus*, though, *Homo erectus* faded with the arrival of more intelligent and successful human species. *Homo sapiens* (“consciously thinking human”) evolved about two hundred thousand years ago and has skillfully adapted to the natural environment ever since. Early *Homo sapiens* already possessed a large brain, more or less the same size as human brains today. More important than size, however, is the structure of the brain; *Homo sapiens*’ brains are especially well developed in the frontal regions, where conscious and reflective thought takes place. This physical feature provided *Homo sapiens* with an enormous advantage. Although not endowed with great strength and not equipped with natural means of attack and defense—claws, beaks, fangs, shells, venom, and the like—*Homo sapiens* possessed a remarkable intelligence that provided a powerful edge in the contest for survival. It enabled individuals to understand the structure of the world around them, to organize more efficient methods of exploiting natural resources, and to communicate and cooperate on increasingly complex tasks.

**Language** Furthermore, between about one hundred thousand and fifty thousand years ago, *Homo sapiens* evolved a combination of physiological traits that was unique among animal species—a throat with vocal cords and a separate mouth cavity with a tongue, which enabled them to enunciate hundreds of distinct sounds. Over time, *Homo sapiens* articulated those sounds into spoken languages that were endlessly flexible and that enabled individuals to communicate messages that were far more complex, more detailed, and more precise than those of *Homo erectus* and other human species. High intelligence and flexible language made for a powerful combination that enhanced the ability of *Homo sapiens* to share and pool knowledge and manipulate the world around them in a way that no other species could.

**Migrations of *Homo sapiens*** Intelligence and language enabled *Homo sapiens* to adapt to widely varying environmental conditions and to establish the species securely throughout the world. Beginning about ninety thousand years ago, communities of *Homo sapiens* spread throughout the eastern hemisphere and populated the temperate lands of Africa, Europe, and Asia, where they encountered *Homo erectus* and other early human groups that had inhabited those regions for several hundred thousand years. *Homo sapiens* soon moved beyond the temperate zones, though, and established

communities in progressively colder regions—migrations that were possible because their intelligence allowed *Homo sapiens* to fashion warm clothes from animal skins and to build effective shelters against the cold.

Between sixty thousand and fifteen thousand years ago, *Homo sapiens* extended the range of human population even further. The most recent ice age cooled the earth’s temperature during that period, resulting in the concentration of water in massive glaciers, the lowering of the world’s sea levels, and the exposure of land bridges that linked Asia with regions of the world previously uninhabited by humans. Small bands of individuals crossed those bridges and established communities in the islands of Indonesia and New Guinea, and some of them went farther to cross the temporarily narrow straits of water separating southeast Asia from Australia.

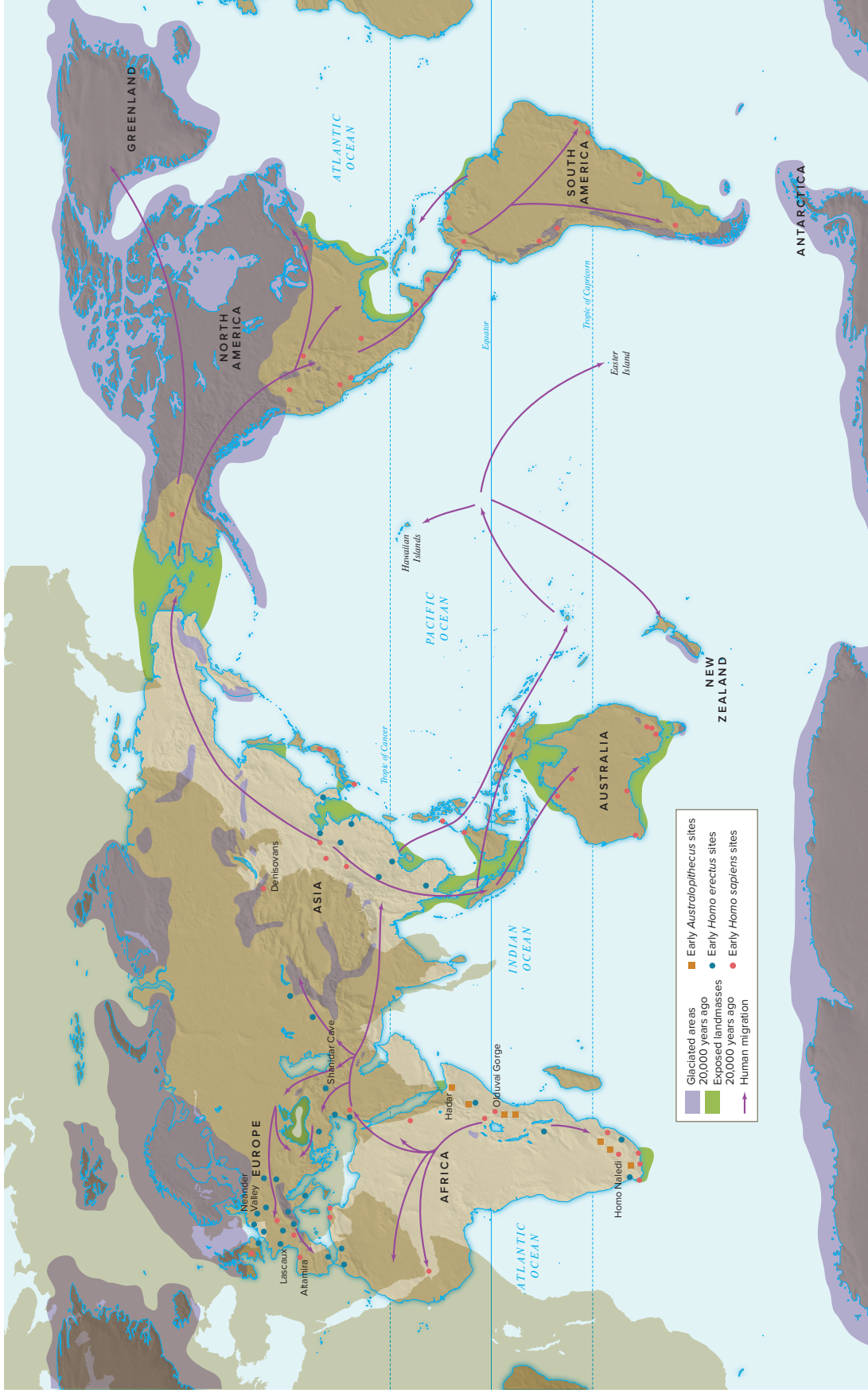
**The Peopling of the World** *Homo sapiens* arrived in Australia about sixty thousand years ago, perhaps even earlier. Somewhat later, beginning as early perhaps as twenty-five thousand years ago, other groups took advantage of land bridges linking Siberia with Alaska and established human communities in North America. From there they migrated throughout the western hemisphere. By about fifteen thousand years ago, communities of *Homo sapiens* had appeared in almost every habitable region of the world.

This peopling of the world was a remarkable accomplishment. No other animal or plant species has autonomously made its way to all habitable parts of the world. Some species, such as rats and roaches, have tagged along with humans and established themselves in distant homes. Other animals and plants—dogs and horses, for example, and wheat and potatoes—have found their way to new lands because humans intentionally transported them. Only *Homo sapiens*, however, has been able to make a home independently in all parts of the world.

**The Natural Environment** Their intellectual abilities enabled members of the *Homo sapiens* species to recognize problems and possibilities in their environment and then to take action that favored their survival. At sites of early settlements, archaeologists have discovered increasingly sophisticated tools that reflect *Homo sapiens*’ progressive control over the environment. In addition to the choppers, scrapers, axes, and other tools that earlier species possessed, *Homo sapiens* used knives, spears, and bows and arrows. Individuals made dwellings for themselves in caves and in hutlike shelters fabricated from wood, bones, and animal skins. In cold regions *Homo sapiens* warmed themselves with fire and cloaked themselves in the skins of animals. Mounds of ashes discovered at their campsites show that in especially cold regions, they kept fires burning continuously during the winter months. *Homo sapiens* used superior intelligence, sophisticated tools, and language to exploit the natural world more efficiently than any other species the earth had seen.

Indeed, intelligent, tool-bearing humans competed so successfully in the natural world that they brought tremendous pressure to bear on other species they encountered. As the





### MAP 1.1 Global migrations of *Homo erectus* and *Homo sapiens*.

On the basis of the sites indicated, compare the extent of *Homo erectus* and *Homo sapiens* migrations out of Africa.

How can you explain the wider range of *Homo sapiens* migrations?

population of *Homo sapiens* increased, large mammal species in several parts of the world became extinct. Mammoths and the woolly rhinoceros disappeared from Europe; giant kangaroos from Australia; and mammoths, mastodons, and horses from the Americas. Archaeologists believe that changes in the earth's climate altered the natural environment enough to harm those species. In most cases, however, human hunting probably helped push large animals into extinction. Thus, from their earliest days on earth, members of the species *Homo sapiens* became effective and efficient competitors in the natural world—to the point that they threatened the very survival of other large but less intelligent species.

## THE PALEOLITHIC ERA

By far the longest portion of the human experience on earth is the period historians and archaeologists call the **paleolithic** era, the “old stone age.” The principal characteristic of the paleolithic era was that humans foraged for their food: they scavenged meat killed by predators or hunted wild animals or gathered edible products of naturally growing plants. The paleolithic era extended from the evolution of the first hominids until about twelve thousand years ago, when groups of *Homo sapiens* in several parts of the world began to transition to the use of domesticated plants and animals to feed themselves.

### Foraging Lifeways

In the absence of written records, scholars have drawn inferences about paleolithic economy and society from other kinds of evidence. Archaeologists have excavated many sites that open windows on paleolithic life, and anthropologists have carefully studied hunting and gathering societies in the contemporary world. In the Amazon basin of South America, the tropical forests of Africa and southeast Asia, the deserts of Africa and Australia, and a few other regions as well, small communities of hunters and gatherers follow the ways of our common paleolithic ancestors. Although contemporary foraging communities reflect the influence of the modern world—they are by no means exact replicas of paleolithic societies—they throw important light on the economic and social dynamics that shaped the experiences of prehistoric foragers. In combination, then, the studies of both archaeologists and anthropologists help to illustrate how the foraging economy decisively influenced all dimensions of the human experience during the paleolithic era.

**Relative Social Equality** A foraging economy virtually prevents individuals from accumulating private property and basing social distinctions on wealth. To survive, most foragers must follow the animals that they stalk, and they must move with the seasons in search of edible plant life. Given their

mobility, it is easy to see that, for them, the notion of private, landed property has no meaning at all. Individuals possess only a few small items such as weapons and tools that they can carry easily as they move. In the absence of accumulated wealth, hunters and gatherers of paleolithic times, like their contemporary descendants, probably lived a relatively egalitarian existence. Social distinctions no doubt arose, and some individuals became influential because of their age, strength, courage, intelligence, fertility, force of personality, or some other trait. But personal or family wealth could not have served as a basis for permanent social differences.

**Relative Gender Equality** Some scholars believe that this relative social equality during the Paleolithic Era extended even further, to relations between the sexes. All members of a paleolithic group made important contributions to the survival of the community. Men traveled on sometimes distant hunting expeditions in search of large animals while women and children gathered edible plants, roots, nuts, and fruits from the area near the group's camp. Meat from the hunt was the most highly prized item in the paleolithic diet, but plant foods were essential to survival. Anthropologists calculate that in modern hunting and gathering societies, women contribute more calories to the community's diet than do the men. As a source of protein, meat represents a crucial supplement to the diet. But plant products sustain the men during hunting expeditions and feed the entire community when the hunt does not succeed. Because of the thorough interdependence of the sexes from the viewpoint of food production, paleolithic society probably did not encourage the domination of one sex by the other—certainly not to the extent that became common later.

A foraging economy has implications not only for social and sexual relations but also for community size and organization. The foraging lifestyle of hunters and gatherers dictates that they mostly live in small bands, which today include about thirty to fifty members. Larger groups could not move efficiently or find enough food to survive over a long period. During times of drought or famine, even small bands have trouble providing for themselves. Individual bands certainly have relationships with their neighbors—agreements concerning the territories that the groups exploit, for example, or arrangements to take marriage partners from each other's groups—but the immediate community is the focus of social life.

The survival of foraging bands depends on a sophisticated understanding of their natural environment. In contemporary studies, anthropologists have found that foraging peoples do not wander aimlessly about hoping to find a bit of food. Instead, they exploit the environment systematically and efficiently by timing their movements to coincide with

the seasonal migrations of the animals they hunt and the life cycles of the plant species they gather.

**Big-Game Hunting** Archaeological remains show that early peoples also went about hunting and gathering in a purposeful and intelligent manner. Although it was relatively easy to take a small, young, or wounded animal, the hunting of big game posed special challenges. Large animals such as elephant, mastodon, rhinoceros, bison, and wild cattle were not only strong and fast but also well equipped to defend themselves and even attack their human hunters. *Homo sapiens* fashioned special tools, such as sharp knives, spears, and bows and arrows, and devised special tactics for hunting these animals. The hunters wore disguises such as animal skins and coordinated their movements so as to attack game simultaneously from several directions. They sometimes even started fires or caused disturbances to stampede herds over cliffs, or into swamps or enclosed areas where hunters could kill them more easily. Paleolithic hunting was a complicated venture. It clearly demonstrated the capacity of early human communities to pool their uniquely human traits—high intelligence, ability to make complicated plans, and sophisticated language and communications skills—to exploit the environment.

**Paleolithic Settlements** In regions where food resources were especially rich, a few peoples in late paleolithic times abandoned the nomadic lifestyle and established semi-permanent settlements. The most prominent paleolithic settlements were those of Natufian society in the eastern Mediterranean (modern-day Israel and Lebanon), Jomon society in central Japan, and Chinook society in the Pacific northwest region of North America (including the modern states of Oregon and Washington and the Canadian province of British Columbia). As early as 13,500 B.C.E., Natufians



Statue of a Neanderthal man based on the study of recently discovered bones. How does his knifelike tool compare with the tools used by *Homo erectus*?

Damian Andrus/Maxwell Museum, University of New Mexico

collected wild wheat and took animals from abundant antelope herds. From 10,000 to 300 B.C.E., Jomon settlers harvested wild buckwheat and developed a productive fishing economy. Chinook society emerged after 3000 B.C.E. and flourished until the mid-nineteenth century C.E., principally on the basis of wild berries, acorns, and massive salmon



Diorama of a Neanderthal family eating outside of their dwelling.

dpa picture alliance archive/  
Alamy Stock Photo

runs in local rivers. Paleolithic settlements had permanent dwellings, sometimes in the form of longhouses that accommodated several hundred people, but often in the form of smaller structures for individual families. Many settlements had populations of several hundred or more individuals. As archaeological excavations continue, it is becoming increasingly clear that paleolithic peoples organized complex societies with specialized rulers and craftsmen in many regions where they found abundant food resources.

## Paleolithic Culture

**Neandertal Peoples** Paleolithic individuals did not limit their creative thinking to strictly practical matters of subsistence and survival. Instead, they reflected on the nature of human existence and the world around them. The earliest evidence of reflective thought comes from sites associated with **Neandertal** peoples, named after the Neander valley in western Germany where their remains first came to light. Neandertal peoples flourished in Europe and southwest Asia between about two hundred thousand and thirty-five thousand years ago. Most scholars regard Neandertal peoples as members of a distinct human species known as *Homo neandertalensis*. For about fifteen millennia, from forty-five thousand to thirty thousand years ago, Neandertal groups inhabited some of the same regions as *Homo sapiens* communities, and members of the two species sometimes lived in close proximity to each other. DNA analysis suggests that some interbreeding occurred between the two species, and recent research demonstrates that the DNA of most Europeans alive today contains about 2 percent Neandertal DNA. Archaeological evidence also shows that individual humans and Neandertals facilitated trade between their communities and also that some Neandertals imitated the more complex technologies and crafts of human communities they encountered.

At several Neandertal sites, archaeologists have discovered signs of careful, deliberate burial accompanied by ritual observances. Perhaps the most notable is that of Shanidar cave, located about 400 kilometers (250 miles) north of Baghdad in modern-day Iraq, where survivors laid the deceased to rest on beds of freshly picked wildflowers and then covered the bodies with shrouds and garlands of other flowers. At other Neandertal sites in France, Italy, and central Asia, survivors placed flint tools and animal bones in and around the graves of the deceased. It is impossible to know precisely what Neandertal peoples were thinking when they buried their dead in that fashion. Possibly they simply wanted to honor the memory of the departed, or perhaps they wanted to prepare the dead for a new dimension of existence, a life beyond the grave. Whatever their intentions, Neandertal peoples apparently recognized a significance in the life and death of individuals that, according to the evidence we have available, none of their hominid ancestors had apparently appreciated. They had developed a capacity for emotions and feelings, and they cared for one



Tools (including a sewing needle) fashioned from animal bones about fifteen thousand years ago.

Gianni Dagli Orti/Shutterstock

another even to the extent of preparing elaborate resting places for the departed.

**The Creativity of *Homo sapiens*** *Homo sapiens* was much more intellectually inventive and creative than *Homo neandertalensis*. Many scholars argue that *Homo sapiens* owed much of the species's intellectual prowess to the ability to construct powerful and flexible languages for the communication of complex ideas. With the development of languages, humans were able both to accumulate knowledge and to transmit it precisely and efficiently to new generations. Thus it was not necessary for every individual human to learn from trial and error or from direct personal experience about the nature of the local environment or the best techniques for making advanced tools. Rather, it was possible for human groups to pass large and complex bodies of information along to their offspring, who then were able to make immediate use of it and furthermore were in a good position to build on inherited information by devising increasingly effective ways of satisfying human needs and desires.

From its earliest days on the earth, *Homo sapiens* distinguished itself as a creative species. At least 200,000 years ago, *Homo sapiens* was producing stone blades with long cutting edges. By 140,000 years ago, early humans had learned to supplement their diet with shellfish from coastal waters, and they had developed networks with neighbors that enabled them to trade high-quality obsidian stone over