The background of the cover is a vibrant, detailed painting in a Mesoamerican style. In the upper portion, a large, walled city with a grid-like street pattern and a prominent pyramid is situated on a riverbank. In the foreground, a ruler with a blue headdress and white robe sits on a large, ornate throne, holding a ceremonial fan. Below the throne, several figures are shown in various poses, some carrying large bundles on their backs, suggesting a scene of trade or labor. The overall style is characterized by bold outlines and a rich color palette.

# The World's History

FIFTH EDITION

Combined Volume

HOWARD SPODEK

# THE WORLD'S HISTORY

COMBINED VOLUME



*This page intentionally left blank*

HOWARD SPODEK

# THE WORLD'S HISTORY

COMBINED VOLUME

FIFTH EDITION

**PEARSON**

Boston Columbus Indianapolis New York San Francisco  
Hoboken Amsterdam Cape Town Dubai London  
Madrid Milan Munich Paris Montréal Toronto Delhi Mexico City  
São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

**Vice-President of Product Development:**  
Dickson Musslewhite  
**Senior Acquisitions Editor:** Billy J. Grieco  
**Program Manager:** Emily Tamburri  
**Project Manager:** Gail Cocker  
**Senior Operations Supervisor:** Mary Ann Gloriande  
**Media Director:** Sacha Laustsen  
**Media Editor:** Michael Halas  
**Media Project Manager:** Elizabeth Roden

Printed and bound by Times Offset, Malaysia

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within text or on the credits pages in the back of this book.

**Front cover:** *La Gran Tenochtitlán*, Diego Rivera (detail). 1945. Palacio Nacional, Mexico City. © 2013 Banco de Mexico Diego Rivera & Frida Kahlo Museums Trust, Mexico D.F./Artists Rights Society (ARS), New York. Photo © 2003 Schalkwijk/Art Resource/Scala, Florence



This book was designed and produced by Laurence King Publishing Ltd, London  
www.laurenceking.com

Every effort has been made to contact the copyright holders, but should there be any errors or omissions, Laurence King Publishing Ltd would be pleased to insert the appropriate acknowledgment in any subsequent printing of this publication.

**Commissioning editor:** Kara Hattersley-Smith  
**Senior editor:** Melissa Danny  
**Production:** Simon Walsh  
**Designer:** Nick Newton  
**Picture researcher:** Peter Kent  
**Text permissions editor:** Julie Kemp  
**Copy editor:** Rosanna Lewis  
**Proofreader:** Jessica McCarthy  
**Indexer:** Pauline Hubner

Copyright © 2015, 2010, 2006, 2001, 1996 Laurence King Publishing Ltd  
Published by Pearson Education, Inc., 221 River Street, Hoboken, New Jersey 07030

All rights reserved. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, 221 River Street, Hoboken, New Jersey 07030 or you may fax your request to 201-236-3290.

---

Library of Congress Cataloging-in-Publication Data

Spodek, Howard  
The world's history / Howard Spodek. -- Fifth edition.  
pages cm  
Includes bibliographical references and index.  
ISBN 978-0-205-99612-4 -- ISBN 0-205-99612-4  
1. World history. I. Title.  
D20.S77 2015  
909--dc23

2014010924

10 9 8 7 6 5 4 3 2 1

**PEARSON**

Combined Volume  
ISBN 10: 0-205-99612-4  
ISBN 13: 978-0-205-99612-4

Volume 1 ISBN 10: 0-205-99607-8  
ISBN 13: 978-0-205-99607-0

Volume 1 A La Carte ISBN 10: 0-205-98145-3  
ISBN 13: 978-0-205-98145-8

Volume 2 ISBN 10: 0-205-99606-X  
ISBN 13: 978-0-205-99606-3

Volume 2 A La Carte ISBN 10: 0-205-98137-2  
ISBN 13: 978-0-205-98137-3

# BRIEF CONTENTS

Preface	I-8		
Introduction: The World Through Historians' Eyes	I-15		
PART ONE			
<b>TURNING POINT: HUMAN ORIGINS</b>			
To 10,000 B.C.E. <b>Humankind Begins</b>	2		
CHAPTER ONE <b>The Dry Bones Speak</b>			
To 10,000 B.C.E.	4		
PART TWO			
<b>TURNING POINT: SETTLEMENT PATTERNS</b>			
10,000 B.C.E.–1000 C.E. <b>Settling Down: Villages and Cities</b>	36		
CHAPTER TWO <b>From Village Community to City-state</b>			
<b>Food First: The Agricultural Village</b> 10,000 B.C.E.–750 B.C.E.	40		
CHAPTER THREE <b>River Valley Civilizations</b>			
<b>The Nile and the Indus</b> 7000 B.C.E.–750 B.C.E.	64		
CHAPTER FOUR <b>A Polycentric World</b>			
<b>Cities and States in East Asia, the Americas, and West Africa</b> 1700 B.C.E.–1000 C.E.	88		
PART THREE			
<b>TURNING POINT: FROM CITY-STATES TO EMPIRES</b>			
2000 B.C.E.–1100 C.E. <b>What are Empires and Why Are They Important?</b>	120		
CHAPTER FIVE <b>Dawn of the Empires</b>			
<b>Empire-building in North Africa, West Asia, and the Mediterranean</b> 2000 B.C.E.–300 B.C.E.	124		
CHAPTER SIX <b>Rome and the Barbarians</b>			
<b>The Rise and Dismemberment of Empire</b> 753 B.C.E.–1453 C.E.	160		
CHAPTER SEVEN <b>China</b>			
<b>Fracture and Unification: The Qin, Han, Sui, and Tang Dynasties</b> 221 B.C.E.–900 C.E.	204		
CHAPTER EIGHT <b>Indian Empires</b>			
<b>Cultural Cohesion in a Divided Subcontinent</b> 1500 B.C.E.–1100 C.E.	240		
PART FOUR			
<b>TURNING POINT: CREATING WORLD RELIGIONS</b>			
2500 B.C.E.–1500 C.E. <b>Religion: Ancient Roots</b>	264		
CHAPTER NINE <b>Hinduism and Buddhism</b>			
<b>The Sacred Subcontinent: The Spread of Religion in India and Beyond</b> 1500 B.C.E.–1200 C.E.	268		
CHAPTER TEN <b>Judaism and Christianity</b>			
<b>Peoples of the Bible: God's Evolution in West Asia and Europe</b> 1700 B.C.E.–1000 C.E.	302		
CHAPTER ELEVEN <b>Islam</b>			
<b>Submission to Allah: Muslim Civilization Bridges the World</b> 570 C.E.–1500 C.E.	340		
PART FIVE			
<b>TURNING POINT: TRADE</b>			
1300–1700 <b>Trade Routes Connect the Continents</b>	378		
CHAPTER TWELVE <b>Establishing World Trade Routes</b>			
<b>The Geography and Philosophies of Early Economic Systems</b> 1300–1500	382		
CHAPTER THIRTEEN <b>The Opening of the Atlantic and the Pacific</b>			
<b>Economic Growth, Religion and Renaissance, Global Connections</b> 1300–1500	414		
CHAPTER FOURTEEN <b>The Unification of World Trade</b>			
<b>New Philosophies for New Trade Patterns</b> 1500–1776	442		
CHAPTER FIFTEEN <b>Migration</b>			
<b>Demographic Changes in a New Global World</b> 1300–1750	478		
PART SIX			
<b>TURNING POINT: REVOLUTION</b>			
1640–1914 <b>Coping with Western Revolutions</b>	512		
CHAPTER SIXTEEN <b>Political Revolutions in Europe and the Americas</b>			
<b>The Birth of Political Rights in the Age of Enlightenment</b> 1649–1830	516		
CHAPTER SEVENTEEN <b>The Industrial Revolution</b>			
<b>A Global Process</b> 1700–1914	558		
CHAPTER EIGHTEEN <b>Nationalism, Imperialism, and Resistance</b>			
<b>Competition among Industrial Powers</b> 1650–1914	594		
PART SEVEN			
<b>TURNING POINT: EXPLODING TECHNOLOGIES</b>			
1914–1991 <b>For Death and Life</b>	644		
CHAPTER NINETEEN <b>Methods of Mass Production and Destruction</b>			
<b>Technological Systems</b> 1914–1937	648		
CHAPTER TWENTY <b>World War II</b>			
<b>To Hell and Back</b> 1937–1949	686		
CHAPTER TWENTY-ONE <b>Cold War, New Nations, and Revolt Against Authority</b>			
<b>Remaking the World After the War</b> 1945–1991	726		
CHAPTER TWENTY-TWO <b>China and India</b>			
<b>Into the Twenty-First Century</b>	770		
PART EIGHT			
<b>TURNING POINT: FROM PAST TO PRESENT TO FUTURE</b>			
1979–	806		
CHAPTER TWENTY-THREE <b>Contemporary History</b>			
<b>Evolution, Settlements, Politics, and Religion</b>	810		
CHAPTER TWENTY-FOUR <b>Contemporary History</b>			
<b>Trade, Revolution, Technology, Identity</b>	844		
Glossary	882		
Picture and Literary Credits	892		
Index	895		

# CONTENTS

Preface	I-8		
Introduction: The World Through Historians' Eyes	I-15		
<b>PART ONE</b>		<b>PART TWO</b>	
<b>TURNING POINT: HUMAN ORIGINS</b>		<b>TURNING POINT: SETTLEMENT PATTERNS</b>	
To 10,000 B.C.E.		10,000 B.C.E.–1000 C.E.	
<b>Humankind Begins</b>	2	<b>Settling Down: Villages and Cities</b>	36
<b>CHAPTER ONE</b>		<b>CHAPTER TWO</b>	
<b>The Dry Bones Speak</b>	4	<b>From Village Community to City-state</b>	
To 10,000 B.C.E.		<b>Food First: The Agricultural Village</b>	40
<b>Human Origins in Myth and History</b>	5	10,000 B.C.E.–750 B.C.E.	
Early Myths	5	<b>The Agricultural Village</b>	42
The Evolutionary Explanation	7	<b>The First Cities</b>	45
The New Challenges	9	<b>Sumer: The Birth of the City</b>	47
<b>Fossils and Fossil-hunters</b>	10	<b>The Growth of the City-state</b>	48
The Puzzling Neanderthals	10	Religion: The Priesthood and the City	49
<i>Homo erectus</i> : A Worldwide Wanderer	11	Occupational Specialization and Class Structure	51
The Search Shifts to Africa	12	Arts and Invention	52
<i>Homo habilis</i>	14	Trade and Markets: Wheeled Cart and Sailboat	52
<i>Australopithecus afarensis</i>	14	Monumental Architecture and Adornment	54
The Debate over African Origins	16	Writing	54
Reading the Genetic Record	17	Achievements in Literature and Law	57
The Theory of Scientific Revolution	19	<b>The First Cities:</b>	
<b>Humans Create Culture</b>	20	<b><i>What Difference Do They Make?</i></b>	58
How Did We Survive While Others Became Extinct?	21	<b>CHAPTER THREE</b>	
Global Migration	23	<b>River Valley Civilizations</b>	
Increased Population and New Settlements	26	<b>The Nile and the Indus</b>	
Changes in the Toolkit	27	7000 B.C.E.–750 B.C.E.	64
Language, Music, and Communication	28	<b>Egypt: The Gift of the Nile</b>	65
Cave Art and Portable Art	30	Earliest Egypt: Before the Kings	66
Agriculture: From Hunter-gatherer to Farmer	32	The Written Record	66
<b>The Story of Prehistory:</b>		Unification and the Rule of the Kings	68
<b><i>What Difference Does It Make?</i></b>	34	The Gods, the Unification of Egypt, and the Afterlife	69
		Cities of the Dead	70
		The Growth of Cities	71
		Monumental Architecture of the Old Kingdom:	
		Pyramids and Fortresses	74
		The Disintegration of the Old Kingdom	76
		The Rise and Fall of the Middle Kingdom	77
		Akhetaten, Capital City of King Akhenaten	78

<b>The Indus Valley Civilization and its Mysteries</b>	78	PART THREE	
The Roots of the Indus Valley Civilization	79	<b>TURNING POINT: FROM CITY-STATES TO EMPIRES</b>	
The Design and Construction of Well-planned Cities	80	2000 B.C.E.–1100 C.E.	
Crafts and the Arts	81	<b>What Are Empires and Why Are They Important?</b>	120
Carefully Planned Cities	82		
Questions of Interpretation	83		
Legacies of the Harappan Civilization	83	CHAPTER FIVE	
<b>The Cities of the Nile and Indus: What Difference Do They Make?</b>	85	<b>Dawn of the Empires</b>	
		<b>Empire-building in North Africa, West Asia, and the Mediterranean</b>	
CHAPTER FOUR		2000 B.C.E.–300 B.C.E.	124
<b>A Polycentric World</b>		<b>The Earliest Empires</b>	125
<b>Cities and States in East Asia, the Americas, and West Africa</b>		Mesopotamia and the Fertile Crescent	125
1700 B.C.E.–1000 C.E.	88	Sargon of Akkad	125
<b>China: The Xia, Shang, and Zhou Dynasties</b>	89	Waves of Invaders: The Babylonians and the Hittites	126
The Earliest Villages	89	The Assyrians	127
The Beginnings of State Formation	90	Egypt and International Conquest	128
Early Evidence of Writing	91	The Art of Palace and Temple	129
Historical Evidence of the Xia Dynasty	91	The End of Empire	131
Similarities Among the Three Dynasties	92	<b>The Persian Empire</b>	132
City and State under the Shang and Zhou	93	Persian Expansion	132
Early Royal Capitals	94	Imperial Policies	133
Capital of the Middle Period: Huanbei	95	Cyrus II	133
Anyang: The Last Shang Capital	96	Cambyses II	134
Cultural Outposts	96	Darius I	134
The Zhou Dynasty	96	Symbols of Power	135
<b>The Western Hemisphere: Mesoamerica and South America</b>	98	<b>The Greek City-states</b>	137
Origins: Migration and Agriculture	99	Early City-states of the Aegean	137
Mesoamerican Urbanization: The First Stages	101	The Minoans	137
Olmec Civilization along the Gulf Coast	101	The Mycenaeans	138
Zapotec Civilization in the Oaxaca Valley	102	The Greek Polis: Image and Reality	139
The Urban Explosion: Teotihuacán	102	War with Persia	142
Successor States in the Valley of Mexico	104	The Golden Age of Athenian Culture	143
The Rise and Fall of the Maya	105	Historians	145
The Great City of Tikal	105	Philosophers	146
Maya Civilization in Decline	106	Dramatists	147
Urbanization in South America	109	The Limits of City-state Democracy	147
Coastal Settlements and Networks	109	From City-state to Small Empire	149
The Moche	110	The Peloponnesian War	152
The Chimú	110	<b>The Empire of Alexander the Great</b>	152
Urbanization in the Andes Mountains	111	The Conquests of Philip	152
The Chavín	111	The Reign of Alexander the Great	153
The Tiwanaku, Huari, and Nazca	111	The Legacies of Alexander	155
The Inca	111	<b>Empire-building: What Difference Does It Make?</b>	157
Agricultural Towns in North America	113		
<b>West Africa: The Niger River Valley</b>	113		
West Africa Before Urbanization	114		
Jenne-jeno: A New Urban Pattern?	115		
State Formation?	116		
<b>The First Cities: What Difference Do They Make?</b>	117		

CHAPTER SIX

**Rome and the Barbarians**

**The Rise and Dismemberment of Empire** 160  
 753 B.C.E.–1453 C.E.

**From Hill Town to Republic, 753–133 B.C.E.** 161  
 Patricians and Plebeians in the Early Republic 162  
     The Struggle of the Orders 162  
 The Senate of Rome 163  
 Roman Military Power 164  
**The Expansion of the Republic** 165  
 The Punic Wars 166  
     The “New Wisdom” 166  
 Further Expansion 168  
     The Eastern Mediterranean 168  
**The Politics of Imperial Rule** 169  
 Citizens of Rome 169  
 The Politics of Private Life 169  
 The Roman Family 170  
 Class Conflict: Urban Splendor and Squalor 171  
 Attempts at Reform 173  
     “Bread and Circuses” 174  
 Slavery in Roman Life 174  
**The End of the Republic** 175  
 Generals in Politics 175  
 The Dictatorship of Julius Caesar 176  
**The Roman Principate, 30 B.C.E.–330 C.E.** 177  
 Family Life in the Age of Augustus 178  
 The Military under Augustus 179  
 The Roman Empire Expands 179  
 Economic and Trade Policies 180  
     Supplying Rome 182  
     Building Cities 182  
     Engineering Triumphs 183  
     Luxury Trades 183  
 The Golden Age of Greco-Roman Culture 185  
     Stoicism 186  
 Religion in Imperial Rome 187  
     Mystery Religions 188  
     Rome and the Jews 188  
     Rome and the Early Christians 188  
**The Dismemberment of the Roman Empire** 189  
 Invaders at the Gates 189  
 Decline and Dismemberment 190  
     The Crisis of the Third Century 192  
     The Fragmentation of Authority 193  
 Causes of the Decline and Fall 195  
**The Eastern Empire, 330–1453 C.E.** 196  
 Resurgence under Justinian 196  
 Religious Struggles 198  
 A Millennium of Byzantine Strength 199  
**The Legacy of the Roman Empire:**  
*What Difference Does It Make?* 201

CHAPTER SEVEN

**China**

**Fracture and Unification: The Qin, Han, Sui, and Tang Dynasties** 204  
 221 B.C.E.–900 C.E.

**The Qin Dynasty** 205  
 Military Power and Mobilization 205  
 Economic Power 207  
 Administrative Power 207  
 Competing Ideologies of Empire 207  
     Confucianism 208  
     Legalism 210  
     Daoism 211  
     The Struggle Between Legalism and Confucianism 213  
     The Mandate of Heaven 214  
 The Fall of the Qin Dynasty 215  
**The Han Dynasty** 215  
 A Confucian Bureaucracy 216  
 Military Power and Diplomacy 217  
 Population and Migration 218  
 Economic Power 219  
 Fluctuations in Administrative Power 220  
     An Interregnum 221  
     A Weakened Han Dynasty 221  
     Peasant Revolt and the Fall of the Han 222  
**Disintegration and Reunification** 222  
 Ecology and Culture 222  
 Buddhism Reaches China 224  
 Reunification under the Sui and Tang Dynasties 225  
     The Short-lived Sui Dynasty 226  
     Arts and Technology under the Tang Dynasty 227  
**Imperial China** 230  
 The West and Northwest 230  
 The South and Southwest 230  
 Vietnam 230  
 Korea 232  
 Japan 232  
     Immigration and Cultural Influences 232  
**Imperial Legacies for the Future:**  
*What Difference Do They Make?* 234  
 Differences 234  
     Geopolitical 234  
     Ideological 234  
     Longevity and Persistence 235  
     Policy and Powers of Assimilation 235  
     Language Policy 235  
     Ideology and Cultural Cohesion 235  
     Influence on Neighbors 235  
 Similarities 235  
     Relations with Barbarians 235  
     Religious Policies 236  
     The Role of the Emperor 236  
     Gender Relationships and the Family 236  
     The Significance of Imperial Armies 237

Overextension	237	PART FOUR	
Public Works Projects	237	<b>TURNING POINT: CREATING WORLD RELIGIONS</b>	
The Concentration of Wealth	237	2500 B.C.E.–1500 C.E.	
Policies For and Against Individual Mobility	237	<b>Religion: Ancient Roots</b>	264
Revolts	237		
Peasant Flight	237		
<b>CHAPTER EIGHT</b>		<b>CHAPTER NINE</b>	
<b>Indian Empires</b>		<b>Hinduism and Buddhism</b>	
<b>Cultural Cohesion in a Divided Subcontinent</b>		<b>The Sacred Subcontinent: The Spread of Religion in India and Beyond</b>	
1500 B.C.E.–1100 C.E.	240	1500 B.C.E.–1200 C.E.	268
<b>New Arrivals in South Asia</b>	241	<b>Hinduism</b>	269
Chronicles of the Aryan Immigrants	242	The Origins of Hinduism	269
The Vedas	242	Sacred Geography and Pilgrimage	270
The <i>Mahabharata</i> and the <i>Ramayana</i>	242	The Central Beliefs of Hinduism	271
The Establishment of States	244	The <i>Rigveda</i>	271
<b>The Empires of India</b>	245	Caste	272
The Maurya Empire	246	The <i>Brahmanas</i> and <i>Upanishads</i>	273
Government under the Maurya Dynasty	246	The Great Epics	275
Regulating Domestic Life	247	The <i>Puranas</i>	276
Regulating Institutional Life	248	Temples and Shrines	276
Asoka, India’s Buddhist Emperor	248	Religion and Rule	278
Successor States Divide the Empire	248	Hinduism in Southeast Asia	279
The Gupta Empire	250	<b>Buddhism</b>	280
A Golden Age of Learning	252	The Origins of Buddhism	280
The Resurgence of Hinduism	253	The Life of the Buddha	280
<b>Huna Invasions End the Age of Empires</b>	253	The <i>Sangha</i>	282
The Hunas and their Legacy	253	The Emergence of Mahayana Buddhism	282
Regional Diversity and Power	256	The Decline of Buddhism in India	284
Sea Trade and Cultural Influence: From Rome to Southeast Asia	257	Jainism	286
Southeast Asia: “Greater India”	258	Buddhism in China	287
<b>India, China, and Rome: Empires and Intermediate Institutions</b>	260	Arrival in China: The Silk Route	287
Administration	260	Relations with Daoism and Confucianism	287
International Relations	260	Buddhism under the Tang Dynasty	289
Invasion of the Hunas	261	Buddhism’s Decline in China	289
Local Institutions and the State	261	Buddhism in Japan	291
<b>Indian Empires: What Difference Do They Make?</b>	261	Shintoism	291
		Buddhism’s Arrival in Japan	291
		Buddhism’s Role in Unifying Japan	293
		Japanese Buddhism Develops New Forms	293
		Lasting Buddhist Elements in Japanese Society	297
		<b>Comparing Hinduism and Buddhism</b>	297
		<b>Hinduism and Buddhism: What Difference Do They Make?</b>	298

CHAPTER TEN

**Judaism and Christianity**

**Peoples of the Bible: God’s Evolution in West Asia and Europe**

1700 B.C.E.–1000 C.E. 302

**Judaism** 303

The Sacred Scriptures 303

Essential Beliefs of Judaism in Early Scriptures 306

The Later Books of Jewish Scripture 308

    Rule by Judges and by Kings 308

    The Teachings of the Prophets: Criticism, Morality, and Hope 308

The Evolution of the Image of God 310

Patriarchy and Gender Relations 311

Defeat, Exile, and Redefinition 312

Minority–Majority Relations in the Diaspora 315

**Christianity** 316

Christianity Emerges from Judaism 316

Jesus’ Life, Teachings, and Disciples 318

    Adapting Rituals to New Purposes 318

    Overturning the Old Order 319

    Jesus and the Jewish Establishment 320

    Miracles and Resurrection 320

The Growth of the Early Church 321

    Paul Organizes the Early Church 321

    The Christian Calendar 322

    Gender Relations 323

From Persecution to Triumph 324

    The Conversion of Constantine 325

    How Had Christianity Succeeded? 325

Doctrine: Definition and Dispute 326

    Battles Over Dogma 327

**Christianity in the Wake of Empire** 329

The Conversion of the Barbarians 329

Decentralized Power and Monastic Life 329

The Church Divides into East and West 331

    The Split Between Rome and Constantinople 333

    New Areas Adopt Orthodox Christianity 333

Christianity in Western Europe 334

    The Pope Allies with the Franks 334

    Charlemagne Revives the Idea of Empire 334

    The Attempt at Empire Fails 335

**Judaism and Early Christianity: What Difference Do They Make?** 336

CHAPTER ELEVEN

**Islam**

**Submission to Allah: Muslim Civilization Bridges the World**

570 C.E.–1500 C.E. 340

**The Origins of Islam** 342

The Prophet: His Life and Teaching 342

The Five Pillars of Islam 343

Responses to Muhammad 344

    The *Hijra* and the Islamic Calendar 345

    Muhammad Extends his Authority 348

    Connections to Other Monotheistic Faiths 348

**Successors to the Prophet** 349

Civil War: Religious Conflict and the Sunni–Shi’a Division 349

The Umayyad Caliphs Build an Empire 351

The Third Civil War and the Abbasid Caliphs 353

The Weakening of the Caliphate 353

    The Emergence of Quasi-independent States 354

    Turkic-speaking Peoples and their Conquests 355

    The Mongols and the Destruction of the Caliphate 355

**Spiritual, Religious, and Cultural Flowering** 356

Islam Reaches New Peoples 357

    India 357

    Southeast Asia 358

    Sub-Saharan Africa 358

Law Provides an Institutional Foundation 361

Sufis Provide Religious Mysticism 362

    The Role of Mysticism 362

Intellectual Achievements 364

    History 364

    Philosophy 366

    Mathematics, Astronomy, and Medicine 366

The Extension of Technology 367

City Design and Architecture 367

**Relations with Non-Muslims** 370

*Dhimmi* Status 370

The Crusades 371

A Golden Age in Spain 373

**Judaism, Christianity, and Islam: What Difference Do They Make?** 374

PART FIVE

**TURNING POINT: TRADE**

1300–1700

**Trade Routes Connect the Continents** 378

CHAPTER TWELVE

**Establishing World Trade Routes**

The Geography and Philosophies of Early Economic Systems

1300–1500 382

**World Trade: A Historical Analysis** 383

The Traders 383

**Asia’s Complex Trade Patterns** 386

The Indian Ocean 387

    Arab Traders 387

    Islam Spreads 389

<b>China: A Magnet for Traders</b>	390	CHAPTER FOURTEEN	
Internal Trade	390	<b>The Unification of World Trade</b>	
International Trade	391	<b>New Philosophies for New Trade Patterns</b>	
The Voyages of Zheng He	392	1500–1776	442
Central Asia: The Mongols and the Silk Routes	396	<b>The Birth of Capitalism</b>	443
Intercontinental Trade Flourishes	396	<b>The Empires of Spain and Portugal</b>	446
Ibn Battuta	396	Spain’s New World Conquests	446
Marco Polo	397	Why the Inca and Aztec Empires Fell	447
Chinggis Khan and the Mongol Empire	400	Making the Conquests Pay	447
The End of the Mongol Empire	402	Merchant Profits	449
The Mongol Legacy	403	Warfare and Bankruptcy	449
From Mongol to Ming: Dynastic Transition	404	Portugal’s Empire	450
<b>Trade in Sub-Saharan Africa</b>	404	The Portuguese in Africa	450
East Africa	406	The Portuguese in Brazil	451
West Africa	408	The Portuguese in the Indian Ocean	452
<b>Trade in the Americas Before Columbus</b>	408	The Spanish and the Portuguese Empires: An Evaluation	452
The Inca Empire	409		
Central America and Mexico	409	<b>Trade and Religion in Western Europe</b>	453
<b>World Trade Routes Before Columbus:</b>		The Protestant Reformation	454
<b><i>What Difference Do They Make?</i></b>	411	The Counter-Reformation	455
		Spanish Defeats	456
CHAPTER THIRTEEN		The Thirty Years War	458
<b>The Opening of the Atlantic and the Pacific</b>		The Dutch Republic: Seaborne Merchant Enterprise	458
<b>Economic Growth, Religion and Renaissance, Global Connections</b>		France: A Nation Consolidated	461
1300–1500	414	Britain: Establishing Commercial Supremacy	463
<b>Economic and Social Changes in Europe</b>	416	<b>The Nation-state</b>	464
Workers and the Landed Gentry	418	<b>Diverse Cultures, Diverse Trade Systems</b>	464
Textiles and Social Conflict	419	Russia’s Empire under Peter the Great	465
Business and the Church	420	Ottomans and Mughals	469
Plague and Social Unrest	422	Ming and Qing Dynasties in China	471
<b>The Renaissance</b>	424	Tokugawa Japan	473
The Roots of the Renaissance	425	Southeast Asia	474
Christian Scholars	425	<b>The Influence of World Trade:</b>	
Universities	426	<b><i>What Difference Does It Make?</i></b>	475
Humanism	428		
New Artistic Styles	429	CHAPTER FIFTEEN	
Developments in Technology	430	<b>Migration</b>	
<b>A New World</b>	433	<b>Demographic Changes in a New Global World</b>	
The Early Explorers, 800–1000	434	1300–1750	478
Down Africa’s Atlantic Coast	436	<b>The “New Europes”</b>	480
Crossing the Atlantic	436	The Columbian Exchange	480
Crossing the Pacific	438	The Devastation of the Amerindian Population	480
<b>Legacies to the Future:</b>		Benefits of the Columbian Exchange	481
<b><i>What Difference Do They Make?</i></b>	439	North America	481
		The Antipodes: Australia and New Zealand,	
		1600–1900	484
		South Africa, 1652–1820	489
		<b>Russian Expansion</b>	489
		<b>Slavery: Enforced Migration, 1500–1750</b>	490
		The Plantation Economy	490
		The Slave Trade Reinterpreted	492

<b>Asian Migrations, 1300–1750</b>	495	“Enlightened Despotism”	531
The Ottoman Empire, 1300–1700	496	Jean-Jacques Rousseau	531
Safavid Persia, 1400–1700	498	Adam Smith	532
India: The Mughal Empire, 1526–1707	500	<b>Revolution in North America, 1776</b>	533
Akbar, Emperor of India	500	The Constitution and the Bill of Rights, 1789	534
China: The Ming and Manchu Dynasties, 1368–1750	501	The First Anti-imperial Revolution	535
<b>Global Population Growth and Movement</b>	502	The “Other”	535
<b>Cities and Demographics</b>	503	<b>The French Revolution and Napoleon, 1789–1812</b>	537
Isfahan	504	From Protests to Revolution, 1789–91	537
Delhi/Shahjahanabad	505	The Revolt of the Poor	539
Constantinople (Istanbul)	506	International War, the “Second” Revolution, and the	
London	508	Terror, 1791–99	541
<b>Migration and Demography:</b>		Napoleon in Power, 1799–1812	543
<b><i>What Difference Do They Make?</i></b>	509	The Napoleonic Wars and the Spread of Revolution,	
		1799–1812	544
		<b>Haiti: Slave Revolution and the Overthrow of</b>	
		<b>Colonialism, 1791–1804</b>	545
		The Slave Revolt	546
		The Anti-imperial Revolt, 1804	546
		Britain Abolishes the Slave Trade, 1807	547
		<b>Independence and Disillusionment in</b>	
		<b>Latin America, 1810–30</b>	547
		Independence Movements	549
		Simón Bolívar	549
		Mexico	551
		Brazil	552
		After Independence: Religious, Economic,	
		and Cultural Issues	552
		<b>Political Revolutions:</b>	
		<b><i>What Difference Do They Make?</i></b>	554
PART SIX		CHAPTER SEVENTEEN	
<b>TURNING POINT: REVOLUTION</b>		<b>The Industrial Revolution</b>	
1640–1914		<b>A Global Process</b>	
<b>Coping with Western Revolutions</b>	512	1700–1914	558
		<b>The Industrial Revolution in Britain, 1700–1860</b>	560
		A Revolution in Agriculture	560
		A Revolution in Textile Manufacture	561
		The Iron Industry	565
		<b>Industrialization—Stage Two, 1860–1914</b>	568
		The Steel and Chemical Industries	568
		Electrical Inventions	568
		New Products and New Producers	569
		Worldwide Effects of the Second Stage	570
		<b>Industrial Society</b>	571
		Population Growth and the Industrial Revolution	571
		Winners and Losers in the Industrial Revolution	572
		Redefining Gender	573
		Economic and Political Reform	575
		Women’s Suffrage	577
CHAPTER SIXTEEN			
<b>Political Revolutions in Europe</b>			
<b>and the Americas</b>			
<b>The Birth of Political Rights in the Age of</b>			
<b>Enlightenment</b>			
1649–1830	516		
<b>The Scientific Revolution</b>	519		
Advancements in Science	519		
A Community of Scientists	519		
Nicholas Copernicus	520		
Johannes Kepler	521		
Galileo Galilei	521		
Isaac Newton	523		
William Harvey, Anthony van Leeuwenhoek,			
Carolus Linnaeus	524		
<b>Human Rights: Philosophical Rationales</b>	524		
Hobbes and Limits on Power	525		
The “State of Nature”	525		
Locke and the Right of Revolution	525		
Locke, Hobbes, and Property	526		
<b>Civil War and Revolution in England, 1642–51</b>	527		
Civil War, 1642–51	527		
The Glorious Revolution, 1688	528		
The Bill of Rights	528		
<b>The Enlightenment</b>	529		
The <i>Philosophes</i>	529		
Charles de Secondat, Baron de Montesquieu	530		
Denis Diderot’s <i>Encyclopedia</i>	530		
Voltaire	530		

<b>Labor Movements and Socialism</b>	578	The End of the Shogunate	632
Karl Marx and the Workers' Revolution	579	The Meiji Restoration	634
Labor Organizations	580	Restructuring Government	634
Austria and Germany	581	Restructuring the Economy	635
France	581	Cultural and Educational Changes	635
The United States	582	Gender Relations	639
Workers in the Nonindustrialized World	583	Equality in the Family of Nations	639
Indentured Labor	584	<b>Nationalism and Imperialism: What Difference Do They Make?</b>	640
<b>New Patterns of Urban Life</b>	586		
The Nature of the City	587		
Living in the City	588		
Urban Planning	590		
<b>The Industrial Revolution: What Difference Does It Make?</b>	591		
CHAPTER EIGHTEEN		PART SEVEN	
<b>Nationalism, Imperialism, and Resistance</b>		<b>TURNING POINT: EXPLODING TECHNOLOGIES</b>	
Competition among Industrial Powers 1650–1914	594	1914–1991	
<b>Nationalism</b>	595	For Death and Life	644
Nationalism in the Ottoman Empire	595		
American Nationalism	598		
The New Nations of Italy and Germany	599	CHAPTER NINETEEN	
The Rise of Zionism in Europe	602	<b>Methods of Mass Production and Destruction</b>	
<b>Failed Nationalisms and Delayed Nationalisms</b>	603	Technological Systems	648
The Disappearance of Poland	603	1914–1937	
Africa, West and East: The Rise and Fall of States	603	<b>Technology in the Twentieth Century</b>	649
Egyptian Loss of Independence	605	Transportation and Communication	649
<b>The European Quest for Empire</b>	606	Urban Life	651
The British in India	609	Technology and Gender Relations	651
The Company in Charge	610	Scientific Research and Development	652
Indian Industry	611	Albert Einstein	652
British Imperial Rule	612	The Downside of Progress	653
The British in Burma, Malaya, and Singapore	612	Fritz Haber	653
Europeans in China, 1800–1914	612	<b>International Role Reversals</b>	653
The Opium Wars	615	India	654
The Taiping Rebellion	616	China	655
The Boxer Rebellion	617	Latin America	657
The French in Algeria and Southeast Asia	617	Argentina	658
The Dutch in Indonesia	619	The Mexican Revolution, 1910–20	658
<b>European Competition and Cooperation: Empire-building in Africa</b>	621	The Ottoman Empire	660
The Competition for South Africa	622	<b>World War I</b>	662
Sierra Leone and Liberia: Havens for Former Slaves	624	Background Tinder and Initial Spark	662
Cooperation among Africans and Europeans	624	War: A Stalemate from the Start	664
The Scramble for Africa	625	Postwar Expectations and Results	668
The Berlin Conference	626	The Paris Peace Settlements	669
Europeans and Labor Relations in Africa	628	The League of Nations	671
<b>Gender Relationships in Colonization</b>	629	Colonies Disappointed	671
<b>Anticolonial Revolts</b>	631	<b>The Russian Revolution</b>	673
Japan: From Isolation to Equality	632	The Build-up to Revolution	673
		Lenin and the Bolshevik Revolution	674
		State Planning in Soviet Russia	676
		Women in the Soviet Union	678

Postwar America	679	CHAPTER TWENTY-ONE	
Worldwide Depression	681	<b>Cold War, New Nations, and Revolt</b>	
Methods of Production and Destruction: <i>What Difference Do They Make?</i>	683	<b>Against Authority</b>	
CHAPTER TWENTY		Remaking the World After the War	
<b>World War II</b>		1945–1991	726
<b>To Hell and Back</b>		<b>The Cold War: US vs. USSR</b>	728
1937–1949		The Cold War in Europe	729
<b>The Rise of Fascism</b>	686	The Tail Wags the Dog: Client States Draw the	
Fascism in Italy	688	Superpowers to War	732
Hitler Rises in Germany	688	The Korean War, 1950–53	732
Japan Between the Wars	689	The Cold War and US Domestic Politics	733
<b>Optimism Revives, Temporarily</b>	692	McCarthyism and the Red Scare	733
<b>The Descent Toward War</b>	695	The Military–Industrial Complex	733
The Steps to War	696	The United States and the Vietnam War	734
The Spanish Civil War	696	The Soviet Union and the Cold War	735
Japan Invades China	697	Alexander Solzhenitsyn: Reporting on the Gulag	736
Hitler’s Early Conquests	698	The USSR under Khrushchev	736
<b>World War II Reaches Europe</b>	698	The “kitchen debate”	737
The War in Europe	699	Confrontations in Cuba, 1961–62	737
The War in the Pacific, 1937–42	699	The Brezhnev Doctrine	738
Turning the Tide	702	The USSR in Afghanistan	739
The War in the Pacific, 1942–45	703	<b>1968: Revolt Against Authority</b>	740
<b>Assessing the War</b>	705	<b>Colonial Authority Overthrown: New Nations</b>	
War and Technology	706	<b>are Born</b>	742
The Mobilization of Women	708	The Middle East Breaks Free	743
The War’s Horrors	708	Asian Nations Declare Independence	743
The Holocaust	709	African Struggles for Independence	744
The A-Bomb	710	Egypt	744
<b>The Tortured Image of Humanity</b>	712	Congo	745
<b>Out of the Rubble: The United Nations and</b>	713	Algeria	746
<b>Resettlement</b>		Mozambique, Angola, and Guinea-Bissau	747
The United Nations	717	<b>The Emergence of the Third World</b>	751
Postwar Resettlement	717	Third-World Countries Organize	751
<b>Remembering the War</b>	718	Proxy Wars in the Americas	752
The Nuremberg Trials and the Tokyo Tribunal	719	Nicaragua	752
Memorial Museums and Exhibitions	719	Guatemala	753
The Terror House	719	Chile	754
Memorials to Hiroshima	720	<b>The End of the Cold War: The Soviet Union</b>	
Remembering the Holocaust	720	<b>Dissolves, 1989–91</b>	754
<b>Two World Wars:</b>		The Soviet Union’s Alternative Model	754
<b><i>What Difference Do They Make?</i></b>	<b>722</b>	Gorbachev’s Reforms, 1985–91	755
		Yeltsin Preserves the Reforms	758
		<b>Pursuing Peace through Negotiation</b>	758
		Toward a Unified Europe	758
		Japan’s Recovery	759
		The UN: Growth and New Missions	761
		NGOs and Transnational Organizations	763
		<b>Legacies of the Cold War, Decolonization,</b>	
		<b>and Economic and Social Development:</b>	
		<b><i>What Difference Do They Make?</i></b>	767

CHAPTER TWENTY-TWO			
<b>China and India</b>			
Into the Twenty-First Century	770		
<b>China and India: A Comparison</b>	771		
<b>China's Revolutions</b>	772		
Chiang Kai-shek and the Guomindang	773		
Mao Zedong and Peasant Revolt	774		
Gender Issues in the Revolution	775		
The Long March and the Communist Triumph	776		
The Yan'an Soviet	776		
Cooperation with the GMD	776		
The GMD Retreats to Taiwan	777		
<b>The People's Republic of China</b>	779		
Revolutionary Policies	779		
"Let a Hundred Flowers Bloom"	780		
The Great Leap Forward	781		
The Cultural Revolution	781		
Recovery	782		
Women in the People's Republic of China	782		
China's International Relations	783		
The United States	783		
China's Neighbors	784		
India	785		
<b>Postrevolutionary China</b>	785		
<b>India's Struggle for Independence</b>	786		
First Steps Toward Self Rule	786		
Mohandas Gandhi and Civil Disobedience	786		
Gandhi Develops Satyagraha in South Africa	787		
Gandhi and the Independence Movement	789		
Cultural, Social, and Economic Policies	789		
Congress Campaigns for Independence	790		
Gandhi's Leadership	792		
<b>Independence and Partition</b>	793		
Hindu-Muslim Separation/Partition	793		
Unifying the Nation	795		
<b>Democracy and Its Challenges</b>	796		
Indian Politics	796		
Indira Gandhi	796		
Gender Issues	797		
Legal Changes	797		
Social Changes	798		
Economic Changes	798		
Economic and Technological Development	799		
Revolutions in Agriculture	799		
Challenges of Population and Poverty	799		
Industrialization and Its Consequences	800		
International Relations	800		
<b>Comparing China and India:</b>			
<b><i>What Difference Does It Make?</i></b>	801		
PART EIGHT			
<b>TURNING POINT: FROM PAST TO PRESENT TO FUTURE</b>			
1979–			806
CHAPTER TWENTY-THREE			
<b>Contemporary History</b>			
<b>Evolution, Settlements, Politics, and Religion</b>			810
<b>On Evolution</b>			811
The DNA Code and Its Discoveries			811
Cloning and Genetic Engineering			812
The Evolution of Diseases			814
<b>On Settlements</b>			814
The Growth of Cities			815
Cities as Systems			817
Urban Slums			817
<b>On Politics and Empire</b>			819
The Former Soviet Union			819
The United States Stands Alone			820
Terrorism			820
China: An Emerging Superpower?			822
Poverty			824
Corruption			824
The Environment			825
Population Control			825
The Road to Democracy?			826
Transparency			827
Global Recognition			827
The Unification of Europe			828
<b>On Religion</b>			829
Theocracy in Iran			830
Islamic Militants in Afghanistan			832
Islam, Secularism, and Christianity			833
Religious Strife in Yugoslavia			834
Hinduism and Islam in India			836
Buddhists in Tibet			837
Judaism			837
Christianity			837
Roman Catholicism			838
Evangelical Christianity			839
<b>The Thematic Approach:</b>			
<b><i>What Difference Does It Make?</i></b>			841
CHAPTER TWENTY-FOUR			
<b>Contemporary History</b>			
<b>Trade, Revolution, Technology, Identity</b>			844
<b>On Trade</b>			845
The Institutions of Globalization			845
The Internet, the World Wide Web, and			
Containerization			845
Globalization and Its Critics			847
Setting Goals for Globalization			850

Hazards in the Trade System	851	<b>Chapter Five</b>	
Tax Havens	853	The empire of Sargon	126
<b>On Social Revolution</b>	853	Assyria and its rivals	128
Nationalism	854	Middle and New Kingdom Egypt	129
The Palestinian–Israeli Conflict	855	The empires of southwest Asia	131
The Arab Spring	859	Achaemenid Persia	133
Gender Issues	861	Classical Greece, c. 500 B.C.E.	149
Gay Rights	862	The empire of Alexander	154
Racial and Caste Equality	863	<b>Chapter Six</b>	
Apartheid in South Africa	863	The Roman Empire	165
The Truth and Reconciliation Commission	864	Eurasian trade	181
India’s Social Revolution: The Mandal Commission	866	The coming of the barbarians	191
America Elects an African-American President	868	Rome’s successors	194
Migration	868	The Byzantine Empire	199
United States	868	<b>Chapter Seven</b>	
Europe	869	Classical China	214
Refugees	870	Chinese expansion	218
Cultural Expression	871	Chinese technology	223
<b>On Technology</b>	875	The Tang revival	225
Nanotechnology	875	Asian imperial capitals (Chang’an and Nara)	233
Ecological Technology	876	<b>Chapter Eight</b>	
<b>On Identity: What Difference Does It Make?</b>	879	Mauryan India	246
		Gupta India	251
		Classical south Asia	253
		<b>Chapter Nine</b>	
Glossary	882	Hindu south Asia	270
Picture and Literary Credits	892	Buddhist Asia	285
Index	895	<b>Chapter Ten</b>	
		The kingdom of Israel	305
		The Jewish diaspora	313
		Palestine at the time of Jesus	317
		Paul’s missionary journeys	322
		The spread of Christianity	332
		<b>Chapter Eleven</b>	
		The expansion of Islam	350
		Byzantium and Islam	355
		The empire of Timur, c. 1360–1405	356
		The rise of the Delhi Sultanate	358
		Islam in south and Southeast Asia	359
		Islam in Africa	361
		<b>Chapter Twelve</b>	
		World trade routes	385
		Trading ports and cities, Indian Ocean, 1200–1500	387
		The Mongol world	402
		African kingdoms	405
		<b>Chapter Thirteen</b>	
		Scandinavian and Arab Muslim invasions, ninth to tenth centuries	416
		The routes of the plague	422
		The Renaissance in Italy, 1300–1570	424
		World exploration, 1450–1600	435
		<b>Chapter Fourteen</b>	
		The first European trading empires, about 1750	453
		The Reformation in Europe	456
		British power in India to 1818	463
		The expansion of Russia, 1462–1881	467

<b>Chapter Fifteen</b>			
European settlement in eastern North America	482	Early Africa	114
British settlement in India, Australia, New Zealand, and South Africa	487	Ancient Greeks, Persians, and their Neighbors	138
The African slave trade, c. 1550–1800	491	The Roman Empire 500–150 B.C.E.	163
Eurasian empires, 1650	496	The Roman Empire 1–550 C.E.	164
Ottoman empires, 1300–1700	497	China 500 B.C.E.–900 C.E.	208
Constantinople, late fifteenth century	507	India 600–100 B.C.E.	244
		India 50–1100 C.E.	245
<b>Chapter Sixteen</b>		Chronology of the World’s Religious Cultures	267
The growth of the United States	536	Hinduism and Buddhism	269
The empire of Napoleon	545	Judaism and Christianity 1700 B.C.E.–900 C.E.	304
The revolution in Haiti	547	Judaism and Christianity 1000 C.E.–1400 C.E.	305
Liberation movements in Latin America	550	Islam	341
Mexico, 1824–53	552	World Trade, Global	384
		World Trade, Mostly European	420
<b>Chapter Seventeen</b>		The Interconnecting World	445
The Industrial Revolution	564	The Age of Revolutions	518
		Industrialization in the West	559
<b>Chapter Eighteen</b>		The World Beyond the Industrialized West	596
The unification of Italy and Germany	600	Society and Culture	761
European imperialism, to 1870	608	The Soviet Union Dissolves	762
European and other empires in 1914	609	China and India	773
A map of the town and environs of Singapore, 1839	613	Evolution, Settlements, Politics, Religion	813
The decline of the Qing dynasty	614	Trade, Social Revolution, Technology	878
European expansion in Africa	620		
Africa in 1914	622		
The expansion and modernization of Japan	637		
<b>Chapter Nineteen</b>			
The end of the Ottoman Empire	661		
World War I	663		
The new postwar nations	670		
<b>Chapter Twenty</b>			
World War II in Europe	701		
World War II in the Pacific	707		
<b>Chapter Twenty-one</b>			
Postwar Europe	728		
The economic development of Africa	749		
The decolonization of Africa	750		
The break-up of the Soviet Union	757		
<b>Chapter Twenty-two</b>			
World population distribution, 2000	771		
The communist revolution in China	778		
Political change in south Asia after 1947	794		
<b>Chapter Twenty-three</b>			
Ethnic map of Yugoslavia based on data from 1991 census	835		
<b>Chapter Twenty-four</b>			
The Middle East since 1945	857		
Israel and its neighbors	858		
Ethnic groups in Africa	872		
Greenhouse gas emissions, 2009–13	877		
<b>AT A GLANCE</b>			
Early Humans and their Ancestors	5		
Village Communities and City-states	41		
Ancient Egypt	65		
The Indus Valley	79		
China 800–100 B.C.E.	90		
The Early Americas	99		
		<b>CHARTS</b>	
		Landmarks in Early Life	12
		Key Stages in Human Development	20
		The Earliest Toolkits	28
		Sumer: Key Events and People	49
		The Evolution of Writing	54
		The Earliest Urban Settlements	61
		Gods of the Egyptians	69
		Early Science and Technology (7000–1000 B.C.E.)	83
		Early Chinese Culture	96
		Civilizations Flourishing in Central America Before Columbus	101
		Civilizations of South America	110
		Roman Emperors	182
		Greek and Roman Gods	187
		Early Advances in Weaponry	207
		China’s Imperial Dynasties	234
		Major Religions of the World, 2011	266
		Major Hindu Gods and Goddesses	274
		Sacred Writings of Hinduism	276
		Sacred Writings of Buddhism	284
		Jewish Festivals and Fast Days	312
		Major Christian Festivals	323
		The Carolingian Dynasty	334
		The Crusades	372
		Major Trends of the Atlantic Slave Trade	492
		World Population Totals and Distribution	504
		Major Discoveries and Inventions 1640–1830	565
		Major Discoveries and Inventions 1830–1914	570
		Women’s Emancipation 1790–1928	577
		The Meiji Restoration and Industrialization in Japan	634
		The March to War	697
		Armaments Production of the Powers, 1940–43	708
		Aircraft Production of the Powers, 1939 and 1944	708
		Defense Expenditure	734
		UN Agencies	765
		Indian Independence—Key Figures	787

- 1
- 2
- 3
- 4
- 5
- 6
- 7

# Engage **your students** *beyond* the classroom . . .

. . . with **MyHistoryLab** and  
**THE WORLD'S HISTORY**, Fifth Edition

**W**ould your students get more out of their introductory history course if you could engage them with history *beyond* the classroom? Would class discussion go farther if they were reading and writing more, working with primary sources, studying maps, and mastering key topics . . . *before* class meetings begin?

If your answer to these questions is yes, then it's time to consider how MyHistoryLab can help you meet these challenges. MyHistoryLab offers immersive content, tools, and experiences to engage students and help them succeed, enabling you to craft a better learning experience for them in your introductory survey course.

The screenshot shows the MyHistoryLab course interface. At the top, it says 'Courses' and 'Hello, SSA history'. The course title is 'MyHistoryLab for Spodek, The World's History, 5e'. The main navigation menu includes 'Course Home', 'Study & Assign', 'Video Series', 'Writing Space', 'Student Grades', and 'Instructor Tools'. The 'Course Home' section features an 'Announcements' table with the message 'There are no active announcements in this course.' Below this, there are buttons for 'Get Started', 'Update Your Browser', 'Sync Your Time Zone', and 'View User Guides'. A large image shows a student using a laptop. At the bottom, there are four buttons: 'Read the eText', 'Listen to the Text', 'Follow', and 'Like'. A text box explains that MyHistoryLab is an online homework, tutorial, and assessment program that truly engages students in learning.

# Prepare students on key topics with the MyHistoryLab Video Series

1
2
3
4
5
6
7

Are your introductory history students ready and eager to contend with a college textbook narrative? If not, help them get up to speed with the new MyHistoryLab Video Series: Key Topics in Western Civilization. Correlated to the chapters of *The World's History*, each video unit reviews key topics of the period, readying students to get the most from the text narrative. These engaging videos feature seasoned historians reviewing the pivotal stories of our past, in a lively format designed to demonstrate the power of historical narrative.

The screenshot shows the MyHistoryLab interface for the 'BIRTH OF CIVILIZATION' video series. The main content area is titled 'BIRTH OF CIVILIZATION' with a sub-section 'Food Production'. There are two tabs: 'INTRODUCTION' and 'VIDEO'. The 'INTRODUCTION' tab is active, displaying a paragraph about the Fertile Crescent and a list of learning objectives. The 'VIDEO' tab is also visible. On the right side, there is a sidebar with a list of video topics: 'Food Production', 'Invention of Writing', and 'The World in 5000 B.C.E.'. The interface includes a 'MyHistoryLab VIDEO SERIES' header, a 'LOGOUT' button, and a home icon.

MyHistoryLab VIDEO SERIES  LOGOUT 

## BIRTH OF CIVILIZATION

### Food Production

**INTRODUCTION** **VIDEO**

The Fertile Crescent gave rise to the first agricultural communities. Rasheed Hosein of the United States Military Academy traces the emergence of agriculture and the impact of farming on human society. Hosein correlates associated developments such as the first temples, the first governments, and the emergence of specialization within human communities. Finally, the development of the world's first civilizations is traced, arising from these different innovations.

**BEFORE YOU WATCH:**  
How do shifts in food production impact other cultural changes in a society?

**WHAT WILL YOU LEARN?**

- The Fertile Crescent was home to the world's first farming communities.
- The shift from hunting and gathering to farming and herding brought a corresponding shift in human social organization.
- As a result of this Neolithic Revolution, the world's first civilizations developed.

[Next: Video >](#)

**BIRTH OF CIVILIZATION**

-  Food Production
-  Invention of Writing
-  The World in 5000 B.C.E.

# Drive your students into primary sources with the new MyHistoryLibrary

Now your students can read dozens of the most commonly assigned primary-source documents, specially formatted in Pearson's powerful new eText. Students also have the option of listening to each reading in the accompanying Chapter Audio. Either way, students may access the text or the audio with various devices anytime they have access to the Internet.

The screenshot displays the MyHistoryLibrary for World History interface. On the left is a navigation sidebar with a 'Table of Contents' listing various historical periods and events, such as 'The Birth of Civilization', 'The Roman Republic', 'The High Middle Ages', and 'The Age of Enlightenment'. The main content area features a 'Listen to the Audio' button and a document titled 'An African Writer Attacks Slavery, 1787'. The document text describes Quobna Ottobah Cugoana, a West African man sold into slavery in the 1770s, who became an abolitionist and wrote about the slave trade. Below the document is a large block of text starting with 'But whereas the people of Great-Britain having now acquired a greater share in that iniquitous commerce...'.

**MyHistoryLibrary for World History**

**Table of Contents**

- The Birth of Civilization
- Greek Civilization
- The Roman Republic
- The Roman Empire
- Late Antiquity and the Early Middle Ages: 300 to 1000
- The High Middle Ages: 1000 to 1300
- Medieval Society: 1000 to 1300
- The Late Middle Ages: 1300 to 1435
- The European Renaissance
- Reformation and Religious Conflict: 1400 to 1650
- European Expansion and Trade: 1500 to 1800
- European State Building: 1500 to 1800
- The Scientific Revolution: 1500 to 1700
- The Age of the Enlightenment: 1800 to 1800
- The French Revolution, the Age of Napoleon, and Romanticism
- The Industrial Revolution and Social Unrest: 1700 to 1914
- Nationalism and Realism: 1850 to 1871
- Imperialism: 1884 to 1914

**Audio**

**Notes**

**Bookmarks**

**Listen to the Audio**

## An African Writer Attacks Slavery, 1787

*Quobna Ottobah Cugoana was born in West Africa in the late 1750s. Sold into slavery at age thirteen, he was eventually taken to England by his owner in 1772. At some point after that, he gained his freedom, how we do not know. Throughout the 1790s, he was active in the abolitionist movement, speaking at meetings, writing to newspapers, and publishing two books on the slave trade. The excerpts from his writings included here come from his first book, Thoughts and Sentiments on the Evil of Slavery, published in 1787.*

**B**ut whereas the people of Great-Britain having now acquired a greater share in that iniquitous commerce than all the rest together, they are the first that ought to set an example, lest they have to repent for their wickedness when it becomes too late; lest some impending calamity should speedily burst forth against them, and lest a just retribution for their enormous crimes, and a continuance in committing similar deeds of barbarity and injustice should involve them in ruin. For we may be assured that God will certainly avenge himself of such heinous transgressors of his law, and of all those planters and merchants, and of all others, who are the authors of the Africans' graves, severities, and cruel punishments, and no plea of any absolute necessity can possibly excuse them. And as the inhabitants of Great-Britain, and the inhabitants of the colonies, seem almost equally guilty of the oppression, there is great reason for both to dread the severe vengeance of Almighty God upon them, and upon all such notorious workers of wickedness;

Copyright © 2013 Pearson Education, Inc. All rights reserved. Legal Notice | Privacy Policy | Permissions | Support | Feedback

# Immerse your students in a powerful eText deeply integrated with MyHistoryLab

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Introductory survey teachers have long struggled to get students engaged in traditional textbooks. Now Pearson's MyHistoryLab offers a deeply immersive eText that transforms how students experience history. With a new pedagogically driven design, it highlights a clear learning path through the material and offers a visually stunning learning experience in print or on a screen. With the Pearson eText, students can transition directly to MyHistoryLab resources such as primary-source documents, videos, and Closer Look features. At last, history students can experience the eText they have been waiting for—one that comes alive on the screen.

The screenshot displays the Pearson MyHistoryLab eText interface. At the top, the Pearson logo is on the left, and the user is logged in as 'Welcome SSA history'. Navigation links for 'Print', 'Settings', 'Help', and 'Sign Out' are on the right. Below the header is a search bar and a 'Go' button. A toolbar with various icons for navigation and zooming is visible. The main content area features a large chapter title '4 A Polycentric World' in a serif font, with the subtitle 'Cities and States in East Asia, the Americas, and West Africa' below it. The time period '1700 B.C.E.–1000 C.E.' is also displayed. A large, ornate circular image of a golden Aztec-style figure is positioned to the right of the text. On the left side, a 'Table of Contents' sidebar is visible, listing various parts of the text, including 'Part One: HUMAN ORIGINS AND HUMAN CULTURES', 'Part Two: SETTLING DOWN', 'Part Three: EMPIRE AND IMPERIALISM', 'Part Four: THE RISE OF WORLD RELIGIONS', 'Part Five: GLOBAL TRADE: THE BEGINNING OF THE MODERN WORLD', 'Part Six: SOCIAL CHANGE', 'Part Seven: EXPLODING TECHNOLOGIES', and 'Part Eight: THE USEFULNESS OF HISTORY'. The interface also shows a page number '89' and a zoom level of '125%'.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

# Writing Space

Better writers make great learners—who perform better in their courses. To help you develop and assess concept mastery and critical thinking through writing, we created the Writing Space in MyHistoryLab. It’s a single place to create, track, and grade writing assignments, provide writing resources, and exchange meaningful, personalized feedback with students, quickly and easily. Plus, Writing Space includes integrated access to Turnitin, the global leader in plagiarism prevention.

The screenshot displays the 'Assignment Details' page for 'The Roman Empire' course. The left sidebar contains navigation options such as 'Course Home', 'eText & Chapter Audio', 'Assignment Calendar', 'Study Plans & Course Content', 'MyHistoryLibrary', 'Video Series', and 'Writing Space'. The 'Writing Space' section is expanded to show 'Writing Assignments', 'Instructor Created', 'Student Resources', 'Student Grades', 'Communication Tools', 'Instructor Grades & Assignments', 'Instructor Resources', and 'Course Roster'.

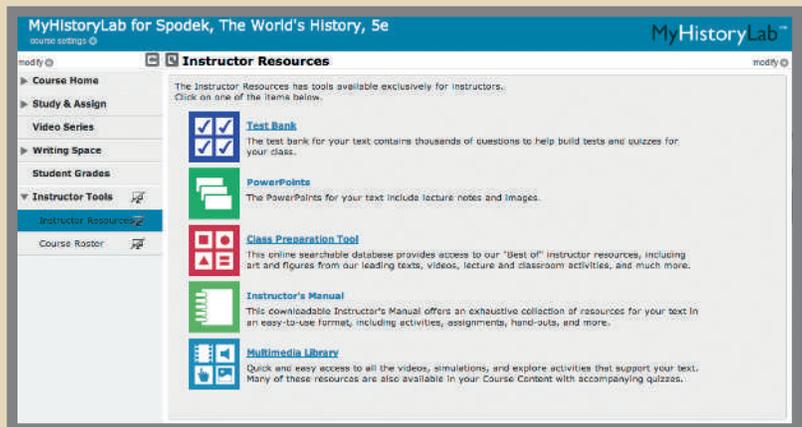
The main content area shows 'Assignment Details' with the following information:

- Due Date:** 1/1. A calendar icon shows '1 JAN' with a note: 'There are 78 days left to complete this assignment.'
- Grading Progress:** 0/0. A progress bar shows '0 of 0 handed in' and 'You have graded 0 of 0 papers'.
- Recent Activity:** Empty.
- Alerts:** Empty.

Below the assignment details is a section for 'The Roman Empire' with tabs for 'Students', 'Details', 'Resources', and 'Rubric'. The 'Students' tab is active, showing a 'Status Legend' and an 'Export Data' button. A table with columns for 'Student Name', 'Status', and 'Grade' is displayed, but it is empty with the message 'No records to view'. At the bottom of the student list, there are three action buttons: 'Grade/Review', 'Return For Rewrite', and 'Return to Student'.

# Key Supplements and Customer Support

**Annotated Instructor's eText**  
Contained within MyHistoryLab, the *Annotated Instructor's eText* for your Pearson textbook leverages the powerful Pearson eText platform to make it easier than ever for you to access subject-specific resources for class preparation. The *AI eText* serves as the hub for all instructor resources, with chapter-by-chapter links to PowerPoint slides, content from the Instructor's Manual, and MyHistoryLab's ClassPrep engine, which contains a wealth of history content organized for classroom use.



## Instructor's Manual

The Instructor's Manual for *The World's History* contains learning objectives, a list of important themes discussed in the chapter, an annotated chapter outline with summaries of each section's content, suggestions for class activities, discussion questions, and suggestions for additional print and online resources for instructors. At the end of each chapter, MyHistoryLab Media Assignments catalog all of the MyHistoryLab resources for the chapter. The Instructor's Manual also contains a MyHistoryLab syllabus and suggestions for integrating MyHistoryLab into your course.

## PowerPoint Presentations

Strong PowerPoint presentations make lectures more engaging for students. Correlated to the chapters of *The World's History*, each presentation includes a full lecture outline and a wealth of images, maps, and time lines from the textbook.

## MyTest Test Bank

Containing a diverse set of multiple-choice, short-answer, and essay questions, the MyTest test bank supports a variety of assessment strategies. The large pool of multiple choice questions for each chapter includes factual, conceptual, and analytical questions, so that instructors may assess students on basic information as well as critical thinking.

## Customer Support

Our dedicated team of local Pearson representatives will work with you not only to choose course materials but also to integrate them into your class and assess their effectiveness. Moreover, live support for MyHistoryLab users, both educators and students, is available 24/7.

# Provide **choices** for your **students** through a variety of **formats** and **price points**

These alternatives to the traditional printed textbook are available for *THE WORLD'S HISTORY*, Fifth Edition.

>>> **MyHistoryLab with eTextbook** offers a full digital version of the print book and is readable on iOS and Android tablets. Students can get access to **MyHistoryLab** with the print book or save even more by purchasing on-line access at [www.myhistorylab.com](http://www.myhistorylab.com).

>>> **Books a la Carte** is a convenient, three-hole-punched, loose-leaf version of the traditional text at a discounted price—allowing students to carry only what they need to class. The Books a la Carte edition is also available with **MyHistoryLab** access.

>>> **CourseSmart eTextbooks** offer the same content as the printed text in a convenient online format—with highlighting, online search, and printing capabilities. Learn more at [www.coursesmart.com](http://www.coursesmart.com). The **CourseSmart eTextbook** is also available with **MyHistoryLab** access.

>>> **Pearson Custom Library** helps instructors build the perfect course solution. For enrollments of at least 25, create your own textbook by combining chapters from best-selling Pearson textbooks and reading selections. To begin building your custom text, visit [www.pearsoncustomlibrary.com](http://www.pearsoncustomlibrary.com).

# PREFACE

## Why History?

The professional historian and the student of an introductory course often seem to pass each other on different tracks. For the professional, nothing is more fascinating than history. For the student, particularly one in a compulsory course, the whole enterprise often seems a bore. This introductory text is designed to help the student to understand and share the fascination of the historian. It will also remind professors of their original attraction to history, before they began the specialization that has almost certainly marked their later careers. Furthermore, it encourages student and professor to explore together the history of the world and the significance of this study.

Professional historians love their field for many reasons. History offers perspective and guidance in forming a personal view of human development. It teaches the necessity of seeing many sides of issues. It explores the complexity and interrelationship of events and makes possible the search for patterns and meaning in human life.

Historians love to debate—the challenge of demonstrating that their interpretations of the pattern and significance of events are the most accurate and the most satisfying in their fit between the available data and theory. Historians also love the detective work of the profession, whether it is searching through old archives, uncovering and using new sources of information, or reinterpreting long-ignored sources. In recent years historians have turned, for example, to oral history, old church records, files of photographs, cave paintings, individual census records, and reinterpretation of mythology.

Historical records are not simply lists of events, however. They are the means by which historians develop their interpretation of those events. Because interpretation differs, there is no single historical record, but various narrations of events each told from a different perspective. Therefore the study of history is intimately linked to the study of values, the values of the historical actors, of the historians who have written about them, and of the students engaged in learning about them.

Professional historians consider history to be the king of disciplines. Synthesizing the concepts of fellow social scientists in economics, politics, anthropology, sociology, and geography, historians create a more integrated and

comprehensive interpretation of the past. Joining with their colleagues in the humanities, historians delight in hearing and telling exciting stories that recall heroes and villains, the low-born and the high, the wisdom and the folly of days gone by. Increasingly, history also includes the history of science—its discoveries, its methods, and its implications for philosophy, technology, and human life. This fusion of the social sciences, humanities, and natural sciences gives the study of history its range, depth, significance, and pleasure. Training in historical thinking provides an excellent introduction to understanding change and continuity in our own day as well as in the past.

## Why World History?

Why specifically world history? Why should we teach and study world history, and what should be the content of such a course?

First, world history is a good place to begin for it is a new field for professor and student alike. Neither its content nor its pedagogy is yet fixed. Many of the existing textbooks on the market still have their origins in the study of Western Europe, with segments added to cover the rest of the world. World history as the study of the interrelationships of all regions of the world, seen from the many perspectives of the different peoples of the earth, is still virgin territory.

Second, for citizens of multicultural, multiethnic nations such as the United States, Canada, South Africa, and India, and of many other countries, such as the United Kingdom, Australia, and most nations of the European Union, which are moving in that direction, a world history course offers the opportunity to gain an appreciation of the national and cultural origins of all their diverse fellow citizens. In this way, the study of world history may help to strengthen the bonds of national citizenship.

Third, as the entire world becomes a single unit for interaction, it becomes an increasingly appropriate subject for historical study. The new reality of global interaction in communication, business, politics, religion, culture, and ecology has helped to generate the new academic subject of world history.

## Organization and Approach

The text, like the year-long course, links *chronology*, *themes*, and *geography* in eight units, or Parts, of study. The Parts move progressively along a time line from the emergence of early humans to the present day. Each Part emphasizes a single theme—for example, urbanization or religion or migration—and students learn to use them all to analyze historical events and to develop a grasp of the chronology of human development. The final chapter employs all the themes developed in the first seven Parts and adds an additional one, identity—personal, group, national, and global—as tools for understanding the history of our own times. Geographically, each Part covers the entire globe, although specific topics place greater emphasis on specific regions.

## New to the Fifth Edition

Each chapter of the book has been reviewed and revised for this new edition, to accommodate new scholarship and in response to reviewer comments. The final two chapters, dealing with the contemporary world, have been extensively revised.

The pedagogical features have been carefully examined, and a completely new design makes it easy for students to find special features, such as the How Do We Know? boxes. The Turning Point boxes and Part openers have been revised, rewritten, and combined into one for all Parts.

## Content Changes

Within each Part, material has been updated, revised, and added. Examples of some of the more notable changes and additions include: Substantial additions to the discussion of the DNA genetic record; additional material on the Aryans and the Indus valley settlers; discussion of recent archaeological discoveries in China; expanded coverage of agricultural villages; new material on Theodora, wife of the emperor Justinian; updated scholarship on the history of the Jewish people; new scholarship on the slave trade to the Americas; consideration of Russian migration to the west coast of the New World, via the Bering Straits and Alaska.

In updating the book to cover the events of contemporary history, we have added new materials to reflect new developments. These include: Breakthroughs in genetically modified crops; new ideas about the morality of using animals, especially chimpanzees, in research; coverage of the world economic collapse of 2008 and the nature of the recovery that began about 2012/13; discussion of the so-called Arab Spring; information on the Naxalite revolts in the tribal (*adivasi*) areas of India; material on globalization; updates in ecological technology and reliance on petrofuels; material on WikiLeaks, Julian Assange, Bradley Manning, and

Edward Snowden; the public humanitarian activism of rock stars such as Bono; and the significance of the early influence of Pope Francis I on the Roman Catholic Church.

## Chapter-by-Chapter Revisions

**Chapter One**, on human origins, substantially modifies and adds to the discussion of the DNA genetic record.

**Chapter Two** expands coverage of agricultural villages. Material has been added on family life, village life, treatment of graves, and the role of women. The discussion of Hammurabi's Code has been enhanced.

**Chapter Three** clarifies the significance of the New, Middle, and Old Kingdoms with additional information. Material has been added explaining the relationship between the Aryans and the Indus valley settlers.

**Chapter Four** adds material on recent archaeological discoveries at Huanbei and in the Anyang region of China. Coverage has been added on Eurasian immigrants to the New World and on the peoples in and urbanization of the Andes Mountains. A new excerpt from the *Popol Vuh* has been included.

**Chapter Six** includes new information on Theodora, wife of Emperor Justinian.

**Chapter Ten** includes updated scholarship on the history of the Jewish people and material on early Christian attitudes to sexuality, beginning with Jesus' early follower Paul, and leading to the later ban on priests marrying.

**Chapter Eleven's** section on the Crusades has been expanded and updated to reflect recent scholarship.

**Chapter Twelve** has been reorganized chronologically and geographically, and now moves from the general introduction to the specifics of trade in the Indian Ocean and Asia, then to Africa, and finally to the Americas. The section on the Mongol Empire has been revised and expanded, and indicates the reasons that many historians now call the Mongol Empire, and its trade routes, the marker of the beginning of the modern world.

**Chapter Fourteen** adds material on the inflation caused by the trans-Pacific silver trade. A new section discusses the Thirty Years War. Coverage has been added of the St. Bartholomew's Day Massacre and Cardinal Richelieu. Material has been added on the rule and achievements of Catherine the Great. The section on the Ottoman Empire has been expanded, and material has been added on the *millet* system.

**Chapter Fifteen** adds material on Russian expansion across the Bering Straits and into “Russian America.” New scholarship has been included relating to the number of slaves transported to the Americas. New material covers the *janissary* system in the Ottoman Empire.

**Chapter Sixteen** expands on *Candide* and adds more coverage of the ideas of Adam Smith. Additional material is included on the “American school” of ethnography, as described by Samuel George Morton. The chapter now includes a discussion of the salons of Paris and an excerpt from Rousseau’s *Emile*. Historiography of the French Revolution has been expanded with new scholarship.

The **Part Seven opener** and the **Turning Point** are restructured into one, reframing the discussion of the Olympics as a case study of what was happening in international relations at the time.

**Chapter Eighteen** now includes coverage of the German historian and philosopher Heinrich von Treitschke. The chapter covers the modernization program in Egypt, including *Aida*, the new opera commissioned from Verdi.

**Chapter Nineteen** has been restructured to show that while Latin America and China did not get involved in World War I, the war and the Great Depression did affect them, and the effects came about because of their decisions not to industrialize effectively.

**Chapter Twenty** contains an expanded discussion of the Italian preference for fascism over communism. Coverage of the Nuremberg Trials has been expanded, and material has been added on the Tokyo Tribunal.

**Chapter Twenty-one** has been tightened and reorganized. More has been added to the discussion of the beginning of the ecology movement.

**Chapter Twenty-two** shows a more comprehensive discussion of the importance of Mohandas Gandhi.

**Chapter Twenty-three** includes updated material on chimpanzee research, genetically modified plants, and infectious diseases that are transmitted from animals to humans. It includes coverage of China’s plan, now being implemented, to move millions of people to cities built by the government for that purpose. Material on migration to cities has been added throughout, along with updated material on urban slums and the UN’s Conferences on Human Settlements, Habitats I and II. Coverage of terrorism and world terrorist organizations and actions has been updated, with a section added on Boko Haram in Nigeria. The coverage of Barack Obama’s presidency has been expanded, as has

the discussion of China’s economy and its rise as a superpower. Discussion of world poverty has been updated with new research. The chapter includes coverage of the economic crash of 2008 and the global recession. The Arab Spring is analyzed and information brought up to date. In religion, there are updates on internal tension between secular and religious Israelis; on the Catholic Church and Pope Francis I; and on the significance of evangelical Christianity and of the religions of new immigrants in the United States.

**Chapter Twenty-four** has been much updated, with new data on population levels, the value of the global economy, the amount of goods shipped globally, and so on. New material covers globalization and the protests against it; social media; poverty and efforts to eradicate it worldwide; and growing income disparity. A new section covers the financial crisis that began in 2008 and the recovery that began in 2013. The chapter includes expanded coverage of nationalist and separatist movements from Ireland to Spain, to Canada, to Belgium, to several African nations. The Arab Spring is discussed for its political ramifications, somewhat distinct from its religious ramifications covered in Chapter Twenty-three. Gender issues, and especially changing family relationships, have gained expanded coverage. Coverage of the Naxalite revolts in India has been added, and that of migration and of refugees has been thoroughly updated with new facts and statistics. Updates to the cultural coverage include the additions of Kiran Ahluwalia and Bono. A new section discusses Bradley Manning, WikiLeaks, and Edward Snowden. Material has been added to update the information on ecological technology and reliance on petrofuels.

## Special Features

- Learning Objectives now appear at the beginning of each chapter, and are repeated in question form under the relevant section headings and in tabs down the side of each page as reminders, before being answered at the end of each chapter, to encourage students to consider their own reading of the chapter.

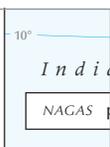
### LEARNING OBJECTIVES

8.1	🔊	8.2	🔊	8.3	🔊	8.4	🔊
Describe the important literature of the Aryan immigrants.		Understand the philosophy of the Maurya and Gupta Empires.		Describe the consequences of the Hunas invasion of India.		Compare India’s empires with those of China and Rome.	

🔊 Listen on MyHistoryLab

8.1		<p><b>A Golden Age of Learning</b> Literature and Hindu philosophy composed two epic poems: <i>Ramayana</i> and <i>Mahabharata</i>. <i>Shakuntala</i>, the first Sanskrit play, was written during this time. Much of the important literature was transcribed into writing, and many emendations were made to the texts.</p> <p>The Gupta Empire began a golden age of correspondence. Panini (<i>fl. c.</i> 400) wrote the <i>Astadhyayi</i> (perhaps the most important grammar), but the Mauryas and most of the Gupta period that was closer to the composition of the <i>Laws of Manu</i>, and it was studied, revised, and further developed.</p>
8.2	What were the philosophies of the Maurya and Gupta empires?	
8.3		
8.4		

Despite its military and cultural achievements, the Gupta dynasty's power began to wane in the late fifth century C.E. The subcontinent was once again politically divided and subject to one wave of invader-rulers after another. These internal divisions and conquests by outsiders—notably the Mughals in the sixteenth century and British in the eighteenth—continued until the modern independence of India and Pakistan in 1947 and of Bangladesh in 1971.



### Huna Invasions End the Age of Empires

**8.3** What were the consequences of the Hunas' invasion of India?

In the fifth century, new conquerors came through the passes of the north, overthrowing the Gupta Empire and establishing their own headquarters in Afghanistan. These invaders were the Hunas, a branch of the Xiongnu Mongol tribes that roamed the regions north of the Great Wall of China. They invaded. In previous expansions, they had driven other groups into the Roman Empire, as we saw in the chapter "Rome and the Domino-fashion, these groups pushed one another westward. The Hunas, like the Xiongnu, were nomadic and nomadic. They had a great impact on the Gupta Empire. The Hunas, like the Xiongnu, were nomadic and nomadic. They had a great impact on the Gupta Empire.

- The Introduction to the book describes the key themes of the text and the methods historians use to practice their craft.
- The introductions to each of the eight Parts now include more specific key references to the chapters that follow.
- **MyHistoryLab** links, to primary sources, videos, images, and maps, appear throughout the chapters.



When Cortés arrived in 1519, he found the Aztecs. He was a contemporary of Cortés and the Aztecs.

was theirs. In the next 20 years they captured the Yucatán and most of Central America, although revolts continued in the region. Cortés became ruler of the Kingdom of New Spain, reorganized in 1535 as the Vice-Royalty of New Spain.

- View the **Close Look: The Meeting of Cortés and Moctezuma** on MyHistoryLab
- Read the **Document: Excerpt from The Broken Spears, an Indian account of the conquest of Mexico** on MyHistoryLab
- Read the **Document: Anonymous (Aztec): The Midwife Addresses the Woman Who Has Died in Childbirth** on MyHistoryLab

In South America, Vasco Nuñez de Balboa found a portage across the Isthmus of Panama in 1513. Now the Spanish could transport their ships from the Atlantic coast overland across the Isthmus and sail south along the Pacific Coast to Peru. Rumors of great stores of gold encouraged these voyages to the Inca Empire. Like the Aztecs, the Inca were divided. In 1525,

- Key Terms are listed at the end of each chapter for easy reference, and collected in the Glossary at the end of the book.

**KEY TERMS**

**blood and iron** Bismarck's policy of using warfare against enemies as a means of unifying his new nation. Subsequently the term has been used to designate the policy of any government committed to foreign warfare as a means of internal unification.

**pogrom** A murderous attack on a group of people—usually based on their ethnicity or religion—that is sanctioned by the government, either officially or unofficially.

- Turning Point essays, some completely new for this edition, illustrate visually the connections between one Part and the next. In some cases, the Turning Points tell their own story as well, notably in the bridge into the twenty-first century that uses the modern Olympic Games to illustrate and introduce many of the issues that are to follow. Turning Point Questions ask students to consider the material that has been presented.

PART SEVEN

## TURNING POINT: EXPLODING TECHNOLOGIES

1914–1991

**For Death and Life**

The twentieth century began with great promise. The political and industrial revolutions of the previous two centuries encouraged Western Europeans to believe that they were mastering the secrets of securing a long, productive, comfortable, and meaningful life for the individual and the community. They believed that they were transmitting these benefits around the globe through their colonial policies, and that their colonial possessions would continue long into the foreseeable future. The Polish poet Wislawa Szymborska (1923–2012) captured this optimism in the opening of her poem "The Century's Decline" of 1986:

American atomic weapons tests in the Marshall Islands, northern Pacific, 1950. Soon after World War II other nations besides America undertook to create atomic weapons: Russia, Britain, France, and somewhat later China, India, Pakistan, and North Korea. An international arms race had begun. Many began to believe that the mark of a powerful nation was the possession of nuclear weapons.

644

- The How Do We Know? features help the student to understand how historians use evidence, both textual and visual, to interpret the past.

**HOW DO WE KNOW?**

**Evaluating the Legacy of Colonialism**

As the colonial era ended, historians divided sharply in assessing the impact of colonial rule. Leif Sturiano, who spent most of his career at the University of California, San Diego, presented a Marxist, primarily economic, critical perspective. Colonial rule created “an unprecedented increase in productivity” in commerce and industry, but no corresponding increase in pay for the workers nor in distribution of wealth to the colony. In many colonies, white settlers and plantation owners seized the best lands. Rural communities were disrupted as

private property arrangements displaced the former communal ownership and cultivation of land... Land now became a mere possession, food a mere commodity of exchange, neighbor a mere common property owner and labor a mere means of survival. (Sturiano, p. 9)

As the Industrial Revolution matured into industrial capitalism, exploitation became more severe. The results were unfortunate and long-lasting:

All these global economic trends combined to produce the present division of the world into the developed West as against the underdeveloped Third World. But underdevelopment did not mean nondevelopment; rather it meant distorted development—development designed to produce only one or two commodities needed by the Western markets rather than overall development to meet local needs. In short, it was the familiar Third World curse of economic growth without economic development. (p. 11)

Theodore Von Laue, on the other hand, who studied Westernization, said very little about economic inequality. Deeply influenced by Judeo-Christian perspectives, he emphasized the cultural upheaval of colonialism and the paradoxical introduction by force of Western values of freedom: “The world revolution of Westernization, in short, carried a double thrust. It was freedom, justice, and peace—the best of the European tradition—on the one hand; on the other hand (and rather unconsciously) raw power to reshape the world in one’s own image” (Von Laue, p. 16). The transformation to Western values was not complete, however:

Underneath the global universals of power and its most visible supporting skills—literacy, science and technology, large-scale

organization—the former diversities persist. The traditional cultures, though in mortal peril, linger under the ground floors of life. Rival political ideologies and ambitions clash head on. The world’s major religions vie with each other as keenly as ever. Attitudes, values, life-styles from all continents mingle freely in the global marketplace, reducing in the intensified invidious comparison all former absolute truths to questionable hypotheses. (p. 7)

Von Laue looked forward to the day when all people “will be ready to fuse their personal egos with the egos of billions of other human beings, even in intimate matters like procreation and family size” (p. 9). It would appear that the common values on that day would be the Western values of the Enlightenment.

Dipesh Chakrabarty questioned this assumption that Western values would win out. Born in India after independence, trained in Australia and the United States, and later teaching there as well, Chakrabarty argued that the greatest self-deception of the colonizers was to project European values as the appropriate goals for the entire world, and to see history moving in that direction: “First in Europe, then elsewhere.” He rejected the idea that the rest of the world exists in Europe’s “waiting room.” He did appreciate European, Enlightenment values, but he did not think they were the only valid ones, nor that they ought to or necessarily would become universal. Chakrabarty did not address economic issues. On cultural transformations brought by colonialism, however, he was not prepared to accept Von Laue’s celebration of exclusively Western values, nor to look forward to the day when they alone would triumph.

- Which effects of colonialism do you think were more important, the economic and technological effects, or the cultural effects? Please be specific about the effects you are discussing.
- To the extent that the Cold War from the mid-1940s to the mid-1990s represents in part the values of the West, what values do you think colonized countries learned from the West?
- Do you think it is a good idea that some day the peoples of the world may share a similar set of values? Why or why not? If it is a good idea, then what should those values be? To what extent are they technological values?

- The Suggested Readings for each chapter have been thoroughly revised, updated, and expanded to reflect current scholarship. Films, videos, and online assets have been added. Each item in the bibliography is annotated to direct students with their reading.

- Each chapter text ends with a discussion of legacies to the future, namely, What Difference Does It Make?

- Each chapter concludes with a Chapter Review, where the reader is given answers to the Learning Objectives, essentially a summary of the most important material covered in each main heading.

THE MEIJI RESTORATION AND INDUSTRIALIZATION IN JAPAN	
1853	Commander Perry sails into Edo Bay, ending 250 years’ isolation
1854	Treaty of Kanagawa gives United States trading rights with Japan
1860s	Series of “unequal treaties” gives United States, Britain, France, Russia, and Netherlands commercial and territorial privileges
1868	Daimyo force Tokugawa shogun to abdicate. Executive power vested with emperor in Meiji restoration
1871	Administration is overhauled; Western-style changes introduced
1872	National education system introduced, providing teaching for 90 percent of children by 1900
1872	First railway opened
1873	Old order changed by removal of privileges of samurai class
1876	Koreans, under threat, agree to open three of their ports to the Japanese and exchange diplomats
1877	Satsuma rebellion represented last great (unsuccessful) challenge of conservative forces
1879	Representative system of local government introduced
1884	Western-style peerage (upper house) created
1885	Cabinet government introduced
1889	Adoption of constitution based on Bismarck’s Germany
1889	Number of cotton mills has risen from three (1877) to 83
1894–95	War with China ends in Japanese victory
1895	Japan annexes Taiwan and Pescadores Islands
1902	Britain and Japan sign military pact
1904–05	War with Russia ends in Japanese victory
1910	Japan annexes Korea
1914	Japan joins World War I on side of Allies

- This edition also continues the emphasis on the use of primary sources, for this is the kind of material from which the historical record is argued and fashioned. Most chapters have two or more Source boxes, which have been colored purple in this edition to stand out.

**SOURCE**

**The Journal of Columbus’ First Voyage to the Americas**

Columbus kept a day-by-day journal of his first voyage. The original has been lost, but fortunately the priest Bartolomé de Las Casas (1474–1566) prepared an abridgment, which he used in writing his own *Historia de Las Indias* (1875). Columbus’ leading biographer in English, Samuel Eliot Morison, calls the abridgment “The most important document in the entire history of American discovery.” This account of what Columbus saw and how he related to it is written sometimes in the first person of Columbus, and sometimes in the third person, as the voice of Las Casas. Note especially the overwhelming importance given to religion:

**Prologue:** Your Highnesses, as Catholic Christians and Princes devoted to the Holy Christian Faith and the propagators thereof, and enemies of the sect of Mahomet and of all idolatries and heresies, resolved to send me, Christopher Columbus, to the said regions of India, to see the said princes and peoples and lands and the disposition of them and of all, and the manner in which may be undertaken their conversion to our Holy Faith, and ordained that I should not go by land (the usual way) to the Orient, but by the route of the Occident, by which no one to this day knows for sure that anyone has gone ...

**12 October 1492:** At two hours after midnight appeared the land, at a distance of two leagues ... Presently they saw naked people, and the Admiral went ashore in his barge, and [others] followed. The Admiral broke out the royal standard, and the captains [displayed] two banners of the Green Cross, which the Admiral flew on all the vessels as a signal, with an F and a Y, one at one arm of the cross and the other on the other, and over each letter his or her crown ... and said that they should bear faith and witness how he before them all was taking, as in fact he took, possession of the said island for the King and Queen ...

**15 October:** It was my wish to bypass no island without taking possession, although having taken one you can claim all ...

**22 October:** All this night and today I was here, waiting to see if the king here or other people would bring gold or anything substantial, and many of this people came, like the others of the other islands, as naked and as painted, some of them white, others red, others black, and [painted] in many ways ... any little thing I gave them, and also our coming, they considered a great wonder, and believed that we had come from the sky ...

**1 November:** It is certain that this is the mainland and that I am before Zaytu [Zaytun] and Quisay [Hangzhou] [two great port cities of China], 100 leagues more or less distant the one from the other ...

**6 November:** If they had access to devout religious persons knowing the language, they would all turn Christian, and so I hope in Our Lord that Your Highnesses will do something about it with much care ... And after your days [for we are all mortal] ... you will be well received before the eternal Creator ...

**12 November:** Yesterday came aboard the ship a dugout with six young men, and five came on board; these I ordered to be detained and I am bringing them. Afterwards I sent to a house which is on the western bank of the river, and they brought seven women, small and large, and three boys. I did this because the [Indian] men would behave better in Spain with women of their country than without them ...

**27 November:** Your Highnesses ought not to consent that any foreigner does business or sets foot here, except Christian Catholics, since this was the end and the beginning of the enterprise ...

**22 December:** The Indians were so free, and the Spaniards so covetous and overreaching, that it was not enough that for a lace-tip or a little piece of glass and crockery or other things of no value, the Indians should give them what they asked; even without giving anything they [the Spaniards] wanted to get and take all, which the Admiral had always forbidden ...

**23 December:** In that hour ... more than 1000 persons had come to the ship, and that all brought something that they owned, and that before they come within half a crossbow shot of the ship, they stand up in their canoes with what they brought in their hands, saying “Take! Take!” (cited in Morison, pp. 41–179)

**AT A GLANCE: THE AGE OF REVOLUTIONS**

DATE	EUROPE	NORTH AMERICA	LATIN AMERICA
1640	<ul style="list-style-type: none"> <li>• Galileo dies; Newton is born (1642)</li> <li>• Civil war in England (1642–46; 1647–49; 1649–51)</li> <li>• Execution of King Charles I of England (1649)</li> <li>• Hobbes’ <i>Leviathan</i> (1651)</li> <li>• Restoration of English monarchy (1660)</li> <li>• Royal Society of London founded (1662)</li> </ul>		<ul style="list-style-type: none"> <li>• Portugal takes Brazil from the Dutch (1654)</li> </ul>
1670	<ul style="list-style-type: none"> <li>• The “Glorious Revolution” in England (1688)</li> <li>• The English Bill of Rights (1689)</li> <li>• John Locke’s <i>Second Treatise on Government</i> (1689)</li> <li>• <i>Philosophes</i>: Diderot (1713–84); Voltaire (1694–1778); Rousseau (1712–78); Montesquieu (1689–1755)</li> </ul>		
1760	<ul style="list-style-type: none"> <li>• Tennis Court Oath (June 20, 1789)</li> <li>• French Revolution (1789–99)</li> <li>• “March of the Women” (1789)</li> <li>• “Great Fear” (1789)</li> </ul>	<ul style="list-style-type: none"> <li>• British levy taxes on Americans in the Stamp Act (1765)</li> <li>• American Declaration of Independence (1776); War of Independence (1775–81)</li> <li>• Constitution (1789)</li> </ul>	<ul style="list-style-type: none"> <li>• Revolts against European rule in Peru, Colombia, and Brazil (1780–98)</li> <li>• Tupac Amaru revolt, Peru (1780)</li> </ul>
1790	<ul style="list-style-type: none"> <li>• “Second French Revolution” (1791–99)</li> <li>• “Reign of Terror” (1793–95)</li> <li>• Napoleon seizes power (1799); Emperor (1804)</li> <li>• Concordat between Napoleon and Pope Pius VII (1801)</li> <li>• Napoleon issues Civil Code (1804)</li> <li>• Napoleon invades Russia; finally defeated (1812)</li> </ul>	<ul style="list-style-type: none"> <li>• Bill of Rights ratified (1791)</li> <li>• Louisiana Purchase from France (1803)</li> </ul>	<ul style="list-style-type: none"> <li>• Toussaint L’Ouverture leads slave revolt against French in Saint-Domingue (Haiti) (1791)</li> <li>• Haiti proclaims independence (1804)</li> <li>• Joseph Bonaparte, king of Spain (1808)</li> <li>• Bolívar and San Martín lead revolts against Spain (1808–28)</li> <li>• Paraguay declares independence (1810–11)</li> </ul>
1820	<ul style="list-style-type: none"> <li>• Congress of Vienna (1814–15)</li> <li>• Reform Act extends voting franchise in Britain (1832)</li> <li>• Britain abolishes slavery in its empire (1833)</li> </ul>	<ul style="list-style-type: none"> <li>• President Andrew Jackson evicts Cherokee Indian Nation: “Trail of Tears” (1838)</li> <li>• Warfare with Mexico ends in victory for America (1848)</li> <li>• United States abolishes slavery (1863, 1865)</li> </ul>	<ul style="list-style-type: none"> <li>• Mexico wins independence (1821)</li> <li>• Prince Pedro declares Brazil independent (1822)</li> </ul>

## New Layout and Design

Readers will notice cleaner design of box features. The format has reverted to the original taller page size so that the text and pictures have a little more room to breathe.

## Maps and Illustrations

To aid the student, extensive, clear, and informative charts and maps represent information graphically and geographically. A wide range of illustrations, most in color, supplements the written word. For the fifth edition we have added more than 50 new illustrations.

## Acknowledgments for the Fifth Edition

Each edition, each evolution of the text, brings new, indispensable colleagues who make the enterprise what it continues to become. This revision began once again at Laurence King Publishing in London, under the guidance of Kara Hattersley-Smith, and then Melissa Danny and, under her supervision, the illustrators, designers, proofreaders, and other personnel who have added their suggestions, based on a wealth of experience, and kept the project on track. Freelance editor Margaret Manos of New York and New Hampshire once again read the text—old and new—with great sensitivity and worked wonders in reorganizing, clarifying, streamlining, and improving readability. She sifted through the many external reviews and focused their key comments and criticisms into improving the revision process. She frequently sharpened perspectives, especially on issues of feminism and European and American history. In some important cases she helped to select artwork that added insight and aesthetics to the arguments of the book. At Pearson, Billy Grieco exercised overarching supervision of the entire project.

Kara Hattersley-Smith, Editorial Manager, assures me that this transoceanic venture has proceeded smoothly, aided by Melissa Danny, Senior Editor, Nick Newton, Designer, and Peter Kent, Picture Researcher. Without them, there would be no fifth edition, and I am grateful for their patient and firm guidance and wise diplomacy.

I have also benefitted immensely from the kindness of the many students (especially my own students at Temple University), colleagues, and teachers who have used this book and taken time to share with me their advice and suggestions. A surprising number of high-school teachers and students, who use this book as their text for AP World History, have written to me over the years with interesting questions that have kept me on my toes, and suggestions that have benefitted the text. I thank them all and hope that they will see the effects of their good counsel in this edition.

One element that has not changed in this new edition is the mental image I keep before me of my own children—albeit at a younger age, since by now their knowledge in so many fields far surpasses my own—and of my students. I write for them.

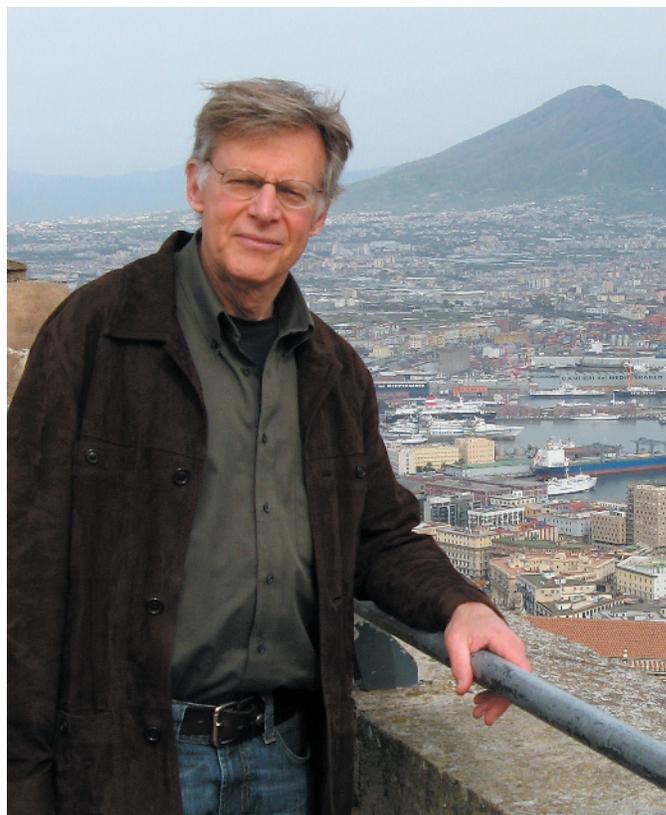
Grateful acknowledgments are also extended to the following reviewers of the fifth edition: Raymond Hylton, Virginia Union University; Robert Haug, University of Cincinnati; Cynthia Stephan, South Florida Bible College; Bruce Strouble, Bainbridge College; Walter Roberts, University of North Texas; James Brodman, University of Central Arkansas; Robert Hendershot, Grand Rapids Community College; Adrianna Lozano, Purdue University; Michele Louro, Salem State University; Maxim Matusevich, Seton Hall University; Jared Krebsbach, University of Memphis; Joseph Sramek, Southern Illinois University; Eleanor Aronstein, Marist College; Mark Tauger, West Virginia University; Faith Childress, Rockhurst University; Dandan Chen, Wells College.

## About the Author

Howard Spodek received his B.A. degree from Columbia University (1963), majoring in history and specializing in Columbia's newly designed program in Asian Studies. He received his M.A. (1966) and Ph.D. (1972) from the University of Chicago, majoring in history and specializing in India. His first trip to India was on a Fulbright Fellowship, 1964–66, and he has spent a total of some twelve years studying and teaching in India. He has also traveled widely throughout the United States, Latin America, Asia, Africa, and Europe. He has been a faculty member at Temple University since 1972, appointed Full Professor in 1984. He was awarded Temple's Great Teacher designation in 1993.

Spodek's work in world history began in 1988 when he became Academic Director of a comprehensive, innovative program working with teachers in the School District of Philadelphia to improve their knowledge base in world history and facilitate a rewriting of the world-history program in the schools. Immediately following this program, he became principal investigator of a program that brought college professors and high-school teachers together to reconsider, revise, and, in many cases, initiate the teaching of world history in several of the colleges and universities in the Philadelphia metropolitan area. Those projects led directly to the writing of the first edition of the current text (1997).

Howard Spodek has published extensively on urbanization in India, including *Urban-Rural Integration in Regional Development* (1976); *Urban Form and Meaning in South-East Asia* (editor, with Doris Srinivasan, 1993); *Ahmedabad: Shock City of Twentieth-Century India* (2011); and a wide array of articles, including analyses of working women's organizations. In addition, he wrote and produced the documentary film *Ahmedabad* (1983), and was the executive producer and subject specialist for the documentary film *The Urban World: A Case Study of Slum Relocation in Ahmedabad, India* (2013). He organized and served on the three-person team that translated the six-volume *Autobiography of Indulal Yagnik* from Gujarati to English (2011). He has written on his experiences with world-history faculty at the college and high-school levels in articles in *The History Teacher* (1992, 1995). He has received funding for his research, writing, teaching, and film from Fulbright, the National Endowment for the Humanities, the National Science Foundation, the American Institute of Indian Studies, the Smithsonian Institution, and the World Bank.



Howard Spodek



# INTRODUCTION: The World Through Historians' Eyes

## Themes and Turning Points

Most readers of this textbook have probably not taken many courses in history. Few are (thus far) planning to major in history, much less become professional historians. A lot therefore rides on this single text. It must present a general introduction to world history that interests, engages, and even fascinates the reader through its subject matter, its narrative, and its analysis. It must open the eyes, minds, and hearts of students who come to this course believing that history is only about the past, and mostly a matter of learning names, dates, and places. It must introduce them to the methods and “habits of mind” of the historian. It must demonstrate how knowledge of the contents and methods of world history—and of this book in particular—will broaden their horizons and also have practical usefulness.

“Usefulness” is a word not always associated with the study of history. Indeed, in everyday conversation, the phrase “that’s history” means that an event is no longer significant. It may once have been important, but it is not now. From that point of view, “history” is a record of people and events that are dead and gone. For the historian, however, the opposite is true. The past has made us who we are, and continues to influence who we are becoming. In this sense, the past is not dead, just as people whom we have known personally and who have influenced our lives are not “dead,” even though they may no longer be with us. This text will highlight ways in which the past continues to have a profound effect on the present and future. It will help us to understand who we have become.

History does not provide specific answers to today’s problems, but it does provide examples and case studies that help us to improve our thinking. Generals study past wars to understand how modern battles may be fought; economists study past periods of growth and recession to understand how we can encourage the former and avoid

the latter. Understanding the ways in which families and relationships have functioned in the past helps us find ways to make our own families and relationships more satisfying today.

World history gives us the largest possible canvas on which to carry out these studies. We cannot, however, study everything that ever happened. We must choose what to include and what to exclude. We must choose strategies that maximize our ability to understand our lives today in the context of the whole range of human experience.

In this text we choose two fundamental organizing principles as our framework for the study and teaching of world history. First, we choose a series of eight chronological turning points, each of which changed the patterns of human life. Second, we explain the importance of each of these changes in terms of the new themes they introduced into human experience. These two elements—chronological turning points and interpretive themes—go together.

This text is organized around eight turning points and themes. Others might also have been chosen, but these turning points represent some of the most important transformations in human life. The thematic analysis of these turning points encourages students to grapple with the origins and continuing presence of eight of the most significant themes in life: the biological and cultural qualities that make humans the special creatures we are; the settlements we create and live in; the political power we assemble and sometimes oppose; the religious systems through which many individuals and communities find meaning; the movement of trade and people that has linked the peoples of the world ever more closely, sometimes in cooperation, sometimes in competition, and sometimes in conflict; the political, industrial, and social revolutions, especially of the seventeenth through the twentieth

Learning about silkworms, from a book on the silk industry. Gouache on paper. Chinese school, nineteenth century. This painting suggests some of the concerns of modern world history that have previously received less attention: non-Western regions presented in their own right, and not only in their relationship to the West; daily activities and ordinary people; the human conditions of production and trade; the activities of women. Also, the use of art and illustration is a powerful tool in our becoming acquainted with the peoples of the world throughout time.

centuries, the era we now call “modern”; the technological developments that continue to reshape our world; and the quest for personal and group identity, so prevalent in our own times.

Because real life does not fit neatly into exact chronological periods, there will be significant overlap among the turning points. Readers may argue that the themes are also not limited to single chronological periods. For example, political regimes, religious systems, and economic organizations appear at all times in history. This argument is, of course, correct: “Everything is related to everything else,” and in reality each chronological period will include several themes. We have chosen, however, to highlight particular themes in particular historical periods so that students will understand these themes more thoroughly and learn to employ them as tools of analysis in forming their own understanding of our world.

## Chronological Turning Points and Part Themes

### **PART ONE** Turning Point: Human Origins

To 10,000 B.C.E.

The emergence of the first humans. Biological and early cultural evolution.

**THEME:** Historians and anthropologists search for and interpret fossils, DNA biological materials, and artifacts to determine what is human about humans.

### **PART TWO** Turning Point: Settlement Patterns

10,000 B.C.E.–1000 C.E.

Creating settlements, first agricultural villages and then cities.

**THEME:** Settlements—villages, towns, and cities—are created to meet community needs and, in the process, create new communities and new needs.

### **PART THREE** Turning Point: From City-states to Empires

2000 B.C.E.–1100 C.E.

Creating empires, from Sargon of Assyria through Alexander the Great, Republican and Imperial Rome, Qin and Han China, and India of the Mauryas and Guptas.

**THEME:** Imperial political power is generated, expanded, consolidated, and resisted.

### **PART FOUR** Turning Point: Creating World Religions

2500 B.C.E.–1500 C.E.

Creating global religions: Judaism, Christianity, Islam, Hinduism, and Buddhism.

**THEME:** Spiritual feelings are mobilized into powerful religious systems, some of which attain global scope.

### **PART FIVE** Turning Point: Trade

1300–1700

The global movement of goods and people bridges the seas and links the continents.

**THEME:** The flow of goods and people is channeled into global networks, creating new knowledge, inspiring new outlooks, and challenging existing political and economic structures.

### **PART SIX** Turning Point: Revolution

1640–1914

Revolutions: political, industrial, and social.

**THEME:** Vast, abrupt changes in political and economic systems create new social values and institutions, transforming the lives of individuals, families, and communities.

### **PART SEVEN** Turning Point: Exploding Technologies

1914–1991

Technological change and its human control.

**THEME:** New technological systems, both simple and complex, are instituted that improve—and threaten—human life.

### **PART EIGHT** Turning Point: From Past to Present to Future

1979–

The application of historical themes to an understanding of contemporary events.

**THEME:** A brief review of the seven themes developed until now, and an exploration of their applicability to the understanding of our own times, the last 30 to 40 years. Includes a final consideration of ways in which individuals and groups form their own identities in the space between past and future.

## Global Scope

The scope of this text, and of each turning point and theme within it, is global. Often the method is comparative, especially in early times, as we compare early cities, early empires, and early global religions across regions of the world. For more recent times, the method is more interactive. For example, the study of the Industrial Revolution in Europe includes its funding—in part—from the wealth that poured into Europe from its New World conquests of people, land, gold, and silver, and from African slave labor; its global extensions in the form of imperialism in Asia, Africa, Australia, and Latin America; and the interaction of colonizers and colonized in response to the new opportunities and challenges.

## Social Science Methods, Comparative History, and the Study of Values

### Comparative History and the Methods of the Social Sciences

The global, interactive, and comparative format of this text provides also an introduction to social science methodology. The methods of the social sciences are embedded in the structure of the book. Because each part is built on relationships among different regions of the world, the reader will become accustomed to posing hypotheses based on general principles and to testing them against comparative data from around the world.

This method of moving back and forth between general theory and specific case study, testing the degree to which the general theory and the specific data fit each other, is at the heart of the social sciences. For example, in Part Two we will explore the general characteristics of cities, and then examine how well these generalizations hold up through case studies of various cities around the world. In Part Three we will seek general theories of the rise and fall of early empires based on comparisons of China, Rome, and India. In Part Four we will search for commonalities among religious systems through a survey of five world religions. In Part Eight we begin with an analysis of new issues of political and cultural identity and then examine their significance in a series of brief case studies in different regions of the world. These comparisons enable us more clearly to think about and understand the workings of cities, empires, and religions not only of the past, but also of our own time and place.

### Multiple Perspectives

The text highlights the importance of multiple perspectives in studying and interpreting history. The answers we get—the narrative histories we write—are based on the questions we ask. Each Part suggests a variety of questions that can be asked about the historical event that is being studied and a variety of interpretations that can emerge in the process of answering them. Often there is more than one “correct” way of understanding change over time and its significance. Different questions will trigger very different research and very different answers. For example, in Part Five we ask about the stages and processes by which Western commercial power began to surpass that of Asia. This question presupposes the fact that at earlier times Asian power had been superior, and raises the additional questions of why it declined and why European power advanced. In Part Six we ask how the Industrial Revolution affected and changed relationships between men and women; this question will yield different research and a different narrative from questions about, for example, women’s contributions to industrialization, which is a useful question, but a different one.

Through the systematic study of the past in this thematic, comparative framework, students will gain tools for understanding and making their own place in the world. They will not only learn how the peoples of the world have gotten to where we are, but also consider the possibility of setting out in new directions for new goals.

### Assessing Values

This form of analysis will also introduce a study of values. In order to understand the choices made by people in the past, we must attempt to understand the values that informed their thinking and actions. These values may be similar to, or quite different from, our own. In order to understand the interpretation introduced by later historians, we must understand the historians’ values as well. These, too, may be similar to, or different from, our own. Historians usually had personal perspectives from which they viewed the past, and these perspectives influenced their interpretation. Finally, in order for student-readers to form their own understanding of the past, and to make it more useful in their own lives, they must also see how their own values influence their evaluation of past events.

For most of the past century, social scientists spoke of creating “value-free” disciplines. Today, most scholars believe that this is impossible. We cannot be “value-free.” On the contrary, we must attempt to understand the values that have inspired historical actors, previous historians, and ourselves. Coming to an understanding of the values of others—historical actors and the historians who have studied them—will help readers to recognize and formulate their own values, a central part of a liberal arts education.

## History and Identity

History is among the most passionate and bitterly contentious of disciplines because most people and groups locate a large part of their identity in their history. Americans may take pride in their nationality, for example, for having created a representative, constitutional democracy that has endured for more than 200 years (see Part Six). Yet they may be saddened, shamed, or perhaps incensed by the existence of 250 years of slavery followed by inequality in race relations continuing to the present (see Part Five). Christians may take pride in 2,000 years of missions of compassion toward the poor and downtrodden, yet they may be saddened, shamed, or even incensed by an almost equally long record of religious warfare and of persecution of those whose beliefs differed from their own (see Part Four).

As various ethnic, religious, class, and gender groups represent themselves in public political life, they seek not only to understand the history that has made them what they are, but also to persuade others to understand that history in the same way, to create a new consciousness.

Feminist historians, for example, find in their reading of history that patriarchy, a system of male-created and male-dominated institutions, has subordinated women. From available data and their interpretation of them, they attempt to weave a persuasive argument that will win over others to their position.

Some will not be persuaded. They may not even agree that women have been subordinated to men, but argue that both genders have shared in a great deal of suffering (and joy) throughout history (see Parts One and Seven). The historical debates over the origins and evolution of gender relationships evoke strong emotions because people's self-image, the image of their group, and others' perceptions of them are all at stake. And the stakes can be high.

## Control of Historical Records

From earliest times, control over historical records and their interpretation has been fundamental to control over people's thoughts. The first emperor of China, Qin Shi Huangdi (r. 221–210 B.C.E.)—the man who built the concept of a united China, an idea that has lasted until today—attempted to destroy all knowledge of the past:

He then abolished the ways of ancient sage kings and put to the torch the writings of the Hundred Schools in an attempt to keep the people in ignorance. He demolished the walls of major cities and put to death men of fame and talent. (de Bary, I: 229)

So wrote Jia Yi (201–168? B.C.E.), poet and statesman of the succeeding Han dynasty. Qin Shi Huangdi wished that only his interpretation of China's past, and his place in it, be preserved. Later intellectuals condemned his actions—but the lost records were irretrievable (see Part Three).

In similar fashion, the first great historian of the Christian Church, Eusebius of Caesarea (c. 260–339), in his accounts of the early Christians in the Roman Empire, chose carefully to include elements that he considered of "profit" to his mission, and to exclude those that were not:

It is not for us to describe their miserable vicissitudes [in persecution] ... just as it is not a part of our task to leave on record their faction-fights and their unnatural conduct towards each other, prior to the persecution. That is why we have decided to say no more about them than suffices for us to justify God's Judgment ... We shall rather set forth in our whole narrative only what may be of profit, first, to our own times, and then to later times. (MacMullen, p. 6)

## Historical Revision

The interpretation of events may become highly contested and be revised even after several centuries have passed.

Colonial governments seeking to control subject peoples sometimes argued that the conquered people were so backward that they benefitted from the conquest. Later historians, with more distance and more detachment, were often less kind to the colonizers. Some 1,900 years ago, the historian Tacitus was writing bitterly of the ancient Romans in their conquest of England: "Robbery, butchery, rapine, the liars call Empire; they create a desolation and call it peace." (*Agricola*, p. 30)

In our own era, the many nations that have won their freedom from colonialism display similar resentment against their foreign rulers, and set out to revise the historical record in keeping with their newly won political freedom. Jawaharlal Nehru, the first prime minister of independent India (1947–64), wrote in 1944 from the prison cell in which he had been incarcerated for his leadership of his country's independence movement:

British accounts of India's history, more especially of what is called the British period, are bitterly resented. History is almost always written by the victors and conquerors and gives their viewpoint; or, at any rate, the victors' version is given prominence and holds the field. (Nehru, p. 289)

Philip Curtin, historian of Africa and of slavery, elaborates an equally critical view of European colonial accounts of Africa's history:

African history was seriously neglected until the 1950s ... The colonial period in Africa left an intellectual legacy to be overcome, just as it had in other parts of the world. ... The colonial imprint on historical knowledge emerged in the nineteenth and early twentieth centuries as a false perspective, a Eurocentric view of world history created at a time of European domination ... Even where Europeans never ruled, European knowledge was often accepted as modern knowledge, including aspects of the Eurocentric historiography. (Curtin, p. 54)

Instead, Curtin continues, a proper historiography must

... show the African past from an African point of view ... For Africans, to know about the past of their own societies is a form of self-knowledge crucial to a sense of identity in a diverse and rapidly changing world. A recovery of African history has been an important part of African development over recent decades. (p. 54)

Religious and ethnic groups, too, may seek to control historical records. In 1542, the Roman Catholic Church established an Index of Prohibited Books to ban writings it considered heretical. (The Spanish Inquisition, ironically, stored away many records that later scholars used to recreate its history and the history of those whom it persecuted.) More recently, despite all the evidence of the Holocaust, the murder of six million Jews by the Nazi government of Germany during World War II, a few people have claimed that the murders never took place. They deny the existence



Indians giving Hernán Cortés a headband, from Diego Duran's *Historia de las Indias*, 1547. Bent on conquest and plunder, the bearded Spaniard Cortés arrived on the Atlantic coast of Mexico in 1519. His forces sacked the ancient city of Tenochtitlán, decimated the Aztec people, and imprisoned their chief, Moctezuma II, before proclaiming the Aztec Empire "New Spain." By stark contrast, this bland Spanish watercolor shows local tribesmen respectfully paying homage to the invader as if he were a god; in ignoring the brutality exercised in the colonization of South America, the artist is, in effect, "rewriting" history. (Biblioteca Nacional, Madrid)

of such racial and religious hatred and its consequences, and ignore deep-seated problems in the relationships between majority and minority populations.

The significance of the voyages of Columbus was once celebrated uncritically in the United States in tribute both to "the Admiral of the Ocean Sea" himself and to the courage and enterprise of the European explorers and early settlers who brought their civilizations to the Americas. In South America, however, where Native American Indians are more numerous and people of European ancestry often form a smaller proportion of the population, the celebrations have been far more ambivalent, muted, and meditative.

In 1992, on the 500th anniversary of Columbus' first voyage to the Americas, altogether new and more sobering elements entered the commemoration ceremonies, even in the United States. The negative consequences of Columbus' voyages, previously ignored, were now recalled and emphasized: the death of up to 90 percent of the Native American Indian population in the century after the arrival of Europeans; the Atlantic slave trade, initiated by trade in Indian slaves; and the exploitation of the natural resources of a continent until then little touched by humans. The

ecological consequences, which are only now beginning to receive more attention, were not all negative, however. They included the fruitful exchange of natural products between the hemispheres. Horses, wheat, and sheep were introduced to the Americas; potatoes, tomatoes, and corn to Afro-Eurasia. Unfortunately, the spread of syphilis was another consequence of the exchange; scholars disagree on who transmitted this disease to whom (see Part Five).

Thugs sometimes gain control of national histories. George Orwell's satirical novel *Animal Farm* (published in 1945) presented an allegory in which pigs come to rule a farm. Among their many acts of domination, the pigs seize control of the historical records of the farm animals' failed experiment in equality, and impose their own official interpretation, which justifies their own rule. The rewriting of history and suppression of alternative records by the Communist Party of the former Soviet Union between 1917 and 1989 reveals the bitter truth underlying Orwell's satire (see Part Seven).

Although the American experience is much different, in the United States, too, records have been suppressed. Scholars are still trying to use the Freedom of Information Act to pry open sealed diplomatic archives. (Most official



Lenin addressing troops in Sverdlov Square, Moscow, May 5, 1920. The leaders of the Russian communist revolution crudely refashioned the historical record to suit the wishes of the winners. After Lenin's death in 1924, his second-in-command Leon Trotsky (pictured sitting on the podium in the top picture) lost to Joseph Stalin the bitter power struggle that ensued. Not only was Trotsky banished from the Soviet Union, but also his appearance was expunged from the official archives (see doctored picture, bottom).

archives everywhere have 20-, 30-, or 40-year rules governing the waiting period before certain sensitive records are opened to the public. These rules are designed to protect living people and contemporary policies from excessive scrutiny.)

## What Do We Know? How Do We Know It? What Difference Does It Make?

So, historical records are not simply lists of events. They are the means by which individuals and groups develop their interpretation of these events. All people develop their own interpretation of past events; historians do it professionally. Because interpretation differs, there is no single historical record, but various narrations of events, each told from a different perspective. Therefore the study of history is intimately linked to the study of values.

To construct their interpretation, historians examine the values—the motives, wishes, desires, visions—of people of the past. In interpreting those values, historians must confront and engage their own values, comparing and contrasting them with those of people in the past. For example, they ask how various people viewed slavery, or child labor, or education, or art and music in societies of the past. In the back of their minds they compare and contrast those older values with values held by various people today, and especially with their own personal values. They ask: How and why have values changed—or remained the same—over the passage of time? Why, and in what ways, do my values compare with values of the past? By learning to pose such questions, students will be better equipped to discover and create their own place in the continuing movement of human history. This text, therefore, consistently addresses three fundamental questions:

What Do We Know?  
How Do We Know It?  
What Difference Does It Make?

Even when historians agree on which events are most significant, they may differ in evaluating why those events are significant. One historian's interpretation of events may be diametrically opposed to another's. For example, virtually all historians agree that part of the significance of World War II lies in its new policies and technology of destruction: nuclear weapons in battle and genocide behind the lines. In terms of interpretation, pessimists might stress the continuing menace of this legacy of terror, while optimists might argue that the very violence of the war and the Holocaust triggered a search for limits on nuclear arms and greater tolerance for minorities. With each success in nuclear arms limitation and in toleration, the

optimists seem more persuasive; with each spread of nuclear weapons and each outbreak of genocide, the pessimists seem to prevail.

The study of history is thus an interpretation of significance as well as an investigation of facts. The significance of events is determined by their consequences. Sometimes we do not know what the consequences are; or the consequences may not have run their course; or we may differ in our assessment of the consequences. This play between past events and their current consequences is what the historian E.H. Carr had in mind in his famous description of history as “an unending dialogue between the present and the past” (Carr, p. 30).

## Tools

The study of history requires many tools, and this text includes most of the principal ones:

- Primary sources are accounts that were produced at the time an event occurred. Those who produced them were eyewitnesses with direct knowledge of what happened. The core of historical study is an encounter with primary materials, usually documents, but including other artifacts—for example, letters, diaries, newspaper accounts, photographs, and artwork. Every chapter in this text includes representative primary materials.
- Secondary sources are interpretations of past events by later historians who re-examine the primary sources either from new perspectives, or with the addition of primary sources that had been lost or overlooked.
- Images, a strong feature of this book, complement the written text, offering non-verbal “texts” of the time. These are often central pieces of evidence. For example, in Chapter Nine we illustrate the influence of Hinduism and Buddhism in Southeast Asia through the temple architecture of the region.
- Maps place events in space and in geographical relationship to one another.
- Chronological time lines situate events in time and sequence.
- Brief charts supply summaries as well as contextual information on such topics as religion, science, and trade.

## Suggested Readings

### Basic, Comprehensive, Introductory Materials

Carr, E.H. *What Is History?* (Harmondsworth, Middlesex: Penguin Books, 1964). A classic introduction to the study of history and historiography from the point of view of a master.

Budd, Adam, ed. *The Modern Historiography Reader:*

*Western Sources* (New York: Routledge, 2009). Presents 55 essays from about 1700 to the present, discussing major forms of historical inquiry and writing.

Cannadine, David, ed. *What is History Now?* (New York: Palgrave Macmillan, 2002). Revisits the question asked by Carr and presents nine different answers, each by a master of some form of history today: social, political, religious, cultural, etc.

Tosh, John. *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History* (London: Longman, 4th ed., 2006). Excellent, comprehensive introduction to the study of history, with discussions of many different kinds of historical study, their methods and purposes.

———, ed. *Historians on History: Readings* (Harlow, England: Pearson, 2nd ed., 2009). Excellent selection of brief extracts from major historians who have given new direction to the field, mostly practicing in the last half-century.

**For World History specifically, see the three volumes edited for the American Historical Association**

Adas, Michael. *Agricultural and Pastoral Societies in Ancient and Classical History* (Philadelphia, PA: Temple University Press, 2001).

———. *Islamic and European Expansion: The Forging of a Global Order* (Philadelphia, PA: Temple University Press, 1993).

———. *Essays on Twentieth Century History* (Philadelphia, PA: Temple University Press, 2010).

**More Specialized Materials**

Bennett, Judith M. "Medieval Women, Modern Women: Across the Great Divide," in David Aers, ed., *Culture and History, 1350–1600: Essays on English Communities, Identities, and Writing* (New York: Harvester

Wheatsheaf, 1992), pp. 147–75. Discusses continuity, in contrast to change, in women's history.

Curtin, Philip D. "Recent Trends in African Historiography and Their Contribution to History in General," in Joseph Ki-Zerbo, ed., *General History of Africa, Vol. I: Methodology and African Pre-History* (Berkeley: University of California Press, 1981), pp. 54–71. An excellent introduction to this fine series commissioned by the United Nations.

Dunn, Ross. *The New World History: A Teacher's Companion* (Boston, MA: Bedford/St. Martin's, 2000). Excellent selections both on what the new world history ought to be, and what it is as major historians write it.

de Bary, William Theodore, et al., comps. *Sources of Chinese Tradition*, 2 vols. (New York: Columbia University Press, 2nd ed., 1999, 2000). The anthology of materials on the subject.

Lerner, Gerda. *The Creation of Patriarchy* (New York: Oxford University Press, 1986). A controversial study of patriarchy in ancient Mesopotamia by a distinguished historian of the United States. Lerner retooled to study this fundamental feminist question.

MacMullen, Ramsay. *Christianizing the Roman Empire (A.D. 100–400)* (New Haven, CT: Yale University Press, 1984). Excellent analysis of the factors leading to Christianity's success in the Roman Empire. Gives a major role to government support.

Manning, Patrick. *Navigating World History: Historians Create a Global Past* (New York: Palgrave Macmillan, 2003). A major historian presents a magisterial, somewhat dense survey of the field.

Nehru, Jawaharlal. *Glimpses of World History* (New York: Penguin, 2004). A history of the world, written in jail during the struggle for freedom by the man who became India's first prime minister.

Orwell, George. *Animal Farm* (New York: Harcourt, Brace, 1946). A classic satire on government by thugs; aimed at the USSR.

Tacitus, Cornelius. *Tacitus' Agricola, Germany, and Dialogue on Orators*, trans. Herbert W. Benario (Norman: University of Oklahoma Press, 1991). One of ancient Rome's great historians who understood the cruelty underlying the power of empire.

# THE WORLD'S HISTORY

FIFTH EDITION



PART ONE

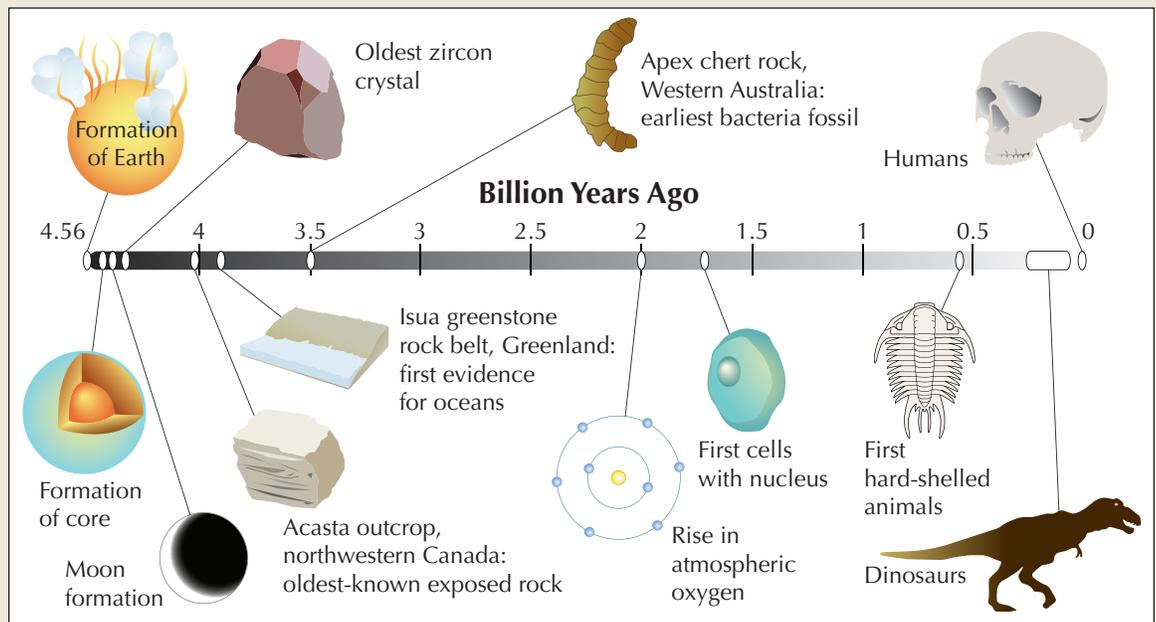
# TURNING POINT: HUMAN ORIGINS

To 10,000 B.C.E.

## Humankind Begins

**H**istorians ask some very big questions. Of course, the stereotype of the historian as a person who searches in dusty archives for tiny, concrete bits of data is often correct. Detail and accuracy are important. Beneath this search for details, however, lie profound questions of fundamental importance. In this chapter we address some of the biggest questions of all: Where did humans come from? How did our collective life on earth begin? How are we similar to other living species, and how are we unique?

When and where should we begin our search? This is one of the hottest questions in the study of world history today. It was not always so. (For non-historians it may be surprising, but historical questions are not settled once and for all.) Until the mid-nineteenth century, stories, often in the form of religious traditions, provided the answers to our questions about human origins and the meaning and purpose of human life. Then a reevaluation of religious and narrative traditions invited a search for alternative explanations.



The timeline of Earth. Scientists now believe that the universe came into existence about 13.7 billion years ago, the earth about 4.5 billion years ago, cellular life forms about 1.7 billion years ago, and humans—*Homo sapiens*—only about 100,000 years ago.

Nevertheless, until perhaps fifty years ago, most historians would have begun their accounts of world history with Mesopotamia and Egypt, the first civilizations which created writing and written records, a little more than 5000 years ago. For these historians, “history” requires writing, for only with writing can we determine people’s ideas and motives. Only with writing can we discover how we humans have understood our world. The study of the past without written records – through archaeology, for example – is “prehistory,” less important and less valuable than the real thing.

At another extreme, in the last two decades, some historians have begun to speak of “big history”; these historians begin their accounts with the creation of the universe, perhaps 14 billion years ago, and continue on with the formation of the planet Earth, about 4.5 billion years ago, and the emergence of the first single-celled life forms, about 3.7 billion years ago. This perspective usually begins with the study of science and of the basic chemical, physical, and biological building blocks of the universe. Since modern humans appear very late in the history of the universe, only about 100,000 years ago, in these accounts, humans appear correspondingly late. Modern times may occupy only a very small proportion of these accounts.

We choose a middle path. We are concerned with human life, so we begin our account with the evolution of the first

modern humans from their origins as primates, about 100,000 years ago, much later than the creation of the universe as a whole, but much earlier than the first writing. We ask: “What does it mean to be human?” This profound question leads us to the study of human creativity. Humans are what humans do. We travel and migrate, often out of sheer curiosity as well as to find food and shelter. As we shall see, by about 15,000 B.C.E., humans had traveled, mostly over land, and established themselves on all the continents of the earth except Antarctica. We also create and invent tools. Our account in this chapter begins with the simplest stone tools dating back millions of years and continues up to the invention of pottery and of sedentary farming some 10,000 years ago. Finally, we humans also express our feelings and ideas in art, music, dance, ritual, and literature. In this chapter we examine early evidence of this creativity in the forms of sculptures and cave paintings from 20,000 years ago.

For time periods more recent than 20,000 years ago, we usually adopt the notation “B.C.E.” (Before the Common Era) and “C.E.” (Common Era). These designations correspond exactly to the more familiar “B.C.” (Before Christ) and “A.D.” (Anno Domini, “in the year of our Lord”), but remove the specific reference to a single religion. For dates more than 20,000 years ago, “B.P.” (Before the Present) is sometimes used.



A skeleton from Herculaneum, Italy, 2001. An archaeologist excavates the skeleton of an inhabitant from the Roman city of Herculaneum, which was buried by the eruption of Mount Vesuvius in 79 c.e.

# 1 The Dry Bones Speak

To 10,000 B.C.E.

The study of the earliest development of humans advances very quickly and often in sudden leaps forward. Because we know so little to begin with, each new discovery has a profound impact. Before Darwin, the entire religious and mythological literature of the Judeo-Christian-Islamic world assumed that humans had been created directly by God about 6,000 years ago. (Hindu and Buddhist mythology had a much deeper time frame, but little interest in exploring the distant past as history.) Darwin's theories, and a continuing array of fossil finds which supports them, propose a vastly longer time frame and a different interpretive framework for understanding human origins and early development. The discovery in 1953 of the structure of the DNA molecule, and our subsequent understanding of its role in determining the nature of each species and each individual, have further enriched our understanding of the evolution of humans. Discoveries of human cultural achievements beginning 35,000 years ago—sophisticated toolkits, cave paintings and small sculptures, long-distance migrations by land and sea—have added to our appreciation of the accomplishments of our ancestors, and of the people who study them so assiduously.



A skeleton from Herculaneum, Italy, 2001. An archaeologist excavates the skeleton of an inhabitant from Herculaneum.

## LEARNING OBJECTIVES

1.1 

Understand how myths explain creation.

1.2 

Describe the evolution of human beings.

1.3 

Discuss the cultural creations of early humans.

## Human Origins in Myth and History

### 1.1 How do myths explain the origins of human beings on the earth?

How do myths explain the origins of human beings on the earth?

1.1

1.2

1.3

Where did we come from? How did humans come to inhabit the earth? These questions are difficult to answer because the earliest human beings left no written records or obvious oral traditions. For more than a century, we have sought the answer to these questions in the earth, in the records of the fossils that archaeologists and **paleoanthropologists** have discovered and interpreted. But before the diggers came with their interpretations, human societies from many parts of the world developed stories based on popular beliefs to explain our origins. Passed from generation to generation as folk wisdom, these stories give meaning to human existence. They not only tell how humans came to inhabit the earth, they also suggest why. Some of these stories, especially those that have been incorporated into religious texts such as the Bible, still inspire the imaginations and govern the behavior of hundreds of millions of people around the world.

### Early Myths

As professional history developed, many historians dismissed these stories as **myths**, imaginative constructions that cannot be verified with the kinds of records historians usually use. However, myth and history share a common purpose—trying to explain how the world came to be as it is. Many historians and anthropologists now accept myths as important aids in understanding how different societies have interpreted the origins of the human world. Myths often contain important truths, and they can

#### KEY TERMS

**paleoanthropology** The study of the earliest humans and their environments.

**myth** An interpretive story of the past that cannot be verified historically but may have a deep moral message.

### AT A GLANCE: EARLY HUMANS AND THEIR ANCESTORS

YEARS AGO	PERIOD	HOMINID EVOLUTION	MATERIAL CULTURE
6.5 million		<ul style="list-style-type: none"> <li>Toumai</li> </ul>	
5 million	<ul style="list-style-type: none"> <li>Pliocene</li> </ul>	<ul style="list-style-type: none"> <li>Fragments found in northern Kenya; possibly <i>Australopithecus</i></li> </ul>	
4.5 million		<ul style="list-style-type: none"> <li><i>Ardipithecus ramidus</i></li> </ul>	
3.75 million	<ul style="list-style-type: none"> <li>Pleistocene</li> </ul>	<ul style="list-style-type: none"> <li><i>Australopithecus</i> genus, including Lucy (East and southern Africa)</li> <li><i>Homo habilis</i> (eastern and southern Africa)</li> <li><i>Homo erectus</i> (Africa)</li> <li><i>Homo erectus</i> thought to have moved from Africa into Eurasia</li> </ul>	<ul style="list-style-type: none"> <li>Tools</li> <li>Stone artifacts</li> <li>Use of fire</li> </ul>
500,000		<ul style="list-style-type: none"> <li><i>Homo sapiens</i> (archaic form)</li> <li>Remains of Beijing Man (<i>Sinanthropus</i>) found at Zhoukoudian</li> </ul>	
130,000–80,000		<ul style="list-style-type: none"> <li><i>Homo sapiens</i> (Africa and western Asia)</li> </ul>	<ul style="list-style-type: none"> <li>Stone artifacts</li> </ul>
100,000–33,000		<ul style="list-style-type: none"> <li>Neanderthals (Europe and western Asia)</li> </ul>	
40,000	<ul style="list-style-type: none"> <li>Aurignacian</li> </ul>		<ul style="list-style-type: none"> <li>Tools include long blades</li> <li>First passage from Siberia to Alaska</li> </ul>
30,000	<ul style="list-style-type: none"> <li>Gravettian</li> </ul>	<ul style="list-style-type: none"> <li>Human remains of the Upper Paleolithic type, <i>Homo sapiens sapiens</i> (remains from 25,000) found in China</li> </ul>	<ul style="list-style-type: none"> <li>Venus figures (25,000–12,000)</li> </ul>
20,000	<ul style="list-style-type: none"> <li>Solutrean</li> </ul>		<ul style="list-style-type: none"> <li>Chauvet cave, France (18,000)</li> </ul>
17,000	<ul style="list-style-type: none"> <li>Magdalenian</li> </ul>		<ul style="list-style-type: none"> <li>Lascaux cave paintings (c. 15,000)</li> <li>Altamira cave paintings (c. 13,550)</li> </ul>

1.1

How do myths explain the origins of human beings on the earth?

1.2

1.3

**KEY TERM**

**caste** A hierarchical ordering of people into groups, fixed from birth, based on their inherited ritual status and determining whom they may marry and with whom they may eat.



Shiva Nataraja, or Dancing Shiva. Bronze from the Chola Dynasty, southern India, thirteenth century. The cosmic dance of the Hindu Lord Shiva brings about destruction, crushing evil underfoot, and prepares the way for rebirth in the cycle of existence. The bronze sculptures of the Cholas, and the architecture of their temples, are striking in their beauty and power. (Museum of Fine Arts, Houston)

have powerful effects on people's values and behavior. Shared myths give cohesion to social relationships and provide people with a sense of shared community.

For thousands of years, various creation stories have presented people with explanations of their place in the world and of their relationship to the gods, to the rest of creation, and to one another. The narratives have similarities, but also significant differences. Some portray humans as the exalted crown of creation, others as reconfigured parasites; some depict humans as partners with the gods, others as their servants; some suggest the equality of all humans, others stress a variety of **caste**, race, and gender hierarchies. To some degree, surely, people transmit the stories as quaint tales told for enjoyment only, but they also provide guidance on how people should understand and live their lives.

One of the earliest known stories is the *Enuma Elish* epic of the people of Akkad in Mesopotamia. This account probably dates back to almost 2000 B.C.E. It tells of wars among the gods. Tiamat mates with Apsu and gives birth to younger gods. Later the parents seek to kill off this new generation of their children-gods. To save the god-children, the god Ea slays Apsu while Ea's son Marduk rallies the younger gods, and kills and dismembers Tiamat and her new husband, Kingu. From the blood of Kingu, Marduk creates humans (and all of earth's creatures), on condition that they are to be his servants. Written at a time when the competitive city-states of Mesopotamia were constantly at war, this myth elevated the importance of Babylon, the city that Marduk chooses as his capital; affirmed the authority of its powerful priests and rulers; and assigned purpose and direction to human life.

India, vast and diverse, has many different stories about the origin of humans. Two of the most widespread and powerful illustrate two principal dimensions of the thought and practice of Hindu religious traditions. The ancient epic *Rigveda*, which dates from about 1000 B.C.E., emphasizes the mystical, unknowable qualities of life and its origins:

Who verily knows and who can here declare it, whence it was born and whence comes this creation?

The Gods are later than this world's production. Who knows then whence it first came into being?

He, the first origin of this creation, whether he formed it all or did not form it, whose eye controls this world in highest heaven, he verily knows it or perhaps he knows not.

In contrast to this reverent but puzzled view of creation, another of the most famous hymns of the *Rigveda*, the Purusha-sakta, describes the creation of the world by the gods' sacrifice and dismemberment of a giant man, Purusha:

His mouth became the Brahmin; his arms were made into the Warrior, his thighs the People, and from his feet the Servants were born.

The moon was born from his mind; from his eye the sun was born. Indra and Agni came from his mouth, and from his vital breath the Wind was born. (Ch. 10; v. 129)

In this account, humans are part of nature, subject to the laws of the universe, but they are not born equal among themselves. Several groups are created with different qualities and in different castes. This myth of creation supports the hierarchical organization of India's historic caste system.

Perhaps the most widely known creation story is told in the Book of Genesis in the Hebrew Bible. Beginning from nothing, in five days God created heaven and earth; created light and separated it from darkness; created water and separated it from dry land; and created flora, birds, and fishes, and the sun, moon, and stars. God began the sixth day by creating larger land animals and reptiles, and then humans “in his own image.”

The Book of Genesis assigns humans a unique and privileged place as the final crown and master of creation. Humans are specially created in God’s own image, with dominion over all other living creatures. When the creation of humans is complete and their exalted position in nature is specified, God proclaims the whole process and product of creation as “good.” Here humans hold an exalted position within, but also above, the rest of creation.

Until the late eighteenth century, these kinds of story were the only accounts we had of the origins of humans. No other explanations seemed necessary. In any case, no one expected to find actual physical evidence for the processes by which humans came to exist.

## The Evolutionary Explanation

During the eighteenth century, some philosophers and natural scientists in Europe, who were most familiar with the creation story told in the Bible, began to challenge its belief in the individual, special creation of each life form. They saw so many similarities among different species that they could not believe that each had been created separately, although they could not demonstrate the processes through which these similarities and differences had developed. They saw some creatures change forms during their life cycle, such as the metamorphosis of the caterpillar into the moth, or the tadpole into the frog, but they could not establish the processes by which one species metamorphosed into another. They also knew the processes of breeding by which farmers encouraged the development of particular strains in farm animals and plants, but they lacked the conception of a time frame of millions of years that would allow for the natural evolution of a new species from an existing one.

Challenging the authority of the biblical account required a new method of inquiry, a new system for organizing knowledge. By the mid-eighteenth century, a new intellectual environment had begun to emerge. Scientific method called for the direct observation of nature, the recording and analysis of observation, and the discussion and debate of findings throughout an international community of scholars. It rejected the authority of religious texts that asserted truths without presenting substantiating evidence.

Charles Darwin (1809–82) and Alfred Russel Wallace (1823–1913), separately, formulated the modern theory of the biological evolution of species. They saw the mounting evidence of biological similarities among related species; they understood that these similar species were, in fact, related to one another, not separate creations; and they allowed a time frame adequate for major transformations of species to take place. They then went on to demonstrate the method by which small differences within a species were transmitted from generation to generation, increasing the differentiation until new forms were produced.

Both Darwin and Wallace reached their conclusions as a result of extensive travel overseas. Darwin carried out his observations on a scientific voyage around the world in 1831–36 aboard the British warship *Beagle*, and especially during his stay in the Galapagos Islands off the equatorial west coast of South America. Wallace traveled for many years in the islands of Southeast Asia. In 1855 he published a paper suggesting a common ancestor for primates and man. In 1858 Wallace and Darwin published a joint paper on the basic concepts of evolution.

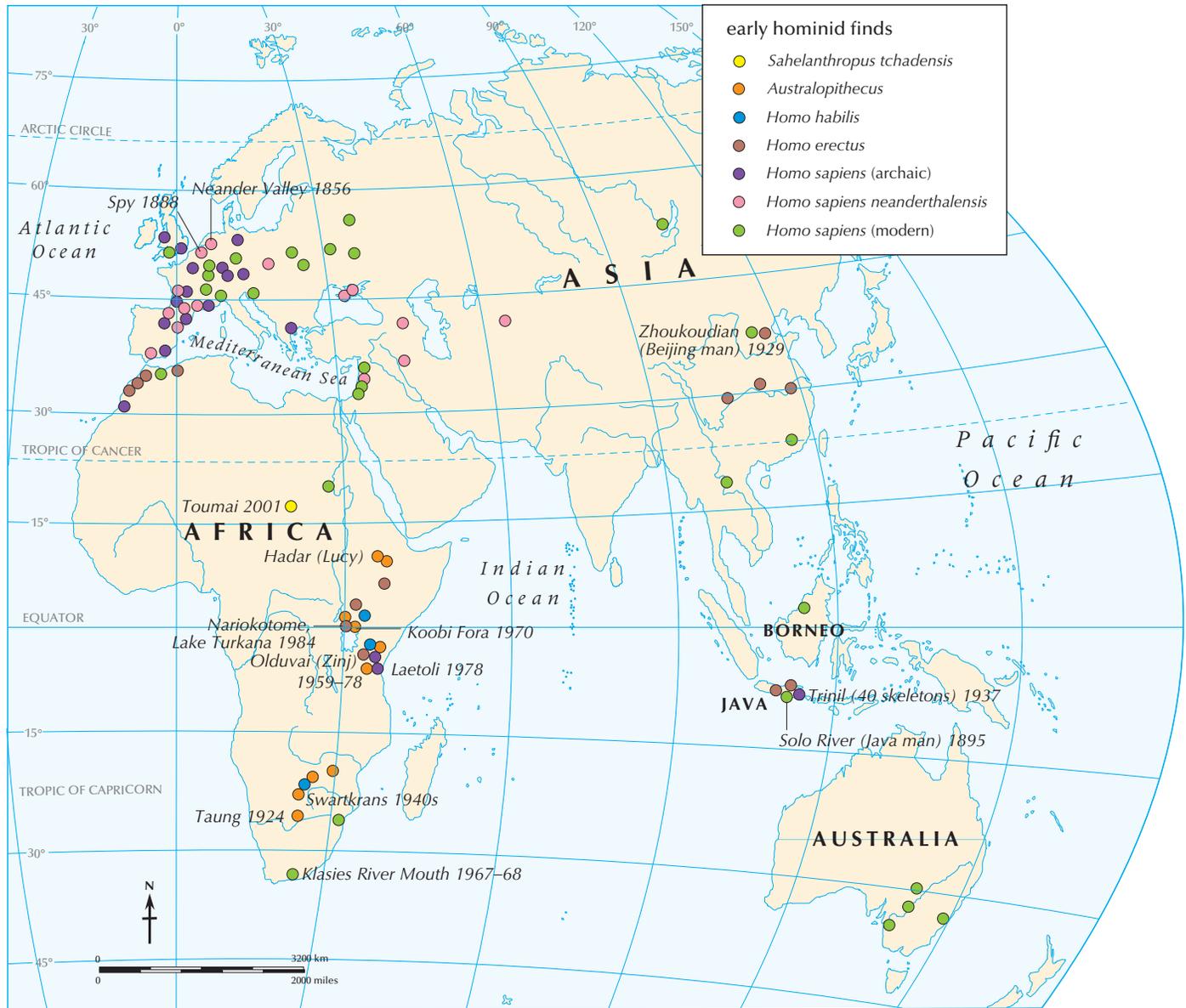
In the isolated Galapagos Islands, Darwin had found various kinds of finches, all of which were similar to each other except in their beaks. He rejected the idea that

How do myths explain the origins of human beings on the earth?

1.1

1.2

1.3



Human ancestors. Fossil remains of the earliest direct human ancestors, *Australopithecus* and *Homo habilis*, dating from one million to five million years ago, have been found only in tropical Africa. The unique soil and climatic conditions there have preserved the fossils. *Homo erectus* remains, from 1.5 million years ago, are the earliest to be found outside Africa. They, along with *Homo sapiens*, have been found throughout Eurasia.

- 1.1 How do myths explain the origins of human beings on the earth?
- 1.2
- 1.3

each kind of finch had been separately created. Rather, he argued, there must have been an ancestor common to them all throughout the islands. Because each island offered slightly different food sources, different beaks were better suited to different islands. The different ecological niches on each separate island to which the birds had immigrated had evoked slightly different evolutionary development. From a single, common ancestor, new species had evolved over time on the different islands.

Darwin compared natural selection to the selection process practiced by humans in breeding animals. Farmers know that specific traits among their animals can be exaggerated through breeding. Horses, for example, can be bred either for speed or for power by selecting those horses in which the desired trait appears. In nature the act of selection occurs spontaneously, if more slowly, as plants and animals with traits

that are more appropriate to an environment survive and reproduce while others do not.

In 1859 Darwin published his findings and conclusions in *On the Origin of Species by Means of Natural Selection*, a book that challenged humankind's conception of life on earth and of our place in the universe. Darwin explained that the pressure for each organism to compete, survive, and reproduce created a kind of natural selection. The population of each species increased until its ecological niche was filled to capacity. In the face of this population pressure, the species that were better adapted to the niche survived; the rest were crowded out and tended toward extinction. Small differences always appeared within a species: some members were taller, some shorter; some more brightly colored, others less radiant; some with more flexible hands and feet, others less manipulable. Those members with differences that aided survival in any given ecological setting tended to live on and to transmit their differences to their descendants. Others died out. Darwin called this process "natural selection" or "survival of the fittest."

**The New Challenges.** Darwin's argument challenged two prevailing stories of creation, especially the biblical views. First, the process of natural selection had no goal beyond survival and reproduction. Unlike many existing creation myths, especially biblical stories, evolutionary theory postulated no **teleology**, no ethical or moral goals and purposes of life. Second, the theory of natural selection described the evolution of ever more "fit" organisms, better adapted to their environment, evolving from existing ones. The special, separate creation of each species was not necessary.

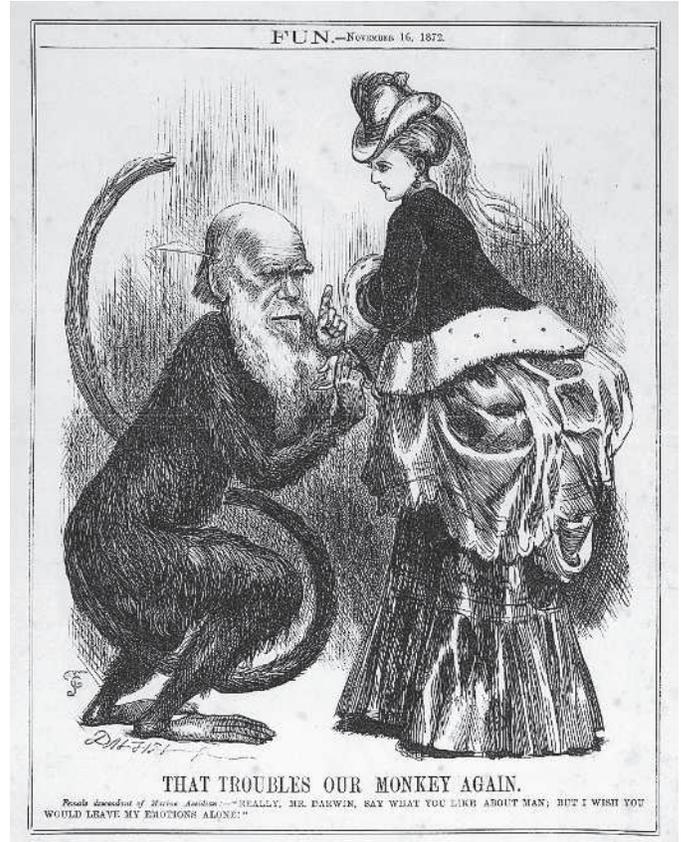
For Darwin, the process of natural selection of more complex, better adapted forms also explained the evolution of humans from simpler, less well-adapted organisms. Perhaps this was "the Creator's" method. Darwin concluded *On the Origin of Species*:

Thus, from the war of nature, from famine and death, the most exalted object which we are capable of conceiving, namely, the production of the higher animals, directly follows. There is grandeur in this view of life, with its several powers, having been originally breathed by the Creator into a few forms or into one; and that, whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been, and are being, evolved.

Note, however, that the words "by the Creator" did not appear in the first edition. Darwin added them later, perhaps in response to criticisms raised by more conventional Christian religious thinkers, who continued to find the biblical story a credible explanation for the origins of human beings.

Within a decade, Darwin's ideas had won over the scientific community. In 1871, in *The Descent of Man*, Darwin extended his argument to the evolution of humans, concluding explicitly that "man is descended from some lowly organized form." Humans are a part of the order of primates, most closely related to great apes and chimpanzees.

The search now began for evidence of the "missing link" between humans and apes, for some creature, living or extinct, that stood at an intermediate point in the



"That Troubles Our Monkey Again." Cartoon of Charles Darwin from *Fun*, November 16, 1872. As scientists and theologians struggled to come to terms with the implications of evolutionary theory, popular reaction was often hostile and derisive. In this cartoon from a contemporary British weekly, Darwin is caricatured as an ape checking the pulse of a woman—or, as the cartoonist ironically refers to her, a "female descendant of marine ascidian" (a tiny invertebrate).

How do myths explain the origins of human beings on the earth?

1.1

1.2

1.3

#### KEY TERM

**teleology** The philosophical study of final causes or purposes. Teleology refers especially to any system that interprets nature or the universe as having design or purpose. It has been used to provide evidence for the existence of God.