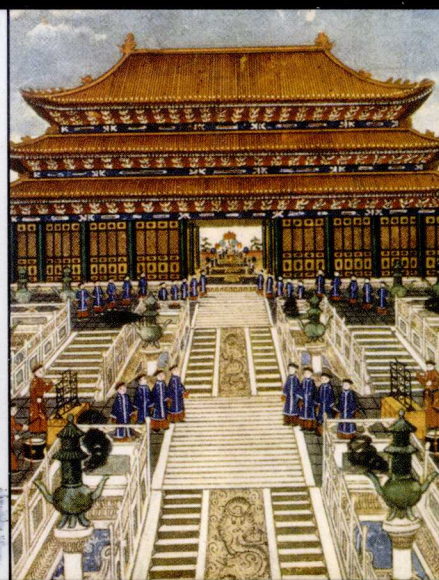
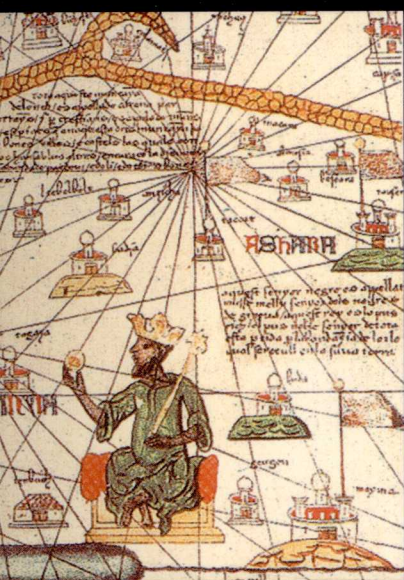


A HISTORY OF THE MODERN WORLD
FROM THE MONGOL EMPIRE TO THE PRESENT

WORLDS

TOGETHER



WORLDS

APART

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Worlds Together. **WORLDS APART**

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Preface

Nearly fifteen years ago, the Princeton University history department established its first course in world history. Called "The World and the West," the course surveyed the major developments in the history of the modern world from 1500 to the present. The course placed immense demands on teachers and students. The greatest challenge was how to treat the many regions of the world and the many centuries in an integrated way and in a single semester. The instructors in the course searched for a textbook that would be analytical and integrating. Unfortunately, the textbooks available at that time did not work. Some were by a single author and tended to have a clear narrative framework but to suffer from the limitations that a single individual, no matter how well read, confronted when dealing with the immensity of world history. Others were written by a team of regional experts and had authoritative treatments of regions but lacked integration and balance.

A small group of us in the Princeton history department decided to try our hand at world history, agreeing to meet together on a regular basis to plan a text that addressed the weaknesses observed in the other books. Each of us had a regional specialization as well as an interest in how our regions fitted into larger cross-regional relationships. For an entire year we met to discuss the ways in which we would craft a world history and what global themes we wanted to stress. Only after intensive and sometimes contentious discussions were we able to decide on our overarching framework, the chapter divisions, and the global themes and regional variations. As we began, we all wrote sections in each of the chapters, shared them with one another, and then gave one of our group the assignment of integrating each chapter. All of this meant that every single one of us wrote something for each of the chapters. Different individuals coordinated the chapters, after which the drafts circulated once again to all for additional thoughts and revisions. The final product is a truly collaborative work. No section, no matter how seemingly specialized, is the product of just one author.

Over the course of the five-year period of working on this book, world history has gained even more prominence in college classrooms and historical studies. Courses in the history of the world now abound, often replacing the standard surveys of European history and Western civilization overviews. Graduate history students receive training in world history, and journals routinely publish studies in this field. A new generation of textbooks is needed to help students and instructors make sense of this vast, complex, and rapidly evolving field.

From the first day that we met to discuss this book, we vowed to write a volume that would realize certain criteria. It would offer clear themes and interpretations, thus providing a synthesis

of the vast body of data that often overwhelms histories of the modern world. It would integrate all of the regions of the world into thematically unified chapters. It would decenter Europe. It would also be brief, thus allowing instructors to assign other readings and develop other points of view.

Brevity has meant that *Worlds Together, Worlds Apart* is not a book of record. Readers will not encounter all of the names, dates, and places that authorities might expect to find in a standard world history reference work. Quite the contrary, we have dared to omit many specifics, no matter how colorful or interesting, so that details do not submerge general patterns. Our hope is to provide enough information to make the narrative comprehensible, easily grasped, and a platform for discussing global issues. Brevity will also permit instructors to supplement the text with readings, some of which we identify in the short primary source boxes that accompany each chapter as well in the bibliographies that follow each chapter.

As an integrated work of world history, *Worlds Together, Worlds Apart* looks at all of the regions of the world, describing events from regional and global perspectives. Readers will not find any chapter that deals exclusively with a separate region of the world. There are no freestanding discussions of China, the Middle East, or Africa, as is the case in most other works. The chapters, which are organized in the first instance chronologically, highlight those developments, like the spread of the Black Death, the influx of silver from the Americas into the world economy, and the rise of nationalism, that reverberated throughout the world, but that produced varying reactions in different regions.

Worlds Together, Worlds Apart has a central theme—one that runs through the chapters and connects the different parts of the volume. This is the theme of interconnection and divergence. While describing movements that facilitated global connectedness, this book also shows how different regions developed their own particular movements for handling or resisting connections and change. Over the last 700 years, different regions of the world and different population groups often stood apart from the rest of the world until touched by traders or explorers or missionaries or soldiers. Some of these regions welcomed global connections. Others sought to change the nature of their connections with the outside world, and yet others resisted efforts to bring them into the larger world. All, however, were somehow affected by their experience of connection. Yet, the history of the modern world has not simply been a history of increasing globalization, in which all societies eventually join a common path to the present. Rather, it has been a history of the ways in which, as people became linked, their experience of these global connections diverged.

Besides the central theme, other specific themes also stand out in this book. First, it discusses how the recurring effort of people to cross religious, political, and cultural borders brought the world together. Merchants and educated men and women traded goods and ideas. Whole communities, in addition to select groups, moved to safer or more promising environments.

The trans-regional crossings of ideas, goods, and peoples produced transformations and conflicts—a second important theme in this volume. Finally, the movement of ideas, peoples, products, and germs over long distances upset the balance of power across the world and within individual societies. Such movements changed the relationship of different population groups with other peoples and areas of the world and led to dramatic shifts that occurred in the ascendancy of regions over time. Changes in power arrangements within and between regions explain which parts of the world and which regional groups benefited from integration and which resisted it. These three themes (exchange and migration, conflict and resistance, and alterations in the balance of power) weave themselves through every chapter of this work.

In *Worlds Together, Worlds Apart*, we tell the stories of people caught in these currents of exchange, conflict, and changing power relations. We describe those historical actors, like Muslim Indian Ocean merchants in the sixteenth century and late nineteenth-century European imperialists, who sought a more closely integrated world economy and polity. Alongside those individuals, however, we also describe those individuals who led movements in defense of cherished historical and cultural heritages. The Indian prophet Tenskwatawa in North America and the religious cleric al-Wahhab on the Arabian peninsula both urged their people to return to traditional identities. Others, like Indian rebels in 1857 and advocates of a third way after World War II, sought a less unified world and used their historical and cultural traditions to favor new arrangements of world power.

OVERVIEW OF THE BOOK

This volume commences, not in 1492 as other works do, but two centuries earlier. It does so for several reasons. First, it exposes the powerful pre-1500 antecedents to globalism. Already in the late thirteenth century, peoples around the globe were linked over long distances through trading networks, the dispersal of ideals, and missionizing impulses. Second, it permits the introduction of this volume's cast of characters, so to speak, the major cultural communities of the world through which people gave meaning and purpose to their daily and often mundane activities. Third, by starting earlier than is usual, it emphasizes the strength of Asian cultures and how surprising subsequent European expansion was.

The first chapter of the book, "The Worlds of 1300," describes the different regions of the world in 1300—their political structures, their social organizations, and their religious beliefs. It draws to a close by focusing on early agents of globalization—Mongol tribesmen from the steppe-lands of East Asia who came from the margins of settled societies. The Mongols first brought turmoil to the peoples of the Eurasian land mass, then increased their political, social, and economic

integration. Chapter 2, "Crises and Recovery in Eurasia, 1300s–1500s," describes how the Mongols, through their conquests and the integration of the Eurasian world, spread the bubonic plague, which brought death and depopulation to much of Eurasia. The primary agents of world connection described in this chapter were dynasts, soldiers, clerics, merchants, and adventurers who set about rebuilding the societies that disease and political collapse had laid waste. They joined the two hemispheres, as we describe in Chapter 3, "Contact, Commerce, and Colonization, 1450s–1600," bringing the peoples and products of the Western Hemisphere into contact and conflict with Eurasia and Africa. Here, too, disease and increasing trade linkages were vital. Unprepared for the advanced military technology and the disease pool of European and African peoples, the Amerindian population experienced a population decline even more devastating than that of the Black Death.

Europeans sailed westward across the Atlantic Ocean to find a more direct, less encumbered route to Asia and came upon lands, peoples, and products that they had not expected. One item, however, that they had sought in every part of the world and that they found in abundance in the Americas was precious metal. In Chapter 4, "Worlds Entangled, 1600–1750," we discuss how New World silver from Mexico and Peru became the major currency of global commerce, oiling the long-distance trading networks that had been revived after the Black Death. We also discuss the importance of sugar, which linked the economies and politics of Western Europe, Africa, and the Americas in a triangular trade, centered on the Atlantic Ocean. Sugar, silver, spices, and other products sparked expanded commercial exchanges and led to cultural flourishing around the world. In Chapter 5, "Cultures of Splendor and Power, 1600–1780," we describe Ottoman scientists, Safavid and Mughal artists, and Chinese literati, as well as European thinkers, all of whom produced notable cultural achievements that were rooted in their own cultures but tempered with a growing awareness of the intellectual activities of others.

Around 1800, transformations reverberated outward from the Atlantic world and altered economic and political relationships throughout the rest of the world. In Chapter 6, "Reordering the World, 1750–1850," we discuss how political revolutions in the Americas and Europe, new ideas about how to trade and organize labor, and a powerful rhetoric of freedom and universal rights underlay the beginning of "a great divide" in the relations between peoples who were of European descent and those who were not. Not only did these new forces of laissez-faire capitalism, industrialization, the nation-state, and republicanism attract diverse groups around the world, they also threatened groups that put forward alternative visions. In Chapter 7, "Alternative Visions of the Nineteenth Century," we present the prophets and leaders who had these visions that often drew on earlier traditions. In Chapter 8, "Nations and Empires, 1850–1914," we discuss how the political, economic, military, and ideological power that thrust Europe and North America to the fore of global events led to the era of national-

ism and imperialism. Yet, this period of seeming European supremacy was to prove short-lived. As we explain in Chapter 9, "An Unsettled World, 1890–1914," even before the catastrophe of World War I shattered Europe's moral certitude, many groups at home (feminists, Marxists, and unfulfilled nationalists) and abroad (anti-colonial nationalists) raised a chorus of complaints about European and North American dominance.

Chapter 10, "Of Masses and Visions of the Modern, 1910–1939," briefly covers World War I and then goes on to discuss how, from the end of World War I through the rest of the twentieth century, different visions of being modern competed for supremacy around the world. In the decades between World War I and World War II, proponents of liberal democracy struggled to defend their views and often to impose their will on authoritarian rulers and anti-colonial nationalists. Chapter 11, "The Three-World Order, 1940–1975," presents World War II and then goes on to describe how new adversaries arose after the war. We identify a three-world order—the First World, led by the United States and extolling the virtues of capitalism, the nation-state, and democratic government; the Second World, led by the Soviet Union and favoring authoritarian politics and economies; and the Third World, made up of former colonies and seeking an independent status for themselves in world affairs. In Chapter 12, "Globalization," we explain that, at the end of the cold war, the modern world is clearly more unified than ever before, yet cultural differences and political divisions still abound. At the beginning of the twenty-first century, capital, commodities, peoples, and ideas move rapidly over long distances. But cultural tensions and political impasses continue to exist in sharp relief.

INNOVATIVE PEDAGOGICAL PROGRAM

Worlds Together, Worlds Apart is designed for maximum readability. The crisp, clear narrative, built around stories, themes, and concepts is also accompanied by a highly useful pedagogical program designed to help the students study while engaging them in the subject matter. Highlights of this innovative program include:

PRIMARY SOURCE DOCUMENTS

Designed to add depth to the more focused narrative of *Worlds Together, Worlds Apart*, each chapter contains three or four primary sources carefully chosen to highlight the main themes of the book.

GLOBAL CONNECTIONS/DISCONNECTIONS FEATURE BOXES

Each chapter contains one thematic feature box built around key individuals or phenomena that best exemplify the main

emphasis of the text. Among the many topics included: coffee drinking and coffeehouses in different parts of the world; cartography and maps as expressions of different worldviews; the growth of universities around the world; and Che Guevara as a radical visionary who tried to export revolution throughout the Third World.

FOCUS QUESTION SYSTEM

Ensures that the reader remains alert to key concepts and questions on every page of the text. Focus questions guide students' reading in three ways: (1) a focus question box appears at the beginning of the chapter to serve as a preview of the chapter's contents, (2) relevant questions reappear at the start of the section where they are discussed, and (3) running heads on the right-hand pages keep these questions in view throughout the chapter.

STELLAR MAP PROGRAM WITH ENHANCED CAPTIONS

Sixty beautiful maps appear in the text, each accompanied by an enhanced map caption designed to engage the reader analytically, while conveying the key role that geography plays on the development of history and the societies of the world.

PULL QUOTES

Lifted directly from the narrative, pull quotes appear throughout each chapter and are designed to highlight key thoughts and keen insights, while keeping students focused on larger concepts and ideas.

CHAPTER CHRONOLOGIES

Each chapter contains one expanded chronology that highlights key events that relate to the main themes and stories of each chapter.

OUTSTANDING ANCILLARIES FOR BOTH INSTRUCTORS AND STUDENTS

WORLDS TOGETHER, WORLDS APART ONLINE TUTOR
by Jonathan Lee, San Antonio College

WWW.WWNORTON.COM/WORLDS

This online resource for students—designed specifically for use with *Worlds Together, Worlds Apart*—provides access to online review and research materials for free. Included are online quizzes, Norton iMaps, world history excursion exercises, electronic versions of the Global Connections/Disconnections feature boxes, images from the text, audio and video clips, and Norton e-Reserves.

NORTON MEDIA LIBRARY WITH POWER POINT SLIDES

This presentation program on CD-ROM is designed to assist students who want to make multimedia presentations. This easy-to-use program includes all the maps in the text, dynamic Norton iMaps, various images from the book.

INSTRUCTOR'S MANUAL AND TEST-ITEM FILE

by Jonathan Lee, San Antonio College

The Instructor's Manual includes lecture outlines, ideas for launching lectures, sample lecture topics, classroom exercises, suggested films and readings, and recommended web links. The Test-Item File contains multiple-choice, short-answer, and essay questions for each chapter of the text.

STUDY GUIDE

by Michael Murdock, Brigham Young University

This valuable guide contains chapter objectives, chapter outlines, chronologies, key terms, multiple-choice questions, and map exercises.

ACKNOWLEDGMENTS

Worlds Together, Worlds Apart is in every sense of the word a Princeton University project. Although only one of us has a Princeton degree (Michael Tsin, Ph.D.), all of us have taught, at one time or another, in the history department. Moreover, the book grew out of two departmental courses in world history (History 213, "The World and the West" and its graduate complement, History 513); students in these two courses used (and commented on) early versions of the manuscript. The authors would like to express their gratitude to the university itself for including the project in its 250th Anniversary Fund for undergraduate teaching.

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Finally, we must recognize that while this project often kept us apart from family members, their support held our personal worlds together.

The history of the modern world is not a single, sweeping narrative. On the contrary, the last 700 years have produced a series of multiple histories, moving along many paths and trajectories. Sometimes these histories merge, intertwining themselves in substantial ways. Sometimes they disentangle themselves and simply stand apart. Much of the time, however, they are simultaneously together and apart. In the place of a singular narrative, the usual one being the rise of the West, this book maps the many forks in the road that confronted the world's

societies at different times and the surprising turns and unintended consequences that marked the choices that peoples and societies made, including the unanticipated and dramatic rise of the West in the nineteenth century. Formulated in this way, world history is the unfolding of many possible histories, and readers of this book should come away with a reinforced sense of the unpredictability of the past, the instability of the present, and the uncertainty of the future.

Let us begin our story!

R.T., J.A., S.A., S.K., S.M., G.P., M.T.
November 2001

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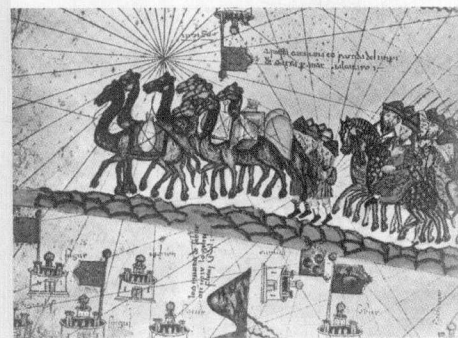
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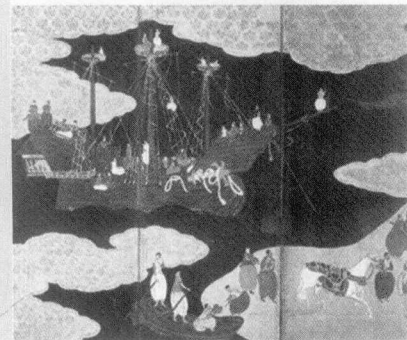
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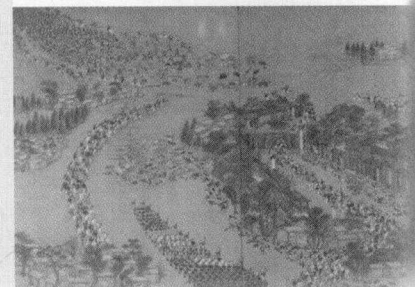
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