

The book cover features a collage of images. The left half has a background of a cracked, stone-like texture. The right half is a dark, moody photograph of various objects: a wooden staircase, a glass bottle, a knife, and a large, shallow, circular object (possibly a plate or bowl) with a wavy pattern. A red square with the Roman numeral 'II' is overlaid on the circular object. A circular arc at the bottom of the circular object contains the text '1450 TO PRESENT'.

WORLD

THE GLOBAL EXPERIENCE

CIVILIZATIONS

PETER N. STEARNS

MICHAEL ADAS

STUART B. SCHWARTZ

II

1450 TO PRESENT

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Volume II 1450 to Present

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World Civilizations: The Global Experience, Volume II
1450 to Present

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Preface

World history provides an exciting introduction both to the world and to the historian's craft, and this text builds on these two themes. The survey course in world history has been gaining ground steadily as a staple of the history and social science curriculum. The reasons are immediately evident. First, the composition of the American population perpetually changes, adding to our need for international understanding. The European heritage, though still vital, now logically shares attention with our sources in Africa, various parts of Asia, and Latin America.

Second, American involvement in world affairs continues to grow. Long a Pacific, Caribbean, and Atlantic power, the United States nevertheless has tended to define its primary interests in terms of Europe. In the second half of the 20th century, after participation in three wars in Asia, plus massive economic and cultural interaction around the globe, the United States and its citizens have embraced a global perspective. This perspective involves emphasis on international currents and on a full range of civilizations.



GOALS

To meet the needs of a global perspective—to explain the emergence of the present world and its major civilizations—teachers of world history have created an increasingly sophisticated and comprehensive structure. Several decades of scholarship in world history and in area studies by historians and other social scientists and humanists have yielded a wealth of information and interpretive generalizations. This text reflects a synthesis of teaching and historical scholarship, a synthesis that grasps world history not as a list of facts recorded for routine memorization but as a set of processes open to analysis that builds an understanding of how world study has been shaped.

We have taught and written widely on topics central to world history. This text reflects our experience and our conviction of the role of world history in improving students' ability to handle issues of interpretation. By showing students how to assess change and continuity, the text helps them learn how to relate past to present.

As in many world history texts, we include excerpts from original documents in order to enhance student contact with diverse voices of the past. As with several other writers, we also share a firm commitment to include social history that involves women, the nonelite, and experiences and events outside the spheres of politics and high culture.

This text is no clone, however. It offers a number of distinctive qualities that pioneer in the presentation of world history.



APPROACH

The two most important and distinguishing features of this text involve its genuine global orientation and its analytical style. This is a real *world* history text. It deals seriously with the Western tradition, but does not allocate extra space to it that might blur the distinction between a Western civilization text and a world history text. Correspondingly, civilizations or societies sometimes slighted in world texts—such as the nomadic societies of Asia, Latin American societies, and nations and states of the Pacific Rim—receive additional attention here. This global orientation makes *World Civilizations: The Global Experience* the first of a logical new generation, one that will decide coverage in terms of international criteria, giving the West its respectful due but not pride of place.

This text also seeks to upgrade the analytical level of the presentation of world history. Many world history texts function as factual compendia, leaving analytical challenge to the classroom. Our goal throughout has been to relate fact to interpretation while still allowing ample room for classroom exploration. Analytical emphasis is evident in the attention to periodization, which presents strands of interpretation amid the parade of facts. Comparative issues are strongly emphasized, as a means both of raising the level of reading above that of memorization and of bridging the gap between discrete civilization segments.

By happy accident, this text was written during one of those moments in world history (1989–1991) when all sorts of established patterns seem to change. Thus, the text incorporates the recent upheavals in Russia, Eastern Europe, and the Middle East, not as completed events, to be sure, but in integral relationship with other coverage. The text is thus up-to-date not only in its presentation of facts but also in relating recent events to larger analytical patterns.



THEMES AND STRUCTURE

This text pays a great deal of attention to periodization. Some texts range through one civilization and then the next without much attention to coherent time periods. This book, in contrast, identifies themes for each major period of world history that help locate some common experiences or at least common forces in individual societies. Part introductions set clear definitions for each period, identifying new kinds of global contacts and parallel developments. Basic characteristics of each period are referred to in chapters dealing with specific civilizations and also in a number of crosscutting chapters that return to larger world trends.

The book is divided into six major parts, each defined by fundamental new characteristics in world history. After sketching the hunting-and-gathering phase of the human experience, Part 1 focuses on several major developmental stages. The rise of agriculture and then the development of civilization—with initial examples in different parts of Asia, Africa, Central America, and southeastern Europe—constitute the sequence that set world history in motion, from the origin of the human species until about 3000 years ago.

Part 2 deals with the elaboration of major civilizations in several parts of the world. Civilizations in this classical phase developed a new capacity to integrate large regions and diverse groups of people through overarching cultural and political systems. They also established many durable values that continue to mark the character of major societies to the present day. Part 3 of the book, covering the period from A.D. 500 to A.D. 1400, gains coherence through the spread of major religions to many different societies, by further expansion of the civilization form, and above all by the establishment of new commercial and cultural linkages that brought most civilizations into great contact with each other.

The final three parts of the book deal with world history in the past 550 years. During these years, previous international systems were fundamentally redefined, and well-established traditional civilizations encountered new forces of change. Part 4 of the book deals with the three centuries after 1450, when new technology and modes of military and political organization allowed the establishment of a variety of important empires and when western Europe gained primary control of international trade, redefining its own society in the process. Western global power increased in the 170 years after 1750 (Part 5), mainly through the ramifications of the Industrial Revolution. Other civilizations had to take a position toward Western power and toward industrialization—a common set of pressures that evoked diverse responses.

A new period of world history opened up in the middle decades of the 20th century with the retreat of Western imperialism, the rise of new political systems such as communism, the surge of the United States and the Soviet Union, and a variety of economic innovations including the achievements of Japan and the Pacific Rim. Part 6 deals with this most recent period of world history and some of its portents for the future.



PEDAGOGICAL AIDS

Teachers (and students) of world history come from a wide range of backgrounds, personal and academic. To

support the thematic and analytical features of the text and to make all facets of world history as accessible as possible, the authors have integrated a number of pedagogical features into the book.

In addition to narrative part openers that set forth key themes in each unit, parts begin with an extensive but manageable timeline that establishes the period under consideration. The timeline includes events in all the societies involved.

Chapters open with an outline for a quick overview of major topics and with a detailed timeline specific to the groups to be discussed. Chapter introductions highlight key themes and analytical issues to consider in reading.

Within each chapter, one or more documents appear in a discrete section. The documents are preceded by a brief, scene-setting narration and followed by probing questions. Each chapter also contains an analytical essay on a topic of broad application; the essay is followed by questions intended both to probe student appreciation of the topic and to suggest questions or interpretive issues for further thought.

The text is accompanied by photographs, line drawings, and a series of maps specially developed to enhance the global orientation. Maps in the part introductions and in the chapters highlight major developments during each period and familiarize students with many non-Western arenas.

Each chapter ends with a conclusion that goes beyond a mere summary of events. Conclusions reiterate the key themes and issues raised in the chapter and again suggest areas for reflection and anticipation. Obvious examples can be found in the unit on the 20th century, in which conclusions highlight developments leading to events of which students have had first-hand experience. Each chapter also includes several paragraphs of annotated suggested readings, so that readers can pursue additional topics on their own.

At the back of the book (in addition to the index) is a comprehensive glossary, another feature that sets this book apart. It includes conceptual terms, frequently used foreign terms, and names of important geographical regions and key characters on the world stage. Much of world history will be new to most students, and this glossary will greatly assist them in developing a global vocabulary.



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Supplements

The following supplements are available for use in conjunction with this book:

FOR THE STUDENT

Student Study Guide and Practice Quizzes, in two volumes. Volume I (Chapters 1 through 23) and Volume II (Chapters 22 through 42), prepared by John Paul Bischoff, Oklahoma State University. Includes chapter outlines, timeline and map exercises, two multiple-choice practice tests, and sample essay questions.

Mapping World Civilizations: Student Activities. A free student map workbook by Gerald Danzer, University of Illinois, Chicago. Features numerous map skill exercises written to enhance students' basic geographical literacy. The exercises provide ample opportunities for interpreting maps and analyzing cartographic materials as historical documents. The instructor is entitled to one free copy of *Mapping World Civilizations: Student Activities* for each copy of the text purchased from HarperCollins.

SuperShell II Computerized Tutorial. An interactive program for computer-assisted learning, prepared by John Paul Bischoff, Oklahoma State University. Features multiple-choice, true-false, and completion quizzes; comprehensive chapter outlines; "flash cards" for key terms and concepts; and diagnostic feedback capabilities. Available for IBM computers.

Timelink: World History Computerized Atlas, by William Hamblin, Brigham Young University. A highly graphic, Hypercard-based computerized atlas and historical geography tutorial for the Macintosh.

Documents in World History, in two volumes. Volume I, *The Great Traditions—From Ancient Times to 1500*; Volume II, *The Modern Centuries—From 1500 to the Present*, edited by Peter N. Stearns, Carnegie Mellon University. A collection of primary source documents that illustrates the human characteristics of key civilizations during major stages of world history.

FOR THE INSTRUCTOR

Instructor's Resource Manual, by John Paul Bischoff, Oklahoma State University. Includes chapter outlines, discussion, term paper and essay topics. Also bound in the *Instructor's Resource Manual* is the *Experiencing World Music* audio cassette (see below). The *Instructor's Resource Manual* includes a commentary on each piece in the audio-cassette.

Experiencing World Music. A 60-minute audiocassette. Contains over 20 selections of important music from a wide range of times and cultures. Selections range between one and four minutes in length. Commentaries about the pieces and suggestions for using them in lectures, prepared by Evan Tonsing, Oklahoma State University, and Jane Adas, Rutgers University, are included in the *Instructor's Resource Manual*. Western pieces include short selections from the medieval period to the present. Non-Western pieces include short selections from China, India, Japan, Iran, Africa, Turkey, and others.

Test Bank, by John Paul Bischoff, Oklahoma State University. A total of 2300 questions, including 50 multiple-choice questions and five essay questions per text chapter. Each test item is referenced by topic, type, and text page number. Available in print and computerized format.

TestMaster Computerized Testing System. A test-generation software package available for IBM and Macintosh computers. Allows users to add, delete, edit, and print test items. Available free to adopters.

World History Through Maps and Views, by Gerald Danzer, University of Illinois, Chicago, winner of the AHA's James Harvey Robinson Award for his work in the development of map transparencies. This set of 100 four-color transparencies from selected sources is bound in a three-ring binder and available free to adopters. Also contains an introduction on teaching history with maps and detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views and photos, urban plans, building diagrams, classic maps, and works of art.

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The HarperCollins World Civilization Media Program. A wide variety of media enhancements for use in teaching world civilization courses. Offered to qualified adopters of HarperCollins's western civilization texts.

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Prologue

The study of history is the study of the past. Knowledge of the past gives us perspective on our societies today. It shows different ways people have identified problems and tried to resolve them, as well as important common impulses in the human experience. History can inform through its variety, remind us of some human constants, and provide a common vocabulary and examples that aid in mutual communication. One of the ways in which peoples from different cultures understand one another is through shared historical information.

The study of history is also the study of change. Historians seek to describe major changes in the human experience over time and to examine the ways in which those changes connect the past to the present. They try to distinguish between superficial and fundamental change, as well as between sudden and gradual change, and to explain why change occurs and what impact it has. Finally, they are attentive to the ongoing nature of change, pinpointing continuities from the past along with innovations. History, in other words, is a study of human society in motion.

World history is not simply a collection of the histories of various societies, but a subject in its own right. World history is the study of historical events in a global context. It does not attempt to sum up everything that has happened in the past. It focuses on two principal subjects: the evolution of leading civilizations and the framework for international contacts among different societies. In the first category, world history identifies major stages in the development of important societies. In the second category, world history emphasizes major stages in the interaction between different peoples and societies around the globe.



THE EMERGENCE OF WORLD HISTORY

Serious attempts to deal with world history are relatively recent. Many historians have attempted to locate the evolution of their own societies in the context of developments in a larger "known world": Herodotus, though particularly interested in the origins of Greek culture, wrote also of developments around the Mediterranean; Ibn-Khaldūn wrote of what he knew about developments in Africa and Europe as well as in the Muslim world; and unsystematically, European historians in the 18th-century Enlightenment liked to compare the evolution of various societies along with their own. But it was not until the 20th century, with an increase in international contacts and a vastly expanded knowledge of the historical patterns of major societies, that a complete world history became possible. In the West, world history depended on a growing realization that the world could not be understood simply as a mirror re-

flecting the West's greater glory or as a stage for Western-dominated power politics. This hard-won realization continues to meet some resistance. Nevertheless, at various points since 1900, historians in several societies have attempted to develop an international approach to the subject that includes but goes beyond merely establishing a context for the study of the emergence of their own civilization.

There are many other approaches to the study of history. The most familiar uses a purely national framework, such as the study of American history or French history, which at best is enlivened by some awareness of how one national tradition compares with the traditions of other societies. World history does not replace national histories entirely. The history of the United States, France, or China can be enhanced when there is a larger context to fit it in, for this facilitates more precise comparisons and underlines the ways in which national patterns were shaped by more general forces.

The need to study world history, however, goes beyond the provision of a good starting point for examining one's own society. The surge of interest in world history has been fueled by three other, interrelated factors. The first factor has been an explosion of knowledge about the histories of societies outside the Western tradition, in some cases also older than that tradition. The known past is much larger than ever before. The perspectives and the interpretive insights history provides have greatly expanded. Analysis of a host of issues—the effects of a classical tradition on later cultural development, the relationship between religion and commerce, or the impact of the Industrial Revolution on women—simply cannot be confined to Western examples.

The second factor involves the realization of the increasingly international context in which we live. Much of what happens in the United States can still be explained by national or even local contexts, but our economy and culture, as well as our military and diplomatic framework, are vitally shaped by developments around the world. For example, wars and revolutions in the Middle East and economic and population trends in Latin America have direct impact on the way we live. Living in an international context creates the need to understand this context and to apply to it the knowledge and perspectives of history. We need to know how other traditions besides our own have evolved, what beliefs and attitudes they produce, and what kinds of economic and political behaviors they generate.

One world historian has put the case this way: History in the United States first concentrated on the national experience alone, as part of an attempt at self-understanding and as a means of building agreed-upon national values. In the 20th century Americans realized that they were caught

up in a network of which Europe was a vital part. One response was the creation of programs in the study of the history of Western civilization that made us better able to deal with European issues in the post-World War II era. Now we need, and are developing, the same types of programs on a wider international level—and world history plays a key role here.

The third factor follows from the growing analytical challenge world history poses. Historians increasingly understand that key aspects of past and present alike have been shaped by global forces—exchanges of technologies, ideas, religions, foods, and diseases. Defining and assessing the emergence of global forces and tracing their interaction with individual societies stand at the forefront of the world history agenda as a research area. Our understanding of these forces, though still incomplete, is steadily improving.

In addition to explaining the need for world history, it is necessary to offer a few words at the outset about its manageability. No world history includes everything, or even most things, about the past. It focuses on the activities of human civilizations, rather than human history as a whole. No world history would be manageable if this distinction were not kept in mind.



WHAT CIVILIZATION MEANS

In dealing with *civilizations*—societies that generate and use an economic surplus beyond basic survival needs—world history focuses on only a tiny portion of the more than 2.5 million years since the genus *Homo* first appeared in the savanna of eastern Africa. The era of civilized life makes up about 9000 of the 40,000 years that our own human species, *Homo sapiens sapiens*, has inhabited the earth. Civilized life has made possible human population densities unimaginable in precivilized time periods; it has given human groups the capacity to reshape their environments in fundamental ways and to dominate most other living creatures. The history of civilizations embraces most of the people who have ever lived; their literature, formal scientific discoveries, art, music, architecture, and inventions; their most sophisticated social, political, and economic systems; their brutality and destruction caused by conflicts; their exploitation of other species; and their degradation of the environment—a result of advances in technology and economic organization.

To be truly global in scope, our inquiry into the history of civilizations must not be constricted by the narrow, Western-centric standards for determining what is civilized. Many peoples have seen themselves as “civilized,” regarding outsiders with different physical features and cultures as uncouth “barbarians” or even subhumans. For ex-

ample, in awarding a society civilized status, most European and American writers have insisted that monumental buildings, cities, writing, and a high level of technology be present. These criteria banished from the realm of the civilized many societies that were highly advanced in other areas but deficient in the ones Western writers deemed critical. Clearly, another approach to the meaning of civilization has to be taken if one is to write a truly global history of the human experience.

Different civilizations have stressed and therefore excelled in different facets of human creativity. The Chinese have consistently demonstrated the capacity to build large and effective political systems. But Chinese thinkers have formulated only one major religion, Daoism, and this has had only a limited appeal both within and beyond East Asia. By contrast, the peoples of India have produced some of humankind's most sophisticated and sublime religions, but they have rarely known periods of political unity and strong government. The civilizations of the Maya made remarkable discoveries in astronomy and mathematics, but their technology remained roughly equivalent to that of stone-age peoples as late as the arrival of the Spaniards in the 16th century. These examples suggest that, rather than stressing particular attainments such as the capacity to build pyramids or wheeled vehicles, a genuinely global definition of what it means to be civilized should focus on underlying patterns of social development that are common to complex societies throughout history. The attributes that determine whether a particular society is civilized or not should be freed from the *ethnocentrism*—or the tendency to judge other peoples' cultural forms solely on the basis of how they compare to one's own—and sense of moral superiority that have dominated definitions of civilization.

For our purposes, civilization is a form of human social organization that arises from the capacity of certain peoples to produce food supplies beyond their basic needs, and to develop a variety of specialized occupations, a heightened social differentiation on a class and gender basis, intensified economic exchanges between social groups, and regional and long-distance trading networks. Surplus agricultural production spurs the growth of large towns and then cities inhabited by merchants, artisans, ritual specialists, and political leaders. Both specialization and town life contribute to an increase in creativity and innovation that have been characteristic of all civilizations.

THE COMPARATIVE APPROACH TO THE HISTORY OF CIVILIZATIONS

In concentrating on civilizations, world history offers an initial focus that greatly reduces the time period world his-

tory covers, and also draws attention to civilizations that covered particularly extensive geographical areas. Even in emphasizing major civilizations, however, world history must offer other ways to select and highlight significant developments. One vital step involves a comparative approach to the major societies. Much of world history can be organized through careful comparisons of the leading characteristics of the principal civilizations, such as formal governments, family structures, and art. Remembering what civilizations have in common helps us to manage the complexity of world history and to highlight key distinctions among major societies. Comparison gives us a means of connecting historical developments within different civilizations and allows us to identify key patterns that ought to be remembered and explained.

Comparison can also help capture the process of historical change. A single civilization can be compared across time, before and after change. Furthermore, a situation new to one society can be compared with similar situations that exist elsewhere. Consider the introduction of a new slave system, as happened in the Americas in the 16th and 17th centuries. By comparing the American slave system with slave systems developed elsewhere, one can get a better fix on what American slavery involved and what changes it brought to the emerging society.

INTERNATIONAL CONTACTS AND TIME PERIODS

World history is not, however, simply a progression of separate civilizations that can be compared in various ways. An understanding of the kinds of contacts different civilizations developed—and their responses to the forces that crossed their boundaries—is as important as the story of the great societies themselves. For example, when the rate of international trade picked up, it presented questions for each major society to answer: How would the society participate in the trading system? What domestic impact did international trade have? How did one society's reactions to the new levels of trade compare with those of other major societies?

World history is organized into major time periods primarily on the basis of changes in the nature and level of international exchange. Because of parallel developments, contacts, and crosscutting global forces, many civilizations display some common chronological features that suggest an international framework encompassing the individual societies. Establishing a sense of each time period of world history in terms of the characteristics of international interactions gives coherence to the larger story of world history. Some time periods see a particular trend toward

the formation of empires; others involve the spread of major religions; others stress the impact of new technologies or production systems. Not all societies, in a given time period, neatly responded to the larger world forces— isolation from the wider world remained possible until just a few centuries ago—but enough did to enable us to define the basic chronology of world history.

This book emphasizes six major time periods in world history. The first, covered in Part I, involved the emergence of civilization. Early civilizations arose after people had formed a wide variety of local societies over most of the inhabitable globe. The early civilizations were regional, but they pulled more localized groups together into some shared institutions and beliefs; some of them developed limited contacts with other civilizations.

The second period of world history saw the formation of much larger civilization units—the great classical societies of China, India, and the Mediterranean. Emphasis in the classical period rests on the integration of and the level of contact among these larger civilization areas. This was the period when elites in many parts of the world created systems of thought and artistic styles that continue to have force today: Confucian ideas about polite behavior and the social good, Greek ideas about nature, and Buddhist ideas about spirituality.

The third, postclassical period in world history emerged as the classical civilizations underwent new challenge and decline. After about A.D. 500, civilization spread to new areas and new kinds of contact developed, involving the spread of novel religious systems, the increase of commercial exchange, and even the acceleration of international disease transmission.

The fourth period of world history, beginning around A.D. 1450, saw the Americas and other previously isolated areas brought into the international framework as trade and exchange reached yet another level of intensity. Humble American crops such as corn and potatoes encouraged massive population growth in many societies—a trend that continues into our own time.

Between about 1750 and 1920, the fifth period of world history was shaped particularly through the advent of industrial society in western Europe. Industrial technology brought new rates of international interaction and a new, and complex, balance of forces among the major civilization areas. Habits of work changed in response to new

ideas of discipline and productivity; leisure changed as well. This was the time when key sports won an international audience.

Finally, world history periodization took a sixth turn during the 20th century, again because of complicated changes in the nature of international contacts and the impact these contacts have on particular societies. The new global patterns of this century gain added meaning against the perspective of previous world trends.

The basic framework for managing and understanding world history resembles a weaving loom, in which two sets of threads interweave. One set consists of the major civilizations, identified through their principal characteristics and traced over time; the second set involves parallel processes and contacts that delineate the principal time periods of world history. The interaction between civilizations and international forces form the warp and weave of world history, from civilization's origin to the present day.



ANALYSIS IN WORLD HISTORY

In addition to comparison and periodization, which link the historical experience of individual civilizations, some world historians have been fascinated by a third, even more sweeping formula: regularities in historical development that can be identified and applied on a global basis. Do all civilizations rise, mature, and then fall in a process like that of human growth? Is there a historical law that proves that societies that begin to neglect the welfare of their lowest classes are doomed to decay? A variety of historical laws have been proposed, and even if some of them prove simplistic, the more insightful ones can raise valid questions about the larger processes of world history.

World history involves comparison, assessment of global interaction, and consideration of more general formulas about how human societies operate. There are facts to be learned, but the greater analytical challenge is to use the facts to compare civilizations, to identify key periods of world history and the patterns of change from one period to the next, and to test general propositions about historical causation and development. Using this approach, world history becomes something to think about, not simply something to regurgitate. With this approach the task of learning world history gains focus and purpose.

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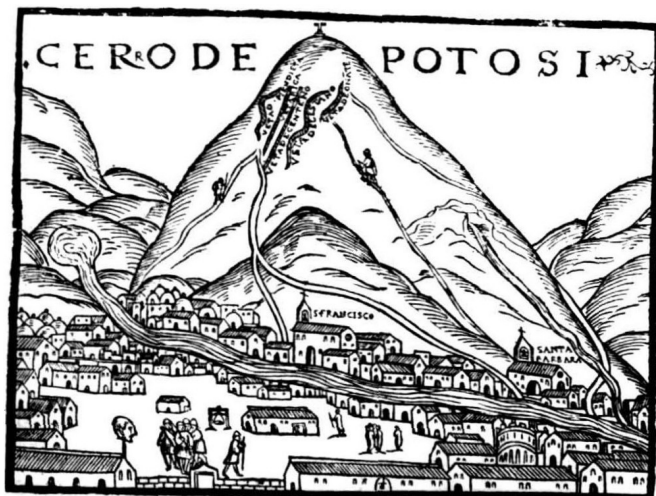
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