

NINTH EDITION

A HISTORY OF

# World Societies

VOLUME C: From 1775 to the Present

McKAY • HILL • BUCKLER • EBREY • BECK • CROWSTON • WIESNER-HANKS

**NINTH EDITION**

# A HISTORY OF World Societies

**Volume C | FROM 1775 TO THE PRESENT**

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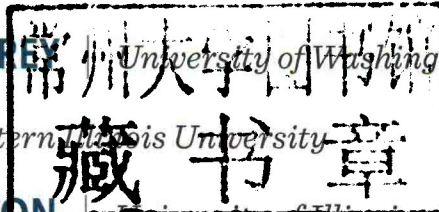
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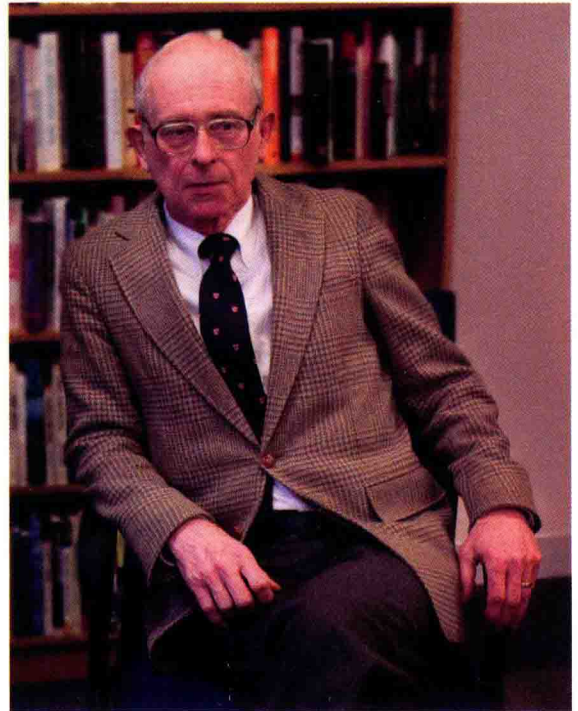
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## □ IN MEMORIAM

### JOHN BUCKLER 1945–2011

**John Buckler**, who authored many of the chapters in earlier editions of this book, was born in Louisville, Kentucky, on March 16, 1945. John received his B.A. *summa cum laude* from the University of Louisville in 1967 and his Ph.D. from Harvard University in 1973. From 1984 to 1986, he held an Alexander von Humboldt Fellowship at the Institut für Alte Geschichte at the University of Munich. In 1980 Harvard University Press published his *Theban Hegemony, 371–362 B.C.* In 1989 his *Philip II and the Sacred War* was published, and he also edited *BOIOTIKA: Vorträge vom 5. Internationalen Bötien-Kolloquium*. During the 1990s he contributed articles to the American Historical Association's *Guide to Historical Literature*, *The Oxford Classical Dictionary*, and *The Encyclopedia of Greece and the Hellenic Tradition*. In 2003 he published *Aegean Greece in the Fourth Century B.C.* In the following year his editions of W. M. Leake's *Travels in the Morea* (three volumes) and *Peloponnesiaca* appeared. Cambridge University Press published his *Central Greece and the Politics of Power in the Fourth Century*, edited by Hans Beck, in 2007. At the time of his sudden and unexpected death, he was writing a book on the history of Greek warfare and also contributing to revisions of *Die Fragmente der Griechischen Historiker* by Felix Jacoby. Known internationally for his work, John was a scholar of great stature who will be missed by all who knew him.



The ninth edition of *A History of World Societies* has been particularly significant for us because it represents important changes with the author team and with our publisher. Our new publisher, Bedford/St. Martin's, gave us the opportunity to revisit our original vision and to revitalize the text and its scholarship in exciting and fulfilling ways. Sadly, founding authors John P. McKay and John Buckler retired from the book this year, but with Merry Wiesner-Hanks and Clare Haru Crowston, who joined as authors in the last edition, and Patricia Buckley Ebrey and Roger B. Beck, who joined in the fifth and seventh editions, respectively, we continue to benefit from a collaborative team of regional experts with deep experience in the world history classroom.

In this age of global connections, with its influence on the global economy, global migration patterns, popular culture, and global warming, among other things, the study of world history is more vital and urgent than ever before. An understanding of the broad sweep of the human past helps us to comprehend today's dramatic changes and enduring continuities. People now migrate enormous distances and establish new lives far from their places of birth, yet migration has been a constant in history since the first humans walked out of Africa. Satellite and cell phones now link nearly every inch of the planet, yet the expansion of communication networks is a process that is thousands of years old. Children who speak different languages at home now sit side by side in schools and learn from one another, yet intercultural encounters have long been a source of innovation, transformation, and at times, unfortunately, conflict.

This book is designed for twenty-first-century students who will spend their lives on this small interconnected planet and for whom an understanding of only local or national history will no longer be sufficient. We believe that the study of world history in a broad and comparative context is an exciting, important, and highly practical pursuit. It is our conviction, based on considerable experience in introducing large numbers of students to world history, that a book reflecting current trends in scholarship can excite readers and inspire an enduring interest in the long human experience.

Our strategy has been twofold. First, we have made social and cultural history the core elements of our narrative. We seek to re-create the lives of ordinary people in appealing human terms and also to highlight the interplay between men's and women's lived experiences and the ways they reflect on these to create meaning. Thus, in addition to foundational works of philosophy and literature, we include popular songs and stories. We present objects along with texts as important sources for studying history, and this has

allowed us to incorporate the growing emphasis on material culture in the work of many historians. At the same time we have been mindful of the need to give great economic, political, and intellectual developments the attention they deserve. We want to give individual students and instructors an integrated perspective so that they can pursue — on their own or in the classroom — the themes and questions that they find particularly exciting and significant.

Second, we have made every effort to strike an effective global and regional balance. The whole world interacts today, and to understand the interactions and what they mean for today's citizens, we must study the whole world's history. Thus we have adopted a comprehensive regional organization with a global perspective that is clear and manageable for students. For example, Chapter 7 introduces students in depth to East Asia, and at the same time the chapter highlights the cultural connections that occurred via the Silk Road and the spread of Buddhism. We study all geographical areas, conscious of the separate histories of many parts of the world, particularly in the earliest millennia of human development. We also stress the links among cultures, political units, and economic systems, for these connections have made the world what it is today. We make comparisons and connections across time as well as space, for understanding the unfolding of the human story in time is the central task of history.

## Textual Changes

In preparing the ninth edition of this book, we have worked hard to keep the book up-to-date and to strengthen our comprehensive, comparative, and connective approach. We carefully revisited and reconsidered every paragraph, rewriting and expanding sections for clarity and for stronger connections and comparisons and, most important, incorporating the latest scholarship, including a new first chapter on "The Earliest Human Societies, to 2500 B.C.E." informed by the most current research available. Moreover, we revised every chapter with the goal of readability and accessibility.

Several main lines of revision have guided our many changes. As in previous editions we added significantly more discussion of groups and regions that are often short-changed in general histories of world civilizations, and we have continued to do so in this new revision, including new material on the Minoans and Mycenaeans in Chapter 5; the Celts in Chapter 8; the Pacific Islanders and Easter Island in Chapter 12; Korea during the Koryŏ dynasty in Chapter 13; the American colonies in Chapters 17 and 22; Armenian traders in Chapter 20; the Congo Free State in Chapter 25;



the Palestinians, Kurds, and Lebanese in Chapter 32; and the countries of Latin America in Chapter 33. This expanded scope reflects the awareness within the historical profession of the enormous diversity of the world's peoples.

We have also continued to increase our coverage of social and cultural history, encouraging students to consider how life in the past was both similar to and different from our lives today. This increased emphasis is supported in every chapter by the use of artifacts that make history tangible. In addition, we enhanced the discussion of religion in many chapters, including both the central ideas and lived religious practices of world religions such as Judaism and Christianity and of local religions such as those of the Celts and Egyptians. So, for example, you will find new scholarship on Amon-Ra and Isis, Zoroastrianism, and Jewish religious beliefs in Chapter 2; expanded coverage of the Jewish background of Christianity along with new material on second- and third-century Christianity in Chapter 6; and an expanded discussion of Arian Christianity along with a new discussion of the development of the Bible as a text in Chapter 8. Students are increasingly interested in the diversity of religious practices in the world around them, and we hope these additions will help them better understand the wide range of religions in the past.

Other social and cultural additions include new sections on Life in Early India in Chapter 3, Life During the Zhou Dynasty in Chapter 4, and Life in Han China in Chapter 7; a new discussion of the *Iliad* and *Odyssey* in Chapter 5; more on Roman architecture and literature in Chapter 6; new coverage of the actual workings of the law and an expanded discussion of family structure and food in Chapter 14; a new section devoted to life in the colonies of the New World in Chapter 17; and a new in-depth section devoted to the social impact of the Atlantic world in Chapter 18, including an exciting new section on Identities and Communities of the Atlantic World, where we discuss the impact of colonization and world trade on the lives of ordinary people.

As mentioned above, in this edition we have continued to strengthen the comparative coverage within the narrative to help students see and understand the cross-cultural connections of world history. In addition, we have added an exciting **NEW Connections** feature to the end of each chapter. This feature's synthesis of main developments serves to conclude the chapter, and the connections and comparisons of countries and regions explain how events relate to larger global processes, such as the influence of the Silk Road, the effects of the transatlantic slave trade, and the ramifications of colonialism. This new feature also serves to guide students in their reading, introducing related events and cultures that they will encounter in chapters to come. In this way students are introduced to history as an ongoing process of interrelated events.

The importance of cross-cultural connections to the study of world history is reflected in new scholarship and information on the impact of writing on our understanding

of the past, and the relationship between the development of writing and the growth of states in Chapter 2; attention to areas of the world in which there were significant encounters between groups, such as Nubia and Kush in eastern Africa in Chapter 2 and the Indo-Bactrian kingdoms in Chapter 3; the impact of European settlement on the lives of indigenous peoples in Chapter 16; a more global perspective on European politics, culture, and economics in the early modern period, including the global impact of the Seven Years' War and treatment of the American, French, and Haitian Revolutions as interrelated events in an Atlantic world of political debates, conflicts, and aspirations in Chapter 22; an emphasis on cross-cultural encounters along the East African coast in Chapter 19; expanded coverage of Korea in Chapter 21, allowing for more in-depth analysis of the similarities of and differences between Asian countries; coverage of early efforts at modernization and industrialization outside of Europe and a discussion of how slavery impacted worldwide industrialization in Chapter 23; connections between the early European contacts in Africa and those that occurred with the empires of Southwest Asia in Chapter 25; the worldwide effects of the Great Depression in Chapter 30; and a more global treatment of both World War I and World War II, with new coverage of the ways in which these wars affected colonial peoples, in Chapters 28 and 30.

These major aspects of revision are accompanied by the incorporation of a wealth of other new scholarship and subject areas. Additions, among others, include a new section on hieroglyphics and a discussion of gender as it relates to Mesopotamian politics in Chapter 2; a more in-depth treatment of Chinese military thought and technology in Chapter 4; new scholarship on mystery religions in Chapter 5; an updated discussion of sexuality and Christianity in Chapter 8; new scholarship on race in Chapter 10; an updated discussion of mound builders and a new discussion of environmental and political changes in Chapter 11; new coverage of China under Mongol rule in Chapter 12; new scholarship on the Crusades in Chapter 14; a revised discussion of humanism to include more about women, and an updated discussion of Machiavelli to reflect new scholarship in Chapter 15; new coverage of the Atlantic world and the ways in which Enlightenment ideas and debates circulated along with many different peoples and commodities in Chapter 18; increased attention to suffrage in Chapter 24; a new discussion of politically active emigrants and the ways in which some Asians rejected Western influence, while others embraced Western ideas and practice, in Chapter 26; and updates through 2011 in Chapters 31, 32, 33, and 34, including up-to-date coverage of the economic downturn and the 2010–2011 uprisings and protests in North Africa and the Middle East. In sum, we have tried to bring new research and interpretation into our global history, believing it essential to keep our book stimulating, accurate, and current for students and instructors.



## New Chapters and Organizational Changes

To meet the demands of the evolving course, we took a close and critical look at the book's organization and have made several major changes in the organization of chapters to reflect the way the course is taught today. The most dramatic change is the addition of an entirely new first chapter, "The Earliest Human Societies, to 2500 B.C.E.," which reflects a growing awareness among world historians that the human story properly begins millions, not mere thousands, of years ago. In order to provide a more global perspective on European politics, culture, and economics in the early modern period, Chapters 17, 18, and 22 have been substantially reworked and reorganized. Chapter 17 on European absolutism and constitutionalism has been broadened in scope to include European expansion, and Chapter 18 on the scientific revolution and the Enlightenment now includes coverage of the Atlantic world. As a natural extension, Chapter 22, which used to focus on the French Revolution, now examines the age of revolution in the Atlantic world. Together, the enhanced global perspectives of these chapters help connect the different regions of the globe and, in particular, help explain the crucial period when Europe began to dominate the rest of the globe.

To increase clarity and to help students see the global connections between the events surrounding World Wars I and II, we dropped the chapter on Europe in the interwar years and integrated this material into the World War chapters. Chapter 28 now focuses on the Great War, the Russian Revolution, and the interwar years, while Chapter 30 begins with the Great Depression in order to better explain the global conditions that contributed to the outbreak of World War II. The post-1945 section has also been completely reworked. In addition to updating all of the postwar chapters through 2011, we substantially reworked the last three chapters, integrating the Epilogue on the Middle East into Chapter 32 to create a more tightly focused and accessible chapter, and moving the material on Latin America and Africa to create a new Chapter 33 on the Global South. In addition to these major organizational changes, we carefully scrutinized all chapters, reorganizing material and adding clearer heads throughout as needed for clarity and to highlight important material for students.

## Features

We are proud of the diverse special features that expand upon the narrative and offer opportunities for classroom discussion and assignments. For the ninth edition we have augmented our offerings to include a new feature created in response to reviewer requests for more primary source materials. This **NEW** documents feature, **Viewpoints**, offers

paired primary documents on a topic that illuminates the human experience, allowing us to provide concrete examples of differences in the ways people thought. Anyone teaching world history has to emphasize larger trends and developments, but students sometimes get the wrong impression that everyone in a society thought alike. We hope that teachers can use these passages to get students thinking about diversity within and across societies. The thirty-four Viewpoints — one in each chapter — introduce students to working with sources, encourage critical analysis, and extend the narrative while giving voice to the people of the past. Each includes a brief introduction and questions for analysis. Carefully chosen for accessibility, each pair of documents presents views on a diverse range of topics, such as Chinese and Japanese Principles of Good Government, ca. 650; Roman and Byzantine Views of Barbarians; Creation in the *Popul Vuh* and in Okanogan Tradition; Lauro Quirini and Cassandra Fedele: Women and Humanist Learning; Christian Conversion in New Spain; Ottoman Travelers in Mughal and Safavid Lands; Poetry of the Great War; Gandhi and Mao on Revolutionary Means; and Ghanaian and South African Leaders on Black Nationalism.

Each chapter also continues to include a longer primary source feature titled **Listening to the Past**, chosen to extend and illuminate a major historical issue considered in each chapter. The feature presents a single original source or several voices on the subject. Each opens with an introduction and closes with questions for analysis that invite students to evaluate the evidence as historians would. Selected for their interest and significance and carefully placed within their historical context, these sources, we hope, allow students to "hear the past" and to observe how history has been shaped by individuals. **NEW** topics include Paleolithic Venus Figures; Aristotle, On the Family and On Slavery, from *The Politics*; Cicero and the Plot to Kill Caesar; Sixth-Century Biographies of Buddhist Nuns; Felipe Guaman Poma de Ayala, *The First New Chronicle and Good Government*; A German Account of Russian Life; Denis Diderot's "Supplement to Bougainville's Voyage"; Katib Chelebi on Tobacco; Abbé de Sieyès, "What Is the Third Estate?"; Mrs. Beeton's Guide for Running a Victorian Household; Mary Seacole on Her Early Life; and Aung San Suu Kyi, "Freedom from Fear."

In addition to using documents as part of our special feature program, we have quoted extensively from a wide variety of primary sources within the narrative, demonstrating in our use of these quotations that they are the "stuff" of history. Thus primary sources appear as an integral part of the narrative as well as in extended form in the Listening to the Past and new Viewpoints chapter features. We believe that this extensive program of both integrated and separate primary source excerpts will help readers learn to interpret and think critically.

In our years of teaching world history, we have often noted that students come alive when they encounter stories about real people in the past. To give students a chance to see the



past through ordinary people's lives, each chapter includes one of the popular **Individuals in Society** biographical essays, each of which offers a brief study of an individual or group, informing students about the societies in which the individuals lived. This feature grew out of our long-standing focus on people's lives and the varieties of historical experience, and we believe that readers will empathize with these human beings who themselves were seeking to define their own identities. The spotlighting of individuals, both famous and obscure, perpetuates the book's continued attention to cultural and intellectual developments, highlights human agency, and reflects changing interests within the historical profession as well as the development of "micro-history." **NEW** features include essays on the Iceman, Hatshepsut and Nefertiti, Lord Mengchang, Queen Cleopatra, Josiah Wedgwood, Henry Meiggs, Liu Xiaobo, and Eva Perón.

Rounding out the book's feature program is the popular **Global Trade** feature, two-page essays that focus on a particular commodity, exploring the world trade, social and economic impact, and cultural influence of that commodity. Each essay is accompanied by a detailed map showing the trade routes of the commodity and an illustration. Retaining the eight essays of the previous edition on pottery, silk, spices, tea, slaves, indigo, oil, and arms, we have added two **NEW** features on iron and silver. We believe that careful attention to all of these essays will enable the student to appreciate the complex ways in which trade has connected and influenced the various parts of the world.

With the goal of making this the most student-centered edition yet, we paid renewed attention to the book's pedagogy. To help guide students, each chapter opens with a **Chapter Preview** with focus questions keyed to the main chapter headings. These questions are repeated within the chapter, and again in the **Chapter Reviews**. For this edition, many of the questions have been reframed, and new summary answers have been added to the chapter reviews. Each chapter review concludes with a carefully selected list of annotated **Suggestions for Further Reading**, revised and updated to stay current with the vast amount of new work being done in many fields.

To promote clarity and comprehension, bolded **key terms** in the text are defined in the margin and listed again in the chapter review. **NEW phonetic spellings** are located directly after terms that readers are likely to find hard to pronounce. The **chapter chronologies**, each of which reviews major developments discussed in the chapter, have been improved to more closely mirror the key events covered in the chapter, and the number of topic-specific **thematic chronologies** has been expanded, with new chronologies on Major Figures of the Enlightenment, and Key Events of the American Revolution, among others. Once again we also provide a **unified timeline** at the end of the text. Comprehensive and easy to locate, this useful timeline allows students to compare developments over the centuries.

The consistently high-quality art and map program has been thoroughly revised and expanded. The new edition

features more than 530 **contemporaneous illustrations**. To make the past tangible, and as an extension of our attention to social and cultural history, we include over 90 **artifacts** ranging from swords and coins to a spinning wheel and a phonograph. As in earlier editions, all illustrations have been carefully selected to complement the text, and all include captions that inform students while encouraging them to read the text more deeply. Completely redesigned and reconceptualized for the new edition, **100 full-size maps** illustrate major developments in the narrative. In addition, **82 NEW spot maps** are embedded in the narrative to show specific areas under discussion. **NEW** maps in the ninth edition highlight such topics as Human Migration in the Paleolithic and Neolithic Eras; The Settling of the Americas Before 10,000 B.C.E.; Settlement of the Pacific Islands; The Slave Coast of West Africa; The Atlantic Economy in 1701; The Muslim World, ca. 1700; Emigration Out of Asia, 1820–1914; The Spanish-American War in the Philippines, 1898; Cold War Europe in the 1950s; and Authoritarian Governments in Latin America, among others.

We recognize students' difficulties with geography and visual analysis, and the new edition includes **NEW Mapping the Past map activities** and **NEW Picturing the Past visual activities**. Included in each chapter, these activities ask students to analyze the map or visual and make connections to the larger processes discussed in the narrative, giving them valuable practice in reading and interpreting maps and images.

To showcase the book's rich art program and to signal our commitment to this thorough and deep revision, the book has been completely redesigned. The dynamic new contemporary design engages and assists students with its clear, easy-to-use pedagogy.

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Each of us has benefited from the criticism of his or her coauthors, although each of us assumes responsibility for what he or she has written. In addition to writing an entirely new Chapter 1, Merry Wiesner-Hanks substantially reworked and revised John Buckler's Chapters 2, 5, and 6 and has written and revised Chapters 8, 11, 14, and 15; Patricia Buckley Ebrey has written and revised Chapters 3, 4, 7, 9, 12, 13, 20, 21, 26, and 27; Roger B. Beck took responsibility for John McKay's Chapters 24 and 25 and has written and revised Chapters 10, 19, and 28–34; Clare Haru Crowston has assumed primary responsibility for Chapters 16–18 and 22 and also built upon text originally written by John McKay to revise and expand Chapter 23.

## VERSIONS AND SUPPLEMENTS

Adopters of *A History of World Societies* and their students have access to abundant extra resources, including documents, presentation and testing materials, the acclaimed Bedford Series in History and Culture volumes, and much more. See below for more information, visit the book's catalog site at [bedfordstmartins.com/mckayworld/catalog](http://bedfordstmartins.com/mckayworld/catalog), or contact your local Bedford/St. Martin's sales representative.

### Get the Right Version for Your Class

To accommodate different course lengths and course budgets, *A History of World Societies* is available in several different formats, including three-hole-punched loose-leaf Budget Books versions and e-books, which are available at a substantial discount.

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