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A Global Perspective on the Past

SECOND EDITION

JERRY H. BENTLEY
HERBERT F. ZIEGLER

McGraw-Hill Higher Education

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TRADITIONS AND ENCOUNTERS: A GLOBAL PERSPECTIVE ON THE PAST

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This book is printed on acid-free paper.

5 6 7 8 9 0 VNH/VNH 0 9 8 7 6 5 4

ISBN 0-07-248979-0

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Cover design: *Jenny El-Shamy*

Typeface: *10/12 Galliard*

Compositor: *Shepherd Incorporated*

Printer: *Von Hoffmann Press, Inc.*

Cover photo: “Marco Polo with Elephants and Camels Arriving at Hormuz” (detail), 1390–1430. Bibliothèque Nationale, Paris/The Bridgeman Art Library International

Library of Congress Cataloging-in-Publication Data

Bentley, Jerry H., 1949–

Traditions & encounters : a global perspective on the past / Jerry H. Bentley, Herbert F. Ziegler.—[2nd ed].

p. ; cm.

Includes index.

ISBN 0-07-248979-0

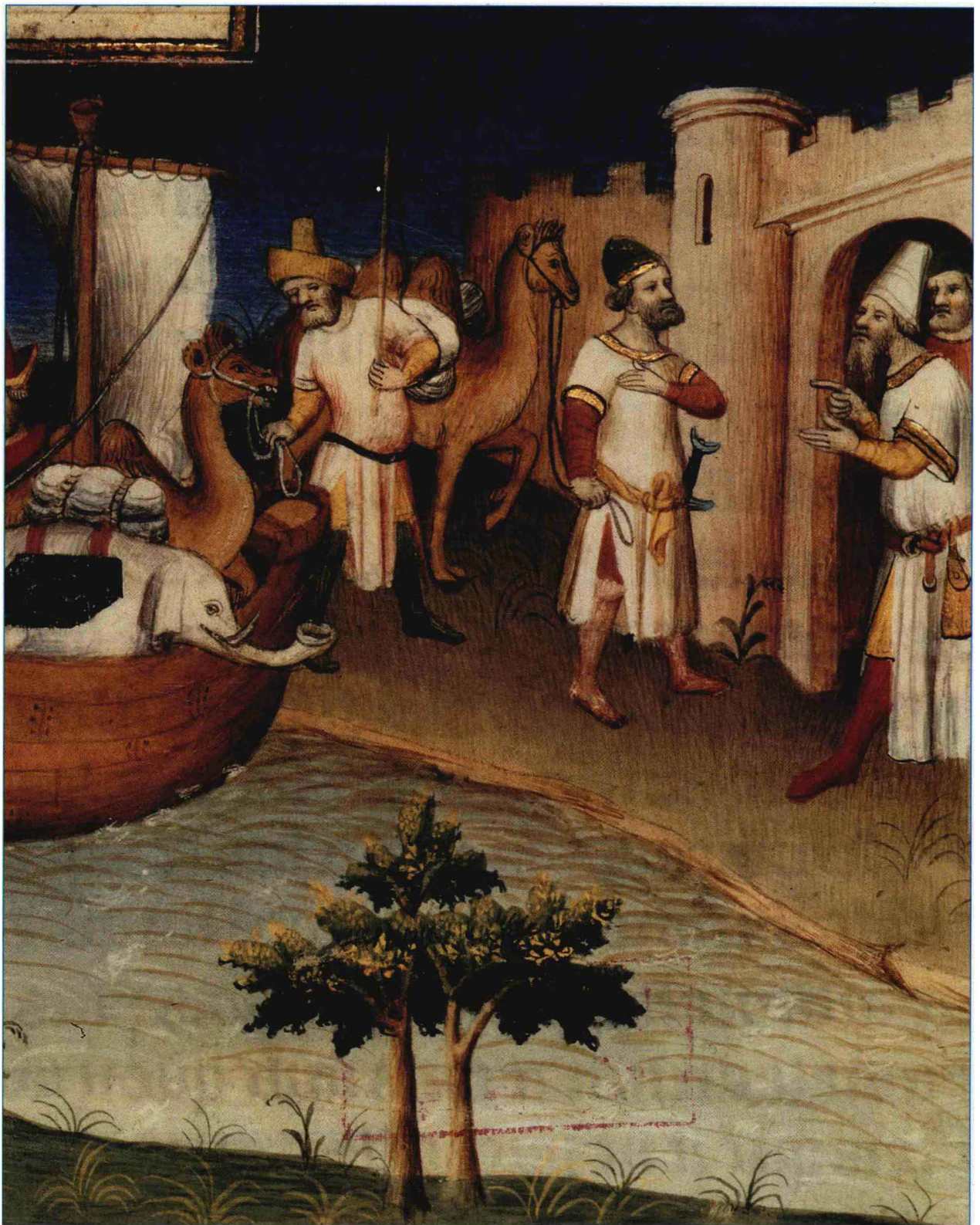
1. World history. 2. Intercultural communication—History. I. Title: Traditions and encounters. II. Ziegler, Herbert F., 1949– III. Title.

D20 .B42 2003

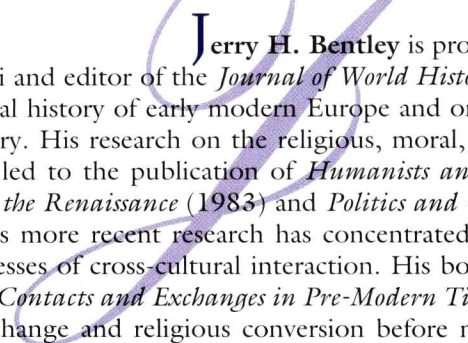
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TRADITIONS & ENCOUNTERS



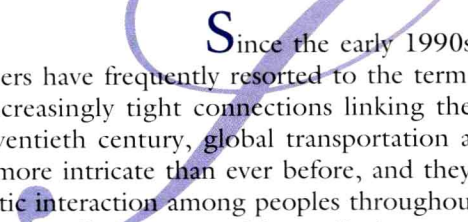
ABOUT THE AUTHORS



Jerry H. Bentley is professor of history at the University of Hawai'i and editor of the *Journal of World History*. He has written extensively on the cultural history of early modern Europe and on cross-cultural interactions in world history. His research on the religious, moral, and political writings of the Renaissance led to the publication of *Humanists and Holy Writ: New Testament Scholarship in the Renaissance* (1983) and *Politics and Culture in Renaissance Naples* (1987). His more recent research has concentrated on global history and particularly on processes of cross-cultural interaction. His book *Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times* (1993) studies processes of cultural exchange and religious conversion before modern times, and his pamphlet *Shapes of World History in Twentieth-Century Scholarship* (1996) discusses the historiography of world history. His current interests include processes of cross-cultural interaction and cultural exchange in modern times.

Herbert F. Ziegler is an associate professor of history at the University of Hawai'i. He has taught courses on world history for the last twenty-one years and is currently director of the world history program at the University of Hawai'i. For several years he also served as the book review editor of the *Journal of World History*. His interest in twentieth-century European social and political history led to the publication of *Nazi Germany's New Aristocracy* (1990). He is at present working on a study that explores from a global point of view the demographic trends of the past ten thousand years, along with their concomitant technological, economic, and social developments. His other current research project focuses on the application of complexity theory to a comparative study of societies and their internal dynamics.

PREFACE



Since the early 1990s, journalists, politicians, scholars, and others have frequently resorted to the term *globalization* when commenting on the increasingly tight connections linking the world's lands and peoples. By the late twentieth century, global transportation and communication networks had become more intricate than ever before, and they supported voluminous trade and systematic interaction among peoples throughout the world. Global links brought problems as well as opportunities: pollution, environmental change, ethnic tensions, political conflicts, and weapons of mass destruction loomed as potential threats to all peoples. Yet even though they are more prominent today than ever before, global interactions and global problems are by no means new features of world history. To the contrary, there is a long historical context for contemporary globalization, and only in the light of past experience is it possible to understand the contemporary world.

A GLOBAL PERSPECTIVE ON THE PAST



Our purpose in *Traditions & Encounters* is to offer a global perspective on the past—a vision of history that is meaningful and appropriate for the interdependent world of contemporary times. During an era when peoples from all parts of the earth meet, mingle, interact, and do business with each other, a global perspective has become an essential tool for informed and responsible citizenship. Because global interactions profoundly influence the fortunes of peoples in all lands, it is impossible to understand the contemporary world by approaching it exclusively from the viewpoint of western Europe, the United States, Japan, or any other individual society. And it is equally impossible to understand the world's history by viewing it through the lenses of any particular society.

A global perspective on the past calls for analysis that respects the historical experiences of all the world's peoples—not just one or a few—and that examines the roles of all in the making of a world inhabited by all. A global perspective calls also for analysis that goes beyond the study of individual societies to examine their larger regional, continental, hemispheric, and global contexts and to explore the structures promoting interactions between peoples of different societies. By bringing this kind of global perspective to world history, we hope to offer an understanding of the past that places the contemporary world in meaningful historical context.

At first glance, *Traditions & Encounters* might look similar to several other books that survey the world's past. Like the others, *Traditions & Encounters* examines the historical development of societies in Asia, Europe, Africa, the Americas, and Oceania. But *Traditions & Encounters* differs from other works in two particularly important ways. First, in addition to charting the development of individual societies, it focuses attention systematically on interactions between peoples of different societies. And second, it organizes the human past into seven eras that represent distinct and coherent periods of global historical development.



THEMES: TRADITION AND ENCOUNTER

How is it possible to make sense of the entire human past? The study of world history is exhilarating, but given the range of human diversity, it also presents a daunting challenge. Human communities have adopted widely varying forms of political, social, and economic organization, and they have elaborated even more diverse cultural, religious, and philosophical legacies. Given the manifold diversity of human societies, it might seem that masses of unrelated detail threaten to swamp any effort to deal with all the world's history.

In this book we concentrate on two main themes—tradition and encounter—that help to bring order to world history. These two themes bring focus to some of the most important features of human experience on the earth. In combination, they account for much of the historical development of human societies.

The theme of tradition draws attention to the formation, maintenance, and sometimes collapse of individual societies. From their earliest days on earth, human groups have generated distinctive political, social, economic, and cultural traditions that have guided affairs in their own societies. Some of these traditions arose and disappeared relatively quickly, while others influenced human affairs over the centuries and millennia, sometimes up to the present day. Thus one of our principal concerns in this book is to examine the development of political, social, economic, and cultural traditions that have shaped the lives and experiences of the world's peoples. Individual chapters explore the traditions that different people relied on to organize and sustain societies in Asia, Europe, Africa, the Americas, and Oceania. Emphasis falls especially on the large, densely populated, complex, city-based societies that have most deeply influenced the course of history for the past six thousand years, but smaller and less powerful societies also receive their share of attention. This second edition of *Traditions & Encounters* draws on recent scholarship to offer enhanced understanding of the world's societies.

While elaborating distinctive political, social, economic, and cultural traditions to organize their own affairs, the world's peoples have also interacted regularly with one another since the earliest days of human history. The theme of encounter directs attention to communications, interactions, networks, and exchanges that have linked individual societies to their neighbors and the larger world. By systematically examining encounters among peoples of different societies, we draw attention to processes of cross-cultural interaction that have been some of the most effective agents of change in all of world history. In the form of mass migrations, campaigns of imperial expansion, long-distance trade, diffusions of food crops, the spread of infectious and contagious diseases, transfers of technological skills, and the spread of religious and cultural traditions, these interactions have profoundly influenced the experiences of individual societies and the development of the world as a whole. Thus, while paying due attention to individual societies and their traditions, chapters of this book also discuss interactions that linked the fortunes of peoples from different societies. Many chapters also examine the large-scale structures of transportation, communication, and exchange that supported interactions among the world's peoples. Just as it expands on the discussion of individual societies, this second edition of *Traditions & Encounters* also seeks to focus attention more clearly on processes of cross-cultural interaction by charting their effects through time and across world regions more explicitly than in the book's first edition.

ORGANIZATION: SEVEN ERAS OF GLOBAL HISTORY



At the same time that we focus on the themes of tradition and encounter, we bring additional clarity to the human past by organizing it into seven eras of global history. These eras, treated successively in the seven parts of this book, represent coherent epochs that form the larger architecture of world history as we see it. The seven eras do not reflect the particular experience of any single society so much as the common experience of societies engaged in cross-cultural interaction. Thus our seven epochs of global history owe their coherence particularly to networks of transportation, communication, and exchange that linked peoples of different societies at different times in the past. Even in ancient times these networks supported interactions that shaped the experiences of peoples from different lands, and with the development of increasingly effective means of transportation and communication, interactions grew more frequent, systematic, and intense. By situating the development of the world's peoples in the framework of the seven eras of global history, we seek to offer meaningful comparisons between different societies and also to highlight the role of cross-cultural interactions in shaping the experiences of individual societies and influencing the development of the world as a whole.

Thus from the beginning to the end of this book we focus on the twin themes of tradition and encounter, which in combination go a long way toward accounting for the historical development of the human species on planet earth, and we place the experiences of individual societies in their larger regional, continental, hemispheric, and global contexts. By bringing a global perspective to the study of humanity's common historical experience, we offer a vision of the past that is both meaningful and appropriate for the interdependent world of contemporary times. We hope that *Traditions & Encounters* will enable readers to understand the development of human societies through time and to place the modern world in its proper historical context.

CHANGES FOR THE SECOND EDITION



In preparing this second edition of *Traditions & Encounters*, we have paid close attention to recent scholarship that has dramatically transformed historians' understanding of the global past. This effort has resulted in expanded treatments of societies in sub-Saharan Africa, India and South Asia, the pre-Columbian Americas, and Oceania. In addition to reflecting the best recent scholarship, we have also sought to enhance the book's global perspective by bringing clearer focus to historical processes that have linked the world's peoples and societies. Thus we have reorganized the treatment of ancient societies. Chapter 2 now places Mesopotamia and other societies of southwest Asia in hemispheric context by emphasizing migrations, including the early Indo-European migrations, and chapter 3 places ancient Egypt in both African and Eurasian contexts by emphasizing the roles of environmental change and cross-cultural interactions that influenced the development of Egypt, sub-Saharan Africa, and the eastern Mediterranean. In addition, part 7, which focuses on global developments during the twentieth century, has undergone significant reorganization in the interests of bringing greater clarity and focus to the major

themes of recent history. A completely revised chapter 38 now explores the global implications of the entire Cold War period, and chapter 39 highlights the process of decolonization and developments in the postcolonial world. A new chapter 40 focuses on contemporary global developments, including economic globalization, the AIDS crisis, and international terrorism.

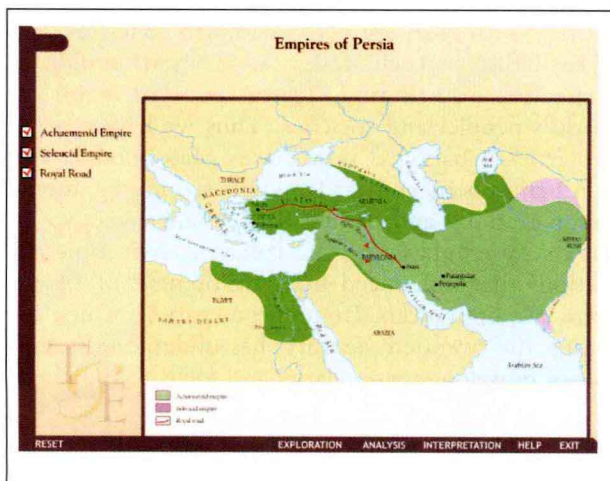


TOOLS FOR THE STUDENT

As we strengthened the substantive content of *Traditions and Encounters*, we also worked to produce a book more accessible and useful for readers. We have revised many of the maps, adding more detail and linking them with a web icon to their interactive counterparts on the Online Learning Center.



The interactive maps offer a variety of learning functions. Students can use the maps to view topography, territories, borders, developing trends, and other topics. On a second level, each map provides a multiple-choice quiz that tests students' understanding of the information provided on the map, questions for deeper analysis, and suggestions for projects. Visit the site at www.mhhe.com/bentley2.



To help students get their temporal bearings, the part-opening introductions also include timelines. Important events are grouped both by date and by region.

SOUTHWEST ASIA	EAST ASIA	SOUTH ASIA	AFRICA	AMERICAS AND OCEANIA
100,000 B.C.E. Neanderthal appearance (100,000) Cro-Magnon appearance (40,000) Venus figurines Cave paintings at Lascaux and Altamira Beginnings of agriculture (10,000) Neolithic age	100,000 B.C.E. Arrival of Homo sapiens (200,000)	100,000 B.C.E. Arrival of Homo sapiens (200,000)	100,000 B.C.E. Evolution of Homo sapiens (250,000) Sudanic herding (9000)	100,000 B.C.E. Human migration to Australia and New Guinea (60,000) Human migration from Siberia to Alaska (12,000) Human migration to South America (12,000)
8000 B.C.E. Jericho (8000) Göbekli Tepe (7500) Pottery (7000) Copper metallurgy: rivets (6000) Rise of cities (4000)	8000 B.C.E. Domestication of rice (7000) Neolithic villages in Yellow River (Huang He) valley (5000) Yangshao culture (5000-3000) Rings	8000 B.C.E. Beginnings of agriculture (7000) Cultivation of cereals (5000) Rise of cities (5000)	8000 B.C.E. Sudanic agriculture (7500) Beginnings of agriculture in Nile valley (5000)	8000 B.C.E. Beginnings of agriculture in Mesoamerica (5000) Beginnings of maize cultivation in Mesoamerica (4000) Beginnings of agriculture in New Guinea (3000) First parties of Austronesians to Bismarck and Solomon Islands (4000)
3500 B.C.E. Cuneiform Bronze metallurgy Migration of Hittites into Anatolia (3000) Phoenician dominance Mediterranean trade (1500) Mesopotamian unification under Sargon of Akkad (2334) Collapse of Sargon's empire (2300)	3500 B.C.E. Xia dynasty (2200-1766) Erlitou Dikes, dams, flood control projects Metallurgy	3500 B.C.E. Neolithic villages (3500) Rise of cities (3000) Trade with Mesopotamia (3000-1750) Harappan society Harappan and Mohenjo-daro Written language Sophisticated water and sewage system	3500 B.C.E. Unification under Menes (3100) Archaic period (3100-2660) Hieroglyphics Egyptians sail into Mediterranean Trade with Mesopotamians and Harappans Old Kingdom (2660-2160) Pyramid of Khufu at Giza Middle Kingdom (2040-1640)	3500 B.C.E. Beginnings of agriculture in South America (3000)

SOUTHWEST ASIA	EAST ASIA	SOUTH ASIA	AFRICA	AMERICAS AND OCEANIA
2000 B.C.E. Habeš patriarch Abraham migrates out of Mesopotamia (1800) Early metallurgy Oracle bones Zhou dynasty (1122-256) Hammurabi (1792-1750) Code of Hammurabi Phoenician creation of first alphabet (1500) Rise of Hittites (1400) Iron metallurgy Minoan and Mycenaean (1300)	2000 B.C.E. Shang dynasty (1766-1122) Ao and Yin Written language Bronze metallurgy Oracle bones Zhou dynasty (1122-256) Mandate of Heaven	2000 B.C.E. Decline of Harappan society (2000) Deforestation of Indus valley Mohenjodaro and Harappan cease to exist (1700) Collapse of Harappan society (1600) Migration of Aryans (Indo-European) (1500) Sanskrit language Caste system Vedic (1300)	2000 B.C.E. Early Buru migrations (2000) Egyptians sail into Red Sea and western Arabian Sea Migration of Hyksos into Nile delta (1700) Bronze metallurgy Nubian expansion New Kingdom (1550-1070) Thutmose III (1479-1425) Queen Hatshepsut (1473-1458) Akhenaten (1353-1335) and monotheistic worship of Aten	2000 B.C.E. First of South American pottery, temples, pyramids (1800) Austronesian reach Vinuara and New Caledonia (1500), Fiji (1300), Samoa (1000) Lapita society (1300-500) Olmec (1200) San Lorenzo (1200-800) Olmec heads Calendar
1000 B.C.E. Phoenician colonies in Mediterranean (1200-600) Habeš King David (1000-970) Habeš King Solomon (970-930) Assyrian empire (744-612) Iron weapons	1000 B.C.E. Iron metallurgy (1000) Trade with societies in the Yangtze River (Chang Jiang) valley (1000) Zhou capital, Hao, sacked (771) Zhou classics Book of Songs (600) Period of the Warring States (403-221) Qin unification (221)	1000 B.C.E. Origins of Hinduism Upanishads (800-400) Land of Monks (100)	1000 B.C.E. Nubians spread iron metallurgy throughout sub-Saharan Africa Nubian kingdom of Kush Egypt (750) Kush driven out of Egypt by Assyrians (664)	1000 B.C.E. Chavin cult in Andes (1000) Austronesian reach Tahiti and Mangarua Islands (800) Hawaian and Easter Island conquests New Zealand (700 c.e.) Mochica state in Andes (300-700) Teotihuacan Maya (300-900) Kambaita and Tiki Mathematics, concept of zero Calendar and writing in Mesoamerica

Each chapter opens with a story of individual experiences that draw students into the chapter and illustrate its main themes.

CHAPTER 2

EARLY SOCIETIES IN SOUTHWEST ASIA AND THE INDO-EUROPEAN MIGRATIONS

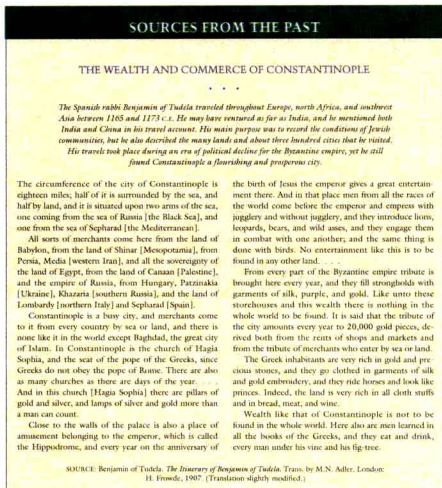
THE QUEST FOR ORDER • THE FORMATION OF A COMPLEX SOCIETY AND SOPHISTICATED CULTURAL TRADITIONS • THE BROADER INFLUENCE OF MESOPOTAMIAN SOCIETY • THE INDO-EUROPEAN MIGRATIONS

By far the best known individual of ancient Mesopotamian society was a man named Gilgamesh. According to historical sources, Gilgamesh was the fifth king of the city of Uruk. He ruled about 2700 B.C.E.—for a period of 126 years, according to one semilegendary source—and he led his community in its conflicts with Kish, a nearby city that was the principal rival of Uruk. Historical sources record very little additional detail about Gilgamesh's life and deeds.

But Gilgamesh was a figure of Mesopotamian mythology and folklore as well as history. He was the subject of numerous poems and legends, and Mesopotamian bards made him the central figure in a cycle of stories known collectively as the *Epic of Gilgamesh*. As a figure of legend, Gilgamesh became the greatest hero figure of ancient Mesopotamia. According to the stories, the gods granted Gilgamesh a perfect body and endowed him with superhuman strength and courage. He was "the man to whom all things were known," a supremely wise individual who "saw mysteries and knew secret things." The legends declare that he constructed the massive city walls of Uruk as well as several of the city's magnificent temples to Mesopotamian deities.

The stories that make up the *Epic of Gilgamesh* recount the adventures of this hero and his cherished friend Enkidu as they sought fame. They killed an evil monster, rescued Uruk from a ravaging bull, and matched wits with the gods. In spite of their heroic deeds, Enkidu offended the gods and fell under a sentence of death. His loss profoundly affected Gilgamesh, who sought for some means to cheat death and gain eternal life. He eventually found a magical plant that had the power to confer

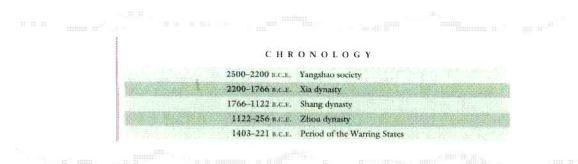
The Sources from the Past boxes bring the past to life, spotlighting significant primary source documents relevant to the chapter, such as poems, journal accounts, religious writings, and letters. Introductions place the documents in context and explain their significance.



Marginal notes highlight key terms, events, and concepts as they appear within the narrative.



A concise chronological table summarizes the critical events covered in the chapter.



A paragraph summary at the end of each chapter reinforces the chapter's key points, making student review easier.

Agricultural peoples in east Asia built complex societies that in broad outline were much like those to the west. Particularly in the valleys of the Yellow River and the Yangtze River, early Chinese cultivators organized powerful states, developed social distinctions, and established sophisticated cultural traditions. Their language, writing, beliefs, and values differed considerably from those of their contemporaries in other societies, and these cultural elements lent a distinctiveness to Chinese society. In spite of formidable geographical obstacles in the form of deserts, mountain ranges, and extensive bodies of water, inhabitants of ancient China managed to trade and communicate with peoples of other societies. As a result, wheat cultivation, bronze and iron metallurgy, horse-drawn chariots, and wheeled vehicles all made their way from southwest Asia to China in ancient times. Thus in east Asia as in other parts of the eastern hemisphere, agriculture demonstrated its potential to provide a foundation for large-scale social organization and to support interaction and exchange between peoples of different societies.

Each chapter concludes with a For Further Reading section that contains a list and brief description of the most important books available about topics discussed in the chapter. This list can help students get started with research projects or follow up on subjects that they find especially interesting.

FOR FURTHER READING

- Cyril Birch, ed. *Anthology of Chinese Literature*. 2 vols. New York, 1965. Collection of primary sources in translation.
- Kwang-chih Chang. *The Archaeology of Ancient China*. 4th ed. New Haven, 1986. Brings the results of recent excavations to bear on ancient Chinese history.
- . *Early Chinese Civilization: Anthropological Perspectives*. Cambridge, Mass., 1976. Essays by a distinguished archaeologist.
- . *Shang Civilization*. New Haven, 1980. Based on the most recent archaeological research.
- H.G. Creel. *The Birth of China: A Study of the Formative Period of Chinese Civilization*. New York, 1954. An older popular account, well written though somewhat dated, by a leading scholar.
- Jacques Gernet. *Ancient China from the Beginnings to the Empire*. Trans. by W. R. R. Hoff. London, 1968. A brief popular survey of early Chinese society.
- Chow-yun Hsu. *Ancient China in Transition: An Analysis of Social Mobility, 722-222 B.C.* Stanford, 1965. A scholarly examination of social change during the later Zhou dynasty.
- Chow-yun Hsu and Katherine M. Linduff. *Western China Civilization*. New Haven, 1988. Deals on both literary sources and archaeological discoveries in offering a comprehensive study of the early Zhou dynasty.



SUPPLEMENTS

The supplements listed here may accompany *Traditions and Encounters: A Global Perspective on the Past*. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

For the Instructor

The **Instructor's Manual/Test Bank** offers a variety of resources for instructors, including issues for classroom discussion, lecture strategies, and suggestions for additional resources. The test bank has been revised to include five possible answers for each multiple-choice question. Essay and critical analysis questions are also provided for instructors to use in constructing exams.

A **Computerized Test Bank** for both the PC and the Mac is available on CD-ROM.

A set of 120 full-color **Overhead Transparencies** includes maps, charts, and other illustrations, organized by chapter.

The **Instructor's Resource CD-ROM** offers materials for classroom presentation, including PowerPoint slides and an electronic image gallery. It also includes an electronic version of the Instructor's Manual and Test Bank.

In the **Instructor Center** of the text-specific **Online Learning Center** (www.mhhe.com/bentley2), instructors can find a variety of resources, including an online version of the Instructor's Manual, downloadable PowerPoint presentations, and an Internet Guide.

A wide range of **Videos** on topics in world history is available through the Films for the Humanities and Sciences collection. Contact your local McGraw-Hill sales representative for further information.

For the Student

Each chapter of the **Student Study Guide with Map Exercises** includes a synopsis of the chapter, an outline, student quizzes, map identification exercises, primary source documents, and other resources to help students master the material covered in the text. New to this edition of the study guide are matching and sequencing exercises and group activities.

Map Workbooks test students' knowledge of the geography relevant to each chapter. Exercises require students to fill in important items on a blank map or to answer questions by interpreting a completed map.

History and the Internet: A Guide is a brief guide that explores the many ways that the World Wide Web facilitates the study of history. It also includes a history of the Internet, instructions for searching and navigating the Web, a glossary of Web jargon, and lists of significant Websites in history.

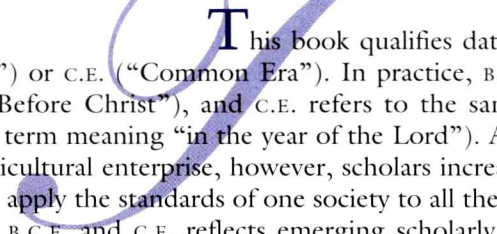
Created by Magellan Geographix, a leader in quality map products, the **World Map Atlas** is a full-color collection of historical maps. It is a perfect accompaniment for students who need or want extra help with geography.

The **Student Center** of the text-specific **Online Learning Center** (www.mhhe.com/bentley2) provides a range of tools for students to use to test their knowledge of the textbook, including learning objectives, multiple-choice quizzes with feedback, critical thinking questions, and interactive maps.

PowerWeb: World History, an online supplement, is a collection of readings delivered electronically, along with other tools for conducting research in history. In addition, student study tools, web research tips and exercises, and free access to the Northern Lights search engine are included. A card with a password for accessing PowerWeb has been packaged free with the textbook.

Two **After the Fact Interactive** units are available for use with *Traditions & Encounters*: "After the Fact Interactive: Tracing the Silk Roads" for volume 1, and "After the Fact Interactive: Envisioning the Atlantic World" for volume 2. These rich, visually appealing modules on CD-ROM allow students to be apprentice historians, examining a variety of multimedia primary source materials and constructing arguments based on their research.

A BRIEF NOTE ON USAGE



This book qualifies dates as B.C.E. (“Before the Common Era”) or C.E. (“Common Era”). In practice, B.C.E. refers to the same epoch as B.C. (“Before Christ”), and C.E. refers to the same epoch as A.D. (*Anno Domini*, a Latin term meaning “in the year of the Lord”). As historical study becomes a global, multicultural enterprise, however, scholars increasingly prefer terminology that does not apply the standards of one society to all the others. Thus reference in this book to B.C.E. and C.E. reflects emerging scholarly convention concerning the qualification of historical dates.

Measurements of length and distance appear here according to the metric system, followed by their English-system equivalents in parentheses.

The book transliterates Chinese names and terms into English according to the *pinyin* system, which has largely displaced the more cumbersome Wade-Giles system. Transliteration of names and terms from other languages follows contemporary scholarly conventions.

ACKNOWLEDGMENTS

• • •

Many individuals have contributed to this book, and the authors take pleasure in recording deep thanks for all the comments, criticism, advice, and suggestions that helped to improve the work. The editorial team at McGraw-Hill did an outstanding job of keeping the authors focused on the project. Special thanks go to Lyn Uhl, Janise Fry, Anne Sachs, and Kate Mullin, who provided crucial support by helping the authors work through difficult issues and solve the innumerable problems of content, style and organization that arise in any project to produce a history of the world. Many colleagues at the University of Hawai'i and elsewhere aided and advised the authors on matters of organization and composition. Finally, we would like to express our appreciation for the advice of the following individuals who read and commented on the book's text as it went through its various drafts:

Henry Abramson
Florida Atlantic University

William Alexander
Norfolk State University

Henry Antkiewicz
East Tennessee State University

Maria Arbelaez
University of Nebraska at Omaha

Karl Bahm
University of Wisconsin, Superior

Vaughan Baker
University of Louisiana at Lafayette

Ian Barrow
Middlebury College

Dixee Bartholomew-Feis
Buena Vista University

Houri Berberian
California State University, Long Beach

Wayne Bodle
Indiana University of Pennsylvania

Michael Brescia
State University of New York, Fredonia

Samuel Brunk
University of Texas, El Paso

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Douglas Chambers
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Orazio Ciccarelli
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- Amy Froide
*University of Tennessee,
Chattanooga*
- Robert Gomez
San Antonio College
- Paul Goodwin
University of Connecticut, Storrs
- Joseph Gowaskie
Rider University
- John Haag
University of Georgia
- Jeffrey Hamilton
Baylor University
- Michael Hamm
Centre College
- Preston Hardy, Jr.
University of Tennessee, Martin
- Russell Hart
Hawaii Pacific University
- John Hayden
Southwestern Oklahoma State
- Randolph Head
University of California, Riverside
- Mary Hedberg
Saginaw Valley State University
- Gerald Herman
Northeastern University
- David Hertzell
Southwestern Oklahoma State
- Peter Hoffenberg
University of Hawaii, Manoa
- Blair Holmes
Brigham Young University
- Scott Howlett
Saddleback Community College
- Kailai Huang
*Massachusetts College of Liberal
Arts*
- J. Sanders Huguenin
*University of Science and Arts of
Oklahoma*
- Richard Hume
Washington State University
- Carol Sue Humphrey
Oklahoma Baptist University
- Alfred Hunt
State University of New York
- Raymond Hylton
*J. Sergeant Reynolds Community
College*
- Phyllis Jestice
*University of Southern Mississippi,
Hattiesburg*
- Kimberley Jones-de Oliveira
Long Island University
- Jonathan Judaken
University of Memphis