

VOLUME 1: TO 1600

WORLD CIVILIZATIONS

Third Edition

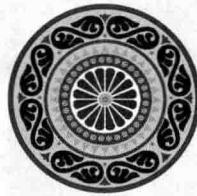
Philip J. Adler



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WORLD CIVILIZATIONS

THIRD
EDITION



Philip J. Adler

EAST CAROLINA UNIVERSITY

THOMSON



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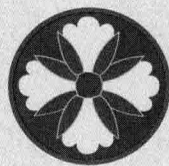
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WITH LOVE
AND HOPE





PREFACE

World Civilizations in its third edition is a brief survey of the history of civilized life since its inceptions in the Middle East some 5,000 years ago. It is meant to be used in conjunction with a lecture course at the introductory level. A majority of the students in such a course will probably be encountering many of the topics for the first time, and this book reflects that fact. The needs and interests of the freshman and sophomore students in two- and four-year colleges and universities have been kept constantly in mind by the author, whose familiarity with those needs has been sharpened by nearly thirty-five years of classroom experience.

While it deals with the history of civilization throughout the globe, this book does not attempt to be comprehensive in detail or evenly balanced among the multiple fields of history. *World Civilizations* does attempt to walk a middle line between exhaustive detail and frustrating brevity; its narrative embraces every major civilized epoch in every part of the globe, but the treatment of topics is selective and follows definite patterns and hierarchies. It deliberately tilts toward social and cultural topics and toward the long-term processes that affect the lives of the millions, rather than the acts of "the captains and the kings." The evolution of law and the formative powers of religion upon early government, as examples, receive considerably more attention than wars and diplomatic arrangements. The rise of an industrial working class in European cities is accorded more space than the trade policies of the European governments. Such selectivity, of course, is forced on any author of any text, but the firm intent to keep this a *concise* survey necessitated a particularly close *review* of the material. The short chapters are structured so as to leave considerable leeway to the classroom instructor for additional material or expansion of the topics touched upon. That this approach was relatively successful and found favor among many teachers is confirmed by the appearance of this third edition.

Relatively few changes have been necessitated by the tenor of reviews. These deal almost entirely with questions of emphasis. Among others, more focus on the place and role of women in several societies has been attempted; more attention has been given to the impacts of imperialism on the non-European countries; the space devoted to Marxism and its collapse in eastern Europe has been cut. The final chapter has been rewritten, as has the initial one, to bring these better in line with the most recent events and discoveries.

ORGANIZATION

The organization of *World Civilizations* is largely dictated by its nature: as a history, the basic order is *chronological*. There are six parts, dealing with six chronological eras from ancient civilizations (3000–500 B.C.E.) to recent times (post-1920 C.E.). The parts have several binding threads of development in common, but the main point of reference is the relative degree of contact with other civilizations. This ranges from near-perfect isolation, as, for example, in ancient China, to close and continual interaction, as in the late twentieth-century world.

The second organizing principle is the *prioritization of certain topics and processes*. Sociocultural and economic affairs are generally emphasized, and the longer term is kept in perspective, while some short-term phenomena are deliberately minimized. In terms of the space allotted, the more recent epochs of history are emphasized, in line with the recognition of growing global interdependence and cultural contact.

Although this text was, from its inception, meant as a world history and contains proportionately more material on non-Western peoples and cultures than any other currently in print, the Western nations receive sustained attention, consonant with their importance to the history of the globe. (In this respect, *Western* means not only European but also North American since the eighteenth century.) The treatment adopted in this book should allow any student to find an adequate explanation of the rise of the West to temporary dominion in modern times and the reasons for the reestablishment of worldwide cultural equilibrium in the latter half of the twentieth century.

PEDAGOGY

An important feature of *World Civilizations* is its division into a number of short chapters. Each of the fifty-eight chapters is meant to constitute a unit suitable in scope for a single lecture, short enough to allow easy digestion, and with strong logical coherence. Each chapter offers the following features:

- A chapter outline
- A brief chapter chronology
- A chapter summary

- A “Test Your Knowledge” section at the end of the chapter, thoroughly checked and revised
- Terms and individuals for identification in boldface type
- Color illustrations, many of them new, and abundant maps
- Thematic inserts illustrating changing or contrasting attitudes. Chapter inserts are now keyed to five broad themes: Exercise of Authority, Religion and Philosophy, Family and Gender Relations, Science and Technology, and Tradition and Innovation. All chapters have one or more of these inserts, some of which are based on biography, others on events.
- Frequent boxed sidebars illustrating contemporary events. Many new sidebars have been introduced.

Other features include the following:

- An end-of-book glossary gives explanations of unfamiliar terms.
- Each of the six parts begins with a short essay that describes the chapter contents and major trends covered in that part.
- A “Links” feature at the end of each part provides a comparative capsule review of the characteristics and achievements of the epoch as experienced by the different peoples and regions.
- An extensive bibliography organized by chapter appears at the end of each volume. It has been updated to include more 1990s imprints.

SUPPLEMENTS

The following supplements are available for the instructor:

Instructor’s Manual and Test Bank

Prepared by Joseph Dorinson, Long Island University. One volume accompanies all three versions of the text. Includes chapter outlines, lecture topics, definitions of terms to know, chapter summaries, InfoTrac and Web site links, and a special guide for instructors making the transition from teaching Western civilization to teaching world history. The test bank includes over 3,000 multiple-choice, true/false, long and short essay, matching, and fill-in-the-blank questions.

ExamView

Professors can create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guides the user step by step through the process of creating tests, while its unique “WYSIWYG” capability allows one to see the test on the screen exactly as it will print or display on-line. Users can build tests of up to 250 questions using up to 12 question types. Using ExamView’s complete word processing capabilities,

users can enter an unlimited number of new questions or edit existing questions. Available for Windows and Macintosh.

Transparency Acetates

Includes over 100 four-color maps from the text.

World HistoryLink 2001–2002

World HistoryLink is an advanced, PowerPoint presentation tool containing text-specific lecture outlines, figures, and images that allows users to deliver dynamic lectures quickly. In addition, it provides the flexibility to customize each presentation by editing provided content or by adding one’s own collection of slides, videos, and animations. All of the map acetates and selected photos have also been incorporated into each of the lectures. In addition, the extensive Map Commentaries for each map slide are available through the “Comments” feature of PowerPoint.

Sights and Sounds of History

Short, focused video clips, photos, artwork, animations, music, and dramatic readings are used to bring life to historical topics and events that are most difficult for students to appreciate from a textbook alone. For example, students will experience the grandeur of Versailles and the defeat felt by a German soldier at Stalingrad. The video segments (averaging four minutes in length) are available on VHS and make excellent lecture launchers.

CNN Video—World History

This compelling video features footage from CNN. Twelve two- to five-minute segments are easy to integrate into classroom discussions or as lecture launchers. Topics range from India’s caste system to Pearl Harbor.

New History Video Library

A new selection of videos for this edition. Available to qualified adoptions.

The following supplements are available for the student:

Study Guide

Prepared by Eugene Thompson, Brigham Young University of Idaho. Includes chapter outlines, sample test questions, map exercises, and identification terms. Available in two volumes.

Primary Source Document Workbook

Prepared by Robert Welborn, Clayton State College. One volume accompanies all versions of the text. A collection of primary source documents (approximately two per chapter) with accompanying exercises. Students learn to think critically and use primary documents when studying history.

Map Workbook

Prepared by Cynthia Kosso, Northern Arizona University. One version accompanies all versions of the text. Features

approximately thirty map exercises that help students improve their geographic understanding of the world.

Migration in Modern World History, 1500–2000 **CD-ROM with User Guide**

An interactive media curriculum on CD-ROM developed by Patrick Manning and the World History Center at Northeastern University. Migration goes beyond the mere chronicling of migratory paths. Over 400 primary source documents in *Migration* provide a springboard to explore a wide range of global issues in social, cultural, economic, and political history during the period 1500–2000.

Journey of Civilization CD-ROM

This CD-ROM takes the student on eighteen interactive journeys through history. Enhanced with QuickTime movies, animations, sound clips, maps, and more, the journeys allow students to engage in history as active participants rather than as readers of past events.

Internet Guide for History

Prepared by John Soares. Section One introduces students to the Internet, including tips for searching on the Web. Section Two introduces students to how history research can be done and lists URLs by topic. Available on the Web.

History: Hits on the Web

Recently revised for 2002, Hits on the Web (HOW) is an exciting, class-tested product specially designed to help history students utilize the Internet for studying, conducting research, and completing assignments. HOW is approximately eighty pages of valuable teaching tools that can be bundled with any Wadsworth textbook at a very affordable price. Available through Thomson Custom Publishing.

Magellan Historical Atlas

Available to bundle with text for a nominal price. Contains forty-four four-color historical maps.

Kishlansky, *Sources in World History*, 3/e, Volumes I and II

This two-volume reader is a collection of primary source documents designed to supplement any world history text.

WebTutor

This on-line ancillary helps students succeed by taking the course beyond classroom boundaries to a virtual environment rich with study and mastery tools, communication tools, and course content. Professors can use WebTutor to provide virtual office hours, post their syllabi, set up threaded discussions, track student progress with the quizzing material, and so on. For students, WebTutor offers real-time access to a full array of study tools, including flashcards (with audio), practice quizzes and tests, on-line tutorials, exercises, discussion questions, web links, and a

full glossary. Professors can customize the content in any way they choose, from uploading images and other resources, to adding Web links, to creating their own practice materials.

Exploring the European Past: Text & Images

A new Custom Reader for Western Civilization. Written by leading educators and historians, this fully customizable reader of primary and secondary sources is enhanced with an on-line module of visual sources, including maps, animations, and interactive exercises. Each reading also comes with an introduction and a series of questions. To learn more, visit <http://etep.thomsonlearning.com> or call Thomson Learning Custom Publishing at (800) 355-9983.

Web Site

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Both instructors and students will enjoy our Historic Times Web Page. From this full-service site, instructors and students can access many selections, such as a career center, lessons on surfing the Web, and links to great history-related Web sites. Students can also take advantage of the online Student Guide to InfoTrac College Edition, featuring lists of article titles with discussion and critical-thinking questions linked to the articles to invite deeper examination of the material. Instructors can visit book-specific sites to learn more about our texts and supplements, and students can access chapter-by-chapter resources for the book, including interactive quizzes.

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ACKNOWLEDGMENTS

The author is happy to acknowledge the sustained aid given him by many individuals during the long incubation period of this text. Colleagues in the history department at East Carolina University, at the annual meetings of the test planners and graders of the Advanced Placement in European History, and in several professional organizations, notably the American Association for the Advancement of Slavic Studies, are particularly to be thanked.

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Note: Throughout the work, the pinyin orthography has been adopted for Chinese names. The older Wade-Giles system has been included in parentheses at the first mention and retained in a few cases where common usage demands it (Chiang Kai-shek, for example).

ABOUT THE AUTHOR

PHILIP J. ADLER has taught college courses in world history to undergraduates for almost thirty years prior to his recent retirement. Dr. Adler took his Ph.D. at the University of Vienna following military service overseas in the 1950s. His dissertation was on the activity of the South Slav emigrés during World War I, and his academic specialty was the modern history of eastern Europe and the Austro-Hungarian empire. His research has been supported by Fulbright and National Endowment for the Humanities grants. Adler has published widely in the historical journals of this country and German-speaking Europe. He is currently professor emeritus at East Carolina University, where he spent most of his teaching career.



INTRODUCTION TO THE STUDENT

WHY IS HISTORY WORTH STUDYING?

A few years ago a book about women in the past appeared with an eye-catching title: *Herstory*. Suddenly, the real meaning of a commonly used word became a lot clearer. History is indeed a *story*, not specifically about women or men, but about all those who have left some imprint on the age in which they lived.

History can be defined most simply as the story of human actions in past times. Those actions tend to fall into broad patterns, regardless of whether they occurred yesterday or 5,000 years ago. Physical needs, such as the need for food, water, and breathable air, dictate some actions. Others stem from emotional and intellectual needs, such as religious belief or the search for immortality. Human action also results from desires rather than absolute needs. Some desires are so common that they recur in every generation; some examples might be literary ambition, or scientific curiosity, or the quest for political power over others.

History is the record of how people tried to meet those needs or fulfill those desires, successfully in some cases, unsuccessfully in others. Many generations of our ancestors have found familiarity with that record to be useful in guiding their own actions. The study of past human acts also encourages us to see our own present possibilities, both individual and collective. Perhaps that is history's greatest value and has been the source of its continuous fascination for men and women who have sought the good life.

Many people are naturally attracted toward the study of history, but others find it difficult or (even worse) "irrelevant." Some students—perhaps yourself!—dread history courses, saying that they can see no point in learning about the past. My life, they say, is here and now; leave the past to the past. What can be said in response to justify the study of history?

Insofar as people are ignorant of their past, they are also ignorant of much of their present, for the one grows directly out of the other. If we ignore or forget the experience of those who have lived before us, we are like an amnesia victim, constantly puzzled by what should be familiar, surprised by what should be predictable. Not only do we not know what we should know, but we cannot perceive our true possibilities, because we have nothing to measure them against. The nonhistorical mind does not know what is missing—and contrary to the old saying, that can definitely hurt you!

A word of caution here: this is not a question of "history repeats itself." This often-quoted cliché is clearly nonsense if taken literally. History does *not* repeat itself exactly, and the difference in details is always important. But history does exhibit general patterns, dictated by common human needs and desires. Some knowledge of and respect for those patterns has been a vital part of the mental equipment of all human societies.

But there is another, more personal reason to learn about the past. Adult persons who know none of their history are really in the position of a young child. They are *objects*, not subjects. Like the child, they are acted upon by forces, limited by restrictions, or compelled by a logic that they not only can do little about, but may not even perceive. They are manipulated by others' ideas, wishes, and ambitions. They never attain control of their lives, or, at least, not until the young child grows up. The sad thing is that the unhistorical adult *has* grown up, physically, but less so mentally.

The historically unconscious are confined within a figurative wooden packing crate, into which they were put by the accident of birth into a given society, at a given time, in a given place. The boards forming the box enclose these people, blocking their view in all directions. One board of the box might be the religion—or lack of it—into which they were born; another, the economic position of their family; another, their physical appearance, race, or ethnic group. Other boards could be whether they were born in a city slum or a small village, or whether they had a chance at formal education in school (about three-fourths of the world's children never go beyond the third year of school). These and many other facts are the boards of the boxes into which we are all born.

If we are to fully realize our potential as human beings, some (at least some!) of the boards must be removed so we can see out, gain other vistas and visions, and have a chance to measure and compare our experiences with others outside. Here "outside" refers to the cross section of the collective experience of other human beings, either now in the present, or what is more manageable for study, in the knowable past.

Thus, the real justification for studying history is that it lets us see out, beyond our individual birth-box, into the rich variety of others' lives and thoughts. History is a factual introduction into humans' past achievements; its breadth and complexity vary, depending on the type. But whatever the type of history we study, by letting us see and giving us perspective that enables us to contrast and compare our lives with those of others, history liberates us from the invisible boards that confine us all within our birth-box.

For many people, the study of history has been a form of liberation. Through history, they have become aware of the ways other people have dealt with the same concerns and questions that puzzle them. They have been able to gain a perspective on their own life, both as an individual and as a member of the greater society in which they work and act. Perhaps, they have successfully adapted some of the solutions that history has revealed to them and experienced the pleasure of applying a historical lesson to their own advantage. For all these reasons, the study of the historical past is indeed worth the effort. *Not* to have some familiarity with the past is to abdicate some part of our human potential.

ABOUT THIS BOOK

Organization

The textbook you are holding is a beginning survey of world history. It is meant to be studied as part of a lecture course at the freshman/sophomore level, a course in which a majority of the students will probably be encountering world history for the first time in any depth.

Some students may at first be confused by dates followed by “B.C.E.,” meaning “before the common era,” and “C.E.” meaning “common era.” These terms are used to reflect a global perspective, and they correspond to the Western equivalent B.C. (before Christ) and A.D. (anno Domini). Also, a caution about the word “century” is in order: the term “seventeenth century” C.E. refers to the years 1601 to 1699 in the common era. “The 1700s” refers to the years 1700–1799. With a little practice these terms become second nature and will increase your fluency in history.

Although this text includes a large number of topics, it is not meant to be comprehensive. Your instructor’s lectures will almost certainly bring up many points that are not discussed in the book; that is proper and should be expected. To do well in your tests, you must pay close attention to the material covered in the lectures, which may not be in this book.

Three principles have guided the organization of this book. First, the basic order is dictated by chronology, for this is a history text, and history can be defined as action-in-time. After an introductory chapter on prehistory, we look first at Mesopotamia and Egypt, then at India and China. In these four river valley environments, humans were first successful in adapting nature to their needs on a large scale, a process that we call civilization. Between about 2500 B.C.E. and about 1000 C.E., the river valley civilizations matured and developed a “classic” culture in most phases of life: a fashion of thinking and acting that would be a model for emulation so long as that civilization was vital and capable of defending itself.

By 500 B.C.E., the Near Eastern civilizations centered in Egypt and Mesopotamia were in decline and had been replaced by Mediterranean-based ones, which drew on the

older civilizations to some extent but also added some novel and distinct features of their own. First the Greeks, then the Romans succeeded in bringing much of the known world under their influence, culminating in the great Roman Empire reaching from Spain to the Persians. For the West, the greatest single addition to civilized life in this era was the combination of Jewish theology and Greco-Roman philosophy and science. During the same epoch (500 B.C.E.–500 C.E.), the civilizations of East and South Asia were also experiencing growth and change of huge dimensions. India’s Hindu religion and philosophy were being challenged by Buddhism, while China recovered from political dismemberment and became the permanent chief factor in East Asian affairs. Japan emerged slowly from a prehistoric stage under Chinese tutelage, while the southeastern part of the Asian continent attained a high civilization created in part by Indian traders and Buddhist missionaries.

From 500 to about 1500 C.E., the various civilized regions (including sub-Saharan Africa and the Americas) were either still isolated from one another or maintained a power equilibrium. After 500, Mediterranean civilization underwent much more radical changes than occurred elsewhere on the globe, and by about 1000, an amalgam of Greco-Roman, Germanic, and Jewish-Christian beliefs called Europe, or Western Christianity, had emerged. By 1500, this civilization began to rise to a position of worldwide domination, marked by the voyages of discovery and ensuing colonization. In the next three centuries, the Europeans and their colonial outposts slowly wove a web of worldwide commercial and technological interests anchored on military force. Our book’s treatment of the entire post-1500 age will give much attention to the West, but also to the impacts of Western culture and ideas upon non-Western peoples. In particular, it will look at the Black African civilization encountered by the early European traders and what became of it and at the Native American civilizations of Latin America and their fate under Spanish conquest and rule.

From 1800 through World War I, Europe led the world in practically every field of material human life, including military affairs, science, commerce, and living standards. This was the golden age of Europe’s imperial control of the rest of the world. The Americas, much of Asia, Oceania, and coastal Africa all were the tails of the European dog; all became formal or informal colonies at one time, and some remained under direct European control until the mid-twentieth century.

After World War I, the pendulum of power swung steadily away from Europe and toward what had been the periphery: first, North America; then, Russia, Japan, and the non-Western peoples. As we enter a new millenium, the world has not only shrunk, but has again been anchored on multiple power bases, both Western and non-Western. A degree of equilibrium is rapidly being restored, this time built on a foundation of Western technology that has been adopted throughout the globe.

Our periodization scheme, then, will be a sixfold one:

- Ancient Civilizations, 3500 B.C.E.–500 B.C.E.
- Classical Mediterranean Civilizations, 500 B.C.E.–500 C.E.
- Equilibrium among Polycentric Civilizations, 500–1500 C.E.
- Disequilibrium: The Western Expansion, 1500–1800 C.E.
- Industry and Western Hegemony, 1800–1920
- Equilibrium Reestablished: The Twentieth-Century World

Each period will be introduced by a brief summary and followed by an outline comparing the various contemporary civilizations. These six outlines are termed “Links” and will afford a nutshell review of the topics covered in the preceding part of the book.

Text Emphases and Coverage

As a second principle of organization, this book reflects the author’s particular concerns, so the material treated is selective.

There is a definite tilt toward social and economic topics in the broadest sense, although these are usually introduced by a treatment of political events. Wars and military matters are treated only as they seem relevant to other topics. Only the most prominent and most recognizably important governmental, military, or diplomatic facts and figures are mentioned in the text. The author believes that students who are interested in such factual details will hear them in lectures or can easily find them in the library or an encyclopedia. Others, who are less interested in such details, will appreciate the relative focus on broad topics and long-term trends.

The third organizing principle of the book is its approach to Western and non-Western history. A prominent place is

given throughout to the history of the Western world. Why this emphasis in a world that has grown much smaller and more intricately connected over the last generation?

At least three reasons come to mind: (1) Western culture and ideas have dominated most of the world for the past 500 years, and much of this text deals with that period; (2) the rest of the planet has been westernized in important ways during the twentieth century, either voluntarily or involuntarily; and most importantly, (3) the majority of the people reading this book are themselves members and products of Western civilization. If one agrees with the philosopher Socrates that to “know thyself” is the source of all knowledge, then a beginning has to be made by exploring one’s own roots—roots growing from a Western soil.

About one-third of the text chapters deal with the period since the end of the eighteenth century, and about one-fifth with history since World War I. This emphasis on the most recent past fits with the interests of most students; but should you be particularly attracted to any or all of the earlier periods, be assured that an immense amount of interesting writing on almost all of the world’s peoples in any epoch is available.

Many instructors will wish to supplement the text by assigning outside readings and/or by material in their lectures. The bibliography is a helpful source for much of the information omitted from the text and for much else besides; your college library will have many of the titles listed. They have been chosen because they are up-to-date, readily available, and highly readable.

As a good student, your best resource, always, is your own sense of curiosity. Keep it active as you go through these pages; remember, this and every textbook is the *beginning*, not the ending of your search for useful knowledge. Good luck !



CONTENTS IN BRIEF

PART ONE

ANCIENT CIVILIZATIONS 3500–500 B.C.E. 1

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