

WORLD CIVILIZATIONS

FOURTH
EDITION

VOLUME II:
SINCE 1500



PHILIP J. ADLER ✦ RANDALL L. POWELS

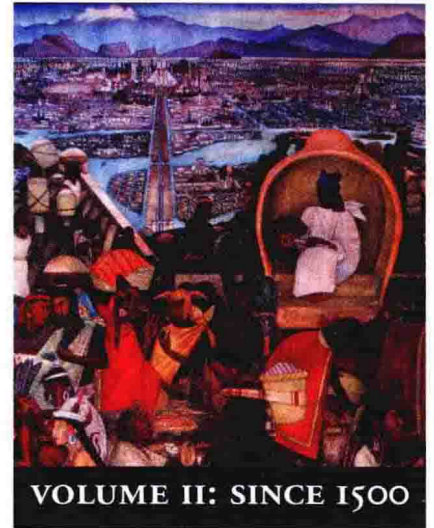
WORLD

FOURTH EDITION

CIVILIZATIONS

PHILIP J. ADLER ✦ RANDALL L. POWWELS

EAST CAROLINA UNIVERSITY ✦ UNIVERSITY OF CENTRAL ARKANSAS



THOMSON
— ★ —
WADSWORTH

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

THOMSON



Publisher: Clark Baxter
Senior Development Editor: Sue Gleason
Assistant Editor: Paul Massicotte
Editorial Assistants: Lucinda Bingham, Emily Perkins
Technology Project Manager: Melinda Newfarmer
Marketing Manager: Lori Grebe Cook
Advertising Project Manager: Laurel Anderson
Senior Project Manager, Editorial Production: Kimberly Adams
Executive Art Director: Maria Epes
Print/Media Buyer: Karen Hunt
Permissions Editor: Joohee Lee
Production Service: Lachina Publishing Services
Text Designer: Gopa

Photo Researcher: Linda Sykes
Copy Editor: Ginjer Clarke
Illustrator: Pam Brossia
Cover Designer: Gopa
Cover Image: © 2004 Banco de México Diego Rivera & Frida Kahlo Museums Trust. Av. Cinco de Mayo No. 2, Col. Centro, Del. Cuauhtémoc 06059, México, D.F.
Cover Printer: Transcontinental Printing/Interglobe
Compositor: Lachina Publishing Services
Printer: Transcontinental Printing/Interglobe

© 2006 Thomson Wadsworth, a part of The Thomson Corporation. Thomson, the Star logo, and Wadsworth are trademarks used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, information storage and retrieval systems, or in any other manner—without the written permission of the publisher.

Printed in Canada

2 3 4 5 6 7 09 08 07 06 05

For more information about our products, contact us at:
Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>. Any additional questions about permissions can be submitted by email to thomsonrights@thomson.com.

© 2006 Thomson Learning, Inc. All Rights Reserved. Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2004111570

Student Edition: ISBN 0-534-59935-4

Thomson Higher Education
10 Davis Drive
Belmont, CA 94002-3098
USA

Asia (including India)
Thomson Learning
5 Shenton Way
#01-01 UIC Building
Singapore 068808

Australia/New Zealand
Thomson Learning Australia
102 Dodds Street
Southbank, Victoria 3006
Australia

Canada
Thomson Nelson
1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada

UK/Europe/Middle East/Africa
Thomson Learning
High Holborn House
50–51 Bedford Row
London WC1R 4LR
United Kingdom

Latin America
Thomson Learning
Seneca, 53
Colonia Polanco
11560 Mexico
D.F. Mexico



PREFACE

WORLD CIVILIZATIONS is a brief history of civilized life since its inception some 5,000 years ago. It is meant to be used in conjunction with a lecture course in world history at the introductory level. The authors, who bring more than fifty total years of classroom experience to its writing, have kept the needs and interests of freshman and sophomore students in two- and four-year colleges and universities constantly in mind.

World Civilizations deals with the history of civilization throughout the globe but attempts to walk a middle line between exhaustive detail and frustrating brevity. Its narrative embraces every major civilized epoch, but the treatment of topics is selective and follows definite patterns and hierarchies. It deliberately tilts toward social and cultural topics, as well as 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, for example, 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 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. Dividing a brief narrative into fifty-six short chapters both gives the instructor considerable leeway for additional material or expansion of the topics and makes it likelier that students will read the assigned material. This approach has been relatively successful and has found sufficient favor among many teachers to justify the appearance of this fourth edition.

CHANGES IN THIS EDITION

This has been a truly exhaustive revision, in both content and organization, reflected in part by the addition of a new coauthor, Randall L. Pouwels, a specialist in the Amer-

icas, Islam, and Africa. With the help of reviewers and editors, the authors scrutinized every line of this text with an eye toward a more comparative, global treatment of world history. The following points are among the many changes in this edition:

Chapter 1 A new table on the evolution of the genus *Homo*. The idea of matriarchy in prehistoric human groups is introduced. New Evidence of the Past boxes on archaeological findings and the meaning of prehistoric art.

Chapter 2 New sections on the economics of earning a living, on the status of women, and on sexuality and marriage in Mesopotamia. New map of Hammurabi's empire.

Chapter 3 Contrasts between Mesopotamia and Egypt are more sharply delineated throughout the chapter. New Evidence of the Past box on the discovery of the tomb of Tutankhamen.

Chapter 4 Expanded coverage of the role of women and marriage in Hebrew society. New Evidence of the Past box on the Dead Sea Scrolls.

Chapter 5 New section on daily life and the position of women in early India. Added discussion of the Arthashastra.

Chapter 6 Added material on Confucius's view of women.

Chapter 7 Newly called out section on the role of geography in Greece's early political development.

Chapter 8 Greek and Chinese philosophy compared and contrasted. New section on society and economy in Hellenic culture, including labor, education, slavery, and gender relations.

Chapter 9 New section on society and economy in Hellenistic society, including the economy and the role of women.

Chapter 10 A combination of the third edition's Chapters 11 and 12 into one chapter on Rome from Republic through Empire. New sections on Roman law and on society and economy, including slavery, gender relations, and education. An expanded section on Roman thought.

Chapter 11 New map on the spread of Christianity.

Chapter 12 This chapter was moved to the beginning of Part Three, to fall in better chronological order; coverage of the conquest was moved to the new Chapter 30. New material added on early land bridge migrations; Paleoindians and the Archaic Period; the Agricultural Revolution in the Americas; Teotihuacán; and North Americans. One new map of migrations and all new illustrations. New Evidence of the Past box on oral Native American corn myths.

Chapter 13 This chapter was also moved for better chronological order. Now includes a new section on Songhay. New Evidence of the Past boxes on Ibn Khaldun's account of the decline of Ghana and the rise of Mali and Mansa Musa and on Ibn Battuta's visit to East Africa.

Chapter 14 New coverage of the Kharijite Muslims and of the problems of expansion during the Umayyad Dynasty. New Evidence of the Past box from Ibn Ishaq's biography of Muhammad, collected from oral histories.

Chapter 15 New section "The Further Development of Islamic Religious Thought," including coverage of Sufism. Expanded coverage of the status of women, including *purdah*. New Evidence of the Past box on the Sufi verses of Al Rumi.

Chapter 16 Expanded coverage of Islam in India and the Delhi Sultanate.

Chapter 17 Significance of the standardization of the Chinese written language and Confucianism's impact on education underscored.

Chapter 18 The Chinese model for Japanese government underscored.

Chapter 19 The significance of the crusades for Muslim-Christian relations underscored.

Chapter 21 Section on family life and education moved to chapter end, for a more seamless telling of the political and artistic story of the Renaissance.

Chapter 22 A largely new chapter, "The Mongol Intrusion," covering the Mongol conquests and the Yuan Dynasty in China. New chronology of the Great Khans; all new illustrations; new Law and Government box, "A Muslim Describes the Mongol Invasion."

Chapter 27 Largely new chapter on the rise and fall of the Muslim empires, including the Ottomans, Safavids, and Mughals. New Evidence of the Past box on harem intrigue under Suleiman.

Chapter 29 New Arts and Culture box on the origins and evolution of haiku. New map of Tokugawa Japan.

Chapter 30 Chapter now covers from the conquest until before the independence movements. An expanded excerpt on debt peonage in the Society and Economy box. New Patterns of Belief box on religious festivals in Cuzco.

Chapter 34 Old Chapters 38 and 39 combined, for more integrated coverage of the social impacts of industrialization.

Chapter 37 A largely new chapter on the decline of the Muslim empires and the fundamentalist response prior to World War I. New Patterns of Belief box on a founder of Islamic fundamentalism.

Chapter 38 Largely new chapter on Africa prior to 1880, including the slave trade as well as Muslim and European incursions. New map of Africa in the nineteenth century. New Law and Government box, a letter of King Affonso of Kongo.

Chapter 39 New chapter on Latin America from independence to World War I. New Law and Government box on Juan Alberdi's plan for the political reorganization of Argentina. New Society and Economy box on the division of land in Mexico.

Chapter 43 Background information on totalitarianism moved here from the chapter on Nazi Germany, in order to provide students with a better understanding of Italian fascism.

Chapter 45 Chapter now focuses on Hitler and the Nazi state.

Chapters 51–56 Updated to reflect events through 2004, including the war in Iraq, weapons of mass destruction, and global warming.

Chapter 52 Now covers Africa from "the scramble for Africa" to the present.

Chapter 54 New Law and Government box, the McMahon letter and the Balfour declaration.

ORGANIZATION OF THE FOURTH EDITION

The table of contents in this fourth edition contains a significantly increased amount of non-Western coverage—half the chapters in the book—and has been reorganized chronologically. In response to reviewer and adopter recommendations, the material from the last edition's "Ordinary Lives" chapters now appears in the appropriate chapters in particular eras, in order to provide a fuller, richer picture of those eras. And the split volumes available for two-term courses now divide at "to 1700" and "since 1500," to reflect the majority of world history courses. The split volumes now begin and end cleanly, at the beginning and end of major parts, so that each volume provides access to the necessary part pedagogical features.

The organization of *World Civilizations* is chronological. There are six parts, dealing with six chronological eras from ancient civilizations (3500–500 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 among 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. We generally emphasize socio-cultural and economic affairs, and keep the longer term in perspective, while deliberately minimizing some short-term phenomena. In terms of the space allotted, we emphasize the more recent epochs of history, 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 many others currently in print, the Western nations receive 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.

After an introductory chapter on prehistory, we look first at Mesopotamia, Egypt, India, and China. In these 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 B.C.E., the river valley civilizations matured and developed a culture in most phases of life: a fashion of thinking and acting that would be a model for as long as that civilization was vital and capable of defending itself. Elsewhere, in Africa and in Mesoamerica, similar processes were under way. However, in two noteworthy respects these regions provided exceptions to the pattern by which people learned to produce food for themselves. In Africa’s case, people of the Sahara region domesticated livestock, most likely cattle, before they learned to grow and depend on crops. Also unlike the patterns established in the Old World, early Native American farmers of the Western hemisphere developed forms of agriculture that did not depend on the flood waters of major rivers.

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, as well as new ones in Africa, Asia, and the New World, which drew on the older civilizations to some extent but also added some novel and distinctive 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 Persia. For Europe, the greatest single addition to civilized life in this era was the combination of Jewish theology and Greco-Roman philosophy and science.

In the millennium between 500 B.C.E. and 500 C.E., the entire globe underwent important change. India’s Hindu religion and philosophy had been challenged by Buddhism, while China recovered from political dismemberment to become 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.

In the Mediterranean starting about 800, an amalgam of Greco-Roman, Germanic, and Jewish-Christian beliefs called Europe, or Western Christianity, had emerged after the collapse of Roman civilization. At the same time, the emergence of Islam created what many scholars believe was the first truly “world” civilization. Rivaling the great civilizations of Asia and considerably surpassing that of Europe, the great empire of the Abbasid caliphs in Baghdad (750–1258 C.E.) acted as a commercial and intellectual bridge that transcended regional barriers from China to Europe. Therefore, in the many lands and peoples bordering the Indian Ocean, the spread of Islam along the highways of commerce contributed to the emergence of sophisticated maritime civilizations in Southeast Asia, India, and East Africa. In West Africa, the great Sudanic civilizations of Mali and later Songhay likewise were based solidly on an Islamic foundation. Despite isolation, Native Americans of the New World created a series of highly sophisticated civilizations in the high Andes mountains of South America, in Mesoamerica, and in the southwestern and midwestern parts of what now is the United States.

By 1500, Western Christianity 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 gives much attention to the impacts of Western culture and ideas on non-Western peoples, and vice versa. In particular, it looks at the African civilizations encountered by early European traders and what became of them, and at the Native American civilizations of North and Latin America and their fate under Spanish conquest and rule.

From 1700 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 age of Europe’s imperial control of the rest of the world. The Americas, much of Asia, Oceania, and coastal Africa all became formal or informal colonies at one time, and some remained under direct European control until the mid-twentieth century.

In the nineteenth and twentieth centuries, 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 millennium, the world not only has shrunk but has again been anchored on multiple power bases, Western and other. A degree of equilibrium is rapidly being restored, this time built on a foundation of Western science and technology that has been adopted throughout the globe.

Our periodization scheme, then, is a sixfold one:

- Ancient Civilizations, 3500–500 B.C.E.
- Classical Mediterranean Civilizations, 500 B.C.E.–800 C.E.
- Equilibrium among Polycentric Civilizations, 500–1500 C.E.
- Disequilibrium: The Western Encounter with the Non-Western World, 1500–1700 C.E.
- Revolutions, Ideology, and the New Imperialism, 1700–1920
- Equilibrium Reestablished: The Twentieth-Century World and Beyond, 1920–Present

PEDAGOGY

An important feature of *World Civilizations* is its division into a number of short chapters. Each of its fifty-six 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:

- Thematic boxes keyed to the five broad text themes: Society and Economy, Law and Government, Patterns of Belief, Science and Technology, and Arts and Culture. All chapters have one or more of these inserts, some of which are based on biography, many others on primary sources. To encourage readers to interact with the material as historians would and to compare themes across chapters, each boxed feature now concludes with “Analyze and Interpret” questions. And, to provide readers with access to additional readings, many document excerpts are keyed to the full document or related documents available in the free *HistoryNow* study system.
- A new boxed feature, Evidence of the Past, spotlights artifacts, material culture, and oral traditions as source materials for historical study. Once writing became common, of course, some materials that you will see in Evidence of the Past are written primary sources, but we will point out to you, where appropriate, their roots in oral traditions. We will also include some eyewitness accounts for your analysis.
- A chapter outline and a brief chapter chronology help readers focus on the key concepts in the material they are about to encounter.
- A chapter summary encapsulates the significance of the chapter’s concepts.

- A “Test Your Knowledge” section at the end of the chapter provides a brief—and unique—self-test. Each test has been thoroughly accuracy-checked, revised, and expanded to include ten items with five choices each. Reviewers tell us that their students rely on these tests to assess their understanding of each chapter and to prepare for quizzes and exams.
- Key terms appear in boldface type and are repeated at chapter end in an “Identification Terms” quiz.
- Search terms for the InfoTrac College Edition® online database and a sampling of the documents available in the *HistoryNow* study system also appear at the end of each chapter.
- Color illustrations, many of them new, and abundant maps. We have added new “Worldview” maps that show global developments. Many maps are keyed with icons to indicate that there is an interactive version of the map on the text website. And strong map and photo captions encourage readers to think beyond the mere appearance of each visual and to make connections across chapters, regions, and concepts.
- A pullout world map in the front of the book, with a helpful key on “How to Read a Map.”

Other features include the following:

- An end-of-book Glossary, now with a pronunciation guide, provides explanations of unfamiliar terms and pronunciation guidance for the more difficult among them.
- Each period opens with a brief part introduction and a Worldview map highlighting the major civilizations discussed in that part of the text. At the end of each part, there is a Worldview chart comparing the same civilizations, color-coded to the same groups in the part-opening map and affording a nutshell review of their accomplishments according to the text’s five major themes.

SUPPLEMENTS

The following supplements are available for the instructor:

- **Instructor’s Resource CD-ROM for *World Civilizations* with Multimedia Manager and ExamView® Computerized Testing**
This all-in-one multimedia resource includes the *Instructor’s Manual*, the *Resource Integration Guide*, and Microsoft® PowerPoint® slides with lecture outlines. Most of the map acetates are incorporated into the presentations. Also included is ExamView, an easy-to-use assessment and tutorial system that allows instructors to create, deliver, and customize tests and study

guides (both print and online) in minutes. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide users step by step through the process of creating tests—users can even see the test they are creating on the screen exactly as it will print or display online. Instructors can build tests with as many as 250 questions using up to 12 question types. Using ExamView's complete word-processing capabilities, instructors can add an unlimited number of new questions or edit existing questions.

- ***Instructor's Manual with Test Bank***

Prepared by Janet Brantley, Texarkana College. One volume serves all three versions of the text. Includes the *Resource Integration Guide*, chapter outlines, lecture topics, definitions of terms to know, and student activities, including journal entry topics. The test bank includes over 2,500 multiple-choice, essay, and fill-in-the-blank questions. Multiple-choice questions now have five choices each. Also available on the Instructor's Resource CD-ROM.

- ***Map Acetates with Commentary for World History***

Includes over 100 four-color maps from the text and other sources. Packages are three-hole punched and shrinkwrapped. Map commentary is provided by James Harrison, Siena College.

- ***Music CDs***

Available to instructors upon request, these CDs include musical selections to enrich lectures, from Purcell through Ravi Shankar. A correlation guide is available in the *Resource Integration Guide* in the Instructor's Resource CD-ROM and the *Instructor's Manual with Test Bank*.

- ***Sights and Sounds of History***

Short, focused video clips, photos, artwork, animations, music, and dramatic readings are used to bring life to the 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 Videos—World History***

These compelling videos feature footage from CNN. Organized by topics covered in a typical course, the videos are divided into short segments—perfect for introducing key concepts in contexts relevant to stu-

dents' lives. High-interest clips are followed by questions designed to spark class discussion.

- ***JoinIn™ on TurningPoint® for World Civilizations***

This CD-ROM contains preloaded, book-specific Response System content (via our exclusive relationship with *TurningPoint®* software) designed to work seamlessly with Microsoft PowerPoint and the "clicker" hardware of the instructor's choice.

The following supplements are available for the student:

- ***HistoryNow***

This free, web-based intelligent study system saves time for students and instructors by providing a complete package of diagnostic quizzes, a personalized study plan, integrated multimedia elements, learning modules, over 450 primary sources, and an instructor grade book.

- ***HistoryUnbound: Online Explorations in World History***

This visually driven journey takes students on twenty-nine unique explorations into world history. Each exploration consists of a topical module complete with an overview of the topic, interactive maps and timelines, art images, primary and secondary source readings, a glossary, and questions. Allowing students to explore the past in a new way, *HistoryUnbound* comes with a printed book-specific Correlation Guide consisting of a brief description of each module, along with its list of readings, section questions, and module-level questions, as well as the one-time registration access code.

- ***Wadsworth History Resource Center and Book Companion Website***

<http://history.wadsworth.com/adler04/>

Both instructors and students will enjoy the chapter-by-chapter resources for *World Civilizations*, with access to the Wadsworth History Resource Center at <http://history.wadsworth.com>. Text-specific content for students includes interactive maps, interactive timelines, tutorial quizzes, glossary, hyperlinks, InfoTrac College Edition exercises, Internet activities, and a full text Bibliography. Instructors also have access to the *Instructor's Manual* and PowerPoint slides (access code required). The newly enhanced Wadsworth History Resource Center features such resources as documents and links to online readings correlated to specific periods in world history, and photos that provide visual connections to events, places, and people covered in a world history course.

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

Motivates students to challenge, assemble, and critique interactively interpretations of history. This media curriculum on CD-ROM was 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 on the CD-ROM provide a springboard to exploring a wide range of global issues in social, cultural, economic, and political history during the period 1500–2000.

- ***The Journey of Civilization CD-ROM***

This exciting CD-ROM takes students 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 passive observers.

- ***HistoryUnbound WebTutor™ Advantage for World Civilizations for WebCT™ or Blackboard®***

WebTutor Advantage's preformatted content offers flexibility in assigning content and the ability to create and manage a custom course website. *WebTutor Advantage's* course management tool gives instructors the ability to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and much more. For students, *WebTutor Advantage* offers real-time access to all of the modules from the *HistoryUnbound* product, which includes over 400 readings, numerous interactive maps, and end-of-section critical thinking questions that can be assigned and included in the gradebook. Instructors can access password-protected Instructor Resources for lectures and class preparation. *WebTutor Advantage* also provides robust communication tools, such as a course calendar, asynchronous discussion, real-time chat, a whiteboard, and an integrated e-mail system.

- ***World History Resource Center: The Modern World—An Online Document Database***

Gale's *History Resource Center: The Modern World* is the latest in our virtual library collection. The Modern World collection consists of Gale reference sources, full-text periodicals, and an extensive collection of primary source documents. Learn more about this innovative electronic reference and how it integrates such a diverse collection of resources to reflect students' natural

research process by visiting <http://www.gale.com/modernworld/>. Access to this resource can be bundled with the text for a minimal charge.

- ***InfoTrac College Edition***

A Wadsworth exclusive. Students receive four months of access to InfoTrac College Edition's online database of continuously updated, full-length articles from more than 5,000 journals and periodicals—spanning more than twenty years. By doing a simple keyword search, users can generate a powerful list of related articles from thousands, then select relevant articles to explore or print out for reference or further study.

- ***Map Workbooks***

In two volumes. Feature approximately thirty map exercises that help students improve their geographic understanding of the world. *Not sold separately.*

- ***Magellan World History Atlas***

Available to bundle with any world history text, the atlas contains forty-five full-color historical maps, including "The Vietnam War, 1964–1975" and "States of the World, 2001." *Not sold separately.*

- ***Sources in World History***

This two-volume reader by Mark Kishlansky, Harvard University, is a collection of primary source documents designed to supplement any world history text.

- ***Exploring the European Past: Texts and Images***

Exploring the European Past (ETEP) is a fully customizable, second-generation reader designed to bring to life the events, people, and concepts that define Western civilization, for the European portion of your course. As opposed to traditional readers, *ETEP* integrates written and visual materials into one product. Each reader is a unique combination of ancient and modern voices and timeless images chosen to enhance instruction and complement this text. The *ETEP* program consists of printed primary and secondary sources, plus online visual sources provided via our secure website. Our collection of readings and visual sources now features more than sixty historical themes, from antiquity through the twentieth century. To review the written sources currently available, visit <http://www.textchoice.com> (instructor site). If you would like to preview the *ETEP* visual sources, visit <http://etep.thomsonlearning.com> (student site). For more information, please call 800-355-9983.

ACKNOWLEDGMENTS

The authors are happy to acknowledge the sustained aid given them by many individuals during the long incubation period of this text. Phil Adler's 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.

In addition, the following reviewers of past editions were instrumental in the gradual transformation of a manuscript into a book; we remain indebted to all of them and to the students in HIST 1030–1031, who suffered through the early versions of the work.

William S. Arnett, *West Virginia University*
 Kenneth C. Barnes, *University of Central Arkansas*
 Marsha Beal, *Vincennes University*
 Charmarie J. Blaisdell, *Northeastern University*
 Laura Blunk, *Cuyahoga Community College*
 William Brazill, *Wayne State University*
 Alice Catherine Carls, *University of Tennessee–Martin*
 Orazio A. Ciccarelli, *University of Southern Mississippi*
 Robert Clouse, *Indiana State University*
 Sara Crook, *Peru State University*
 Sonny Davis, *Texas A&M University at Kingsville*
 Joseph Dorinson, *Long Island University, Brooklyn Campus*
 Arthur Durand, *Metropolitan Community College*
 Frank N. Egerton, *University of Wisconsin–Parkside*
 Ken Fenster, *DeKalb College*
 Tom Fiddick, *University of Evansville*
 David Fischer, *Midlands Technical College*
 Jerry Gershenhorn, *North Carolina Central University*
 Erwin Grieshaber, *Mankato State University*
 Eric Haines, *Bellevue Community College*
 Mary Headberg, *Saginaw Valley State University*
 Daniel Heimmermann, *University of Northern Arizona*
 Charles Holt, *Morehead State University*
 Kirk A. Hoppe, *University of Illinois–Chicago*
 Raymond Hylton, *Virginia Union University*
 Fay Jensen, *DeKalb College–North Campus*
 Aman Kabourou, *Dutchess Community College*
 Louis Lucas, *West Virginia State College*
 Ed Massey, *Bee County College*
 Bob McGregor, *University of Illinois–Springfield*
 John Mears, *Southern Methodist University*
 Will Morris, *Midland College*
 Gene Alan Müller, *El Paso Community College*
 David T. Murphy, *Anderson University*
 Tim Myers, *Butler County Community College*

Elsa A. Nystrom, *Kennesaw State University*
 William Paquette, *Tidewater Community College*
 Nancy Rachels, *Hillsborough Community College*
 Enrique Ramirez, *Tyler Junior College*
 Bolivar Ramos, *Mesa Community College*
 Robin Rudoff, *East Texas State University*
 Anthony R. Santoro, *Christopher Newport University*
 Shapur Shahbazi, *Eastern Oregon State University*
 John Simpson, *Pierce College*
 John S. H. Smith, *Northern Nevada Community College*
 Maureen Sowa, *Bristol Community College*
 Irvin D. Talbott, *Glenville State College*
 Maxine Taylor, *Northwestern State University*
 Eugene T. Thompson, *Ricks College*
 Susan Tindall, *Georgia State University*
 Kate Transchel, *California State University, Chico*
 Bill Warren, *Valley City State University*
 Robert Welborn, *Clayton State College*
 David Wilcox, *Houston Community College*
 Steve Wiley, *Anoka-Ramsey Community College*
 John Yarnevich, *Truckee Meadows Community College–
 Old Towne Mall Campus*
 John M. Yaura, *University of Redlands*

Many thanks, too, to Lee Congdon, James Madison University; Maia Conrad, Christopher Newport University; Theron E. Corse, Fayetteville State University; Dennis Fiems, Oakland Community College, Highland Lakes; Lauren Heymeher, Texarkana College; Maria Iacullo, CUNY Brooklyn College; Rebecca C. Peterson, Graceland College; Donna Rahel, Peru State College; Thomas J. Roland, University of Wisconsin–Oshkosh; James Stewart, Western State College of Colorado; and Brian E. Strayer, Andrews University.

And this fourth edition, an especially thoroughgoing revision, had an especially perceptive group of reviewers. Our thanks to them for their comments and suggestions.

Patricia M. Ali, *Morris College*
 Brian Bunk, *Central Connecticut State University*
 Joseph Dorinson, *Long Island University*
 Ali Gheissari, *San Diego University*
 Samuel Hoff, *Delaware State University*
 Ellen J. Jenkins, *Arkansas Technical University*
 Aran S. MacKinnon, *University of West Georgia*
 Thomas M. Ricks, *University of Pennsylvania*
 Gary Scudder, *Champlain College*
 Anthony J. Springer, *Dallas Christian College*
 Kate Transchel, *California State University, Chico*
 Lloyd Uglow, *Southwestern Assemblies of God University*
 Peter von Sivers, *University of Utah*
 Max E. White, *Piedmont College*
 Michael D. Wilson, *Vanguard University*

But we would like to give special kudos to the following members of our Editorial Review Board, who stood by us throughout this edition's development process, approving every change and every new idea that you see in the text and package. Their involvement has been extraordinarily helpful and much appreciated. Janet Brantley in particular provided invaluable service accuracy-checking and rewriting the Test Your Knowledge questions, as well as preparing the new *Instructor's Manual with Test Bank*. And Werner Steger reviewed the Test Your Knowledge questions one final time, to assure their quality and accuracy.

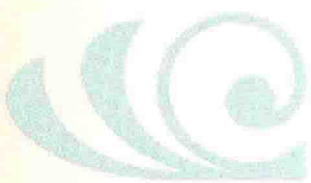
Robin L. Anderson, *Arkansas State University*
Janet Brantley, *Texarkana College*
Stuart Brewer, *Dana College*
Janice Dinsmore, *Wayne State College*
Terrence Monroe, *Darton College*
Elsa Nystrom, *Kennesaw State University*

Thomas G. Smith, *Nichols College*
Werner Steger, *Dutchess Community College*

We would also like to acknowledge Clark Baxter's contribution as publisher; Sue Gleason's as senior development editor; Kim Adams's as senior project manager, editorial production; Ronn Jost's as project manager for Lachina Publishing Services.

And special thanks go to Joel B. Pouwels, Associate Professor of Spanish, University of Central Arkansas, for her important suggestions and contributions to the chapters on Latin American civilizations.

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).

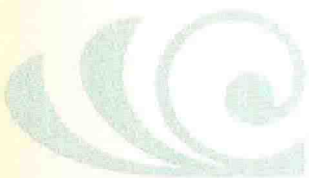


ABOUT THE AUTHORS

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 émigrés 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.

RANDALL L. POWWELS earned his B.A. in history at the University of Wisconsin and his Ph.D. in history at UCLA in 1979. His Ph.D. dissertation was on the history of Islam in East Africa. His book *Horn and Crescent: Cultural Change and Traditional Islam on the East African Coast, 800–1900*

(Cambridge, 1987) has become a standard work in African history. *The History of Islam in Africa* (Athens, Oxford, and Cape Town, 2000) was jointly edited with Nehemia Levtzion of Hebrew University, Jerusalem. Widely praised in reviews, it was selected by *Choice* as an Outstanding Academic Title for 2001 and was made a selection of the History Book Club. In addition, he has written numerous articles and reviews on East African history, the history of Islam in Africa, and historical methodologies. His other research interests include the history of the Middle East and the history and archaeology of Native Americans. Over the years, his work has been supported by grants and fellowships from Fulbright-Hays, the National Endowment for the Humanities, the Social Studies Research Council, the National Geographic Society, and the American Philosophical Society. He has taught African history for over twenty years at LaTrobe University in Melbourne, Australia, and at UCLA. He is presently Professor of African and Middle Eastern History at the University of Central Arkansas.



INTRODUCTION TO THE STUDENT: WHY IS HISTORY WORTH STUDYING?

HUMAN ACTIONS tend to fall into broad patterns, 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, such as literary ambition or scientific curiosity, or the quest for political power over others, rather than from absolute needs.

History is the record of how people have tried to meet those needs or fulfill those desires. Many generations of our ancestors have found that familiarity with that record can 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. This may be history's greatest value.

Many people are naturally attracted to 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?

People who are ignorant of their past 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 it is missing—and, contrary to the old saying, what you don't know 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. The French Revolution will not recur just as it did 215 years ago. But, as we know all too well, people still depose their leaders and rise up in arms to change the way they live. 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. Adults who are historically unconscious are confined within a figurative wooden packing crate, into which they were put by the accident of birth at a given time and in a given place. The boards forming the box restrict their freedom and block their view in all directions. One board of the box might be the prosperity—or lack of it—into which they were born; another, their physical appearance, race, or ethnic group. Other boards could be their religion, whether they were born in a city slum or a small village, or whether they had a chance at formal education (about three-fourths of the world's children never go beyond the third year of school). These and many other boards form the boxes into which we are all born.

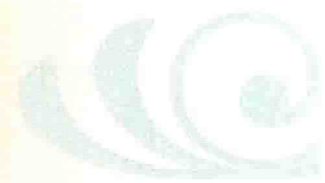
If we are to fully realize our potential as human beings, some of the boards must be removed so that we can see out, gain other vistas and visions, and have a chance to measure and compare our experiences with others outside. And the smaller our "global village" becomes, the more important it becomes to learn more about the world beyond the campus, city, state, and country in which we live. An introductory course in world history is an ideal way to learn about life outside the box.

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

P. J. A.
R. L. P.

Note: Some of you 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 equivalents B.C. (before Christ) and A.D. (*anno Domini*). Also, a caution about the word *century* is in order:

the phrase *seventeenth century C.E.* refers to the years 1601 to 1699 in the common era, and the phrase *first century B.C.E.* refers to the years 99 to 0 B.C.E. With a little practice, these terms become second nature and will increase your fluency in history.



BRIEF CONTENTS

Maps xiv

Preface xv

About the Authors xxiii

Introduction to the Student xxiv

**PART FOUR: DISEQUILIBRIUM:
THE WESTERN ENCOUNTER WITH
THE NON-WESTERN WORLD,
1500–1700 C.E.** 304

- 23. A Larger World Opens 306
- 24. The Protestant Reformation 319
- 25. Foundations of the European States 331
- 26. Eastern European Empires 345
- 27. The Rise and Fall of the Muslim Empires 358
- 28. China from the Ming through the Early Qing Dynasties 371
- 29. Japan and Colonial Southeast Asia 382
- 30. From Conquest to Colonies in Hispanic America 395

**WORLDVIEW FOUR: Disequilibrium:
The Western Encounter with the
Non-Western World, 1500–1700 C.E.** 406

**PART FIVE: REVOLUTIONS, IDEOLOGY,
AND THE NEW IMPERIALISM,
1700–1920** 408

- 31. The Scientific Revolution and Its Enlightened Aftermath 410
- 32. Liberalism and the Challenge to Absolute Monarchy 425
- 33. The French Revolution and the Empire of Napoleon 434
- 34. Europe's Industrialization and Its Social Consequences 449

- 35. Europe in Ideological Conflict 467
- 36. Consolidation of National States 480
- 37. The Islamic World and India, 1600–1917 494
- 38. Africa in the Era of Informal Empire 507
- 39. Latin America from Independence to Dependent States 520
- 40. Advanced Industrial Society 533
- 41. Modern Science and Its Implications 547
- 42. World War I and Its Disputed Settlement 558

**WORLDVIEW FIVE: Revolutions, Ideology, and the
New Imperialism, 1700–1920** 574

**PART SIX: EQUILIBRIUM REESTABLISHED:
THE TWENTIETH-CENTURY WORLD AND
BEYOND, 1920–PRESENT** 576

- 43. A Fragile Balance: Europe in the Twenties 579
- 44. The Soviet Experiment to World War II 592
- 45. Totalitarianism Refined: The Nazi State 606
- 46. East Asia in a Century of Change 616
- 47. World War II 630
- 48. High and Low Cultures in the West 643
- 49. Superpower Rivalry and the European Recovery 652
- 50. Decolonization and the Third World 663
- 51. The New Asia 672
- 52. Africa in the Colonial and Independent Eras 685
- 53. Latin America in the Twentieth Century 701
- 54. The Reemergence of the Muslim World 713

55. Collapse and Reemergence in Communist Europe 727

56. A New Millennium 738

WORLDVIEW SIX: Equilibrium Reestablished: The Twentieth-Century World and Beyond, 1920–Present 748

Glossary G-1

Answers to Test Your Knowledge A-1

Index I-1



CONTENTS

Maps xiv

Preface xv

About the Authors xxiii

Introduction to the Student xxiv

PART FOUR: DISEQUILIBRIUM: THE WESTERN ENCOUNTER WITH THE NON-WESTERN WORLD, 1500–1700 C.E. 304

23. A Larger World Opens 306

Maritime Exploration in the 1400s 306

Overseas Empires and Their Effects 308

Portuguese Pioneers 308

**SCIENCE AND TECHNOLOGY: Vasco da Gama's First
Contacts in East Africa 308**

The Spanish Empire in the Americas 309

The African Slave Trade Opens 310

Dutch and English Merchant-Adventurers 311

Mercantilism 312

The Columbian Exchange 312

European Impacts and Vice Versa 313

The Fate of the Amerindians 314

Racism's Beginnings 315

**EVIDENCE OF THE PAST: Bartolomé de las Casas's
Report on the Indies 316**

24. The Protestant Reformation 319

Luther and the German National Church 319

Luther's Beliefs 320

Calvin and International Protestantism 321

Calvinism and Lutheranism Compared 322

Other Early Protestant Faiths 323

The Church of England 323

The Counter-Reformation 324

**LAW AND GOVERNMENT: Elizabeth I of England
(1533–1603) 325**

Religious Wars and Their Outcomes to 1600 326

France 327

The Spanish Netherlands 327

The Legacy of the Reformation 327

**EVIDENCE OF THE PAST: The St. Bartholomew's
Day Massacre 328**

25. Foundations of the European States 331

The Thirty Years' War 331

The Treaty of Westphalia, 1648 332

Spain's Decline 333

Theory and Practice of Royal Absolutism 335

French Government under Louis XIV 335

**PATTERNS OF BELIEF: Queen Christina of Sweden
(1626–1689) 336**

*Revolt against Royal Absolutism: Seventeenth-Century
England 338*

Civil War: Cromwell's Commonwealth 339

**EVIDENCE OF THE PAST: The Death of
Charles I 339**

Restoration and Glorious Revolution of 1688 340

Political Theory: Hobbes and Locke 341

**SOCIETY AND ECONOMY: Women and the
Guilds 341**

LAW AND GOVERNMENT: Hobbes's *Leviathan* 342

26. Eastern European Empires 345

Absolutism East of the Elbe 345

Prussia's Rise 346

The Habsburg Domains 347

The Struggle against Turkey 347

**LAW AND GOVERNMENT: Mother and Son
in the Habsburg Family 349**

Russia under the Czars 350

Russia's Antipathies to the West 351

Absolutism in Russia: Peter I 352

Two Eastern Powers in Eclipse 353

Poland 353

Turkey 354