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*STUDENT
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SERIES*



**The Earth and
Its Peoples**
A Global History



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STUDENT ACHIEVEMENT SERIES

The Earth and Its Peoples

a gLoBaL history

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STUDENT ACHIEVEMENT SERIES

The Earth and Its Peoples

diversity and dominance

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► A TEAM APPROACH: BUILT BY PROFESSORS AND STUDENTS, FOR PROFESSORS AND STUDENTS

Over the past two years, Houghton Mifflin has conducted research and focus groups with a diverse cross-section of professors and students from across the country to create the first textbook program that truly reflects what professors and students want and need. *The Earth and Its Peoples: Student Achievement Series*, based on our extensive feedback, is specifically designed to meet the teaching needs of instructors as well as the learning, study, and assessment goals of students. Professors and students have been involved with every key decision regarding this new product development model and learning system—from content structure, to design and packaging, to the title of the textbook and the marketing message.

It has long been a Houghton Mifflin tradition and honor to partner closely with professors to gain valuable insights and recommendations during the development process. Partnering equally as closely with students through the entire product development and product launch process has also proved to be extremely gratifying and productive.

► WHAT STUDENTS TOLD US

Students have told us many things. While price is important to them, they are just as interested in having a textbook that reflects the way they actually learn and study. As with other consumer purchases and decisions they make, they want a textbook that is of true value to them. *The Earth and Its Peoples: Student Achievement Series* accomplishes both of their primary goals: it provides them with a price-conscious textbook, and it presents the concepts in a way that pleases them.

While students learn in different ways, almost all students told us the same things regarding what they want their textbook to “look like.” The ideal textbook for students gets to the point quickly, is easy to understand, has shorter chapters, offers pedagogical materials designed to reinforce key concepts, provides a strong supporting website for quizzing and assessment of materials, and gives them real value for their dollar.

► TAKING WHAT PROFESSORS AND STUDENTS TOLD US TO CREATE *The Earth and Its Peoples: Student Achievement Series*

The Earth and Its Peoples: Student Achievement Series provides exactly what students want and need pedagogically in an educational product. While other textbooks on the market include some of these features, the Student Achievement Series is the first textbook to fully incorporate all of these cornerstones, as well as to introduce innovative, new learning methods and study processes that completely meet the wishes of today’s students. It does this by:

- Being concise and to the point.
- Presenting more content in bulleted or more succinct formats.
- Boldfacing key concepts and information.

- Organizing content in smaller, easier-to-manage chunks.
- Providing a system for immediate reinforcement throughout each chapter.
- Creating a design that is open, user friendly, and interesting for today's students.
- Developing a supporting and integrated Web component that focuses on quizzing and assessment of key concepts.
- Providing students with a product they feel is of good value.

When we asked students to compare a chapter from this new learning model to chapters from traditional competing textbooks, students overwhelmingly rated this new product model as far superior. Students told us that *The Earth and Its Peoples: Student Achievement Series* is “a very valuable text,” is “easier to read and easier to study from,” is “more modern,” and is “more of what [they] want in a text.”

► PROFESSORS AND STUDENTS: WE COULDN'T HAVE DONE IT WITHOUT YOU

All of us at Houghton Mifflin are grateful to all the students across the country who helped us create and build the first educational product pedagogically designed specifically for their learning and educational goals. Working with these students was an honor, as well as a lot of fun. We sincerely appreciate their honesty, candor, creativeness, and interest in helping us to develop a better learning experience. We also appreciate their willingness to meet with us and to allow us to videotape them and use some of their excellent quotes. We wish them much success as they complete their college education, begin their careers, and go about their daily lives.

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► THEMES OF THE BOOK

We have subtitled *The Earth and Its Peoples: Student Achievement Series* “A Global History” because the book explores the common challenges and experiences that unite the human past. Although the dispersal of early humans to every livable environment resulted in myriad different economic, social, political, and cultural systems, all societies displayed analogous patterns in meeting their needs and exploiting their environments. Our challenge was to select the particular data and episodes that would best illuminate these global patterns of human experience.

To meet this challenge, we adopted two themes to serve as the spinal cord of our history: “technology and the environment” and “diversity and dominance.” The former represents the commonplace material bases of all human societies at all times. It grants no special favor to any cultural group even as it embraces subjects of the broadest topical, chronological, and geographical range. The latter expresses the reality that every human society has constructed or inherited structures of domination, whether political, religious, or cultural, but simultaneously recognizes that alternative lifestyles and visions of societal organization continually manifest themselves both within and in dialogue with every structure of domination.

With respect to “technology and the environment,” it is vital for students to understand that technology, in the broad sense of experience-based knowledge of the physical world, underlies all human activity. Writing is a technology, but so is oral transmission from generation to generation of lore about medicinal or poisonous

plants. The magnetic compass is a navigational technology, but so is a Polynesian mariner's hard-won knowledge of winds, currents, and tides that made possible the settlement of the Pacific islands.

All technological development, moreover, has come about in interaction with environments, both physical and human, and has, in turn, affected those environments. The story of how humanity has changed the face of the globe is an integral part of this central theme.

Yet technology and the environment do not by themselves explain or underlie all important episodes of human change and experience. In keeping with the theme of "diversity and dominance," discussions of politics, culture, and society interweave with our presentation of the material base of human society to reveal additional historical patterns. Thus when narrating the histories of empires, we describe a range of human experiences within and beyond the imperial frontiers without assuming that the imperial institutions are a more fit topic for discussion than the economic and social organization of pastoral nomads or the life patterns of peasant women. And when religious and cultural traditions occupy our narrative, our primary concern is to complement descriptive presentation with commentary on cultural alternatives within the societies in question.

► AN EFFECTIVE TEACHING AND LEARNING PACKAGE

FOR INSTRUCTORS

- **Online Teaching Center.** This text-based instructor website offers valuable resources for course preparation and class presentation materials, including downloadable Instructor's Resource Manual files, PowerPoint art and map slides, classroom response system ("clicker") slides, and more.
- **HMTesting CD.** This CD-ROM contains electronic Test Bank items. Through a partnership with the Brownstone Research Group, HMTesting—now powered by Diploma®—provides instructors with all the tools they need to create, author, edit, customize, and deliver multiple types of tests. Instructors can import questions directly from the test bank, create their own questions, or edit existing algorithmic questions, all within Diploma's powerful electronic platform.
- **Eduspace® Course.** A variety of assignable homework and testing material has been developed to work with Eduspace®: Houghton Mifflin's online learning tool (powered by Blackboard®). Eduspace® is a web-based online learning environment that provides instructors with a gradebook and communication capabilities, such as synchronous and asynchronous chats and announcement postings. It also offers access to assignments such as over 650 gradable homework exercises, writing assignments, interactive maps with questions, primary sources, Associated Press modules, discussion questions for online discussion boards, and tests, all of which come ready to use. Instructors can choose to use the content as is, modify it, or even add their own. All of this material is also available with the Blackboard® and WebCT® course management systems.

FOR STUDENTS

- **Online Study Center.** This text-specific student website provides various valuable online assets. As mentioned before, the Online Study Center contains a wealth of content, including ACE Section Quizzes, flashcards, chapter learning objectives, and an audio pronunciation guide. Students who purchase a passkey can access premium resources, including interactive map quizzes, primary sources, "History in Focus" photo explorations, summary review materials, and MP3 audio summary files.

About the Authors

Richard W. Bulliet Professor of Middle Eastern History at Columbia University, Richard W. Bulliet received his Ph.D. from Harvard University. He has written scholarly works on a number of topics: the social history of medieval Iran (*The Patricians of Nishapur*), the historical competition between pack camels and wheeled transport (*The Camel and the Wheel*), the process of conversion to Islam (*Conversion to Islam in the Medieval Period*), and the overall course of Islamic social history (*Islam: The View from the Edge*). He is the editor of the *Columbia History of the Twentieth Century*. He has published four novels, co-edited *The Encyclopedia of the Modern Middle East*, and hosted an educational television series on the Middle East. He was awarded a fellowship by the John Simon Guggenheim Memorial Foundation.

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note on spelling and usage

Where necessary for clarity, dates are followed by the letters C.E. or B.C.E. The abbreviation C.E. stands for “Common Era” and is equivalent to A.D. (*anno Domini*, Latin for “in the year of the Lord”). The abbreviation B.C.E. stands for “before the Common Era” and means the same as B.C. (“before Christ”). In keeping with our goal of approaching world history without special concentration on one culture or another, we chose these neutral abbreviations as appropriate to our enterprise. Because many readers will be more familiar with English than with metric measurements, however, units of measure are generally given in the English system, with metric equivalents following in parentheses.

In general, Chinese has been romanized according to the *pinyin* method. Exceptions include proper names well established in English (e.g., Canton, Chiang Kai-shek) and a few English words borrowed from Chinese (e.g., kowtow). Spellings of Arabic, Ottoman Turkish, Persian, Mongolian, Manchu, Japanese, and Korean names and terms avoid special diacritical marks for letters that are pronounced only slightly differently in English. An apostrophe is used to indicate when two Chinese syllables are pronounced separately (e.g., Chang’an).

For words transliterated from languages that use the Arabic script—Arabic, Ottoman Turkish, Persian, Urdu—the apostrophe indicating separately pronounced syllables may represent either of two special consonants, the *hamza* or the *ain*. Because most English-speakers do not hear the distinction between these two, they have not been distinguished in transliteration and are not indicated when they occur at the beginning or end of a word. As with Chinese, some words and commonly used place-names from these languages are given familiar English spellings (e.g., Quran instead of Qur’an, Cairo instead of al-Qahira). Arabic romanization has normally been used for terms relating to Islam, even where the context justifies slightly different Turkish or Persian forms, again for ease of comprehension.

Before 1492 the inhabitants of the Western Hemisphere had no single name for themselves. They had neither a racial consciousness nor a racial identity. Identity was derived from kin groups, language, cultural practices, and political structures. There was no sense that physical similarities created a shared identity. America’s original inhabitants had racial consciousness and racial identity imposed on them by conquest and the occupation of their lands by Europeans after 1492. All of the collective terms for these first American peoples are tainted by this history. *Indians*, *Native Americans*, *Amerindians*, *First Peoples*, and *Indigenous Peoples* are among the terms in common usage. In this book the names of individual cultures and states are used wherever possible. *Amerindian* and other terms that suggest transcultural identity and experience are used most commonly for the period after 1492.

There is an ongoing debate about how best to render Amerindian words in English. It has been common for authors writing in English to follow Mexican usage for Nahuatl and Yucatec Maya words and place-names. In this style, for example, the capital of the Aztec state is spelled Tenochtitlán, and the important late Maya city-state is spelled Chichén Itzá. Although these forms are still common even in the specialist literature, we have chosen to follow the scholarship that sees these accents as unnecessary. The exceptions are modern place-names, such as Mérida and Yucatán, which are accented. A similar problem exists for the spelling of Quechua and Aymara words from the Andean region of South America. Although there is significant disagreement among scholars, we follow the emerging consensus and use the spellings *kipu* (not *quipu*), *Tiwanaku* (not *Tiahuanaco*), and *Wari* (not *Huari*). However, we keep *Inca* (not *Inka*) and *Cuzco* (not *Cusco*), since these spellings are expected by most of our potential readers and we hope to avoid confusion.

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