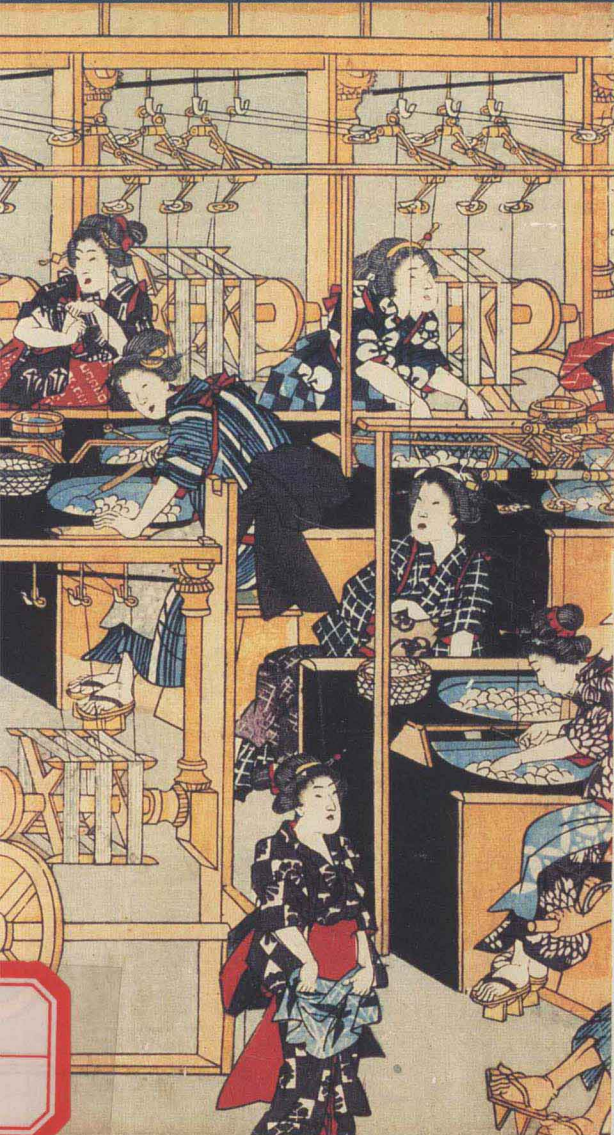


Volume II: Since 1500

BRIEF EDITION

# The Earth and Its Peoples

*A Global History*



ulliet Crossley Headrick Hirsch Johnson Northrup

# THE EARTH AND ITS PEOPLES:

## A GLOBAL HISTORY

Volume II: Since 1500

**Brief Edition**

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History is not easy. We met in a conference room at Houghton Mifflin: six professional historians seated around a table hammering out our ideas on what a global history textbook at the start of a new millennium should be. Together we brought to the project a high level of knowledge about Africa, the Americas, Asia, Europe, the Middle East. We argued; we made up over dinner; we debated some more.

But there was no short cut. Though not by nature contentious people, we were determined to write the best global history we could. And that necessarily meant testing ideas aloud; considering alternatives put forward by smart, articulate colleagues; and bargaining over what to include and what, with regret, to pass over. We believe the result was worth the sweat.

We have been very pleased with the reception of our text in world history classrooms. We have also been made aware of the need for a brief edition. Some professors prefer briefer editions in order to assign more primary sources while others merely do not have time to cover all the material contained in a full edition text. As a result we have created this brief edition of *The Earth and Its Peoples* in collaboration with an editor and freelance writer, Margaret Manos. Our primary goal was to maintain the central theme of “technology and the environment” while editing the text to two-thirds of its original size. As any author knows, cutting words can be even harder than writing them in the first place, and we are indebted to Margaret for her intelligent and objective editorial eye, which led us to conclusions that ultimately resulted in this brief version.

As with the full edition our goal was to write a textbook that would not only speak for the past but speak to today’s student and today’s teacher. By the time a class has completed it, students and instructor alike should have a strong sense that the history of the human species, throughout the globe, follows a particular trajectory:

from sparse and disconnected communities reacting creatively to their individual circumstances; through ever more intensive stages of contact, interpenetration, and cultural expansion and amalgamation; to a twenty-first century world situation in which people increasingly visualize a single global community.

The keynote of this book is not progress but process: a steady process of change over time, at first differently experienced in various regions of the world but eventually entangling peoples from all parts of the globe. Students should come away from this book with a sense that the problems and promises of their world are rooted in a past in which people of every sort, in every part of the world, confronted similar problems and coped with them as best they could. We believe our efforts will help students see where their world has come from and learn thereby something useful for their own lives.

## Central Theme

We have subtitled *The Earth and Its Peoples* “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 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 “technology and environment” as our central theme to serve as the spinal cord of the text. We felt it represented the commonplace bases of all human societies at all times and granted no special favor to any cultural or social group even as it embraced

subjects of the broadest topical, chronological, and geographical range.

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 the Polynesian mariners' 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. At the most basic level, concern with technology and the environment arises from the reality that all humans must eat. Yet less material cultural attainments are encompassed as well. Quite apart from such facilitating technologies as writing, papermaking, and printing, philosophies and religions have started from and sought to explain real world phenomena. Cultural achievements reflect changing understandings of human relations to one another and to the world. Thus they belong in this book, evidence of the technology and environment theme as a constant in human society and a solid basis for comparing different times, places, and communities.

## Organization

*The Earth and Its Peoples* uses eight broad chronological divisions to define its conceptual scheme of global historical development. In **Part One: The Emergence of Human Communities, to 600 B.C.E.**, we examine important patterns of human communal organization. Though scarcity of written sources limits what we know about the world's first societies, the evolution of their technologies tells us much about gender relations, specialization of work activities, and patterns of everyday life—in short, about the growing complexity of human communities.

**Part Two: The Formation of New Cultural Communities, 1000 B.C.E.–500 C.E.**, introduces the concept of a “cultural community,” in the sense of a coherent pattern of activities and symbols pertaining to a specific human community. While all communities have distinctive cultures, the advances and conquests of some communities in this period magnified the geographical and historical imprint of their cultures.

**Part Three: Growth and Interaction of Cultural Communities, 300–1200**, deals with early episodes of technological, social, and cultural exchange and interaction on a continental scale outside the framework of imperial expansion. These are so different from earlier interactions arising from conquest or extension of political boundaries that they constitute a distinct era in world history, an era that set the world on the path of increasing global interaction and interdependence that it has been following ever since.

In **Part Four: Interregional Patterns of Culture and Contact, 1200–1500**, we take a look at the world during three centuries that saw both intensified cultural and commercial contact and increasingly confident self-definition of cultural communities in Europe, Asia, and Africa.

**Part Five: The Globe Encompassed, 1500–1800**, treats a period dominated by the global effects of European expansion and continued economic growth. The contrasting capacities and fortunes of land empires and maritime empires, along with the exchange of domestic plants and animals between the hemispheres, underline the technological and environmental dimensions of this first era of complete global interaction.

In **Part Six: Revolutions Reshape the World, 1750–1870**, the word *revolution* is used in three senses: in the political sense of governmental overthrow, as in France and the Americas; in the metaphorical sense of radical transformative change, as in the Industrial Revolution; and in the broadest sense of a profound change in circumstances and world-view, as in the abolitionist movement.

Technology and environment lie at the core of these developments. With the ascendancy of the

Western belief that science and technology could overcome all challenges, environmental or otherwise, technology became not only an instrument of transformation but also an instrument of domination, threatening the integrity and autonomy of cultural traditions in nonindustrial lands.

**Part Seven: Global Dominance and Diversity, 1850–1945**, examines the development of a world arena in which people conceived of events on a global scale. Imperialism, world war, international economic connections, and world-encompassing ideological forces, like nationalism and socialism, present the picture of an increasingly interconnected globe. European dominance took on a worldwide dimension, at times seeming to threaten permanent subordination to European values and philosophies while at other times triggering strong political or cultural resistance.

For **Part Eight: The Perils and Promises of a Global Community, 1945 to the Present**, we chose a thematic structure in keeping with how many people perceive the past half century.

In a world contest for resources, the difference between growth and prosperity or overpopulation and poverty often hinged on technological and environmental factors, such as the development of high-yielding strains of rice and other crops. Yet even as the world faced the prospect of deepening gulfs between its rich and its poor regions, technological development simultaneously brought its peoples into closer contact than ever before.

## Distinctive Features

To keep the technology and environment theme and the structural linkage between the parts clear, each part begins with an opening essay that sets the following chapters into the broad context of the book as a whole.

“Environment and Technology” boxes in alternating chapters further emphasize our central theme. Each feature expands on a particular topic in technological history—for example, ancient textiles and dyes, castles and fortifications,

writing systems, Copernican astronomy, whaling, and compact disks.

“Voices and Visions” features likewise accompany alternate chapters. These consist of excerpts from primary written, or occasionally visual, sources. While encouraging close study of historical evidence, they also enhance our narrative by giving clear voice to an array of individual viewpoints and cultural outlooks. Slavery in different periods and places receives attention, for example, as does Tamil culture, society in Colonial Mexico, revolutionary art, a Nigerian woman’s recollection of her childhood at the turn of the twentieth century, and China’s family planning needs. Questions designed to stimulate critical interpretation of primary sources close each “Voices and Visions” feature.

Each chapter opens with a thematic introduction intended to engage the reader’s interest while previewing what will follow. Maps and illustrations serve to reinforce and complement, not merely ornament, surrounding discussion, while charts and timelines help to organize and review major developments. Careful chapter conclusions draw together major topics and themes and link the present chapter to the one that follows. An annotated list of Suggested Reading at the end of each chapter contains up-to-date references to help students pursue their interests.

For further assistance, *The Earth and Its Peoples*, Brief Edition is issued in two formats to accommodate different academic calendars and approaches to the course. There is a one-volume paperback version containing all 29 chapters, along with a two-volume paperback edition: Volume I, To 1500 (Chapters 1–13), and Volume II, Since 1500 (Chapters 14–29).

At the end of each volume, an extensive pronunciation guide shows the reader how to pronounce the many foreign terms and names necessary to a book of this scope.

## Supplements

We have assembled an array of text supplements to aid students in learning and instructors in

teaching. These supplements, including an *Instructor's Resource Manual*, *Test Items*, *Computerized Test Items*, an interactive map CD-ROM, an Internet Study Guide on Houghton Mifflin's @history web site, and *Map Transparencies*, are tied closely to the text, to provide a tightly integrated program of teaching and learning.

The *Instructor's Resource Manual*, prepared by John Reisbord, provides useful teaching strategies for the global history course and tips for getting the most out of the text. Each chapter contains instructional objectives, a detailed chapter outline, discussion questions, individual learning activities, and audio-visual resources.

Each chapter of the *Test Items*, written by John Reisbord (Ph.D. Northwestern University), offers 14 to 16 key-term identifications, 4 to 6 essay questions with answer guidelines, 24 to 26 multiple-choice questions, and 2 to 3 history and geography exercises. We also provide a computerized version of the *Test Items*, to enable instructors to alter, replace, or add questions.

A new CD-ROM, *GeoQuest World*, features thirty interactive maps that demonstrate for students the connection between history and geography from ancient times to the present. Each map is accompanied by exercises with answers and essay questions. Four different types of interactivity allow students to move at their own pace through each section.

In addition Houghton Mifflin's @history web site provides text-based materials including primary sources, text specific self-tests, and gateways to relevant history sites.

A set of *Transparencies* of all the maps in the text is available on adoption.

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Over the years it took to bring this project to fruition, we worked with an excellent editorial and publishing team at Houghton Mifflin. Our hearts belong especially to Elizabeth M. Welch, Senior Basic Book Editor, who with unfailing good humor and sympathy (at least in our presence) guided us around every pitfall.

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We thank also the many students whose questions and concerns shaped much of this work, and we welcome all our readers' suggestions, queries, and criticisms. Please contact us at our respective institutions or at this e-mail address: [history@hmco.com](mailto:history@hmco.com)



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Where necessary for clarity, dates are followed by the letters C.E. or B.C.E. C.E. stands for “Common Era” and is equivalent to A.D. (*Anno Domini*, Latin for “in the year of the Lord”). B.C.E. stands for “Before the Common Era” and means the same as B.C. (“Before Christ”). In keeping with their goal of approaching world history without special concentration on one culture or another, the authors chose these neutral abbreviations as appropriate to their 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 indicates that 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 they are not indicated when they occur at the beginning or

end of a word. As with Chinese, some words and commonly used placenames 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.

There is lively scholarly debate on how best to render Amerindian words in English letters. Nahuatl and Yacatec Maya words and placenames are given in familiar, conventional forms that some linguists now challenge. Thus terms like Tenochtitlán and Chichén Itzá contain accented vowels, contrary to some scholarly recommendations. Similarly, like most North American historians, we have not followed recent proposals for a new system of transliterating Aymara and Quechua words from the Andean region. Thus we retain Inca instead of Inka and *quipu* instead of *khipu*.

To help clarify placenames that have changed over time, the modern form of the name is often put in parentheses after the form appropriate to the period of history under discussion. Thus, Annam, an ancestor state of Vietnam, is referred to as such where appropriate historically, with its relationship to modern Vietnam noted in parentheses. In some cases, consideration of the reader has demanded careful anachronisms (e.g., “Inner China” and “Outer China” in discussion of the early history of territories that only much later became part of empires based in China, and eventually of China itself). Anachronisms of this sort are explained in the text.

## P A R T F I V E

*The Globe Encompassed, 1500–1800* 291*Chapter 14* Global Expansion and Encounters, to 1550 294*Chapter 15* The Transformation of Europe, 1500–1750 313*Chapter 16* American Colonial Societies and the Atlantic System, 1530–1800 331*Chapter 17* Southwest Asia and the Muslim Empires, 1500–1750 357*Chapter 18* Central and Eastern Asia, 1500–1800 373

## P A R T S I X

*Revolutions Reshape the World, 1750–1870* 389*Chapter 19* The Industrial Revolution, 1760–1870 392*Chapter 20* Revolutionary Changes and Nation Building, 1750–1890 410*Chapter 21* Africa, India, and the New British Empire, 1750–1870 437*Chapter 22* The Ottoman Empire and East Asia, 1800–1870 457

## P A R T S E V E N

*Global Dominance and Diversity, 1850–1945* 475*Chapter 23* The New Power Balance, 1850–1914 478*Chapter 24* The New Imperialism, 1869–1914 498*Chapter 25* The First and Second World Wars, 1914–1945 517*Chapter 26* Revolutions and National Independence, 1900–1950 548

## P A R T E I G H T

*The Perils and Promises of a Global Community, 1945 to the Present* 566*Chapter 27* Decolonization and the Cold War, 1945–1991 569*Chapter 28* The Global Contest for Resources after 1945 588*Chapter 29* The World at the End of the Twentieth Century: A Global Culture? 606

Maps	xv
Environment & Technology Features	xv
Voices & Visions Features	xvi
Preface	xvii
About the Authors	xxii
Note on Spelling and Usage	xxiii

P A R T F I V E

**The Globe Encompassed, 1500–1800** 291

**CHAPTER 14**

*Global Expansion and Encounters, to 1550* 294

**European Expansion, 1450–1550** 296

European Motives and Methods	296
Portuguese Voyages	297
Spanish Voyages	300

**Encounters with Europe, 1450–1550** 301

Western Africa	302
Eastern Africa	303
Indian Ocean States	304
The Americas	306
Patterns of Dominance	310

**Conclusion** 311

**Suggested Reading** 312

**Note** 312

<i>Voices &amp; Visions: European Male Sexual Dominance Overseas: A Metaphor?</i>	308
---	-----

**CHAPTER 15**

*The Transformation of Europe, 1500–1750* 313

**Religious and Political Innovations** 314

Religious Reformation	314
The Failure of Empire	315
Royal Centralization	316
Absolutism and Constitutionalism	316

**Building State Power: War and Diplomacy** 319

**Urban Society and Commercial Technology** 320

Urban Social Classes	320
Commercial Techniques and Technology	323

**Rural Society and the Environment** 323

Rural Lives	323
Environmental Crises	324
Land Enclosure and the “Agriculture Revolution”	324
Social Rebellion and Witch-Hunts	326

**The Realm of Ideas** 326

Traditional Thinking	326
Scientific Thinking	327
Enlightened Thinking	327

**Conclusion** 329

**Suggested Reading** 329

**Note** 330

<i>Environment &amp; Technology: New Cosmologies</i>	328
--	-----



**CHAPTER 16****American Colonial Societies and the Atlantic System, 1530–1800****The Columbian Exchange**

- Demographic Changes 333  
 Transfer of Plants and Animals 333

**Spanish America and Brazil**

- State and Church 334  
 Colonial Economies 335  
 Society in Colonial Latin America 337

**English and French Colonies in North America**

- The South 340  
 New England 341  
 The Middle Atlantic 341  
 French America 342

**The Atlantic System**

- Sugar and Slaves 344  
 Slaves' Lives 346

**Creating the Atlantic Economy**

- Capitalism and Mercantilism 348  
 Great Circuit and Middle Passage 350

**Africa and the Atlantic System**

- Gold Coast and Slave Coast 353  
 The Bight of Biafra and Angola 353

**Conclusion****Suggested Reading****Notes**

*Voices & Visions: Society in Colonial Mexico*

**CHAPTER 17****Southwest Asia and the Muslim Empires, 1500–1750**

331

**The Ottoman Empire**

358

Expansion and Frontiers 359

Central Institutions 361

Crisis of the Military State 362

334 Economic Change and Growing Weakness 363

**The Safavid Empire**

364

Society and Religion 365

A Tale of Two Cities: Istanbul and Isfahan 366

339 Economic Crisis and Political Collapse 367

**The Mughal Empire**

369

Political Foundations 369

Hindus and Muslims 369

Central Decay and Regional Challenges 370

**Conclusion**

371

**Suggested Reading**

372

*Environment & Technology:*

*Textile Production*

348 368

**CHAPTER 18****Central and Eastern Asia, 1500–1800**

373

**The Ming to Qing Transition**

374

The Ming "Golden Age" 375

355 The Plateau in Ming Development 377

356

338

<b>Consolidation of the Qing Empire</b>	378	<b>Social Transformations</b>	403
Qing Competition Against Russia and the Mongols for Control of Mongolia and Northeast Asia 379		Population 403	
China Reenters the Global Trade 379		Working Conditions 403	
Tea and Diplomacy 380		Changes in Society 405	
Literature and Gender 381		<b>Ideological and Political Responses to Industrialization</b>	406
Population Growth and Infrastructure Decline 384		Laissez Faire and Its Critics 406	
<b>Decentralization and Innovation: Tokugawa Japan</b>	385	Positivists and Utopian Socialists 406	
Shogunate and Economy 385		Protests and Reforms 406	
The “Closing” of Japan 386		<b>Industrialization and Nonindustrial World Before 1870</b>	407
Elite Decline and Social Crisis 386		Russia 407	
<b>Conclusion</b>	387	Egypt 408	
<b>Suggested Reading</b>	388	<b>Conclusion</b>	408
<i>Voices &amp; Visions: The Macartney Mission</i>	382	<b>Suggested Reading</b>	409
		<i>Environment &amp; Technology: “The Annihilation of Time and Space”</i>	397
<b>P A R T S I X</b>		<b>CHAPTER 20</b>	
<b>Revolutions Reshape the World, 1750–1870</b>	389	<b>Revolutionary Changes and Nation Building, 1750–1890</b>	410
<b>CHAPTER 19</b>		<b>Prelude to Revolution: The Crisis of the Old Order</b>	411
<b>The Industrial Revolution, 1760–1870</b>	392	<b>The American Revolution</b>	412
<b>Britain: A Society Open to Innovation</b>	393	Frontiers and Taxes 412	
<b>The Technological Revolution</b>	394	The Course of Revolution 414	
Marr Production and Mechanization 394		The Construction of Republican Institutions 414	
Iron and Steam 395		<b>The French Revolution</b>	415
Telegraphy 396		French Society and Fiscal Crisis 415	
<b>The Industrial Revolution Spreads</b>	396	Protest Turns to Revolution 416	
Western Europe 396		Reaction and Dictatorship 418	
The United States 399		<b>Environmental Impact of the Industrial Revolution</b>	401
<b>The Urban Environment</b> 401		The Urban Environment 401	
<b>Rural Environments in Britain and Western Europe</b> 403		Rural Environments in Britain and Western Europe 403	

<b>Revolution Spreads, Conservatives Respond</b>			
The Haitian Revolution	419		
The Congress of Vienna and Conservative Retrenchment	421		
Nationalism, Reform, and Revolution	422		
<b>Nation Building in the Americas</b>	423		
Roots of Revolution in Latin America	423		
Spanish South America	423		
Mexico	425		
Brazil	425		
<b>The Problem of Order</b>	426		
Constitutional Experiments	426		
Personalist Leaders	427		
The Threat of Regionalism	427		
Native Peoples and the Nation-State	428		
<b>The Challenge of Economic and Social Change</b>	429		
Abolition	430		
Immigration	430		
Women's Rights and the Struggle for Social Justice	432		
Development and Underdevelopment	433		
Altered Environments	434		
<b>Conclusion</b>	435		
<b>Suggested Reading</b>	435		
<i>Voices &amp; Visions: Opportunities for Freedom Within the Cuban Slave System</i>	431		
<b>CHAPTER 21</b>			
<b>Africa, India, and the New British Empire, 1750–1870</b>			
<b>Changes and Exchanges in Africa</b>	438		
New States in Southern and Inland West Africa	438		
Modernization and Expansion in Egypt and Ethiopia	441		
European Invaders and Explorers	442		
Abolition and Legitimate Trade in Coastal West Africa	442		
Slaves and Secondary Empires in Eastern Africa	444		
<b>India Under Company Rule</b>	444		
Company Men	445		
The Raj and the Rebellion, 1818–1857	446		
Political Reform and Industrial Impact, 1858–1900	447		
Rising Indian Nationalism, 1828–1900	449		
<b>Britain's Eastern Empire</b>	449		
Colonial Rivalries and Trading Networks	451		
Imperial Policies and Shipping	451		
Colonization of Australia and New Zealand	452		
<b>Conclusion</b>	455		
<b>Suggested Reading</b>	455		
<b>Notes</b>	456		
<i>Environment &amp; Technology: Whaling</i>	454		
<b>CHAPTER 22</b>			
<b>The Ottoman Empire and East Asia, 1800–1870</b>			
	457		
<b>The Ottoman Empire and the European Model</b>	459		
The Tanzimat Reforms	459		
The Crimean War	461		
European Patronage and Economic Decline	463		
<b>The Qing Empire and Foreign Coercion</b>	464		
Economic and Social Disorder	464		
The Opium War	465		
European Pressures and Privilege	465		
The Taiping Rebellion	467		
Internal and External Restructuring	469		
<b>Japan, from Shogunate to Empire</b>	469		
Collapse of the Shogunate	471		
The "Meiji Restoration"	471		

<b>Conclusion</b>	472	<b>Great Powers Overseas</b>	492
<b>Suggested Reading</b>	474	The United States	492
<i>Voices &amp; Visions: Lin Zexu</i>	466	China and Japan	494
<b>PART SEVEN</b>		<b>Conclusion</b>	496
<b>Global Dominance and Diversity, 1850–1945</b>	475	<b>Suggested Reading</b>	497
<b>CHAPTER 23</b>		<i>Environment &amp; Technology: Railroads and Immigration</i>	483
<b>The New Power Balance, 1850–1914</b>	478	 	
<b>New Technologies and the World Economy</b>	479	<b>CHAPTER 24</b>	
The Steel and Chemical Industries	479	<b>The New Imperialism, 1869–1914</b>	498
Electricity	481	<b>The New Imperialism: Motives and Methods</b>	499
Shipping and Telegraph Cables	481	Political Motives	500
Railroads	481	Cultural Motives	500
World Trade and Finance	482	Economic Motives	501
<b>Social Transformations</b>	482	Tools of the Imperialists	501
Population and Migrations	482	Colonial Agents and Administration	501
Urbanization and Social Structures	484	<b>The Scramble for Africa</b>	503
Labor Movements and Socialist Politics	484	Egypt	503
<b>Women and Gender Relations in the Victorian Age</b>	486	Western and Equatorial Africa	503
Upper- and Middle-Class Women	486	Southern Africa	505
Working-Class Women	487	Political and Social Consequences	506
<b>Nationalism and the Unification of Germany</b>	488	Cultural Responses	507
Language and National Identity Before 1871	488	<b>Asia and Western Dominance</b>	509
The Unification of Germany	488	Central Asia	509
Nationalism After 1871	490	Southeast Asia and Indonesia	509
<b>The Great Powers of Europe in the Late Nineteenth Century</b>	490	Hawaii and the Philippines	511
Germany at the Center of Europe	490	<b>Imperialism in Latin America</b>	512
The Liberal Powers: France and Great Britain	491	Railroads and the Imperialism of Free Trade	512
The Conservative Powers: Russia and Austria-Hungary	491	American Expansionism and the Spanish-American War	512
		American Intervention in Central America and the Caribbean	514
		<b>The World Economy and Tropical Environments</b>	514
		Expansion of the World Economy	514
		Transformation of Tropical Environments	515



<b>Conclusion</b>	515	<b>The Stalin Revolution</b>	533
<b>Suggested Reading</b>	516	Five-Year Plans	533
<b>Notes</b>	516	Collectivization of Agriculture	534
<i>Voices &amp; Visions: A Nigerian Woman Remembers Her Childhood</i>	508	Terror and Opportunities	535
		<b>Japan Goes to War</b>	535
		Japan from 1914 to 1931	535
		The Manchurian Incident of 1931	536
		War with China	536
		<b>Fascism in Europe</b>	537
		Hitler's Germany	537
	517	The Road to War, 1933–1939	538
		<b>The Second World War</b>	539
	518	War in Europe and North Africa	539
		War in Asia and the Pacific	539
		The End of the War and Its Human Cost	541
		<b>The Character of Warfare</b>	542
		The War of Science	542
		The Holocaust	542
	523	The Home Front	544
		War and the Environment	545
		<b>Conclusion</b>	546
		<b>Suggested Reading</b>	546
		<i>Environment &amp; Technology: Birth of the Computer</i>	543
	524		
		<b>CHAPTER 26</b>	
		<b>Revolutions and National Independence, 1900–1950</b>	548
		<b>The Chinese Revolution</b>	549
		The People and the Land	550
		The Fall of the Qing Dynasty	550
		Warlords and the Guomindang	551
		Mao Zedong, the Chinese Communists, and the Long March	551
		War with Japan	552
		Civil War and Communist Victory	554
	525		
		<b>CHAPTER 25</b>	
		<b>The First and Second World Wars, 1914–1945</b>	
		<b>The “Great War”</b>	
		Alliances and Military Plans	518
		Stalemate, 1914–1918	519
		The Home Front and the War Economy	521
		The End of the War	522
		Peace Treaties	522
		<b>War and Revolution in Russia</b>	523
		Russia at War	523
		Double Revolution	523
		Civil War and Communist Victory	524
		Lenin and the New Economic Policy	524
		<b>War in the Middle East</b>	524
		The Middle East in 1914	525
		The Ottoman Empire at War	525
		<b>Europe and America in the Twenties</b>	525
		An Ephemeral Peace, 1919–1929	526
		Social Changes	526
		Technology and Mass Consumption	527
		The Environment Transformed	527
		<b>Aftermath of War in the Middle East</b>	528
		Recasting Colonialism: The Mandate System	528
		Rise of Modern Turkey	529
		Arab Lands and the Question of Palestine	529
		Social Change in the Middle East	531
		<b>The Depression</b>	531
		Economic Crisis	532
		Depression in Industrial Nations	532
		Depression in Nonindustrial Regions	532