



THE HERITAGE OF WORLD CIVILIZATIONS

VOLUME ONE: TO 1650

FIFTH EDITION

Craig ■ Graham ■ Kagan ■ Ozment ■ Turner

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PREFACE

The twenty-first century is upon us, and its arrival demands, as never before, an understanding of human history in a global context. The pressures of the present—of a new century and a new millennium—draw us to seek a more certain understanding of the past.

The idea of globalization was once just that, an idea. It is now a pressing reality in the life of nations, affecting the standard of living, the environment, and war and peace. Globalization is also a daily reality in the lives of ordinary people. Not only are global markets linked as never before, but the internet quickly delivers all manner of information to the readers of this book. People with different cultural heritages, religious beliefs, and economic and political expectations are being drawn into ever closer contact with one another. If that experience is to be one of peace and mutual respect, then understanding the historical experiences that have informed and shaped the world's cultures is essential. Globalization demands of world citizens greater historical knowledge than ever before. *The Heritage of World Civilizations* provides a path to such knowledge.

The Roots of Globalization

Globalization itself has resulted from two major historical developments: the closing of the European era of world history and the rise of technology. From approximately 1500 to the middle of the twentieth century, Europeans gradually came to dominate the world through colonization (most particularly in North and South America), political organization, economic productivity, and military power.

That era ended during the third quarter of the twentieth century after Europe had brought unprecedented destruction on itself during World War II and as the nations of Asia, the Near East, and Africa achieved new positions on the world scene. Their new political independence, their control over strategic natural resources, and the expansion of their economies (particularly those of the nations of the Pacific rim of Asia), and in some cases their access to nuclear weapons have changed the shape of world affairs.

The second historical development that continues to fuel the pace of globalization is technology, associated most

importantly with transportation, military weapons, and electronic communication. The advances in transportation over the past two centuries including ships, railways, and airplanes made more parts of the world and its resources accessible to more people in ever shorter spans of time. Military weapons of increasingly destructive power over the past century and a half enabled Europeans to dominate other regions of the globe. Now, the spread of these weapons means that any nation with sophisticated military technology can threaten any other nation, no matter how far away. Most recently, the electronic revolution associated with computer technology in all its forms has sparked an unprecedented speed and complexity in global communications. It is astonishing to recall that personal computers have been generally available for less than twenty years and that rapid communication associated with them has existed for less than a decade.

Why not, then, focus only on new factors in the modern world, such as the impact of technology and the end of the European era? To do that would ignore the very deep roots that these developments have in the past. Modern technology and society were shaped by the values, ingenuity, and expectations of people centuries old. For that reason, *The Heritage of World Civilizations* continues to pay particular attention to the emergence of the major religious traditions. These link today's civilizations to their most ancient roots and continue to exert a powerful influence worldwide. We believe this emphasis on the great religious traditions recognizes not only a factor that has shaped the past but also one of the most dynamic, influential forces of today.

We also bring a comparative perspective to our survey, tracing the threads of interaction that have linked civilizations throughout history. In the end, students should emerge more culturally sensitive citizens of the global, twenty-first century.

Strengths of the Text

Balanced and Flexible Presentation In this edition, as in past editions, we have sought to present world history fairly, accurately, and in a way that does justice to its great variety. History has many facets, no one of which

can account for the others. Any attempt to tell the story of civilization from a single perspective, no matter how timely, is bound to neglect or suppress some important part of that story.

Historians have recently brought a vast array of new tools and concepts to bear on the study of history. Our coverage introduces students to various aspects of social and intellectual history as well as to the more traditional political, diplomatic, and military coverage. We firmly believe that only through an appreciation of all pathways to understanding of the past can the real heritage of world civilizations be claimed.

The Heritage of World Civilizations, Fifth Edition, is designed to accommodate a variety of approaches to a course in world civilization, allowing teachers to stress what is most important to them. Some teachers will ask students to read all the chapters. Others will select among them to reinforce assigned readings and lectures.

Clarity and Accessibility Good narrative history requires clear, vigorous prose. Our goal has been to make our presentation fully accessible to students without compromising on vocabulary or conceptual level. We hope this effort will benefit both teachers and students.

Recent Scholarship As in previous editions, changes in this edition reflect our determination to incorporate the most recent developments in historical scholarship and the expanding concerns of professional historians.

Pedagogical Features This edition retains the pedagogical features of the last edition, helping to make the text accessible to students, reinforcing key concepts, and providing a global, comparative perspective.

A list of key topics gives students a preview of each chapter.

- *Questions accompanying the source documents* direct students toward important, thought-provoking issues and help them relate the documents to the material in the text. They can be used to stimulate class discussion or as topics for essays and study groups.
- *Chapter review questions* help students focus on and interpret the broad themes of a chapter. These questions, too, can be used for class discussion and essay topics.
- *Part Essays* open each of the seven major sections of the book. These serve to preview the coverage in the subsequent chapters and highlight major trends and movements.

- *Part Timelines* show the major events in five regions—Europe, the Near East and India, East Asia, Africa, and the Americas—side by side. Appropriate photographs have been added to each timeline.
- Several brief *Chronologies* within each chapter help students organize a time sequence for key events.
- *Primary Source Documents*, including selections from sacred books, poems, philosophy, political manifestos, letters, and travel accounts, introduce students to the raw material of history, providing an intimate contact with the people of the past and their concerns.
- *In World Perspective* sections conclude most chapters. These brief essays place important developments in the chapter into a world context.
- *Comparative Perspectives* essays examine technology and civilizations from a cross-cultural perspective. (See below.)
- *Religions of the World* essays introduce students to the five major world religious traditions—Judaism, Hinduism, Buddhism, Christianity, and Islam.

New in the Fifth Edition

This edition of *The Heritage of World Civilizations* includes new pedagogical features, many content revisions, a new four-color design, and a new series of comparative essays on technology, described below.

Comparative Perspectives: Technology and Civilizations We believe one of the clearest paths to thinking globally and comparatively about world history is through the history of technology. For that reason we have introduced a new series of essays relating to technology.

Each essay considers a particular technological advance from a comparative or global perspective. Topics include the rise of monumental architecture in the ancient world, ancient warfare and armaments, a comparison of the development of printing in China and western Europe, innovations in maritime transport, the shifting balance of technological advances and their broad impact on world history (located where students will have sufficient information to evaluate and criticize the presentation), technology and imperialism, the role of energy in world history, and the rise of the information age. Each essay is presented in its historical context, helping students to integrate its information and arguments with the other portions of the text.

Content and Organization The many changes in content and organization in this edition of *The Heritage of World Civilizations* reflects our ongoing effort to present a

truly global survey of world civilization that at the same time gives a rich picture of the history of individual regions.

In an effort to draw students into both a comparative and, in this case, transatlantic perspective, we have omitted the separate chapter on North America in the nineteenth century, transferring most of that material to chapters which deal with related topics in European history. Thus, for example, the Civil War in the United States appears in the chapter on nineteenth-century nation-state consolidation (Chapter 27). Similarly, the late nineteenth-century social development of the United States now appears with the contemporaneous developments in Europe (Chapter 28). We hope that such integration will enable students to understand the broad strands of the development of the United States in a broader context.

- Chapter 17, “The Age of Reformation and Religious Wars” includes new sections on the social significance of the Reformation in Western Europe, the changing role of women, and family life in early modern Europe.
- Chapter 25, “Revolutions in the Transatlantic World” includes a new section on the crusade to abolish the slave trade in the transatlantic economy. The discussion integrates the themes of the eighteenth-century Enlightenment and Revolutions, developed in Chapter 24.
- Chapter 26, “Europe and North America 1815–1850: Political Reform, Economic Advance, and Social Unrest” now includes the topic, Testing the New American Republic, a discussion of sectional conflict and the rise of abolitionism in the North.
- Chapter 27, “Political Consolidation in Europe and North America” now includes a section on The United States: Civil War, Reconstruction, and Progressive Politics and another on The Canadian Experience.
- Chapter 28, “The Building of Northern Transatlantic Supremacy: Society and Politics to World War I” now includes discussions of The New Industrial Economy and The Progressives in a new section on North America.
- Our discussion of the “New Imperialism” in Europe has been moved to Chapter 33, “Imperialism and World War I.”

Maps and Illustrations Probably the most striking change for readers familiar with previous editions of *The Heritage of World Civilizations* is the addition of relief to nearly one-half of the maps, making them both more accurate and useful pedagogically. New maps clarify the

sites and spread of ancient African cultures. Modern Asia, drawn from an economic perspective, presents interesting, up-to-date comparisons. All maps have been carefully edited for accuracy. Sixty new color illustrations add to the beauty of the text.

A Note on Dates and Transliterations We have used B.C.E. (before the common era) and C.E. (common era) instead of B.C. (before Christ) and A.D. (*anno domini*, the year of our Lord) to designate dates.

Until recently, most scholarship on China used the Wade-Giles system of romanization for Chinese names and terms. In order that students may move easily from the present text to the existing body of advanced scholarship on Chinese history, we have used the Wade-Giles system throughout. China today, however, uses another system known as *pinyin*. Virtually all Western newspapers have adopted it. Therefore, for Chinese history since 1949 we have included the *pinyin* spellings in parentheses after the Wade-Giles.

Also, we have followed the currently accepted English transliterations of Arabic words. For example, today *Koran* is being replaced by the more accurate *Qur'an*; similarly *Muhammad* is preferable to *Mohammed* and *Muslim* to *Moslem*. We have not tried to distinguish the letters 'ayn and *hamza*; both are rendered by a simple apostrophe ('), as in *shi'ite*.

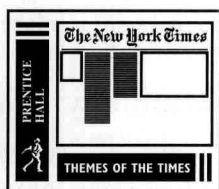
With regard to Sanskrit transliteration, we have not distinguished linguals and dentals, and both palatal and lingual *s* are rendered *sh*, as in *Shiva* and *Upanishad*.

Ancillary Instructional Materials

The Heritage of World Civilizations, Fifth Edition, comes with an extensive package of ancillary materials.

- *An Instructor's Manual* prepared by Perry Rogers, Ohio State University, provides summary and multiple choice questions for each part essay, as well as chapter summaries, outlines of key points and concepts, identification questions, and multiple choice and essay questions to be used for tests, and a suggested list of relevant films and videos for each chapter.
- *A Study Guide*, also prepared by Perry Rogers, includes chapter summaries, key concepts, identification questions, short-answer exercises, and essay questions.
- *Documents in World History* (Volumes 1 and 2) is a collection of additional primary source documents that underscore the themes in the text. Includes review questions for each document.

- *A Test Item File*, also prepared by Perry Rogers, provides more than 1,000 test questions.
- *Prentice Hall Custom Test*, Prentice Hall's new testing software program, permits instructors to edit any or all items in the Test Item File and add their own questions. Other special features of this program, which is available for DOS, Windows, and Macintosh, include random generation of an item set, creation of alternative versions of the same test, scrambling question sequence, and test preview before printing.
- *Color Transparencies* of maps, charts, and graphs from the text provide strong visual support for lectures.
- *A Map Workbook* helps students develop geographical knowledge. This workbook is free to students using new copies of this text.
- *Understanding and Answering Essay Questions*, prepared by Mary L. Kelley, San Antonio College. This brief guide suggest helpful study techniques as well as specific analytical tools for understanding different types of essay questions and provides precise guidelines for preparing well-crafted essay answers. The guide is available free to students when packaged with *The Heritage of World Civilizations*.
- *Reading Critically About History*, prepared by Rose Wassman and Lee Rinsky, both of DeAnza College. This brief guide provides students with helpful strategies for reading a history textbook. It is available free when packaged with *The Heritage of World Civilizations*.
- *Themes of the Times* is a newspaper supplement prepared jointly by Prentice Hall and the premier news publication, *The New York Times*. Issued twice a year, it contains recent articles pertinent to American history. These articles connect the classroom to the world. For information about a reduced-rate subscription to *The New York Times*, call toll free: (800) 631-1222.



The ancillary package also includes an extensive list of multimedia supplements.

- *History on the Internet*, adapted by David A. Meier, Dickinson State University, is a brief guide that introduces students to the Internet and provides them with clear strategies for navigating the Internet and World Wide Web. Exercises within and at the end of chapters allow students to practice searching for the growing wealth of resources available on the Web to the student of history. This 48-page supplementary book is free to students using new copies of the text.

- *The Heritage of World Civilizations*, Interactive Edition, is a multimedia CD-ROM. It features self-playing multimedia presentations, historical photos with captions, more than 600 interactive study questions to strengthen the student's understanding of world history, the complete Webster's New World College Dictionary, Third Edition, and the complete text of *The Heritage of World Civilizations*, Fourth Edition. The past has never been so vibrant, so accessible, and so interesting.
- *The Heritage of World Civilizations*, Companion Website (<http://www.prenhall.com/craig>) works in tandem with the text to help students use the World Wide Web to enrich their understanding of world history. Featuring chapter objectives, study questions, new updates, labeling exercises, and much more, it links the text with related material available on the Internet.

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