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SOCIETIES AND CULTURES IN WORLD HISTORY

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VOLUME C 1789-PRESENT



# *Societies and Cultures* IN WORLD HISTORY VOLUME C 1789 TO THE PRESENT

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*Societies and Cultures*  
IN WORLD HISTORY



# PREFACE

There is no more difficult subject for an introductory textbook than world history. While textbook writers are always faced with the dilemma of what to include and what to leave out, for the authors of a world history text this choice usually involves entire civilizations across centuries. And now more than ever—with the explosion in scholarship on world societies over the past decade—there are no easy answers. Decisions once made on the basis of too little knowledge to reconstruct a story must now be made on other grounds. It is an extraordinarily daunting task.

In writing *Societies and Cultures in World History*, we first considered how the book would be used among the variety of courses currently taught under the title World Civilizations. We designed the book for courses that combine the teaching of Western and world civilizations. It devotes more space to the history of the West, broadly construed, than to that of any other civilization. This design will give students a base of knowledge from which to compare and contrast the experiences of other civilizations as well as to help them understand the impact (for good or ill) that the West has had on the rest of the world. In coverage of world civilizations, we have allocated most space to Asian civilizations and have attempted to treat equally Africa, the Middle East, and Latin America. Although this presentation conforms to the broad outlines of most world civilization courses, we recognize there are nearly as many configurations of the course as there are places where it is taught. We hope the strengths of our presentation will outweigh its shortcomings.

We believe our book offers two outstanding distinctions: an intellectual respect for the integrity of all civilizations and a concern for the demands placed on student users. In planning our world civilization text, we decided not to follow the well-beaten path of adding one or two specialists to the author team and requiring them to write about civilizations (or epochs) in which they had neither scholarly training nor teaching experience. Instead we have contributions from a diverse team of experts—specialists in African, Latin American, and Middle Eastern history, as well as in early and modern Asia. This means that *Societies and Cultures in World History* has the benefit of the most up-to-date knowledge of world societies presented by experts on those societies.

Ann Waltner of the University of Minnesota has written on early Asia for part or all of Chapters 1, 4, 8, and 11. Leroy Vail of Harvard University has written on Africa for part or all of Chapters 1, 7, 14, 18, 19, 27, and 33. Mark Wasserman of Rutgers University has written on Latin America for part or all of Chapters 1, 14, 28, and 33. Roy Mottahedeh of Harvard University has written on early Islamic civilization for part or all of Chapters 15, 19, and 33; and James Gelvin of the Massachusetts Institute of Technology has written on modern Islamic civilization for part or all of Chapters 19 and 33.

Secondly, we are acutely aware that studying world history can be as daunting as reconstructing it, and throughout the process we have been concerned that the book meet the diverse needs and abilities of the students who will study it. We have tried to write a book that students will want to read. A number of decisions contributed to our goal. First, we would not write an encyclopedia of world civilization. Information would never be included in a chapter unless it fit within the themes of that chapter. There would be no information for information's sake and we would need to defend the inclusion of names, dates, and events whenever we met to critique our chapters. To our surprise, we found that by adhering to the principle that information appear only to illustrate a particular point or a dominating theme, we included as much, if not more, than books that habitually listed names, places, and dates with no other context. In addition, we were committed to integrating the history of women and of ordinary people into the narrative. In this endeavor, we had the assistance of two reviewers who were assigned no other responsibilities than to evaluate our chapters for the inclusion and integration of these materials within our chapters.

To construct a book that students would want to read, we needed to develop fresh ideas about how to involve the readers with the material, how to transform them from passive recipients to active participants. From computer science we borrowed the concept of “user friendly.” Seeking ways to stimulate the imagination of the student, we realized the most dynamic way to do this was visually. Thus we initiated the technique of the pictorial chapter opener. At the beginning of each chapter, we explore a picture, guiding students across a



canvas or an artifact or a photograph, helping them see things that are not immediately apparent, unfolding both an image and a theme. In some chapters we highlight details in the manner of an art history course, pulling out a section of the original picture to take a closer look. In others we attempt to shock readers into recognition of horror or beauty. Some openers are designed to make students ask, "What was it like to be there?" All are chosen to illustrate a dominant theme within the chapter, and the lingering impression they make helps reinforce that theme. We believe the combination of words and images will actively involve our readers—grabbing their attention and drawing them into the narrative.

To reinforce our emphasis on involving readers through visual learning, we included eight color inserts, built around the single theme, "Gender and Culture." The images and essays were prepared by Debra Mancoff, Professor and Chair of the Art History Department at Beloit College. Professor Mancoff has contributed her scholarly expertise in writing and teaching about representations of women to a compelling set of images that students will be able to compare and contrast over time and across cultures. These pictorial essays are substantive—not merely decorative—text, and we hope instructors will build on students' experience in reading the chapter pictorial features to analyze these photographs.

Similarly, we have taken an image-based approach to our presentation of geography. When teachers of world civilization courses are surveyed, no single area of need is highlighted more often than geography. Students simply have no mental image of the world beyond its shape, no familiarity with the geophysical features that are a fundamental part of the realities of world history. No world civilization textbook is without maps and ancillary map programs, yet no survey of teachers shows satisfaction with the effectiveness of these presentations. In *Societies and Cultures in World History*, we have tried to ensure that each place identified in the text is also identified in a map located within the chapter. The second device we developed to engage students with historical subjects is the in-depth chapter feature. These two-page, illustrated essays focus on a single event or personality chosen to demonstrate or enhance the students' sense that history is as real and exciting as

life itself. They are written with more drama or sympathy or wonder than would be appropriate in the body of the text, and we believe they will captivate the imagination of their readers.

Finally, so that students can grasp the past firsthand, we have provided a wide variety of excerpts from primary source documents. Two criteria guided the selection of these excerpts: accessibility and immediacy. We believe students will be able to engage with these primary sources with no further introduction than that provided by the contextual headnotes that introduce each selection. In choosing these excerpts, we have tapped the widest variety of genres—literature, popular culture, philosophy, religion, and all manner of political accounts. For those instructors who wish to make primary materials more central to their course, *Societies and Cultures in World History* also comes with a two-volume supplementary source book, *Sources of World History*.

Although our text includes much that is new and out of the ordinary, we do not mean to suggest that we have attempted to appeal to students only by adding "whistles and bells." *Societies and Cultures in World History* is a mainstream text in which most of the authors' energies have been placed in developing a solid, readable narrative of world civilizations that integrates women and the masses into the traditional sequence of periods and major events. We have highlighted personalities while identifying trends. We have spotlighted social history while maintaining a firm grip on political developments. We hope there are many qualities in this book that every teacher of world civilization will find valuable. But we also hope that there are things here you will disagree with, themes you can develop better, arguments and ideas that will provoke you. A textbook is only one part of a course, and it is always less important than a teacher. We have attempted to produce a book that your students will read so that you will not need to read it to them. We hope that by doing our job successfully we have made your job easier and your students' job more enjoyable.

Mark Kishlansky  
Patrick Geary  
Patricia O'Brien  
R. Bin Wong

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# SUPPLEMENTS

The following supplements are available for use in conjunction with this book:

## For the Instructor

*Instructor's Resource Guide*, by George F. Jewsbury, Oklahoma State University. This unique Instructor's Resource Guide provides new materials not found in the text through the use of lecture modules, lecture launchers, critical thinking exercises relating to the text's primary documents, detailed chapter summaries, test questions, and listings of additional resources for videos and films. As a **special feature**, there are six essays by Dr. Robert Edgar, Professor of African History at Howard University which incorporate the African history portions of the text into the lectures and discuss many of the most important and controversial issues in the teaching of world history.

*Discovering World History Through Maps and Views*, by Gerald Danzer of the University of Illinois at Chicago, winner of the AHA's 1990 James Harvey Robinson Prize for his work in the development of map transparencies. This set of 100 four-color transparencies from selected sources is bound in a three-ring binder and available free to adopters. It also contains an introduction on teaching history with maps and detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views and photos, urban plans, building diagrams, classic maps, and works of art.

*Test Bank*, by John Paul Bischoff, Oklahoma State University. A total of 2000 questions, including 50 multiple-choice questions and five essay questions per text chapter. Each test item is referenced by topic, type, and text page number. Available in print and computerized format.

*TestMaster Computerized Testing System*. This flexible, easy-to-master computer test bank includes all the test items in the printed test bank. The TestMaster software allows you to edit existing questions and add your own items. Available for IBM and Macintosh computers.

*QuizMaster*. The new program enables you to design TestMaster generated tests that your students can take on a computer rather than in printed form. QuizMaster is available separate from TestMaster and can be obtained free through your sales representative.

*Grades*. A grade-keeping and classroom management software program that maintains data for up to 200 students.

*Map Transparencies*. A set of 40 transparencies of maps taken from the text.

*The HarperCollins World Civilization Media Program*. A wide variety of media enhancements for use in teaching world civilization courses. Offered to qualified adopters of HarperCollins world history texts.

## For the Student

*Study Guide*, in two volumes. Volume I (Chapters 1 through 16) and Volume II (Chapters 14 through 35), prepared by John Paul Bischoff, Oklahoma State University. Includes chapter outlines; timeline; map exercises; lists of important terms, people and events; and sections on "Making Connections" and "Putting Larger Concepts Together."

*World History Map Workbook: Geographic and Critical Thinking Exercises*, in two volumes. Prepared by Glee Wilson of Kent State University, each volume of this workbook contains 40 maps accompanied by over 120 pages of exercises. Each of the two volumes is designed to teach the students the location of various countries and their relationship to one another and events. Also included are numerous exercises aimed at enhancing students' critical thinking abilities.

*Sources of World History*, by Mark Kishlansky, a collection of primary source documents available in two volumes. These volumes provide a balance among constitutional documents, political theory, philosophy, imaginative literature, and social description. Represented are examples of the works of each of the major civilization

complexes, Asia, Africa, Latin America, and the Islamic world as well as the central works of Western Civilization. Each volume includes the introductory essay, "How to Read a Document," which leads students step by step through the experience of using historical documents.

*SuperShell II Computerized Tutorial*, prepared by John Paul Bischoff, Oklahoma State University. This interactive program for IBM computers helps students learn the major facts and concepts through drill and practice exercises and diagnostic feedback. SuperShell II provides immediate correct answers; the text page number on which the material is discussed, and a running score of the student's performance is maintained on the screen throughout the session. This free supplement is available to instructors through their sales representative.

*TimeLink Computer Atlas of World History*, by William Hamblin, Brigham Young University. This Hyper-

Card Macintosh program presents three views of the world—Europe/Africa, Asia, and the Americas—on a simulated globe. Students can spin the globe, select a time period, and see a map of the world at that time, including the names of major political units. Special topics such as the conquests of Alexander the Great are shown through animated sequences that depict the dynamic changes in geopolitical history. A comprehensive index and quizzes are also included.

*Mapping World History: Student Activities*, a free student map workbook by Gerald Danzer of the University of Illinois at Chicago. It features numerous map skill exercises written to enhance students' basic geographical literacy. The exercises provide ample opportunities for interpreting maps and analyzing cartographic materials as historical documents. The instructor is entitled to one free copy of *Mapping World History* for each copy of the text purchased from HarperCollins.



# ABOUT THE AUTHORS

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Recently appointed Professor of History at Harvard University, Mark Kishlansky is among today's leading young scholars. Professor Kishlansky received his Ph.D. from Brown University and is a member of the Harvard University faculty. A Fellow of the Royal Historical Society, his primary area of expertise is seventeenth-century English political history. Among his main publications are *Parliamentary Selection: Social and Political Choice in Early Modern England* and *The Rise of the New Model Army*. He is the editor of the *Journal of British Studies* and the recipient of the 1989 Most Distinguished Alumnus Award from SUNY Stony Brook.

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