

THE EARTH AND ITS PEOPLES

A GLOBAL HISTORY

SECOND EDITION



C

SINCE 1750

Kubela

BULLIET | CROSSLEY | HEADRICK | HIRSCH | JOHNSON | NORTHRUP

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VOLUME C

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PREFACE

History is not easy. We met ten years ago 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. We were determined to write the best history we could. That 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.

So began the Preface to the first edition of this book. Then came the wait for responses and a fresh wave of satisfaction as teachers and students from a wide variety of institutions reported positive results from the classroom. Unalloyed praise, however, was too much to hope for from a first edition. Users of the book spotted many possibilities for improvement, and these became our mandate for preparing the second edition.

Our overall goal remains the same: to produce a textbook that not only speaks for the past but speaks to today's student and today's teacher. Students and instructors alike should take away from this text a broad vision of human societies beginning as sparse and disconnected communities reacting creatively to local circumstances; experiencing ever more intensive stages of contact, interpenetration, and cultural expansion and amalgamation; and arriving at a twenty-first century world in which people increasingly visualize a single global community.

Along this trajectory, different parts of the world have moved or paused at different points in time, and each has followed its own path. Domestication of plants and animals in the Western Hemisphere developed independently of the analogous process in the Eastern Hemisphere, as did the growth of empires. Similarly, industrialization of western Europe and North America preceded by a century or two industrialization elsewhere. Yet the world all came together in the late twentieth century, a paradoxical period of global political and economic forces confronting intensified reassertions of particular national and cultural identities. People who

speaking today of an emerging global community are answered by others who insist on their own distinctive identities.

Process, not progress, is the keynote of this book: a steady process of change over time, at first differently experienced in various regions 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 peoples of every sort, in every part of the world, confronted problems of a similar character 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 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 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 a central theme to serve as the spinal cord of our history. That theme is "technology and environment," the commonplace bases of all human societies at all times and a theme that grants no special favor to any cultural group even as it embraces 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 Polynesian mariners' hard-won knowledge of winds, currents, and tides that made possible the settlement of the Pacific islands.

All technological development 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 our central theme.

Yet technology and the environment do not by themselves explain or underlie all important episodes of human change and experience. Discussions of politics, culture, and society constantly interweave with our central theme to reveal additional historical patterns. Most notable among these is the interplay of dominance—whether political, economic, social, religious, or gender—with human variety. When narrating the histories of empires, for example, 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.

CHANGES IN THE SECOND EDITION

Our overriding concerns in conceiving the second edition were updating the scholarship, better unifying the presentation, and addressing issues raised by instructors and students who had used the first edition. The most obvious change is the adoption of a full-color format, which not only brightens the page but makes maps clearer and more effective. The opening pages of each part of the text were similarly reconceived to give students a geographic and chronological overview of what is to come. The timelines and world maps that now accompany the part-opening essays are designed to focus student's attention on broad themes and historical benchmarks. Consolidated timelines within each chapter enable students to see at a glance the sorts of comparisons being made in the text.

Guides to the pronunciation of uncommon words and foreign terms, previously at the back of the book, now appear at the bottom of each page. Key terms are bold-faced in the text, listed at the end of each chapter, and defined in the Glossary at the end of the book. In addition, focus questions at the end of the vignette opening each chapter call attention to the main themes of the chapter. We believe that these unobtrusive changes will improve students' understanding of the main narrative and make it easier for them to grasp the main points of each chapter, as well as to review for examinations.

We sifted through a mass of helpful suggestions on how to revise and reorganize the content itself. Along with hundreds of minor revisions and clarifications, we effected a number of major changes:

- To facilitate comparison among different regions of the globe, we moved discussion of the earliest periods of Western Hemisphere history from Chapter 12 to Chapter 4.
- We greatly increased the coverage of Russian history, including entirely new sections in Chapter 10 (Chapter 9 of the first edition) and Chapter 22.
- Intellectual history gained increased attention with expanded coverage of Confucianism and Legalism in China; scholasticism, the Renaissance, and the Enlightenment in Europe; and twentieth-century modernism.
- Chapters 9 and 10 in the first edition were reversed, so the discussion of the rise of Islam now precedes that of Christian Europe.
- Coverage of the Industrial Revolution was revised to take in a broader geographical purview.
- The organization of twentieth-century history (Chapters 30–35) was completely reconceived to strengthen the chronological narrative.
- Suggested Reading lists were updated with recent scholarship.

The full-color format favored substantial changes in the illustration program, and many of the feature essays also were changed. Topics for the eleven new “Environment and Technology” essays include water engineering in Rome and China, Inca roads, Vasco da Gama's fleet, biomedical technologies, and global warming. The primary-source document feature of the first edition has been renamed “Society and Culture” to emphasize its complementarity with “Environment and Technology.” Topics for the thirteen essays new to this edition include the Babylonian New Year's festival, the status of women in Indian literature, everyday law in Ming China, Charles Babbage, Ada Lovelace, and the “Analytical Engine,” self-government in Africa, and “Silent Spring.”

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 500 B.C.E.**, we examine important patterns of human communal organization. Early human communities were small, and most parts of the world were populated sparsely, if at all. As the human species spread worldwide, it encountered and responded to enormously diverse environmental conditions. Humans' responses gave rise to many technologies, ranging from implements for meeting daily

needs—such as acquiring and handling foods, fabricating clothing and shelter, and utilizing the natural forces of fire, wind, and animal power—to the compilation of exhaustive lore about plants, animals, the climate, and the heavens.

Part Two: The Formation of New Cultural Communities, 1000 B.C.E.–400 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. Although all human communities develop distinctive cultures, including those discussed in Part One, historical development in this stage of global history prolonged and magnified the impact of some cultures more than others. In the geographically contiguous African-Eurasian landmass, as well as in Mesoamerica and the Andean region of the Western Hemisphere, the cultures that proved to have the most enduring influence traced their roots to the second and first millennia B.C.E.

Part Three: Growth and Interaction of Cultural Communities, 300 B.C.E.–1200 C.E., deals with early episodes of technological, social, and cultural exchange and interaction on a continental scale both within and beyond the framework of imperial expansion. These are so different from earlier interactions arising from more limited conquests or extensions 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, 1200–1550**, we take a look at the world during the three and a half centuries that saw both intensified cultural and commercial contact and increasingly confident self-definition of cultural communities in Europe, Asia, and Africa. The Mongol conquest of a vast empire extending from the Pacific Ocean to eastern Europe greatly stimulated trade and interaction. In the West, strengthened European kingdoms began maritime expansion in the Atlantic, forging direct ties with sub-Saharan Africa and beginning the conquest of the civilizations of the Western Hemisphere.

Part Five: The Globe Encompassed, 1500–1750, treats a period dominated by the global effects of European expansion and continued economic growth. European ships took over, expanded, and extended the maritime trade of the Indian Ocean, coastal Africa, and the Asian rim of the Pacific Ocean. This maritime commercial enterprise had its counterpart in European colonial empires in the Americas and a new Atlantic trading system. The contrasting capacities and fortunes of traditional land empires and new 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 several 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 perception of a profound change in circumstances and world-view. Technology and environment lie at the core of these developments. With the rapid 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, to the point of threatening the integrity and autonomy of cultural traditions in non-industrial 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 tendencies, such as nationalism and socialism, present the picture of a globe becoming increasingly interconnected. European dominance took on a worldwide dimension, seeming at times to threaten the diversity of human cultural experience with 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, 1945–2000**, we divide the last half of the twentieth century into three time periods: 1945–1975, 1975–1991, and 1991–2000. The challenges of the Cold War and post-colonial nation building dominated the period as a whole and involved global economic, technological, and political forces that became increasingly important factors in all aspects of human life. Technology plays a central role in this part, because of its integral role in the growth of a global community and because its many benefits in improving the quality of life seem clouded by real and potential negative impacts on the environment.

FORMATS

To accommodate different academic calendars and approaches to the course, *The Earth and Its Peoples* is issued in three formats. There is a one-volume hardcover version containing all 35 chapters, along with a two-

volume paperback edition: Volume I: *To 1550* (Chapters 1–17), and Volume II: *Since 1500* (Chapters 17–35). For readers at institutions with the quarter system, we offer a three-volume paperback version: Volume A: *To 1200* (Chapters 1–12); Volume B: *From 1200 to 1870* (Chapters 12–27); and Volume C: *Since 1750* (Chapters 23–35).

A new introduction to Volume II has been written for this edition to recapitulate themes contained in Volume I and lay a groundwork for students studying only the period since 1500.

SUPPLEMENTS

We have assembled with care an array of text supplements to aid students in learning and instructors in teaching. These supplements, including *@history* web site, *GeoQuest: World CD-ROM*, a *Study Guide*, an *Instructor's Resource Manual*, *Test Items*, *Computerized Test Items*, and *Map Transparencies*, provide a tightly integrated program of teaching and learning.

Houghton Mifflin's *@history* web site provides a wealth of text-based materials for students and instructors. For students, this site offers primary sources, text-specific self-tests, and gateways to relevant history sites. In addition, *History WIRED: Web Intensive Research Exercises and Documents*, prepared by Jonathan Lee of San Antonio College, offers text-specific links to visual and written sources on the World Wide Web, along with exercises to enhance learning. Additional resources are provided for instructors, including historical maps suitable for classroom presentation or assignments.

A New CD-ROM, *GeoQuest: World*, features thirty interactive maps that illuminate world history events from the days of the Persian Empire to the present. Each map is accompanied by exercises with answers and essay questions. The four different types of interactivity allow students to move at their own pace through each section. Four demo maps can be viewed on the Houghton Mifflin *@history* web site.

The *Study Guide*, authored by Michele G. Scott James of MiraCosta College, contains learning objectives, chapter outlines (with space for students' notes on particular sections), key-term identifications, multiple-choice questions, short-answer and essay questions, and map exercises. Included too are distinctive "comparison charts" to help students organize the range of information about different cultures and events discussed in each chapter. The *Study Guide* is published in two volumes, to correspond to Volumes I and II of the textbook: Volume I contains Chapters 1–17; Volume II, Chapters 17–35.

The *Instructor's Resource Manual*, prepared by

Harold M. Tanner of the University of North Texas, provides useful teaching strategies for the global history course and tips for getting the most out of the textbook. Each chapter contains instructional objectives, a detailed chapter outline, lecture topics with pertinent suggested readings, discussion questions, paper topic suggestions, and audio-visual resources. The revised preface contains new information on journal writing, as well as contact information for organizations, multimedia distributors, and journals.

Each chapter of the *Test Items*, revised by Jane Scimeca of Brookdale Community College, offers 20 to 25 key-term identifications, 5 to 10 essay questions with answer guidelines, 35 to 40 multiple-choice questions, and 3 to 5 history and geography exercises. We also provide a computerized version of the *Test Items*, to enable instructors to alter, replace, or add questions. Each entry in the *Computerized Test Items* is numbered according to the printed test items to ease the creation of customized tests.

In addition, a set of *Transparencies* of all the maps in the textbook is available on adoption.

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We thank also the many students whose questions and concerns, expressed directly or through their instructors, shaped much of this revision. We continue to welcome all our readers' suggestions, queries, and criticisms. Please contact us at our respective institutions or at this e-mail address: college.hmco.com/history.

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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.

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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A GLOBAL HISTORY

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