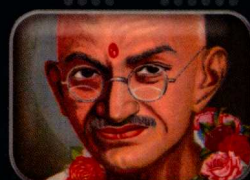


TRADITIONS & ENCOUNTERS

A Global Perspective on the Past

Fifth Edition

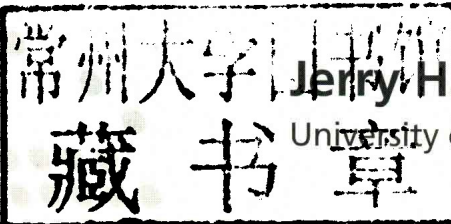
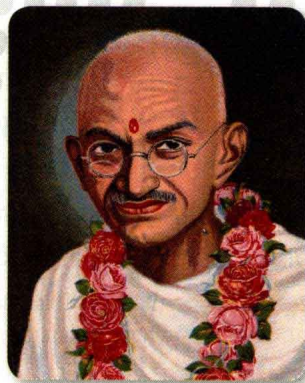


JERRY H. BENTLEY | HERBERT F. ZIEGLER

5
EDITION

Traditions & Encounters

A Global Perspective
on the Past



Jerry H. Bentley
University of Hawai'i

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University of Hawai'i



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preface

Since its first edition, *Traditions & Encounters* has broken new ground. It has explored the grand scheme of world history as a product of real-life human beings pursuing their individual and collective interests. It has also offered a global perspective on the past by focusing on both the distinctive characteristics of individual societies and the connections that have linked the fortunes of different societies. It has combined a clear chronological framework with the twin themes of tradition and encounter, which help to make the unwieldy story of world history both more manageable and more engaging. From the beginning, *Traditions & Encounters* has offered an inclusive vision of the global past—one that is meaningful and appropriate for the interdependent world of contemporary times.

With this fifth edition, *Traditions & Encounters* takes another bold step and becomes the first truly interactive world history program by integrating an engaging text narrative with an innovative online learning platform, *Connect History*.^{*} The narrative and analysis of world history presented in *Traditions & Encounters* are now married to *Connect History*'s hands-on online activities, an adaptive diagnostic, and additional pedagogy, primers, and resources. The result is a unique learning environment that promotes active student learning, student success, and better course results.

(*A fully integrated e-book is included in *Connect Plus History*.)

How does ***Traditions & Encounters*** help students comprehend what they read?

Traditions & Encounters connects students to the story of world history.

A Cohesive Organization that Frames Global History into Seven Eras.

How is it possible to make sense of the entire human past? Given the diversity of human societies, gathering and organizing the sheer mass of information in a meaningful way is a daunting challenge for any world history survey course. *Traditions & Encounters* addresses this challenge through its seven-part chronological organization, which enables students to understand the development of the world through time while also exploring broader, big-picture thematic issues in world history.

Captivating Stories of World History, in Geographical Context.

Chapter-opening “Eyewitness” vignettes and an engaging narrative of the people and processes that have shaped world history work together with a highly praised map program to lend a strong framework to historical knowledge—clearly connecting the *who* and the *what* of world history (individual human actors, networks of communication and exchange, significant events, and global processes) to the *when* and the *where* (the chronological and geographical context).



Online Activities in *Connect History* Turn Reading about World History into a Hands-On, Sensory Learning Experience.

The activities in *Connect History*, a new Web-based assignment and assessment platform, are based on the narrative content of *Traditions & Encounters*, so they build on what students learn from reading the text and push them to explore that knowledge at greater depth. Making full use of the Web's flexibility as a learning platform, the activities in *Connect History* take a range of forms—textual, audio, and visual—and address multiple learning styles. Some exercises require students to interact with and analyze images and primary sources; others prompt students to compare and contrast the political structures or religious beliefs of different cultures they've been reading about; still others assess students' knowledge of chronology or geography. Across the board, these activities prompt active dialogue between student and text. As a result, students go beyond reading to engagement and interaction with the tools of world history.

How does *Traditions & Encounters* guide students from seeing history as an assortment of facts to a hands-on, interactive engagement with the past?

Traditions & Encounters connects students to the experience of world history.

A Pair of Themes Organize the Complexity of Global Human Experience. Since its first edition, *Traditions & Encounters* has used its title's twin themes to bring focus to the vastness of world history. The “tradition” theme draws attention to the distinctive political, social, economic, and cultural traditions that the world's peoples have devised to organize their societies and guide their affairs:

What forms of political leadership have different peoples devised? • How have the world's peoples exploited natural resources to provide themselves with food, shelter, and other necessities? • What forms of social organization have different peoples developed, on the basis of birth, class, wealth, gender, ethnicity, or other criteria? • What kinds of religious beliefs have the world's peoples espoused, which scientific and philosophical ideas have they explored, and what artistic and cultural practices have they pursued?

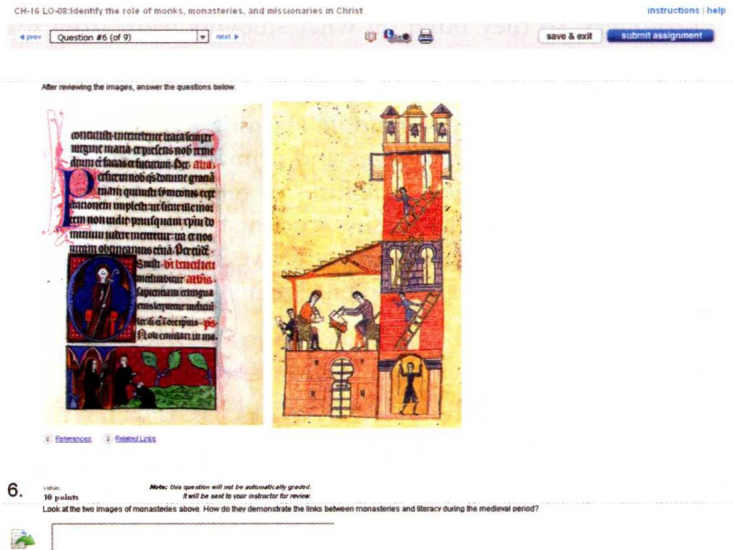
The “encounter” theme directs attention to the networks of transportation, communication, and exchange that have linked individual societies to one another through processes of cross-cultural interaction:

Why have individuals left their own societies to explore the larger world? • What kinds of relationships did they establish with their counterparts in other societies? • What networks of transportation, communication, and exchange did they construct to sustain interactions among different societies? • What effects did these exchanges have on the societies that engaged in dealings with one another?

Through new chapter-level and part-level features, the hallmark twin themes of *Traditions & Encounters* emerge in greater clarity than ever before in this fifth edition. As a result, students have resources that enable them to move beyond the facts of history and examine the past critically, analyze causes and effects, and recognize similarities and differences across world regions and time periods. By digging deeper into the implications of world history's stories—not just the *who*, the *what*, and the *where*, but also the *why* and the *how*—students can make sense of the human past.

Connect History Activities, Learning Scenarios, and Intellectual Tools that Hone Students' Analytical Skills.

Connect History offers a range of online resources and assignments designed to cultivate the skills that enable students to think like historians—from geography diagnostics and primary source tutorials to exercises in the critical analysis of historical images, artifacts, and primary sources. These tools help students read maps, understand geography, question primary sources and other historical evidence, and develop the skills of analysis and synthesis.



How does **Traditions & Encounters** enable students to comprehend reading assignments, think critically about important issues, and prepare for essays and exams?

Traditions & Encounters connects students to success in your world history course.

Comprehensive Chapter-Ending Pedagogy and Current Scholarship. Chronology boxes outline each chapter's most important dates and events. "In Perspective" sections, chapter-ending summaries, offer brief overviews of significant developments. "For Further Reading" sections, fully updated for the fifth edition, mention the most important works available about the chapter's topics and serve as a resource for further study or research projects. A running pronunciation guide appearing at the bottom of pages and an end-of-book glossary help students with unfamiliar names and terms.

Digital Assignments that Assess and Improve Students' Knowledge Base. The groundbreaking digital tools in *Connect History* enable students reading *Traditions & Encounters* to create a personalized study plan tailored to their own learning styles. By using the online diagnostics, exercises, and activities that *Connect History* provides for every chapter of *Traditions & Encounters*, students can clearly identify what they know well and what they need to study more carefully. The interactivity and assessment feedback of *Connect History* reinforces what students read, ensuring that they genuinely understand events and their sequence, key historical developments in chronological and geographical context, important concepts, and cause-and-effect relationships. As a result, students not only read more, but they also devote their studying time and energy to the most useful issues, and they are able to think and write critically about what they read.

CHANGES FOR THE FIFTH EDITION

PART 1: The Early Complex Societies, 3500 to 500 B.C.E.

CHAPTER 1: Before History

Revised discussions of early Homo sapiens and Homo erectus use of language and communication, and expanded discussion on origins of agriculture

CHAPTER 5: Early Society in East Asia

Expanded discussion of iron weapons in the Zhou dynasty

CHAPTER 6: Early Societies in the Americas and Oceania

Expanded discussion of migrations to the Americas and Oceania and revised discussion of Olmec influence in Mesoamerica

PART 2: The Formation of Classical Societies, 500 B.C.E. to 500 C.E.

CHAPTER 7: The Empires of Persia

Revised discussion of Xerxes' Persian rule in Mesopotamia and Egypt

CHAPTER 8: The Unification of China

Revised and expanded discussion of the Qin and Han emperors' bureaucracy and Ban Zhao's treatise

CHAPTER 9: State, Society, and the Quest for Salvation in India

New discussion of Ghandara-style art

CHAPTER 10: Mediterranean Society: The Greek Phase

Revised discussion of Socrates and new discussion of Greek contributions to the sciences and mathematics

CHAPTER 11: Mediterranean Society: The Roman Phase

New discussion of sea lanes and expanded discussion of Mediterranean trade

CHAPTER 12: Cross-Cultural Exchanges on the Silk Roads

Expanded discussion of the monsoon system and the spread of disease caused by maritime travel

PART 3: The Postclassical Era, 500 to 1000 C.E.

CHAPTER 13: The Expansive Realm of Islam

Revised and expanded discussion of Abbasid capital Baghdad and cultural adaptation

A brand-new "Sources from the Past," Al-Muqaddasi on Iraq in the late tenth century

CHAPTER 14: The Resurgence of Empire in East Asia

New discussion of Wu Zhao and the spread of Buddhism in China

CHAPTER 16: The Two Worlds of Christendom

A "Sources from the Past" included in Chapter 13 in the previous edition, Benjamin of Tudela on the Caliph's Court at Baghdad, now appears in this new chapter.

PART 4: The Acceleration of Cross-Cultural Interaction, 1000 to 1500 C.E.

CHAPTER 17: Nomadic Empires and Eurasian Integration

New discussion of nomadic pastoralists in Central Asia

A brand-new "Sources from the Past," William of Rubruck on Gender Relations among the Mongols

CHAPTER 18: States and Societies of Sub-Saharan Africa

New discussion of Jenne-jeno and revised discussion of the effects of the slave trade in sub-Saharan Africa

CHAPTER 19: The Increasing Influence of Europe

New discussion of the decline of the Byzantine empire and revised discussion of Christian influence during the High Middle Ages, the Bogomils and Cathars heresies, and the Crusades of 1095

PART 5: The Origins of Global Interdependence, 1500 to 1800

CHAPTER 22: Transoceanic Encounters and Global Connections

Revised discussion of the effects of the Columbian exchange of food crops, goods and animals, and world population growth

CHAPTER 23: The Transformation of Europe

New discussion of notable female scientists, including Émilie du Châtelet, and their contributions to the sciences during the sixteenth and seventeenth centuries

A brand-new "Sources from the Past," an excerpt from John Locke's An Essay Concerning Human Understanding

CHAPTER 24: New Worlds: The Americas and Oceania

New discussion of the effects of race and ethnicity on social hierarchy in colonial society

CHAPTER 27: The Islamic Empires

Revised discussion of the Ottoman Empire of early modern times and the three Islamic ruling empires

PART 6: An Age of Revolution, Industry, and Empire, 1750 to 1914

CHAPTER 28: Revolutions and National States in the Atlantic World

Revised and expanded discussion of revolutionary wars in America, France, and Haiti

CHAPTER 32: The Building of Global Empires

Expanded and revised discussion of the English East India Company and the Indian rebellion

A brand-new “Sources from the Past,” The Royal Niger Company Mass-Produces Imperial Control in Africa

PART 7: Contemporary Global Realignments, 1914 to the Present**CHAPTER 33: The Great War: The World in Upheaval**

A brand-new “Sources from the Past,” Memorandum of the General Syrian Congress

CHAPTER 34: An Age of Anxiety

A brand-new “Sources from the Past,” Joseph Stalin on the First Five-Year Plan

CHAPTER 36: New Conflagrations: World War II and the Cold War

New discussion of the medical mistreatment of POWs during the cold war

CHAPTER 38: A World without Borders

New discussion of the cold war, and revised discussion of globalization, developing economies, and climate change in the contemporary world

*Two brand-new “Sources from the Past”: an excerpt on climate change from Al Gore’s *An Inconvenient Truth*, and Aung San Suu Kyi’s *Politics and Family: The Hope of and for Girl Children**

NEW FEATURES AND CHANGES THROUGHOUT THE TEXT

“Thinking About” features. New “Thinking About Traditions” and “Thinking About Encounters” boxes focus on historical elements that highlight how the twin themes of traditions and encounters play out across cultures and time periods. Each box ends with related critical-thinking questions around these two forces that have shaped world history.

New primary sources. Eight brand-new “Sources from the Past,” along with a wealth of resources in *Connect History* provide students with plenty of opportunities for critical analyses of primary sources. The primary sources new to this edition: Al-Muqaddasi, on Iraq in the Late Tenth Century; William of Rubruck on Gender Relations among the Mongols; an excerpt from John Locke’s *An Essay Concerning Human Understanding*; The Royal Niger Company Mass-Produces Imperial Control in Africa; Memorandum from the General Syrian Congress; Joseph Stalin on the First Five-Year Plan; an excerpt on climate change from Al Gore’s *An Inconvenient Truth*, and Aung San Suu Kyi’s “Politics and Family: The Hope of and for Girl Children.”

New part-ending features. “State of the World” assesses the global themes covered during the preceding chapters, giving students a thematic big-picture snapshot—both textually and visually using a combined global map and timeline—of the world during a particular period.

New map program. An entirely redesigned map program offers superior clarity, better topographical information, and greater global geographical precision and context with more vivid and distinct use of color and new globe locator icons within regional maps to better orient students. Extended captions with critical-thinking questions enrich students’ understanding of the relationship between geography and history.

Fresh, inviting design for visual engagement and ease of use. An engaging, modern, and vivid design with new images and extended captions draws students into the narrative, provides visual cues for remembering content, and makes content easier to parse and digest.

Streamlined organization. Reorganization of content reduces the total number of chapters in the text, making the individual volumes more manageable to teach in one semester.

A new Chapter 16, “The Two Worlds of Christendom,” combines elements of former Chapters 13 and 17 and places Europe in a more global perspective.

Elimination of the prior edition’s Chapter 38 (“The Bipolar World”) integrates the events of the cold war more seamlessly and clearly into coverage of World War II (Chapter 36, “New Conflagrations: World War II”) and post-World War II decline of imperialist empires (Chapter 37, “The End of Empire”).

Traditions & Encounters

FIFTH EDITION:

more emphasis on
critical thinking
and analysis

thinking about ENCOUNTERS

Trading-Post Empires

Trading-post empires provided the most prominent spaces for cross-cultural interactions between Europeans, Africans, and Asians. Trading posts also limited European intrusion into Africa and Asia, especially in contrast to the settlement empires of the Americas. What characterized the relations between, for example, the Portuguese and the inhabitants of the Indian Ocean basin? Why were Europeans confined to such posts?

thinking about TRADITIONS

Empires and Their Roads

All the classical empires invested resources in the building of roads and transportation networks that helped them to integrate their vast territories into manageable societies. Compare the road system of the Roman empire with those of the Persian, Han, and Mauryan empires. How did Roman roads complement Mediterranean sea lanes to link regions of the empire?

NEW

"Thinking About Traditions" and "Thinking About Encounters" boxes

These brief boxes—one of each in every chapter—spotlight instances in which the traditions and encounters themes arise in specific historical contexts. Each box ends with critical-thinking questions that prompt reflection about the roles of traditions and encounters in shaping the global past.

NEW

"Sources From the Past"

Every chapter showcases primary source documents—letters, journal entries, political tracts, philosophical reflections, religious writings, and other relevant primary sources. Each source concludes with a critical-thinking question that prompts students to explore the issues raised in the document. The fifth edition includes eight brand-new "Sources from the Past"—including Stalin's thoughts about his First Five-Year Plan and an excerpt from Al Gore's *An Inconvenient Truth*. Together with a wealth of resources in *Connect History*, students have numerous opportunities for critical analyses of primary sources.

sources from the past

The Royal Niger Company Mass-Produces Imperial Control in Africa

The 1880s proved a crucial time for sub-Saharan African societies and European imperial adventurers. European nations at the Berlin Conference set forth the rules by which they would partition and rule African states, and then those nations—such as Great Britain—commissioned companies like the Royal Niger Company to assert imperial prerogatives. To fend off French competitors in the Niger River delta, the British-controlled Royal Niger Company had local rulers sign its "standard treaty," a mass-produced, fill-in-the-blank treaty that essentially ceded trade and political control to the company, and thus to Britain, in what became the British colony of Nigeria.

We, the undersigned Chiefs of _____, with the view to the bettering of the condition of our country and our people, do this day cede to the Royal Niger Company, for ever, the whole of our territory from _____.

We also give to the said Royal Niger Company full power to settle all native disputes arising from any cause whatever, and we pledge ourselves not to enter into any war with other tribes without the sanction of the said Royal Niger Company.

We understand that the said Royal Niger Company have full power to mine, farm, and build in any portion of our country.

We bind ourselves not to have any intercourse with any strangers or foreigners except through the said Royal Niger Company.

In consideration of the foregoing, the said Royal Niger Company (Chartered and Limited) bind themselves not to interfere with any of the native laws or customs of the country, consistently with the maintenance of order and good government.

The said Royal Niger Company agree to pay native owners of land a reasonable amount for any portion they may require.

The said Royal Niger Company bind themselves to protect the said Chiefs from the attacks of any neighboring aggressive tribes.

The said Royal Niger Company also agree to pay the said Chiefs _____ measures native value.

We, the undersigned witnesses, do hereby solemnly declare that the _____ Chiefs whose names are placed opposite their respective crosses have in our presence affixed their crosses of their own free will and consent, and that the said _____ has in our presence affixed his signature.

Done in triplicate at _____, this _____ day of _____, 188____.

Declaration by interpreter I, _____, of _____, do hereby solemnly declare that I am well acquainted with the language of the country, and that on the _____ day of _____, 188____, I truly and faithfully explained the above Agreement to all the Chiefs present, and that they understood its meaning.

For Further Reflection

- What did this "standard treaty" promise to Nigerian leaders, and what was expected in return? Given language barriers and imperial greed, do you believe Nigerians received true and faithful explanations of the treaty's meaning?

Source: Alfred J. Andrea and James H. Overfield, eds. *The Human Record: Sources of Global History*, 3rd ed., vol. 2. Boston: Wadsworth, 1998, pp. 299–300.

stronger support for the main themes discussed in each era

part 4

THE ACCELERATION
OF CROSS-CULTURAL
INTERACTION, 1000 TO 1500 C.E.



The half millennium from 1000 to 1500 C.E. differed markedly from earlier eras. During classical and post-classical times, large, regional societies situated in China, India, southwest Asia, and the Mediterranean basin dominated the eastern hemisphere. Peoples of these lands built extensive networks of trade and communication that spanned the eastern hemisphere and influenced the development of all its societies. From 1000 to 1500 C.E., however, nomadic Turkish and Mongol peoples overran settled societies and established vast transregional empires from China to eastern Europe. Nomadic peoples toppled several postclassical states, most notably the Song empire in China and the Abbasid realm in southwest Asia. By building empires that transcended the boundaries of postclassical states, however, nomadic Turks and Mongols laid a political foundation for sharply increased trade and communication between peoples of different societies and cultural regions. Indeed, their empires prompted the peoples of the eastern hemisphere to forge closer links than ever before in history. By the mid-fourteenth century, merchants, diplomats, and missionaries traveled frequently between lands as far removed as Italy and China.

Increased trade in the Indian Ocean basin also promoted more intense cross-cultural communications. Maritime trade built on the political stability, economic expansion, and demographic growth of the postclassical era. By the fourteenth century, mariners called at ports throughout the Indian Ocean basin from southeast Asia to India, Ceylon, Arabia, and east Africa, while sea lanes through the South China Sea offered access to ports in the islands of southeast Asia, China, Japan, and Korea. Commercial goods traveled over the Indian Ocean in larger quantities than ever before. From the eleventh century forward, cargoes increasingly consisted of bulky commodities such as timber, coral, steel, building materials, grains, dates, and other foodstuffs. This trade in bulk goods indicated a movement toward economic integration as societies of the Indian Ocean basin concentrated increasingly on cultivating crops or producing goods for export while importing foods or goods that they could not produce very well themselves. Demographic growth, increased agricultural production, and economic expansion helped to underwrite rapid political development in sub-Saharan Africa and western Europe. Powerful regional states and centralized empires

390

Part Openers

Seven brief part openers—newly designed for this edition—explain the coherence of each major era in human history by introducing the themes that run through all the chapters in each part. Taken together, the seven part openers provide a brief, highly analytical summary of the book's seven-era periodization of the global past.

NEW

"State of the World"

Part Closers

Each of the seven parts now ends with a "State of the World" essay, which reassesses the global themes that emerged in the preceding chapters. Each "State of the World" essay is accompanied by a global map and timeline, which offer students a big-picture snapshot of the world that is both textual and visual.

State of the World

A World on the Point of Global Integration



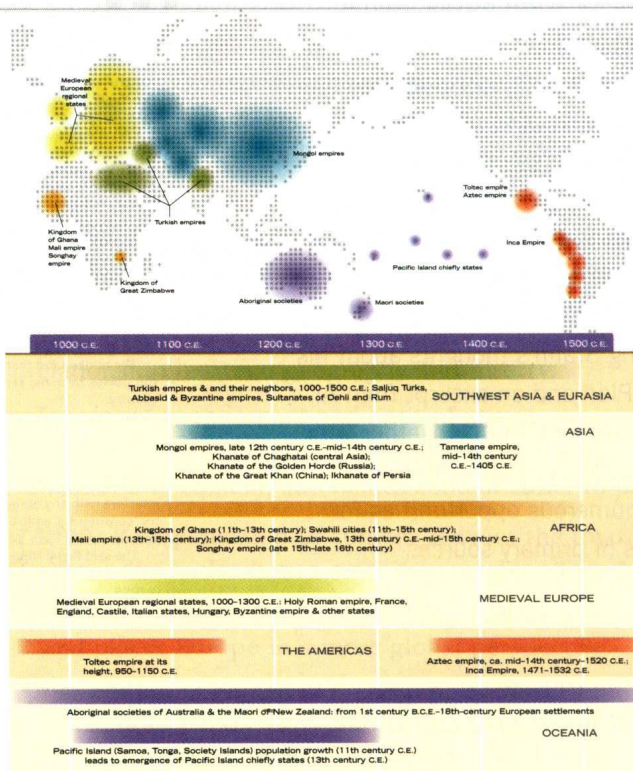
When Christopher Columbus and his crew sailed across the Atlantic Ocean in 1492, the world's peoples were no strangers to long-distance travels and meetings, nor were cross-cultural interactions and exchanges foreign experiences for them. Peoples of the world's three major geographical zones—the eastern hemisphere, the western hemisphere, and Oceania—had been dealing for thousands of years with counterparts from different societies. Even as they built their own distinctive political, social, economic, and cultural traditions, the world's peoples also engaged the larger world beyond their own societies. Their interactions were often hostile or unpleasant, taking the form of raids, wars, campaigns of imperial expansion, or transmissions of epidemic diseases. Yet their engagements frequently took more peaceful and beneficial forms, as trade, missionary activity, technological diffusion, and the spread of agricultural crops linked peoples of different societies.

Until 1492, however, long-distance travels and cross-cultural interactions took place mostly within the world's three broad regions. With rare and fleeting exceptions, peoples of the eastern hemisphere, the western hemisphere, and Oceania kept to their own parts of the world. They rarely possessed nautical technologies that would have enabled them to cross the earth's oceans regularly and carry on sustained relationships with peoples across the waters. Even when sufficient nautical technologies were available, the costs, dangers, and uncertain prospects of transoceanic voyaging mostly discouraged mariners from making efforts to venture beyond their own zones.

Developments of the era 1000 to 1500 were the immediate context for efforts to cross the world's largest bodies of water. Even as they carried out brutal campaigns of conquest, peoples of nomadic pastoral societies forged links between settled agricultural societies throughout Eurasia and created a demand for continuing relationships, particularly commercial relationships. While Turkish and Mongol peoples wielded more influence than any of their nomadic ancestors in Eurasia, Muslim Arab and Persian merchants drew the societies of sub-Saharan Africa increasingly into interaction with others of the eastern hemisphere. The region of the eastern hemisphere with the most to gain from transoceanic voyaging was western Europe, which otherwise had few good routes providing access to lands to the south and east. Thus, even though mariners from China, India, Persia, the Pacific islands, and other lands also possessed effective nautical technologies, it is not surprising that western European peoples most energetically and most systematically explored opportunities to establish maritime networks of travel, transport, trade, communication, and exchange.

In the year 1500 the world stood on the brink of a new era in the experience of humankind. Peoples of the world's three major geographical zones—the eastern hemisphere, the western hemisphere, and Oceania—were poised to enter into permanent and sustained interaction. The results of their engagements were profitable or beneficial for some peoples but difficult or disastrous for others. It is impossible to comprehend them except in context of the acceleration of cross-cultural interaction in the era 1000 to 1500.

460

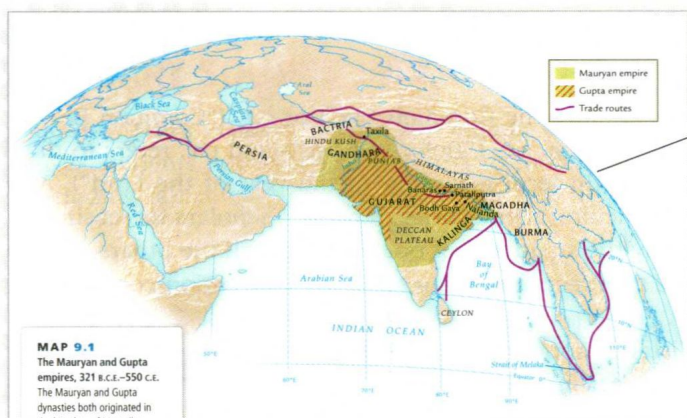


a visual program that deepens the understanding of world history

NEW

Maps Program

The entire map program has been redesigned to make topographical features clearer and boundaries more distinct. Regional maps include new globe locator icons that place individual regions in global context.

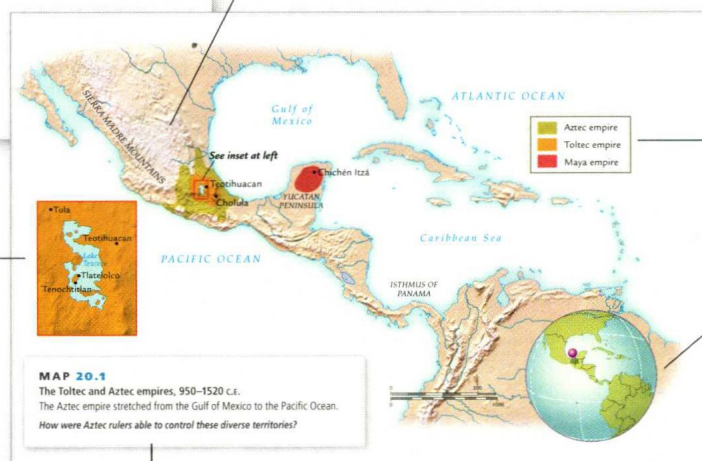


MAP 9.1
The Mauryan and Gupta empires, 321 B.C.E.–550 C.E.
The Mauryan and Gupta dynasties both originated in the kingdom of Magadha.
Why was this region so important in ancient India? What advantages did it offer for purposes of trade and communication with other regions?

★ New global maps display geographical information using a “view-from-space” perspective, depicting larger regions in broader and clearer context.

★ Clear presentation of topographical features strengthens students’ understanding of the geographical contexts of world history.

★ Insets provide additional detail for especially important areas.



MAP 20.1
The Toltec and Aztec empires, 950–1520 C.E.
The Aztec empire stretched from the Gulf of Mexico to the Pacific Ocean.
How were Aztec rulers able to control these diverse territories?

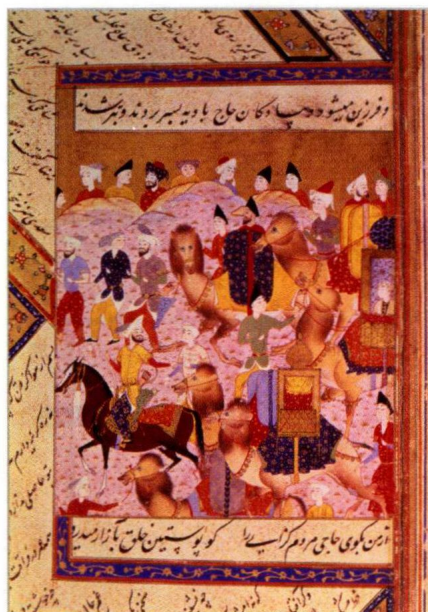
★ Distinct colors make for clear and precise geographical representations.

★ Regional maps include new globe locator icons to help students understand world regions in larger geographical context.

★ Captions include highlighted salient points of the maps, followed by critical-thinking questions that prompt students to link the book’s narrative to geographic information presented in the maps.

Integrated Illustrations Program

Images that personalize the past by depicting everyday individuals at work and play are well integrated with the larger narrative, enhancing and supporting the themes of traditions and encounters.



A watercolor painting from sixteenth-century Iran depicts a caravan of pilgrims traveling to Mecca while making the hajj. In what ways did the hajj facilitate social and business relationships?

★ Critical-thinking questions enable students to analyze illustrations in the historical and cultural contexts discussed in the text.

a brief note on usage

This book qualifies dates as B.C.E. (“Before the Common Era”) or C.E. (“Common Era”). In practice, B.C.E. refers to the same epoch as B.C. (“Before Christ”), and C.E. refers to the same epoch as A.D. (*Anno Domini*, a Latin term meaning “in the year of the Lord”). As historical study becomes a global, multicultural enterprise, however, scholars increasingly prefer terminology that does not apply the standards of one society to all the others. Thus reference in this book to B.C.E. and C.E. reflects emerging scholarly convention concerning the qualification of historical dates.

Measurements of length and distance appear here according to the metric system, followed by their English-system equivalents in parentheses.

The book transliterates Chinese names and terms into English according to the *pinyin* system, which has largely displaced the more cumbersome Wade-Giles system. Transliteration of names and terms from other languages follows contemporary scholarly conventions.

supplements

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























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INVESTIGATIONS CHAPTERS SOURCES

SHOW ALL CHAPTER TYPE SUBJECT PLACE PERIOD SEARCH [KEYWORD]

Sources A-Z Z-A BY TYPE DATE ↑ DATE ↓

699 items matching your criteria => Showing all sources

 Spread of Early Humans	 Ruins of Jericho	 El-Mari	 Newgrange	 Knowth	 Ziggurat	 Dolmen	 Mohenjo-daro House	 Egyptian Pyramids	 Diagram of the Pyramids	 Giza Plateau
 Ptohotep	 O Nile!	 Before History	 Hindu Temple	 Counting Livestock, A Model	 Mohenjo-daro Statue	 An Egyptian Obelisk	 Mesopotamian Empires	 Mount Sinai	 Code of Hammurabi	 Ship fresco from Avaris
 King Tang, First Ruler of ...	 Babylonian Prayers	 Knots	 Denn-Ebena: Hatshepsut's ...	 Book of the Dead	 Mycenae	 Limestone Relief of Akhenaten ...	 Canopic Coffinette of Tutankhamen	 Phoenician Artifacts	 Omer Stone Head	 Shang Oracle
 A Wine vessel from Shang ...	 Omer Altar from La Venta	 Purucha	 Dolomon	 Theocuo	 Classical Greece	 Etruscan Vases	 Bekupin	 Death of Hector	 Khonabad	 Delphi

< 1/16 pages of Sources >

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