

*The Essential*

# WORLD HISTORY

VOLUME ONE: TO 1800



WILLIAM J. DUIKER

JACKSON J. SPIELVOGEL



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WILLIAM J. DUIKER

THE PENNSYLVANIA STATE UNIVERSITY

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Printer/Binder: *R.R. Donnelley & Sons*  
Cover Printer: *Phoenix Color Corp.*

Cover Image: *The Battle of Badr, 624. Mustafa Danir, Siyar-e-Nabi (The Life of the Prophet), vol IV. Imperial workshops of Constantinople for Sultan Murad III, 1594–95. Paper, 37 x 26 cm. Louvre, Paris, France.*

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**Library of Congress Cataloging-in-Publication Data**

Duiker, William J.  
Essential world history / William J. Duiker, Jackson J. Spielvogel.  
p. cm.  
Includes bibliographical references and index.  
ISBN 0-534-57888-8 (comprehensive vol. : alk. paper)  
ISBN 0-534-57889-6 (vol I. : alk. paper)  
ISBN 0-534-57890-X (vol II. : alk. paper)  
ISBN 0-534-57891-8 (instructor's edition : alk. paper)  
I. World history. I. Spielvogel, Jackson J. II. Title.  
D20.D918 2001  
909—dc21

2001039123



*This book is printed on acid-free recycled paper.*



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To Yvonne,  
for adding sparkle to this book,  
and to my life  
W.J.D.

To Diane,  
whose love and support made it all possible  
J.J.S.





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# PREFACE

For several million years after primates first appeared on the surface of the earth, human beings lived in small communities, seeking to survive by hunting, fishing, and foraging in a frequently hostile environment. Then suddenly, in the space of a few thousand years, there was an abrupt change of direction as human beings in a few widely scattered areas of the globe began to master the art of cultivating food crops. As food production increased, the population in those areas rose correspondingly, and people began to congregate in larger communities. Governments were formed to provide protection and other needed services to the local population. Cities appeared and became the focal point of cultural and religious development. Historians refer to this process as the beginnings of civilization.

For generations, historians in Europe and the United States have pointed to the rise of such civilizations as marking the origins of the modern world. Courses on Western civilization conventionally begin with a chapter or two on the emergence of advanced societies in Egypt and Mesopotamia and then proceed to ancient Greece and the Roman Empire. From Greece and Rome, the road leads directly to the rise of modern civilization in the West.

There is nothing inherently wrong with this approach. Important aspects of our world today can indeed be traced back to these early civilizations, and all human beings the world over owe a considerable debt to their achievements. But all too often this interpretation has been used to imply that the course of civilization has been linear in nature, leading directly from the emergence of agricultural societies in ancient Mesopotamia to the rise of advanced industrial societies in Europe and North America. Until recently, most courses on world history taught in the United States routinely focused almost exclusively on the rise of the West, with only a passing glance at other parts of the world, such as Africa, India, and East Asia. The contributions made by those societies to the culture and technology of our own time were often passed over in silence.

Such an approach, however, represents a serious distortion of the process. During most of the course of human history, the most advanced civilizations have been not in the West, but in East Asia or the Middle East. A relatively brief period of European dominance culminated with the era of imperialism in the late nineteenth century, when the political, military, and economic power of the advanced nations of the West spanned the globe. During recent generations, however, that dominance has gradually eroded, partly as the result of changes taking place within Western societies and partly because new centers

of development are emerging elsewhere on the globe—notably in East Asia, where the growing economic strength of Japan and many of its neighbors has led to the now familiar prediction that the twenty-first century will be known as the Pacific Century.

World history, then, is not simply a chronicle of the rise of the West to global dominance, nor is it a celebration of the superiority of the civilization of Europe and the United States over other parts of the world. The history of the world has been a complex process in which many branches of the human community have taken an active part, and the dominance of any one area of the world has been a temporary rather than a permanent phenomenon. It will be our purpose in this brief history of the world to present a balanced picture of this story, with all respect for the richness and diversity of the tapestry of the human experience. Due attention must be paid to the rise of the West, of course, since that has been the most dominant aspect of world history in recent centuries. But the contributions made by other peoples must be given adequate consideration as well, not only in the period prior to 1500 when the major centers of civilization were located in Asia, but also in our own day, where a multipolar picture of development is clearly beginning to emerge.

Anyone who wishes to teach or write about world history must decide whether to present the topic as an integrated whole or as a collection of different cultures. The world that we live in today, of course, is in many respects an interdependent one in terms of economics as well as culture and communications, a reality that is often expressed by the phrase “global village.” The convergence of peoples across the surface of the earth into an integrated world system began in early times and intensified after the rise of capitalism in the early modern era. In growing recognition of this trend, historians trained in global history, as well as instructors in the growing number of world history courses, have now begun to speak and write of a “global approach” that turns attention away from the study of individual civilizations and focuses instead on the “big picture” or, as the world historian Fernand Braudel termed it, interpreting world history as a river with no banks.

On the whole, this development is to be welcomed as a means of bringing the common elements of the evolution of human society to our attention. But there is a risk involved in this approach. For the vast majority of their time on earth, human beings have lived in partial or virtually total isolation from each other. Differences in climate, location, and geographical features have created human societies very different from each other in culture



and historical experience. Only in relatively recent times—the commonly accepted date has long been the beginning of the age of European exploration at the end of the fifteenth century, but some would now push it back to the era of the Mongol empire or even further—have cultural interchanges begun to create a common “world system,” in which events taking place in one part of the world are rapidly transmitted throughout the globe, often with momentous consequences. In recent generations, of course, the process of global interdependence has been proceeding even more rapidly. Nevertheless, even now the process is by no means complete, as ethnic and regional differences continue to exist and to shape the course of world history. The tenacity of these differences and sensitivities is reflected not only in the rise of internecine conflicts in such divergent areas as Africa, India, and Eastern Europe, but also in the emergence in recent years of such regional organizations as the Organization of African Unity, the Association for the Southeast Asian Nations, and the European Economic Community. Political leaders in various parts of the world speak routinely of “Arab unity,” the “African road to socialism,” and the “Confucian path to economic development.”

The second problem is a practical one. College students today are all too often not well informed about the distinctive character of civilizations such as China and India and, without sufficient exposure to the historical evolution of such societies, will assume all too readily that the peoples in these countries have had historical experiences similar to ours and will respond to various stimuli in a similar fashion to those living in Western Europe or the United States. If it is a mistake to ignore those forces that link us together, it is equally a mistake to underestimate those factors that continue to divide us and to differentiate us into a world of diverse peoples.

Our response to this challenge has been to adopt a global approach to world history while at the same time attempting to do justice to the distinctive character and development of individual civilizations and regions of the world. The presentation of individual cultures will be especially important in Parts I and II, which cover a time when it is generally agreed that the process of global integration was not yet far advanced. Later chapters will begin to adopt a more comparative and thematic approach, in deference to the greater number of connections that have been established among the world's peoples since the fifteenth and sixteenth centuries. Part V will consist of a series of chapters that will center on individual regions of the world while at the same time focusing on common problems related to the Cold War and the rise of global problems such as overproduction and environmental pollution. Moreover, sections entitled “Reflection” at the close of the five major parts of the book will attempt to link events together in a broad comparative and global framework.

We have sought balance in another way as well. Many textbooks tend to simplify the content of history courses

by emphasizing an intellectual or political perspective or, most recently, a social perspective, often at the expense of sufficient details in a chronological framework. This approach is confusing to students whose high school social studies programs have often neglected a systematic study of world history. We have attempted to write a well-balanced work in which political, economic, social, religious, intellectual, cultural, and military history have been integrated into a chronologically ordered synthesis.

To enliven the past and let readers see for themselves the materials that historians use to create their pictures of the past, we have included primary sources (boxed documents) in each chapter that are keyed to the discussion in the text. The documents include examples of the religious, artistic, intellectual, social, economic, and political aspects of life in different societies and reveal in a vivid fashion what civilization meant to the individual men and women who shaped it by their actions.

Each chapter has a lengthy introduction and conclusion to help maintain the continuity of the narrative and to provide a synthesis of important themes. Time lines at the end of each chapter enable students to see the major developments of an era at a glance, while the more detailed chronologies reinforce the events discussed in the text. An annotated bibliography at the end of each chapter reviews the most recent literature on each period and also gives references to some of the older, “classic” works in each field. Extensive maps and illustrations serve to deepen the reader's understanding of the text. To facilitate comprehension of cultural movements, illustrations of artistic works discussed in the text are placed next to the discussions. Chapter outlines and focus questions at the beginning of each chapter are meant to help students with an overview and guide them to the main subjects in each chapter. A glossary of important terms and a pronunciation guide can be found at the end of the book.

Because courses in world history at American and Canadian colleges and universities follow different chronological divisions, a one-volume edition and a two-volume edition of this text are being made available to fit the needs of instructors. Teaching and learning ancillaries include the following:

### For the Instructor

*Instructor's Manual with Testbank* Prepared by Charles F. Ames, Jr., Salem State College. Contains Chapter Outlines, Class Lecture/Discussion Topics, Thought/Discussion Questions for Primary Sources (Boxed Documents), Possible Student Projects, and Examination Questions (Essay, Identification, and Multiple Choice).

*ExamView* Create, deliver, and customize tests and study guides (both print and online) in minutes with this easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide



you step-by-step through the process of creating tests, while its unique “WYSIWYG” capability allows you to see the test you are creating on the screen exactly as it will print or display online. You can build tests of up to 250 questions using up to 12 question types. Using ExamView’s complete word processing capabilities, you can enter an unlimited number of new questions or edit existing questions.

*Map Acetates and Commentary for World History, 2001 Edition* Includes more than 100 four-color map images from the text and other sources. Map commentary for each map is prepared by James Harrison, Siena College. Three-hole punched and shrinkwrapped.

*History Video Library* Includes Film For Humanities (these are available to qualified adoptions), CNN videos, and Grade Improvement: Taking Charge of Your Learning.

*2001 World HistoryLink—Available on a multi-platform CD-ROM.* With its easy-to-use interface, you can use our existing presentations (which consist of map images from the text and other sources) or customize your own presentation by importing your lecture or other material you choose.

*Sights and Sounds of History* Short, focused video clips, photos, artwork, animations, music, and dramatic readings are used to bring life to historical topics and events that are most difficult for students to appreciate from a textbook alone. For example, students will experience the grandeur of Versailles and the defeat felt by a German soldier at Stalingrad. The video segments, each averaging 4 minutes long, make excellent lecture launchers. Available on Laserdisk or VHS video.

*Migrations in Modern World History 1500–2000 CD-ROM* An interactive multimedia curriculum on CD-ROM by Patrick Manning and the World History Center. Includes over 400 primary source documents; analytical questions to help the student develop his/her own interpretations of history; timelines; and additional suggested resources, including books, films, and web sites.

## For the Student

*Study Guide* Prepared by Dianna Rhyon Kardulias, Columbus State Community College. Contains Chapter Outlines, Terms and Persons to Know, Mapwork, Datework, Primary Sourcework, Artwork, Identifying Important Concepts Behind the Conclusion, and new Multiple Choice questions and Web Resources. Available in two volumes.

*Map Exercise Workbook* Prepared by Cynthia Kosso, Northern Arizona University. Has been thoroughly revised and improved. Contains over 20 maps and exercises, which ask students to identify important cities and coun-

tries. Also includes critical thinking questions for each unit. Available in two volumes.

*World History MapTutor* This new mapping CD-ROM allows students to learn by manipulating maps through “locate and label” exercises, animations, and critical thinking exercises.

*Document Exercise Workbooks* Prepared by Donna Van Raaphorst, Cuyahoga Community College. Contains a collection of exercises based around primary source documents pertaining to world history.

*Journey of Civilizations CD ROM for Windows* This CD takes students on 18 interactive journeys through history. Enhanced with QuickTime movies, animations, sound clips, maps, and more, the journeys allow students engage in history as active participants rather than as readers of past events.

*Magellan World History Atlas* Available to bundle with any history text; contains 44 historical four-color maps.

*Internet Guide for History, Third Edition* Prepared by John Soares. Provides newly revised and up-to-date Internet exercises by topic at <http://history.wadsworth.com>.

*Kishlansky, Sources in World History, Second Edition* This reader is a collection of documents designed to supplement any world history text. Available in two volumes.

*WebTutor* There are two volumes to correspond with Volumes I and II of the main text. This content-rich, Web-based teaching and learning tool helps students succeed by taking the course beyond classroom boundaries to an anywhere, anytime environment. *WebTutor* offers real-time access to a full array of study tools, including flashcards (with audio), practice quizzes, online tutorials, and Web links. Available in two volumes.

*InfoTrac® College Edition* An online university that lets students explore and use full-length articles from more than 900 periodicals for four months. When students log on with their personal ID, they will immediately see how easy it is to search. Students can print out the articles, which date back as far as four years.

*Historic Times: The Wadsworth History Resource Center*  
<http://history.wadsworth.com/>

Features a career section, forum, and links to museums, historical documents, and other fascinating sites. From the Resource Center you can access the book-specific web site, which contains the following: chapter by chapter tutorial quizzing, InfoTrac activities, Internet activities, and hyperlinks for the student, and an online instructor’s manual and downloadable PowerPoint files for the Instructor.



# ACKNOWLEDGMENTS

Both authors gratefully acknowledge that without the generosity of many others, this project could not have been completed. William Duiker would like to thank Kumkum Chatterjee and On-cho Ng for their helpful comments about unfamiliar issues related to the history of India and premodern China. His longtime colleague Cyril Griffith, now deceased, was a cherished friend and a constant source of information about modern Africa. Art Goldschmidt has been of invaluable assistance in reading several chapters of the manuscript, as well as in unraveling many of the mysteries of Middle Eastern civilization. Finally, he remains profoundly grateful to his wife, Yvonne V. Duiker, Ph.D. She has not only given her usual measure of love and support when this appeared to be an insuperable task, but she has also contributed her own time and expertise to enrich the sections on art and literature, thereby adding life and sparkle to this, as well as the earlier editions of the book. To her, and to his daughters Laura and Claire, he will be forever thankful for bringing joy to his life.

Jackson Spielvogel would like to thank Art Goldschmidt, David Redles, and Christine Colin for their time and ideas and, above all, his family for their support. The gifts of love, laughter, and patience from his daughters, Jennifer and Kathryn, his sons, Eric and Christian, and his daughters-in-law, Liz and Laurie, were invaluable. Diane, his wife and best friend, provided him with editorial assistance, wise counsel, and the loving support that made a project of this magnitude possible.

The authors would like to thank the many teachers and students who have used the first three editions of our *World History*. We are gratified by their enthusiastic response to

a textbook that has put the story back into history and captured the imagination of the reader. We especially thank the many teachers and students who made the effort to contact us personally to share their enthusiasm. We continue to be grateful to the many historians who have so thoroughly reviewed the first three editions of *World History*.

We also thank the following historians for their work in reviewing this first edition of *Essential World History*:

Robert Berry

Salisbury State University

Henry Abramson

Florida Atlantic University

Thomas Kennedy

Washington State University

The authors are truly grateful to the people who have helped us to produce this book. We especially want to thank Clark Baxter, whose faith in our ability to do this project was inspiring. Sharon Adams Poore and Sue Gleason thoughtfully guided the preparation of outstanding teaching and learning ancillaries. Michael Burggren guided the overall production of the book with much insight. Bruce Emmer, an outstanding copy editor, taught us much about the fine points of the English language. Sarah Evertson provided valuable assistance in obtaining permissions for the photographs and illustrations. We are grateful to the staff of New England Typographic Service for providing their array of typesetting and page layout abilities. Jon Peck, of Dovetail Publishing Services, was as cooperative and cheerful as he was competent in matters of production.



# A NOTE TO STUDENTS ABOUT LANGUAGES AND THE DATING OF TIME

One of the most difficult challenges in studying world history is coming to grips with the multitude of names, words, and phrases in unfamiliar languages. Unfortunately, this problem has no easy solution. We have tried to alleviate the difficulty, where possible, by providing an English-language translation of foreign words or phrases, a glossary, and a pronunciation guide. The issue is especially complicated in the case of Chinese, since two separate systems are commonly used to transliterate the spoken Chinese language into the Roman alphabet. The Wade-Giles system, invented in the nineteenth century, was the most frequently used until recent years, when the pinyin system was adopted by the People's Republic of China as its own official form of transliteration. We have opted to use the latter, since it appears to be gaining acceptance in the United States, but the initial use of a Chinese word is accompanied by its Wade-Giles equivalent in parentheses for the benefit of those who may encounter the term in their outside reading.

In our examination of world history, we need also to be aware of the dating of time. In recording the past, historians try to determine the exact time when events occurred. World War II in Europe, for example, began on September 1, 1939, when Adolf Hitler sent German troops into Poland, and ended on May 7, 1945, when Germany surrendered. By using dates, historians can place events in order and try to determine the development of patterns over periods of time.

If someone asked you when you were born, you would reply with a number, such as 1982. In the United States, we would all accept that number without question, because it is part of the dating system followed in the Western world (Europe and the Western Hemisphere). In this system, events are dated by counting backward or forward from the birth of Christ (assumed to be the year 1). An event that took place 400 years before the birth of Christ would most commonly be dated 400 B.C. (before Christ). Dates after the birth of Christ are labeled as A.D. These letters stand for the Latin words *anno domini*, which mean "in the year of the Lord" (or the year of the birth of Christ). Thus an event that took place 250 years after the

birth of Christ is written A.D. 250, or in the year of the Lord 250. It can also be written as 250, just as you would not give your birth year as A.D. 1982, but simply 1982.

Some historians now prefer to use the abbreviations B.C.E. ("before the common era") and C.E. ("common era") instead of B.C. and A.D. This is especially true of world historians who prefer to use symbols that are not so Western or Christian oriented. The dates, of course, remain the same. Thus, 1950 B.C.E. and 1950 B.C. would be the same year, as would A.D. 40 and 40 C.E. In keeping with the current usage by many world historians, this book will use the terms B.C.E. and C.E.

Historians also make use of other terms to refer to time. A decade is 10 years; a century is 100 years; and a millennium is 1,000 years. The phrase fourth century B.C.E. refers to the fourth period of 100 years counting backward from 1, the assumed date of the birth of Christ. Since the first century B.C.E. would be the years 100 B.C.E. to 1 B.C.E., the fourth century B.C.E. would be the years 400 B.C.E. to 301 B.C.E. We could say, then, that an event in 350 B.C.E. took place in the fourth century B.C.E.

The phrase fourth century C.E. refers to the fourth period of 100 years after the birth of Christ. Since the first period of 100 years would be the years 1 to 100, the fourth period or fourth century would be the years 301 to 400. We could say, then, for example, that an event in 350 took place in the fourth century. Likewise, the first millennium B.C.E. refers to the years 1000 B.C.E. to 1 B.C.E.; the second millennium C.E. refers to the years 1001 to 2000.

The dating of events can also vary from people to people. Most people in the Western world use the Western calendar, also known as the Gregorian calendar after Pope Gregory XIII who refined it in 1582. The Hebrew calendar, on the other hand, uses a different system in which the year 1 is the equivalent of the Western year 3760 B.C.E., considered by Jews to be the date of the creation of the world. Thus, the Western year 2000 is the year 5760 on the Jewish calendar. The Islamic calendar begins year 1 on the day Muhammad fled Mecca, which is the year 622 on the Western calendar.



# THEMES FOR UNDERSTANDING WORLD HISTORY

**L**n examining the past, historians often organize their material on the basis of themes that enable them to ask and try to answer basic questions about the past. The following ten themes are especially important.

1. *Political systems.* The study of politics seeks to answer certain basic questions that historians have about the structure of a society: How were people governed? What was the relationship between the ruler and the ruled? What people or groups of people (the political elites) held political power? What actions did people take to change their form of government? Historians also examine the causes and results of wars in order to understand the impact of war on human development.

2. *The role of ideas.* Ideas have great power to move people to action. For example, in the twentieth century, the idea of nationalism, which is based on a belief in loyalty to one's nation, helped produce two great conflicts—World War I and World War II. Together these wars cost the lives of more than fifty million people. The spread of ideas from one society to another has also played an important role in world history. From the earliest times, trade has especially served to bring different civilizations into contact with one another, and the transmission of religious and cultural ideas soon followed.

3. *Economics and history.* A society depends for its existence on certain basic needs. How did it grow its food? How did it make its goods? How did it provide the services people needed? How did individual people and governments use their limited resources? Did they spend more money on hospitals or military forces? By answering these questions, historians examine the different economic systems that have played a role in history.

4. *Social life and gender issues.* From a study of social life, we learn about the different social classes that make up a society. But we also examine how people dressed and found shelter, how and what they ate, and what they did for fun. The nature of family life and how knowledge was passed from one generation to another through education are also part of the social life of a society. So, too, are gender issues: What different roles did men and women play in their societies? How and why were those roles different?

5. *The importance of culture.* We cannot understand a society without looking at its culture, or the common

ideas, beliefs, and patterns of behavior that are passed on from one generation to another. Culture includes both high culture and popular culture. High culture consists of the writings of a society's thinkers and the works of its artists. A society's popular culture is the world of ideas and experiences of ordinary people. Today the media have embraced the term *popular culture* to describe the most current trends and fashionable styles.

6. *Religion in history.* Throughout history, people have sought to find a deeper meaning to human life. How have the world's great religions, such as Hinduism, Buddhism, Judaism, Christianity, and Islam, influenced people's lives? How have these religions spread to create new patterns of culture?

7. *The role of individuals.* In discussing the role of politics, ideas, economics, social life, cultural developments, and religion, we have dealt with groups of people and forces that often seem beyond the control of any one person. But mentioning the names of Cleopatra, Queen Elizabeth I, Napoleon, and Hitler reminds us of the role of individuals in history. Decisive actions by powerful individuals have indeed played a crucial role in the course of history.

8. *The impact of science and technology.* For thousands of years, people around the world have made scientific discoveries and technological innovations that have changed our world. From the creation of stone tools that made farming easier to the advanced computers that guide our airplanes, science and technology have altered how humans have related to their world.

9. *The environment and history.* Throughout history, peoples and societies have been affected by the physical world in which they live. Climatic changes alone have been an important factor in human history. Peoples and societies, in turn, have also made an impact on their world. Human activities have affected the physical environment and even endangered the very existence of entire societies and species.

10. *The migration of peoples.* One characteristic of world history is an almost constant migration of peoples. Vast numbers of peoples abandoned their homelands and sought to live elsewhere. Sometimes the migration was peaceful. More often than not, however, the migration meant invasion and violent conflict.



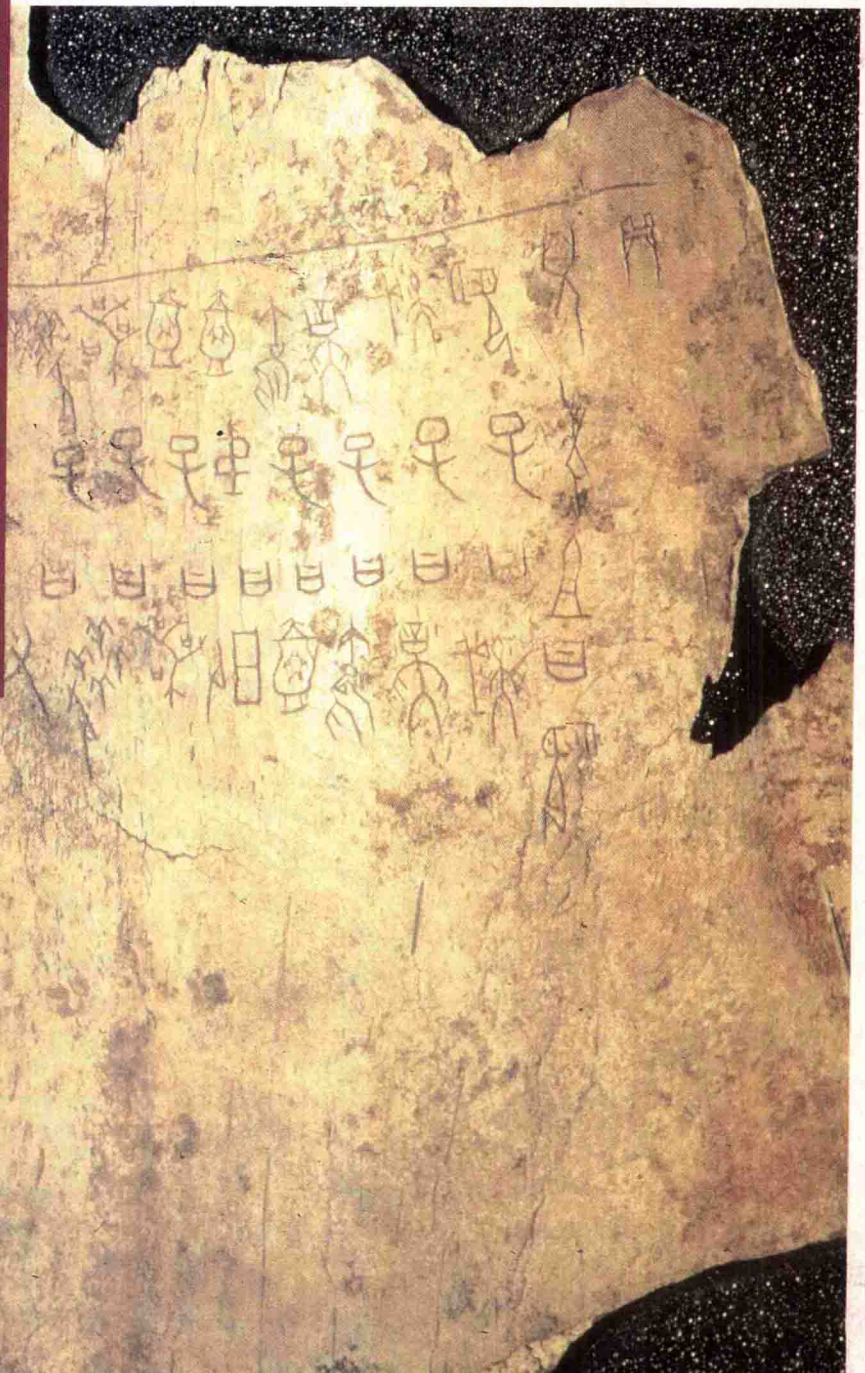
PART

I

THE FIRST  
CIVILIZATIONS  
AND THE RISE  
OF EMPIRES  
(PREHISTORY  
TO 500 C.E.)



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