

# A HISTORY OF WORLD SOCIETIES

FOURTH EDITION



McKay Hill Buckler

I

To 1715

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# A HISTORY OF WORLD SOCIETIES

❖ *Volume I*  
*To 1715*

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# A HISTORY OF WORLD SOCIETIES





## ABOUT THE AUTHORS

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**Bennett D. Hill** A native of Philadelphia, Bennett D. Hill earned an A.B. at Princeton (1956) and advanced degrees from Harvard (A.M., 1958) and Princeton (Ph.D., 1963). He taught history at the University of Illinois at Urbana, where he was department chairman from 1978 to 1981. He has published *English Cistercian Monasteries and Their Patrons in the Twelfth Century* (1968) and *Church and State in the Middle Ages* (1970); and articles in *Analecta Cisterciensia*, *The New Catholic Encyclopedia*, *The American Benedictine Review*, and *The Dictionary of the Middle Ages*. His reviews have

appeared in *The American Historical Review*, *Speculum*, *The Historian*, *The Catholic Historical Review*, and *Library Journal*. He has been a fellow of the American Council of Learned Societies and has served on committees for the National Endowment for the Humanities. Now a Benedictine monk of St. Anselm's Abbey, Washington, D.C., he is also a Visiting Professor at Georgetown University.

**John Buckler** Born in Louisville, Kentucky, John Buckler received his B.A. (*summa cum laude*) from the University of Louisville in 1967. Harvard University awarded him the Ph.D. in 1973. From 1984 to 1986 he was an Alexander von Humboldt Fellow at the Institut für Alte Geschichte, University of Munich. He has lectured at the Fondation Hardt at the University of Geneva, and has participated in numerous international conferences. He is currently the professor of Greek history at the University of Illinois. In 1980 Harvard University Press published his *The Theban Hegemony, 371–362 B.C.* He has also published *Philip II and the Sacred War* (Leiden 1989), and co-edited *BOIOTIKA: Vorträge vom 5. International Böötien-Kolloquium* (Munich 1989). He has assisted the National Endowment for the Humanities, and reviews articles for journals in the United States and Europe. He has published substantially on Plutarch in *Aufstieg und Niedergang der römischen Welt* (Berlin, New York, 1992). His articles have appeared in journals both here and abroad, including the *American Journal of History*, *Classical Philology*, *Rheinisches Museum für Philologie*, *Classical Quarterly*, *Wiener Studien*, *Symbolae Osloenses*, and many others.

# Preface

**A History of World Societies** has grown out of our desire to infuse new life into the study of world civilization. We know full well that historians are using imaginative questions and innovative research to open up vast new areas of historical interest and knowledge. We recognize that these advances have dramatically affected economic, intellectual, and, especially, social history, and that new research and fresh interpretations are revitalizing the study of traditional, mainstream political, diplomatic, and religious developments. Despite history's vitality as a discipline, however, it seems to us that both the broad public and the intelligentsia have been losing interest in the past.

It is our conviction, based on considerable experience in introducing large numbers of students to the broad sweep of civilization, that a book reflecting current trends can excite readers and inspire a renewed interest in history and the human experience. Our strategy has been twofold.

First, we have made social history the core element of our work. We not only incorporate recent research by social historians but also seek to recreate the life of ordinary people in appealing human terms. A strong social element seems especially appropriate in a world history, for identification with ordinary people of the past allows today's reader to reach an empathetic understanding of different cultures and civilizations. At the same time we have been mindful of the need to give great economic, political, intellectual, and cultural developments the attention they deserve. We want to give individual students and instructors a balanced, integrated perspective so that they can pursue on their own or in the classroom those themes and questions that they find particularly exciting and significant.

Second, we have made every effort to strike an effective global balance. We are acutely aware of the great drama of our times—the passing of the era of Western dominance and the simultaneous rise of Asian and African peoples in world affairs. Increasingly, the whole world interacts, and to understand that interaction and what it means for today's citizens, we must study the whole world's history. Thus we have adopted a comprehensive yet manageable global perspective. We study all geographical areas and the world's main civilizations, conscious of their separate identities and unique contributions. We also stress the links between civilizations, for it is these links that have been transforming multicentered world history into the complex interactive process of different continents, peoples, and cultures that we see today.

## CHANGES IN THE FOURTH EDITION

In preparing the fourth edition, we worked hard to keep *A History of World Societies* up-to-date and to strengthen our distinctive yet balanced approach. Six goals shaped our plan for this new edition.

### More Concise Treatment of Western History

To achieve the optimal length, we shortened the text by approximately 10 percent overall. We accomplished this reduction primarily through cuts in Western-oriented material while adding important new information to our non-Western coverage. Thus the proportion of non-Western material has grown, but the overall length of the book has decreased. For this edition, two chapters on Rome

were combined into one (Chapter 7), three chapters on medieval Europe were combined into two (Chapters 12 and 13), and three chapters on nineteenth-century Europe were combined into two (Chapters 25 and 26).

### Updated Approach to Social History

In a thorough revision of our coverage of social developments we give greater attention to cultural and intellectual life and somewhat less to quantitative and demographic aspects. Increased emphasis on culture and attitudes invigorates our social history core and accurately reflects current scholarship and changing interests within the historical profession. Accordingly, this edition has expanded discussions of religious life, including the spread of Buddhism in ancient India (Chapter 3); popular religion in Mesopotamia (Chapter 1), in classical Greece (Chapter 5), in Aztec and Inca society (Chapter 14), and in revolutionary France (Chapter 23); the evolution of Jewish religion (Chapter 2), of Eastern monasticism (Chapter 8), and of Calvin's Geneva (Chapter 15); and the resurgence of Christianity (Chapter 31) and of Islam (Chapter 34) in the twentieth century.

Consistently greater attention to popular culture includes new sections on the experiences of Jews under Islam and Christianity (Chapter 9); on the cult of the royal mummies in Inca society (Chapter 14); on troubadour poets and recreation in the Middle Ages (Chapters 12 and 13); on community values in eighteenth-century Europe (Chapter 19); on Chinese attitudes toward wealth and consumption (Chapter 22); and on the counterculture in the 1960s (Chapter 33). New material on health and health care features recent research on medieval European practices and early hospitals (Chapter 12), on eighteenth-century practitioners in Europe (Chapter 19) and the Ottoman Empire (Chapter 21), and on declining birthrates in Asia and Latin America (Chapter 36).

Interactions between cultures are also highlighted: the relations between Egyptians and Nubians (Chapter 1), pagans and Christians (Chapter 7), Muslims and Jews (Chapter 9), European educated elites and popular classes (Chapters 18 and 19), Europeans and Africans in the slave trade (Chapter 20), Chinese and foreigners in the eighteenth century (Chapter 22), and rich and poor nations since 1945 (Chapter 36).

We also carefully revised sections on the life of the people to set social developments consistently in their broad historical context.

### Incorporation of Recent Scholarship

We carefully revised every chapter to reflect recent scholarship. Because we are committed to a balanced approach, we once again incorporated important new findings on political, economic, and intellectual developments. Revisions of this nature include material on the Babylonian Captivity (Chapter 2), the spread of Buddhism in India (Chapter 3), living patterns in neolithic China (Chapter 4), democratic ideology in Athens and the political background of Plato and Aristotle's thought (Chapter 5), and Roman commerce and frontier relations between Romans and Germans (Chapter 7). Similar revisions in Chapter 8 through 17 incorporate new material on Islamic education in world perspective (Chapter 9), African geography (Chapter 10), the origins of European feudalism (Chapter 12), the Aztec practice of human sacrifice (Chapter 14), the political uses of pornography in early modern Europe (Chapter 15), and Louis XIV's relations with the nobility (Chapter 17).

There is important new material reflecting recent scholarship on the cultural impact of the Enlightenment (Chapters 18 and 19); the Swahili states and transatlantic slave trade (Chapter 20); the institutions of the Mughal state under Akbar (Chapter 21); Chinese foreign policy under the Qing (Chapter 22); banks in continental industrialization and the early labor movement (Chapter 24); the role of class conflict in nineteenth-century domestic politics, imperialism, and the origins of World War I (Chapters 26, 27, and 29); educational reforms and political culture in republican France (Chapter 26); the idea of race in the United States (Chapter 28); Nietzsche and his influence (Chapter 31); the Nazi state and the origins of Italian fascism (Chapter 32); and the growing diversity of life in the Third World (Chapter 35). Recent developments in Europe and the Western Hemisphere (Chapter 33) and in Asia and Africa, especially in China and South Africa (Chapter 34), are examined from an updated post-cold war perspective.

In short, recent research keeps the broad sweep of our history fresh and up-to-date.

## Integrated Treatment of Women and Gender

We broadened our treatment of women's history and gender issues and integrated it into the main narrative rather than reserving it for separate sections. This approach reflects current scholarly thinking. Our updated discussion of Hellenistic women is integrated in the central narrative (Chapter 5). Gender roles and attitudes toward divorce are considered in the context of early Islam (Chapter 9). New material on European women in agriculture and commerce during the Middle Ages (Chapters 12 and 13), on gender roles in Aztec society (Chapter 14) and in early European arts and letters (Chapter 16), on women in the Ottoman Empire (Chapter 21), and on Japanese women in agriculture and family relations (Chapter 22) are appropriately positioned. Elite women and peasant women in village communities are reconsidered in the context of the Enlightenment (Chapters 18 and 19) and the French Revolution (Chapter 23). Women in twentieth-century European dictatorships are compared systematically (Chapter 32), and the place of women in Third World economic development and population growth is stressed (Chapter 35).

## New "Problems of Historical Interpretation"

The addition of more "problems of historical interpretation" in the third edition was well received, so we increased their number in the fourth. We believe that the problematic element helps students develop the critical-thinking skills that are among the most precious benefits of studying history. New examples of this more open-ended, interpretive approach include the debate over the origins of Rome (Chapter 7), the impact of the Renaissance on the lives of ordinary and elite women (Chapter 15), the motives and legacy of Christopher Columbus (Chapter 16), popular reading habits in eighteenth-century Europe and their significance (Chapter 19), the question of racial identity in the United States and how it developed (Chapter 28), European social tensions and the origins of World War I (Chapter 29), the nature of twentieth-century dictatorships (Chapter 32), the validity of *Third World* as an analytical concept (Chapter 35), and prospects for the United Nations and world government (Chapter 36).

## Revised Full-Color Art and Map Programs

Because the past can speak in pictures as well as in words, artwork remains an integral part of our book, and the illustrative component of our work was carefully revised. We added many new illustrations—our art program includes nearly two hundred color reproductions—letting great art and important events come alive. As in earlier editions, all illustrations were carefully selected to complement the text, and all carry captions that enhance their value. The use of full color throughout this edition clarifies the maps and graphs and enriches the textual material. The maps and their captions have been updated.

## DISTINCTIVE FEATURES

Distinctive features, both new and revised, guide the reader in the process of historical understanding. Many of these features also show how historians sift through and evaluate evidence. Our goal is to suggest how historians actually work and think. We want the reader to think critically and to realize that history is neither a list of cut-and-dried facts nor a senseless jumble of conflicting opinions.

## New Primary-Source Chapter Feature

One of our goals is to show how historians sift through and evaluate evidence—to suggest how historians actually work and think. We want to encourage students to think critically and to realize that history is neither a list of cut-and-dried facts nor a senseless jumble of conflicting opinions. To help students come to this realization, at the end of each chapter in the fourth edition we added a two-page passage from a primary source. This important new feature, entitled "Listening to the Past," extends and illuminates a major historical issue considered in the chapter. For example, in Chapter 3, a selection from the *Mahabharata* tells an ancient Indian creation story; and in Chapter 6, a selection from *Plutarch's Lives* recounts the sacrifice of a famous queen for her people. Chapter 12 presents a mind-opening Arab account of the First Crusade, and the German traveler Olearius provides a fascinating and influential picture of the Russian state and society in Chapter 17. A report on discussions with Africans concerning the abolition of the slave trade is found in Chapter 20, and a Jesuit priest's report on a trip to the Mughal court of Akbar is featured in Chapter



21. Writer Stephan Zweig probes the sexuality of young men and women in nineteenth-century Vienna in Chapter 26, and a reporter witnesses the bloody climax to Gandhi's civil disobedience in Chapter 30. A Jewish doctor who survived Auschwitz describes the horror of the Nazi death camps in Chapter 32, and poor rural women in today's Third World tell their stories in Chapter 35.

Each "Listening to the Past" section opens with a problem-setting introduction and closes with "Questions for Analysis" that invite students to evaluate the evidence as historians would. Drawn from writings addressing a variety of social, cultural, political, and intellectual issues, these sources promote active involvement and critical interpretation. Selected for their interest and importance and carefully fitted into their historical context, these sources do indeed allow students to listen to the past and to observe how history has been shaped by individual men and women, some of them great aristocrats, others ordinary folk.

### Improved Chapter Features

Distinctive features from earlier editions have been retained but improved. To help guide students toward historical understanding, we again pose specific questions at the beginning of each chapter. These questions are answered in the course of each chapter, and each chapter ends with a concise summary. We re-examined and revised the questions and summaries to maximize their usefulness.

Once again in the narrative itself we quote extensively from a wide variety of primary sources, demonstrating in our use of these quotations how historians evaluate evidence. Thus the examination of primary sources is not only highlighted in the "Listening to the Past" material but is an integral part of the narrative as well. We believe that such extensive quotation from primary sources will help students learn to interpret and think critically.

Each chapter again contains an annotated listing of suggestions for further reading. Brief descriptions of each work will help readers know where to turn to continue thinking and learning about specific topics. These bibliographies have been revised and updated.

### Revised Timelines

The chapter timelines that appeared in earlier editions are substantially improved, and the comparative timelines that were dispersed throughout the

third edition have been brought together in an appendix at the end of the book. Comprehensive and easy to locate, this useful timeline will allow students to compare simultaneous political, economic, social, cultural, intellectual, and scientific developments over the centuries.

### Flexible Format

World history courses differ widely in chronological structure from one campus to another. To accommodate the various divisions of historical time into intervals that fit a two-quarter, three-quarter, or two-semester period, *A History of World Societies* is published in three versions that embrace the complete work:

- One-volume hardcover edition: *A History of World Societies*
- Two-volume paperback edition: *A History of World Societies*, Volume 1, *To 1715* (Chapters 1–17), and Volume 2, *Since 1500* (Chapters 16–36)
- Three-volume paperback edition: *A History of World Societies*, Volume A, *From Antiquity Through the Middle Ages* (Chapters 1–14), Volume B, *From 1100 Through the French Revolution* (Chapters 13–23), and Volume C, *From the French Revolution to the Present* (Chapters 23–36)

Overlapping chapters in the two-volume and three-volume editions facilitate matching the appropriate volume with the opening and closing dates of a specific course.

### ANCILLARIES

Our learning and teaching ancillaries enhance the usefulness of the textbook:

- *Study Guide*
- *Computerized Study Guide*
- *Instructor's Resource Manual*
- *Test Items*
- *Computerized Test Items*
- *Map Transparencies*

The excellent *Study Guide* has been thoroughly revised by Professor James Schmiechen of Central Michigan University. Professor Schmiechen has been a tower of strength ever since he critiqued our initial prospectus, and he has continued to give

us many valuable suggestions as well as his warmly appreciated support. His *Study Guide* contains learning objectives, chapter summaries, chapter outlines, review questions, extensive multiple-choice exercises, self-check lists of important concepts and events, and a variety of study aids and suggestions. The fourth edition also retains the study-review exercises on the interpretation of visual sources and major political ideas as well as suggested issues for discussion and essay, chronology reviews, and sections on studying effectively. The sections on studying take the student through reading and studying activities like underlining, summarizing, identifying main points, classifying information according to sequence, and making historical comparisons. To enable both students and instructors to use the *Study Guide* with the greatest possible flexibility, the guide is available in two volumes, with considerable overlapping of chapters. Instructors and students who use only Volumes A and B of the textbook have all the pertinent study materials in a single volume: *Study Guide*, Volume 1 (Chapters 1–23). Those who use only Volumes B and C of the textbook also have all the necessary materials in one volume: *Study Guide*, Volume 2 (Chapters 13–36). The multiple-choice sections of the *Study Guide* are available in a *Computerized Study Guide*, a tutorial version that tells students not only which response is correct but also why each of the other choices is wrong; it also provides the number of the textbook page where each question is discussed. These “rejoinders” to the multiple-choice questions also appear in printed form at the end of the *Study Guide*. The *Computerized Study Guide* is available for IBM® computers.

The *Instructor's Resource Manual*, prepared by John Marshall Carter, contains instructional objectives, annotated chapter outlines, suggestions for lectures and discussion, paper and class activity topics, primary-source exercises, map activities, and lists of audio-visual resources. The accompanying *Test Items*, by Professor Charles Crouch of Georgia Southern University, offer identification, multiple-choice, map, and essay questions for a total of approximately 2,000 test items. These test items are available to adopters in both IBM® and Macintosh versions, both of which include editing capabilities.

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

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J.P.M.      B.D.H.      J.B.

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