

VOLUME ONE
TO THE LATE 1600s

SECOND EDITION

CIVILIZATIONS OF THE WORLD

THE HUMAN ADVENTURE

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RICHARD L. GREAVES • ROBERT ZALLER • PHILIP V. CANNISTRARO • RHOADS MURPHEY



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P R E F A C E

The demise of the Soviet empire and the subsequent restructuring of international relations underscore the premise of this book: Our ability to relate to other cultures and peoples demands some understanding of their history and values, and without this understanding there can be no responsible citizenship, no informed judgment, and no effective commitment to seek peace and dignity for all. Americans do not live in isolation from people in Asia, Africa, Europe, Latin America, and the Middle East. Our ability to understand and respect one another necessitates an awareness of our historical roots.

Civilizations of the World was from its beginning a *world* history—a conscious effort to broaden the Western cultural background of most students by giving substantial coverage to all the major civilizations and by trying to place historical events, customs, and cultures in a global context. The enthusiastic reception of the first edition of *Civilizations of the World: The Human Adventure* has shown the extent to which many of our professional colleagues and their students find this approach meaningful.

BIOGRAPHICAL PORTRAITS

World histories sometimes fail to give students a sense of personal intimacy with the subject. Migratory movements, famines and plagues, trading patterns, and imperial conquests are all important in history, but the individual also matters. Scholars used to write about the past in terms of its “great men” (rarely its women). The great figures still appear in our text, of course, as in any broad historical study. But to give a true sense of the diversity of the human achievement, we have included in most chapters biographical portraits of significant personalities from each epoch and region of the globe, not all famous in their own time but each an important reflection of it. Among them are cultural figures, such as the Greek poet Sappho, the Japanese artist Hokusai, and the German dramatist Bertolt Brecht. Others are religious leaders, such as Guatama Buddha; St. Clare, founder of the Roman Catholic order of Poor Sisters; and the Quaker pamphleteer Margaret Fell. Some were prominent in the political world: the rebel Chinese emperor Hung-wu; the South American liberator Simón Bolívar; India’s Indira Gandhi; and David Ben-Gurion, a founding father of Israel. Others, such as England’s Mary Wollstonecraft and the Soviet feminist Alexandra Kollontai, were especially concerned with women’s rights; some, like Isabella Katz, testified to the endurance of the human spirit. All offer special insights into the times of which they were a part.

URBAN PORTRAITS

Civilization begins with the city, and modern society is increasingly urban. We have therefore provided accounts of how cities around the world have developed. Some of the cities—Italy’s Pompeii and Mexico’s Teotihuacán, for example—are now in ruins, while others—Shanghai, Baghdad, Moscow—are thriving. Jerusalem, Paris, Tokyo (Edo), and Rome are revisited at different periods to give a sense of how they changed over time. Like the biographical portraits, the urban portraits are fully integrated into the narrative and provide instructors with excellent topics for discussion, essay questions, and unusual lecture themes. Students will find them intriguing subjects for term papers.

WOMEN AND MINORITIES

This text continues to focus particularly on women and minorities. The contributions of women to both Western and non-Western societies—whether as rulers, artists and writers, revolutionaries, workers, or wives and mothers—are systematically considered. The biographical portraits are the most obvious illustrations of the attention given to women, but discussions of their contributions are also interwoven throughout the text’s

narrative. Special consideration is also given to the role of minorities. Four African or African-American figures are highlighted in the portraits: the dancer and social activist Josephine Baker, the African monarch Mansa Musa, Jomo Kenyatta of modern Kenya, and Dr. Martin Luther King, Jr. As one of the founders of Western civilization and a significant force throughout their history, the Jews are covered more fully in this text than in any comparable work. They are followed from their settlement in ancient Palestine to their persecution and exile under the Romans and from their medieval migrations to their return to Palestine and the founding of modern Israel. By recounting the histories of these groups, we hope to make students aware of their achievements.

SOCIAL AND CULTURAL COVERAGE

Recent scholarship has placed considerable emphasis on social and cultural history. That scholarship is reflected throughout this text, but perhaps most clearly in two chapters that are unique among survey texts. Chapter 7, “The Ancient World Religions,” offers a comparative overview of the great religions and philosophies of the ancient world, with a discussion of Islam immediately following, in Chapter 8. Chapter 22, “The Societies of the Early Modern World,” provides a broad overview of such key aspects of the world’s societies in the sixteenth and seventeenth centuries as marriage, the family, sexual customs, education, poverty, and crime. Moreover, at eight different points throughout the text we pause to consider four significant sociocultural themes: writing and communication, the human image, mapping, and the human experience of death. Here again are special opportunities for distinctive lectures, discussions, essay topics, and research papers.

MAP ATLAS AND FULL-COLOR ART INSERTS

Two types of special color inserts are featured in the book. The first, included in the front matter, is an eight-page full-color atlas showing the physical characteristics of major areas of the globe. This section is intended as a reference that students can use to improve their knowledge of geography. More than 100 maps appear in the text itself.

In addition to the atlas, the combined volume includes eight full-color inserts titled “The Visual Experience,” each insert featuring about eight illustrations—of painting, sculpture, architecture, and objets d’art—that are related in a meaningful way to the text’s presentation of history. In the split volumes, selected color inserts are included. The text illustrations consist of a separate program of nearly 400 engravings, photographs, and other images chosen for their historical relevance.

PRIMARY SOURCE DOCUMENTS

To enhance the usefulness of this text, we have provided not only a generous complement of maps and illustrations but also a comprehensive selection of primary sources. By studying these documents—usually four or five per chapter—students can sample the kinds of materials with which historians work. More important, they can engage the sources directly and so participate in the process of historical understanding. To emphasize the sense of history as a living discipline, we survey changing historiographic interpretations of the Renaissance, the French Revolution, imperialism, and fascism.

READING LISTS

The discipline of history goes far beyond merely amassing raw data such as names, places, and dates. Historical study demands analysis, synthesis, and a critical sense of the worth of each source. As a guide to students who wish to hone their historical understanding and analytical skills, an up-to-date reading list is provided at the end of each chapter.

MAJOR CHANGES IN THE SECOND EDITION

The most significant change in the second edition involves a substantial increase in the coverage of Africa and the Americas before 1500. Early Africa now has a newly written chapter (Chapter 9) of its own, as do the early Americas (Chapter 10). The latter includes innovative coverage of the Amerindians of North America as well as the Eskimos. The discussion of modern Africa in Chapter 40 has also been substantially rewritten, and recent developments in Asia, Latin America, the Middle East, Europe, and North America are discussed. To take advantage of the latest scholarship, the authors have rewritten the four chapters dealing with western Asia, Egypt, the Greeks, and the Romans (Chapters 1, 4, 5, and 6). A new biographical portrait, featuring Mansa Musa, appears in Chapter 9. The coverage of fascism has been consolidated in Chapter 37, and Chapter 38 now incorporates the origins of the Cold War. Chapter 22, on comparative social history in the early modern period, which students and professors have found highly stimulating, has been likewise revised. Other changes appear throughout the text, reflecting both new scholarship and suggestions from readers.

In revising this book the authors have benefited from the research of many others, all of whom share our belief in the importance of historical study. To the extent that we have succeeded in introducing students to the rich and varied heritage of the past, we owe that success in a very special way to our fellow historians and to the discipline to which we as colleagues have dedicated our careers.

RICHARD L. GREAVES
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S U P P L E M E N T S

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

For Instructors

- *Instructor's Resource Manual* by Richard L. Greaves and Robert Zaller. Prepared by authors of the text, this instructor's manual includes lecture themes, special lecture topics, topics for class discussion and essays, a film list, identification and map items, and term paper topics. Also included is *Mapping the Human Adventure: A Guide to Historical Geography* by Glee Wilson, Kent State University. This special addition provides over 30 reproducible maps and exercises covering the full scope of world history.
- *Discovering World History Through Maps and Views* by Gerald Danzer, University of Illinois, Chicago. Created by the recipient of the AHA's 1990 James Harvey Robinson Award for his work in the development of map transparencies, this set of 100 four-color acetates is a unique instructional tool. It contains an introduction on teaching history through maps and a detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views and photos, urban plans, building diagrams, and works of art.
- *Test Bank* by Edward D. Wynot, Florida State University. Approximately 50 multiple-choice and 10 essay questions per chapter. Multiple-choice items are referenced by text page number and type (factual or interpretive).
- *TestMaster Computerized Testing System*. This flexible, easy-to-master test bank includes all of the test items in the printed *Test Bank*. The TestMaster software allows you to edit existing questions and add your own items. Tests can be printed in several different formats and can include figures such as graphs and tables. Available for IBM and Macintosh computers.
- *Grades*. A grade-keeping and classroom management software program that maintains data for up to 200 students.

For Students

- *Study Guide* by Richard L. Greaves and Robert Zaller. Prepared by authors of the text, each chapter contains a chapter overview; map exercises; study questions; a chronology; and identification, completion, short answer, and document exercises, along with a list of term paper topics.
- *SuperShell Computerized Tutorial*. This interactive program for IBM computers helps students learn major facts and concepts through drill and practice exercises and diagnostic feedback. SuperShell provides immediate correct answers and the text page number on which the material is discussed. Missed questions appear with greater frequency; a running score of the student's performance is maintained on the screen throughout the session.
- *Mapping World History: Student Activities* by Gerald Danzer, University of Illinois, Chicago. A free map workbook featuring exercises designed to teach students to interpret and analyze cartographic materials as historical documents. The instructor is entitled to a free copy of the workbook for each copy of the text purchased from HarperCollins.
- *TimeLink Computer Atlas of World History* by William Hamblin, Brigham Young University. This HyperCard Macintosh program presents three views of the world—Europe/Africa, Asia, and the Americas—on a simulated globe. Students can spin the globe, select a time period, and see a map of the world at that time, including the names of major political units. Special topics such as the conquests of Alexander the Great are shown through animated sequences that depict the dynamic changes in geopolitical history. A comprehensive index and quizzes are also included.

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Richard L. Greaves. Born in Glendale, California, Richard L. Greaves, a specialist in Reformation and British social and religious history, earned his Ph.D. degree at the University of London in 1964. After teaching at Michigan State University, he moved in 1972 to Florida State University, where he is now Robert O. Lawton Distinguished Professor of History, Courtesy Professor of Religion, and Co-Director of the Center for British and Irish Studies. A Fellow of the Royal Historical Society, Greaves has received fellowships from the National Endowment for the Humanities, the American Council of Learned Societies, the Andrew Mellon Foundation, the Huntington Library, and the American Philosophical Society. The 22 books he has written or edited include *John Bunyan* (1969), *Theology and Revolution in the Scottish Reformation: Studies in the Thought of John Knox* (1980), *Saints and Rebels: Seven Nonconformists in Stuart England* (1985), *Deliver Us from Evil: The Radical Underground in Britain, 1660–1663* (1986), *Enemies Under His Feet: Radicals and Nonconformists in Britain, 1664–1677* (1989), *Secrets of the Kingdom: British Radicals from the Popish Plot to the Revolution of 1688–1689* (1992), and *John Bunyan and English Nonconformity* (1992). The Conference on British Studies awarded Greaves the Walter D. Love Memorial Prize for *The Puritan Revolution and Educational Thought: Background for Reform* (1969), and his *Society and Religion in Elizabethan England* (1981) was a finalist for the Robert Livingston Schuyler Prize of the American Historical Association. He was president of the American Society of Church History in 1991.

Rhoads Murphey. Born in Philadelphia, Rhoads Murphey, a specialist in Chinese history and in geography, received the Ph.D. degree from Harvard University in 1950. Before joining the faculty of the University of Michigan in 1964, he taught at the University of Washington; he has also been a visiting professor at Taiwan University and Tokyo University. From 1954 to 1956 he was the director of the Conference of Diplomats in Asia. The University of Michigan granted him a Distinguished Service Award in 1974. Currently president of the Association for Asian Studies, Murphey has served as editor of the *Journal of Asian Studies* and *Michigan Papers in Chinese Studies*. The Social Science Research Council, the Ford Foundation, the Guggenheim Foundation, the National Endowment for the Humanities, and the American Council of Learned Societies have awarded him fellowships. A prolific author, Murphey's books include *Shanghai: Key to Modern China* (1953), *An Introduction to Geography* (4th ed., 1978), *A New China Policy* (with others, 1965), *Approaches to Modern Chinese History* (with others, 1967), *The Scope of Geography* (3rd ed., 1982), *The Treaty Ports and China's Modernization* (1970), *China Meets the West: The Treaty Ports* (1975), *The Fading of the Maoist Vision* (1980), and *A History of Asia* (1992). *The Outsiders: Westerners in India and China* (1977) won the Best Book of the Year award from the University of Michigan Press.

Robert Zaller. Robert Zaller was born in New York City and received a Ph.D. degree from Washington University in 1968. An authority on British political history and constitutional thought, he has also written extensively on modern literature, film, and art. He has taught at Queens College, City University of New York; the University of California, Santa Barbara; and the University of Miami. He is currently Professor of History and former head of the Department of History and Politics at Drexel University. He has been a Guggenheim Fellow and is a member of the advisory board of the Yale Center for Parliamentary History and a Fellow of the Royal Historical Society. His book *The Parliament of 1621: A Study in Constitutional Conflict* (1971) received the Phi Alpha Theta prize for the best first book by a member of the society, and he was made a fellow of Tor House in recognition of *The Cliffs of Solitude: A Reading of Robinson Jeffers* (1983), the inaugural volume of the Cambridge Studies in American Literature and Culture series. His other books include *Lives of the Poet* (1974) and *Europe in Transition, 1660–1815* (1984). He has edited *A Casebook on Anaïs Nin* (1974) and *Centennial Essays for Robinson Jeffers* (1991) and has coedited, with Richard L. Greaves, the *Biographical Dictionary of British Radicals in the Seventeenth Century* (3 volumes, 1982–1984). With Richard L. Greaves and Jennifer Tolbert Roberts he is a coauthor of *Civilizations of the West: The Human Adventure* (1992). His recent publications include studies of Samuel Beckett, Philip Guston, Bernardo Bertolucci, and the English civil war.

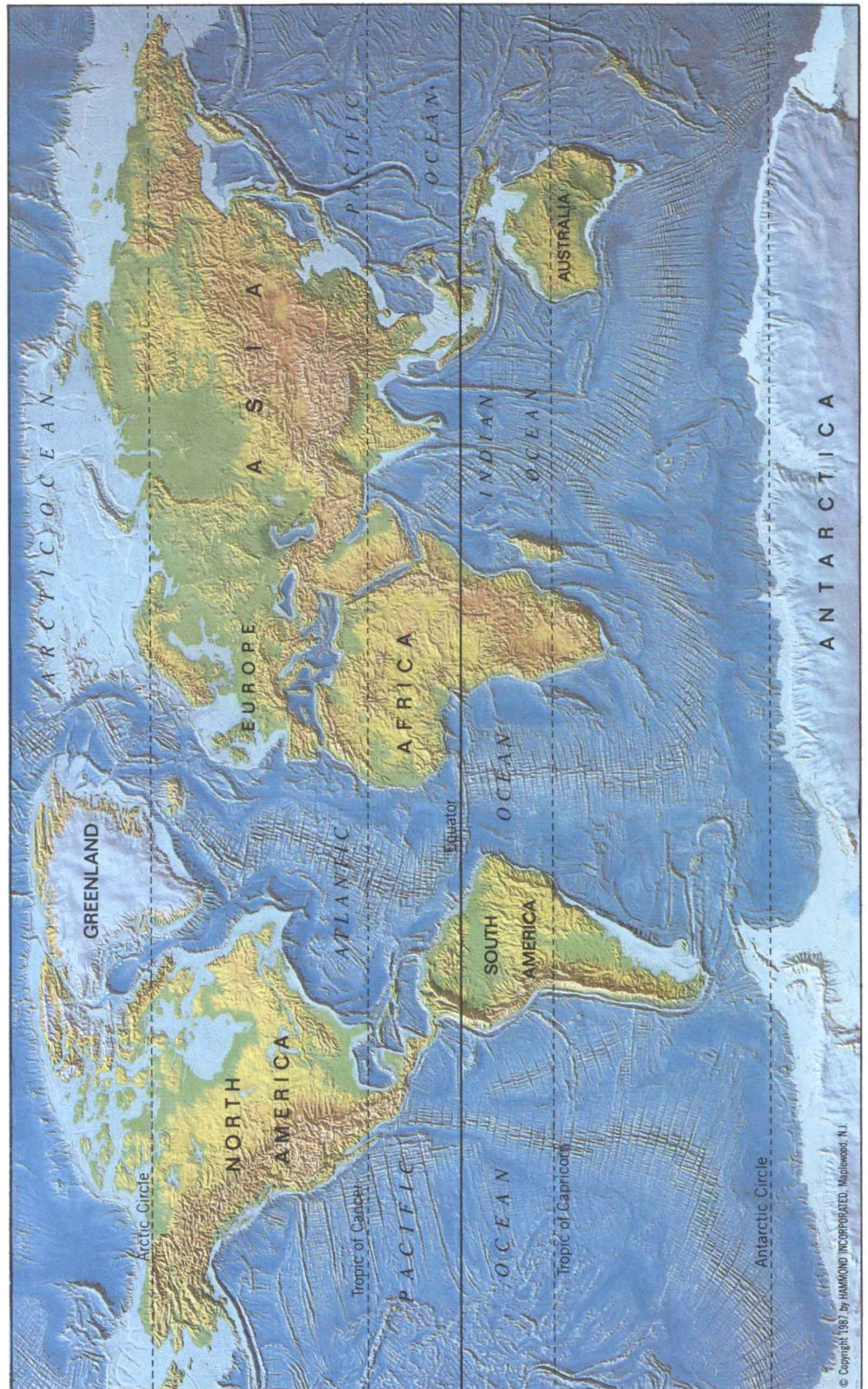
A Note on the Spelling of Asian Names and Words

Nearly all Asian languages are written with symbols different from our Western alphabet. Chinese, Japanese, and Korean are written with ideographic characters, plus a phonetic syllabary for Japanese and Korean. Most other Asian languages have their own scripts, symbols, diacritical marks, and alphabets, which differ from ours. There can thus be no single “correct spelling” in Western symbols for Asian words or names, including personal names and place names—only established conventions. Unfortunately, conventions in this respect differ widely and in many cases reflect preferences or forms related to different Western languages. The Western spellings used in this book, including its maps, are to some extent a compromise, in an effort to follow the main English-language conventions but also to make pronunciation for English speakers as easy as possible.

Chinese presents the biggest problem, since there are a great many different conventions in use and since well-known place names, such as Peking or Canton, are commonly spelled as they are here in most Western writings, even though this spelling is inconsistent with all of the romanization systems in current use and does not accurately represent the Chinese sounds. Most American newspapers and some journals now use the romanization system called *pinyin*, approved by the Chinese government, which renders these two city names, with greater phonetic accuracy, as Beijing and Kwangzhou but which presents other problems for most Western readers and which they commonly mispronounce.

The usage in this book follows the most commonly used convention for scholarly publication when romanizing Chinese names, the Wade-Giles system, but gives the pinyin equivalents for modern names (if they differ) in parentheses after the first use of a name. Readers will encounter both spellings, plus others, in other books, papers, and journals, and some familiarity with both conventions is thus necessary.

In general, readers should realize and remember that English spellings of names from other languages (such as Munich for München, Vienna for Wien, and Rome for Roma), especially in Asia, can be only approximations and may differ confusingly from one Western source or map to another.

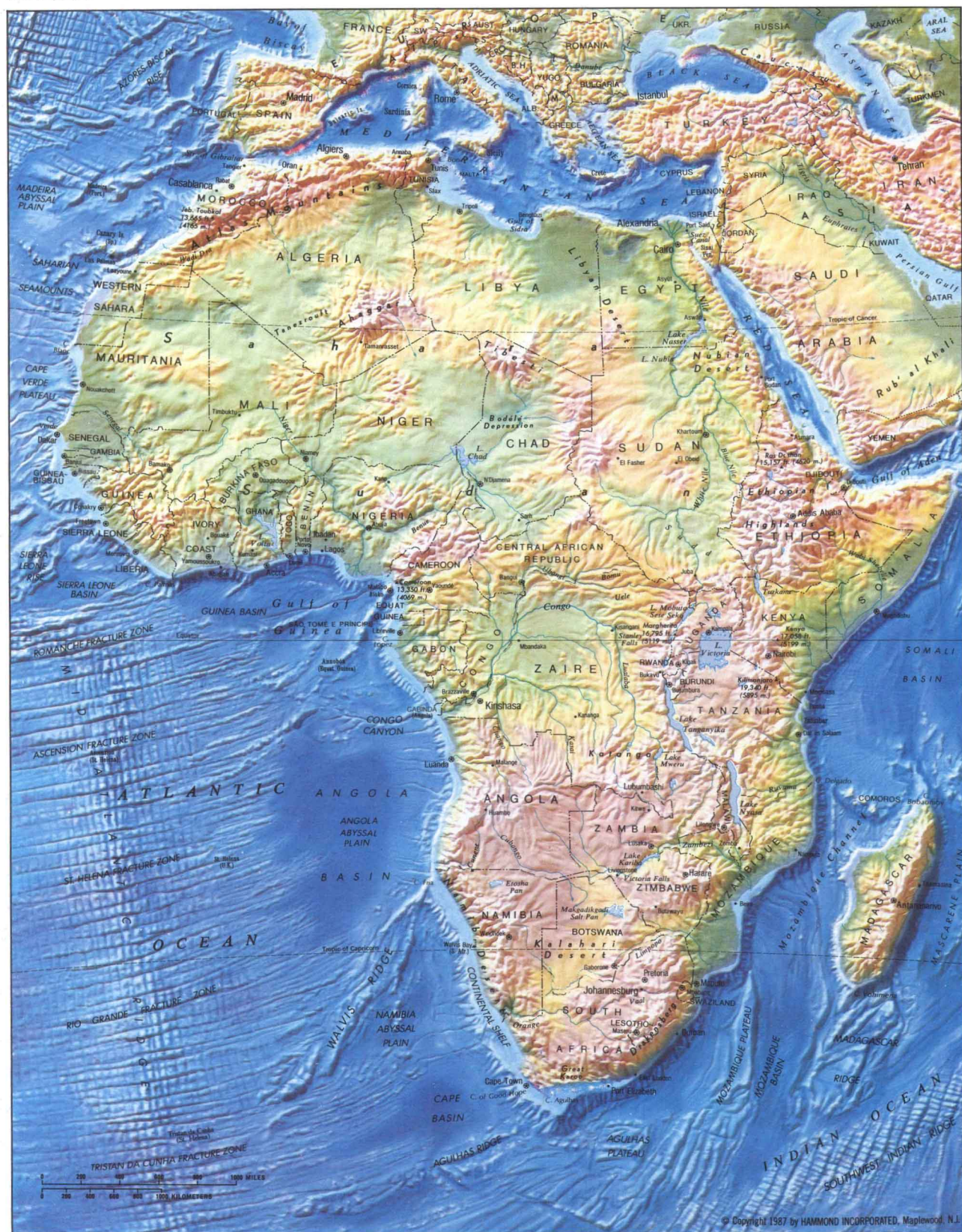


This is a detailed physical and political map of Europe and the surrounding regions. The map uses color to represent elevation, with blues for water, greens for low-lying land, and browns/yellows for higher elevations and mountains. Major geographical features include the Atlantic Ocean to the west, the Mediterranean Sea to the south, and the North Atlantic Ocean to the northwest. Key mountain ranges like the Alps, Pyrenees, and the British Isles are clearly visible. The map also shows major rivers, lakes, and islands. Political boundaries are marked with thin black lines, and major cities are indicated with black dots and labels. A scale bar at the bottom left shows distances in miles (0 to 500) and kilometers (0 to 800). The map is oriented with North at the top.

EUROPEAN RUSSIA



AFRICA



INDIAN SUBCONTINENT

