

# THE GLOBAL PAST

VOLUME TWO

*1500 to the Present*

LANNY B. FIELDS • RUSSELL J. BARBER • CHERYL A. RIGGS



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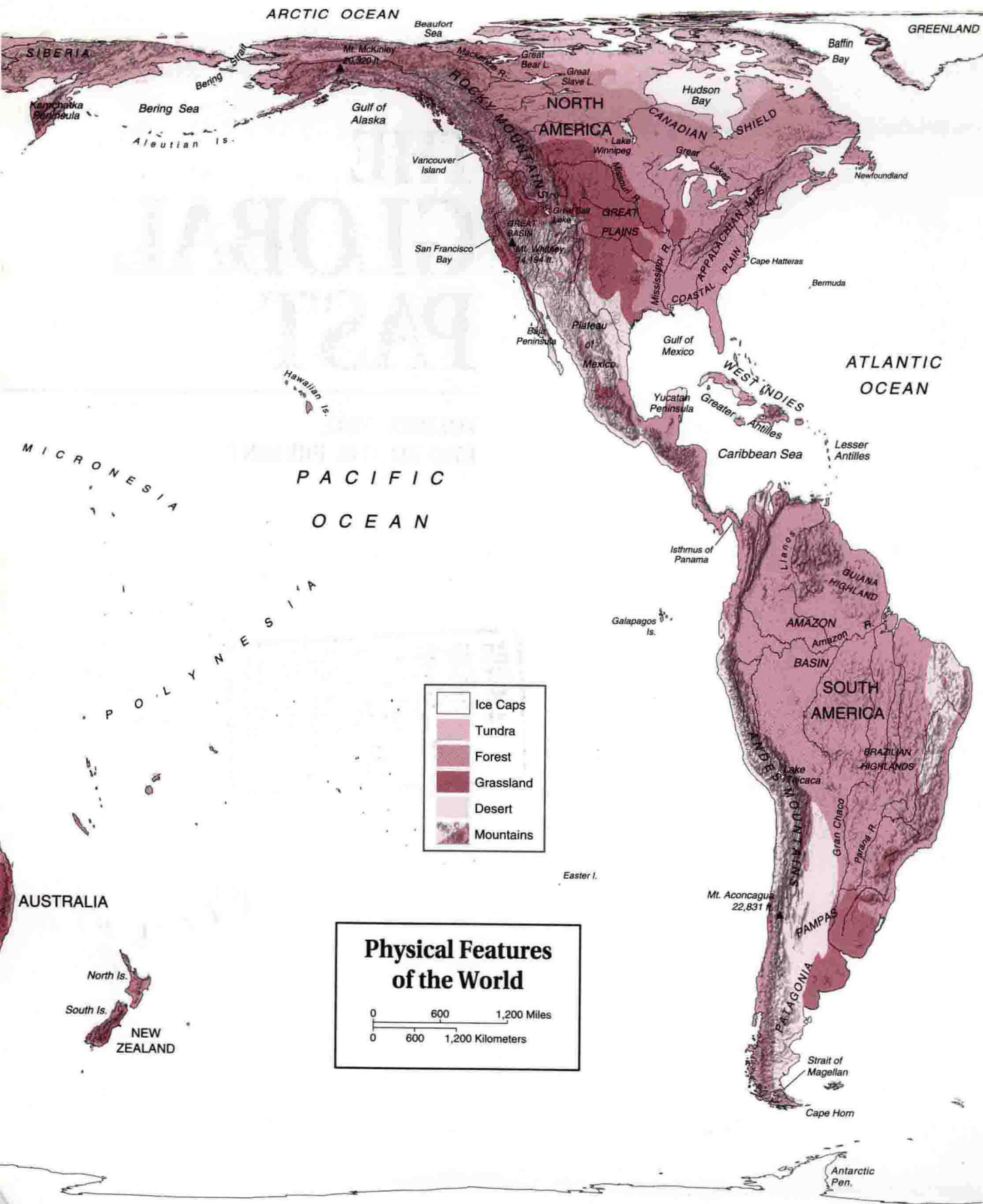
***On the Title Page:*** Landscape painting in China began as early as the fourth century B.C. Generally, human figures did not dominate the landscapes; they fit into them naturally and were represented in proportion to the size of mountains. This serene village along the Yangzi River in the late-seventeenth century reflects the era's exceptional prosperity and political stability.  
Wan-go Weng.

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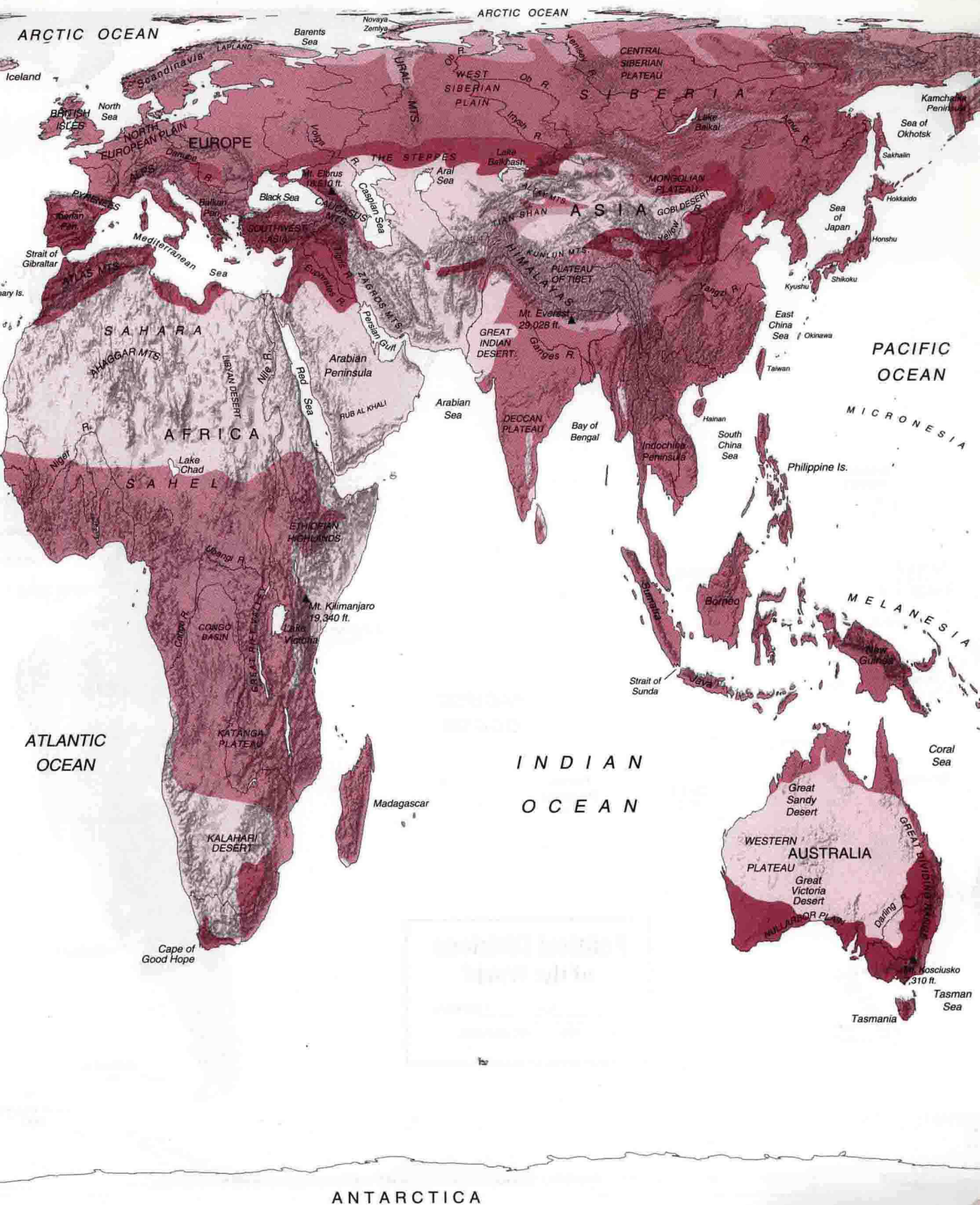
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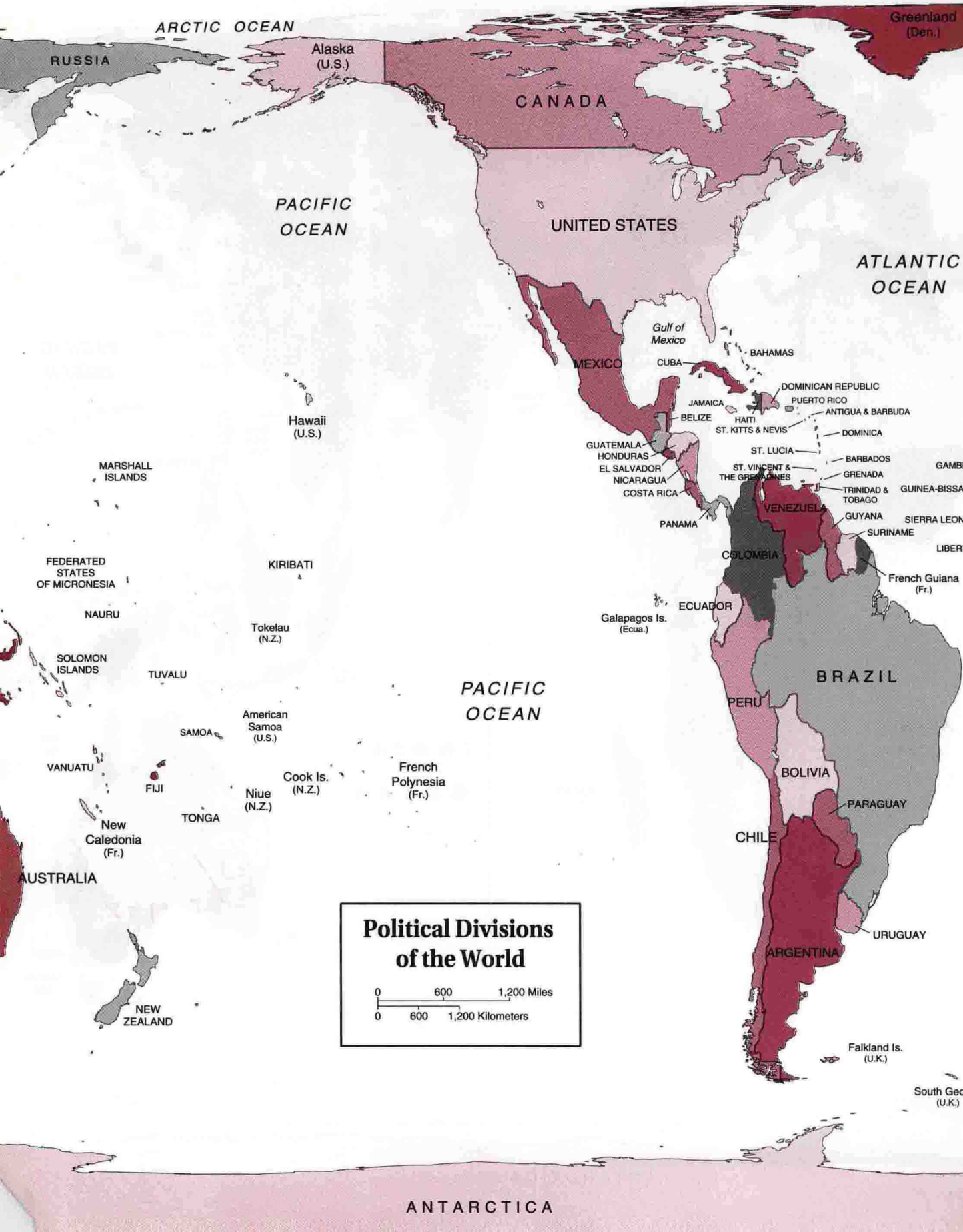
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VOLUME TWO,  
1500 TO THE PRESENT





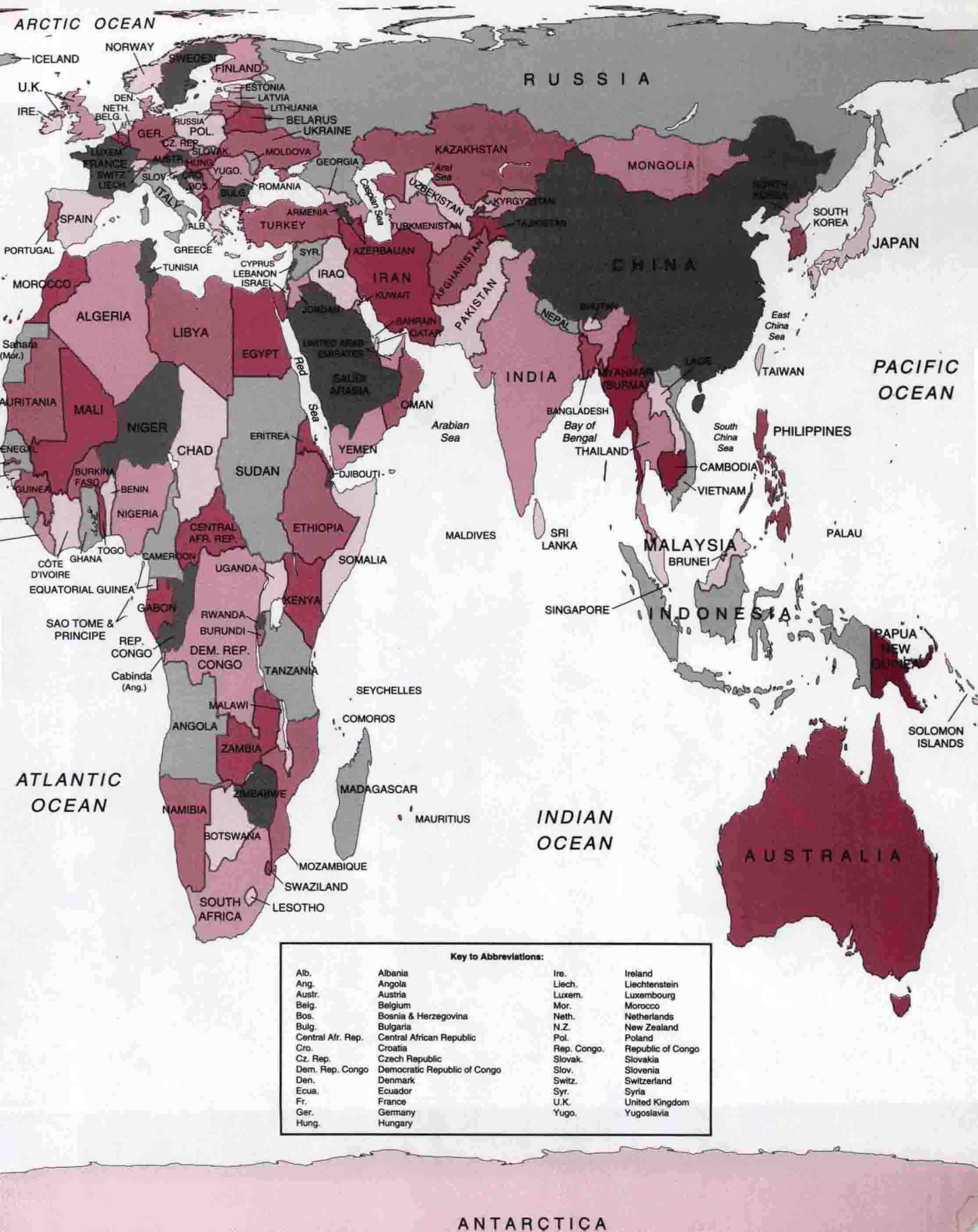




## Political Divisions of the World

0 600 1,200 Miles  
0 600 1,200 Kilometers











# Preface for Instructors

In 1991, Lanny Fields, who had been teaching world history for more than ten years, wrote an article criticizing the books then available for this course, urging both publishers and professors to be bolder in their goals and methods for teaching a global history. This brief piece was published in *Perspectives*, the newsletter of the American Historical Association, where it came to the attention of an editor who had also been searching for a way to approach a course that was clearly growing. The conversations thus started branched out to include two more professors at California State University–San Bernardino; Cheryl Riggs, also in the Department of History, joined Lanny Fields to add her own experiences in the classroom and to strengthen a commitment to social and religious history. Russell Barber, an anthropologist-archaeologist, was recruited when it became clear that to write something “truly global” meant to move beyond what history alone could encompass; his research and understanding of other social science models has proved invaluable to the project. After the efforts of many years, we are pleased to present a book that is global in scope, practically structured, and designed with our students in mind.

As instructors in world history courses, we have found that the most difficult part of teaching these courses is finding a way to cover such a huge topic: deciding what to leave out, how to integrate diverse strands, and how to give the course shape. We have written *The Global Past* with this essential problem in mind and used a variety of approaches to make the text comprehensive and coherent and to help make the introductory world history course a valuable learning experience for students.

## Truly Global Approach

From the beginning, *The Global Past* has been designed to provide truly global coverage of world history. Many world history textbooks were born as

Western civilization texts and expanded to incorporate sections on other parts of the world; these sections, however, are often poorly integrated into the textbook and overly brief. In contrast, these topics are given more extensive treatment in *The Global Past*—as their global significance demands—and are integrated into broader discussions throughout the book. Unique chapters on the Global Industrial Revolution (Ch. 32) and the effects of the Great Depression worldwide (Ch. 38) expand discussions traditionally reserved to coverage of the West.

This broad geographical coverage gives students a better picture of the range of unique world events and encourages them to make comparisons that lead to insights about recurring patterns in world history. Indeed, comparison of events and processes in disparate places and times is an important theme of the book, a theme that is reinforced in the “Issue” chapters and in the special features.

## Multidisciplinary Perspectives

Many disciplines have made significant contributions to the study of the human past, and *The Global Past* draws freely on anthropology, geography, and other social sciences to complement the insights of historians. Models and other intellectual tools of the social sciences help to frame discussions, making recurrent patterns more evident and understandable. Models are a widely misunderstood tool of the social sciences. A discussion in Volume One explains to students that models are ideal constructs created by scholars and that real-world deviations from the expectations derived from models are revealing and frequently lead to new insights.

The presence of an anthropologist-archaeologist among the authors signals a commitment to examining human history before the existence of written records and in places where documents

can be complemented with material evidence. The interests of modern archaeologists range from reconstructing past environments to exploring technological capabilities to explaining social change. *The Global Past* incorporates their findings throughout. Archaeological contributions are most obvious in chapters that discuss ancient times, but they also enrich our understanding of more recent times and events, such as plantation slavery in the Americas, the Industrial Revolution, and West African urbanization.

### Balanced Coverage

In recognition that history is more than kings and battles, *The Global Past* explores political, economic, cultural, and social developments, attempting to provide balanced and integrated coverage. We have devoted entire chapters, for example, to such topics as “The American Exchange” (following the European voyages of discovery to the Americas) and “The Arts as Mirrors of the Modern World.” A unique chapter on Populations in Change (Ch. 42) examines the issue of societies in flux after 1945 and sets the stage for the final chapters, which look forward into the future. Shorter treatments are integrated into chapters, linking political-economic events and cultural-social events. This recognition of connections between people, places, and different arenas of activity has been praised by reviewers.

### A Variety of Special Features

A number of short sidebar essays are interspersed throughout the text to give students a sense of how people lived in the past, what their concerns were, and how historians interpret the past. These special features, which help to flesh out the coverage and provide a welcome change of pace, are of five types:

- “In Their Own Words,” excerpts from primary sources, appear in every chapter. “*Haiku* Poetry and Commentary,” for example, places *haiku* in the broader context of Japanese culture.
- “Paths to the Past,” historiographic and methodological discussions, help students understand how historians know what they know. For example, “Lorenzo Valla and Textual Criticism” describes the fifteenth-century origins of a method now widely used by modern scholars.
- “Encounters,” narrative accounts of contacts between peoples, examine the places where cul-

tures and ideas met. “The Lay Reaction to Darwin,” for example, discusses the attitudes of conflict and acceptance with which people encounter a new idea—in this case, the theory of evolution.

- “Parallels and Divergences,” comparisons of particular topics across time and space, examine similarities and differences between cultures. “China’s Taiping Uprising,” for example, compares this abortive revolution to the successful revolutions to which the chapter is devoted.
- “Under the Lens” boxes examine individual events, people, or objects in depth. “Paderewski and Polish Nationalism,” for example, focuses on the work of one notable individual in a chapter that touches on nationalistic movements around the world.

### Topical-Chronological Organization

As longtime teachers of the world history survey, we are well aware of the dilemma instructors face in such courses. On the one hand, students need to see the chronological pattern of history in order to organize all the information covered in a text of this size; on the other hand, students need to make connections *across* time in order to make the information meaningful. A textbook organized strictly according to chronology can, of course, become encyclopedic and mired in the minutiae of specific cases. One organized strictly according to topics, on the other hand, can obscure the basic and important temporal relationships that are central to understanding causality. *The Global Past* steers a middle course, maintaining a largely chronological structure in this five-part volume while emphasizing important themes within each part in order to give the material coherence and meaning.

One of the great values of a topical treatment is its economy. Writing a truly global text means including sections often omitted in other books; providing balanced treatment of economic, cultural, and social history also adds length. The topical approach allows space for these essential elements while keeping the length of the book manageable; it is a way to emphasize important links without going into endless detail. It also encourages comparison, an important goal of this text. To make space for these new goals, we have scaled back on the traditional European coverage characteristic of the previous generation of world history texts. We hope instructors will agree that

this tradeoff is more than compensated for in the truly global coverage that results.

The treatment of revolutions in Europe, Asia, and the Americas in a single chapter provides a good example. Grouping these varied events together draws students' attention to both their similarities and their differences. Further, the discussion of other revolutions can be shortened, since students will easily be able to see how they conform to the general pattern already established.

To give them coherence and thematic unity, each of the main parts of *The Global Past* closes with a brief chapter devoted to an issue—such as trade, empire, religion, or technology—that has shaped the events discussed in that part. These “Issue” chapters encourage students to step back and consider how events occurring in distant cultures connect to one another, and how they connect to events that occurred earlier and later in time.

## Features to Assist the Student

*The Global Past* includes a variety of features to help students make sense of what they read, organize their thoughts, and study.

- An equal-area map at the beginning of each chapter, often with detail inserts, shows what geographical areas will be discussed in that chapter.
- 58 maps within the chapters are accompanied by detailed captions to encourage critical thinking.
- Full-color maps at the back of the book dedicate a two-page spread to each major geographical area and summarize the changes in each area over the period covered in the text.
- An outline at the beginning of each chapter helps students see how the topics covered relate to one another.
- Pronunciation guides, at the bottoms of text pages, give easy-to-read phonetic respellings for non-English words.
- Abundant, good-sized figures and charts are always accompanied by substantial captions to encourage critical thinking.
- Part and Chapter timelines place significant events and processes in time, helping students recognize the chronological relationships within and between geographical areas.
- End-of-chapter summaries are ideal for study and review.
- Suggested readings at the end of each chapter offer carefully selected, annotated lists of classic, recent, and specialized studies for students to explore.

In addition to the full-color map appendix, *The Global Past* includes two other reference tools:

- glossary of significant terms (which appear in boldface in the text), including pronunciation glosses where appropriate; and
- a full index, including cross-references, brief identifications, dates, and pronunciation glosses where appropriate.

## Useful Ancillaries

Bedford Books has made available to the student three major ancillaries: a reader, a map workbook, and a study guide. The two-volume reader, *Reading THE GLOBAL PAST* (edited by Russell J. Barber, Lanny B. Fields, and Cheryl A. Riggs), is geared specifically to *The Global Past* and organized into similar parts. Each part offers an integrated set of readings organized around a critical theme of that part, such as the rise of civilization or the role of economics in empires. Most of the readings are primary sources such as travelers' accounts or political documents, but a few important secondary readings are included as examples of current historical thinking. Each part also contains a visual portfolio.

The two-volume map workbook, *Mapping THE GLOBAL PAST: Historical Geography Workbook* (written by Mark Newman at the University of Illinois–Chicago), gives students additional practice working with maps and analyzing the significance of geography in historical events.

The two-volume study guide, *Making the Most of THE GLOBAL PAST: A Study Guide* (written by Jay Boggis), gives students valuable practice in working with art, maps, timelines, outlines, summaries, essays, and test questions of all kinds.

Ancillaries for instructors help manage the formidable task of teaching an introductory world history course. An instructor's resource manual, *Teaching THE GLOBAL PAST* (written by Cheryl A. Riggs), offers summaries; sample syllabi; lecture suggestions; suggestions for student projects and paper topics; a general bibliography on teaching



world history; a variety of references to books, films, and other teaching materials; tips for incorporating the other ancillaries; and more. A testbank (available in print, Macintosh, and Windows formats) offers multiple choice, true/false, fill in the blanks, short answer, reading art, and essay questions of graduated difficulty for all chapters. Color transparencies for maps and selected illustrations in the text allow instructors to focus on particular images in class. A unique *Audio Pronunciation Guide* lets instructors hear how unusual non-English words and phrases are pronounced, so they can speak confidently in class.

History has developed an increased awareness of how critical it is to study the totality of the human past: all arenas of human endeavor at all times and places. *The Global Past* will initiate students into that awareness as soon as they take their first survey course in world history.

## Acknowledgments

It is trite but true to state that every book is a group effort; a textbook raises that statement to new heights. We have imposed on our colleagues at California State University–San Bernardino and elsewhere, regularly requesting information and comments. The School of Social and Behavioral Sciences at CSUSB and Deans Aubrey Bonnett and Ellen Gruenbaum assisted us by providing funds to facilitate the project.

At Bedford Books, Publisher Charles Christensen and General Manager Joan Feinberg have been both supportive and demanding, and their dedication to producing a quality book has been exemplary; Jane Betz has guided the text through its evolution; and Lori Chong Roncka has been responsible for its production. Carole Frohlich of The Visual Connection applied her skills and taste in researching the illustrations.

Louise Waller, formerly of St. Martin's Press, holds a special place in our gratitude. Her initial interest in and guidance of this project were very influential in shaping it, and we consider her an honorary author.

Finally, we extend our thanks to the various reviewers who read parts or all of the manuscript and shared their expertise and judgment with us. Not every comment was always welcome at the time, but it would be difficult to find one that did not ultimately help improve the text. We extend

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Lanny B. Fields  
Russell J. Barber  
Cheryl A. Riggs  
San Bernardino, California  
June 1997

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