

A Custom Publication

# The Heritage of World Civilizations

**Brief Edition** • Combined Volume for *AP*

with  
**MyHistoryLab**  
access card



Craig • Graham • Kagan • Ozment • Turner

ALWAYS LEARNING

PEARSON



# The Heritage of World Civilizations, Brief Edition

Combined Volume for AP

**ALBERT M. CRAIG**

Harvard University

**WILLIAM A. GRAHAM**

Harvard University

**DONALD KAGAN**

Yale University

**STEVEN OZMENT**

Harvard University

**FRANK M. TURNER**

Yale University



Singapore London New York Toronto Sydney Tokyo Madrid  
Mexico City Munich Paris Cape Town Hong Kong Montreal

Published by  
Pearson Education Asia Limited  
18/F Cornwall House, Taikoo Place  
979 King's Road, Quarry Bay  
Hong Kong

Pearson Asia Pacific offices: *Bangkok, Beijing, Ho Chi Minh City, Hong Kong, Jakarta, Kuala Lumpur, Manila, Seoul, Singapore, Taipei, Tokyo*

This book is derived from:

1. *The Heritage of World Civilizations: Brief Edition, Combined*, Fifth Edition by Albert M. Craig, William A. Graham, Donald Kagan, Steven Ozment, and Frank M. Turner. Copyright © Pearson, 2012. ISBN: 9780205835492 (975 pages extracted)
2. *Brilliant Study Skills* by Bill Kirton. Copyright © Prentice Hall, 2010. ISBN: 9780273734376 (51 pages extracted)

Printed in China

4 3 2 1  
17 16 15 14

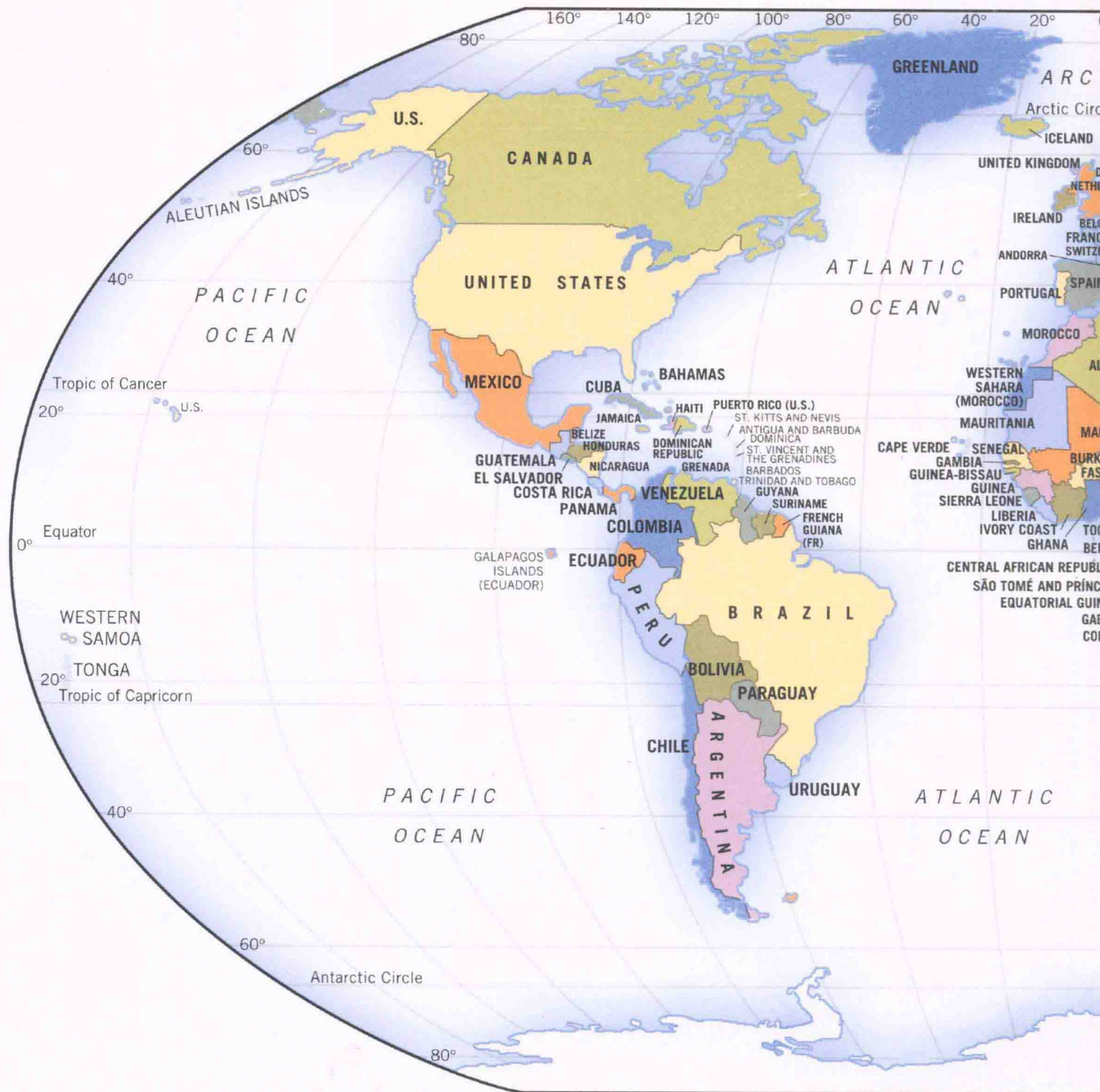
ISBN 978-988-233-114-3

Cover image: Colosseum © looks/Shutterstock

**Copyright © Pearson Education Asia Limited 2015.** All rights reserved. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

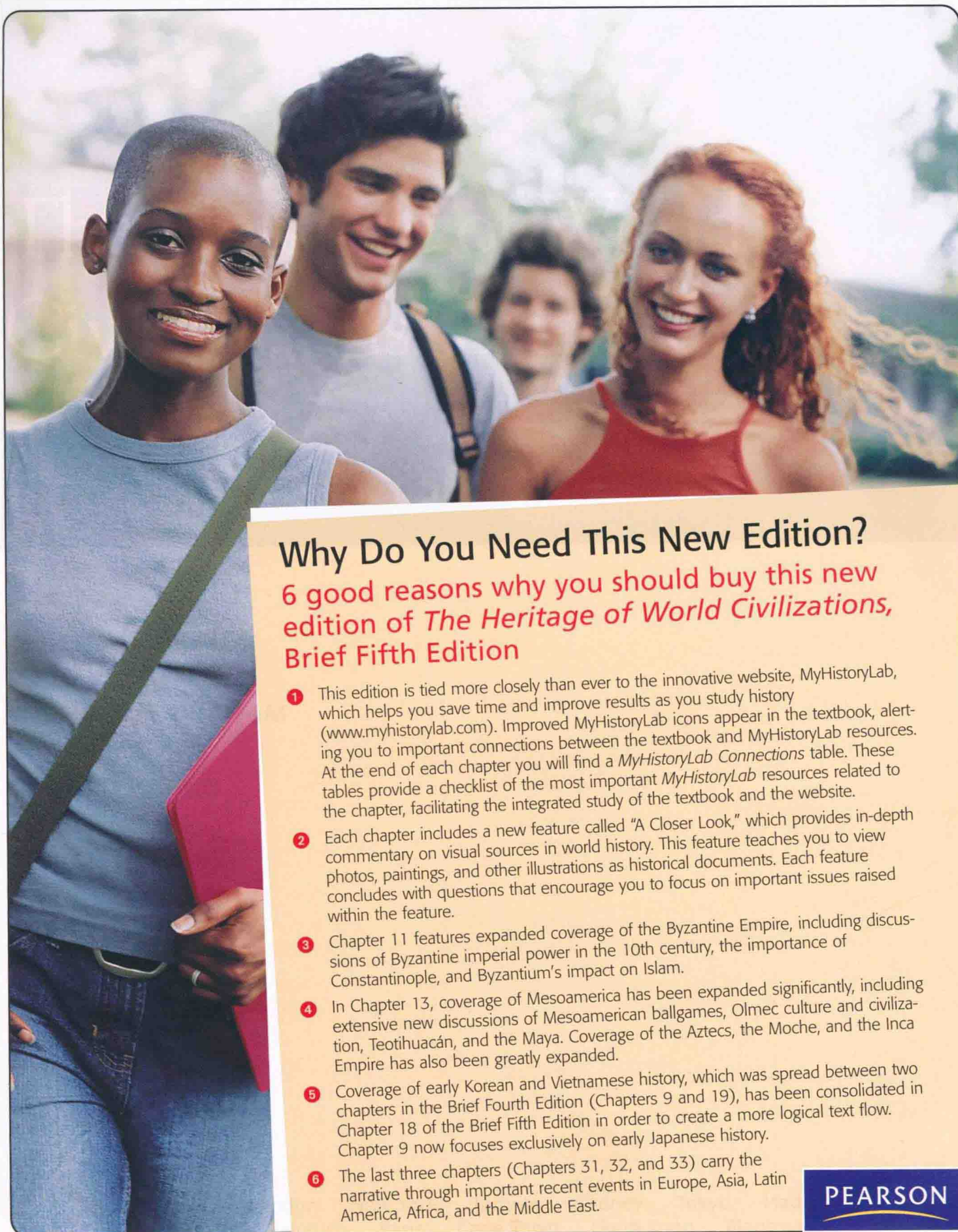
**PEARSON**

[www.pearsonapac.com](http://www.pearsonapac.com)









## Why Do You Need This New Edition?

### 6 good reasons why you should buy this new edition of *The Heritage of World Civilizations, Brief Fifth Edition*

- 1 This edition is tied more closely than ever to the innovative website, MyHistoryLab, which helps you save time and improve results as you study history ([www.myhistorylab.com](http://www.myhistorylab.com)). Improved MyHistoryLab icons appear in the textbook, alerting you to important connections between the textbook and MyHistoryLab resources. At the end of each chapter you will find a *MyHistoryLab Connections* table. These tables provide a checklist of the most important *MyHistoryLab* resources related to the chapter, facilitating the integrated study of the textbook and the website.
- 2 Each chapter includes a new feature called “A Closer Look,” which provides in-depth commentary on visual sources in world history. This feature teaches you to view photos, paintings, and other illustrations as historical documents. Each feature concludes with questions that encourage you to focus on important issues raised within the feature.
- 3 Chapter 11 features expanded coverage of the Byzantine Empire, including discussions of Byzantine imperial power in the 10th century, the importance of Constantinople, and Byzantium’s impact on Islam.
- 4 In Chapter 13, coverage of Mesoamerica has been expanded significantly, including extensive new discussions of Mesoamerican ballgames, Olmec culture and civilization, Teotihuacán, and the Maya. Coverage of the Aztecs, the Moche, and the Inca Empire has also been greatly expanded.
- 5 Coverage of early Korean and Vietnamese history, which was spread between two chapters in the Brief Fourth Edition (Chapters 9 and 19), has been consolidated in Chapter 18 of the Brief Fifth Edition in order to create a more logical text flow. Chapter 9 now focuses exclusively on early Japanese history.
- 6 The last three chapters (Chapters 31, 32, and 33) carry the narrative through important recent events in Europe, Asia, Latin America, Africa, and the Middle East.

PEARSON



The global financial crisis that commenced in 2008 has painfully sparked for this generation a new sense of the connectedness of international economic events and financial forces. The banking crisis in the United States, the burgeoning Chinese economy, the debt upheaval within the European Union, the rise and fall of commodity prices, and the entanglement of the flows of capital from one part of the developed world to another have painfully demonstrated how events and decisions in one nation or upon one continent can impact millions of people living far from the centers of those decisions. The economic crisis has followed fast upon a decade during which the military forces of the United States and Europe have invaded nations of the Middle East in response to terrorist attacks. Environmental crises, whether in the form of oceanic oil spills or volcanic eruption, can interfere with trade, commerce, and tourism, as can changes in the price and availability of oil on which the United States, Europe, Japan, China, and India—to mention only the largest industrial economies—are dependent from sources outside their borders and regions.

Economic and military interaction and environmental crises upon the global scene are the most dramatic and disruptive signs of the impact of globalization. However, more quietly but not less dramatically, for the past two decades, the steady growth of the Internet has created in a less dramatic and far more peaceful fashion a sense of world wide cultural and commercial interconnectedness. Whereas once undergraduates in American universities might have gone to a larger newspaper room in their college or university library to read newspapers from other countries several days or even weeks after they had been published, today's students can follow the press of countries around the world from smart phones, computers, and other electronic reading devices. The Internet permits students to view museum collections located on every continent. Books of great rarity and value once reserved for students in a few elite universities are now available electronically in all parts of the world. United States colleges and universities to an extent previously unimagined are establishing branches far beyond North America. Whereas American students as recently as the 1970s found almost half the world closed to travel, now they can travel globally with almost no barriers.

Today, the interconnectedness of cultures and peoples as well as of economies is inescapable. We certainly dwell in an era in which no active citizen or educated person can escape the necessity of understanding the past in global terms. Both the historical experience and the moral, political, and reli-

gious values of the different world civilizations now demand our attention and our understanding. It is our hope that in these new, challenging times *The Heritage of World Civilizations* will provide one path to such knowledge.

## THE ROOTS OF GLOBALIZATION

Globalization—that is, the increasing interaction and interdependency of the various regions of the world—has resulted from two major historical developments: the closing of the European era of world history and the rise of technology.

From approximately 1500 C.E. to the middle of the twentieth century, Europeans, later followed by the United States, gradually came to dominate the world through colonization (most particularly in North and South America), state-building, economic productivity, and military power. That era of European dominance ended during the third quarter of the twentieth century after Europe had brought unprecedented destruction on itself during World War II, as the United States eventually confronted limitations in its post-war influence, and as the nations of Asia, the Near East, and Africa achieved new positions on the world scene. Their new political independence, their control over strategic natural resources, the expansion of their economies (especially those of the nations of the Pacific rim of Asia), and in some cases their access to nuclear weapons have changed the shape of world affairs.

Further changing the world political and social situation has been a growing discrepancy in the economic development of different regions that is often portrayed as a problem between the northern and southern hemispheres. Beyond the emergence of this economic disparity has been the remarkable advance of radical political Islamism during the past forty years. In the midst of all these developments, as a result of the political collapse of the former Soviet Union, the United States has emerged as the single major world power, though its position has been increasingly challenged by China, whose economic might now rivals that of the United States and whose military has embarked on a rapid buildup of its forces in Asia.

The second historical development that continues to fuel the pace of globalization is the advance of technology, associated most importantly with transportation, military weapons, and electronic communication. The advances in transportation over the past two centuries, including ships, railways, and airplanes, have made more parts of the world and its resources accessible to more people in ever shorter





spans of time. Over the past century and a half, military weapons of increasingly destructive power enabled Europeans and then later the United States to dominate other regions of the globe. Now, the spread of these weapons means that any nation with sophisticated military technology can threaten other nations, no matter how far away. Furthermore, technologies that originated in the West from the early twentieth century to the present have been turned against the West. More recently, as already noted, the electronic revolution associated with computer technology and most particularly the Internet has sparked unprecedented speed and complexity in global communications. It is astonishing to recall that personal computers have been generally available for less than thirty-five years and the rapid personal communication associated with them has existed for less than twenty years.

Why not, then, focus only on new factors in the modern world, such as the impact of technology and the end of the European era? To do so would ignore the very deep roots that these developments have in the past. More important, the events of recent years demonstrate, as the authors of this book have long contended, that the major religious traditions continue to shape and drive the modern world as well as the world of the past. The religious traditions link today's civilizations to their most ancient roots. We believe this emphasis on the great religious traditions recognizes not only a factor that has shaped the past, but one that is profoundly and dynamically alive in our world today.

## STRENGTHS OF THE TEXT

### BALANCED AND FLEXIBLE PRESENTATION

In this edition, as in past editions, we have sought to present world history fairly, accurately, and in a way that does justice to its great variety. History has many facets, no one of which can account for the others. Any attempt to tell the story of civilization from a single perspective, no matter how timely, is bound to neglect or suppress some important part of that story.

Historians have recently brought a vast array of new tools and concepts to bear on the study of history. Our coverage introduces students to various aspects of social and intellectual history as well as to the more traditional political, diplomatic, and military coverage. We firmly believe that only through an appreciation of all pathways to understanding of the past can the real heritage of world civilizations be claimed.

*The Heritage of World Civilizations*, Brief Fifth Edition, is designed to accommodate a variety of approaches to a course in world history, allowing teachers to stress what is most important to them. Some teachers will ask students to read all the chapters. Others will select among them to reinforce assigned readings and lectures.

**CLARITY AND ACCESSIBILITY** *The Heritage of World Civilizations*, Brief Fifth Edition, provides a powerful but concise narrative enriched by abundant illustrations, focused study tools, and critical-thinking questions that make the past come alive. Good narrative history requires clear, vigorous prose. Our goal has been to make our presentation fully accessible to students without compromising on vocabulary or conceptual level. We hope this effort will benefit both teachers and students.

**CURRENT SCHOLARSHIP** As in previous editions, changes in this edition reflect our determination to incorporate the most recent developments in historical scholarship and the expanding concerns of professional historians. To better highlight the dynamic processes of world history, significant new and expanded coverage of the Byzantine Empire and the early civilizations of the Americas—particularly the civilizations of Mesoamerica and the Andes during the pre-colonial period—has been added to the Brief Fifth Edition.

**CONTENT AND ORGANIZATION** The many changes in content and organization in this edition of *The Heritage of World Civilizations* reflect our ongoing effort to present a truly global survey of world civilizations that at the same time gives a rich picture of the history of individual regions:

- **Global Approach.** The Brief Fifth Edition continues to explicitly highlight the connections and parallels in global history among regions of the world. Each chapter begins with a “Global Perspective” essay that succinctly places in a wider, global framework the regions and topics that are to be discussed with an emphasis on the connections, parallels, and comparisons between and among different cultures.
- **Improved Organization.** Some chapters have been reorganized to improve narrative flow and to highlight important topics more clearly. At the suggestion of reviewers, Chapter 4 (Iran, India, and Inner Asia to 200 C.E.) and Chapter 10 (Iran and South Asia, 200 C.E.–1000 C.E.) in the Brief Fourth Edition have been consolidated into a single chapter in the Brief Fifth Edition: Chapter 4 (West Asia, Inner Asia, and South Asia to 1000 C.E.). Coverage of early Korean and Vietnamese history has been moved from Chapter 9 to Chapter 18, leaving Chapter 9 solely devoted to early Japan. Coverage of Korea and Vietnam has been consolidated in Chapter 18 with a far greater sense of continuity and a more effective and concise presentation.
- **New Design and Photo Program.** The entire text has been set in a crisp and engaging new design. Each of the 33 chapters includes photos never before included in previous editions of the text.





## PEDAGOGICAL FEATURES

This edition retains many of the pedagogical features of previous editions, while providing increased assessment opportunities.

- **Global Perspective Essays** introduce the key problems of each chapter and place them in a global and historical context. Focus Questions prompt students to consider the causes, connections, and consequences of the topics they will encounter in the main narrative.
- **A Closer Look**—Each chapter includes this new feature, which provides in-depth commentary on visual sources in world civilization. This feature engages student visually with the textbook and encourages them to look at visuals as documents, not just as pictures. Each feature concludes with questions that encourage students to focus on important issues raised by the feature.
- **Religions of the World** essays examine the historical impact of each of the world's great religious traditions: Judaism, Christianity, Islam, Buddhism, and Hinduism.
- **Focus Questions**, organized by key subtopics, open each chapter and help students think about important topics for study and review. The focus questions are repeated at the appropriate sections in each chapter.
- **Overview Tables** summarize key concepts and reinforce material presented in the main narrative.
- **Chronologies** within each chapter help students situate key events in time.
- **Quick Reviews**, found at key places in the margins of each chapter, encourage students to review important concepts.
- **Documents**, including selections from sacred books, poems, philosophical tracts, political manifestos, letters, and travel accounts, expose students to the raw material of history, providing an intimate contact with peoples of the past. Questions accompanying the source documents direct students toward important, thought-provoking issues and help them relate the documents to the main narrative.
- **Visual Analysis Questions** ask students to consider photographs, fine art, and other illustrations as visual evidence.
- **Key Terms** are boldfaced in the text and are defined in the margin of the page.
- **Interactive Maps**, called “Map Explorations,” prompt students to explore the relationship between geography and history in a dynamic fashion. There is at least one interactive map per chapter and all interactive maps can be found at [www.myhistorylab.com](http://www.myhistorylab.com)
- **Chapter Summaries** conclude each chapter, organized by subtopic, and recap important points.
- **Chapter Review Questions**, organized by key subtopics, help students interpret the broad themes of each chapter.

## NEW TO THIS EDITION

There is a new feature in the Brief Fifth Edition:

**A Closer Look**—Each chapter includes a new feature called “A Closer Look,” which provides in-depth commentary on visual sources in world history. This feature teaches students to view photos, paintings, and other illustrations as historical documents. Each feature concludes with questions that encourage students to focus on important issues raised within the feature. See the Contents on page vi for the title of each of these new features.

Here are just some of the changes that can be found in the Brief Fifth Edition of *The Heritage of World Civilizations*:

### Chapter 3, Greek and Hellenistic Civilization:

- A new document has been added: “The Delian League Becomes the Athenian Empire.”

### Chapter 4, West Asia, Inner Asia, and South Asia to 1000 C.E.:

- At the suggestion of reviewers, Chapter 4 (Iran, India, and Inner Asia to 200 C.E.) and Chapter 10 (Iran and South Asia, 200 C.E.–1000 C.E.) in the Brief Fourth Edition have been consolidated into a single chapter in the Brief Fifth Edition: Chapter 4 (West Asia, Inner Asia, and South Asia to 1000 C.E.).
- The Global Perspective feature is new.
- There is a new document, an excerpted letter from Tansar about the Shahanshah, titled “Tansar’s Defense of His King, Ardashir I.”
- Consolidation of the two chapters involved considerable rearranging, with coverage of Iran and Central Asia located in the first section of the consolidated chapter and coverage of India in the second section. These sections have been renamed as follows: “West and Inner Asia” and “South Asia.”
- Coverage of caste has been improved.

### Chapter 5, Africa: Early History to 1000 C.E.:

- Coverage of historians’ and anthropologists’ methods and crossovers has been expanded.

### Chapter 6, Republican and Imperial Rome:

- A new document has been added on the ruin of the Roman family farm and the Gracchan reforms.

### Chapter 8, Imperial China, 589–1368:

- Coverage of Empress Wu has been updated to reflect new biographical scholarship.

### Chapter 9, Early Japanese History:

- Global Perspective feature has been rewritten.
- Coverage of early Korean and Vietnamese history has been moved from this chapter to Chapter 18, leaving Chapter 9 solely devoted to early Japan.
- Japanese Origins section and Jōmon subsection have been updated.
- Yayoi section has been updated with a discussion of new DNA findings.
- There is new coverage of Shōtoku and Kamatari in the section on Nara and Heian Japan.

[Note: Brief Fourth Edition Chapters 4 and 10 have been combined in the Brief Fifth Edition, causing all chapters that follow—Chapters 11–34 in the Brief Fourth Edition—to be renumbered in the Brief Fifth Edition.]





#### Chapter 11, The Byzantine Empire and Western Europe to 1000:

- Coverage of Byzantium has been greatly expanded, with new sections on Byzantine imperial power in the 10th century, Byzantium's impact on Islam, and the city of Constantinople.
- A new document has been added in response to reviewer suggestions: The Nicene Creed

#### Chapter 13, Ancient Civilizations of the Americas:

- Coverage of the Paleolithic and Archaic periods in the Americas has been greatly expanded.
- There is a more detailed discussion on the influence of the European perspective on how the history of the Americas in the pre-Columbian period has been written.
- Coverage of Mesoamerica has been expanded significantly, including extensive new discussions of Mesoamerican ballgames, Olmec culture and civilization, Teotihuacán, and the Maya.
- Coverage of the Aztecs, the Moche, and the Inca Empire has been greatly expanded.

#### Chapter 17, Conquest and Exploitation: The Development of the Transatlantic Economy:

- There is new coverage of the Indian Wars in the 17th century North American British colonies.
- There is new coverage of the alleged slave conspiracy in 1741 in New York City.

#### Chapter 18, East Asia in the Late Traditional Era:

- Coverage of Korea and Vietnam has been consolidated in Chapter 18 with a far greater sense of continuity and a more effective and concise presentation.
- The introduction to the Vietnam section contains a new overview of Southeast Asia.
- Coverage of the Choson dynasty in the Korean section has been revised and greatly improved.

#### Chapter 19, State Building and Society in Early Modern Europe:

- New coverage has been added on the Revolution of 1688.

#### Chapter 21, The Age of European Enlightenment:

- A new document has been added emphasizing the Enlightenment interest in technology and the mechanical arts.
- Coverage of technology has been emphasized to a greater extent throughout the chapter.
- Brief new commentary has been introduced on why the Enlightenment is unpopular in some Islamic circles.

#### Chapter 22, Revolutions in the Transatlantic World:

- A substantial new section has been added on the Haitian Revolution.
- Two new documents have been added: "Olympe de Gouges Issues a Declaration of the Rights of Woman" and "A Free Person of Color from St. Domingue Demands Recognition of His Status."

#### Chapter 23, Political Consolidation in Nineteenth-Century Europe and North America:

- A new document has been added: "Parnell Calls for Home Rule for Ireland."
- Coverage of race and Social Darwinism has been expanded.

#### Chapter 24, Northern Transatlantic Economy and Society, 1815–1914:

- A new document from "The Communist Manifesto" has been added.
- There is new coverage of child labor.

#### Chapter 25, Latin America from Independence to the 1940s:

- A new document has been added: "A Peruvian Commentator Decries Racial Thinking."

#### Chapter 26, India, the Islamic Heartlands, and Africa, 1800–1945:

- Chapter updated to include coverage of the British Zulu war.

#### Chapter 28, Imperialism and World War I:

- A new document has been added: "Social Darwinism and Imperialism."

#### Chapter 29, Depression, European Dictators, and the American New Deal:

- The following new documents have been added: "Stalin Calls for the Liquidation of the *Kulaks* as a Class" and "Mussolini Heaps Contempt on Political Liberalism."
- There is new coverage of forced starvation in the Ukraine by Stalin.
- New coverage has been added on FDR's failure to support anti-lynching legislation.

#### Chapter 30, World War II:

- A new document has been added: "Hitler States His Plans for Russia."

#### Chapter 31, The West Since World War II:

- Two new documents have been introduced: "The United States National Security Council Proposes to Contain the Soviet Union," and "Vladimir Putin Outlines a Vision of the Russian Future."
- The section on recent events in Russia has been significantly updated.

#### Chapter 32, East Asia: The Recent Decades:

- Coverage of Japan has been updated to reflect recent events.

#### Chapter 33, Postcolonialism and Beyond: Latin America, Africa, Asia, and the Middle East:

- Coverage of Latin America, Africa, Asia, and the Middle East has been updated to reflect recent events.

## A NOTE ON DATES AND TRANSLITERATION

We have used B.C.E. (before the common era) and C.E. (common era) instead of B.C. (before Christ) and A.D. (anno domini, the year of our Lord) to designate dates.

Until recently, most scholarship on China used the Wade-Giles system of romanization for Chinese names and terms. China today, however, uses another system known as pinyin. Virtually all Western newspapers have adopted it. In order that students may move easily from the present text to the existing body of advanced scholarship on Chinese history, we now use the pinyin system throughout the text.

Also, we have followed the currently accepted English transliterations of Arabic words. For example, today Koran is being replaced by the more accurate Qur'an; similarly Muhammad is preferable to Mohammed and Muslim to Moslem. We have not tried to distinguish the letters 'ayn and hamza; both are rendered by a simple apostrophe (') as in Shi'ite. With regard to Sanskrit transliteration, we have not distinguished linguals and dentals, and both palatal and lingual s are rendered sh, as in Shiva and Upanishad.





## SUPPLEMENTS FOR QUALIFIED COLLEGE ADOPTERS



**MyHistoryLab** ([www.myhistorylab.com](http://www.myhistorylab.com)) *Save Time. Improve Results.* MyHistoryLab is a dynamic website that provides a wealth of resources geared to meet the diverse teaching and learning needs of today's instructors and students. MyHistoryLab's many accessible tools will encourage students to read their text and help them improve their grade in their course.

**Instructor's Resource Manual** Available at the Instructor's Resource Center, at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc), the Instructor's Resource Manual includes chapter outlines, overviews, key concepts, discussion questions, and suggestions for useful audiovisual resources.

**Test Bank** Available at the Instructor's Resource Center, at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc), the Test Bank includes approximately 1,500 test items (essay, multiple choice, true/false, and matching).

**Instructor's Resource Center** ([www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc)) Text-specific materials, such as the Instructor's Resource Manual, Test Bank, map files, and PowerPoint™ presentations, are available for downloading by adopters.

**MyTest** Available at [www.pearsonmytest.com](http://www.pearsonmytest.com), MyTest is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessment anytime, anywhere! Instructors can easily access existing questions and edit, create, and store using simple drag-and-drop and Word-like controls.

## SUPPLEMENTS FOR STUDENTS



**MyHistoryLab** ([www.myhistorylab.com](http://www.myhistorylab.com)) *Save Time. Improve Results.* MyHistoryLab is a dynamic website that provides a wealth of resources geared to meet the diverse teaching and learning needs of today's instructors and students. MyHistoryLab's many accessible tools will encourage you to read your text and help you improve your grade in your course.

**CourseSmart** [www.coursemart.com](http://www.coursemart.com) CourseSmart is an exciting new choice for students looking to save money. As an alternative to purchasing the printed textbook, students can purchase an electronic version of the same content. With a CourseSmart eTextbook, students can search the text, make notes online, print out reading assignments that incorporate lecture notes, and bookmark important passages for later review. For more information, or to purchase access to the CourseSmart eTextbook, visit [www.coursemart.com](http://www.coursemart.com)

**Books à la Carte** Books à la Carte editions feature the exact same content as the traditional printed text in a convenient, three-hole-punched, loose-leaf version at a discounted price—allowing you to take only what you need to class. You'll **save 35% over the net price** of the traditional book.

**Primary Source: Documents in Global History DVD** is an immense collection of textual and visual documents in world history and an indispensable tool for working with sources. Extensively developed with the guidance of historians and teachers, the DVD includes over 800 sources in world history—from cave art to satellite images of the Earth from space. More sources from Africa, Latin America, and Southeast Asia have been added to the latest version of the DVD. All sources are accompanied by head notes, focus questions, and are searchable by topic, region, or time period. The DVD can be bundled with *The Heritage of World Civilizations*, Brief Fifth Edition, at no charge. Please contact your Pearson representative for ordering information. (ISBN 0-13-178938-4)



Titles from the renowned **Penguin Classics** series can be bundled with *The Heritage of World Civilizations*, Brief Fifth Edition, for a nominal charge. Please contact your Pearson sales representative for details.

(continued)



## SUPPLEMENTS FOR STUDENTS

**Library of World Biography Series**

[www.pearsonhighered.com/educator/series/Library-of-World-Biography/10492.page](http://www.pearsonhighered.com/educator/series/Library-of-World-Biography/10492.page) Each interpretive biography in the Library of World Biography Series focuses on a person whose actions and ideas either significantly influenced world events or whose life reflects important themes and developments in global history. Titles from the series can be bundled with *The Heritage of World Civilizations*, Brief Fifth Edition, for a nominal charge. Please contact your Pearson sales representative for details.

**The Prentice Hall Atlas of World History, Second Edition**

Produced in collaboration with Dorling Kindersley, the leader in cartographic publishing, the updated second edition of *The Prentice Hall Atlas of World History* applies the most innovative cartographic techniques to present world history in all of its complexity and diversity. Copies of the atlas can be bundled with *The Heritage of World Civilizations*, Brief Fifth Edition, for a nominal charge. Contact your Pearson sales representative for details. (ISBN 0-13-604247-3)

**Longman Atlas of World History** This atlas features carefully selected historical maps that provide comprehensive coverage of the major historical periods. Contact your Pearson sales representative for details. (ISBN 0-321-20998-2)

**A Guide to Your History Course: What Every Student Needs to Know** Written by Vincent A. Clark, this concise, spiral-bound guidebook orients students to the issues and problems they will face in the history classroom. Available at a discount when bundled with *The Heritage of World Civilizations*, Brief Fifth Edition. (ISBN 0-13-185087-3)

**A Short Guide to Writing about History, Seventh Edition** Written by Richard Marius, late of Harvard University, and Melvin E. Page, Eastern Tennessee State University, this engaging and practical text helps students get beyond merely compiling dates and facts. Covering both brief essays and the documented resource paper, the text explores the writing and researching processes, identifies different modes of historical writing, including argument, and concludes with guidelines for improving style. (ISBN 0-13-205-67370-8)





## FOR INSTRUCTORS AND STUDENTS

### Save TIME. Improve Results.

MyHistoryLab is a dynamic website that provides a wealth of resources geared to meet the diverse teaching and learning needs of today's instructors and students. MyHistoryLab's many accessible tools will encourage students to read their text and help them improve their grade in their course.

#### Features of MyHistoryLab

- **Pearson eText**—An e-book version of *The Heritage of World Civilizations* is included in MyHistoryLab. Just like the printed text, students can highlight and add their own notes as they read the book online.
- **Audio Files**—Full audio of the entire text is included to suit the varied learning styles of today's students. In addition there are audio clips of speeches, readings, and music that provide another engaging way to experience history.
- **Pre-tests, Post-tests, and Chapter Reviews**—Students can take quizzes to test their knowledge of chapter content and to review for exams.
- **Text and Visual Documents**—A wealth of primary source documents, images, and maps are available organized by chapter in the text. Primary source documents are also available in the MyHistoryLibrary and can be searched by author, title, theme, and topic. Many of these documents include critical thinking questions.
- **History Bookshelf**—Students may read, download, or print 100 of the most commonly assigned history works like Homer's *The Iliad* or Machiavelli's *The Prince*.
- **Lecture and Archival Videos**—Lectures by leading scholars on provocative topics give students a critical look at key points in history. Videos of speeches, news footage, key historical events, and other archival videos take students back to the moment in history.
- **MySearchLab**—This website provides students access to a number of reliable sources for online research, as well as clear guidance on the research and writing process.

- **Gradebook**—Students can follow their own progress and instructors can monitor the work of the entire class. Automated grading of quizzes and assignments helps both instructors and students save time and monitor their results throughout the course.

#### NEW In-text References to MyHistoryLab Resources

**Read, View, See, Watch, Hear, and Study and Review Icons** integrated in the text connect resources on MyHistoryLab to specific topics within the chapters. The icons are not exhaustive; many more resources are available than those highlighted in the book, but the icons draw attention to some of the most high-interest resources available on MyHistoryLab.

• **[Read the Document]** Primary and secondary source documents on compelling topics such as *Excerpts from Sundiata: An Epic of Old Mali, 1235* and *Tang Daizong on the Art of Government* enhance topics discussed in each chapter.

• **[View the Image]** Photographs, fine art, and artifacts provide students with a visual perspective on topics within the chapters, underscoring the role of visuals in understanding the past.

• **[See the Map]** Atlas and interactive maps present both a broad overview and a detailed examination of historical developments.

• **[Watch the Video]** Video lectures highlight topics ranging from Agriculture in Africa, to Witch Hunts, to the Columbian Exchange, engaging students on both historical and contemporary topics. Also included are archival videos, such as *The Silk Road: 5,000 Miles and 1,500 Years of Cultural Interchange* and *Teotihuacán Ruins in Mexico*.

• **[Hear the Audio]** For each chapter there are audio files of the text, speeches, readings, and other audio material that will enrich students' experience of social and cultural history.

✓ • **[Study and Review]** MyHistoryLab provides a wealth of practice quizzes, tests, flashcards, and other study resources available to students online.

#### NEW MyHistoryLab Connections

At the end of each chapter, a new section, MyHistoryLab Connections, provides a list of the references within the chapter and additional documents, maps, videos, or additional resources that relate to the content of the chapter.



## ACKNOWLEDGMENTS

We are grateful to the many scholars and teachers whose thoughtful and often detailed comments helped shape this as well as previous editions of *The Heritage of World Civilizations*. The advice and guidance provided by Katie Janssen on the coverage of African history and Thomas M. Ricks on the coverage of Islam and the Middle East are especially appreciated. Steven Ozment would like to thank Ammanuel Gashaw Gebeyehu and Ece G. Turnator for their contributions to Chapter 11. Much of the coverage of the Byzantine Empire that is new to the Brief Fifth Edition was written by these two fine scholars.

### REVIEWERS OF THIS EDITION

Wayne Ackerson, *Salisbury University*  
 Heather Barry, *St. Joseph's College*  
 Eric Martin, *Lewis-Clark State College*  
 Gary Paul Ritter, *Central Piedmont Community College*  
 Anthony R. Santoro, *Christopher Newport University*  
 Gilmar Visoni, *Queensborough Community College*  
 Kristen Post Walton, *Salisbury University*  
 William Zogby, *Mohawk Valley Community College*

### REVIEWERS OF PREVIOUS EDITIONS

W. Nathan Alexander, *Troy University*  
 Jack Martin Balcer, *Ohio State University*  
 Charmarie J. Blaisdell, *Northeastern University*  
 Deborah Buffton, *University of Wisconsin at La Crosse*  
 Loretta Burns, *Mankato State University*  
 Gayle K. Brunelle, *California State University, Fullerton*  
 Douglas Chambers, *University of Southern Mississippi*  
 Chun-shu Chang, *University of Michigan, Ann Arbor*  
 Mark Chavalas, *University of Wisconsin at La Crosse*  
 Anthony Cheeseboro, *Southern Illinois University at Edwardsville*  
 William J. Courteney, *University of Wisconsin*  
 Samuel Willard Crompton, *Holyoke Community College*  
 James B. Crowley, *Yale University*  
 Bruce Cummings, *The University of Chicago*  
 Stephen F. Dale, *Ohio State University, Columbus*  
 Clarence B. Davis, *Marian College*  
 Raymond Van Dam, *University of Michigan, Ann Arbor*  
 Bill Donovan, *Loyola University of Maryland*  
 Wayne Farris, *University of Tennessee*  
 Anita Fisher, *Clark College*  
 Suzanne Gay, *Oberlin College*  
 Katrina A. Glass, *United States Military Academy*  
 Robert Gerlich, *Loyola University*  
 Samuel Robert Goldberger, *Capital Community-Technical College*  
 Andrew Gow, *University of Alberta*  
 Katheryn L. Green, *University of Wisconsin, Madison*  
 David Griffiths, *University of North Carolina, Chapel Hill*  
 Louis Haas, *Duquesne University*  
 Joseph T. Hapak, *Moraine Valley Community College*  
 Hue-Tam Ho Tai, *Harvard University*  
 David Kieft, *University of Minnesota*  
 Don Knox, *Wayland Baptist University*  
 Frederick Krome, *Northern Kentucky University*

Lisa M. Lane, *Mira Costa College*  
 Richard Law, *Washington State University*  
 David Lelyveld, *Columbia University*  
 Jan Lewis, *Rutgers University, Newark*  
 James C. Livingston, *College of William and Mary*  
 Garth Montgomery, *Radford University*  
 Richard L. Moore Jr., *St. Augustine's College*  
 Beth Nachison, *Southern Connecticut State University*  
 Robin S. Oggins, *Binghamton University*  
 George S. Pabis, *Georgia Perimeter College*  
 Louis A. Perez Jr., *University of South Florida*  
 Jonathan Perry, *University of South Florida*  
 Cora Ann Presley, *Tulane University*  
 Norman Raiford, *Greenville Technical College*  
 Norman Ravitch, *University of California, Riverside*  
 Thomas M. Ricks, *University of Pennsylvania*  
 Philip F. Riley, *James Madison University*  
 Thomas Robisheaux, *Duke University*  
 William S. Rodner, *Tidewater Community College*  
 David Ruffley, *United States Air Force Academy*  
 Dankwart A. Rustow, *The City University of New York*  
 James J. Sack, *University of Illinois at Chicago*  
 William Schell, *Murray State University*  
 Marvin Slind, *Washington State University*  
 Daniel Scavone, *University of Southern Indiana*  
 Linda B. Scherr, *Mercer County Community College*  
 Roger Schlesinger, *Washington State University*  
 Charles C. Stewart, *University of Illinois*  
 Nancy L. Stockdale, *University of Central Florida*  
 Carson Tavenner, *United States Air Force Academy*  
 Truong-bu Lam, *University of Hawaii*  
 Deborah Vess, *Georgia College and State University*  
 Harry L. Watson, *Loyola College of Maryland*  
 William B. Whisenhunt, *College of DuPage*  
 Paul Varley, *Columbia University*

Finally, we would like to thank the dedicated people who helped produce this revision: our editor, Jeff Lasser; editorial project manager Rob DeGeorge; Maria Lange, who created the handsome new design for this edition; Cheryl Keenan, our project manager; Christina Amato, our operations specialist, and Linda Ruggeri from Prepare, Inc, our production editor. We also owe a special thanks to Katie Janssen for her invaluable help in preparing this brief edition.

A.M.C

W.A.G

D.K

S.O

F.M.T





## About the Authors

**Albert M. Craig** is the Harvard-Yenching Research Professor of History Emeritus at Harvard University, where he has taught since 1959. A graduate of Northwestern University, he received his Ph.D. at Harvard University. He has studied at Strasbourg University and at Kyoto, Keio, and Tokyo universities in Japan. He is the author of *Choshu in the Meiji Restoration* (1961), *The Heritage of Chinese Civilization*, Third Edition (2011), *The Heritage of Japanese Civilization*, Second Edition (2011), and, with others, of *East Asia: Tradition and Transformation* (1989). He is the editor of *Japan: A Comparative View* (1973) and co-editor of *Personality in Japanese History* (1970). At present he is engaged in research on the thought of Fukuzawa Yukichi. For eleven years (1976–1987) he was the director of the Harvard-Yenching Institute. He has also been a visiting professor at Kyoto and Tokyo universities. He has received Guggenheim, Fulbright, and Japan Foundation Fellowships. In 1988 he was awarded the Order of the Rising Sun by the Japanese government.

**William A. Graham** is Albertson Professor of Middle Eastern Studies in the Faculty of Arts and Sciences and O'Brien Professor and Dean of the Faculty of Divinity at Harvard University, where he has taught since 1973. He has directed the Center for Middle Eastern Studies and chaired Near Eastern Languages and Civilizations and the Study of Religion. He received his B.A. from the University of North Carolina, Chapel Hill, and the A.M. and Ph.D. from Harvard. He also studied in Göttingen, Tübingen, Lebanon, and London. He has chaired the (N. American) Council on Graduate Studies in Religion. In 2000 he received the quinquennial Award for Excellence in Research in Islamic History and Culture from the Research Centre for Islamic History, Art and Culture of the Organisation of the Islamic Conference. He has held Guggenheim and von Humboldt research fellowships and is a fellow of the American Academy of Arts and Sciences. He is the author of *Divine Word and Prophetic Word in Early Islam* (1977—ACLS History of Religions Prize, 1978), *Beyond the Written Word: Oral Aspects of Scripture in the History of Religion* (1987), *Islamic and Comparative Religious Studies* (2010), and, with others, of *Three Faiths, One God* (2003).

**Donald Kagan** is Sterling Professor of History and Classics at Yale University, where he has taught since 1969. He received the A.B. degree in history from Brooklyn College, the M.A. in classics from Brown University, and the Ph.D. in history from Ohio State University. During 1958–1959 he studied at the American School of Classical Studies as a Fulbright Scholar. He has received three awards for undergraduate teaching at Cornell and Yale. He is the author of a history of Greek political thought, *The Great Dialogue* (1965); a four-volume history of the Peloponnesian war, *The Origins of the Peloponnesian War* (1969); *The Archidamian War* (1974); *The Peace of Nicias and the Sicilian Expedition* (1981); *The Fall of the Athenian Empire* (1987); a biography of Pericles, *Pericles of*

*Athens and the Birth of Democracy* (1991); *On the Origins of War* (1995); and *The Peloponnesian War* (2003). He is coauthor, with Frederick W. Kagan, of *While America Sleeps* (2000). With Brian Tierney and L. Pearce Williams, he is the editor of *Great Issues in Western Civilization*, a collection of readings. And with Gregory F. Viggiano, he is the editor of *Problems in the History of Ancient Greece: Sources and Interpretation* (2010). He was awarded the National Humanities Medal for 2002.

**Steven Ozment** is McLean Professor of Ancient and Modern History at Harvard University. He has taught Western Civilization at Yale, Stanford, and Harvard. He is the author of nine books. *The Age of Reform, 1250–1550* (1980), won the Schaff Prize, and was nominated for the 1981 National Book Award. Five of his books have been selections of the History Book Club: *Magdalena and Balthasar: An Intimate Portrait of Life in Sixteenth Century Europe* (1986), *Three Behaim Boys: Growing Up in Early Modern Germany* (1990), *Protestants: The Birth of A Revolution* (1992), *The Burgermeister's Daughter: Scandal in a Sixteenth Century German Town* (1996), and *Flesh and Spirit: Private Life in Early Modern Germany* (1999). Recent books include *Ancestors: The Loving Family of Old Europe* (2001), *A Mighty Fortress: A New History of the German People* (2004), and *The Serpent and the Lamb: When Lucas Cranach, the Elder Met Martin Luther* (2012).

**Frank M. Turner** was John Hay Whitney Professor of History at Yale University and Director of the Beinecke Rare Book and Manuscript Library at Yale University, where he served as University Provost from 1988 to 1992. He received his B.A. degree from the College of William and Mary and his Ph.D. from Yale. He received the Yale College Award for Distinguished Undergraduate Teaching. He directed a National Endowment for the Humanities Summer Institute. His scholarly research received the support of fellowships from the National Endowment for the Humanities, the Guggenheim Foundation, and the Woodrow Wilson Center. He is the author of *Between Science and Religion: The Reaction to Scientific Naturalism in Late Victorian England* (1974); *The Greek Heritage in Victorian Britain* (1981), which received the British Council Prize of the Conference on British Studies and the Yale Press Governors Award; *Contesting Cultural Authority: Essays in Victorian Intellectual Life* (1993); and *John Henry Newman: The Challenge to Evangelical Religion* (2002). He also contributed numerous articles to journals and served on the editorial advisory boards of *The Journal of Modern History*, *Isis*, and *Victorian Studies*. He edited *The Idea of a University*, by John Henry Newman (1996), *Reflections on the Revolution in France* by Edmund Burke (2003), and *Apologia Pro Vita Sua and Six Sermons* by John Henry Newman (2008). He served as a Trustee of Connecticut College from 1996–2006. In 2003, Professor Turner was appointed Director of the Beinecke Rare Book and Manuscript Library at Yale University.





# Brief Contents

## Part 1

### Human Origins and Early Civilizations to 500 B.C.E.

---

- 1 The Birth of Civilization 1
- 2 Four Great Revolutions in Thought and Religion 32

## Part 2

### Empires and Cultures of the Ancient World, 1000 B.C.E. to 500 C.E.

---

- 3 Greek and Hellenistic Civilization 58
- 4 West Asia, Inner Asia, and South Asia to 1000 C.E. 90
- 5 Africa: Early History to 1000 C.E. 118
- 6 Republican and Imperial Rome 142
- 7 China's First Empire, 221 B.C.E.–589 C.E. 174

## Part 3

### Consolidation and Interaction of World Civilizations, 500 C.E. to 1500 C.E.

---

- 8 Imperial China, 589–1368 194
- 9 Early Japanese History 218
- 10 The Formation of Islamic Civilization, 622–1000 240
- 11 The Byzantine Empire and Western Europe to 1000 262
- 12 The Islamic World, 1000–1500 288
- 13 Ancient Civilizations of the Americas 310
- 14 Africa, ca. 1000–1700 336
- 15 Europe to the Early 1500s: Revival, Decline, and Renaissance 358

## Part 4

### The World in Transition, 1500 to 1850

---

- 16 Europe 1500–1650: Expansion, Reformation, and Religious Wars 384
- 17 Conquest and Exploitation: The Development of the Transatlantic Economy 414

- 18 East Asia in the Late Traditional Era 440

- 19 State Building and Society in Early Modern Europe 476

- 20 The Last Great Islamic Empires, 1500–1800 508

## Part 5

### Enlightenment and Revolution in the Atlantic World, 1700–1850

---

- 21 The Age of European Enlightenment 532
- 22 Revolutions in the Transatlantic World 556
- 23 Political Consolidation in Nineteenth-Century Europe and North America 584

## Part 6

### Into the Modern World, 1815–1949

---

- 24 Northern Transatlantic Economy and Society, 1815–1914 612
- 25 Latin America from Independence to the 1940s 642
- 26 India, the Islamic Heartlands, and Africa, 1800–1945 666
- 27 Modern East Asia 694

## Part 7

### Global Conflict and Change, 1900–Present

---

- 28 Imperialism and World War I 724
- 29 Depression, European Dictators, and the American New Deal 752
- 30 World War II 778
- 31 The West Since World War II 804
- 32 East Asia: The Recent Decades 838
- 33 Postcolonialism and Beyond: Latin America, Africa, Asia, and the Middle East 858

## Part 8

### Developing the Necessary Academic Skills

---

- 34 Developing the Necessary Academic Skills 889



# Contents

DOCUMENTS xx

MAPS xxi

PREFACE xxiii

ABOUT THE AUTHORS xxxi

## Part 1

Human Origins and Early Civilizations  
to 500 B.C.E.

### CHAPTER 1

The Birth of Civilization 1

Early Humans and Their Culture 1

Global Perspective: Civilizations 2

The Paleolithic Age 2

The Neolithic Age 3

The Bronze Age and the Birth of Civilization 4

Early Civilizations in the Middle East  
to About 1000 B.C.E. 5

Mesopotamian Civilization 5

A Closer Look: Babylonian World Map 8

Egyptian Civilization 9

Ancient Near Eastern Empires 14

The Hittites 14

The Kassites 15

The Mitannians 15

The Assyrians 15

The Second Assyrian Empire 15

The Neo-Babylonians 16

Early Indian Civilization 16

The Indus Civilization 18

The Vedic Aryan Civilization 19

Early Chinese Civilization 23

Neolithic Origins in the Yellow River Valley 23

Early Bronze Age: The Shang 23

Late Bronze Age: The Western Zhou 25

Iron Age: The Eastern Zhou 25

The Rise of Civilization in the Americas 27

Summary 29

Key Terms 30

Review Questions 30

vi

### CHAPTER 2

Four Great Revolutions in Thought  
and Religion 32

Comparing the Four Great Revolutions 33

Global Perspective: Philosophy and Religion 34

Philosophy in China 34

Confucianism 35

Daoism 37

Legalism 37

Religion in India 38

"Hindu" and "Indian" 38

Historical Background 38

The Upanishadic Worldview 38

Mahavira and the Jain Tradition 41

The Buddha's Middle Path 42

A Closer Look: Statue of Siddhartha Gotama as  
Fasting Ascetic (Second Century C.E.) 43

The Religion of the Israelites 44

From Hebrew Nomads to the Israelite Nation 44

The Monotheistic Revolution 45

Greek Philosophy 47

Reason and the Scientific Spirit 48

Political and Moral Philosophy 50

Summary 53

Key Terms 54

Review Questions 54

Religions of the World: Judaism 56

## Part 2

Empires and Cultures of the Ancient World,  
1000 B.C.E. to 500 C.E.

### CHAPTER 3

Greek and Hellenistic Civilization 58

Global Perspective: The Achievements of Greek and  
Hellenistic Civilization 60

Minoans, Mycenaeans, and the Greek "Middle Ages" to  
ca. 750 B.C.E. 60

The Minoans 60

The Mycenaeans 61

The Age of Homer 63