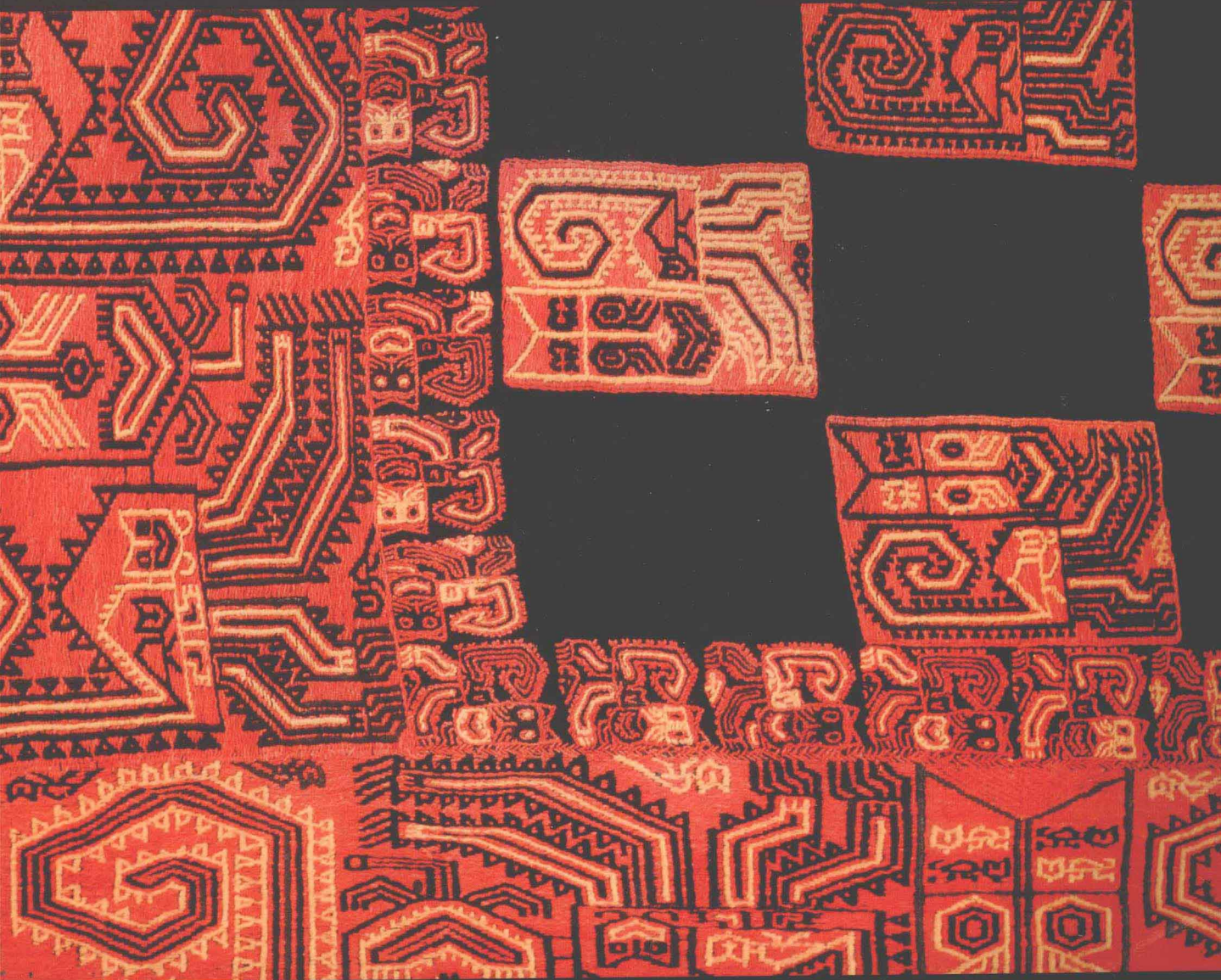


World Civilizations

THE GLOBAL EXPERIENCE

THIRD EDITION

VOLUME 1 *Beginnings to 1750*



Peter N. Stearns Michael Adas

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WORLD CIVILIZATIONS

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Volume 1



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Preface

When we began to work on the first edition of *World Civilizations: The Global Experience* in the early 1990s, we did so out of the conviction that it was time for a world history textbook truly global in its approach and coverage and yet manageable and accessible for today's college students. Our commitment to that goal continues with this third edition. We seek to present a truly global history—one that discusses the evolution and development of the world's leading civilizations—and balances that coverage with examination of the major stages in the nature and degree of interactions among different peoples and societies around the globe. We view world history not as a parade of facts to be memorized or a collection of the individual histories of various societies. Rather, world history is the study of historical events in a global context. It combines meaningful synthesis of independent development within societies with comparative analysis of the results of contacts between societies.

Several decades of scholarship in world history and in area studies by historians and other social scientists have yielded a wealth of information and interpretive generalizations. The challenge is to create a coherent and comprehensible framework for organizing all this information. Our commitment to world history stems from our conviction that students will understand and appreciate the present world by studying the myriad forces that have shaped that world and created our place within it. Furthermore, study of the past in order to make sense of the present will help them prepare to meet the challenges of the future.

APPROACH

The two principal distinguishing characteristics of this book are its global orientation and its analytical emphasis. This is a true *world* history textbook. It deals seriously with the Western tradition but does not award it pride of place or a preeminence that diminishes other areas of the world. *World Civilizations: The Global Experience* examines the histories of all areas of the world and all peoples according to their growing or waning importance. It also considers what happened across regions by examining

cross-civilizational developments such as migration, trade, the spread of religion, disease, plant exchange, and cultural interchange. Civilizations or societies sometimes slighted in world history textbooks—such as the nomadic societies of Asia, Latin American societies, the nations of the Pacific Rim, and the societies of nonurban sedentary peoples—receive attention here.

Many world history textbooks function as factual compendia, leaving analytical challenge to the classroom. Our goal throughout this book has been to relate fact to interpretation while still allowing ample opportunity for classroom exploration. Our analytical emphasis focuses on how key aspects of the past and present have been shaped by global forces such as the exchange of technology and ideas. By encouraging students to learn how to assess continuity and change, we seek to help them relate the past to the present. Through analysis and interpretation students become active, engaged learners, rather than passive readers of the facts of historical events.

PERIODIZATION

This text pays a great deal of attention to periodization, an essential requirement for coherent presentation. *World Civilizations: The Global Experience* identifies six periods in world history, each period determined by three basic criteria: a geographical rebalancing among major civilizational areas, an increase in the intensity and extent of contact across civilizations, (or, in the case of the earliest period, cross-regional contact), and the emergence of new and roughly parallel developments in most, if not, all of these major civilizations. The book is divided into six parts corresponding to these six major periods of world history. In each part, basic characteristics of each period are referred to in chapters that discuss the major civilizations in the Middle East, Africa, Asia, Europe and the Americas, and in several cross-cutting chapters that address larger world trends. Part intro-

ductions identify the fundamental new characteristics of parallel or comparable developments and regional or international exchange that define each period.

After sketching the hunting and gathering phase of human existence, Part I, “The Origins of Civilization,” focuses on the rise of agriculture and the emergence of civilization in parts of Asia, Africa, Central America, and southeastern Europe—the sequence of developments that set world history in motion from the origin of the human species until about 3000 years ago.

Part II, “The Classical Period in World History,” deals with the growing complexity of major civilizations in several areas of the world. During the classical period, civilizations developed a new capacity to integrate large regions and diverse groups of people through overarching cultural and political systems. Yet many regions and societies remained unconnected to the increasingly complex centers of civilization. Coverage of the classical period of world history, then, must consider both types of societies.

“The Postclassical Era,” the period covered in Part III of the book, saw the emergence of new commercial and cultural linkages that brought most civilizations into contact with one another and with nomadic groups. The decline of the great classical empires, the rise of new civilizational centers, and the emergence of a network of world contacts, including the spread of major religions, are characteristics of the postclassical era.

Developments in world history over the three centuries from 1450 to 1750 mark a fourth period in world history—the period covered in Part IV, “The World Shrinks.” The rise of the West, the intensification of global contacts, the growth of trade, and the formation of new empires define this period and separate it from the preceding postclassical period.

Part V, “Industrialization and Western Global Hegemony, 1750–1914,” covers the period of world

history dominated by the advent of industrialization in Western Europe and growing European imperialism. The increase and intensification of commercial interchange, technological innovations, and cultural contacts all reflected the growth of Western power and the spread of Western influence.

“The 20th Century in World History,” the focus of Part VI, defines the characteristics of this period as the retreat of Western imperialism, the rise of new political systems such as communism, the surge of the United States and the Soviet Union, and a variety of economic innovations including the achievements of Japan and the Pacific Rim. Part VI deals with this most recent period of world history and some of its portents for the future.

THEMES

We have tried to make world history accessible to today’s students by using several themes as filters for the vast body of information that constitutes the subject. These themes provide a perspective and a framework for understanding where we have come from, where we are now, and where we might be headed.

Commonalities Among Societies

World Civilizations: The Global Experience traces several key features of all societies. It looks at the technologies people have developed—for humans were tool-making animals from an early date—and at the impact of technology on the physical environment. It examines social organization, including the inequalities between the two genders and different social classes. And it discusses the role of human agency: how individuals have shaped historical forces. These three areas—technology and the environment, inequalities and reactions to inequalities, and human agency—are three filters through which to examine any human society.

Contacts Between Civilizations

Large regional units that defined aspects of economic exchange, political institutions, and cultural values began to spring up more than 5000 years ago. These civilizations—that is, societies that generate and use an economic surplus beyond basic survival needs—created a general framework for the lives of most people ever since. But different regions had a variety of contacts, involving migration, trade, religious missionaries, exchanges of diseases and plants, and wars. Formal relations between societies—what we now call international relations—also were organized. Many aspects of world history can be viewed in terms of whether societies had regular connections, haphazard interchange, or some mix of the two.

FEATURES

The features in *World Civilizations: The Global Experience* have been carefully constructed and honed over the course of three editions. Our aim has been to provide students with tools to help them learn how to analyze change and continuity.

New Full-Color Design

The most immediately visible change to *World Civilizations: The Global Experience* is that this edition is published in full color and a larger format. Full-color maps, specially developed to provide a global orientation, help students easily recognize and distinguish geographical features and areas. Maps in the part and chapter introductions highlight major developments during each period and familiarize students with all areas of the world. Full-color photos help bring history to life.

Part Introductions

Part introductions define the characteristics of the period of world history covered in that part, examine

parallel or comparable developments that occurred among different societies as well as the new kinds of global contacts that arose, and identify key themes to be explored in the chapters that follow. Part introductions give students a context for analyzing the content of each chapter as well as a framework for seeing how the chapters within a part relate to one another. Timelines summarize the events of the chronological period covered.

Chapter Introductions

Introductions to each chapter identify the key themes and analytical issues that will be examined in the chapter. Chapter 10, for example, on the spread of civilization, examines how cultures in four dramatically different areas of the world were influenced by developments in the centers of civilization. The chapter introduction begins with discussion of the basic issues debated over the spread of civilizations, such as whether early breakthroughs like agriculture were repeatedly reinvented or spread through contact and migration. Then it goes on to consider different processes of cultural expansion, such as conquest, trade, and missionary activity. This introduction gives the reader a context for understanding the similarities and differences in the diverse civilizations discussed in the chapter: sub-Saharan Africa, northern Europe, Japan, and the Pacific islands.

Timelines

The timelines have been newly designed for this edition. Each part begins with an extensive timeline that outlines the period under consideration. The timeline includes events in all the societies involved. Each chapter begins with a timeline that orients the student to the period, countries, and key events of the chapter.

Section-Opening Focal Points

Focal point sections after each main chapter head give students a focus with which to understand the topic. In Chapter 30, on industrialism and imperialism, the first section of the chapter discusses how imperialism in Asia drew the European powers of the time. The focal point in that section introduces the contrasts between powers that were willing to adopt the lifestyles of the people they sought to rule, such as the Dutch in Java, and those that imposed Westernization from early on, such as the British in India. This focus gives the reader a point of view with which to evaluate colonization during a particular era, not just a set of places, dates, and events to memorize.

Visualizing the Past

New to this edition and appearing in selected chapters, *Visualizing the Past* asks students to deal with pictorial evidence, maps, or tables to interpret historical patterns. Text accompanying the illustrations provides a level of analysis, and a series of questions draws the students into providing their own analyses. In Chapter 1, for example, this feature presents and analyzes various figures of women in early art.

Documents

Excerpts from original documents are included in *Document* boxes to give the reader contact with diverse voices of the past. We share a firm commitment to include social history involving women, the nonelite, and experiences and events outside the spheres of politics and high culture. Each document is preceded by a brief, scene-setting narration and followed by probing questions to guide the reader through an analysis of the document. In Chapter 22, on the transformation of the West, the *Document* box presents two essays with different points of view from the early 17th century that show the tensions

between the genders about the role of women. The notes preceding the essay lay out the changing conditions and the resulting debate. After the essays, the reader is prompted to compare the two in various ways and consider which represents a break with Western gender tradition.

In Depth Sections

Each chapter contains an analytical essay on a topic of broad application. The essay is followed by questions intended to probe student appreciation of the topic and suggest questions or interpretive issues for further thought. The *In Depth* section in Chapter 15, which covers the Byzantine Empire, steps aside slightly from the discussion of Byzantium and Orthodox Europe to look at the question of where one civilization ends and another begins—a question still relevant today. How does one define states that sit between clearly defined civilizations and share some characteristics of each culture? The analytical argument in this section encompasses contested borders, mainstream culture, religion, language, and patterns of trade and looks more specifically at Poland, Hungary, and Lithuania, with elements of both western Europe and Russia in their cultures. The questions after the analysis prompt the reader to think about these difficult-to-define civilization border areas.

Conclusions

Each chapter ends with a conclusion that goes beyond a mere summary of events. Conclusions reiterate the key themes and issues raised in the chapter and offer additional insights into the chapter. In Chapter 14, on African civilizations and the spread of Islam, the Conclusion points out that the chapter focused on the Sudanic states and the Swahili coast, but goes on to give perspective on the effect of Islam on sub-Saharan Africa. Other examples can be found

in the chapters covering the 20th century, in which Conclusions highlight events of which students have had first-hand experience.

Further Readings

Each chapter includes several annotated paragraphs of suggested readings. The reader receives reliable guidance on a variety of books: source materials, standards in the field, encyclopedic coverage, more readable general interest titles, and the like.

On The Web

New to this edition are annotated website lists. Every effort has been made to find reliable, stable websites that are likely to endure. Even if some disappear, however, the annotations give the reader the key words necessary to search for similar sites.

Glossary

At the back of the book, preceding the index, is a comprehensive glossary, another feature that sets this book apart. It includes conceptual terms, frequently used foreign terms, and names of important geographic regions and key characters on the world stage. Much of world history will be new to most students, and this glossary will help them develop a global vocabulary.

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Supplements

FOR QUALIFIED COLLEGE ADOPTERS

Companion Website (www.awl.com/stearns) Instructors can take advantage of the online course companion that supports this text. The instructor section of the website includes the instructor's manual, a list of instructor links, downloadable images from the text, and Syllabus Builder, our comprehensive course management system.

Instructor's Resource Manual by Norman Bennett of Boston University. The manual includes chapter summaries, discussion suggestions, critical thinking exercises, map exercises, primary source analysis suggestions, and term paper and essay topics. A special "Instructor's Tool Kit" by George Jewsbury of Oklahoma State University includes audiovisual suggestions.

Guide to Advanced Media and Internet Resources for World History, Second Edition, by Richard Rothaus of St. Cloud State University. This guide provides a comprehensive review of CD-ROM, software, and Internet resources for world civilization study, including a list of the primary resources, syllabi and articles, and discussion groups available online.

Discovering World History Through Maps and Views, Second Edition, by Gerald Danzer, University of Illinois, Chicago, winner of the AHA's James Harvey Robinson Award for his work in developing map transparencies. The second edition of this set of 100 four-color transparencies is updated to include the newest reference maps and the most useful source materials. These transparencies are bound with introductory materials in a three-ring binder with an introduction about teaching history, maps, and detailed commentary on each transparency. The collection includes source and reference maps, views and photos, urban plans, building diagrams, and works of art.

Test Bank by Elizabeth Williams of Oklahoma State University. A total of 2300 questions includes 50 multiple-choice questions and 5 essay questions per chapter. Each test is referenced by topic, type, and text page number.

TestGen Computerized Testing System. This easy-to-customize test generation software package presents a wealth of multiple-choice, true-false, short answer, and essay questions and allows users to add, delete, and print test items.

Map Transparencies to Accompany World Civilizations: The Global Experience, Third Edition. These text-specific transparencies are available to all adopters.

FOR THE STUDENT

Companion Website (www.awl.com/stearns) The online course companion provides a wealth of resources for students using *World Civilizations*. Students can access chapter summaries, practice test questions, a guide to doing research on the Internet, and over 400 annotated web links with critical thinking questions.

Student Study Guide in two volumes, prepared by Elizabeth Williams of Oklahoma State University. Each volume includes chapter outlines, timelines, map exercises, multiple-choice practice tests, and critical thinking and essay questions.

StudyWizard Computerized Tutorial. This interactive program, prepared by Elizabeth Williams of Oklahoma State University, features multiple-choice, true-false, and short answer questions. It also contains a glossary and gives users immediate test scores and answer explanations.

Longman World History Atlas. This four-color atlas contains 56 historical maps designed especially for

world history courses. It is free when bundled with the text.

World History Map Workbook, Second Edition, in two volumes. Volume I (to 1600) prepared by Glee Wilson of Kent State University. Each volume includes more than 40 maps accompanied by more than 120 pages of exercises. Each volume is designed to teach the location of various countries and their relationship to one another. Also includes exercises that enhance students' critical thinking abilities.

Mapping World Civilizations: Student Activities, a free student workbook by Gerald Danzer, University of Illinois, Chicago. The workbook features map skill exercises written to enhance students' basic geographic literacy. The exercises provide ample opportunities for interpreting maps and analyzing cartographic materials as historical documents. The instructor is entitled to one free copy of *Mapping World Civilizations: Student Activities* for each copy of the text purchased from Longman.

Documents in World History in two volumes: Volume I, *The Great Tradition: From Ancient Times to 1500*; Volume II, *The Modern Centuries: From 1500 to the Present*, edited by Peter N. Stearns of Carnegie Mellon University. This collection of primary source documents illustrates the human characteristics of key civilizations during major stages of world history.

Prologue

✚ The study of history is the study of the past. Knowledge of the past gives us perspective on our societies today. It shows different ways in which people have identified problems and tried to resolve them, as well as important common impulses in the human experience. History can inform through its variety, remind us of some human constants, and provide a common vocabulary and examples that aid in mutual communication.

The study of history is also the study of change. Historians analyze major changes in the human experience over time and examine the ways in which those changes connect the past to the present. They try to distinguish between superficial and fundamental change, as well as between sudden and gradual change. They explain why change occurs and what impact it has. Finally, they pinpoint continuities from the past along with innovations. History, in other words, is a study of human society in motion.

World history is not simply a collection of the histories of various societies but a subject in its own right. World history is the study of historical events in a global context. It does not attempt to sum up everything that has happened in the past. It focuses on two principal subjects: the evolution of leading societies and the interaction among different peoples around the globe.

THE EMERGENCE OF WORLD HISTORY

Serious attempts to deal with world history are relatively recent. Many historians have attempted to locate the evolution of their own societies in the context of developments in a larger “known world.” Herodotus, though particularly interested in the origins of Greek culture, wrote also of developments around the Mediterranean; Ibn Khaldun wrote of what he knew about developments in Africa and Europe as well as in the Muslim world. But not until the 20th cen-

ture, with an increase in international contacts and a vastly expanded knowledge of the historical patterns of major societies, did a full world history become possible. In the West, world history depended on a growing realization that the world could not be understood simply as a mirror reflecting the West's greater glory or as a stage for Western-dominated power politics. This hard-won realization continues to meet some resistance. Nevertheless, historians in several societies have attempted to develop an international approach to the subject that includes but goes beyond, merely establishing a context for the emergence of their own civilizations.

Understanding of world history has been increasingly shaped by two processes that define historical inquiry: debate and detective work. Historians are steadily uncovering new data not just about particular societies but about lesser-known contacts. Looking at a variety of records and artifacts, for example, they learn how an 8th century battle between Arab and Chinese forces in Central Asia brought Chinese prisoners who knew how to make paper to the Middle East, where their talents were quickly put to work. And they argue about world history frameworks: how central European actions should be in the world history of the past five hundred years, and whether a standard process of modernization is useful or distorting in measuring developments in modern Turkey or China. Through debate come advances in how world history is understood and conceptualized, just as the detective work advances the factual base.

WHAT CIVILIZATION MEANS

Most humans have always shown a tendency to operate in groups that provide a framework for economic

activities, governance, and cultural forms-beliefs and artistic styles. These groups, or societies, may be quite small-hunting and gathering bands often numbering no more than 60 people. World history usually focuses on somewhat larger societies, with more extensive economic relationships (at least for trade) and cultures.

One vital kind of grouping is called civilization. The idea of civilization as a type of human society is central to most world history, though it also generates debate and though historians are now agreed that it is not the only kind of grouping that warrants attention. Civilizations, unlike some other societies, generate surpluses beyond basic survival needs. This in turn promotes a variety of specialized occupations and heightened social differentiation, as well as regional and long-distance trading networks. Surplus production also spurs the growth of cities and the development of formal states, with some bureaucracy, in contrast to more informal methods of governing. Most civilizations have also developed systems of writing.

Civilizations are not necessarily better than other kinds of societies. Nomadic groups have often demonstrated great creativity in technology and social relationships, as well as promoting global contacts more vigorously than settled civilizations sometimes did. And there is disagreement about exactly what defines a civilization—for example, what about cases like the Incas where there was not writing?

Used carefully, however, the idea of civilization as a form of human social organization, and an unusually extensive one, has merit. Along with agriculture (which developed earlier), civilizations have given human groups the capacity to fundamentally reshape their environments and to dominate most other living creatures. The history of civilizations embraces most of the people who have ever lived; their literature, formal scientific discoveries, art, music, architecture, and inventions; their most elaborate social, political, and economic systems; their

brutality and destruction caused by conflicts; their exploitation of other species; and their degradation of the environment—a result of changes in technology and the organization of work.

To be truly global in scope, our inquiry into the history of civilizations must not be constricted by the narrow, Western-centric standards for determining what is civilized. Many “civilized” peoples have regarded outsiders with different physical features and cultures as uncouth “barbarians” or even subhumans. Even more recently, in awarding a society civilized status, most European and American writers have insisted that monumental buildings, cities, writing, and a high level of technology be present.

In fact, different civilizations have stressed different facets of human creativity. The Chinese have consistently built large and effective political systems. But Chinese thinkers have formulated only one major religion, Daoism, and it has had only a limited appeal within and beyond East Asia. By contrast, the peoples of India have produced some of humankind’s most sophisticated and sublime religions, in Hinduism and Buddhism, but they have rarely known periods of political unity and strong government. The civilizations of the Maya made remarkable discoveries in astronomy and mathematics, but their technology remained roughly equivalent to that of Stone-Age peoples as late as the arrival of the Spaniards in the 16th century. These examples suggest that rather than stressing particular attainments such as the capacity to build pyramids or wheeled vehicles, a genuinely global definition of what it means to be civilized should focus on underlying patterns of social development that are common to complex societies throughout history. The attributes that determine whether a particular society is civilized or not should be freed from *ethnocentrism*—the tendency to judge other peoples’ cultural forms solely on the basis of how much they resemble one’s own.

THE COMPARATIVE APPROACH TO THE HISTORY OF CIVILIZATIONS

Much of world history can be organized through careful comparisons of the leading characteristics of the major civilizations, such as formal governments, family structures, and art. Remembering what civilizations have in common helps us to manage the complexity of world history and to highlight the key distinctions that also exist among major societies. Comparison gives us a means of connecting historical developments within different civilizations and allows us to identify key patterns that ought to be remembered and explained. It also helps capture the process of historical change. A situation new to one society can be compared with similar situations elsewhere. Many key changes, furthermore, developed independently within a civilization, and here analysis at the civilization level is inescapable.

INTERNATIONAL CONTACTS AND TIME PERIODS

World history is not, however, simply a progression of separate civilizations that can be compared in various ways. An understanding of the kinds of contacts different civilizations developed—and their responses to the forces that crossed their boundaries—is as important as the story of the great societies themselves. For example, when the rate of international trade picked up, it presented questions for each major society to answer: How would the society participate in the trading system? What domestic impact did international trade have? How did one society’s reac-

tions to the new levels of trade compare with those of other major societies?

Often, contacts were mediated by nomadic groups, whose freedom of movement and (sometimes) warlike qualities gave them special roles in moving between civilization boundaries. Explicit international relations ultimately developed among civilizations themselves. Early examples included emissaries that regularly attended on seats of power, like those from Japan, Korea, and Vietnam that visited the Chinese emperor by the 7th century, but also trade operations with organized outlets in farflung ports.

Changes in patterns of contact organize much of the chronology of world history. Historians treat time not in terms of one event after another but by defining *periods* in which basic patterns emerge. Some time periods see a particular trend toward the formation of empires; others involve the spread of major religions; others stress the impact of new technologies or production systems. Not all societies, in a given time period, neatly responded to the larger world forces— isolation from the wider world remained possible until just a few centuries ago—but enough did to enable us to define a coherent chronology for world history.

This book emphasizes six major time periods in world history. In the first, covered in Part I, civilization emerged. Early civilizations arose after people had formed a wide variety of local societies over most of the inhabitable globe. The early civilizations were regional, but they pulled local groups together into some shared institutions and beliefs, and some of them developed limited contacts with other civilizations.

The second period of world history saw the formation of much larger civilization units: the great classical societies of China, India, and the Mediterranean. This period emphasizes the integration of these larger civilization areas, and the level of contact among them.

The third, postclassical period in world history emerged as the classical civilizations declined. After

about 500 C.E., civilization spread to new areas and new kinds of contact developed, involving the spread of novel religious systems, the increase of commercial exchange, and even the acceleration of international disease transmission.

In the fourth period of world history, beginning around 1450 C.E., the Americas and other previously isolated areas came into the international framework as trade and exchange reached another level of intensity.

The fifth period of world history, between 1750 and 1920, was shaped particularly by the advent of industrial society in western Europe. New rates of interaction and a new, and complex, balance of forces developed among the major civilization areas.

Finally, world history periodization took a sixth turn during the 20th century, again because of complicated changes in the nature of international contacts and the impact of those contacts on particular societies. The new global patterns of this century gain added meaning against the perspective of previous world trends.

The basic framework for managing and understanding world history resembles a weaving loom, in which two sets of threads interweave. One set consists of the major civilizations and key nomadic societies, identified through their principal characteristics and traced over time. The second set involves parallel processes and contacts that delineate the principal time periods of world history. The interaction between civilizations and international forces forms the warp and weave of world history, from civilization's origin to the present day.

MAJOR THEMES

To help organize the study of civilizations, including their comparison and the evolution of international contacts, this book stresses several major themes. These can be traced from one period to the next, as

a means of charting change and continuity. Two themes involve the tension between established traditions and forces of change, as they affected key societies, and the tension between regional patterns and the contacts brought by developments such as trade and migration. Other themes involve technology and its environmental impact, and also social inequalities, between the two genders and among different social levels. The issue of human agency is crucial: what roles did individuals play in shaping historical forces, compared to other causes? Two final themes involve the interplay between civilizations and other types of societies, particularly nomadic groups that could spur both disruption and fruitful contact; and the development of more regular kinds of connections among societies, by organized trading groups, government representatives, missionaries and the like.

In sum: basic concerns about tradition/change and regionalism/contact are supplemented by the theme of technology and the environment. The second specific theme highlights changing patterns of inequality. A third features discussion of human agency as part of world-historical causation. Themes four and five deal with nomads and with the organization of international connections. The themes

should be used as vehicles for comparison (how two civilizations managed inequality, for example) and as part of the assessment of the nature of periodization over time.

ANALYSIS IN WORLD HISTORY

World history involves comparison, assessment of global interaction, and consideration of more general formulas about how human societies operate. Through these issues, including consideration of the causes of significant change, the world's past can be used to help explain its present patterns. There are facts to be learned, but the greater analytical challenge is to use the facts to compare civilizations, to identify key periods of world history and the patterns of change from one period to the next, and to test general propositions about historical causation and development. With this approach world history becomes something to think about, not simply something to memorize and regurgitate. With this approach the task of learning world history gains focus and purpose.

