

# A HISTORY OF WORLD SOCIETIES

Volume C

From 1775  
to the Present

McKay

Hill

Buckler

Ebrey

Sixth Edition





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**VOLUME C**  
**FROM 1775 TO THE PRESENT**

**SIXTH EDITION**

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## ABOUT THE AUTHORS

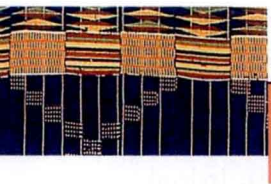
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## PREFACE

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In this age of a global environment and global warming, of a global economy and global banking, of global migration and rapid global travel, of global sports and global popular culture, the study of world history becomes more urgent. Surely, an appreciation of other, and earlier, societies helps us to understand better our own and to cope more effectively in pluralistic cultures worldwide. The large numbers of Turks living in Germany, of Italians, Hungarians, and Slavic peoples living in Australia, of Japanese living in Peru and Argentina, and of Arabs, Mexicans, Chinese, and Filipinos living in the United States—to mention just a few obvious examples—represent diversity on a global scale. The movement of large numbers of peoples from one continent to another goes back thousands of years, at least as far back as the time when Asian peoples migrated across the Bering Strait to North America. Swift air travel and the Internet have accelerated these movements, and they testify to the incredible technological changes the world has experienced in the last half of the twentieth century.

For most peoples, the study of history has traditionally meant the study of their own national, regional, and ethnic pasts. Fully appreciating the great differences among various societies and the complexity of the historical problems surrounding these cultures, we have wondered if the study of local or national history is sufficient for people who will spend most of their lives in the twenty-first century on one small interconnected planet. The authors of this book believe the study of world history in a broad and comparative context is an exciting, important, and highly practical pursuit.

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

First, we have made social history the core element of our work. We not only incorporate recent research by social historians but also seek to re-create the life of ordi-

nary people in appealing human terms. A strong social element seems especially appropriate in a world history text, for identification with ordinary people of the past allows today's reader to reach an empathetic understanding of different cultures and civilizations. At the same time we have been mindful of the need to give great economic, political, intellectual, and cultural developments the attention they deserve. We want to give individual students and instructors a balanced, integrated perspective so that they can pursue on their own or in the classroom those themes and questions that they find particularly exciting and significant.

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

## CHANGES IN THE SIXTH EDITION

In preparing the Sixth Edition of this book, we have worked hard to keep our book up-to-date and to strengthen our distinctive yet balanced approach.

### Organizational Changes

In order to give greater depth to our world focus, major organizational changes again proved essential. In preparing the Fifth Edition of this book, the fortunate addition



of a distinguished Asian specialist, Patricia Buckley Ebrey, to our author team enabled us to expand coverage of Asian developments and to concentrate on those historical problems that scholars today consider most current. In revising the text for this Sixth Edition, Professor Ebrey's contributions on Asian civilizations have broadened. Chapters 7 and 12 now cover only East Asia, rather than all of Asia, allowing for greater in-depth treatment. The old Chapter 11 on Asia, 800–1400, has been split into two separate chapters on South and East Asia, now Chapters 11 and 12.

Other broad organizational changes include the combination of the old Chapters 12 and 13 on the Middle Ages into one chapter, now Chapter 13. The old Chapter 27, "Africa and Asia in the Era of Western Industrialization, 1800–1914," has been split into two separate chapters: one on West Asia and Africa, now Chapter 26, and one on Asia, now Chapter 27. In keeping with our general goal of expanding coverage of non-Western parts of the world, we have incorporated material on the "Changing Life of the People in Europe," formerly in Chapter 19, into the revised Chapter 18. And, together with a reduction of European material, the section on the United States in Chapter 31 has been cut back.

those peoples' efforts (or lack thereof) to understand others' regional, ethnic, and cultural identities. Examples of this enlarged scope include new material on Muslim attitudes toward blacks (Chapter 9) and on the Mongols and other peoples of Central Asia (Chapter 11); a broadened treatment of Europe's frontier regions—Iberia, Ireland, Scotland, eastern Europe, and the Baltic region (Chapter 13); the peoples of the Indian Ocean—of the Malay archipelago and the Philippines (Chapter 16); and a completely fresh discussion of twentieth-century eastern Europe (Chapters 29 and 33). Our broader treatment of Jewish history has been integrated in the text, with stimulating material on anti-Semitism during the Crusades (Chapter 13), during the Spanish Inquisition (Chapter 15), Jewish Enlightenment thought in Germany (Chapter 18), and the unfolding of the Holocaust during the Second World War (Chapter 32). Just as the Fifth Edition developed our treatment of the history of women and gender, so in this Sixth Edition significant issues of gender are explored with respect to Native American peoples (Chapter 14) and Indian Ocean peoples (Chapter 16). Overall, an expanded treatment of non-European societies and cultures has been achieved by reducing detailed coverage of Europe.

## **"Global Trade" Feature**

The Sixth Edition introduces a new feature on trade. In the form of four two-page essays, each focused on a particular commodity, the authors explore world trade in that commodity, the social and economic impact of the commodity, and the cultural influence the commodity has had. Each essay is accompanied by a detailed map showing the trade routes of the commodity. The essays deal with the international trade in pottery in the Greek and Roman worlds (Chapter 6), tea in the medieval and early modern worlds (Chapter 12), slaves in the early modern, modern, and contemporary worlds (Chapter 19), and oil in the modern world (Chapter 33). We believe that careful attention to these essays will enable the student to appreciate the ways in which trade has connected the various parts of the world.

## **Expanded Ethnic and Geographic Scope**

In the Sixth Edition we have added significantly more discussion of groups and regions that are often shortchanged in the general histories of world civilizations. This expanded scope is, we feel, an important improvement. It reflects the renewed awareness within the profession of the enormous diversity of the world's peoples, and of

## **Incorporation of Recent Scholarship**

As in previous revisions, we have made a strenuous effort to keep our book up-to-date with new and important scholarship. Because the authors are committed to a balanced approach that reflects the true value of history, we have continued to incorporate significant new findings on political, cultural, and intellectual developments in this Sixth Edition. The treatment of Paleolithic and Neolithic civilizations in Chapter 1 has been revised, including a discussion of Stonehenge as an example of Neolithic civilization. Material on the Phoenicians and early Judaism in Chapter 2 has been revised, again, and fresh information on the Greek gods and heroes added in Chapter 5. Recent scholarship on the role of the army in Muslim expansion and on the formative period of Muslim theology and law has been incorporated into Chapter 9, as well as new material on Sufism. Likewise, the treatment of Bantu-speaking people in Africa and of the role of Islam in East Africa has been revised in Chapter 10. The Mongols receive a much more extensive treatment in Chapter 11, which complements discussion of them in the Islamic chapters, 9 and 20. The role of war in Aztec society, along with a detailed analysis of an actual battle, provides a fuller treatment of indigenous peoples of the Americas in Chapter 14, as does a new section on the mound builders of North America.



Moreover, the Sixth Edition gives more attention to the role of spices in the transmission of cultures (Chapter 16) and to the evolution of coffee drinking in the Ottoman world (Chapter 20). New scholarship has been added on the French Revolution in Chapter 22 and on nationalism in Chapter 24. Chapter 27 on Asia in the nineteenth century offers much greater coverage of colonial India and a completely new section on the Philippines. In Chapter 34, the coverage of South Asia and the Muslim world has been split to allow for greater treatment of each. Material on the Middle East—most notably on the Arab-Israeli conflict, Iraq, and Iran—has been considerably expanded. Finally, in addition to a new treatment of Jewish emancipation in the nineteenth century (Chapter 25) and expanded coverage of eastern Europe in several chapters, the last chapter, 36, brings international relations up to the present and includes a new discussion on terrorism.

### **Revised Full-Color Art and Map Program**

Finally, the illustrative component of our work has been carefully revised. We have added many new illustrations to our extensive art program, which includes over three hundred color reproductions, letting great art and important events come alive. Illustrations have been selected to support and complement the text, and, wherever possible, illustrations are contemporaneous with the textual material discussed. Considerable research went into many of the captions in order to make them as informative as possible. We have reflected on the observation that “there are more valid facts and details in works of art than there are in history books,” and we would modify it to say that art is “a history book.” Artwork remains an integral part of our book; the past can speak in pictures as well as in words. The use of full color serves to clarify the maps and graphs and to enrich the textual material. The maps and map captions have been updated to correlate directly to the text, and several new maps have been added, as in Chapters 3, 8, 9, 11, 12, 14, 19, and 33.

### **DISTINCTIVE FEATURES**

In addition to the new “Global Trade” essays, distinctive features from earlier editions guide the reader in the process of historical understanding. Many of these features also show how historians sift through and evaluate evidence. Our goal is to suggest how historians actually work and think. We want the reader to think critically

and to realize that history is neither a list of cut-and-dried facts nor a senseless jumble of conflicting opinions. To help students and instructors realize this goal, we include a substantial discussion of “what is history” in Chapter 1.

### **“Individuals in Society” Feature**

In each chapter of the Fifth Edition we added a short study of a fascinating man or woman or group of people, which is carefully integrated into the main discussion in the text. This “Individuals in Society” feature grew out of our long-standing focus on people’s lives and the varieties of historical experience, and we believe that readers will empathize with these flesh-and-blood human beings as they themselves seek to define their own identities today. The spotlighting of individuals, both famous and obscure, carries forward the greater attention to cultural and intellectual developments that we have used to invigorate our social history, and it reflects changing interests within the historical profession as well as the development of “micro history.”

The men and women we have selected represent a wide range of careers and personalities. Several are well-known historical or present-day figures, such as Queen Cratesicleia, the Hellenistic queen who allowed herself to be held as a hostage for Sparta (Chapter 5); Theodora, the Byzantine empress (Chapter 8); Ibn Battuta, the Muslim world-traveler (Chapter 9); Leonardo da Vinci, the great Renaissance artist and polymath (Chapter 15); Olaudah Equiano, the black slave, entrepreneur, and navigator (Chapter 19); Theodor Herzl, the Zionist leader (Chapter 25); Gustav Stresemann, the German foreign minister (Chapter 31); and Kofi Annan, secretary general of the United Nations (Chapter 36). Other individuals, some perhaps less well-known, illuminate aspects of their times: Mukhali, a Mongol army officer (Chapter 11); Zheng He, a Muslim admiral in the service of the Chinese emperor (Chapter 16); Madame du Coudray, the pioneering French midwife (Chapter 18); Hurrem, wife of Suleiman the Magnificent (Chapter 20); Shen Gua, a widely traveled Chinese official who wrote extensively on medicine and mathematics (Chapter 27); and the Sioux warrior Crazy Horse (Chapter 28). Creative artists and intellectuals include the ancient Egyptian scholar-bureaucrat Wen-Amon (Chapter 2); the Chinese poet Tao Qian (Chapter 7); an unknown West African artist from Djenné (Chapter 10); the prolific Japanese artist Hokusai (Chapter 21); and the influential romantic writer Germaine de Staël (Chapter 24).



## Revised Primary Source Feature

A two-page excerpt from a primary source concludes each chapter. This important feature, entitled “Listening to the Past,” extends and illuminates a major historical issue considered in the chapter, and it has been well received by instructors and students. In the Sixth Edition we have reviewed our selections and made judicious substitutions. For example, in Chapter 5 the Seleucid emperor Antiochus III bestows benefits on the Jews; in Chapter 9 an eleventh-century physician provides a guide for buying slaves; in Chapter 11 a Sanskrit inscription in stone praises the capital city of Delhi in India; in Chapter 15 the Protestant reformer Martin Luther presents his concept of liberty; in Chapter 18 the French philosophe Jean-Jacques Rousseau discusses gendered education; in Chapter 26 the French statesman Jules Ferry defends French imperialism; and in Chapter 31 the English writer George Orwell analyzes British unemployment during the Great Depression. Several primary source readings new to the Fifth Edition, such as the Portuguese Barbosa’s description of the Swahili city-states in Chapter 19, the weighing of Shah Jahan in Mughal India in Chapter 20, and the Polish Solidarity activist Adam Michnik’s defense of nonviolent resistance in Chapter 33, have proved stimulating for student discussions.

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

## Improved Chapter Features

Other distinctive features from earlier editions have been reviewed and improved in the Sixth Edition. To help guide the reader toward historical understanding, we pose specific historical questions at the beginning of each chapter. These questions are then answered in the course of the chapter, and each chapter concludes with a concise summary of its findings. All of the questions and summaries have been re-examined and frequently revised in order to maximize the usefulness of this popular feature.

A list of Key Terms concludes each chapter, another new feature of the Sixth Edition. These terms are high-

lighted in boldface in the text. The student may use these terms to test his or her understanding of the chapter’s material.

In addition to posing chapter-opening questions and presenting more problems in historical interpretation, we have quoted extensively from a wide variety of primary sources in the narrative, demonstrating in our use of these quotations how historians evaluate evidence. Thus primary sources are examined as an integral part of the narrative as well as presented in extended form in the “Listening to the Past” chapter feature. We believe that such an extensive program of both integrated and separate primary source excerpts will help readers learn to interpret and think critically.

Each chapter concludes with carefully selected suggestions for further reading. These suggestions are briefly described to help readers know where to turn to continue thinking and learning about the world. Also, chapter bibliographies have been thoroughly revised and updated to keep them current with the vast amount of new work being done in many fields.

## Revised Timelines

New comparative timelines now begin each chapter. These timelines organize historical events into three categories: political/military, social/economic, and intellectual/religious. In addition, the topic-specific timelines appearing in earlier editions have been revised for this edition. Once again we provide a unified timeline in an appendix at the end of the book. Comprehensive and easy to locate, this useful timeline allows students to compare simultaneous political, economic, social, cultural, intellectual, and scientific developments over the centuries.

## Flexible Format

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

- One-volume hardcover edition: *A History of World Societies*
- Two-volume paperback edition: *Volume I: To 1715* (Chapters 1–17); and *Volume II: Since 1500* (Chapters 16–36)
- Three-volume paperback edition: *Volume A: From Antiquity to 1500* (Chapters 1–14); *Volume B: From*



*800 to 1815* (Chapters 13–22); and *Volume C: From 1775 to the Present* (Chapters 22–36)

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

## ANCILLARIES

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

- *GeoQuest™ World CD-ROM*
- *@history website*
- *Study Guide*
- *Instructor's Resource Manual*
- *Test Items*
- *HM ClassPrep with HM Testing* (contains PowerPoint maps and other presentation materials)
- *Blackboard™ and WebCT™ course cartridges*
- *Website for instructors and students*
- *Map Transparencies*

A CD-ROM, *GeoQuest™ World*, features thirty interactive maps that illuminate world history events from the days of the Persian Empire to the present. Each map is accompanied by exercises with answers and essay questions. The four different types of interactivity allow students to move at their own pace through each section.

Houghton Mifflin's *@history website* provides the finest text-based materials available for students and instructors. For students, this site offers primary sources, text-specific self-tests, and gateways to relevant history sites. Additional resources are provided for instructors.

The excellent *Study Guide* has been thoroughly revised by Professor James Schmiechen of Central Michigan University. Professor Schmiechen has been a tower of strength ever since he critiqued our initial prospectus, and he has continued to give us many valuable suggestions as well as his warmly appreciated support. His *Study Guide* contains learning objectives, chapter summaries, chapter outlines, review questions, extensive multiple-choice exercises, self-check lists of important concepts and events, and a variety of study aids and suggestions. The Sixth Edition also retains the study-review exercises on the interpretation of visual sources and major political ideas as well as suggested issues for discussion and essay, chronology reviews, and sections on studying effectively. To enable both students and instructors to use the *Study*

*Guide* with the greatest possible flexibility, the guide is available in two volumes, with considerable overlapping of chapters. Instructors and students who use only Volumes A and B of the textbook have all the pertinent study materials in a single volume, *Study Guide*, Volume I (Chapters 1–22). Those who use only Volumes B and C of the textbook also have all the necessary materials in one volume, *Study Guide*, Volume II (Chapters 13–36).

The *Instructor's Resource Manual*, prepared by John Reisbord of Vassar College, contains instructional objectives, annotated chapter outlines, suggestions for lectures and discussion, paper and class activity topics, primary source exercises, map activities, and lists of audio-visual resources. The accompanying *Test Items*, by Professor Matthew Lenoe of Assumption College, offer identification, multiple-choice, map, and essay questions for a total of approximately two thousand test items. These test items are available to adopters in a computerized version, with editing capabilities.

New to this edition is *HM ClassPrep with HM Testing*, the latest comprehensive instructor's resource in computerized testing, which includes electronic versions of the *Instructor's Resource Manual* and *Test Items*, as well as PowerPoint maps, timelines, and chronologies from the text.

Course material is offered in both Blackboard™ and Web CT™ formats.

The text-specific website has been thoroughly revised and expanded for this edition. It now includes web activities, links to web resources, interactive exercises on the “Individuals in Society” and “Global Trade” features, chronological ordering exercises, and the ACE self-testing quiz program.

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

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Each of us has benefited from the criticism of his or her coauthors, although each of us assumes responsibility for what he or she has written. John Buckler has written Chapters 1–2 and 5–6; Patricia Buckley Ebrey has contributed Chapters 3, 4, 7, 11, 12, and 27; Bennett Hill has continued the narrative in Chapters 8–10, 13–16, 19–21, and 28; and John McKay has written Chapters 17, 18, 22–26, and 29–36. Finally, we continue to welcome the many comments and suggestions that have come from our readers, for they have helped us greatly in this ongoing endeavor.

**J. P. M.    B. D. H.    J. B.    P. B. E.**

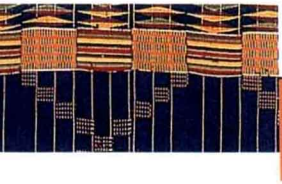




Dans l'enthousiasme de cette Libér.  
s'être donné, on imagina de planter  
en perpétuer la mémoire, ce qui e  
section avec grand appareil, les  
accompagnoient Le Maire, et une  
tendait cette fête intéressante.

The Planting of a Liberty Tree, by Pierre Antoine Leseur.  
(Giraudon/Art Resource, NY)

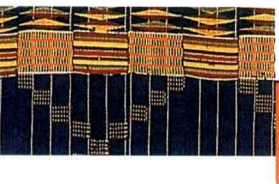




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