


THE HERITAGE OF WORLD CIVILIZATIONS

A black and white portrait of Che Guevara, looking upwards and to the right, wearing his iconic beret with a star. The image is the central focus of the book cover.

Volume Two: Since 1500

TEACHING &
LEARNING
CLASSROOM EDITION

CRAIG
GRAHAM
KAGAN
OZMENT
TURNER



THE HERITAGE OF WORLD CIVILIZATIONS

TEACHING AND LEARNING CLASSROOM EDITION

BRIEF THIRD EDITION

VOLUME TWO: SINCE 1500

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Born in Argentina in 1928, Ernesto "Che" Guevara was one of the leaders of the revolutionary force that seized power in Cuba in 1959. Gifted with great charisma and intellectual acumen, Che advocated guerilla warfare as a means to overthrow corrupt regimes across the world and he was killed in Bolivia in 1967 while trying to organize a guerilla movement there. In 1960, during a state funeral in Havana, Che briefly appeared and was instantly photographed while he scanned the crowd. Widely reproduced throughout the world, Che's heroic gaze is one of the great icons of contemporary times.

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PREFACE

The response of the United States to the events of September 11, 2001, including the war in Iraq and Afghanistan, have brought upon the world a new awareness of human history in a global context. Prior to the attacks on New York and Washington and the subsequent U.S. intervention in the Middle East, readers in North America generally understood world history and globalism as academic concepts. They now understand them as realities shaping their daily lives and experience. The immediate pressures of the present and of the foreseeable future draw us to seek a more certain and extensive understanding of the past.

The idea of globalization is now a pressing reality on the lives of nations, affecting the domestic security of their citizens, the deployment of armed forces, their standard of living, and the environment. Whether, as Samuel Huntington, the distinguished Harvard political scientist, contends, we are witnessing a clash of civilizations, we have certainly entered a new 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 religious 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 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 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, and 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.

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, 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 twenty-five years and the rapid personal communication associated with them has existed for less than fifteen 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, TLC 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 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 coverage of the Silk Road, Byzantium, the Crusades, Southeast Asia, women in Islam, nineteenth-century European science, the homefront during World War II, and recent events in the Middle East has been added.

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

-  • **Chapter Highlights** begin each chapter and provide a preview of the key developments and themes that are to follow.
- **Part Timelines** show the major events in five regions—Europe, the Near East and India, East Asia, Africa, and the Americas—side by side. Appropriate photographs enrich each timeline.
- **Chapter-Opening Questions**, organized by the main subtopics of each chapter, encourage careful consideration of important themes and developments. Each question is repeated at the appropriate place in the margin of the text.
- **Chronologies** within each chapter help students organize a time sequence for key events.
- **History's Voices**, including selections from sacred books, poems, philosophy, political manifestos, letters, and travel accounts, introduce students to the raw material of history, providing an intimate contact with the people of the past and their concerns. Questions accompanying the source documents direct students toward important, thought-provoking issues and help them relate the documents to the material in the text. They can be used to stimulate class discussion or as topics for essays and study groups.
- **Map Explorations** and **Critical-Thinking Questions** prompt students to engage with maps, often in an interactive fashion. Each Map Exploration is found on the Companion Website for the text.
-  • **Religions of the World** essays examine the historical impact of each of the world's great religious traditions: Judaism, Christianity, Islam, Buddhism, and Hinduism.
- **Visualizing the Past** essays, found at the end of selected chapters, analyze important aspects of world history through photographs, fine art, sculpture, and woodcuts. Focus questions and a running narrative guide students through a careful examination of the historical issues raised by each topic in question. Four new Visualizing the Past essays have

been added to this edition: “Humans and Nature in the Ancient World,” “The Silk Road,” “Mapping the World before 1500,” and “Imagining Women in the 18th and 19th Centuries.”

- **Chapter Review** Questions help students focus on and interpret the broad themes of a chapter. These questions can be used for class discussion and essay topics.
- **Overview Tables** in each chapter summarize complex issues.
- **Quick Reviews**, found at key places in the margins of each chapter, encourage students to review important concepts.
- **Key Terms**, boldfaced in the text, are listed (with page reference) at the end of each chapter, and defined in the book’s glossary.



- **Documents CD-ROM**, containing over 200 documents in world history, is bound with all new copies of the text. Relevant documents are listed at appropriate places in the margin of the text and at the end of each chapter.



- **Study in Time**, a laminated six-panel timeline of world history, provides a succinct overview of key developments in social, political, and cultural history in global history from earliest times to the present.



- **Online Essays**, located on the companion website for *The Heritage of World Civilizations*, provide additional learning opportunities. One set of essays examines technology and civilization from a cross-cultural perspective, while a second set introduces each chapter’s content from a wider global viewpoint.

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:

- **Strengthened Global Approach.** This new TLC edition more explicitly highlights the connections and parallels in global history among regions of the world.

Greater emphasis is now placed on cultural exchange, trade, encounter, and the diffusion of ideas.

- **Expanded and Improved Map Program.** The entire map program has been completely clarified and expanded. Several new maps graphically illustrate key global developments, such as trade in the classical world, the spread of Buddhism, the Islamicization of Southeast Asia, the Columbian exchange, world slavery, European global conflicts in the eighteenth century, global migration, and the Holocaust. Every single map in the text has been redesigned for greater visual appeal and accuracy. A listing of all the maps in the text can be found on pp. xxiv–xxvi.
- **Improved, Streamlined Organization.** To better accommodate typical teaching sequences, the number of chapters has been reduced to 34, with coverage of European society and state-building in the seventeenth and eighteenth centuries now treated in a single chapter. In addition, coverage of Han China (chapter 7) now immediately succeeds coverage of the Rome (chapter 6) making it easier to draw connections and parallels between these two empires. The final chapter has been extensively reorganized to better examine important recent events in the Middle East.
- **New Design and Photo Program.** The entire text has been set in a lively and engaging new design. Each of the 34 chapters includes photos never before included in previous editions of the text, the total number of illustrations in the text has been increased.

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 Sanskritic transliteration, we have not distinguished linguals and dentals, and both palatal and lingual s are rendered sh, as in Shiva and Upanishad.

ANCILLARY INSTRUCTIONAL MATERIALS

The Heritage of World Civilizations, TLC Edition, comes with an extensive package of ancillary materials.

For the Instructor

- **Instructor's Resource Binder** This innovative, all-in-one resource organizes the instructor's manual, the Test-Item File, and the transparency pack by each chapter of *The Heritage of World Civilizations* to facilitate class preparation. The Instructor's Resource Binder also includes an **Instructor's Resource CD-ROM**, which contains all of the maps, graphs, and many of the illustrations from the text in easily downloadable electronic files.
- The *Instructor Resource CD-ROM*, compatible with both Windows and Macintosh environments, provides instructors with such essential teaching tools as hundreds of digitized images and maps for classroom presentations, PowerPoint lectures, and other Instructional material. The assets on the IRCD-ROM can be easily exported into online courses, such as WebCT and Blackboard.
- *Test Manager* is a computerized test management program for Windows and Macintosh environments. The program allows instructors to select items from the test-item file to create tests. It also allows online testing.
- The *Transparency Package* provides instructors with full color transparency acetates of all the maps, charts, and graphs in the text for use in the classroom.


For the Student

- *History Notes* (Volumes I and II) provides practice tests, essay questions, and map exercise to help reinforce key concepts.
- *Documents in World History* (Volumes I and II) is a collection of 200 primary source documents in global history. Questions accompanying the documents can be used for discussion or as writing assignments.



- Produced in collaboration with Dorling Kindersley, the world's most respected cartography publisher, *The Prentice Hall Atlas of World History* includes approximately 100 maps fundamental to the study of world history—from early hominids to the twenty-first century.
- *Reading Critically About History* is a brief guide to reading effectively that provides students with helpful strategies for reading a history textbook.
- *Understanding and Answering Essay Questions* suggest helpful analytical tools for understanding different types of essay questions, and provides precise guidelines for preparing well-crafted essay answers.
- Prentice Hall is pleased to provide adopters of *The Heritage of World Civilizations* with an opportunity to receive significant discounts when copies of the text are bundled with Penguin Classics titles in world history. Contact your local Prentice Hall representative for details.

MEDIA RESOURCES

 Prentice Hall's Online Resource, **OneKey** lets instructors and students in to the best teaching and learning resources—all in one place. This all-inclusive online resource is designed to help you minimize class preparation and maximize teaching time. Conveniently organized by chapter, OneKey for *The Heritage of World Civilizations*, TLC Edition, reinforces what students have learned in class and from the text. Among the student resources available for each chapter are: a complete, media-rich e-book version of *The Heritage of World Civilizations* TLC Edition; quizzes organized by the main subtopics of each chapter; over 200 primary-source documents; and interactive map quizzes.

For instructors, OneKey includes images and maps from *The Heritage of World Civilizations* TLC Edition, instructional material, hundreds of primary-source documents, and PowerPoint presentations.



Prentice Hall One Search with Research Navigator: History 2005 This brief guide focuses on developing critical-thinking skills necessary for evaluating and using online sources. It provides a brief introduction to navigating the Internet with specific references to History web sites. It also provides an access code and instruction on using Research Navigator, a powerful research tool that provides entry to three exclusive databases of reliable source material: ContentSelect Academic Journal Database, the *New York Times* Search by Subject Archive, and Link Library.



The *Companion Website with Grade Tracker™* (www.prenhall.com/craig) works in tandem with the text and features objectives, study questions, web links to related Internet resources, document exercises, interactive maps, online essays on technology and global history, and map labelling exercises.

World History Document CD-ROM Bound into every new copy of this textbook is a free World History Documents CD-ROM. This is a powerful resource for research and additional reading that contains more than 200 primary source documents central to World History. Each document provides essay questions that are linked directly to

a website where short-essay answers can be submitted online or printed out. A complete list of documents on the CD-ROM is found at the end of the text.

Pearson Prentice Hall is pleased to serve as a sponsor of the **The World History Association Teaching Prize** and **The World History Association and Phi Alpha Theta Student Paper Prize** (undergraduate and graduate divisions). Both of these prizes are awarded annually. For more information, contact thewha@hawaii.edu

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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); and 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. 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 eleven 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). His most recent publications are *Ancestors: The Loving Family of Old Europe* (2001), *A Mighty Fortress: A New History of the German People* (2004), and "Why We Study Western Civ," *The Public Interest* 158 (2005).

FRANK M. TURNER is John Hay Whitney Professor of History at Yale University, where he served as University Provost from 1988 to 1992. He received his B.A. degree at the College of William and Mary and his Ph.D. from Yale. He has received the Yale College Award for Distinguished Undergraduate Teaching. He has directed a National Endowment for the Humanities Summer Institute. His scholarly research has received the support of fellowships from the National Endowment for the Humanities and 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 has also contributed numerous articles to journals and has 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). Since 1996 he has served as a Trustee of Connecticut College. In 2003, Professor Turner was appointed Director of the Beinecke Rare Book and Manuscript Library at Yale University.

When writing history, historians use maps, tables, graphs, and visuals to help their readers understand the past. What follows is an explanation of how to use the historian's tools that are contained in this book.

TEXT

Whether it is a biography of Gandhi, an article on the Ottoman Empire, or a survey of world history such as this one, the text is the historian's basic tool for discussing the past. Historians write about the past using narration and analysis. Narration is the story line of history. It describes what happened in the past, who did it, and where and when it occurred. Narration is also used to describe how people in the past lived, how they passed their daily lives and even, when the historical evidence makes it possible for us to know, what they thought, felt, feared, or desired. Using analysis, historians explain why they think events in the past happened the way they did and offer an explanation for the story of history. In this book, narration and analysis are interwoven in each chapter.

STUDY AIDS

A number of features in this book are designed to aid in the study of history. Each chapter begins with **Chapter Highlights**, mini-summaries that preview key themes and developments, and **Questions**, organized by the main subtopics of each chapter, which encourage careful consideration of important themes and developments. Each question is repeated at the appropriate place in the margin of the text.



WHICH ECONOMIC factors led to the spread of slavery in the New World?

SLAVERY IN THE AMERICAS

Black slavery was the final mode of forced or subservient labor in the New World. It extended throughout the Americas.

ESTABLISHMENT OF SLAVERY

As the numbers of Native Americans in South America declined, the Spanish and Portuguese turned to African slaves. By the late 1500s, in the West Indies and the cities of South America, black slaves surpassed the white population.

On much of the South American continent dominated by Spain, slavery declined during the late 17th century, but it continued to thrive in Brazil and in the Caribbean. In British North America, it began with the importation of slaves to Jamestown in 1619, and quickly became a fundamental institution.

The spread of slavery in Brazil and the West Indies was promoted by the market for sugar. Only slave labor could provide enough workers for the sugar

MAPS

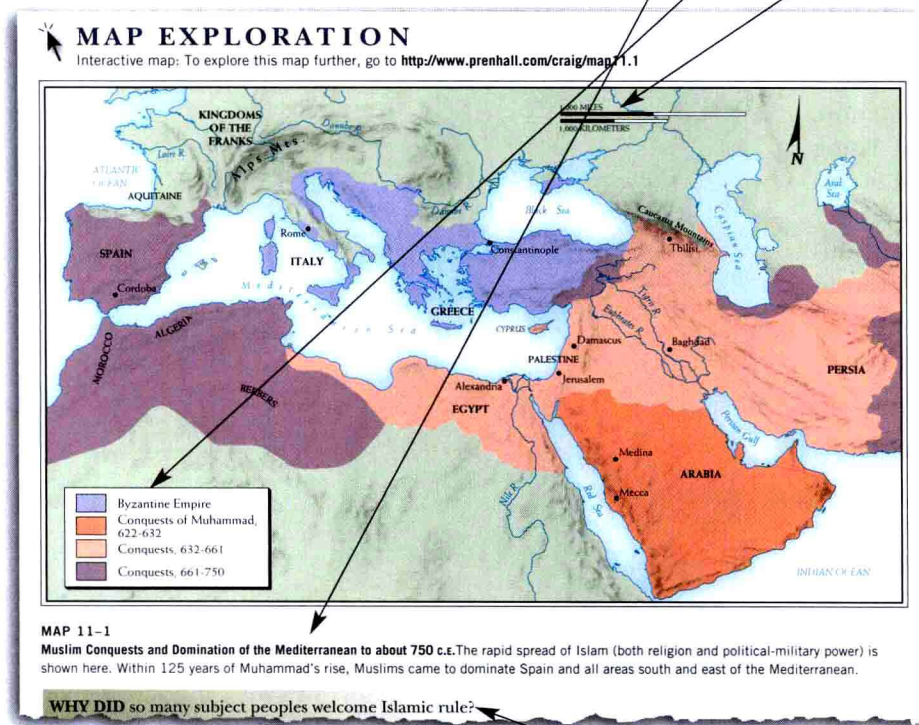
Maps are important historical tools. They show how geography has affected history and concisely summarize complex relationships and events. Knowing how to read and interpret a map is important to understanding history. Map 11-1 from Chapter 11 shows Muslim conquests from 622–750 c.e. It has three features to help you read it: a **caption**, a **legend**, and a **scale**. The caption explains the rapid rise of Islam from its beginnings in Arabia to its domination of much of the Mediterranean and Persia.

The legend is situated on the bottom left corner of the map. The legend provides information for what each colored area of the map represents. The purple region is the Byzantine Empire. The dark orange represents Muhammad's conquests from 622–632. The areas in light orange were conquered in 632–661. The territories in brown were conquered between 661–750.

The scale, located on the top of the map, informs us that three-quarters of an inch equals 1000 miles (or about 1600 kilometers). With this information, estimates of distance between points on the map are easily made.

The map also shows the topography of the region—its mountains, rivers, and seas. This helps us understand the interplay between geography and history. For example, note how the spread of Islam stops at the Caucasus Mountains. Do you think the topography of this region played a role in limiting the Muslim advance?

Finally, a **critical-thinking question** asks for careful consideration of the spatial connections between geography and history.



MAP EXPLORATIONS

Many of the maps in each chapter are provided in a useful interactive version on the text's Companion Website. These maps are easily identified by a bar along the top (see example above) that reads "**Map Exploration.**" An interactive version of Map 11.1 can be found at www.prenhall.com/craig/map11.1. The interactive version of this particular map provides an opportunity to move a timeline from left to right to see the progress of Muslim conquests.

ANALYZING VISUALS

Visual images embedded throughout the text can provide as much insight into world history as the written word. Within photographs and pieces of fine art lies emotional and historical meaning. Captions also provide valuable information, such as in the example below. When studying the image, consider questions such as: “Who are these people?”; “What are their relationships to each other?”; “What are they doing?”; and “What can we learn from the way the people are dressed?” Such analysis allows for a fuller understanding of the way people lived in the past.

VISUALIZING THE PAST

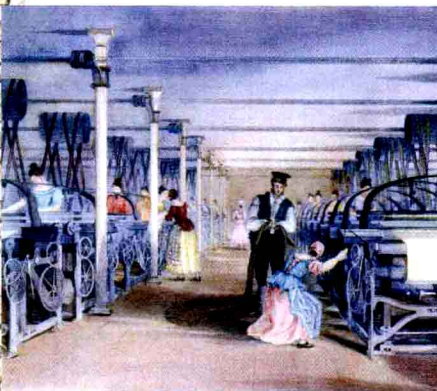
These essays, found at the end of selected chapters, analyze important aspects of world history through photographs, fine art, sculpture, maps, and woodcuts. Focus questions and a running narrative guide the reader through a careful examination of the historical implications of each topic in question.

Visualizing The Past...

Industrialization

HOW DID the advent of industrialization in the 19th and early 20th centuries shape the art of those countries that industrialized? Did artists view industrialization as a negative or a positive force?

The Industrial Revolution began in Britain in the 18th century. By the mid-19th century factories, coal-fired machines, and railroads had spread throughout Western Europe, and also the eastern portion of the United States. By the later 19th-century industrialization and railroad building advanced in the United States, and also in Japan, which had become the most industrialized non-Western power in the world by the 1930s. Industry was understood to be about power, not only the power machines generated and artists celebrated, but also the power of political and military domination.



▲ **Power Loom Weaving of cotton cloth in a textile mill; colored engraving, 1834.** Industrialization began in the cloth industry because cloth was the most important manufactured product in the world from ancient times to the dawn of the modern era. Early factory owners often employed women, whose labor came cheaper than that of men. Factory women worked long hours and were subject to close supervision designed to ensure that their morals would not suffer in the factory setting.

The Granger Collection.



Plantation. In the American South, the islands of the Caribbean, and in Brazil, slaves labored on sugar plantations under the authority of overseers.

The Granger Collection.

Religions of the World

JUDAISM



Monothism, the belief in a unique God who is the creator of the universe and its all-powerful ruler, first became a central and lasting element in religion among the Hebrews, later called Israelites and also Jews. Their religion, more than the many forms of polytheistic worship that characterized the ancient world, demanded moral rectitude and placed ethical responsibilities both on individuals and on the community as a whole. Their God had a divine plan for human history, which was linked to the behavior of his chosen people. This vision of the exclusive worship of the true God, obedience to the laws governing the community that derive from him, and a strong ethical responsibility was connected to humanity's historical experience in this world. Ultimately it gave rise to three great religions: Judaism, Christianity, and Islam.

At the beginning of this tradition stands Abraham, whom all three religions recognize as their founder. According to the Torah (the first five books of the Hebrew Bible or the Christian Old Testament), Abraham entered into a covenant with God in which he promised to worship only this God, who in turn promised to make Abraham's descendants his own chosen people—chosen to worship him, to obey his laws, and to undertake a special set of

moral responsibilities. God renewed the covenant with Moses at Mount Sinai when he freed the Israelites from Egyptian bondage. He promised them the land of Canaan (later called Palestine and part of which is now the state of Israel) and gave them the law (the Torah), including the Ten Commandments, by which they were to guide their lives. As long as they lived by his law, God would give them his guidance and protection.

In time the Israelites formed themselves into a kingdom which remained unified from about 1000 to 922 B.C.E. In the period after its division, prophets emerged. Thought to be inspired by God, the prophets chastised the Israelites for their lapses into idolatry and immorality. Even as the kingdom was disintegrating and the Israelites falling under the control of alien empires, the prophets preached social reform and a return to God's laws. They saw Israel's misfortune as punishment for failing to keep the covenant and predicted disaster if the Israelites did not change their ways. When disasters came—the Jewish kingdoms captured, the people enslaved and exiled—the prophets interpreted Israel's status as a chosen people to mean that their sufferings would make them "a light unto the nations," leading other nations to the true worship of one God.

The prophets also preached that God was righteous and demanded righteousness from his people. But he was also a God of justice. Although he might need to punish his people for their sins, he would one day reward them with divine favor. Traditional Jewish belief expects that the Messiah, or Anointed One, will someday come and establish God's kingdom on earth. He will introduce an age of universal brotherhood in which all nations will acknowledge the one true God.

The Jews are "people of the Book," and foremost among their sacred texts is the Hebrew Bible, consisting of the Five Books of Moses (the Torah), the books of the prophets, and other writings. The Torah is the source of Jewish law. Over the centuries new experiences required new interpretation of the law, which was accomplished by the oral law, no less sacred than the written law. Compilations of interpretation and commentary by rabbis (wise and learned teachers) were brought together to form the Talmud.



▲ *Jonah Taken by the Whale, from a Hebrew Bible, 1299.* Like the Christian illuminated manuscripts they closely resembled, Jewish medieval manuscripts were filled with images of scenes from the Torah and Jewish history. Hebrew writing also developed into an elaborately beautiful calligraphy. Many of these Jewish medieval illuminated manuscripts were, like their Christian counterparts, commissioned by wealthy and influential leaders of Jewish communities in Europe. (Instituto da Biblioteca Nacional, Lisbon, Portugal/Bridgeman Art Library)

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RELIGIONS OF THE WORLD

Each of these special, two-page essays examines one of the world's great religions and the impact it has had on history.

OVERVIEWS

The **Overview** tables in this text are a special feature designed to highlight and summarize important topics within a chapter. The Overview table shown here, for example, summarizes the Columbian exchange.

OVERVIEW

THE COLUMBIAN EXCHANGE

The same ships that carried Europeans and Africans to the Americas also transported animals, plants, and diseases that had never before appeared in the New World. There was a similar transport back to Europe and Africa. Historians call this cross-continental flow "the Columbian exchange." The overall result was an ecological transformation that continues to shape the world.

To the Americas

Animals: cattle, chickens, goats, horses, pigs, and sheep

Plants: almonds, apples, apricots, bananas, barley, cabbage, cherries, dandelions, grapes, lemons, mangos, melons, oats, okra, olives, onions, oranges, peaches, pears, plums, radishes, rice, sugar cane, wheat, and other green vegetables

Diseases: bubonic plague, chicken pox, diphtheria, influenza, malaria, measles, smallpox, typhoid, and typhus

From the Americas

Animals: turkeys

Plants: avocados, beans, blueberries, chilis, cocoa, guavas, maize, manioc (tapioca), peanuts, pecans, pineapples, potatoes, pumpkins, squash, sweet peppers, sweet potatoes, tobacco, and tomatoes

Diseases: syphilis

QUICK REVIEWS

Quick reviews, placed at key locations in the margins of each chapter, provide pinpoint summaries of important concepts.

QUICK REVIEW

Women Under the Qing and Ming

- Confucian family ideals changed little during the Ming and Qing eras
- Footbinding spread among the upper classes and some commoners
- As population grew, more women worked at home

Church and Empire

910	Monastery of Cluny founded
918	Henry I becomes King of Germany
951	Otto I invades Italy
955	Otto I defeats the Hungarians at Lechfeld
962	Otto I crowned emperor by Pope John XII
1077	Gregory VII pardons Henry IV at Canossa
1122	Concordat of Worms settles the investiture controversy
1152–1190	Reign of Frederick Barbarossa
1198–1215	Reign of Innocent III
1214	Collapse of the claims of Otto IV
1220	Frederick II crowned emperor
1232	Frederick II devolves authority to the German princes
1257	The German monarchy becomes elective

CHRONOLOGIES

Each chapter includes **Chronologies** that list, in chronological order, key events discussed in the chapter. The chronology shown here from Chapter 12, lists the dates of key events in the history of the Holy Roman Empire. Chronologies provide a review of important events and their relationship to one another.

WORLD HISTORY DOCUMENT CD-ROM

Bound into every new copy of this textbook is a free world. History Document CD-ROM. This is a powerful resource for research and additional reading that contains more than 200 primary source documents central to world History. Each document provides essay questions that are linked directly to a website where short-essay answers can be submitted online or printed out. Particularly relevant or interesting documents are called out at appropriate places in the margin of each chapter (see example). A complete list of documents on the CD-ROM is found at the end of the text.



11.1

Mansa Musa: The "King Who Sits on a Mountain of Gold"

PRIMARY SOURCE DOCUMENTS

Historians find most of their information in written records, original documents that have survived from the past. These include government publications, letters, diaries, newspapers—whatever people wrote or printed, including many private documents never intended for publication. Each chapter in the book contains a feature called **History's Voices**—a selection from a primary source document. The example shown here is a description by a Chinese traveler of India. Each **History's Voices** begins with a brief introduction followed by questions on what the document reveals.

HISTORY'S VOICES

A CHINESE TRAVELER'S REPORT ON THE GUPTA REALM

Fa-Hsien, a Chinese Buddhist monk, was the first of several Chinese known for traveling to India to study and bring back Buddhist scriptures from the intellectual centers of Buddhist thought there. He wrote an account of his travels, first through Central Asia, then all over India, and finally through Ceylon and Indonesia again to China (399–414 C.E.).

WHAT THINGS about India seem most to surprise Fa-Hsien? Is his image of Indian rule a positive one? What do his remarks say about the prestige of the Buddhist tradition and its monks in the Indian state? What does he tell us about Indian society?

On the sides of the river, both right and left, are twenty san ghârâmas [monasteries], with perhaps 3,000 priests. The law of the Buddha is progressing and flourishing. Beyond the deserts are the countries of Western India. The kings of these countries are all firm believers in the law of Buddha. They remove their caps of state when they make offerings to the priests. The members of the royal household and the chief ministers personally direct the food-giving; when the distribution of food is over, they spread a carpet on the ground opposite the chief seat (the president's seat) and sit down before it. They dare not sit on couches in the presence of the priests. The rules relating to the almsgiving of kings have been handed down from the time of Buddha till now. Southward from this is the so-called middle-country (Mâdhyadeśa). The climate of this country is warm and equable, without frost or snow. The people are very well off, without poll tax or official restrictions. Only those who till the royal lands return a portion of profit of the land. If they desire to go, they go; if they like to stop, they

stop. The kings govern without corporal punishment; criminals are fined, according to circumstances, lightly or heavily. Even in cases of repeated rebellion they only cut off the right hand. The king's personal attendants, who guard him on the right and left, have fixed salaries. Throughout the country the people kill no living thing nor drink wine, nor do they eat garlic or onions, with the exception of Chandâlas [outcasts] only. The Chandâlas are named "evil men" and dwell apart from others; if they enter a town or market, they sound a piece of wood in order to separate themselves; then men, knowing who they are, avoid coming in contact with them. In this country they do not keep swine nor fowls, and do not deal in cattle; they have no shambles or wine-shops in their market places. In selling they use cowrie shells. The Chandâlas only hunt and sell flesh. Down from the time of Buddha's Nirvâna, the kings of these countries, the chief men and householders, have raised vihâras [monasteries] for the priests, and provided for their support by bestowing on them fields, houses, and gardens, with men and oxen. Engraved title-deeds were prepared and handed down from one reign to another; no one has ventured to withdraw them, so that till now there has been no interruption. All the resident priests having chambers (in these vihâras) have their beds, mats, food, drink, and clothes provided without stint; in all places this is the case. The priests ever engage themselves in doing meritorious works for the purpose of religious advancement (karma—building up their religious character), or in reciting the scriptures, or in meditation.

Source: "Buddhist Country Records," in Si-Yu-Ki, *Buddhist Records of the Western World*, trans. by Samuel Beal (London, 1884; reprint, Delhi: Oriental Books Reprint Corporation, 1969), pp. xxxvii–xxxviii. Reprinted by permission of Motilal Banarsidass Publishers Pvt. Ltd., Delhi, India.