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SOCIETIES AND CULTURES IN WORLD HISTORY

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VOLUME 1 TO 1650

# *Societies and Cultures* IN WORLD HISTORY VOLUME I TO 1715

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Chinese silk painting. Scala/Art Resource, NY.

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# PREFACE

There is no more difficult subject for an introductory textbook than world history. While textbook writers are always faced with the dilemma of what to include and what to leave out, for the authors of a world history text this choice usually involves entire civilizations across centuries. And now more than ever—with the explosion in scholarship on world societies over the past decade—there are no easy answers. Decisions once made on the basis of too little knowledge to reconstruct a story must now be made on other grounds. It is an extraordinarily daunting task.

In writing *Societies and Cultures in World History*, we first considered how the book would be used among the variety of courses currently taught under the title World Civilizations. We designed the book for courses that combine the teaching of Western and world civilizations. It devotes more space to the history of the West, broadly construed, than to that of any other civilization. This design will give students a base of knowledge from which to compare and contrast the experiences of other civilizations as well as to help them understand the impact (for good or ill) that the West has had on the rest of the world. In coverage of world civilizations, we have allocated most space to Asian civilizations and have attempted to treat equally Africa, the Middle East, and Latin America. Although this presentation conforms to the broad outlines of most world civilization courses, we recognize there are nearly as many configurations of the course as there are places where it is taught. We hope the strengths of our presentation will outweigh its shortcomings.

We believe our book offers two outstanding distinctions: an intellectual respect for the integrity of all civilizations and a concern for the demands placed on student users. In planning our world civilization text, we decided not to follow the well-beaten path of adding one or two specialists to the author team and requiring them to write about civilizations (or epochs) in which they had neither scholarly training nor teaching experience. Instead we have contributions from a diverse team of experts—specialists in African, Latin American, and Middle Eastern history, as well as in early and modern Asia. This means that *Societies and Cultures in World History* has the benefit of the most up-to-date knowledge of world societies presented by experts on those societies.

Ann Waltner of the University of Minnesota has written on early Asia for part or all of Chapters 1, 4, 8, and 11. Leroy Vail of Harvard University has written on Africa for part or all of Chapters 1, 7, 14, 18, 19, 27, and 33. Mark Wasserman of Rutgers University has written on Latin America for part or all of Chapters 1, 14, 28, and 33. Roy Mottahedeh of Harvard University has written on early Islamic civilization for part or all of Chapters 15, 19, and 33; and James Gelvin of the Massachusetts Institute of Technology has written on modern Islamic civilization for part or all of Chapters 19 and 33.

Secondly, we are acutely aware that studying world history can be as daunting as reconstructing it, and throughout the process we have been concerned that the book meet the diverse needs and abilities of the students who will study it. We have tried to write a book that students will want to read. A number of decisions contributed to our goal. First, we would not write an encyclopedia of world civilization. Information would never be included in a chapter unless it fit within the themes of that chapter. There would be no information for information's sake and we would need to defend the inclusion of names, dates, and events whenever we met to critique our chapters. To our surprise, we found that by adhering to the principle that information appear only to illustrate a particular point or a dominating theme, we included as much, if not more, than books that habitually listed names, places, and dates with no other context. In addition, we were committed to integrating the history of women and of ordinary people into the narrative. In this endeavor, we had the assistance of two reviewers who were assigned no other responsibilities than to evaluate our chapters for the inclusion and integration of these materials within our chapters.

To construct a book that students would want to read, we needed to develop fresh ideas about how to involve the readers with the material, how to transform them from passive recipients to active participants. From computer science we borrowed the concept of “user friendly.” Seeking ways to stimulate the imagination of the student, we realized the most dynamic way to do this was visually. Thus we initiated the technique of the pictorial chapter opener. At the beginning of each chapter, we explore a picture, guiding students across a canvas or an artifact or a photograph, helping them see things that are not immediately apparent, unfolding both an image and a theme. In some chapters we highlight details in the manner of an art history course, pulling out a section of the original picture to take a closer look. In others we attempt to shock readers into recognition of horror or beauty. Some openers are designed to make students ask, “What was it like to be there?” All are chosen to illustrate a dominant theme within the chapter, and the lingering impression they make helps reinforce that theme. We believe the combination of words and images will actively involve our readers—grabbing their attention and drawing them into the narrative.

To reinforce our emphasis on involving readers through visual learning, we included eight color inserts, built around the single theme, “Gender and Culture.” The images and essays were prepared by Debra Mancoff, Professor and Chair of the Art History Department at Beloit College. Professor Mancoff has contributed her scholarly expertise in writing and teaching about representations of women to a compelling set of images that students will be able to compare and contrast over

time and across cultures. These pictorial essays are substantive—not merely decorative—text, and we hope instructors will build on students' experience in reading the chapter pictorial features to analyze these photographs.

Similarly, we have taken an image-based approach to our presentation of geography. When teachers of world civilization courses are surveyed, no single area of need is highlighted more often than geography. Students simply have no mental image of the world beyond its shape, no familiarity with the geophysical features that are a fundamental part of the realities of world history. No world civilization textbook is without maps and ancillary map programs, yet no survey of teachers shows satisfaction with the effectiveness of these presentations. In *Societies and Cultures in World History*, we have tried to ensure that each place identified in the text is also identified in a map located within the chapter. The second device we developed to engage students with historical subjects is the in-depth chapter feature. These two-page, illustrated essays focus on a single event or personality chosen to demonstrate or enhance the students' sense that history is as real and exciting as life itself. They are written with more drama or sympathy or wonder than would be appropriate in the body of the text, and we believe they will captivate the imagination of their readers.

Finally, so that students can grasp the past first-hand, we have provided a wide variety of excerpts from primary source documents. Two criteria guided the selection of these excerpts: accessibility and immediacy. We believe students will be able to engage with these primary sources with no further introduction than that provided by the contextual headnotes that introduce each selection. In choosing these excerpts, we

have tapped the widest variety of genres—literature, popular culture, philosophy, religion, and all manner of political accounts. For those instructors who wish to make primary materials more central to their course, *Societies and Cultures in World History* also comes with a two-volume supplementary source book, *Sources of World History*.

Although our text includes much that is new and out of the ordinary, we do not mean to suggest that we have attempted to appeal to students only by adding “whistles and bells.” *Societies and Cultures in World History* is a mainstream text in which most of the authors' energies have been placed in developing a solid, readable narrative of world civilizations that integrates women and the masses into the traditional sequence of periods and major events. We have highlighted personalities while identifying trends. We have spotlighted social history while maintaining a firm grip on political developments. We hope there are many qualities in this book that every teacher of world civilization will find valuable. But we also hope that there are things here you will disagree with, themes you can develop better, arguments and ideas that will provoke you. A textbook is only one part of a course, and it is always less important than a teacher. We have attempted to produce a book that your students will read so that you will not need to read it to them. We hope that by doing our job successfully we have made your job easier and your students' job more enjoyable.

Mark Kishlansky  
Patrick Geary  
Patricia O'Brien  
R. Bin Wong

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## SUPPLEMENTS

The following supplements are available for use in conjunction with this book:

### For the Instructor

*Instructor's Resource Guide*, by George F. Jewsbury, Oklahoma State University. This unique Instructor's Resource Guide provides new materials not found in the text through the use of lecture modules, lecture launchers, critical thinking exercises relating to the text's primary documents, detailed chapter summaries, test questions, and listings of additional resources for videos and films. As a **special feature**, there are six essays by Dr. Robert Edgar, Professor of African History at Howard University which incorporate the African history portions of the text into the lectures and discuss many of the most important and controversial issues in the teaching of world history.

*Discovering World History Through Maps and Views*, by Gerald Danzer of the University of Illinois at Chicago, winner of the AHA's 1990 James Harvey Robinson Prize for his work in the development of map transparencies. This set of 100 four-color transparencies from selected sources is bound in a three-ring binder and available free to adopters. It also contains an introduction on teaching history with maps and detailed commentary on each transparency. The collection includes cartographic and pictorial maps, views and photos, urban plans, building diagrams, classic maps, and works of art.

*Test Bank*, by John Paul Bischoff, Oklahoma State University. A total of 2000 questions, including 50 multiple-choice questions and five essay questions per text chapter. Each test item is referenced by topic, type, and text page number. Available in print and computerized format.

*TestMaster Computerized Testing System*. This flexible, easy-to-master computer test bank includes all the test items in the printed test bank. The TestMaster software allows you to edit existing questions and add your own items. Available for IBM and Macintosh computers.

*QuizMaster*. The new program enables you to design TestMaster generated tests that your students can take on a computer

rather than in printed form. QuizMaster is available separate from TestMaster and can be obtained free through your sales representative. *Grades*. A grade-keeping and classroom management software program that maintains data for up to 200 students.

*Map Transparencies*. A set of 40 transparencies of maps taken from the text.

*The HarperCollins World Civilization Media Program*. A wide variety of media enhancements for use in teaching world civilization courses. Offered to qualified adopters of HarperCollins world history texts.

### For the Student

*Study Guide*, in two volumes. Volume I (Chapters 1 through 16) and Volume II (Chapters 17 through 35), prepared by John Paul Bischoff, Oklahoma State University. Includes chapter outlines; timeline; map exercises; lists of important terms, people and events; and sections on "Making Connections" and "Putting Larger Concepts Together."

*World History Map Workbook: Geographic and Critical Thinking Exercises*, in two volumes. Prepared by Glee Wilson of Kent State University, each volume of this workbook contains 40 maps accompanied by over 120 pages of exercises. Each of the two volumes is designed to teach the students the location of various countries and their relationship to one another and events. Also included are numerous exercises aimed at enhancing students' critical thinking abilities.

*Sources of World History*, by Mark Kishlansky, a collection of primary source documents available in two volumes. These volumes provide a balance among constitutional documents, political theory, philosophy, imaginative literature, and social description. Represented are examples of the works of each of the major civilization complexes, Asia, Africa, Latin America, and the Islamic world as well as the central works of Western Civilization. Each volume includes the introductory essay, "How to Read a Document," which leads students step by step through the experience of using historical documents. *Super-Shell II Computerized Tutorial*, prepared by John Paul Bischoff,

Oklahoma State University. This interactive program for IBM computers helps students learn the major facts and concepts through drill and practice exercises and diagnostic feedback. SuperShell II provides immediate correct answers; the text page number on which the material is discussed, and a running score of the student's performance is maintained on the screen throughout the session. This free supplement is available to instructors through their sales representative. *TimeLink Computer Atlas of World History*, by William Hamblin, Brigham Young University. This HyperCard Macintosh program presents three views of the world—Europe/Africa, Asia, and the Americas—on a simulated globe. Students can spin the globe, select a time period, and see a map of the world at that time, including the names of major political units. Special topics

such as the conquests of Alexander the Great are shown through animated sequences that depict the dynamic changes in geopolitical history. A comprehensive index and quizzes are also included.

*Mapping World History: Student Activities*, a free student map workbook by Gerald Danzer of the University of Illinois at Chicago. It features numerous map skill exercises written to enhance students' basic geographical 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 History* for each copy of the text purchased from HarperCollins.

## ABOUT THE AUTHORS

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Recently appointed Professor of History at Harvard University, Mark Kishlansky is among today's leading young scholars. Professor Kishlansky received his Ph.D. from Brown University and is a member of the Harvard University faculty. A Fellow of the Royal Historical Society, his primary area of expertise is seventeenth-century English political history. Among his main publications are *Parliamentary Selection: Social and Political Choice in Early Modern England* and *The Rise of the New Model Army*. He is the editor of the *Journal of British Studies* and the recipient of the 1989 Most Distinguished Alumnus Award from SUNY Stony Brook.

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## THE IDEA OF CIVILIZATION



An astronaut viewing the terrestrial sphere can make out the forms of Africa, bounded by the Atlantic, the Indian Ocean, the Red Sea, and the Mediterranean. Australia, the Americas, and even Antarctica are distinct patches in the darker waters that surround them. But while the physical contours of the world are visible from space, the richness and complexity of its civilizations are not. Civilization, unlike continents, rivers, and mountain ranges, belongs more to the mental than the physical world, even though men and women have slowly altered the physical environment in accord with their cultural values, their quest for power, their restlessness, their dreams. Still the meaning of civilization is as elusive when we look for it in history as when we search for it in space.

The word *civilization* itself does not have a long history, although it is ultimately derived from the ancient Greek term for those who reside in a particular place, its citizens. When *civilization* first entered the English language in the late eighteenth century, it was used to contrast the society and culture of Europe with what the British saw as the chaotic barbarity of much of the world. In the past two centuries, such a narrow and judgmental view of the world and the nature of human society has given way to broader understandings of civilization. Generally, it refers to those forms of complex social and cultural development characterized by innovative agricultural technology, demographic density, settled patterns of habitation in towns or cities, complex commercial networks, hierarchically organized political and social systems, and, often, the development of a literate culture wherever these characteristics have appeared. The history of civilization has been understood as the spread of these forms of culture (prima-

rily from North Africa, western Asia, Europe, India, Mesoamerica, and China) to the rest of the world. But even this description is too restrictive. People in many parts of the world developed successful strategies to deal with the challenges of their geographical, climatological, and social circumstances without recourse to these characteristics of "civilization." In sub-Saharan Africa, for example, agricultural techniques remained basic because simple tools such as hoes were better suited to soil conditions than more "advanced" plows. People developed extensive commercial and communication networks without political centralization. In southern Africa, towns boasting elaborate stone buildings were constructed without recourse to either external models or literate traditions. Such alternatives to the European or Chinese model remind us of the variety of human experience and the wide spectrum of options by which people have faced the challenges of their existence. A history of civilization that omitted such alternative ways of constructing human culture would not only ignore an important part of the human experience but, in so doing, fail to put the uniqueness of traditional "civilizations" in their proper perspective.

Traditional civilizations appeared around the world at roughly the same time, ca. 3500 B.C.E. (before the common era, which begins with the traditional but erroneous date of the birth of Jesus), but under different circumstances and in forms so varied that scholars attempting to apply models of civilization based on European experience have been hard-pressed to recognize some of these early civilizations for what they were. For thousands of years they developed in relative isolation, only occasionally cross-fertilized

by trade and sporadic travelers. Military conquerors such as Alexander the Great (336–323 B.C.E.) and Genghis Khan (ca. 1162–1227) temporarily united portions of these civilizations into short-lived empires. Religion provided a more lasting cultural bond, particularly Islam which, beginning in the seventh century of the common era, spread from Arabia to southern Europe and India, sub-Saharan Africa, and eventually China. Then, in the fifteenth century, European merchants, missionaries, and adventurers established enduring contact with the civilizations of Africa, Asia, and the Americas. These initial contacts, often brutal and destructive, began a process of mutual transformation that profoundly changed all human civilizations and affected the lives of everyone in the world.

At the end of the twentieth century, we all live in a world culture in which the legacies of ancient civilizations, for good and for evil, are an integral part. Much of the world is fed by crops first cultivated by the first civilizations of Africa, Asia, and the Americas; Asian social and cultural values have transformed international industry and trade and art; European science and technology have made it possible to lengthen life expectancy, harness the forces of nature, and conquer disease.

Many of today's most pressing problems are also part of the legacy of civilization. The rem-

nants of European and Asian colonialism have left deep hostilities around the globe. The integration of developing nations into the world economy keeps much of humanity in a seemingly hopeless cycle of poverty. The technological advances of civilization endanger our very existence, polluting the world's air, water, and soil. And yet it is this same technology that allows us to view our world from outer space.

How did we get here? In this book we attempt to answer this question. This history of civilization is not simply the triumphal story of progress, the creation of a better world. Even in areas in which we can see development—such as agriculture, technology, communications, and social complexity—change is not always for the better. However, it would be equally inaccurate to view civilization as a progressive decline from a mythical golden age of the human race. The roughly three hundred generations since the origins of civilization have bequeathed a rich and contradictory heritage to the present. Inherited political and social institutions, cultural forms, and religious and philosophical traditions form the framework within which the future must be created. The past does not determine the future, but it is the raw material from which the future will be made. To use this legacy properly, we must first understand it, not because the past is the key to the future, but because understanding yesterday frees us to create tomorrow.

## *Before Civilization*

The human race was already ancient by the time civilization first appeared. The first humanlike creatures whose remains have been discovered date from as long as five million years ago. One of the best-known finds, nicknamed “Lucy” by the scientist who discovered her skeleton in 1974, stood only about four feet tall and lived on the edge of a lake in what is now Ethiopia. Lucy and her band did not have brains that were as well developed

as those of modern humans. They did, however, use simple tools such as sticks, bone clubs, and perhaps chipped rocks. Although small and relatively weak compared with other animals, Lucy's species of creatures—neither fully apes nor human—survived for over four million years.

Varieties of the modern species of humans, *Homo sapiens* (thinking human), appeared well over one hundred thousand years ago and spread across the Eurasian landmass and Africa. The earliest *Homo sapiens* in Europe, the *Neanderthal*, differed little from us today.