



C THE HERITAGE OF WORLD CIVILIZATIONS

VOLUME TWO: SINCE 1500

Fourth Edition

CRAIG • GRAHAM • KAGAN • OZMENT • TURNER

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C THE HERITAGE OF WORLD CIVILIZATIONS

Preface

The interaction and interdependence of the nations and peoples of the world are greater today than in any previous era of history. The events and trends of the recent past—the collapse of communism in the West, the breakup of the Soviet Union, the growing economic power of Asia, the spread of democratic movements, the persistence of ethnic conflict, the growing influence of Islam—all underscore this message. People with differing cultural heritages and religious outlooks are being drawn into ever closer contact with one another. Economic, political, and military developments in one part of the world quickly affect millions of people in other parts. The vast expansion of markets for products as diverse as oil, electronics, and fast food have changed the standard of living virtually everywhere. And the problems that attend these changes—environmental pollution, overpopulation, and urban sprawl—affect every continent.

This situation is itself the result of a major historical development—the close of the European era of world history. Between approximately 1500 and the middle of the twentieth century, Europeans and their colonists in North America and elsewhere gradually came to dominate the world through the strength of their political organization, economic productivity, and military might. That era came to an end during the third quarter of the present century as the nations of Asia, the Near East, and Africa achieved new positions on the world scene. Their new political independence, their control over strategic natural resources, the expansion of their economies (particularly those of the nations on the Pacific rim of Asia), and, in some cases, their access to nuclear weapons have changed the shape of world affairs.

All of us confront political and economic relationships unimagined even half a century ago. On this transformed world stage the students who read this book will spend their lives. These conditions demand that we approach history from a global perspective. This volume provides just that perspective.

GOALS OF THE TEXT

It is our hope that the study of world civilizations, by showing students the processes that have brought them and their neighbors together, will help them better understand and appreciate one another. Through the exploration of the diverse civilizations of the world they should emerge better informed and more culturally sensitive.

We have aimed not merely to describe the history of the world's civilizations, but also to convey an inner sense of what each meant to those who lived in it. For that reason we have paid special attention to the emergence of the major religious traditions. These link today's civilizations to their most ancient roots and continue to exert a powerful influence worldwide. We have also endeavored to bring a comparative perspective to our survey and to trace the threads of interaction that have linked civilizations throughout history.

Balanced and Flexible Presentation. In this edition, as in past editions, our goal has been 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 overarching 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 has attempted to introduce 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, Fourth Edition, is designed to accommodate a variety of approaches to a course in world civilization, 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. We have paid careful attention to the quality of our writing in this edition of *The Heritage of World Civilizations*, subjecting every paragraph to critical scrutiny and substantially reducing the overall length of the text. The result is the most thorough revision we have yet undertaken. 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.

Recent 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.

CHANGES IN THE FOURTH EDITION

This edition of *The Heritage of World Civilizations* includes several new pedagogical features, many content revisions, and a new four-color design.

New Pedagogical Features. Important new pedagogical features in the fourth edition of *The Heritage of World Civilizations* include a list of key topics at the beginning of each chapter, chapter review questions, and questions accompanying the many source documents in the text. Each of these features is designed to make the text more accessible to students and to reinforce key concepts.

- The *key topics* lists give a succinct overview of each chapter.
- *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.
- *Chapter review questions* help students review the material in a chapter and relate it to broader themes. These questions too can be used for class discussion and essay topics.

In addition, we have retained the many features introduced in previous editions that provide global and comparative perspective, help make the text accessible to students, and reinforce key concepts.

- *Part Essays* open each of the seven major sections of the book. These serve to preview the coverage in the subsequent chapters and highlight major trends and movements.
- *Part Timelines* show the major events in five regions—Europe, the Near East and India, East Asia, Africa, and the Americas—side by side.
- Several brief *Chronologies* within each chapter help students keep track of key events.
- *Chapter Outlines* on the opening page of each chapter help students organize the content of the chapter.
- *Primary Source Documents*, including selections from sacred books, poems, philosophy, political manifestos, letters, and travel accounts, give students an acquaintance with the raw material of history and provide an intimate contact with the people of the past and their concerns.

- *In World Perspective* sections conclude most chapters and place important developments in the chapter in the context of contemporary developments in the rest of the world.
- *Comparative Perspectives* essays examine important topics from a cross-cultural perspective.
- *Religions of the World* essays cover five major world religions—Judaism, Hinduism, Buddhism, Christianity, and Islam.

Content and Organizational Changes. 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 civilization that at the same time gives a rich picture of the history of individual regions. We have increased our coverage of East Asia and Pre-Columbian Americas with new chapters. We have reduced the number of chapters on ancient Greece and Rome. We have created two newly integrated chapters (19 and 23) on the transatlantic world. And throughout we have revised chapters to reflect current scholarship.

- Chapter 1, “The Birth of Civilization,” has been revised to reflect current scholarship on the prehistoric period and the ancient Near East.
- The coverage of ancient Greece and Rome has been reduced from four chapters to two (Chapter 3, “Greek and Hellenistic Civilization,” and Chapter 5 “Republican and Imperial Rome”).
- The chapter on Iran, India, and Inner Asia before 200 C.E. now falls between the chapter on ancient Greece and the chapter on ancient Rome.
- A new chapter (15) has been added on civilization in the Americas before 1492.
- The discussion of the Hundred Years’ War and The Great Schism in Chapter 16 (“The Late Middle Ages and the Renaissance in the West”) has been thoroughly revised. The chapter also contains a new section on Christine de Pisan and revised material on humanism.
- Chapter 17 (“The Age of Reformation and Religious Wars”) has been extensively reorganized.
- A new chapter (19, “Conquest and Exploitation: The Development of the Transatlantic Economy”) highlights the interactions that linked the Americas, Africa, and Europe in a transatlantic economy dominated by Europe.
- New material on Korea and Vietnam has been added to Chapter 20, “East Asia in the Late Traditional Era.”
- Chapter 21, “European State Building in the Seventeenth and Eighteenth Centuries,” has been rewritten for clarity and to bring it up to date with current scholarship.
- New material on women in the enlightenment has been added to Chapter 24, “The Age of European Enlightenment.”

- A new chapter (25, "Revolutions in the Transatlantic World") treats the American Revolution, the French Revolution, and the independence movements in Latin America together. This chapter also includes new material on women in the French Revolution.
- Chapter 26, "Europe, 1815–1850: Political Reform, Economic Advance, and Social Unrest" has been substantially revised and contains new material on the character of nationalism.
- Coverage of the "New Imperialism" in Europe has been moved to Chapter 27 ("The Age of European Nation-States and the 'New Imperialism'"), which is followed by a new Comparative Perspectives essay on imperialism.
- New material on women's history has been added to Chapter 29, "The Building of European Supremacy: Society and Politics to World War I," and Chapter 30, "The Birth of Contemporary Western Thought."
- Chapter 37, "The West Since World War II," has been substantially reworked with comprehensive new material on post-World War II social history and extensive coverage of recent events in eastern Europe.
- A new chapter (38) has been added on East Asia since World War II.

Maps and Illustrations. Probably the most striking change for readers familiar with previous editions of *The Heritage of World Civilizations* is the introduction of color throughout the text. The benefits of this change are most apparent in maps and illustrations. The skillful use of color in the maps greatly improves their clarity and pedagogical usefulness. All maps have been carefully edited for accuracy and redrafted to take advantage of the new four-color design. The text also contains 450 color and black and white illustrations.

A Note on Dates and Transliterations. With this edition of *The Heritage of World Civilizations* we shift to the use of 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. In order that students may move easily from the present text to the existing body of advanced scholarship on Chinese history, we have used the Wade-Giles system throughout. China today, however, uses another system known as *pinyin*. Virtually all Western newspapers have adopted it. Therefore, for Chinese history since 1949 we have included the *pinyin* spellings in parentheses after the Wade-Giles.

Also, we have followed the most accurate 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, Fourth Edition, comes with an extensive package of ancillary materials.

- An *Instructor's Manual* prepared by Perry Rogers, Ohio State University, provides summary and multiple choice questions for each part essay, as well as chapter summaries, out-lines of key points and concepts, identification questions, and multiple choice and essay questions to be used for tests, and a suggested list of relevant films and videos for each chapter.
- A *Study Guide*, also prepared by Perry Rogers, includes chapter summaries, key concepts, identification questions, short-answer exercises, and essay questions.
- A *Test Item File*, also prepared by Perry Rogers, provides more than 1,000 test questions.
- *Prentice Hall Custom Test*, Prentice Hall's new testing software program, permits instructors to edit any or all items in the Test Item File and add their own questions. Other special features of this program, which is available for DOS, Windows, and Macintosh, include random generation of an item set, creation of alternative versions of the same test, scrambling question sequence, and test preview before printing.
- *Color Transparencies* of maps, charts, and graphs from the text provide strong visual support for lectures.
- A *Map Workbook* helps students develop geographical knowledge.

The ancillary package also includes an extensive list of multimedia supplements.

- *History on the Internet*, adapted by David A. Meier, Dickinson State University, is a brief guide that introduces students to the Internet and provides them with clear strategies for navigating the Internet and World Wide Web. Exercises within and at the end of chapters allow students to practice searching for the growing wealth of resources available on the Web to the student of history. This 48-page supplementary book is free to students using the text.

- *The Heritage of World Civilizations, Interactive Edition*, is a multimedia CD-ROM created by Zane publishing, leaders in the field of multimedia, using their exclusive *PowerCD* technology. It features self-playing multimedia presentations, historical photos with captions, more than 600 interactive study questions to strengthen the student's understanding of world history, the complete Webster's *New World College Dictionary*, Third Edition, and the complete text of *The Heritage of World Civilizations*. The past has never been so vibrant, so accessible, and so interesting.
- *The Heritage of World Civilizations Website* (<http://www.prenhall.com/craig>) works in tandem with the text to help students use the World Wide Web to enrich their understanding of world history. Featuring chapter objectives, study questions, new updates, labeling exercises, and much more, it links the text with related material available on the Internet.

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