

Combined
Volume

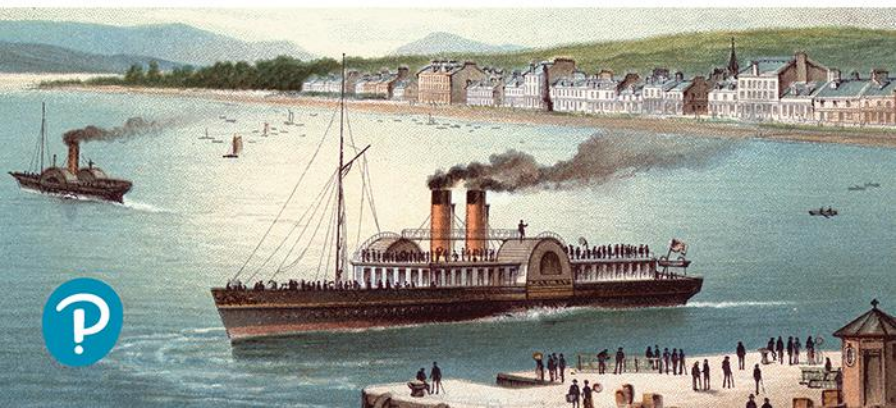


Connections

A WORLD HISTORY

Fourth Edition

EDWARD H. JUDGE • JOHN W. LANGDON



COMBINED VOLUME

Connections

A World History

Fourth Edition

Edward H. Judge

Le Moyne College

John W. Langdon

Le Moyne College

Copyright © 2021, 2016, 2012, by Pearson Education, Inc. 221 River Street, Hoboken, NJ 07030. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions department, please visit www.pearsoned.com/permissions/

Acknowledgements of third party content appear on pages within the text.

Volume 1 Cover Image: sarosa/Alamy Stock Photo

Volume 2 Cover Image: duncan1890/DigitalVision Vectors/Getty Images

Combined Cover Image: (top) sarosa/Alamy Stock Photo (bottom) duncan1890/DigitalVision Vectors/Getty Images

PEARSON, ALWAYS LEARNING, and REVEL are exclusive trademarks owned by Pearson Education, Inc. or its affiliates, in the U.S., and/or other countries.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Judge, Edward H., author. | Langdon, John W., author.

Title: Connections : a world history / Edward H. Judge, Le Moyne College;
John W. Langdon, Le Moyne College.

Description: Fourth edition. | Columbus, OH : Pearson, [2020] | Includes index.

Identifiers: LCCN 2019015810 | ISBN 9780134999128 (combined) | ISBN
9780135199022 (volume 1) | ISBN 9780135199046 (volume 2)

Subjects: LCSH: World history.

Classification: LCC D21 .J73 2020 | DDC 909—dc23

LC record available at <https://lcn.loc.gov/2019015810>

2014036623

ScoutAutomatedPrintCode



Access Code Card Combined

ISBN 10: 0-13-521361-4

ISBN 13: 978-0-13-521361-2

Volume 1

ISBN 10: 0-13-520059-8

ISBN 13: 978-0-13-520059-9

Volume 2

ISBN 10: 0-13-521388-6

ISBN 13: 978-0-13-521388-9

Rental Edition Combined

ISBN 10: 0-13-519945-X

ISBN 13: 978-0-13-519945-9

Volume 1

ISBN 10: 0-13-519903-4

ISBN 13: 978-0-13-519903-9

Volume 2

ISBN 10: 0-13-519914-X

ISBN 13: 978-0-13-519914-5

Instructor's Review Copy Combined

ISBN 10: 0-13-519942-5

ISBN 13: 978-0-13-519942-8

Volume 1

ISBN 10: 0-13-519906-9

ISBN 13: 978-0-13-519906-0

Volume 2

ISBN 10: 0-13-519912-3

ISBN 13: 978-0-13-519912-1

Brief Contents

Making Sense of World History:
An Introductory Overview for Students

xxxv

I. An Age of Regional Connections, to 1650 C.E.

Era One Emergence and Expansion of Regional Societies, to 300 C.E.

- | | | |
|----------|---|-----|
| 1 | The Emergence of Human Societies, to 3000 B.C.E. | 1 |
| 2 | Early Societies of Africa and West Asia, to 500 B.C.E. | 21 |
| 3 | Societies and Beliefs of Early India, to 550 C.E. | 48 |
| 4 | The Origins of the Chinese Empire, to 220 C.E. | 70 |
| 5 | Early American Societies: Connection and Isolation, 20,000 B.C.E.–1500 C.E. | 92 |
| 6 | The Persian Connection: Its Impact and Influences, 2000 B.C.E.–637 C.E. | 112 |
| 7 | Greek Civilization and Its Expansion into Asia, 2000–30 B.C.E. | 132 |
| 8 | The Romans Connect the Mediterranean World, 753 B.C.E.–284 C.E. | 154 |

Era Two Transregional Conflicts and Religious Connections, 200–1200 C.E.

- | | | |
|-----------|---|-----|
| 9 | Germanic Societies and the Emergence of the Christian West, 100–1100 C.E. | 174 |
| 10 | The Byzantine World, 284–1240 | 195 |
| 11 | The Origins and Expansion of Islam, 100–750 | 215 |
| 12 | Religion and Diversity in the Transformation of Southern Asia, 711–1400 | 233 |
| 13 | African Societies, 700–1500 | 251 |
| 14 | The Evolution and Expansion of East Asian Societies, 220–1240 C.E. | 267 |

Era Three Cross-Cultural Conflicts and Commercial Connections, 1000–1650

- | | | |
|-----------|--|-----|
| 15 | Nomadic Conquests and Eurasian Connections, 1000–1400 | 291 |
| 16 | The Resurgence of the Christian West, 1050–1530 | 315 |
| 17 | Culture and Conflict in the Great Islamic Empires, 1071–1707 | 338 |
| 18 | The Aztec and Inca Empires, 1300–1550 | 360 |
| 19 | Global Exploration and Global Empires, 1400–1700 | 379 |

II. An Age of Global Connections, 1500–Present

Era Four The Shift from Regional to Global Connections, 1500–1800

- | | | |
|-----------|--|-----|
| 20 | The West in an Age of Religious Conflict and Global Expansion, 1500–1650 | 401 |
| 21 | The Search for Stability in East Asia, 1300–1800 | 423 |
| 22 | Southern Asia and the Global Shift in Wealth and Power, 1500–1800 | 447 |
| 23 | Africa and the Atlantic Slave Trade, 1400–1800 | 468 |
| 24 | Absolutism and Enlightenment in Europe, 1600–1789 | 491 |
| 25 | Russia's Eurasian Empire: Convergence of East and West, 1300–1800 | 512 |

Era Five Revolution, Industry, Ideology, and Empire, 1750–1914

- | | | |
|-----------|--|-----|
| 26 | The North Atlantic Revolutions, 1750–1830 | 533 |
| 27 | Industry, Ideology, and Their Global Impact, 1700–1914 | 557 |
| 28 | Nation Building in the Americas, 1789–1914 | 586 |
| 29 | New Connections and Challenges in Eastern and Southern Asia, 1800–1912 | 611 |
| 30 | New Connections and Challenges in West Asia and Africa, 1800–1914 | 633 |

Era Six Global Upheavals and Global Integration,
1900–Present

31	The Great War and the Russian Revolutions, 1890–1918	659
32	Anxieties and Ideologies of the Interwar Years, 1918–1939	684
33	World War II and the Holocaust, 1933–1945	706
34	East Versus West: The Cold War and Its Aftermath, 1945–Present	734
35	The Upheavals of Asia, 1945–Present	764
36	Reform and Revolution in Latin America, 1914–Present	789
37	Africa Since 1919	816
38	The Middle East Since 1919	840
	Epilogue: Connections in a Globalizing Age	862

Contents

The Source Collection at the end of each chapter is available only in the Revel version of *Connections*, Fourth Edition.

Key Features	xviii
Maps	xviii
Documents	xxii
Videos	xxv

Connecting with World History Students:	
Why We Wrote This Book	xxviii
About the Authors	xxxiv

Making Sense of World History: An Introductory Overview for Students	xxxv
--	------

I. An Age of Regional Connections, to 1650 C.E.

Era One Emergence and Expansion of Regional Societies, to 300 C.E.

1 The Emergence of Human Societies, to 3000 B.C.E.	1
1.1 Our Earliest Ancestors	3
1.1.1 Hominins and Cultural Adaptation	3
1.1.2 Foraging, Family, and Gender	4
1.1.3 Ice Age Migrations and <i>Homo Sapiens</i>	5
1.1.4 Physical and Cultural Diversity	7
1.1.5 Paleolithic Cultural and Spiritual Perspectives	8
1.1.6 Intercultural Connections	9
1.2 The Origins and Impact of Agriculture	10
1.2.1 The Origins of Farming and Herding	10
1.2.2 Agricultural Innovation and Expansion	11
1.2.3 Foragers, Hunter-Farmers, and Pastoral Nomads	13
1.2.4 Agricultural Society: Village, Family, and Land	14
1.2.5 The Impact of Agriculture	15
1.3 The Emergence of Complex Societies	16
1.3.1 Towns, Cities, Occupations, and Religion	16
1.3.2 States and Civilizations	17
Chapter Review	19

Source Collection: Chapter 1

2 Early Societies of Africa and West Asia, to 500 B.C.E.	21
2.1 Early African Societies	22
2.1.1 Climate, Geography, and Cultural Diversity	22
2.1.2 Early Nile Valley Societies	24
2.1.3 The Kingdoms of Egypt	26
2.1.4 Nubia, Kush, and Meroë	28

2.1.5 Sub-Saharan African Societies	29
2.2 Early West Asian Societies	32
2.2.1 Early Mesopotamia: The City-States of Sumer	32
2.2.2 Akkadian Connections and the Spread of Sumerian Culture	36
2.2.3 Babylonian Society and Hammurabi's Code	36
2.2.4 Indo-European Migrations	37
2.2.5 The Hittite Connection	39
2.2.6 Later Mesopotamia: Assyrians and Chaldeans	41
2.3 West Asia and North Africa: The Phoenician Connection	42
2.4 The Israelites and Their God	44
2.4.1 The Children of Israel	44
2.4.2 The Kingdoms of Israel	44
2.4.3 The God of Israel	46
Chapter Review	46

Source Collection: Chapter 2

3 Societies and Beliefs of Early India, to 550 C.E.	48
3.1 The Indian Subcontinent	49
3.2 Harappan India: Early Indus Valley Societies	50
3.2.1 The Early Cities	50
3.2.2 Farming, Culture, and Commerce	51
3.2.3 The Decline of Harappan Society	52
3.3 Vedic India: The Aryan Impact	52
3.3.1 Aryan Incursions and the Rise of Vedic Culture	52
3.3.2 The Emergence of Caste	53
3.3.3 Family, Status, and Stability	54
3.4 The Religions of India	54
3.4.1 Jainism: Reverence for All Living Things	55
3.4.2 Buddhism: The Path to Inner Peace	55
3.4.3 Hinduism: Unity amid Diversity	56
3.5 Post-Vedic India: Connections and Divisions	57
3.5.1 Conflicts and Contacts with Persians and Greeks	57
3.5.2 The Rise of the Mauryan Empire	58
3.5.3 Ashoka's Reign: Buddhism and Paternalism	59
3.5.4 India After Ashoka: New Connections and Contacts	60
3.5.5 The Gupta Empire and Its Commercial Connections	63
3.6 Indian Society and Culture	64
3.6.1 Caste, Family, and Gender	64
3.6.2 The Visual Arts	66

3.6.3 Science and Mathematics	66	5.3.1 The Olmec of the Preclassic Period (1800 B.C.E.–150 C.E.)	101
3.6.4 Philosophy and Literature: Upanishads and Epics	66	5.3.2 The Maya of the Classic Period (150–900 C.E.)	103
Chapter Review	68	5.3.3 Teotihuacán: Rise and Fall of a Great City-State	104
Source Collection: Chapter 3		5.3.4 The Toltec: Conflict Between Warriors and Priests	105
4 The Origins of the Chinese Empire, to 220 C.E.	70	5.4. South America: Societies of the Andes	106
4.1 China's Geographic Diversity	71	5.4.1 Chavín, Nazca, and Moche Societies	107
4.2 Early Chinese Societies	72	5.4.2 Tiahuanaco, Huari, and Chimor	109
4.2.1 Predynastic China	73	Chapter Review	110
4.2.2 Xia and Shang Societies	73	Source Collection: Chapter 5	
4.2.3 Chinese Writing and Regional Connections	75	6 The Persian Connection: Its Impact and Influences, 2000 B.C.E.–637 C.E.	112
4.3 State and Society During the Zhou Dynasty	75	6.1 The Persian Empire	113
4.3.1 The Mandate of Heaven and the Dynastic Cycle	76	6.1.1 Geographic Challenges Confront the First Persians	113
4.3.2 Conflict, Chaos, and Commerce	77	6.1.2 Cyrus the Great	115
4.3.3 The Central Asian Connection	77	6.2 Persian Governance and Society: Links with Mesopotamia	117
4.4 The Classical Age of Chinese Philosophy	78	6.2.1 From Cyrus to Darius	117
4.4.1 Confucianism: Noble-Minded Conduct and Familial Respect	79	6.2.2 Administration of the Empire	117
4.4.2 Daoism: The Way That Cannot Be Spoken	80	6.2.3 Mesopotamian Influences: Law, Administration, and Commerce	119
4.4.3 Yin and Yang: The Balance of Forces in Nature	80	6.2.4 Persian Society and Culture	120
4.4.4 Legalism: Regulation, Coercion, and Control	81	6.3 Zoroastrianism	122
4.5 The Birth of the Empire Under the Qin Dynasty	81	6.3.1 A Religion of Good and Evil	122
4.5.1 The First Emperor	82	6.3.2 Social and Political Content	123
4.5.2 The End of the Qin Dynasty	83	6.4 Confrontation with Greece	124
4.6 The Growth of the Empire Under the Han Dynasty	83	6.4.1 The Ionian Revolt and the Persian Response	124
4.6.1 The Early Han: Confucian Bureaucracy and Military Expansion	83	6.4.2 Xerxes and the Invasion of Greece	125
4.6.2 Rebellion, Reform, and Ruin	85	6.4.3 Stalemate	126
4.6.3 The Later Han: Revival and Decline	85	6.4.4 Persian Resurgence	126
4.7 Society, Technology, and the Silk Road	86	6.5 The Macedonian Conquest and Its Successor States	126
4.7.1 Han Society	86	6.5.1 The End of the Persian Empire	127
4.7.2 Technical and Commercial Creativity	87	6.5.2 Persia Under Macedonian Rule	127
4.7.3 The Silk Road and the Sea Trade	87	6.5.3 The Parthian Empire	128
Chapter Review	90	6.5.4 The Sasanian Empire	128
Source Collection: Chapter 4		Chapter Review	130
5 Early American Societies: Connection and Isolation, 20,000 B.C.E.–1500 C.E.	92	Source Collection: Chapter 6	
5.1 Origins and Arrival of the Amerinds	93	7 Greek Civilization and Its Expansion into Asia, 2000–30 B.C.E.	132
5.2 The Amerinds of North America	96	7.1 Early Greece	133
5.2.1 Two Hunter-Gatherer Bands	96	7.1.1 Mycenae and Crete	134
5.2.2 Five Limited-Scale Tribal Societies	97	7.1.2 The Polis	135
5.2.3 Four Full-Scale Tribal Societies	97	7.2 Archaic Greece, 750–500 B.C.E.	136
5.2.4 Three Complex Societies	99	7.2.1 Greek Colonization and the Spread of Greek Culture	136
5.3 The Amerinds of Mesoamerica	100	7.2.2 Rivalry Between Sparta and Athens	136

7.3	Classical Greece, 500–338 B.C.E.	139
7.3.1	The Persian Wars	139
7.3.2	Athenian Dominance and the Spartan Response	139
7.3.3	The Peloponnesian War	140
7.4	The Arts and Philosophy in Classical Greece	141
7.4.1	Architecture, Sculpture, and Pottery	141
7.4.2	Greek Drama	142
7.4.3	Philosophy	142
7.5.	Classical Greek Society and Religion	143
7.5.1	Free Labor and Slavery	143
7.5.2	The Status of Women	144
7.5.3	Homosexuality	145
7.5.4	Greek Religion	145
7.6.	The Empire of Alexander the Great	146
7.6.1	Alexander's Conquests	146
7.6.2	The Fate and Impact of Alexander's Empire	147
7.7.	Connections and Conflicts in the Hellenistic World	149
7.7.1	Commercial and Cultural Connections	149
7.7.2	Politics and Governance	151
	Chapter Review	152
	Source Collection: Chapter 7	
8	The Romans Connect the Mediterranean World, 753 B.C.E.–284 C.E.	154
8.1	The Roman Republic to 133 B.C.E.	155
8.1.1	The Roman Republic and Its Foundation in Law	155
8.1.2	The Punic Wars and Rome's Mediterranean Domination	157
8.1.3	Changes in Society and Culture	159
8.2	Dissatisfaction with the Republic	160
8.2.1	Social Discontent and Decline in Popular Rule	161
8.2.2	Julius Caesar	161
8.3	The Birth of the Roman Empire	162
8.3.1	The Rise of Octavian	162
8.3.2	From Republic to Empire	163
8.3.3	Greco-Roman Culture	164
8.3.4	Challenges to Augustus's Work	165
8.4	Roman Religion and the Rise of Christianity	166
8.4.1	Rome's Polytheistic Religion	166
8.4.2	Jewish Resistance and Eastern Cults	167
8.4.3	Paul of Tarsus and the Spread of Christianity	168
8.5	From Golden Age to Disarray	169
8.5.1	Commercial Connections and Imperial Expansion	170
8.5.2	The Empire in Disarray	171
	Chapter Review	172
	Source Collection: Chapter 8	

Era Two Transregional Conflicts and Religious Connections, 200–1200 c.e.

9	Germanic Societies and the Emergence of the Christian West, 100–1100 c.e.	174
9.1	The Germanic Peoples	175
9.1.1	Germanic Society: Kinship and Combat	175
9.1.2	Germanic Migrations and Their Threat to Rome	177
9.2	The Decline of the Western Roman Empire	178
9.2.1	The Divided Empire and Its Eastern Orientation	178
9.2.2	The Triumph and Transformation of Christianity	179
9.2.3	Crisis and Chaos in the West	180
9.2.4	The Fall of Rome and End of the Western Roman Empire	182
9.3	Early Medieval Europe: Germanic and Christian Connections	182
9.3.1	The Emergence of Germanic Kingdoms	183
9.3.2	The Early Medieval Church: Expansion and Adaptation	184
9.3.3	The Franks and Their Effort to Reunite the West	185
9.3.4	Vikings, Muslims, and Magyars: Invasions and Connections	187
9.3.5	Europe's Warrior Nobility: Protection, Land, and Power	188
9.3.6	Economy and Society: Manors, Lords, and Serfs	189
9.4	The Decline and Revival of the Western Church	190
9.4.1	From Scandal to Reform	191
9.4.2	The Great East–West Schism of 1054	191
9.4.3	The Power of the Popes	192
	Chapter Review	193
	Source Collection: Chapter 9	
10	The Byzantine World, 284–1240	195
10.1	The Foundations of Byzantine Governance	196
10.1.1	Constantine and the Christian Church	197
10.1.2	The Union of Church and State	198
10.2	From East Rome to Byzantium	198
10.2.1	Justinian and Theodora	199
10.2.2	Byzantine Society	200
10.3	Connection and Conflict in the Byzantine World	202
10.3.1	Disease and Warfare	202
10.3.2	Eastern Christianity's Culture and Conflicts	204
10.4	Byzantium's Ascendancy and Decline	205
10.4.1	The Macedonian Era, 867–1025	206
10.4.2	The Turkish Conquests	206

10.5	Kievan Rus Connects to the Byzantine World	208	12.5	The Islamic Impact on India	242
10.5.1	Russia's Difficult Climate and Terrain	208	12.5.1	Islamic Invasions from Persia	242
10.5.2	The First Period: Early Rulers and Campaigns	209	12.5.2	Conflict and Connection: Muslims and Hindus	243
10.5.3	The Second Period: Connections to Christendom	210	12.6	India's Influence on Southeast Asia	245
10.5.4	The Third Period: Chaos and Conflict	212	12.6.1	Southeast Asia's Early Development	245
10.5.5	Economy and Society	212	12.6.2	Funan: The First Southeast Asian State	246
10.5.6	The End of Early Russian Civilization	213	12.6.3	The Cambodian Empire	247
	Chapter Review	213	12.6.4	Srivijaya: Coalition and Cultural Blend	248
	Source Collection: Chapter 10			Chapter Review	249
				Source Collection: Chapter 12	
11	The Origins and Expansion of Islam, 100–750	215	13	African Societies, 700–1500	251
11.1	Pre-Islamic Arabia	216	13.1	Islamic Africa and Spain: Commercial and Cultural Networks	252
11.1.1	Camels and Commerce	216	13.1.1	Islamic North Africa	252
11.1.2	The Collapse of Southern Arabia and the Rise of Mecca	218	13.1.2	Cosmopolitan Umayyad Spain	253
11.2	The Rise of Islam	219	13.1.3	Fatimid Egypt	255
11.2.1	The Prophet Muhammad	219	13.2.	Trade Across the Sahara	255
11.2.2	From Mecca to Medina	221	13.2.1	Early Saharan Trade	255
11.3	Islam Expands, 632–661	223	13.2.2	Islam's Interaction with West Africa	256
11.3.1	An Agreement Between Leader and Followers	223	13.3	West African Kingdoms: Ghana and Mali	257
11.3.2	The Challenge to a Unified Islam	226	13.3.1	The Conversion of Ghana	257
11.4	The Umayyad Caliphate, 661–750	227	13.3.2	Islamic Mali, 1200–1450	258
11.4.1	Umayyad Expansion	227	13.4	Ethiopia's Christian Kingdom	260
11.4.2	Collapse of the Umayyad Caliphate	228	13.5	The City-States of East Africa	262
11.5	Society and Culture in Early Islam	229	13.5.1	Development of a Bantu-Arab Culture	262
11.5.1	Religious Observance: The Mosque	229	13.5.2	East and West Africa Compared	263
11.5.2	Legal Uniformity: The Shari'ah	230	13.6	The Bantu Connection: Central and Southern Africa	264
11.5.3	Tolerance of Other Faiths	231	13.6.1	The Bantu Influence	264
	Chapter Review	231	13.6.2	Great Zimbabwe	265
	Source Collection: Chapter 11			Chapter Review	266
				Source Collection: Chapter 13	
12	Religion and Diversity in the Transformation of Southern Asia, 711–1400	233	14	The Evolution and Expansion of East Asian Societies, 220–1240 C.E.	267
12.1	Islam Expands Eastward	234	14.1	China's Age of Disunity, 220–589	268
12.2	Islamic Persia and the Abbasid Caliphate	235	14.1.1	The Three Kingdoms Era	269
12.2.1	Persian Influences on Islamic Governance and Culture	236	14.1.2	Division, Invasion, Adaptation, and Migration	270
12.2.2	The Impact of Shi'ite Opposition	236	14.1.3	Central Asian Connections and the Arrival of Buddhism	270
12.2.3	The Rise of Baghdad	237	14.1.4	The Spread of Buddhism in China	272
12.3	Cosmopolitan Islam	237	14.2	China's Age of Preeminence, 589–1279	272
12.3.1	Abbasid Governance	237	14.2.1	China Reunited: The Sui Dynasty, 589–618	273
12.3.2	Commerce and Culture in the Abbasid Caliphate	238	14.2.2	China Triumphant: The Tang Dynasty, 618–907	273
12.3.3	Sufis and Fundamentalists	240	14.2.3	China in Turmoil: Ten Kingdoms and Five Dynasties, 907–960	275
12.4	The Decline of the Abbasid Caliphate	240			
12.4.1	Forces of Disintegration	241			
12.4.2	Continuity of Islamic Unity and Expansion	241			

14.2.4	China Resurgent: The Song Dynasty, 960–1127	275
14.2.5	China Divided: Jurchens and Southern Song, 1127–1279	277
14.3	Highlights and Hallmarks of Chinese Society	278
14.3.1	Commercial and Technological Innovations	278
14.3.2	Spiritual, Intellectual, and Cultural Creativity	280
14.3.3	Urban and Rural Society	282
14.4	Vietnam and the Chinese Impact	283
14.4.1	Vietnam Under Chinese Dominion	283
14.4.2	Vietnamese Autonomy	284
14.5	Korea and the Chinese Impact	285
14.5.1	Early Chinese Influence in Korea	285
14.5.2	The Kingdom of Koryo, 935–1392	286
14.6	The Emergence of Japan	286
14.6.1	Early Borrowing from China	287
14.6.2	The Heian Era: Divergence from China	287
14.6.3	The Rise of the Warrior Class	288
	Chapter Review	289
	Source Collection: Chapter 14	

Era Three Cross-Cultural Conflicts and Commercial Connections, 1000–1650

15 Nomadic Conquests and Eurasian Connections, 1000–1400 **291**

15.1	The Nomads of Central Asia	292
15.1.1	Herding and Horsemanship	293
15.1.2	Family and Social Structure	294
15.1.3	Connections with Settled Societies	295
15.2	The Rise and Fall of the Seljuk Turks	296
15.2.1	The Seljuk Conquests	297
15.2.2	The Great Seljuk Empire	297
15.2.3	The Fragmentation of the Seljuk Realm	299
15.3	The Mongol Invasions	299
15.3.1	The Conquests of Genghis Khan	299
15.3.2	Reasons for Mongol Success	300
15.4	The Mongol Khanates: Conquest, Adaptation, and Conversion	302
15.4.1	East Asia: Khubilai Khan and His Mongol-Chinese Empire	302
15.4.2	Southwest Asia: Mongol Devastation and Muslim Resilience	303
15.4.3	Russia: Conquest, Tribute, and the Tatar Yoke	305
15.4.4	Central Asia: The Struggle to Maintain the Mongol Heritage	306
15.5	The Mongol Impact: Connections and Consequences	307
15.5.1	Trade and Travel: The <i>Pax Mongolica</i>	308

15.5.2	Exchanges of Ideas and Technologies	310
15.5.3	The Plague Pandemic	311
15.5.4	The End of the Mongol Era	311
	Chapter Review	313
	Source Collection: Chapter 15	

16 The Resurgence of the Christian West, 1050–1530 **315**

16.1	Conflicts and Connections Between Europe and Islam	316
16.1.1	Christians and Muslims in Iberia	317
16.1.2	The Christian Crusades and the Muslim Response	318
16.1.3	Islamic Impacts on Western Commerce and Culture	319
16.2	The High Middle Ages	320
16.2.1	Agricultural Advances	320
16.2.2	The Growth of Towns and Trade	321
16.2.3	The Rise of Royal Authority	321
16.2.4	The Revitalized Roman Church	322
16.2.5	Intellectual and Cultural Developments	323
16.2.6	Exaltation of Women and Marriage	324
16.3	Fourteenth-Century Challenges	325
16.3.1	The Avignon Popes	325
16.3.2	Famine, Plague, and Social Unrest	326
16.3.3	The Great Western Schism	327
16.3.4	Conflict and Fragmentation	327
16.4	The European Renaissance	328
16.4.1	Roots and Attributes of the Renaissance	328
16.4.2	The Italian Renaissance	329
16.4.3	The Northern European Renaissance	332
16.4.4	Social and Political Effects	334
	Chapter Review	335
	Source Collection: Chapter 16	

17 Culture and Conflict in the Great Islamic Empires, 1071–1707 **338**

17.1	The Conquests of Timur Lenk	339
17.1.1	Timur's Strengths and Good Fortunes	340
17.1.2	Attack on the Ottomans	341
17.1.3	Timur as Warrior and Administrator	341
17.2	The Cosmopolitan Ottoman Empire	342
17.2.1	Ottomans and Byzantines	342
17.2.2	Mehmed the Conqueror	343
17.2.3	The Ottoman State and Society	344
17.2.4	Suleiman the Magnificent	345
17.2.5	A Challenged Empire	348
17.3	Safavid Persia: A Shi'ite State	348
17.3.1	Shi'ite Islam as a Unifying Force	349
17.3.2	Regional and Islamic Influence on Family and Gender Roles	351

17.4	The Mughal Empire: A Muslim Minority Rules India	352	19.3	The Spanish and Portuguese Empires in America	388
17.4.1	The Delhi Sultanate in India	352	19.3.1	The Amerind Foundation	389
17.4.2	Babur: Founding the Mughal Empire	353	19.3.2	Slave Labor	390
17.4.3	Akbar's Reign of Cultural Accommodation	354	19.3.3	Government and Administration	390
17.4.4	The Great Mughals	355	19.3.4	The Colonial Church	392
17.5	Connections and Distinctions Between the Great Islamic Empires	357	19.3.5	Society in the Iberian Empires	393
Chapter Review		358	19.4	Amerinds and Europeans in North America	395
Source Collection: Chapter 17			19.4.1	Coalitions and Contacts	395
18	The Aztec and Inca Empires, 1300–1550	360	19.4.2	The Coming of the Europeans	395
18.1	The Great Amerind Empires	361	19.4.3	Disease and Demographic Decline	396
18.2	The Aztec Empire	362	19.5	The Columbian Exchange	398
18.2.1	Tenochtitlán: City in the Lake	362	Chapter Review		399
18.2.2	Exploitation and Human Sacrifice	363	Source Collection: Chapter 19		
18.2.3	Society and Culture	364	II. An Age of Global Connections, 1500–Present		
18.3	The Inca Empire	366	Era Four The Shift from Regional to Global Connections, 1500–1800		
18.3.1	A Unified Empire	367	20	The West in an Age of Religious Conflict and Global Expansion, 1500–1650	401
18.3.2	Society and Economy	367	20.1	The Protestant Reformation	402
18.3.3	Adaptation to the Andes	368	20.1.1	Roots of the Reformation	402
18.3.4	Governance and Religion	369	20.1.2	The Lutheran Revolt	404
18.4	Aztec and Inca on the Eve of Invasion	370	20.1.3	The Rising Tide of Rebellion	405
18.5	The Invasion and Conquest of Mexico	370	20.1.4	Henry VIII and the English Reformation	406
18.5.1	The Arrival of the Spaniards	371	20.1.5	Calvin and the Elect	407
18.5.2	Encounter Between Aztecs and Spaniards	372	20.1.6	The Spread of Protestantism	408
18.5.3	The End of the Aztec Empire	373	20.2	The Catholic Counterreformation	409
18.5.4	Reasons for the Spanish Victory	374	20.2.1	The Council of Trent	410
18.6	The Invasion and Conquest of Peru	374	20.2.2	The Roman and Spanish Inquisitions	410
18.6.1	Upheavals Among the Inca	374	20.2.3	New Religious Orders	410
18.6.2	Encounter Between Inca and Spaniards	375	20.3	Religious and Political Strife in Europe	411
18.6.3	Cajamarca and the End of the Inca Empire	376	20.3.1	The Spanish Catholic Crusade	411
18.6.4	Reasons for the Spanish Victory	377	20.3.2	The Wars of Religion in France	413
Chapter Review		377	20.3.3	The Thirty Years War	413
Source Collection: Chapter 18			20.4	The Globalization of Western Christianity and Commerce	415
19	Global Exploration and Global Empires, 1400–1700	379	20.4.1	Catholicism's Global Expansion	415
19.1	The Iberian Impulse	380	20.4.2	Merchant Capitalism and Global Trade	415
19.1.1	Portuguese Overseas Exploration	381	20.4.3	Colonies, Commerce, and Religion	417
19.1.2	Columbus's Enterprise of the Indies	383	20.5	Western Society in an Age of Religious and Economic Change	417
19.1.3	The Voyage of Magellan	385	20.5.1	Warfare, Disease, and Witch Hunts	418
19.2	The Portuguese Seaborne Empire	385			
19.2.1	Empire in the Atlantic Ocean	385			
19.2.2	Empire in the Indian and Pacific Oceans	386			
19.2.3	Portugal's Commercial Empire in 1600	386			

20.5.2 Social Effects of Economic Expansion	419	22.2 Transformation of the Indian Subcontinent	452
20.5.3 Family, Gender, Education, and Diet	419	22.2.1 Europeans Arrive in India	452
20.5.4 Changes in the Role of Religion	420	22.2.2 The Mughals in Decline	455
Chapter Review	421	22.2.3 The Crisis of Islamic India	456
Source Collection: Chapter 20		22.2.4 British and French Rivalry in India	457
21 The Search for Stability in East Asia, 1300–1800	423	22.3 Muslims and Europeans in Southeast Asia	458
21.1 The Search for Stability in Japan and Korea	424	22.3.1 Coexistence Between Muslims and Hindus	458
21.1.1 Rebellions, Warring States, and Intruders	425	22.3.2 The European Intrusion	460
21.1.2 The Unification of Japan	426	22.4 The End of Safavid Persia	461
21.1.3 Korea and the Japanese Invasion	427	22.4.1 Safavid Centralization and Decline	461
21.2 Japan Under Tokugawa Rule	427	22.4.2 Shi'ite Islam After the Safavids	462
21.2.1 The Tokugawa Shoguns	428	22.5 The Ottoman Response to Europe's Challenge	463
21.2.2 The Evolution of Japanese Society	429	22.5.1 The Ottomans Lose the Initiative	463
21.2.3 Urban Culture and the Roles of Women	429	22.5.2 Ottoman Reform and Cultural Synthesis	464
21.3 The Search for Stability in China	431	22.5.3 Wahhabism in Arabia	465
21.3.1 The Ming Ascendancy	431	Chapter Review	466
21.3.2 Connections and Contacts: The Voyages of Zheng He	432	Source Collection: Chapter 22	
21.3.3 Challenges to Security and Stability	434	23 Africa and the Atlantic Slave Trade, 1400–1800	468
21.3.4 Domestic and Foreign Trade	435	23.1 Africa's Diverse Societies	469
21.3.5 Intruders from Europe and Japan	435	23.2 Servitude, Slavery, and the Slave Trade in Africa	471
21.3.6 Calamity and Rebellion	437	23.2.1 Early African Servitude	471
21.4 The Qing Empire	438	23.2.2 The Trans-Sahara Slave Trade	472
21.4.1 The Manchu Conquest	438	23.2.3 African Slaves in the Islamic World	472
21.4.2 Kangxi and the Consolidation of Manchu Rule	439	23.3 The Atlantic Slave Trade	473
21.4.3 The Jesuits in China: Cultural Connections and Controversy	440	23.3.1 The Africans and the Portuguese	473
21.4.4 The Height of the Qing Regime	441	23.3.2 Sugar and the Slave Trade	473
21.4.5 Vietnam Under Chinese Sway: Expansion and Foreign Influence	441	23.3.3 The Atlantic System	474
21.5 Chinese Culture and Society in the Ming and Qing Eras	442	23.3.4 The Capture and Transport of Slaves	475
21.5.1 Civil Service, Scholarship, and the State	442	23.3.5 African Slaves in the Americas	476
21.5.2 Popular Culture and Commerce	443	23.3.6 Riches, Race, and Racism	477
21.5.3 Village Farming and Population Growth	444	23.4 The Transformation of Africa	477
21.5.4 The Functions of the Chinese Family	444	23.4.1 The Reorientation of West Africa	478
Chapter Review	445	23.4.2 The Depopulation of Central Africa	480
Source Collection: Chapter 21		23.4.3 The Contest for East Africa	482
22 Southern Asia and the Global Shift in Wealth and Power, 1500–1800	447	23.4.4 South Africa and the Dutch	484
22.1 Confrontation: Europe and Islam in Southern Asia	448	23.5 The Impact on Africa of the Atlantic Slave Trade	485
22.1.1 The Indian Ocean Trade	449	23.5.1 Demographic Dislocation	485
22.1.2 Shifting Balances of Power and Commerce	451	23.5.2 Disruption of Family Life	485
		23.5.3 Economic and Political Turmoil	486
		23.5.4 African Responses to the Slave Trade	487
		23.6 African Slaves and the Global Shift in Wealth and Power	488
		Chapter Review	489
		Source Collection: Chapter 23	

24	Absolutism and Enlightenment in Europe, 1600–1789	491			
24.1	The Age of Absolutism	492	26.3	The French Revolution	541
24.1.1	The French Model of Absolute Government	493	26.3.1	The Estates General and the Onset of Revolution	542
24.1.2	Absolutism in Central Europe	495	26.3.2	The Constitutional Monarchy and Its Demise	543
24.1.3	The English Alternative to Absolutism	498	26.3.3	The National Convention and the Reign of Terror	544
24.2	Europe's Intellectual Revolution	500	26.3.4	The Role of the Lower Classes	545
24.2.1	The Scientific Revolution	501	26.3.5	The Directory and the Rise of Napoleon	545
24.2.2	The Enlightenment	503	26.3.6	The Consulate: Consolidation of the Revolution	546
24.3	Absolutism and Enlightenment	506	26.3.7	The Revolution and the Rights of Women	547
24.3.1	Absolutism and Enlightenment in Prussia and Austria	507	26.4	The Haitian Revolution	547
24.3.2	Unenlightened Monarchy in England and France	509	26.4.1	The Saint-Domingue Slave Colony	548
Chapter Review		509	26.4.2	The Revolt of Toussaint Louverture	548
Source Collection: Chapter 24			26.4.3	The Success and Impact of the Revolution	549
25	Russia's Eurasian Empire: Convergence of East and West, 1300–1800	512	26.5	The Napoleonic Empire	550
25.1	Russia's Eastern Orientation	513	26.5.1	The Formation and Expansion of the Empire	550
25.1.1	Byzantine and Mongol Connections	514	26.5.2	The Russian Campaign and the Empire's Collapse	552
25.1.2	The Rise of Moscow	515	26.6	Restoration and Rebellion	553
25.1.3	Ivan the Terrible and His Impact	516	26.6.1	The Congress of Vienna and the Congress System	553
25.1.4	The Early Romanovs and the Russian Church Schism	519	26.6.2	Renewed Attempts at Revolution	553
25.1.5	Muscovite Culture and Society	519	Chapter Review		555
25.1.6	Russia's Expansion Across Asia	522	Source Collection: Chapter 26		
25.2	Russia's Western Reorientation	524	27	Industry, Ideology, and Their Global Impact, 1700–1914	557
25.2.1	Peter the Great: Westernization and War	524	27.1	The Industrial Revolution in Britain	558
25.2.2	Elizabeth I: Culture, Elegance, and Conflict	526	27.1.1	Agricultural Advances and Population Growth	559
25.2.3	Catherine the Great: Enlightenment and Expansion	527	27.1.2	Cotton and Its Connections	559
25.2.4	Russia's Eurasian Society	529	27.1.3	Coal, Iron, Steam, and Their Connections	560
Chapter Review		531	27.1.4	Industrial Britain: Workshop of the World	561
Source Collection: Chapter 25			27.2	Industry's Early Spread and Social Impact	562
Era Five	Revolution, Industry, Ideology, and Empire, 1750–1914		27.2.1	Industrialization in Europe and North America	562
26	The North Atlantic Revolutions, 1750–1830	533	27.2.2	Mechanization and Urbanization	563
26.1	The Background of the North Atlantic Revolutions	534	27.2.3	Family and Society in the Industrial Age	565
26.1.1	New Ideas About Government and Society	535	27.3	New Ideas and Ideologies	566
26.1.2	The Seven Years' War	535	27.3.1	Liberalism and Socialism	566
26.2	The American Revolution	536	27.3.2	Nationalism and Romanticism	568
26.2.1	Tensions Between Britain and Its Colonists	537	27.4	The European Impact of Industry and Ideology	570
26.2.2	Clashes in the Colonies	538	27.4.1	Reform and Revolution in Europe, 1832–1849	570
			26.2.3	The Revolutionary War	539
			26.2.4	The Consequences of the American Revolution	540

27.4.2 Liberalism, Nationalism, and Industrial Growth, 1850–1914	572
27.5 Industry, Ideology, and Growing Global Connections	579
27.5.1 Industry, Technology, and Global Trade	579
27.5.2 The Great Global Migrations	580
27.5.3 Industry, Technology, and Imperialism	581
27.5.4 Nationalism, Liberalism, and Racism	582
27.5.5 Responses to Western Domination	583
Chapter Review	584
Source Collection: Chapter 27	

28 Nation Building in the Americas, 1789–1914 586

28.1 The Revolutions of Latin America	587
28.1.1 Preconditions for Revolution	588
28.1.2 Regional Character of the Spanish American Revolutions	589
28.1.3 Independence Movements in South America	589
28.1.4 Failure and Eventual Success in Mexico	591
28.1.5 From Colony to Empire in Brazil	593
28.2 Mexico from Santa Anna to Díaz	593
28.2.1 La Reforma	594
28.2.2 Social Structure and the Porfiriato	594
28.3 Argentina and Chile: Contrasts in the Southern Cone	595
28.3.1 Argentina from Rivadavia to Rosas	595
28.3.2 Modernization: Society, Women, and the Economy	596
28.3.3 Chilean Institutionalization	597
28.3.4 Social Stratification and Inequality	598
28.4 Brazil's Experiment with Empire	599
28.4.1 The Long Reign of Pedro II	599
28.4.2 Slavery, Society, and Imperial Collapse	600
28.5 The Trials and Triumphs of the United States	601
28.5.1 Unification and Consolidation	601
28.5.2 Expansion and Social Division	602
28.5.3 North Against South	603
28.5.4 Industry, Immigration, and Overseas Commitments	605
28.6 The Consolidation and Expansion of Canada	606
28.6.1 French and British Colonization of Canada	606
28.6.2 Dominion, Expansion, and Ethnic Anxieties	608
Chapter Review	609
Source Collection: Chapter 28	

29 New Connections and Challenges in Eastern and Southern Asia, 1800–1912 611

29.1 Instability and Endurance in China	612
29.1.1 China's Internal Problems	613
29.1.2 The Opium Connection	614
29.1.3 The Taiping Rebellion and China's Disintegration	616
29.1.4 The Dynasty's Survival and Regional "Self-Strengthening"	617
29.2 Subordination and Resistance in India	617
29.2.1 Commercial Connections and Cultural Conflicts	618
29.2.2 The Indian Revolt of 1857	619
29.2.3 The Rise of Indian Nationalism	619
29.3 Challenges and Adaptations in Japan	621
29.3.1 The Tokugawa Shogunate and the Western Challenge	621
29.3.2 Civil War and Meiji Restoration	622
29.3.3 Centralization and Western Adaptations	622
29.4 The Impact of Imperialism in Asia	623
29.4.1 Southeast Asia and the West	623
29.4.2 Indonesia and the Dutch	625
29.4.3 Japan Versus China in Korea	626
29.4.4 The Scramble for Chinese Concessions	627
29.5 The Chinese and Japanese Response	628
29.5.1 The Boxer Uprising in China	629
29.5.2 The Russo-Japanese War	629
29.5.3 The End of the Chinese Empire	630
Chapter Review	631
Source Collection: Chapter 29	

30 New Connections and Challenges in West Asia and Africa, 1800–1914 633

30.1 New Connections and Challenges in West Asia and North Africa	634
30.1.1 Reform and Adaptation in the Ottoman Empire	636
30.1.2 The Tanzimat, Pan-Islamism, and the Young Turks	637
30.1.3 The Transformation of Egypt	638
30.1.4 The Suez Canal and Its Impact	639
30.1.5 The Struggles of the Maghrib	639
30.2 New Connections and Challenges in Sub-Saharan Africa	641
30.2.1 Africa's Global Economy	641
30.2.2 The Decline of the Slave Trade	642
30.2.3 The Rise of New Regional States	644

30.3	The Age of Imperialism in Africa	648	32.2	Democracy, Depression, and Dictatorship	689	
30.3.1	Factors That Facilitated Imperialism	648	32.2.1	The Versailles Settlement	689	
30.3.2	The Colonization of the Congo Basin	650	32.2.2	Democracy and Dictatorship in Eastern Europe	690	
30.3.3	Global Trade and the Occupation of Egypt	651	32.2.3	Fascism in Italy	691	
30.3.4	The Imperial Scramble	652	32.2.4	The Great Depression and Its Global Impact	692	
30.3.5	The Roots of African Resistance	652	32.2.5	The New Deal in the United States	693	
30.3.6	Diamonds, Gold, and Diversity in South Africa	653	32.2.6	Democracy and Socialism in Western Europe	694	
30.4	The Impact of Empire on Africa	654	32.2.7	Communism in Russia	695	
30.4.1	Economic and Social Implications	655	32.2.8	National Socialism in Germany	697	
30.4.2	The Impact of Western Ideals and Institutions	655	32.3	New Varieties of Nationalism in Asia	699	
30.4.3	African Responses to Colonial Rule	656	32.3.1	Nationalism and Nonviolence in India	699	
Chapter Review		657	32.3.2	Nationalism and Communism in China	700	
Source Collection: Chapter 30			32.3.3	Nationalism and Militarism in Japan	703	
Era Six Global Upheavals and Global Integration, 1900–Present			Chapter Review		704	
			Source Collection: Chapter 32			
31	The Great War and the Russian Revolutions, 1890–1918	659	33	World War II and the Holocaust, 1933–1945	706	
31.1	The Path to War and Revolution	660	33.1	The Road to War	707	
31.1.1	The Diplomatic Revolution of 1890–1907	660	33.1.1	Germany Prepares, 1933–1936	707	
31.1.2	The Crises of 1908–1913	664	33.1.2	Civil War in Spain, 1936–1939	708	
31.1.3	The Crisis of July 1914	665	33.1.3	Germany’s Eastward Expansion	709	
31.2	Deadlock and Devastation, 1914–1916	666	33.2	Hitler’s War, 1939–1941	711	
31.2.1	Stalemate on the Western Front	666	33.2.1	From Poland to France	711	
31.2.2	Efforts to Break the Stalemate	668	33.2.2	The Battle of Britain	713	
31.2.3	The War Against Germany’s Colonies	670	33.2.3	The German Invasion of Russia	714	
31.2.4	European Civilian Life During the Great War	673	33.3	East Asia and the Pacific, 1937–1942	715	
31.3	Year of Revolution, 1917	674	33.3.1	The New Order in East Asia	715	
31.3.1	The United States Enters the War	675	33.3.2	Japan Strikes in the Pacific	717	
31.3.2	Mutinies in the French Army	675	33.3.3	End of the Japanese Advance	718	
31.3.3	The Russian Revolutions	676	33.4	North Africa and Europe, 1942–1943	718	
31.4	Year of Decision, 1918	679	33.4.1	The Battle for North Africa	718	
31.4.1	Russian Withdrawal from the War	679	33.4.2	Stalingrad and Kursk	719	
31.4.2	The Great March Offensive and Influenza Pandemic	680	33.4.3	Civilian Hardship in World War II	720	
31.4.3	Decision in Southwest Asia	680	33.4.4	Resistance to Nazi Rule	721	
31.4.4	The Path to the Armistice	682	33.5	Nazi Mass Murders	722	
Chapter Review		682	33.5.1	Extermination Camps	722	
Source Collection: Chapter 31			33.5.2	The Implementation of Mass Murder	724	
32 Anxieties and Ideologies of the Interwar Years, 1918–1939			684	33.5.3	The Question of Responsibility	724
32.1	Western Society and Culture in an Age of Anxiety	685	33.6	The Defeat of Germany, 1944–1945	725	
32.1.1	The Rise of Relativism and Relativity	686	33.6.1	Squeezing Germany Between West and East	725	
32.1.2	Technology and Popular Culture	687	33.6.2	Allied Victory in Europe	726	
32.1.3	Changes in the Role of Women	687	33.7	The Defeat of Japan	727	
32.1.4	Architecture, Art, and Literature	688	33.7.1	The American Strategy	727	
			33.7.2	The Japanese Empire Contracts	728	
			33.7.3	Atomic Weapons	729	
			33.8	The Legacy of World War II	730	
			Chapter Review		731	
			Source Collection: Chapter 33			

34 East Versus West: The Cold War and Its Aftermath, 1945–Present	734	35.4 Radicalism and Pragmatism in Communist China	776
34.1 Origins of the Cold War	736	35.4.1 Early Radical Reforms	776
34.1.1 The Yalta and Potsdam Conferences	736	35.4.2 The Great Leap Forward and Its Failure	776
34.1.2 Divided Europe: The “Iron Curtain”	738	35.4.3 The Great Proletarian Cultural Revolution	777
34.1.3 The Truman Doctrine and Marshall Plan	739	35.4.4 China’s Opening to the West	778
34.1.4 The Berlin Blockade and NATO	739	35.4.5 China After Mao: Economic Growth and Political Repression	778
34.2 The Global Confrontation	740	35.5 The Agonies of Southeast Asia and Indonesia	779
34.2.1 New Realities and New Leaders	741	35.5.1 Vietminh, France, and the First Indochina War	779
34.2.2 Decolonization and Global Cold War	742	35.5.2 Vietnam, America, and the Second Indochina War	780
34.2.3 Peaceful Coexistence and Its Problems	744	35.5.3 The Cambodian Catastrophe	782
34.2.4 Berlin, Cuba, Vietnam, and MAD	746	35.5.4 Indonesia Between East and West	782
34.3 The West in the Cold War Era	747	35.6 Changes in Asian Societies	784
34.3.1 The Revival of Western Europe	747	35.6.1 Industry, Technology, Population, and Urbanization	785
34.3.2 Affluence and Anxieties in America	748	35.6.2 Changing Family and Gender Roles	786
34.4 The Soviet Bloc	750	Chapter Review	787
34.4.1 Life Under Communist Rule	750	Source Collection: Chapter 35	
34.4.2 Challenges to Soviet Authority	751	36 Reform and Revolution in Latin America, 1914–Present	789
34.5 The End of the Cold War Era	752	36.1 Latin America and the World Since 1914	790
34.5.1 Détente and Its Demise	752	36.1.1 Connections: Latin America in the Global Economy	791
34.5.2 The Gorbachev Revolution	753	36.1.2 Conflict: Latin America and Global War	793
34.5.3 Collapse of the Communist Bloc	754	36.1.3 Connections and Conflict: Latin America and the United States	795
34.5.4 Disintegration of the USSR	755	36.2 Democracy and Dictatorship in Latin America	798
34.6 The Aftermath of the Cold War	756	36.2.1 Argentina: The Failure of Political Leadership	798
34.6.1 The European Union and the Expansion of NATO	756	36.2.2 Brazil: Development and Inequality	801
34.6.2 The Resurgence of Russia	759	36.2.3 Chile: Socialism, Militarism, and Democracy	805
34.6.3 American Preeminence and Problems	760	36.2.4 Mexico: The Legacy of the Revolution	808
34.6.4 International Crises and Concerns	761	36.3 Seven Regional Transitions	810
Chapter Review	762	36.3.1 Gender Roles	811
Source Collection: Chapter 34		36.3.2 Inequality	811
35 The Upheavals of Asia, 1945–Present	764	36.3.3 Debt	811
35.1 Independence and Conflict in India and Pakistan	765	36.3.4 Population	812
35.1.1 Independence and Partition	766	36.3.5 Poverty	812
35.1.2 India: Democracy, Progress, and Problems	768	36.3.6 Drug Trafficking	813
35.1.3 Pakistan: Dictatorship and Division	769	36.3.7 Religion	813
35.2 Revival and Resurgence of Japan	769	Chapter Review	814
35.2.1 Japan’s Economic Miracle	770	Source Collection: Chapter 36	
35.2.2 Problems amid Prosperity	770	37 Africa Since 1919	816
35.3 Conflict and Division in China and Korea	771	37.1 Africa Between the World Wars	817
35.3.1 Civil War in China: Communists Versus Nationalists	772	37.1.1 European Domination and Exploitation of Africa	817
35.3.2 Divided China: Taiwan and the People’s Republic	773	37.1.2 The Growth of African Nationalism	818
35.3.3 Occupation, Partition, and Conflict in Korea	774		
35.3.4 Divided Korea: Communist North, Capitalist South	775		

37.2	Africa and the Second World War	820	38.1.2	Secular Nationalism in Turkey	843
37.2.1	Italian and German Aggression in Ethiopia and North Africa	820	38.1.3	Islamic Nationalism in Egypt and Syria	843
37.2.2	Francophone Africa's Role in World War II	821	38.1.4	The Persistence of European Colonialism: The Mandate System	845
37.2.3	The War's Effects on Africa	822	38.1.5	From Persia to Iran Under the Pahlavis	846
37.2.4	European Preparations for Colonial Autonomy	823	38.2	The Transformation of the Middle East, 1939–1990	847
37.3	The Transformation of Africa After 1945	824	38.2.1	The State of Israel and the Palestinian Conflict	847
37.3.1	African Nationalism and the Cold War	825	38.2.2	Arab Nationalism and the Arab–Israeli Wars	848
37.3.2	The End of the French Empire	825	38.2.3	The Development of Islamist Fundamentalism	852
37.3.3	Britain's Retreat from Empire	828	38.2.4	Islamic Revolution in Iran	854
37.3.4	Chaos in Belgium's Empire	830	38.3	The Middle East Since 1990	854
37.3.5	Portugal's Unique Decolonization	832	38.3.1	Persian Gulf Wars and Global Terrorism	854
37.3.6	From Apartheid to Freedom in South Africa	832	38.3.2	The Arab Spring of 2011	856
37.4	Challenges Facing Independent Africa	834	38.3.3	The Syrian Catastrophe and the Islamic Caliphate	857
37.4.1	Politics: Democracy or Dictatorship?	834	38.3.4	The Persistence of the Palestinian Question	858
37.4.2	Social Challenges: Poverty, Ignorance, Disease	835	Chapter Review		860
37.4.3	The Potential for Economic Success	836	Source Collection: Chapter 38		
	Chapter Review	838			
	Source Collection: Chapter 37				
38	The Middle East Since 1919	840	Epilogue: Connections in a Globalizing Age		862
38.1	Secular and Islamic Nationalism, 1919–1939	841	Glossary		866
38.1.1	The Collapse of the Ottoman Empire	841	Index		879

Key Features

Maps

Chapter 1

Map 1.0 Early Farming and Herding	2
Map 1.1 The Great Ice Age, 2,000,000–10,000 B.C.E.	5
Map 1.2 Humans Inhabit the Continents, 200,000–10,000 B.C.E.	6
Map 1.3 Agriculture Emerges in West Asia, 9000–8000 B.C.E.	11
Map 1.4 Agriculture Develops and Spreads, 9000 B.C.E.–1000 C.E.	12
Map 1.5 Early States and Civilizations Emerge in River Valleys, 4000–2000 B.C.E.	18

Chapter 2

Map 2.0 Early North African and West Asian Societies	22
Map 2.1 Africa's Diverse Environment	23
Map 2.2 Egyptian Kingdoms and Imperial Expansion, 2700–1075 B.C.E.	26
Map 2.3 Egypt, Kush, and Meroë, Second and First Millennia B.C.E.	29
Map 2.4 Complex Societies Emerge in West Asia and Northeast Africa by 3000 B.C.E.	33
Map 2.5 Akkadian Empire Unites Mesopotamia in 24th Century B.C.E.	36
Map 2.6 Indo-European Migrations Connect Eurasian Societies, 3000–1000 B.C.E.	39
Map 2.7 Hittite Connections and Conflicts, 1600–1200 B.C.E.	40
Map 2.8 The Assyrian and Chaldean (New Babylonian) Empires, 9th Through 6th Centuries B.C.E.	41
Map 2.9 Phoenician and Carthaginian Colonies, 12th Through 2nd Centuries B.C.E.	43
Map 2.10 Israelites and Their Neighbors, 12th Through 8th Centuries B.C.E.	45

Chapter 3

Map 3.0 Early India	49
Map 3.1 India's Geography and Early Cities, Third Millennium B.C.E.	50
Map 3.2 Aryans Migrate into India, Second Millennium B.C.E.	53
Map 3.3 Persian Empire Connects India with West Asia and North Africa After 518 B.C.E.	58
Map 3.4 Mauryan Empire Unites Much of India 321–184 B.C.E.	59
Map 3.5 Trade Routes Link India with Other Lands by Late First Millennium B.C.E.	61
Map 3.6 The Kushan Empire (50–240 C.E.) and Buddhism's Spread	62
Map 3.7 The Gupta Empire in 413 C.E.	64

Chapter 4

Map 4.0 Early Chinese Empire	71
Map 4.1 China's Geography and Environment, Third Millennium B.C.E.	72
Map 4.2 China's Early Dynasties and Central Asian Connections, Second Millennium B.C.E.	74
Map 4.3 The Zhou Dynasty, 1122–256 B.C.E.	76
Map 4.4 The Qin Empire, 221–206 B.C.E.	81
Map 4.5 The Han Empire, 202 B.C.E.–220 C.E.	84
Map 4.6 The Silk Road and Sea Trade, By 1st Century B.C.E.	88

Chapter 5

Map 5.0 Areas of Amerind Settlement	93
Map 5.1 Populating the Western Hemisphere ca. 20,000–6000 B.C.E.	95
Map 5.2 North American Amerind Culture Areas, ca. 1500 C.E.	98
Map 5.3 Mesoamerican Homelands and Centers, ca. 2500 B.C.E.–700 C.E.	101
Map 5.4 Pre-Incan Andean Empires and Culture Areas, ca. 800 B.C.E.–1400 C.E.	108

Chapter 6

Map 6.0 The Persian Empire	113
Map 6.1 The Physical Geography of the Iranian Plateau	114
Map 6.2 The Persian Empire Expands, 549–490 B.C.E.	118
Map 6.3 The Assyrian and Persian Empires Compared, 625–500 B.C.E.	119
Map 6.4 Conflict Between Persia and Greece, 492–479 B.C.E.	124
Map 6.5 The Parthian and Sasanian Empires, 247 B.C.E.–637 C.E.	129

Chapter 7

Map 7.0 The Greco-Macedonian World	133
Map 7.1 Greece and Western Anatolia	134
Map 7.2 The Greek Colonies, 750–550 B.C.E.	137
Map 7.3 The Delian and Peloponnesian Leagues, 431 B.C.E.	140
Map 7.4 The Empire of Alexander the Great, 336–323 B.C.E.	148
Map 7.5 The Hellenistic Kingdoms, 323–146 B.C.E.	150

Chapter 8

Map 8.0 The Roman Empire	155
Map 8.1 Italy in 600 B.C.E.	156

Map 8.2	The Mediterranean World at the Time of the Roman Republic, 264–244 B.C.E.	158
Map 8.3	The Roman Empire, 138 C.E.	165
Map 8.4	Rome's Economic Organization of the Mediterranean World, 180 C.E.	171

Chapter 9

Map 9.0	The Christian West	175
Map 9.1	Germans, Celts, and Romans, 1st Through 4th Centuries C.E.	176
Map 9.2	Hunnic and Germanic Invasions, 370–500 C.E.	181
Map 9.3	Germans Divide the West into Kingdoms, 5th and 6th Centuries C.E.	183
Map 9.4	Charlemagne's Empire Reunites the West, 768–814 C.E.	185
Map 9.5	Charlemagne's Grandsons Divide His Empire, 843 C.E.	186
Map 9.6	Viking, Muslim, and Magyar Invasions, 9th and 10th Centuries C.E.	188

Chapter 10

Map 10.0	The Byzantine Empire, Kievan Rus, and Byzantine Claims in Europe	196
Map 10.1	The Early Byzantine Empire, 481 C.E.	197
Map 10.2	The Byzantine Empire During Justinian's Reign, 527–565	201
Map 10.3	The Gradual Retraction of the Byzantine Empire, 628–1328	207
Map 10.4	The Topography of Russia	209
Map 10.5	Kievan Rus, ca. 900	210

Chapter 11

Map 11.0	The Expansion of Islam, 632–732 C.E.	216
Map 11.1	Physical Geography of the Arabian Peninsula	217
Map 11.2	Arabia and Adjacent Regions, 500 C.E.	219
Map 11.3	Islamic Expansion in Southwest Asia, 632–661	225
Map 11.4	Islamic Expansion, 661–732/733	228

Chapter 12

Map 12.0	Buddhism, Hinduism and Islam in South Asia	234
Map 12.1	The Abbasid Caliphate in 800 C.E.	235
Map 12.2	The Ghaznavid Islamic Empire, 1030	243
Map 12.3	Southeast Asia, 800–1400	246

Chapter 13

Map 13.0	The Bantu Homeland, the Trans-Saharan Trade Area, and East African City-States	252
Map 13.1	Islamic North Africa and Iberia, 910	253
Map 13.2	West Africa, 800–1400	256
Map 13.3	City-States of East Africa, 1500	261

Chapter 14

Map 14.0	East Asian Societies	268
Map 14.1	China's Age of Disunity, 220–589	269

Map 14.2	Buddhism Spreads to East Asia, 2nd Through 6th Centuries C.E.	271
Map 14.3	China Under the Tang Dynasty, 618–907	274
Map 14.4	Song China and the Khitan Liao Empire, 960–1125	276
Map 14.5	The Jurchens and the Southern Song, 1127–1279	277
Map 14.6	Chang'an: China's Imperial Capital, 589–907	282
Map 14.7	Early Vietnam and Its Expansion in the 10th Through 15th Centuries	284
Map 14.8	Early Korea and Its Kingdoms in the 4th Through 10th Centuries	285
Map 14.9	Japan Emerges As an Island Nation in the 6th Through 10th Centuries	286

Chapter 15

Map 15.0	Turkic and Mongol Empires	292
Map 15.1	Areas of Farming and Herding By 1000 C.E.	293
Map 15.2	Key Central Asian Nomadic Movements Before 1000 C.E.	295
Map 15.3	Southwest Asia and the Seljuk Turks, 1040–1189	298
Map 15.4	Conquests of Genghis Khan, 1206–1227	300
Map 15.5	Four Mongol Khanates Connect Eurasia in the 13th and 14th Centuries	302
Map 15.6	<i>Pax Mongolica</i> Enhances Connections in the 13th and 14th Centuries	308
Map 15.7	Travels of Marco Polo, 1271–1295, and Ibn Battuta, 1325–1355	309
Map 15.8	The Plague Pandemic of the 14th Century	312

Chapter 16

Map 16.0	The Christian West	316
Map 16.1	Christians Reconquer Spain from Muslims, 1080–1492	317
Map 16.2	Crusades Create New Conflicts and Connections, 1095–1300	318
Map 16.3	Europe in the High Middle Ages, 1050–1300	324
Map 16.4	Europe Ravaged by Plague Pandemic, 1347–1351	326
Map 16.5	Political Divisions in 15th-Century Italy	329
Map 16.6	Europe in the Late 15th Century	335

Chapter 17

Map 17.0	The Great Islamic Empires	339
Map 17.1	The Empire of Timur Lenk, ca. 1405	340
Map 17.2	The Ottoman Empire in 1566	346
Map 17.3	The Safavid Empire in Persia, 1600	350
Map 17.4	The Delhi Sultanate in India, 1236	353
Map 17.5	The Mughal Empire in India, 1690	354

Chapter 18

Map 18.0	The Aztec and Inca Empires	361
Map 18.1	The Aztec Empire in 1519	364
Map 18.2	The Inca Empire, 1438–1825	367

Chapter 19

Map 19.0 The Portuguese and Spanish Empires	380
Map 19.1 European Global Exploration Routes, 1415–1522	382
Map 19.2 The Treaty of Tordesillas and the Line of Demarcation, 1494	384
Map 19.3 The Flow of Commerce in the Portuguese World, ca. 1600	387
Map 19.4 The Iberian Empires in the Western Hemisphere, 1750	389
Map 19.5a European Exploration and Claims in North America, 1607–1756	396
Map 19.5b European Colonial Possessions in North America, 1763	397

Chapter 20

Map 20.0 The Global Expansion of the Christian West	402
Map 20.1 Europe in the Sixteenth Century	403
Map 20.2 Sixteenth-Century Reformation Divides Europe Along Religious Lines	409
Map 20.3 Route of the Spanish Armada, 1588–1589	412
Map 20.4 The Peace of Westphalia Leaves Central Europe Divided, 1648	414
Map 20.5 Globalization of Western Christianity and Commerce, 1500–1750	416

Chapter 21

Map 21.0 East Asia, 1300–1800	424
Map 21.1 Sixteenth-Century East Asia	425
Map 21.2 Japan's Unification, 1560–1590	426
Map 21.3 Tokugawa Japan, 1603–1868	428
Map 21.4 China in the Ming Era, 1368–1644	431
Map 21.5 Voyages of Zheng He, 1405–1433	433
Map 21.6 East Asian Commerce in the 1500s and Early 1600s	436
Map 21.7 Manila Galleons Connect East Asia with the Americas, 1565–1815	437
Map 21.8 Manchu Expansion Creates the Qing Empire, 1600–1800	439
Map 21.9 Vietnam Expands Southward, 1400–1757	442

Chapter 22

Map 22.0 Southern Asia	448
Map 22.1 Islamic Asian Empires in 1600	449
Map 22.2 Trade Routes Across the Indian Ocean, 1600	450
Map 22.3 The Mughal Empire in India, 1707	457
Map 22.4 Southeast Asia and Indonesia, 1500–1700	459
Map 22.5 Safavid Persia in 1736	462

Chapter 23

Map 23.0 The Atlantic Slave Trade	469
Map 23.1 Fifteenth-Century African Connections	470
Map 23.2 The Atlantic System in the 16th Through 18th Centuries	474

Map 23.3 West Africa and the Guinea Coast, 1500–1800	478
Map 23.4 West-Central Africa and the Slave Trade in the 15th Through 18th Centuries	480
Map 23.5 East African Commerce and Connections, 1500–1800	483
Map 23.6 South Africa and the Dutch Incursions, 1652–1806	484
Map 23.7 Seventeenth- and Eighteenth-Century Commercial Connections	488

Chapter 24

Map 24.0 Europe in the Seventeenth and Eighteenth Centuries	492
Map 24.1 France, 1667–1715	493
Map 24.2 Growth of Austria and Prussia, 1648–1763	496
Map 24.3 Europe in 1763	508

Chapter 25

Map 25.0 The Russian Empire	513
Map 25.1 Russian Expansion, 1300–1800	514
Map 25.2 Expansion of Muscovy, 1300–1533	516
Map 25.3 Expansion Under Ivan IV and Feodor I, 1533–1598	517
Map 25.4 Muscovite Expansion in the 17th Century	522
Map 25.5 The Great Northern War, 1700–1721	525
Map 25.6 Expansion Under Catherine the Great, 1762–1796	528
Map 25.7 Partitions of Poland, 1772, 1793, 1795	529
Map 25.8 The Pale of Jewish Settlement, 1783–1917	531

Chapter 26

Map 26.0 The North Atlantic Revolutions, 1750–1830	534
Map 26.1 The North Atlantic World in 1750	536
Map 26.2 Territorial Changes in North America Resulting from the Seven Years' War, 1756–1763	537
Map 26.3 United States of America in 1783	540
Map 26.4 Saint-Domingue and the Haitian Revolution, 1791–1804	548
Map 26.5 The Napoleonic Empire, 1804–1814	551
Map 26.6 Europe in 1815	554

Chapter 27

Map 27.0 Early Industrial Regions	558
Map 27.1 Industrial Development in England by 1840	562
Map 27.2 The Global Spread of Industry by 1914	563
Map 27.3 Europe and the Revolutions of 1848	571
Map 27.4 Italian and German Unification, 1815–1871	575
Map 27.5 Ethnic Composition of the Austrian Empire in the 1800s	576
Map 27.6 The Crimean War, 1853–1856	577
Map 27.7 Global Migrations, 1815–1930	580
Map 27.8 European Imperial Expansion by 1914	581

Chapter 28

Map 28.0	Nation Building in the Western Hemisphere	587
Map 28.1	Iberian America in 1810	590
Map 28.2	Independent Latin American Nations After 1825	592
Map 28.3	The Expansion of the United States, 1783–1853	602
Map 28.4	Slavery and Civil War in the United States, 1820–1861	604
Map 28.5	The Expansion of Canada, 1867–1873	607

Chapter 29

Map 29.0	South and East Asia	612
Map 29.1	East and South Asia Around 1800	613
Map 29.2	China in Turmoil, 1830s–1870s	615
Map 29.3	Growth of British Power in India, 1770–1860	619
Map 29.4	Railways in British India	620
Map 29.5	Tokugawa Japan, 1603–1868	621
Map 29.6	Southeast Asia and Indonesia in the 18th Century	624
Map 29.7	Southeast Asia and Indonesia in the Early 20th Century	625
Map 29.8	Japanese Expansion in Asia, 1870s–1912	626
Map 29.9	East and South Asia in the Early 20th Century	628

Chapter 30

Map 30.0	Africa and West Asia	634
Map 30.1	Africa and West Asia Around 1800	635
Map 30.2	The Diminishing Ottoman Empire, 1800–1914	636
Map 30.3	Suez Canal Cuts East–West Shipping Costs, 1869	640
Map 30.4	Africa in the Mid-19th Century	645
Map 30.5	Colonization of Africa, 1880–1914	649
Map 30.6	The Struggle for South Africa, 1867–1910	653

Chapter 31

Map 31.0	Alliances in the Great War	660
Map 31.1	European Alliances and Crises, 1905–1914	661
Map 31.2	The Great War in Europe and Southwest Asia, 1914–1918	667
Map 31.3	The Great War in Asia, 1914–1918	671
Map 31.4	The Great War in Africa, 1914–1918	673
Map 31.5	The Great War in Southwest Asia, 1917–1918	681

Chapter 32

Map 32.0	Interwar Democracies and Dictatorships	685
Map 32.1	Europe and the Middle East in the 1920s and 1930s	690
Map 32.2	India Between the Wars, 1919–1939	699
Map 32.3	Nationalist China and Expansionist Japan, 1926–1937	701

Chapter 33

Map 33.0	Alliances in World War II	707
Map 33.1	German Territorial Expansion, 1938–1939	710

Map 33.2	Hitler's War in Europe, 1939–1940	712
Map 33.3	Germany's Invasion of the USSR, 1941	714
Map 33.4	Japanese Conquests, 1937–1942	716
Map 33.5	World War II in North Africa	719
Map 33.6	Soviet Victories at Stalingrad and Kursk, 1942–1943	720
Map 33.7	The Holocaust in Europe, 1941–1945	723
Map 33.8	The Allied Victory in Europe, 1944–1945	726
Map 33.9	World War II in the Pacific, 1942–1945	728

Chapter 34

Map 34.0	NATO Countries Versus Communist Countries	735
Map 34.1	European Boundary Changes and Occupation Zones, 1945–1955	737
Map 34.2	Divided Germany and Divided Berlin	740
Map 34.3	Communist Expansion in Eurasia, 1945–1950	741
Map 34.4	Decolonization and Cold War Clashes, 1945–1970s	743
Map 34.5	Divided Europe: NATO Versus Warsaw Pact, 1955–1991	744
Map 34.6	Cold War Clashes of the 1970s and 1980s	753
Map 34.7	Disintegration of the Communist Bloc, 1989–1992	755
Map 34.8	Growth of the Common Market and European Union, 1957–2013	757
Map 34.9	Post–Cold War Europe: The EU and NATO	758

Chapter 35

Map 35.0	South and East Asia	765
Map 35.1	East and South Asia in 1945	766
Map 35.2	India and Pakistan Since 1947	767
Map 35.3	Communist Victory in China, 1948–1949	773
Map 35.4	The Korean War, 1950–1953	774
Map 35.5	Vietnam, Laos, and Cambodia, 1954–1975	781
Map 35.6	East and South Asia in the Early 21st Century	784

Chapter 36

Map 36.0	Latin America	790
Map 36.1	Commodity Production in South America, 1900	792
Map 36.2	Cold War Confrontations in Latin America, 1954–1992	797
Map 36.3	Argentina	799
Map 36.4	Brazil	802
Map 36.5	Mexico	808

Chapter 37

Map 37.0	Africa	817
Map 37.1	Africa in the 1920s and 1930s	819
Map 37.2	Africa in 1945	824
Map 37.3	Decolonization in Africa and Asia, 1941–1985	826

Chapter 38

Map 38.0 The Middle East	841
Map 38.1 The Middle East in the 1920s and 1930s	842
Map 38.2 The Arab–Israeli Conflict, 1947–2018	849
Map 38.3 The Middle East Since 1945	855

Documents

The Source Collection documents listed here are available only in the Revel version of *Connections: A World History, Fourth Edition*.

Chapter 1

A Visitor from the Neolithic Age: The Iceman (3300 BCE)
Early Hominin Artifacts
Cave Painting: Chauvet, France, 30,000 years old
Early Human Burial Sites: Arenne-Cadé, France, 23,500 Years Old
Glacial Terrain and Topography

Chapter 2

Life and Death in Ancient Mesopotamia: Excerpts From <i>The Epic of Gilgamesh</i> (c. 2000 BCE)
Sumerian Law Code: The Code of Lipit-Ishtar (c. 1868 BCE)
Excerpts from Hammurabi's Code
Excerpts from the Hebrew Bible
Table with Ancient Hittite Letters
Artifacts as Evidence: Flood Tablet

Chapter 3

Vardhamana Mahavira, "Jain Doctrines and Practices of Non-violence": Selections from Akaranga-sutra (ca. 500 BCE)
The Edicts of Ashoka (ca. 250 BCE)
Ramayana Excerpts: Rama and Sita
Excerpts from the Bhagavad Gita (First or Second Century C.E.)
Excerpts from a Sermon by the Buddha on the Four Noble Truths (6th century B.C.E.)
Excerpts from the Code of Manu on the Duties of Women
Artifacts as Evidence: Pillar of Ashoka

Chapter 4

Sun Tzu, Excerpt from <i>The Art of War</i> (6th Century BCE)
Daoism: The Classic of the Way and Virtue (500s–400s BCE)
Ban Zhao, <i>Instructions for Chinese Women and Girls</i> (c. 106 CE)
Hsi-Chun, <i>Lament of Hsi-Chun</i> (c. 110 BCE)
Excerpts from Zhang Qian, "Descriptions of the Western Regions"
Artifacts as Evidence: Han Lacquer Cup

Chapter 5

Excerpt from the Council Book of the Quiché Maya, or <i>Popol Vuh</i>
Dekanawida Myth and the Achievement of Iroquois Unity, c. 1500s

The Story of the Creation of the World, Told by a Zuñi Priest (1885)
Two Nineteenth-Century Archaeologists Provide the First Scientific Description of the Indian Mounds of the Mississippi Valley (1848)
Pyramid of the Sun at Teotihuacán
Mayan Glyphs
Replica of Mayan Codex in Gran Museo del Mundo
Temple of the Inscriptions near Palenque, Chiapas, Mexico
Atlantes on Top of Main Structure at Tula, Hidalgo (Toltec)
Artifacts as Evidence: Ancestral Pueblo Jars
Artifacts as Evidence: Cornucopia Salt Jar

Chapter 6

Excerpt from the <i>Avesta</i>
The Behistun Inscription of Darius the Great
Gold Cow Drinking Bowl, Iran 300–400 C.E.
Rock Relief of Sasanian Persia: Victory of King Shapur II
Ruins of Persepolis: Gate of All Nations
Zoroastrianism: Fire Temple, Isfahan
Artifacts as Evidence: Oxus Chariot Model

Chapter 7

Excerpts from Sophocles' <i>Oedipus the King</i>
Plato, <i>Allegory of the Cave</i>
Isomachus, Description of the Education of a Wife
Stoicism: Hymn to Zeus
Excerpt from Thucydides, <i>The History of the Peloponnesian War</i>
Artifacts as Evidence: Minoan Bull-Leaper
Artifacts as Evidence: Coin with Head of Alexander

Chapter 8

Excerpt from the Twelve Tables
Excerpt from The Gospel According to Matthew
Emperor Claudius Proclaims the Importance of Roman Citizenship
The Sack of Carthage

Chapter 9

Eusebius, The Vision and Victory of Constantine I (312 CE)
Decree Making Christianity the Official Roman Religion
Bible Passage on "The Keys of the Kingdom"
Excerpts from the Rule of Saint Benedict
Einhard [Eginhard], Excerpts from Life of Charlemagne (9th c. CE)
Tacitus, Excerpts from <i>Germania</i> (98 C.E.)
Ammianus Marcellinus, "Huns, Goths, and Romans," from <i>Historical Book XXXI</i> (380–390 C.E.)

Chapter 10

Excerpt from the Code of Justinian
Two Proclamations on the Question of Iconoclasm
Emperor Justinian in the Basilica of San Vitale (547 C.E.)

Double-Headed Eagle, Symbol of the Byzantine Empire
Kievan Prince Svyatoslav Fighting the Pechenegs (972)

Chapter 11

Excerpts from the Qur'an (7th Century C.E.)
Selections from the Hadith: Of Charity
Selections from the Hadith: Of Government
Selections from the Hadith: Of Women and Slaves

Chapter 12

Quatrains from *The Rubaiyat* (12th century)
The Philosophy and Theology of Ibn Rushd (12th century)
Al-Ghazālī on the Separation of Mathematics and Religion
(late 11th century)
Bab al-Futah, The Great Fatimid Gate in Cairo
The Abbasid Palace in Baghdad
Cambodian Ruins of Temple Dedicated to Hindu God Shiva
Artifacts as Evidence: Harem Wall-Painting Fragments

Chapter 13

Ibn Battuta, On Mali (1300s CE)
Leo Africanus Describes Timbuktu (c. 1500)
Traditional African Masks
Ruins of the Palace of the Queen of Sheba, Axum, Ethiopia
Ruins of Great Zimbabwe
Ancient Manuscript in the University Library, Timbuktu, Mali

Chapter 14

Excerpts from *Romance of the Three Kingdoms*
(3rd century C.E.)
Sung Dynasty, An Essay Question from the Chinese Imperial
Examination System (960–1279 CE)
The Seventeen Article Constitution from the Nihongi (604 CE)
Excerpts from *The Tale of Genji* (11th century)
Excerpt from Lady Murasaki Shikibu's Diary (11th c.)
Li Bai, "Drinking Alone by the Moonlight" (8th century)
Artifacts as Evidence: Silk Princess Painting

Chapter 15

Excerpt from William of Rubruck's Account of the
Mongols, (13th century)
The Mongols: An Excerpt from the *Novgorod Chronicle*, (1315)
Marco Polo on the Mongols
"Safe Conduct" Pass with Phakpa Script. (late 13th century)
Artifacts as Evidence: Backgammon Piece

Chapter 16

Excerpts from Pope Urban II's Speech at Clermont (1095)
Excerpts on the Plague from Boccaccio's *Decameron*
Articles of Medieval Guilds in London (1340s)
King John of England, *Magna Carta* (1215)
Niccolo Machiavelli, Selections from *The Prince*
Artifacts as Evidence: Dürer's *Rhinoceros*

Chapter 17

The Coming of Ismail Safavi Foretold
Ottoman Sultan Selim I, Letter to Persian Shah Isma'il I (1514)
Arjan, A Sikh Guru's Testimony of Faith (ca. 1600)
Pierre du Jarric, Akbar and the Jesuits (1610)
Suleiman the Magnificent
Artifacts as Evidence: Tughra of Suleiman

Chapter 18

An Aztec Midwife Addresses the Woman Who Has Died in
Childbirth: From the *Florentine Codex* (16th Century)
An Inca Account of the Conquest of Peru
Bartolomé de Las Casas, *An Account, Much Abbreviated, of the
Destruction of the Indies, with Related Texts* (1552)
"I Say This": An Tlaxcalan Elder Sings of the Value of War
Artifacts as Evidence: *Codex Tetlapalco*, *Codex Saville*

Chapter 19

Columbus Describes His First Encounter with People in the
Western Hemisphere (1492)
Agreement Between the Settlers at New Plymouth
(Mayflower Compact), 1620
Prince Henry the Navigator in Portugal
Christopher Columbus Petitioning Isabella of Castile to
Fund His Enterprise, 1492
The Battle of Bloody Brook, September 18, 1675, During King
Philip's War
Mountain of Silver Overlooking Modern-Day Potosí, Bolivia
Artifacts as Evidence: Hawikku Bowl and Candlesticks

Chapter 20

Martin Luther's "Ninety-Five Theses" (1517)
Excerpts from Luther's Reply at Worms (1521)
Excerpts from *Malleus Maleficarum* (1487)
The Act of Supremacy, passed by England's Parliament
(November 1534)
Excerpts from the Decrees of the Council of Trent (1545–1563)
Henry IV, *The Edict of Nantes* (1598)

Chapter 21

Justice for Women in Tokugawa Japan (18th century)
Kaibara Ekken, *Greater Learning for Women* (1762)
Manifest of the Accession of the Hongwu Emperor
Zheng He on His Voyages
Artifacts as Evidence: Canton Waterfront Punch Bowl

Chapter 22

A European Visitor Describes Arabia
The History and Doctrines of the Wahhabis
Passage to the Docks, Used for Carrying Spices to India's
Malabar Coast
Jageshwar Temple of Lord Shiva in Madhya Pradesh, India
(17th century)

A Safavid Palace in Isfahan, Persia

The Market of Batavia in the Dutch East Indies (1661)

Chapter 23

Excerpts of Letters from the King of Kongo to the King of Portugal (1526)

Origins of the Portuguese Slave Trade (1441–1448)

African Accounts of Being Taken Captive (1700s)

Journal of a Slave Ship Captain (1693–1694)

Accounts of Slave Mutinies by a Slave Ship Captain (1734)

Bryan Edwards on the Maroons of Jamaica (1655–1764)

An English Defense of the Slave Trade (1740)

Leo Africanus on West Africa (Early 1500s)

Duarte Barbosa on East Africa (Early 1500s)

Joseph Crassons de Medeuil, Notes on the French Slave Trade (1784–1785)

Artifacts as Evidence: Amulet in the Form of Miniature Shackles

Artifacts as Evidence: Akan Drum

Artifacts as Evidence: Head from Ife

Chapter 24

John Locke, *Second Treatise of Government* (1689)

Montesquieu, Excerpts from *The Spirit of Laws*

Jean-Jacques Rousseau, *The Social Contract* (1762)

Jean Domat, *The Ideal Absolute State* (1697)

Oliver Cromwell Abolishes the English Monarchy (1651)

René Descartes, from *Discourse on Method* (1637)

Thomas Hobbes, from *Leviathan* (1651)

Voltaire Praises England and Its Institutions (1733)

Adam Smith, *The Wealth of Nations* (1776)

Margaret Cavendish, *Philosophical and Physical Opinions* (1655)

Chapter 25

Filofei Proposes Moscow as the “Third Rome” (1515)

An English Traveller Describes Ivan the Terrible (1567)

Bishop Burnet’s Impressions of Peter the Great in 1698

Excerpts from the *Domostroi* (16th century)

Decrees of Peter the Great (1699–1722)

Chapter 26

Benjamin Franklin, Testimony Against the Stamp Act, 1766

Patrick Henry, “Give Me Liberty or Give Me Death,” 1775

Declaration of Independence (1776)

The Declaration of the Rights of Man (1789)

The Declaration of the Rights of Woman (1791)

Artifacts as Evidence: War Club

Chapter 27

Richard Guest, *The Creation of the Steam Loom*

Emmeline Pankhurst, “Freedom or Death”: Speech on Women’s Rights Given in Hartford, CT (November 13, 1913)

“The White Man’s Burden” and “The Brown Man’s Burden”

Excerpts from the *Communist Manifesto*

Testimony on Child Labor in British Textile Mills (1831–1832)

Herder on National Character (1784)

Chartist Petition and People’s Charter (1837)

Proclamation of the German Empire (1871)

Alexander II, Emancipation Manifesto (1861)

Documents of the Irish Potato Famine (1845–1849)

Machinery Destroyed (1812)

Artifacts as Evidence: *The Suffragette*

Chapter 28

Excerpt from Simón Bolívar: *The Jamaica Letter*

Simón de Bolívar, “Address to Second National Congress,” Venezuela (1819)

Four Perspectives on the American Union

Artifacts as Evidence: Anti-Slavery Medallion

Chapter 29

Excerpts from Qianlong’s Letter to King George III (1793)

The Taiping Rebellion (1850–1864)

Letter of Commodore Perry to the Emperor of Japan (7 July 1853)

The “Open Door” Policy (1899–1900)

Excerpts from the Treaty of Portsmouth (5 September 1905)

The End of the Chinese Empire (12 February, 1912)

The Indian Revolt of 1857

Artifacts as Evidence: Commodore Matthew Perry Scroll

Chapter 30

Excerpts from the Tanzimat Reforms (1839–1876)

The Young Turk Revolution (1908)

William Wilberforce, “We Can No Longer Plead Ignorance” (1789)

Excerpts from *An Act for the Abolition of the Slave Trade* (1807)

Usman dan Fodio and Fulani Jihad in West Africa (early 1800s)

An Example of Henry M. Stanley’s Congo Treaties (1879–1884)

Excerpts from the General Act of the Conference at Berlin (1885)

Roger Casement, From *Report on Conditions in Congo* (1903)

African Accounts of Life in a Changing World (late 1880s and early 1900s)

West African Complaints about British Imperialism (1877, 1897)

Equiano’s Call to Abolish the Slave Trade (1788)

Artifacts as Evidence: Freed Slave Figurine

Artifacts as Evidence: Belgian Congo Photograph

Chapter 31

Charles Hamilton Sorley, “When You See Millions of the Mouthless Dead”

Woodrow Wilson, *The Fourteen Points* (1918)

The Triple Alliance of 1882

The Reinsurance Treaty of 1887

The Anglo-French Alliance of 1904
 The Anglo-Russian Entente of 1907
 The Treaty of Brest-Litovsk (1918)
 Artifacts as Evidence: *Lusitania* Medal

Chapter 32

Woodrow Wilson, *The Fourteen Points*, 1918
 Karl Marx and Friedrich Engels, Excerpts from the
Communist Manifesto, 1848
 Albert Einstein, Einstein on Relativity, 1920
 Franklin Roosevelt, Excerpts from First Inaugural Address, 1933
 Joseph Stalin, Excerpts from Speech on Rapid
 Industrialization, 1931
 Mohandas K. Gandhi, Gandhi on Nonviolent Resistance
 Mao Zedong, “A Single Spark Can Start a Prairie Fire,” 1930
 Artifacts as Evidence: Civilian Conservation Corps Cartoon
 Artifacts as Evidence: Soviet Shock Worker Badge

Chapter 33

The Hossbach Memorandum (November 10, 1937)
 The Munich Agreement (September 29, 1938)
 De Gaulle’s Appeal to the French Nation (18 June 1940)
 Protocols of the Wannsee Conference (20 January 1942)

Chapter 34

George C. Marshall, The Marshall Plan, 1947
 Khrushchev on Peaceful Coexistence and on Stalin’s
 Crimes (1956)
 The North Atlantic Treaty (1949)
 Andrei Zhdanov, *Report on the International Situation to the
 Cominform* (September 22, 1947)
 John F. Kennedy, Address to the Nation and the World
 (October 22, 1962)
 Yeltsin’s Call to Resist the Coup Attempt (August 19, 1991)
 Harry S. Truman, The Truman Doctrine, 1947
 Joseph Stalin’s *Victory Speech* (1946)
 A Common Market and European Integration (1960)
 Glasnost and Perestroika, Gorbachev’s Unintended
 Revolution (1987)
 Addressing Climate Change in the Eurozone
 Artifacts as Evidence: U-2 Spy Plane
 Artifacts as Evidence: Shards of Stained Glass

Chapter 35

Jawaharlal Nehru, Why India Is Non-Aligned (1956)
 Ho Chi Minh, Declaration of Independence for the
 Democratic Republic of Vietnam (2 September 1945)
 Jinnah and Gandhi on India’s Partition (1947)
 Testimony of Jan Ruff O’Herne, “The War Never Ended for
 the Comfort Women”
 National Diet of Japan: Report on Tsunami and Nuclear
 Accident (2011–2012)
 U.N. and U.S. Response to North Korean Invasion of South
 Korea (1950)

The Chinese-Soviet Border War (1969)
 Nixon’s China Visit, The Shanghai Communiqué (1972)
 Deng Xiaoping on Modernizing China and Developing a
 Market Economy (1978–1979)
 The Tiananmen Square Protests and Massacre (1989)
 Final Declaration of the Geneva Conference (1954)
 The Gulf of Tonkin Resolution (10 August 1964)
 The Effects of Atomic Bombs on Hiroshima and
 Nagasaki (1946)
 Artifacts as Evidence: Nixon and Mao Ping-Pong
 Paddle Set

Chapter 36

Address by Salvador Allende, President of Chile,
 to the General Assembly of the United Nations
 (4 December 1972)
 Brazilian President Getúlio Vargas Meeting with U.S. President
 Franklin D. Roosevelt (1943)
 The Plaza of the Three Cultures at Tlatelolco, Mexico City
 The Vast Grasslands of the Argentine Pampas
 The National Congress Building in Brasília
 The Osorno Volcano Towers Above Chile’s Lake District
 Artifacts as Evidence: Plaza de Mayo, Buenos Aires,
 Argentina

Chapter 37

Charles de Gaulle’s Opening Speech at the Brazzaville
 Conference (January 30, 1944)
 Fifth Pan-African Congress, *Challenge to the Colonial Powers*
 (May 1945)
 Prime Minister Harold Macmillan, *Wind of Change Speech*,
 South Africa (February 3, 1960)

Chapter 38

Speech by President Gamal Abdel Nasser of Egypt
 (September 15, 1956)
 Ayatollah Khomeini, Islam and the State in the Middle East:
 Ayatollah Khomeini’s Vision of Islamic Government
 (Mid-20th c.)
 Proclamation of Independence of the State of Israel
 (May 14, 1948)
 Palestinian Declaration of Independence (November 15, 1988)
 Ayatollah Ruhollah Khomeini, *Speech Number Sixteen* (1964)
 Osama bin Laden, *Declaration of Jihad upon the United States*
 (1996)
 Mohammad Atta, “The Last Night” (2001)
 Artifacts as Evidence: Suez Crisis Films

Videos

The videos listed here are available only in the Revel version
 of *Connections: A World History, Fourth Edition*.

Chapter 1

Chapter 1: Introductory Video

Chapter 2

Chapter 2: Introductory Video

History 360: Pyramids and Sphinx at Giza

Artifacts as Evidence: Flood Tablet

Chapter 3

Chapter 3: Introductory Video

Artifacts as Evidence: Pillar of Ashoka

Chapter 4

Chapter 4: Introductory Video

Chinese Writing

Confucianism

History 360: Great Wall of China

Artifacts as Evidence: Han Lacquer Cup

Chapter 5

Chapter 5: Introductory Video

Artifacts as Evidence: Ancestral Pueblo Jars

Artifacts as Evidence: Corncob Salt Jar

History 360: Tikal

Chapter 6

Chapter 6: Introductory Video

Artifacts as Evidence: Oxus Chariot Model

Chapter 7

Chapter 7: Introductory Video

Artifacts as Evidence: Minoan Bull-Leaper

History 360: Athenian Acropolis

Artifacts as Evidence: Coin with Head of Alexander

Chapter 8

Chapter 8: Introductory Video

History 360: Roman Aqueduct at Segovia Spain

History 360: Roman Colosseum

History 360: Hadrian's Wall

Chapter 9

Chapter 9: Introductory Video

History 360: Viking Ship *Hugin*

The Split Between Eastern and Western Christianity

Chapter 10

Chapter 10: Introductory Video

History 360: Hagia Sophia

Chapter 11

Chapter 11: Introductory Video

Artifacts as Evidence: Incense Burner

Chapter 12

Chapter 12: Introductory Video

History 360: Angkor Wat

History 360: Borobudur Buddhist Temple/Prambanan Hindu Temple

Artifacts as Evidence: Harem Wall Paintings

Chapter 13

Chapter 13: Introductory Video

History 360: Alhambra Palace

History 360: Kilwa, Tanzania

History 360: Great Zimbabwe

Chapter 14

Chapter 14: Introductory Video

Chinese Commercial Innovations

History 360: Taizoin Zen Buddhist Temple

Artifacts as Evidence: Silk Princess Painting

Chapter 15

Chapter 15: Introductory Video

Genghis Khan and the Mongols (Chinggis Khan)

Artifacts as Evidence: Backgammon Piece

Chapter 16

Chapter 16: Introductory Video

History 360: Mosque Cathedral of Córdoba

History 360: Crusader Castle

History 360: Venice (Maritime Power and Wealth)

History 360: Chartres Cathedral

History 360: Piazza San Marco

History 360: The Sistine Chapel

Artifacts as Evidence: Dürer's *Rhinoceros*

Chapter 17

Chapter 17: Introductory Video

Artifacts as Evidence: Tughra of Suleiman

History 360: Imam (Shah) Mosque

History 360: Fatehpur Sikri

Chapter 18

Chapter 18: Introductory Video

History 360: Machu Picchu

Artifacts as Evidence: *Codex Tetlapalco*, *Codex Saville*

Chapter 19

Chapter 19: Introductory Video

History 360: Caravel *Matthew*

Artifacts as Evidence: Hawikku Bowl and Candlesticks

Chapter 20

Chapter 20: Introductory Video

Chapter 21

Chapter 21: Introductory Video

History 360: Great Wall of China
 The Ming Dynasty
 Artifacts as Evidence: Canton Waterfront Punch Bowl

Chapter 22

Chapter 22: Introductory Video

Chapter 23

Chapter 23: Introductory Video
 History 360: Morgan Lewis Sugarcane Mill, Barbados
 History 360: Elmina Castle, Ghana
 Artifacts as Evidence: Amulet in the Form of Miniature Shackles
 Artifacts as Evidence: Akan Drum
 Artifacts as Evidence: Head from Ife
 History 360: Kilwa, Tanzania

Chapter 24

Chapter 24: Introductory Video
 History 360: Palace of Versailles
 History 360: Eighteenth-Century Vienna
 History 360: Isaac Newton's Woolsthorpe Manor

Chapter 25

Chapter 25: Introductory Video

Chapter 26

Chapter 26: Introductory Video
 Artifacts as Evidence: War Club
 History 360: La Citadelle, Haiti

Chapter 27

Chapter 27: Introductory Video
 History 360: Masson Mill Textile Factory
 Artifacts as Evidence: *The Suffragette*
 History 360: Nineteenth-Century Paris
 History 360: Ellis Island

Chapter 28

Chapter 28: Introductory Video
 Artifacts as Evidence: Anti-Slavery Medallion

Chapter 29

Chapter 29: Introductory Video
 Artifacts as Evidence: Commodore Matthew Perry Scroll

Chapter 30

Chapter 30: Introductory Video
 Artifacts as Evidence: Freed Slave Figurine
 Artifacts as Evidence: Belgian Congo Photograph

Chapter 31

Chapter 31: Introductory Video
 History 360: World War I Trench
 Artifacts as Evidence: *Lusitania* Medal

Chapter 32

Chapter 32: Introductory Video
 The Rise of Fascism in Europe
 Artifacts as Evidence: Civilian Conservation Corps Cartoon
 History 360: Red Square
 Artifacts as Evidence: Soviet Shock Worker Badge
 History 360: Mohandas Gandhi's Bedroom

Chapter 33

Chapter 33: Introductory Video
 History 360: Auschwitz
 History 360: Pointe du Hoc, Normandy, France

Chapter 34

Chapter 34: Introductory Video
 Artifacts as Evidence: U-2 Spy Plane
 Cold War Connections: Russia, America, Berlin, and Cuba
 Artifacts as Evidence: Shards of Stained Glass
 History 360: Prague Spring, Wenceslas Square
 History 360: Reunification of Berlin
 History 360: Brexit Vote

Chapter 35

Chapter 35: Introductory Video
 Postwar Resurgence of Japan
 Artifacts as Evidence: Nixon and Mao Ping-Pong Paddle Set
 History 360: Long Bien Bridge, Hanoi, Vietnam
 History 360: Singapore

Chapter 36

Chapter 36: Introductory Video
 History 360: Museo De La Revolución
 Artifacts as Evidence: Plaza de Mayo, Buenos Aires, Argentina

Chapter 37

Chapter 37: Introductory Video
 History 360: Nelson Mandela's House and Museum
 Artifacts as Evidence: Gold Coast/Ghana Stamps

Chapter 38

Chapter 38: Introductory Video
 Artifacts as Evidence: Suez Crisis Films

Connecting with World History Students: Why We Wrote This Book

We are two professors who love teaching world history. For the past quarter-century, at our middle-sized college, we have team-taught a two-semester world history course that first-year students take to fulfill a college-wide requirement. Our students have very diverse backgrounds and interests. Most take world history only because it is required, and many find it very challenging. Helping them to understand it and infecting them with our enthusiasm for it are our main purposes and passions.

This is an exciting time to be teaching world history. In an age of growing global interconnectedness, an understanding of diverse world cultures and their histories has never been more essential. Indeed, it is increasingly apparent that students who lack this understanding will be poorly prepared to function in modern society or even to comprehend the daily news.

At the same time, the teaching of world history has never seemed more challenging. As the amount of material and its complexity increase, students can get bogged down in details and inundated with information, losing sight of the overall scope and significance of the human experience. Conveying world history to college students in a comprehensible and appealing way, without leaving them confused and overwhelmed, is one of the toughest challenges we face.

To help meet this challenge and better connect with our students, we have written a compact, affordable world history text that is tailored to meet their needs. In developing this text, we pursued several main goals.

First, because students often find it difficult to read and process lengthy, detailed chapters, we sought to write a text that is *concise and engaging*, with short, interesting chapters that focus on major trends and developments.

Second, since students often see history as a bewildering array of details, dates, and events, we chose a unifying theme—connections among world societies—and grouped our chapters to reflect the growth of such connections from regional to global.

Third, having seen many students struggle because they lack a good sense of geography, we included more than 250 maps—far more than most other texts—and provided a number of other features designed to help readers better understand and process the material.

A Concise and Readable Text

Since even the best text does little good if students do not read it, we endeavored above all to produce one that is concise and readable. We addressed ourselves to first-year college students, using a simple, straightforward narrative that tells the compelling story of the peoples and societies that preceded us and how they shaped the world. To avoid drowning our readers in a welter of details, we chose to take an introductory approach rather than an encyclopedic one. With this text, students will become familiar with the most important trends, developments, and issues in world history, and they will gain an appreciation for the vast diversity of human societies and endeavors.

To make our narrative less overwhelming and more accessible to students, we have limited most chapters to about 10,000 words and divided each chapter into short topical sections. By writing concise chapters, we have enabled average students to read them in

an hour or so. By keeping sections short, we have partitioned the narrative into manageable segments so that readers can process material before they move on. By furnishing learning objectives at the start of each chapter and a review section at the end, with focus questions, key terms, and timelines, we have highlighted major issues and themes while keeping in sight the overall trends and developments.

Connections in World History

In our teaching we have found that many students find world history confusing and overwhelming in part because they have no overall framework for understanding it. To help them sort things out, we have focused our text on a central theme of connections among world societies. By stressing this theme, we have sought to maintain a sense of coherence and purpose, and to give our readers a framework that will help them to make sense of history.

Rather than divide our text into ancient, medieval, and modern eras, an arrangement that works for Europe but has limited value elsewhere, we have instead grouped our chapters into two overlapping ages: an Age of Regional Connections, lasting until about 1650 C.E., and an Age of Global Connections, dating from roughly 1500 to the present. Each age is then subdivided into three eras, reflecting the expansion of connections from regional to global levels. This framework, summarized in our Introductory Overview (“Making Sense of World History”) and in our table of contents, is designed to give students the “big picture” of world history that they often lack.

Within each era are chapters that provide both regional and global perspectives, stressing not only each culture’s distinct features but also its connections with other regions and cultures. Readers thus can readily appreciate both the diversity and the interconnectedness of human societies.

Within each chapter, at the start of each section, are discussion questions that highlight major issues and our connections theme. Readers thus can delve into details while also keeping sight of the overall context.

An Extensive and Consistent Map Program

Many students approach world history with only a rudimentary understanding of world geography, and maps are a crucial tool in understanding world history. Our text contains an abundance of carefully crafted maps, designed within each chapter to build one upon another. With more than 250 maps throughout the book, *Connections* offers one of the most extensive map programs of any world history survey textbook.

We have worked very hard to make the maps clear and to place them where readers can refer to them without turning pages. As much as possible, the maps use colors, fonts, labels, and other markers consistently so that students will find these features familiar from one map to the next. And in the digital version of our text, many of the maps are dynamic and interactive, with features that animate changes over time and enable readers to focus specifically on each major element in turn.

Finally, the map captions are carefully written to clarify the maps, to connect them with surrounding text, and to guide the students’ attention to the most important elements in those maps. Each map caption includes a question to help students consider critical issues.

Revel

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors’ narrative help students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel

www.pearson.com/revel

Features

We have incorporated in our instructional design a carefully selected set of features, each chosen with this basic guideline in mind: Will it help students to better envision, understand, and process the material they are reading?

Visuals We provide an ample array of photos and other visuals, selected to illustrate developments explicitly discussed in the text. To ensure that students will connect the text with the images, we have placed them next to or below the passages they illustrate.

Pronunciation Guides Since students often struggle to pronounce unfamiliar names and places, we have placed parenthetical pronunciation guides immediately following first use of such names and places in the text.

Videos And Vignettes

- **Vignettes.** Each chapter opens with a vignette designed to capture the reader's interest and introduce the chapter's main themes.
- **Introductory Videos.** In Revel an introductory video also highlights key themes and learning objectives.
- **History 360 Experiences.** Embedded History 360 experiences allow students to learn about history through the exploration of historical sites. Each immersive experience combines 360-degree photographs and videos with sound, images, and text to help bring the past to life.
- **Artifacts as Evidence Videos.** Created in partnership with the British Museum, the Imperial War Museums, the Smithsonian Institution, and the Victoria and Albert Museum, these videos use a wide range of unique artifacts as starting points to explain and illuminate world history.

Primary Sources To acquaint students with primary sources and illuminate materials covered in our narrative, Revel provides a multitude of primary sources, including documents and photos, carefully selected and edited for student understanding, with direct links to the sources placed right after the passages to which they relate.

Chapter Review Sections Each chapter has a comprehensive end-of-chapter review section that incorporates the following features:

- **Conclusion.** This feature, provides a concise overview of the chapter's main themes, highlights key connections, and puts them in historical perspective.
- **Chapter Timeline.** Each chapter contains a comprehensive chronology that lists the key dates and developments, helping students to see at a glance the sequence of important events.
- **Key Terms.** Key terms are highlighted in boldface in the narrative. In print the key terms are listed at the end of each chapter with page references to facilitate review. In Revel, key term definitions pop up in the narrative and are provided at the end of the chapter in interactive flashcards to help students readily review and understand the terms.
- **Ask Yourself.** A set of questions at the end of every chapter encourages further reflection and analysis of topics, issues, and connections considered in the chapter.

Assessments End-of-Section and end-of-chapter graded quizzes help students gauge their mastery of the material before moving onto the next unit.

Integrated Writing Opportunities. Integrated throughout Revel, writing opportunities help students connect chapter content with personal learning. Each chapter offers three varieties of writing prompts: the Journal prompt, eliciting brief topic-specific assignments, addressing subjects at the module level; the Shared Writing prompt, which encourages students to share and respond to each other's posts to high-interest topics in the chapter; and Chapter Essays, which ask students to discuss a major theme of the chapter or across multiple chapters.

A Student-Centered Textbook

For a number of years, we and our colleagues have used our text, with highly encouraging results. Since this educational product is affordable and readily accessible students can easily access it in the classroom or almost anywhere else. Since chapters are concise and engaging, we find that students actually read them before coming to class and thus are better prepared to understand and discuss key issues. Students who completed questionnaires or wrote reviews of our chapters said they found them clear and compelling. By pointing out passages they found dry or confusing, these students also helped make the book more readable. We went to great lengths to create a title that is useful, accessible, and attractive to our students. For they, after all, are the reasons we wrote this book.

Ed Judge
judge@lemoyne.edu
John Langdon
langdon@lemoyne.edu

New to This Edition

- **History 360 Experiences:** Embedded History 360 experiences allow students to learn about history through the exploration of historical sites. Each immersive experience combines 360-degree photographs and videos with sound, images, and text to help bring the past to life.
- **Artifacts as Evidence Videos:** Created in partnership with the British Museum, the Imperial War Museums, the Smithsonian Institution, and the Victoria and Albert Museum, these videos use a wide range of unique artifacts as starting points to explain and illuminate world history.
- Numerous new photos and images have been added and placed either next to or below the passages they illustrate.
- Chapter-opening videos have been added to each chapter in Revel, each of them stressing key themes and objectives.
- Many new animations and interactive features have been added to the maps in Revel, including "Check Your Understanding," a map quiz that encourages students to recognize the wealth of information maps provide to their understanding of the country and time period.
- Self-paced multiple-choice, matching, and other interactives placed in-line with the narrative throughout the Revel chapters allow students to pause and test their understanding at key points within a section before they move on.
- Chapter 11, which includes pre-Islamic Arabia, has been expanded and updated in light of new evidence and interpretations.
- Chapter 17 on the Ottoman, Safavid, and Mughal Empires has been revised.
- The discussion of African history has been greatly expanded and enhanced throughout. Early African societies have been given greater prominence and covered in greater depth in Chapters 2 and 13, and the treatment of African history since the 1400s has been broadened, updated, and placed in greater global context in Chapters 23, 30, and 37.

- Chapter 34 has a new extensive section on the West and Russia in the post-Cold War era.
- Coverage of West Asia and the modern Middle East has likewise been expanded and updated in Chapters 30 and 38, with enhanced treatment and analysis of recent developments there.
- “Connections in a Globalizing Age,” a new epilogue that discusses transnational and global issues facing the world in the twenty-first century, has been added to the Combined Volumes and Volume 2.

Key Supplements and Customer Support

Supplements for Instructors

Pearson is pleased to offer the following resources to qualified adopters of *Connections: A World History*. These supplements are available to instantly download on the Instructor Resource Center (IRC); please visit the IRC at www.pearsonhighered.com/irc to register for access.

INSTRUCTOR’S RESOURCE MANUAL. Available for download at the Instructor’s Resource Center, www.pearsonhighered.com/irc, the Instructor’s Resource Manual contains resources for each chapter that include learning objectives, detailed outline, summary, discussion questions, a “Connections” section, and list of Revel assets.

TEST BANK. Thoroughly reviewed, revised, and updated, the Fourth Edition Test Bank file contains more than 2,500 multiple-choice, short answer, and essay test questions.

POWERPOINT PRESENTATIONS. PowerPoints contain chapter outlines and full-color images of maps and art. All PowerPoints are accessible.

MYTEST TEST BANK. Available at www.pearsonmytest.com, MyTest is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests can be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments anytime, anywhere! Instructors can easily access existing questions and edit, create, and store using simple drag-and-drop and Word-like controls.

Acknowledgments

In conceiving, composing, and bringing out this book, we are deeply grateful to the many people who helped us along the way. Our senior colleagues Bill Telesca and Fr. Bill Bosch, with whom we first taught world history, shared with us their many decades of experience as teachers and scholars. Other colleagues, including Doug Egerton, Bruce Erickson, Godriver Odhiambo, Holly Rine, Yamin Xu, Bob Zens, Tom Magnarelli, and Joshua Canale, have class-tested our book and provided us with feedback from their students and insights from their expertise in Atlantic World, Latin American, African, Amerind, East Asian, and Islamic history. Yamin Xu has also been particularly helpful with the spelling and pronunciation of East Asian names. Bill Zogby and Stacey McCall at Mohawk Valley Community College, along with Connie Brand and her colleagues at Meridian Community College, have likewise class-tested our book and supplied us with valuable input.

We also thank the many scholars and teachers whose thoughtful and often detailed comments helped improve our book. We are especially grateful to Trevor Getz and Bob Zens, who helped us immensely in our efforts to expand and enhance our coverage and analysis of historical developments in Africa and the Middle East. Whatever errors remain are, of course, our own.

In addition, we appreciate the reviewers of the third edition of our book whose invaluable feedback guided our revision for the fourth edition: Michael Broyles,

Macomb Community College; Amanda Carr-Wilcoxson, Walters State Community College; Celeste Chamberland, Roosevelt University; Amy Forss, Metropolitan Community College–Elkhorn Valley; Michael Furtado, University of Oregon; Kathryn Green, Mississippi Valley State University; Geoffrey Jensen, Embry-Riddle Aeronautical University–Prescott; Robert Kelly, Holmes Community College; Chris Powers, Fort Hays State University; Jason Ripper, Everett Community College; Rose Mary Sheldon, Virginia Military Institute; Michael Bland Simmons, Auburn University at Montgomery; Mary Sommar, Millersville University; and Amy Ilona Stein, Yavapai College.

Numerous others have contributed immensely to this work. Kathryn Buturla, Greg Croft, Gwen Morgan, Dan Nieciecki, Adam Zaremba, and the late Marc Ball assisted us with various aspects of our research and writing. Jaime Wadowiec, Vicky Green, and Jenna Finne each read our work at various stages and supplied us with a student’s perspective on its clarity, structure, coherence, and appeal to readers. James Kellaher helped us with our maps. Erika Gutierrez, Lisa Pinto, and Janet Lanphier challenged us, believed in us, supported us, and pushed us to expand our vision and our goals. Gil Pimental did a superb job of filming, editing, and enhancing our chapter-opening videos. Our various editors and collaborators, including Phil Herbst, David Kear, Charles Cavaliere, Rob De George, Jeff Lasser, Billy Grieco, Renee Eckhoff, Emily Tamburri, Gail Cocker, Deb Hartwell, Clark Baxter, Ed Parsons, Darcy Betts, Emsal Hasan, and especially Michell Phifer, have poured their hearts into supporting our work, correcting our mistakes, improving our style, sharpening our insights, enlivening our narrative, clarifying our explanations, enhancing our maps and images, and pressing us to excel.

Our biggest debt of gratitude is the one that we owe to our wives. Sue Judge and Jan Langdon sustained, encouraged, and supported us, especially when the going got tough, enduring numerous sacrifices as they shared both our burdens and our joys. We owe them far more than words can express or than we can ever repay. This book is rightfully theirs as much as it is ours.

A Note on Dates and Spellings

In labeling dates, like many other world history teachers, we use the initials B.C.E. (Before the Common Era) and C.E. (Common Era), which correspond respectively to the labels B.C. (Before Christ) and A.D. (*Anno Domini*, “The Year of the Lord”), long used in Western societies. In spelling Chinese names, we use the Pinyin system, internationally adopted in 1979, but we sometimes also give other spellings that were widely used before then. (In Chapters 3 and 35, for example, Chinese Nationalist leader Jiang Jieshi is also identified as Chiang Kaishek.) Our spelling of names and terms from other languages follows standard usage, with alternative versions given where appropriate. (Chapter 17, for example, notes that Central Asian warrior Timur Lenk was also called Tamerlane in Europe.)

About the Authors

Edward H. Judge

John W. Langdon

Edward H. Judge and John W. Langdon are professors of history at Le Moyne College, where for decades they team-taught a two-semester world history course for first-year students and courses on modern global history for upper-level students. Ed earned his doctorate at the University of Michigan and spent a year in the USSR as an IREX scholar. John earned his doctorate at Syracuse University's Maxwell School of Public Affairs, where he was a National Defense Fellow. Ed taught at Le Moyne from 1978 through 2018, was the College's Scholar of the Year in 1994, its Teacher of the Year in 1999, and was awarded the J. C. Georg Endowed Professorship in 1997. John has taught at Le Moyne since 1971, directed its Honors Program, was the College's Teacher of the Year in 1989, its Scholar of the Year in 2019, and was awarded the O'Connell Distinguished Teaching professorship in 1996. Each has chaired Le Moyne's Department of History. They have written or edited nine books: four in collaboration with each other, three as individuals, and two in collaboration with other scholars. They love teaching world history, especially to students of diverse backgrounds and interests, and they derive great joy from infecting their students with a passion and enthusiasm for the study of the human past.



Making Sense of World History: An Introductory Overview for Students

The study of world history is exciting, filled with fascinating insights, exploits, ventures, tragedies, and triumphs. But it can also be daunting. Faced with countless details, dates, and events, how can we possibly make sense of it all?

One way is to organize the past around a theme that applies the world over. Our central theme in this book is *connections*: the ways that people and societies interact with each other over time. We focus not only on actions and achievements of people in diverse societies but also on how they learned from, traded with, and conflicted with each other.

To put these connections in global context and illustrate the “big picture,” we divide the past into two main *ages* and six overlapping *eras*, reflecting the expansion of connections from regional to global levels, with the six main parts in our table of contents each covering an era. This structure is artificial, imposed by us on the past, but it furnishes a useful framework for making sense of world history.

I. An Age of Regional Connections, to 1650 c.e. (Chapters 1–19)

In our first age, connections were regional, and people survived mainly by finding or raising food. After foraging for food in small nomadic bands for tens of thousands of years, people increasingly took up farming and lived in more permanent settlements, typically villages surrounded by fields on which they grew crops or grazed animals. In regions unsuited for farming, people hunted and/or herded animals, moving periodically to find fresh grazing grounds. In regions where farming supplied surplus food, some people came to live in towns and cities, specializing in such pursuits as governance, warfare, religion, crafting goods, and trading with other regions. As populations grew, some societies formed states, territories run by a central government, often headed by a powerful ruler. Eventually some states conquered others to create large empires, expanding regional and transregional connections.

ERA ONE. EMERGENCE AND EXPANSION OF REGIONAL SOCIETIES, TO 300 c.e. (CHAPTERS 1–8) During this lengthy era, as foraging gave way to farming in some regions, food production and population increased. People formed regional states—groups of villages, towns, and cities ruled by a single government—first in northeastern Africa and West Asia, and later in India, China, the Americas, and elsewhere. States connected and conflicted with each other, eventually creating transregional empires—large expanses with various lands and cultures under a single government—such as those established by Persians, Macedonians and Greeks, Indians, Chinese, and Romans. By the era’s end, many regions were also connected by land and sea trade routes and by belief systems such as Buddhism, Hinduism, Zoroastrianism, Confucianism, Daoism, Judaism, and Christianity.

ERA TWO. TRANSREGIONAL CONFLICTS AND RELIGIOUS CONNECTIONS, 200–1200 c.e. (CHAPTERS 9–14) During this thousand-year era, connections among diverse regions were often created by expansive religions offering hope of salvation, and by states that espoused and spread these religions. Christianity, originating in Palestine in the first century c.e., spread across West Asia, Europe, and North Africa until

challenged by Islam, a new faith that soon linked much of Africa and Eurasia religiously, culturally, and commercially. Buddhism, after taking hold in India by the first century C.E., divided into branches and spread through much of Asia until challenged by resurgent Hinduism and Confucianism.

ERA THREE. CROSS-CULTURAL CONFLICTS AND COMMERCIAL CONNECTIONS, 1000–1650 (CHAPTERS 15–19) Our third era was marked by the formation of vast new political and commercial empires. Some were land based, created by Central Eurasian Turks and Mongols and by Aztecs and Inca in the Americas. Others were sea based, forged by Portuguese and Spanish sailors and soldiers. Their conquests brought mass devastation but also fostered new connections among distant and diverse cultures, laying foundations for the emergence of a global economy.

II. An Age of Global Connections, 1500–Present (Chapters 20–38)

Our second age has been marked by the growth of global connections and commerce. Instead of raising their own food, people increasingly worked in commercial pursuits, selling goods and services for money to buy food and goods. More and more people came to live in urban areas, engaged in enterprises using technologies to provide goods and services, and connected by global networks supplying resources, products, fuels, and information. Conflicts, too, became global, as nations vied for resources and markets as well as for lands and beliefs, and revolutionary ideals fueled upheavals the world over.

ERA FOUR. THE SHIFT FROM REGIONAL TO GLOBAL CONNECTIONS, 1500–1800 (CHAPTERS 20–25) In this era, wealth and power shifted from East to West. Seeking direct commercial access to India, China, and Indonesia, Europeans wrested Indian Ocean trade from the Muslims (who connected much of Eurasia and Africa) and also developed American colonies sustained by an Atlantic slave trade. As global commerce expanded, Western nations such as Spain, France, and Britain grew to rival in power and wealth the Chinese and Islamic empires. Russia, too, became a world power, expanding to the east, west, and south to create a Eurasian empire.

ERA FIVE. REVOLUTION, INDUSTRY, IDEOLOGY, AND EMPIRE, 1750–1914 (CHAPTERS 26–30) During our fifth era, revolutionary forces reshaped the West and eventually much of the world. Political revolutions in North America, Europe, and Latin America spread ideas of liberty and equality. An industrial revolution, beginning in Britain, spread across Europe and North America, radically altering societies. These upheavals bred new ideologies, including liberalism, socialism, and nationalism, fueling new revolts. As European nations industrialized, they forged new connections through imperialism, using new weapons and technologies to dominate Africa and Asia. Africans and Asians, their cultures threatened by Western domination, began adapting the new ideas and technologies to fit their own cultures and needs.

ERA SIX. GLOBAL UPHEAVALS AND GLOBAL INTEGRATION, 1900–PRESENT (CHAPTERS 31–38) By the twentieth century, Western nations had connected much of the world under their economic and political sway, while competing among themselves for resources and power. Their competition spawned two world wars, destroying much of Europe and millions of people, followed by a long cold war, dividing Europe and encompassing the globe. Africans and Asians, capitalizing on these conflicts while selectively adapting Western ways, freed themselves from Western domination and sought to modernize their economies. By the twenty-first century, the world was divided politically into numerous nations but connected commercially by an increasingly integrated global economy.

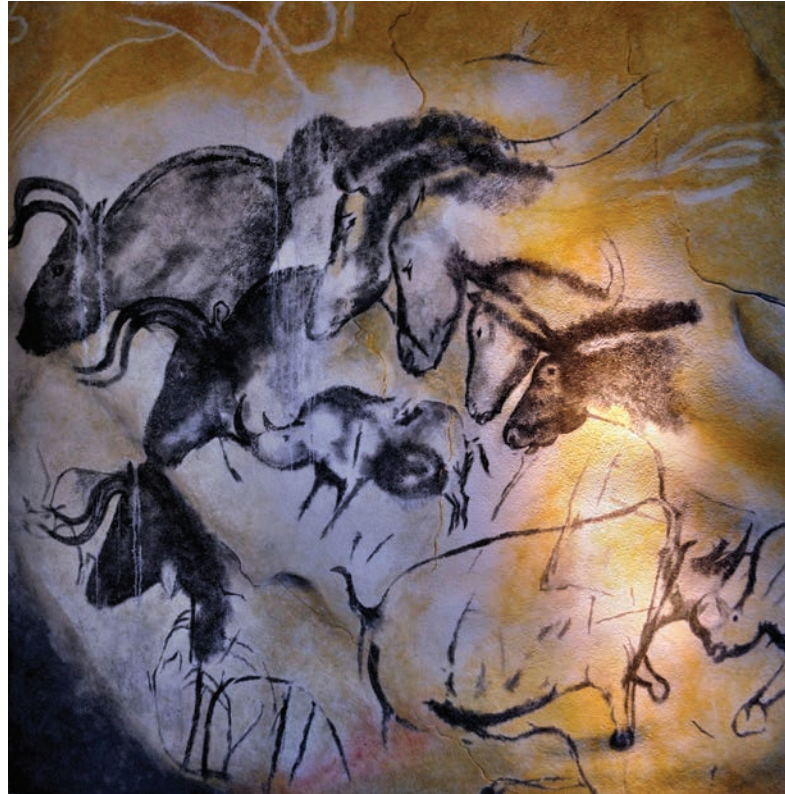
Ask Yourself

1. Why and how did humans transition from foraging to farming and organize themselves into settlements and states?
2. What roles did empires, religions, commerce, and technologies play in expanding connections among cultures?
3. What were the advantages and disadvantages of increased connections among cultures? Why and how were such connections often accompanied by conflict, exploitation, and suffering?
4. Why and how did societies transition from economies based on subsistence farming to economies based on commerce and technology? What impacts did these transitions have on the lives of ordinary people?
5. Why is it important for modern people to learn and understand world history?

This page is intentionally left blank

Chapter 1

The Emergence of Human Societies, to 3000 B.C.E.¹



EARLY HUMAN CAVE ART Fossils and cultural artifacts, such as these dramatic paintings on cave walls in southern France, provide us with insights into the lives and societies of early humans.

Fine Art Images/Heritage Image Partnership Ltd/Alamy Stock Photo



Contents and Focus Questions

1.1 Our Earliest Ancestors

What do we know about prehistoric hominins, and how do we know it?

1.2 The Origins and Impact of Agriculture

What were the causes, developments, and impacts of the Neolithic Agricultural Revolution?

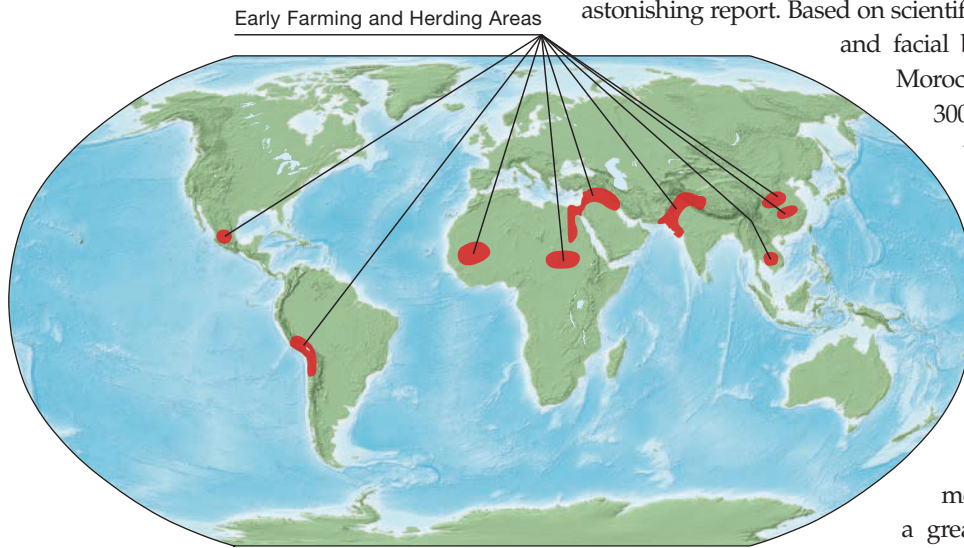
1.3 The Emergence of Complex Societies

Where, how, and why did the earliest complex societies emerge?

¹In labeling dates in world history, we use the initials B.C.E. (Before the Common Era) and C.E. (Common Era), which correspond to the labels B.C. (Before Christ) and A.D. (*Anno Domini*, "The Year of the Lord"), long used in Western societies. Years are counted backward from 1 B.C.E. and forward from 1 C.E.

Map 1.0 EARLY FARMING AND HERDING

Introduction



Between 9000 B.C.E and 3000 B.C.E., human societies in various parts of the world developed farming and herding.

In June 2017, a team of scientists who study ancient fossils published an astonishing report. Based on scientific analysis, they concluded that skulls

and facial bones discovered earlier at a site in Morocco in northwest Africa were at least 300,000 years old, and that they were the remains of humans like ourselves.

If so, this could revolutionize our understanding of human origins. It could mean that our species, which scientists call *Homo sapiens* (*HŌ-mō SĀ-pē-enz*—a term that means “wise human”), has been around for at least 100,000 years longer than previously thought, and that some early members of our species may have lived a great distance from the region in East Africa where humans were generally thought to have emerged about 200,000 years ago.

These findings and their implications help to illustrate both the allures and the challenges of studying the distant past. However long humans have existed, they have left behind written records only for about 5000 years. The preceding ages, encompassing all human existence before the emergence of writing, are often called the prehistoric era, despite the probability that people who lived back then kept track of their history by passing on oral accounts. Since these early people left no surviving written records, however, modern scholars must rely mainly on discovery and analysis of fossils and artifacts, augmented by enlightened speculation that is subject to scholarly debate. And indeed, some other scientists have called into question the claim that the skulls and facial bones discovered in Morocco are from members of our human species, asserting instead they may be the remains of another species of **hominin** (*HAH-mih-nin*)—a term that scientists apply not just to modern humans but also to numerous related species that existed long ago but are now extinct.

Despite such disputes and discrepancies, however, the general outlines of our ancestry are relatively clear. Hominins first emerged in Africa at least 5 million years ago, and for millions of years most likely survived by eating wild plants. Over many generations, they learned to communicate by spoken language, form small nomadic groups for cooperation and protection, fashion stone tools, hunt wild animals, and use fire, passing on their knowledge and skills to their young. In their quest for food, some hominin groups migrated from Africa to parts of Eurasia. Over time, most early hominin species died out, but one branch of the hominin tribe survived, evolving within the past half million years into modern humans like ourselves.

Equipped with greater intelligence and communication skills than their hominin forerunners, humans formed larger communities, devised better tools and weapons, learned to hunt more effectively, and occasionally fought with other groups vying for food. Some communities, seeking new food sources, migrated to Australia and the Americas. After many thousand years of foraging for food, some figured out how to raise their own by growing crops and domesticating certain animals. Farming and herding eventually enabled the emergence of still larger communities, such as cities and states, which established commercial, cultural, and political connections, inaugurating the historical era.

1.1 Our Earliest Ancestors

What do we know about prehistoric hominins, and how do we know it?

Since no historical records survive from before 5000 years ago, most of what we know of the prehistoric era is based on the work of archeologists and anthropologists, who study early hominins through fossils, cultural artifacts, and genetic comparisons with other animals. Using such sources, scholars surmise that humans are descended from hominins who lived in eastern Central Africa millions of years ago (and hence that we all have African ancestry). By modern standards, early hominins were small, only 3 or 4 feet tall, with brains that were smaller and less complex than ours. But hominins had larger brains than other animals, and voice boxes that could make more complex sounds, enabling them to better communicate what they learned with each other and their offspring. And hominins walked on two feet rather than four, enabling them to use their arms and hands for creative purposes, such as fashioning and using tools and weapons.

About 2 million years ago, as hominins grew in dexterity and brainpower, some began to chip and shape pieces of stone into rough-hewn tools. Modern researchers have characterized this activity—the first indication of conscious cultural behavior—as the onset of the Old Stone Age or **Paleolithic** (*pā-lē-ō-LITH-ik*) **period**, the earliest and longest stage of cultural development, lasting from approximately 2,000,000 B.C.E. until about 10,000 B.C.E. During this extended period, hominins vastly improved their social and communicative skills, learned to hunt in groups that pursued prey from one region to another, and migrated to diverse regions, including northern Africa and parts of Eurasia. In the process they developed diverse ways of life.

1.1.1 Hominins and Cultural Adaptation

What is cultural adaptation, and why was it important in hominin development?

Beginning in the Paleolithic period, hominins diverged from other animals in a significant way. Rather than adjusting to their environment mainly through biological evolution, as most other organisms did, hominins also developed through **cultural adaptation**, using their intellectual and social skills to adjust to their surroundings and improve their chances for survival. Organized into small kinship groups that traveled from place to place, they developed new techniques that they shared with each other and their young, thus transmitting their knowledge and skills to future generations.

With their growing intellectual capacities, hominins increasingly found better ways to adapt to their environment. From long and sometimes bitter experience, for example, they learned which plants were digestible, which could be harmful or lethal, and which had certain medicinal or intoxicative properties. In time some hominins learned how to hunt with crude stone axes, which they used to hurl at their prey and then to strip away the hides for clothing and the meat for food. Later, they learned to use fire for cooking meats and plants to make them more digestible, for warding off wild animals, and for providing nighttime warmth and light.

Furthermore, as their memory and speech improved, hominins transmitted their discoveries to each other and their offspring. A hominin woman who learned to build a fire, for example, could share this knowledge with the rest of her group and also teach it to her children. A hominin band returning from the hunt could sit around the fire, cook their meat, share their experiences, and pass on wisdom and practices from earlier generations. One result was that hominins could build upon their knowledge from one generation to the next and thus adapt more quickly than other animals. Another result was that separate societies eventually developed their own **cultures**: unique combinations of customs, beliefs, and practices—including languages, arts, rituals, institutions, and technologies—that distinguished societies from each other.



Early hominin tools.

Eddie Gerald/Alamy Stock Photo

1.1.2 Foraging, Family, and Gender

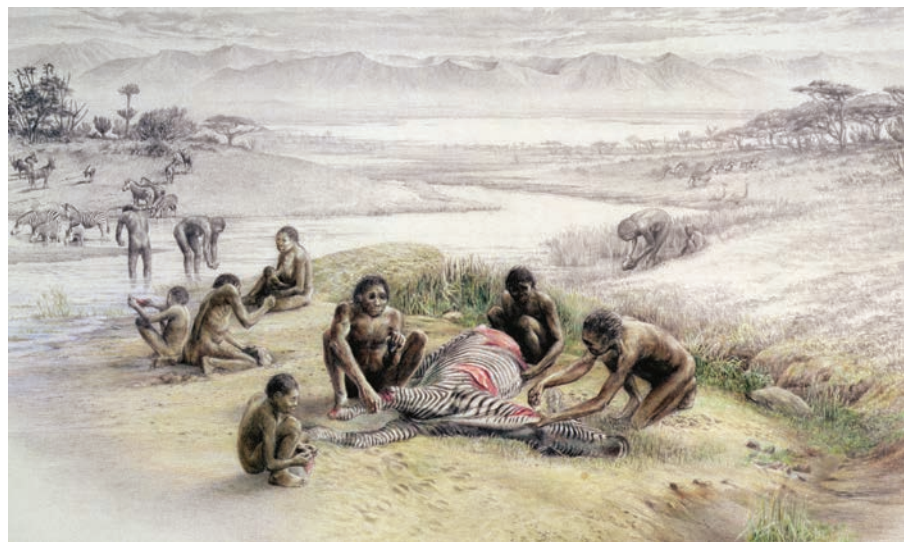
How might gender roles have developed in early hominin groups?

Early hominins apparently were scavengers, living in small nomadic groups that survived mainly by gathering wild nuts and berries, feeding occasionally on carcasses of dead animals, and then moving on after exhausting the area's readily accessible food resources. As they learned to hunt, they increased their consumption of meat but also killed or drove away their prey, so they still moved periodically to find new sources of game. Since these groups survived by searching and scouring for food, they are often called **foragers**—those who subsist by gathering wild plant foods and hunting wild animals.

Having no written records of early **foraging societies**, modern scholars study them by examining archeological remains, comparing what they learn with the practices of the few foraging cultures that still exist today in Siberia, South Africa, Australia, and the Americas. These sources suggest that Paleolithic peoples traveled in foraging bands, mobile communities of perhaps 30 to 60 people connected by kinship. While large enough to provide their members with sustenance and protection, groups of this size, unencumbered by material possessions, were small enough to easily pack up and relocate to find new food sources and adjust to changing seasons. As members of the same **kinship group**—an extended family comprising grandparents, parents, siblings, aunts, uncles, cousins, and other relatives—they were also connected by familial obligations and affections.

Compared with many other large mammals, which grow to maturity within a few years, human children remain physically immature, and thus dependent on older caregivers, for a dozen years or more. They therefore require a high level of protection, nurturing, and supervision, usually provided by their parents and other relatives. Furthermore, unlike many other animals, adult humans frequently form an enduring emotional bond with a specific sexual companion. These traits help explain why human parents often stay together to care for their children, and why the central institution of most human societies has been what we call the family.

Family concerns may also help explain why our ancestors probably developed **gender roles**. Evidence suggests that in foraging societies men usually did the hunting and fighting, while women were more likely to gather plant food, tend the campsite, and care for the young. This division of labor was not rigid: women at times helped with the hunting or defense, while men at times assisted in tending the hearth and



Depiction of hominin foragers.

Impression of a camp occupied by *Homo habilis* (pencil on paper), English School, (20th century)/Private Collection/Bridgeman Images

taking care of the children. Nor did the gender roles imply that women were valued less than men. On the contrary, since a group's survival depended on women to bear children, and since gathering plant food supplied a more reliable source of nutrition than hunting wild game, the functions of the women may have been considered more important than those of the men. A community, after all, could endure the loss of several adult males, but women and children were essential to its long-term survival. Since the men thus were more expendable, it made sense for them to perform the dangerous duties of hunting wild animals and defending the camp against predators and outsiders, and for women to handle the safer yet more essential tasks of minding the campfire, foraging for plant food, and nurturing the young.

Since the foraging band was relatively small and its members were mostly related, its structure was probably simple. Some members might have greater influence due to intellect, experience, or personality, but there was no real need for government officials or class divisions such as those that later arose in larger, more diverse societies.

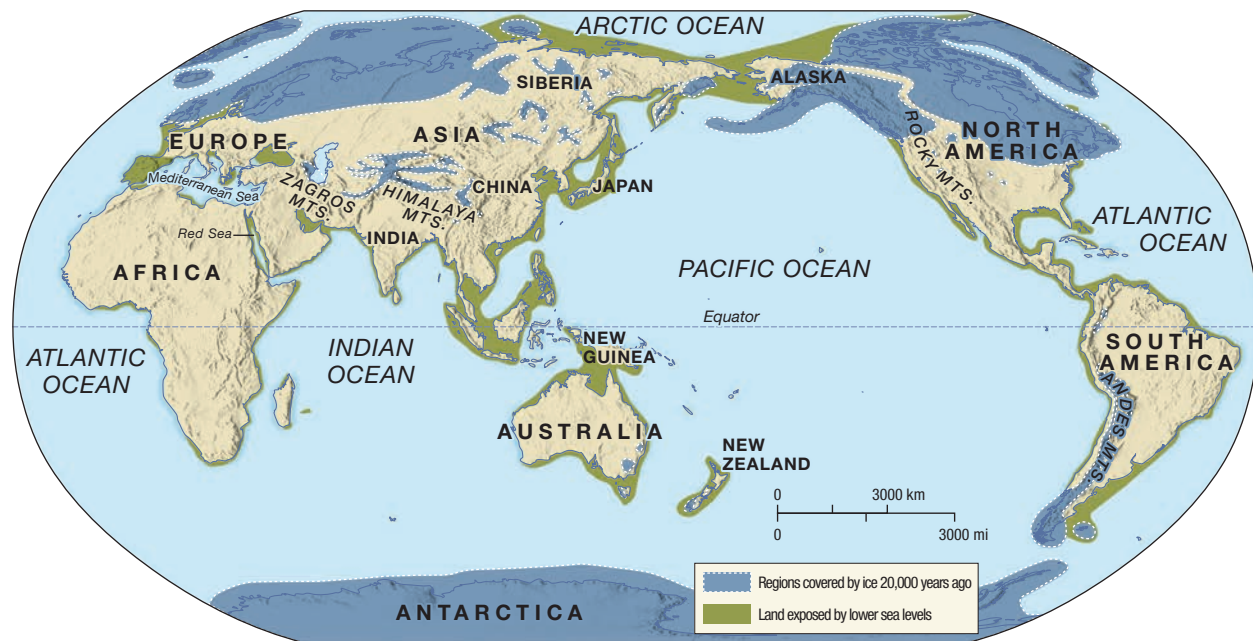
The absence of rank in foraging bands did not mean everyone was equal, but rather that the adults in the group could collaborate in making decisions, securing the campsite, procuring food, raising the young, and moving to new places. Societies whose members cooperated—supporting one another, sharing the burdens, and passing on their knowledge to their young—tended to be stable and enduring. Some were also able, when the need arose, to migrate substantial distances to ensure their survival or improve their way of life.

1.1.3 Ice Age Migrations and *Homo Sapiens*

How did the Great Ice Age influence hominin migrations?

The Paleolithic period corresponded roughly with what geologists call the Pleistocene (*PLĭ-stuh-sēn*) epoch, also called the **Great Ice Age**, an immense stretch of time (roughly 2,000,000 B.C.E. to 10,000 B.C.E.) marked by frigid glacial stages when enormous ice masses called glaciers spread across much of the globe (Map 1.1). These prolonged

Map 1.1 THE GREAT ICE AGE, 2,000,000–10,000 B.C.E.



In the Great Ice Age, or Pleistocene epoch (2,000,000–10,000 B.C.E.), ice covered much of the earth's land surface during prolonged glacial stages, commonly called ice ages. Notice that the areas in green, which are now under water, were exposed as dry land as sea levels dropped during the last ice age. How might this development have aided human migrations?

“ice ages,” each lasting tens of thousands of years, alternated with shorter intervals of relative warmth. Although tropical regions did not experience glaciers, their climates fluctuated considerably, bringing major changes in vegetation and animal life.

Induced perhaps by growing populations or environmental changes that threatened their food supply, many mammals migrated during the Pleistocene epoch to new habitats. Among these mammals were foraging hominin bands, some of which left Africa and traveled to Asia, possibly following herds of wild animals, by about 1.8 million years ago. Much later, by about 800,000 years ago, other hominin groups made their way to Europe. These hominin migrants used their cultural skills to adapt to their new surroundings, employing local materials such as wood, bamboo, and rock to make shelters, hatchets, and hunting axes.

Then, by perhaps 200,000 to 300,000 years ago, as hominin development and migrations continued, there emerged a new species now called *Homo sapiens*—a Latin term used to designate the species that includes all modern people and distinguishes us from other types of hominins that no longer exist.

The complex processes by which our species developed, and the reasons why it prevailed while other hominins died out, are not fully understood. Humans, it is clear, have larger skulls, housing larger brains, than earlier hominin species. But so did the people modern scholars call **Neanderthals**, a group of large-brained hominins whose remains were first discovered in 1856 in Germany’s Neander Valley, who existed from roughly 200,000 to 30,000 years ago.

Even the basic outlines of what happened have been subject to dispute. Some experts, for example, formerly asserted that distinct groups of *Homo sapiens*

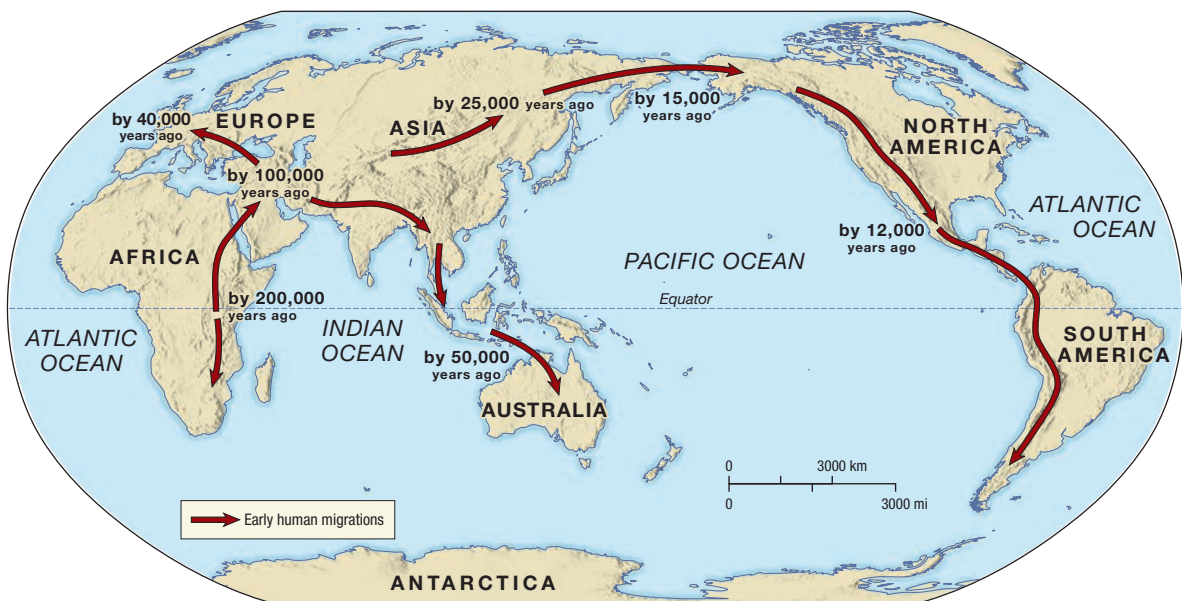
developed independently in separate parts of Africa and Eurasia, evolving from earlier hominins already there. But most experts now think *Homo sapiens* first appeared only in Africa, migrating later to Eurasia and thence to the rest of the world (Map 1.2). Along the



Skulls of a *Homo sapiens* (on left) and a Neanderthal (on right).

(left) DnDavis/Shutterstock; (right) Kolvenbach/Alamy Stock Photo

Map 1.2 HUMANS INHABIT THE CONTINENTS, 200,000–10,000 B.C.E.



Although prehuman hominins migrated from Africa to Asia more than a million years ago, many scholars now think that human beings (*Homo sapiens*) first emerged in Africa at least 200,000 years ago or more. Note that more than 100,000 years ago humans began to migrate out of Africa, and that by about 12,000 years ago (10,000 B.C.E.)—and perhaps much earlier—they inhabited all of the continents except Antarctica. What factors prompted early humans to move to distant places?

way, according to genetic evidence, some may have mated with Neanderthals, so many modern humans may well have a little Neanderthal ancestry.

In any case, *Homo sapiens* eventually developed greater intellectual and linguistic skills than other hominins and thus could more effectively reason, communicate, and cooperate. Early humans thereby developed more effective tools and weapons, including needles and fishhooks carved from antlers and tusks, and spears to hurl at large animals from a safe distance. Using sturdy plant fibers, humans also fashioned ropes and lines that were tied to hooks and harpoons, used to make nets and traps, and eventually strung onto bows from which to shoot arrows at prey.

These innovations helped early humans hunt more effectively, and thus acquire warmer clothes and larger amounts of meat, fish, and fowl. Modern scholars speculate that, with access to more and better food, people could live longer and support more children. Increasing population probably brought growing competition for food, inducing some groups to migrate to new regions searching for new food sources. As their hunting skills improved, human societies spread across Africa and Eurasia, depleting the numbers of bears, deer, and lions and destroying the herds of fur-covered mammoths that once roamed Eurasia.

In their search for sustenance, some societies migrated even farther. By 50,000 B.C.E., according to archeological evidence, people made their way to Australia, a trip that took them over land and water across islands from Southeast Asia. Others apparently migrated from northeast Asia to the Americas during the last ice age (which ended about 12,000 years ago), when the huge glaciers absorbed so much water that sea levels dropped hundreds of feet, exposing a broad land bridge that connected Siberia with Alaska (Map 1.1). From Alaska, the migrants spread throughout the Americas, where they found pristine lands still teeming with mammoths, bears, and deer. By the end of the Paleolithic period, in almost every region of the globe fit for human habitation, there were human societies.



Prehistoric hunting and fishing.

De Agostini Picture Library/De Agostini/Getty Images

1.1.4 Physical and Cultural Diversity

How would you compare and contrast the significance of physical diversity and cultural diversity?

As humans moved to various lands and latitudes, their bodies adjusted to differing climates and conditions. Over time this adaptation apparently produced some modest physical differences. People who lived in northern regions, for example, eventually developed lighter skin, which was better able to produce nutrients from the scarcer sunlight, and sometimes hairier bodies to protect them from the cold. Those in hotter regions typically had darker pigmentation, which could better protect them from the sun's harmful rays.

Despite such outward differences, however, all humans belong to the same species (*Homo sapiens*) and can readily mate and produce healthy offspring with those of different skin color and other features. Thus, the concept of **race**, which divides human beings into categories based on external characteristics, relies on relatively insignificant distinctions. Indeed, in mapping the human genome, modern scientists have found that genetic variability among humans is remarkably small, providing no scientific basis for racial categorization.



Depiction of early mammoth hunters.

Neanderthal killing a Mammoth, 2004 (w/c on paper), Wood, Rob (b. 1946)/Private Collection/Wood Ronasville Harlin, Inc.

Far more important than physical diversity has been **cultural diversity**, resulting from the variety of ways in which separate human societies have adapted to their separate conditions. In a number of ingenious ways, people have adjusted their habits and lifestyles to take advantage of the terrain, vegetation, climate, and wildlife of the regions they inhabit.

Even in Paleolithic times, differences emerged among cultures in various parts of the world. People who lived on warm prairies, including Africa's great grasslands, wore lightweight clothes made from skins and fibers and dwelt in easily assembled

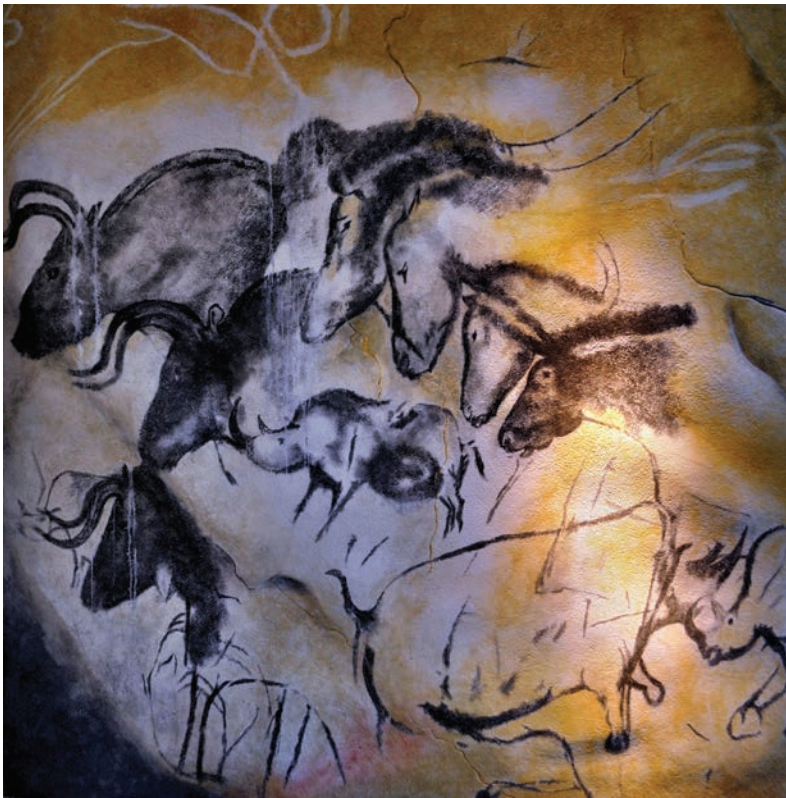
structures made of grasses or skins. Those in colder regions, such as northern Eurasia and North America, needing more protection from the elements, wore rugged hides and furs and resided in warmer, sturdier shelters. Where terrain was rocky or mountainous, people lived in stone structures and caves; where it was wooded, they built lodgings from branches, boughs, and bones. Those who lived near lakes or rivers teeming with fish, having little need to travel far for food, built durable dwellings made of wood and stone.

These early distinctions gradually developed into different ways of life, with societies diverging not only in clothing and shelter, but also in customs, institutions, languages, and beliefs. Consequently, the great diversity among humans has not been physical but cultural. The study of world history thus focuses mainly on the development of diverse cultures, their similarities and differences, and on the connections and conflicts among them.



Rock with etched symbols from South Africa.

ANNA ZIEMINSKI/AFP/Getty Images



Early human cave art.

Fine Art Images/Heritage Image Partnership Ltd/Alamy Stock Photo

1.1.5 Paleolithic Cultural and Spiritual Perspectives

In what ways did Paleolithic peoples express their ideas about life and death?

As Paleolithic peoples pondered their world and thought about life and death, they developed new forms of expression. Paintings, carvings, and burial sites surviving from the Stone Age display the arts and rituals of early peoples, doubtless seeking to understand and influence the forces shaping their lives. In southern Africa, for example, researchers have found rocks adorned with geometric symbols, suggesting that more than 100,000 years ago humans may have used symbols to express ideas.

Other discoveries, on inner walls of caves in Africa, Australia, Europe, and South America, include illustrations dating from between 40,000 and 10,000 years ago. Using charred sticks, brushes made of ferns, furs, or feathers, and natural pigments from the soil mixed with animal fats, prehistoric artists created life-sized paintings of large animals in motion. Dramatic images of horses,

reindeer, bulls, and buffaloes, many of them galloping or gamboling, leave little doubt that the artists who drew them were creative and contemplative people who could communicate and conceptualize. Perhaps they were simply decorating

their caves by portraying scenes from their world. Or perhaps, as some scholars suggest, they were engaged in magic or religious rituals that sought to capture or command the spirits of the animals portrayed, hoping thus to ensure the success of the hunt.

Other artwork from this era includes sketches of humans adorned with paints and animal hides, discovered on cave walls in southern France, and little statues of women with enlarged breasts and reproductive organs, found throughout Central Europe. The former may depict people engaged in community rituals or celebrations. The latter, labeled Venus figurines, possibly played a role in ancient fertility rites. These and other artifacts suggest that early humans believed in spiritual forces and sought to influence them, employing arts and rituals in efforts to make hunting, gathering, and procreation more fruitful.

Burial practices provide further insights into Paleolithic outlooks. Archeological evidence suggests that people have buried their dead for at least 100,000 years. At many prehistoric grave sites, found in central and Southwest Asia and Central Europe, human remains are accompanied by tools, clothing, and other ornaments. The burial of such objects with the deceased might simply show respect for the dead. Or, more intriguingly, it might indicate that early humans believed in some form of life after death and were equipping departed loved ones for an eternal journey.

1.1.6 Intercultural Connections

What types of connections developed among early human societies during the Paleolithic period?

Although separate societies created distinctive cultures, they typically did not develop in isolation from each other. At various times and places, in moving about or expanding their domains, some human groups came into contact with others. Scholars believe most foraging groups developed contacts with neighboring societies, thus creating intercultural connections.

At times these connections were no doubt practical, based on agreements to divide or share lands and other resources. At times the links may have been familial, marked by intermarriage between members of separate communities, forming family ties and mutual interests that bound the communities together. At times connections involved exchanges of goods and information, sometimes over vast areas: in southwest Australia, for example, researchers have found prehistoric artifacts produced in that continent's northwest regions, several thousand miles away. These early connections foreshadowed more elaborate arrangements, including formal trade and diplomatic relations, which emerged later as societies grew larger.

Connections at times also resulted in conflicts, especially when sharing or trading arrangements failed to meet the needs of all involved. If hunting depleted a region's wild game, for example, groups that had earlier shared hunting grounds might clash, compelling the losers to move elsewhere, where they might forge connections or conflict with other groups. With resources scarce and survival at stake, human societies had to protect their habitats and hunting grounds against outside intrusions, or else move to a new region if the outsiders proved stronger. People thus often feared outsiders as potentially dangerous foes.

Because the Paleolithic period covered most of the duration of human existence, behavior patterns evolving in that era influenced later societies. Hence, throughout history humans have identified with their own cultures, connected with societies having similar interests, united with others facing common threats, and struggled for resources such as land and food against competing societies. Connections among cultures have thus been central to the human experience.



Venus figurine.

World History Archive/Alamy Stock Photo



Reconstruction of prehistoric gravesite.

Album/Alamy Stock Photo

1.2 The Origins and Impact of Agriculture

What were the causes, developments, and impacts of the Neolithic Agricultural Revolution?

By the end of the last ice age, about 10,000 B.C.E., people in some regions, prompted perhaps by environmental changes, were turning from nomadic foraging toward a more settled life. Especially in West Asia, as the warming climate expanded the area covered by grasses and grains, people developed new techniques to gather and process them for food. They made sickles out of flint stone to cut grain, grinding stones to pulverize the kernels, and wooden-hafted axes that could be used for constructing more permanent settlements.



Wooden-hafted ax dating from the Neolithic period.

Marco Albonico/MARKA/Alamy Stock Photo

Archeologists who first found evidence of such tools dating from this era labeled it the New Stone Age, or **Neolithic** (*nē-ō-LITH-ik*) **period**. But something far more important was happening than the use of new stone tools. People were beginning to grow their own food.

In the Neolithic period, lasting roughly from 10,000 to 3000 B.C.E., people not only developed better tools but also domesticated plants and animals, cultivated crops, herded livestock, and established permanent settlements. This transition from foraging to farming, one of history's most momentous developments, has been called the **Neolithic Agricultural Revolution**. Although it took several thousand years, when compared with the many millennia of foraging that preceded it, and when measured by its immense long-range impact, agriculture's onset was revolutionary indeed.

1.2.1 The Origins of Farming and Herding

How did farming and herding develop in West Asia?

Based on archeological evidence, including the remains of early farm settlements and tools, scholars have surmised that farming first began in West Asia, between 9000 and 8000 B.C.E., in a crescent-shaped region (sometimes called the "Fertile Crescent") that today encompasses Israel, Syria, and Iraq (Map 1.3). Although experts disagree about specific dates and events, they have provided a general outline of what probably took place.

Scholars believe that by 10,000 B.C.E., as the last ice age ended, a warming climate and melting glaciers had left much of this region—today mostly desert—covered with forests and grasslands. Over the next few millennia, some people there began subsisting mainly by harvesting wild wheat and barley grains that grew in abundance in the grasslands. No longer having to move about in search of wild game and plant food, these people often settled in a single place for many years. Unlike nomads, whose need to move precluded having too many children and possessions, the West Asian settlers had little need to limit their families or belongings. With less need to move and more food to feed their offspring, these settlers could sustain larger families, build more permanent shelters, and accumulate a wider variety of tools, clothes, and other belongings. Their numbers thus began to grow as their mobility declined.

Eventually, however, as the region's population increased, and perhaps as drier weather reduced the abundance of wild wheat and barley, the supply of wild plant food was no longer sufficient to feed all the inhabitants. Some no doubt responded to this challenge by resuming their nomadic ways. But others, encumbered by large families and numerous possessions, opted instead to stay put.

Those who stayed put, in order to survive, found ways to produce more food. They learned to enhance the yield of wild grains by pulling out the weeds that grew among

Map 1.3 AGRICULTURE EMERGES IN WEST ASIA, 9000–8000 B.C.E.

Scholars believe that humans first developed agriculture between 9000 and 8000 B.C.E. in a region of West Asia sometimes called the “Fertile Crescent.” Observe that this region, extending from the Mediterranean Sea to the Zagros Mountains, included the valleys of the Tigris and Euphrates rivers. What factors may have aided the rise of farming and herding in this region?

them. They discovered that if they took seeds from productive plants and sprinkled them in bare spots elsewhere, new plants would eventually grow there. In time some people found they could save the seeds and sow them the next year, enabling them to plant and raise their own crops. These first farmers were probably women, as they were the usual plant food gatherers. Although they could scarcely have foreseen the immense long-term impact of their efforts, the resourceful people who first developed farming rank among history’s most influential innovators.

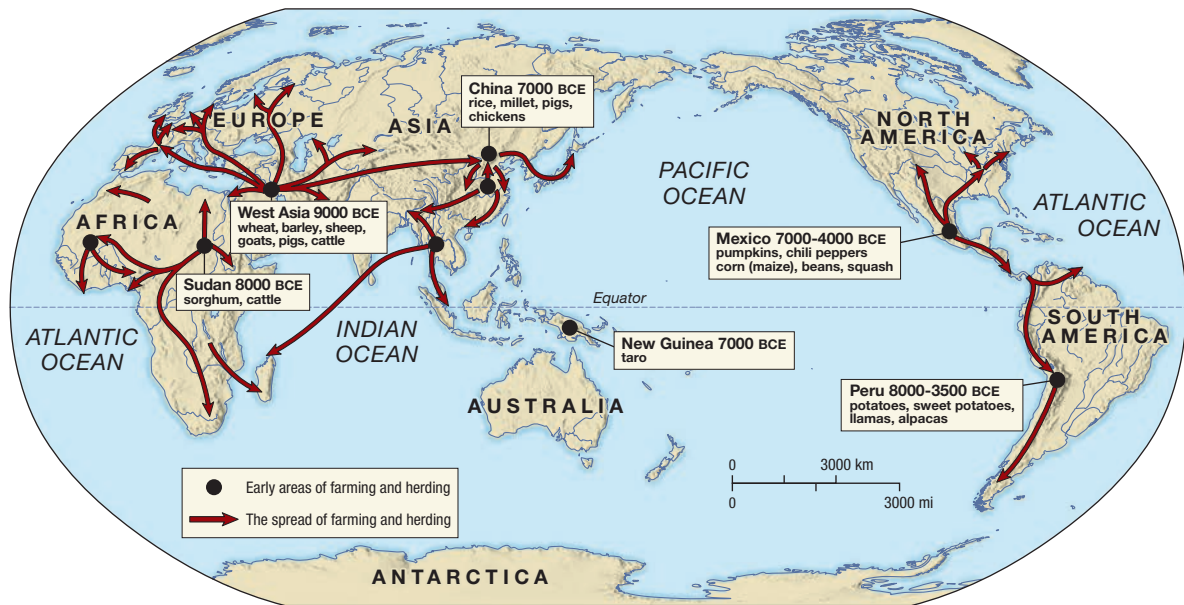
West Asian hunters developed an equally momentous food production process. They discovered that certain game animals, such as wild sheep and goats, could be captured and kept alive in captivity rather than killed in the hunt. At first this practice merely provided a useful standby food source: by keeping a few live animals, a family or community could kill them and eat their meat when other food ran out. Eventually, however, people learned that sheep and goats—as well as cattle, pigs, and horses—would mate and reproduce in captivity. These animals thus were domesticable: they could be bred and adapted by people to meet human needs. People could raise their own herds and produce their own meat.

Eventually other uses were found for domesticable animals. Their fleeces and hides, for example, were used to make blankets and clothes. Their manure served to fertilize the soil and prolong its productivity. The milk of cows, mares, and ewes supplied an ongoing food source, readily available without killing the creature that provided it. In time people also used large animals to pull plows and carts, imparting enormous advantages for farming, transport, and travel.

1.2.2 Agricultural Innovation and Expansion

How did agriculture expand and evolve through connections between cultures?

Although West Asians were probably the first ones to develop agriculture, they were not the only ones. In places far from West Asia, adapting to their own environments, inhabitants developed different forms of farming and herding, using plants and animals native to their locales (Map 1.4). In the north-central African region called the

Map 1.4 AGRICULTURE DEVELOPS AND SPREADS, 9000 B.C.E.–1000 C.E.

Over thousands of years, through human ingenuity and connections among cultures, agriculture developed and spread from its early areas of origin to other regions, as shown by the arrows on this map. The large dots show early areas of plant and animal domestication; the boxes indicate early food crops, domesticated animals, and estimated dates. What factors contributed to agriculture's development? Why did people raise different plants and animals in different parts of the world?

Sudan, where grasslands then covered much of what is now the Sahara desert, people herded cattle and cultivated sorghum (a starchy grain), perhaps as early as 8000 B.C.E. In China's great river valleys, settlers grew millet and rice and raised pigs by about 7000 B.C.E. By this time, too, in New Guinea, people probably grew taro, a starchy root crop, on swamplands drained by digging ditches to channel away the water.

Farming and herding also spread through connections among cultures. By 7000 B.C.E., for example, agriculture had begun in ancient India's Indus Valley, and by 6000 B.C.E. it had started in Europe and Egypt's Nile Valley. The proximity of these areas to West Asia, and the fact that people there grew plants (such as wheat and barley) and animals (such as sheep and goats) domesticated in West Asia, suggests that agriculture probably spread there through intercultural connections. In exchanging goods and ideas, early societies also most likely exchanged knowledge about farming and herding.

But farmers and herders in these new areas were by no means mere borrowers. They cultivated native food crops (such as oats in Europe and figs in Egypt), domesticated local animals (such as different types of cattle in the Nile and Indus valleys), and eventually grew fibers (such as flax in Europe and cotton in Egypt and India) that could be woven into lightweight linens and clothes. But grains such as wheat and barley continued to predominate, especially as people learned to grind them into flour, bake the flour into bread, and brew the barley into a beverage like what we now call beer.

In the Western Hemisphere, where people had no connections with Africa or Eurasia, they developed different crops. In what is now southern Mexico, archeologists have found indications of farming as early as 7000 B.C.E. and evidence that, by 4000 B.C.E., farmers there grew corn, beans, and squash, cultivation of which later spread through much of North America. By 3500 B.C.E., and perhaps much earlier, people in what is now Peru grew potatoes and sweet potatoes (Map 1.4). In the Americas, however, since human hunters had earlier killed off most large domesticable animals, livestock herding was virtually unknown—except in Peru where people raised llamas and alpacas.

The spread of farming was also interwoven with population growth. As farmers and herders produced more food, the size of their societies grew, leading them to cultivate additional lands and clear away forests for farming. After all, only a small percentage of the plants in a forest were edible, while almost everything grown in a grain field could be used for human or animal consumption. An acre of crops fed far more people than an acre of woods.

Therefore, to increase the land available for farming, people cut and burned down forests. In the process they learned that burned-over forests were extremely fertile, as ashes from the burned vegetation served as superb fertilizer. After several years of nourishing crops, however, the soil was exhausted of nutrients and produced less food. So Neolithic farmers simply moved to other regions, cut and burned more forests, and repeated the process. This “slash-and-burn” practice, which ravaged the habitats of wild game and plants and thus undermined local foragers, enabled farmers to expand their food supplies and spread agriculture to additional places.



Clearing of forest for farming.

Martin Shields/Alamy Stock Photo

1.2.3 Foragers, Hunter-Farmers, and Pastoral Nomads

Which factors tended to promote settled agriculture, and which tended to maintain nomadic foraging behavior?

Not all humans took up agriculture. Since raising crops and herds typically required more time and harder work than foraging, and often left people at the mercy of the weather and dependent on a few food sources, societies were unlikely to turn to farming unless compelled to do so by population growth and/or diminished food supply. Even then, they could do so only where climate and terrain made farming feasible, where local plants and animals were suitable for domestication, and where people had developed tools and techniques for planting, harvesting, breeding, pasturing, and storing. The transition from foraging to farming thus was a long, uneven process lasting thousands of years. Clearly farming and herding were not for everyone.

Some groups never farmed and continued to live as hunters and gatherers in small mobile foraging bands. In the far northern regions of Eurasia and North America, for example, where it was too cold to grow crops, people sustained themselves largely by hunting and fishing. In the arid plains and deserts of Australia, Africa, and central North America, where there was insufficient water for farming, foraging supported relatively sparse populations.

Other groups adopted farming but not herding, especially in the Americas, where there were few large domesticable animals. In eastern and southwestern North America, for instance, even after societies took up farming, hunting and fishing continued to play a key role, providing meat and fish to supplement crops of corn, beans, and squash. In many such societies women did most of the farming, since the men were often away hunting.

Still other societies embraced herding but not farming, especially in Central Asia, where the arid climate and sparse vegetation were suitable for grazing animals



Women and men doing farm work in the Americas.

Library of Congress Prints and Photographs Division [LC-DIG-ppmsca-02937a]

but not growing crops. Mobile herders such as these are called **pastoral nomads**: people who raise livestock for subsistence and move occasionally with their herds in search of fresh grazing grounds.

Always looking for new pasturelands, without which they could not endure, pastoral nomads occasionally came into contact with farming societies. Sometimes the two groups clashed, battling for use of lands both considered vital. But sometimes they traded, exchanging the herders' hides and fleeces for the farmers' grains and flour. Ranging across the open expanses between settled societies, the nomads created connections, conveying goods (such as carpets, cloth, and jewels) and techniques (such as horse breeding and metalworking) to distant and disparate cultures.

For many millennia, pastoral nomads coexisted uneasily with settled agricultural societies. Equipped by their harsh, itinerant existence with ruggedness and mobility, the nomads frequently prevailed in combat. In the long run, however, since agriculture could support far more people than nomadic herding or foraging, settled societies eventually gained huge advantages in population, weapons, possessions, and power—enabling them to defeat, attract, or displace almost all nomadic peoples. The future belonged mainly to societies based on farming.

1.2.4 Agricultural Society: Village, Family, and Land

What were the principal features of early agricultural societies?

Over time, the lives of farmers increasingly diverged from those of nomadic peoples. Although both farmers and pastoral nomads centered their societies on families and divided their duties by gender, many differences developed between them.

One key difference was permanence of place. Unlike nomads, who moved from place to place, farmers typically settled in one location. Almost everywhere they dwelt in **farming villages**, small settlements of homes in a compact cluster, surrounded by lands on which the villagers raised food. Village homes were mostly simple structures, fashioned from local materials such as earth, thatch, wood, or stone, and grouped together to facilitate socialization and defense. The lands around the village served as farm fields and sometimes also pasturelands for grazing livestock. A typical farming village was a permanent settlement, where people and their families often lived for generations.

Another key contrast was size. Agricultural communities frequently grew much larger than nomadic groups, whose numbers were limited by the need for mobility. A typical farming village, sustained by steady food supply and stabilized by permanence of place, might include a few hundred people, and sometimes substantially more. Furthermore, as neighboring villages formed connections with each other, creating networks based on mutual protection and support, agricultural societies grew even larger.

The growing size of these societies, and the need to parcel out farmlands among families, required a higher degree of structure than normal among nomads. Possession of land, scarcely a concern for nomads, became essential in many agricultural societies, where people's livelihood depended largely on the land. As families grew, they often sought to maintain and expand their access to lands and to pass them on to their offspring. Thus, as village families intermarried with each other and with families from other villages, it became increasingly important to keep track of who was descended from whom in order to determine who would control which lands.

Family relationships in farming communities therefore were more structured than the informal kinship ties existing in nomadic societies. Marriages between farming families were typically arranged by the parents of the bride and groom, and often sealed by a transfer of assets, such as land or livestock, between the two families. Marriages

between members of different agricultural societies, moreover, frequently were also alliances, designed to create closer connections and strengthen mutual support.

Farmers also diverged from nomads in terms of gender roles and status. In foraging bands, the role of women was crucial, since they supplied the plant food on which the group relied and often had to manage the group while the men were off hunting. Among pastoral nomads, where women were frequently responsible for tending, breeding, birthing, and milking the livestock, their role was also essential. In many farm communities, however, the men produced most of the food, laboring daily in the fields while women often stayed in the village. Their roles, which typically involved raising children, maintaining the household, and helping in the fields when needed, came to be considered subordinate to those of men.

Family sizes further affected gender roles. In nomadic societies, where mobility was essential, large families could be a burden, so parents frequently kept families small, freeing women to assume many duties besides child-raising. In agricultural societies, however, where many hands were needed to help work the fields at sowing and harvest times, large families were considered desirable. Expected to bear, nurse, and raise many children, farming village women had limited ability to get involved in affairs outside the household.

Gender roles and status nonetheless varied among agricultural societies. In the Americas, for example, in farming villages where there was no livestock to provide meats and hides, the men often hunted while women did most of the farming. In such societies, since women were the primary food producers and men were often absent on the hunt, women sometimes played a key role in managing village affairs. And even in Eurasia and Africa, capable women with strong personalities often played a prominent role in running their families and villages. While many agricultural societies were **patriarchal** (*PĀ-trē-ARK-ul*), dominated by men as heads of households and community leaders, others were **matriarchal** (*MĀ-trē-ARK-ul*), run by women serving similar roles.

1.2.5 The Impact of Agriculture

How did settled agriculture affect human societies?

Initially, agriculture's impact was not always advantageous. Early farmers and herders typically had to work much harder than gatherers and hunters. Farmers had to clear land, till soil, sow seeds, tend fields, pull weeds, and shield crops from insects, animals, and birds. They also had to harvest, process, and preserve what they grew, while often also tending livestock and protecting it from predators. Furthermore, judging from excavations of early farming villages, Neolithic farmers appear to have been smaller, and probably less healthy, than nomadic foragers. From living in close contact with cattle and pigs, farmers acquired new illnesses, forerunners of deadly scourges such as smallpox and influenza. By settling continuously in one place, they accumulated garbage and waste, which fouled their water and attracted disease-bearing insects and rodents. And, unlike small nomadic groups whose mobility furnished access to varied plant and animal foods, settled farm societies typically relied on a few basic crops, leaving them vulnerable to disasters such as floods, droughts, crop failures, insect infestations, and famines.

But societies based on agriculture had a crucial advantage: they could produce surplus food. In good years the farmers could grow more than they consumed, and then store the surplus to meet future needs, initially in pits but later in bins and silos raised to protect against flooding.

Production of surplus food had immense implications. It provided agricultural societies with a backup food supply, helping to ensure their survival, even during deadly droughts and famines. It enabled farming families to support more children,

allowing their communities to grow into settlements of hundreds or thousands of people, and contributing to an overall increase in human population. And it freed some people in settlements based on farming from the need to provide their own food, allowing them to specialize in other pursuits—including arts, crafts, commerce, religion, warfare, and governance. Agriculture thereby supported and sustained the development of large regional complex societies, which would increasingly dominate human history.

1.3 The Emergence of Complex Societies

Where, how, and why did the earliest complex societies emerge?

Toward the end of the Neolithic period, beginning in West Asia and North Africa, several factors combined to produce **complex societies**—large, organized, stable communities in which farm surpluses enabled many people to specialize in occupations other than farming. These societies included towns and cities, sizable permanent settlements supported by surplus food from surrounding farms. To manage their substantial populations, they typically formed governments, engaged in trade, organized religions, and extended control over surrounding lands, eventually creating very large and populous regional societies. The rest of this chapter discusses general features of these societies; the chapters that follow then examine their development as each was shaped by internal and external connections.

1.3.1 Towns, Cities, Occupations, and Religion

How did specialized occupations emerge in early towns and cities?

By 7000 B.C.E., as food supplies increased, some West Asian settlements were starting to grow quite large. Jericho (*JER-ih-kō*) in Palestine and Çatal Hüyük (*chah-TAHL hoo-YOOK*) in what is now Turkey, for example, developed into **towns**—large settlements, home to several thousand people, that served not only as residential centers but also as trading hubs. Jericho, an active trading center, had many huts made of mud-dried brick surrounded by a stone defensive wall. Çatal Hüyük, an even larger trading hub, had numerous mud-brick homes, shrines to various gods and goddesses, and marketplaces for exchanging foods and goods.

By the fourth millennium B.C.E., near the Tigris (*Tĭ-gris*) and Euphrates (*yoo-FRĀ-tēz*) rivers in West Asia and the Nile in northeast Africa, some towns were growing into **cities**—very large, complex, densely populated settlements in which many people engaged in occupations other than farming. These early cities, housing upward of 10,000 people and sometimes substantially more, also featured sizable buildings, bustling marketplaces, and extensive fortifications.

Although towns and cities depended on farming, their most influential inhabitants were those who did not farm. With their food supplied by farmers, these people could specialize in other occupations. Some, for example, were artisans who specialized in tool making, basket weaving, pottery, and carpentry, as shown by remnants of their handiwork at archeological sites such as Ur (*OOR*) and Uruk (*OO-rook*) in West Asia and Naqada (*nah-KAH-dah*) in Northeast Africa. Others apparently were merchants, who exchanged goods in the urban marketplaces unearthed at such sites. Still others may have been artists and sculptors, as suggested by excavations of shrines and temples embellished with wall paintings and statues of goddesses and gods.

These excavations also reflect the emergence of organized religion. Early peoples, as we have seen, probably engaged in rituals, summoning spirits to help secure food and ensure fertility. As societies grew more complex, the rituals grew more elaborate: