

CONCISE 2E

# WORLDS TOGETHER WORLDS APART

**WITH SOURCES**

VOLUME 1

Beginnings  
to the Fifteenth  
Century



**ELIZABETH POLLARD  
CLIFFORD ROSENBERG  
ROBERT TIGNOR**

ADELMAN • ARON • BROWN • ELMAN • KOTKIN • LIU  
MARCHAND • PITTMAN • PRAKASH • SHAW • TSIN

CONCISE SECOND EDITION

Worlds Together,  
Worlds Apart

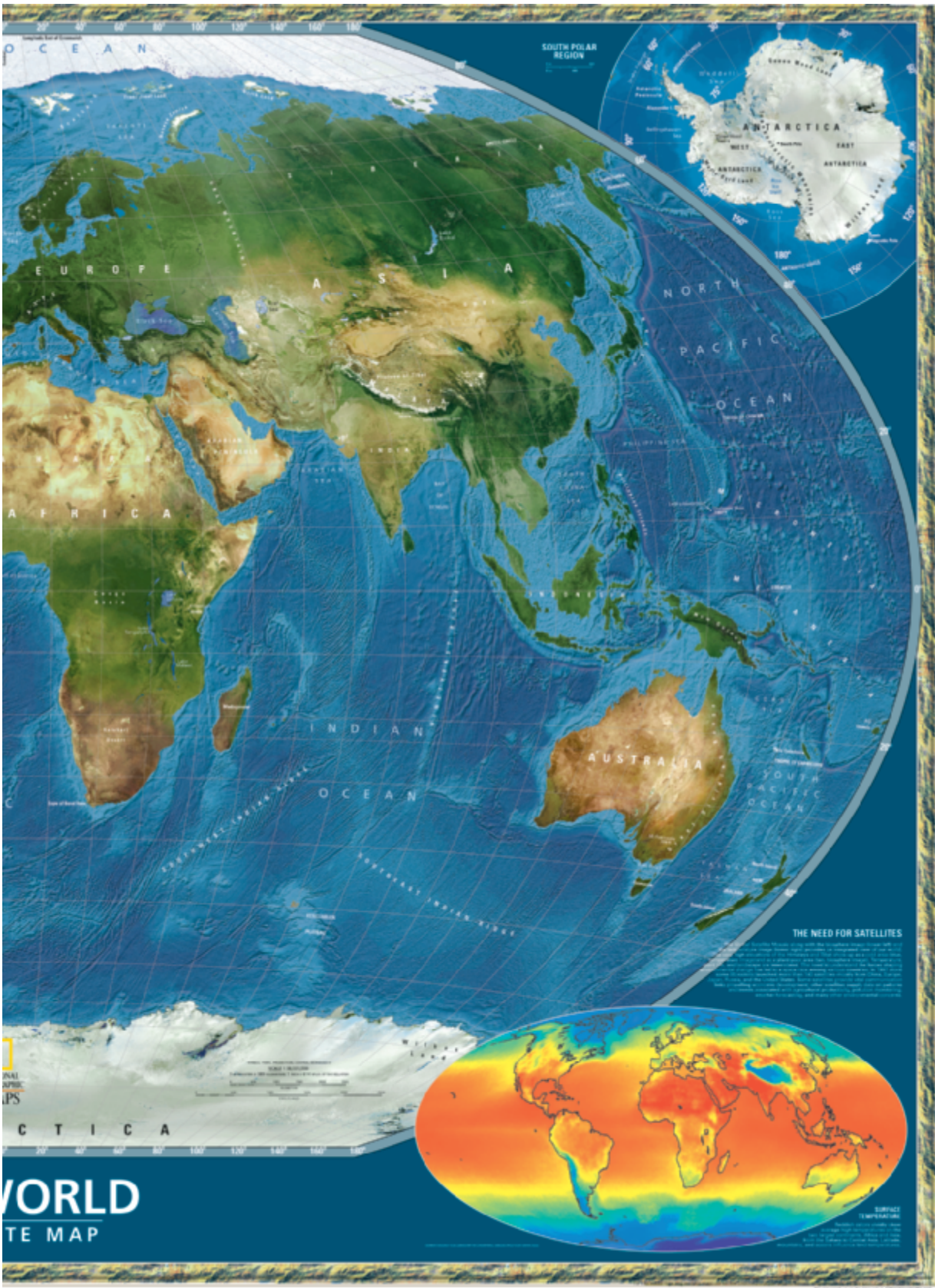
Volume 1



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**NATIONAL GEOGRAPHIC**



20° 40° 60° 80° 100° 120° 140° 160° 180°

OCEAN

SOUTH POLAR REGION



EUROPE

ASIA

NORTH PACIFIC OCEAN

AFRICA

INDIAN OCEAN

AUSTRALIA

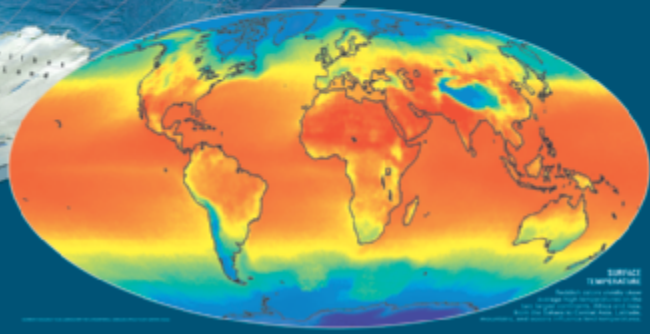
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**THE NEED FOR SATELLITES**

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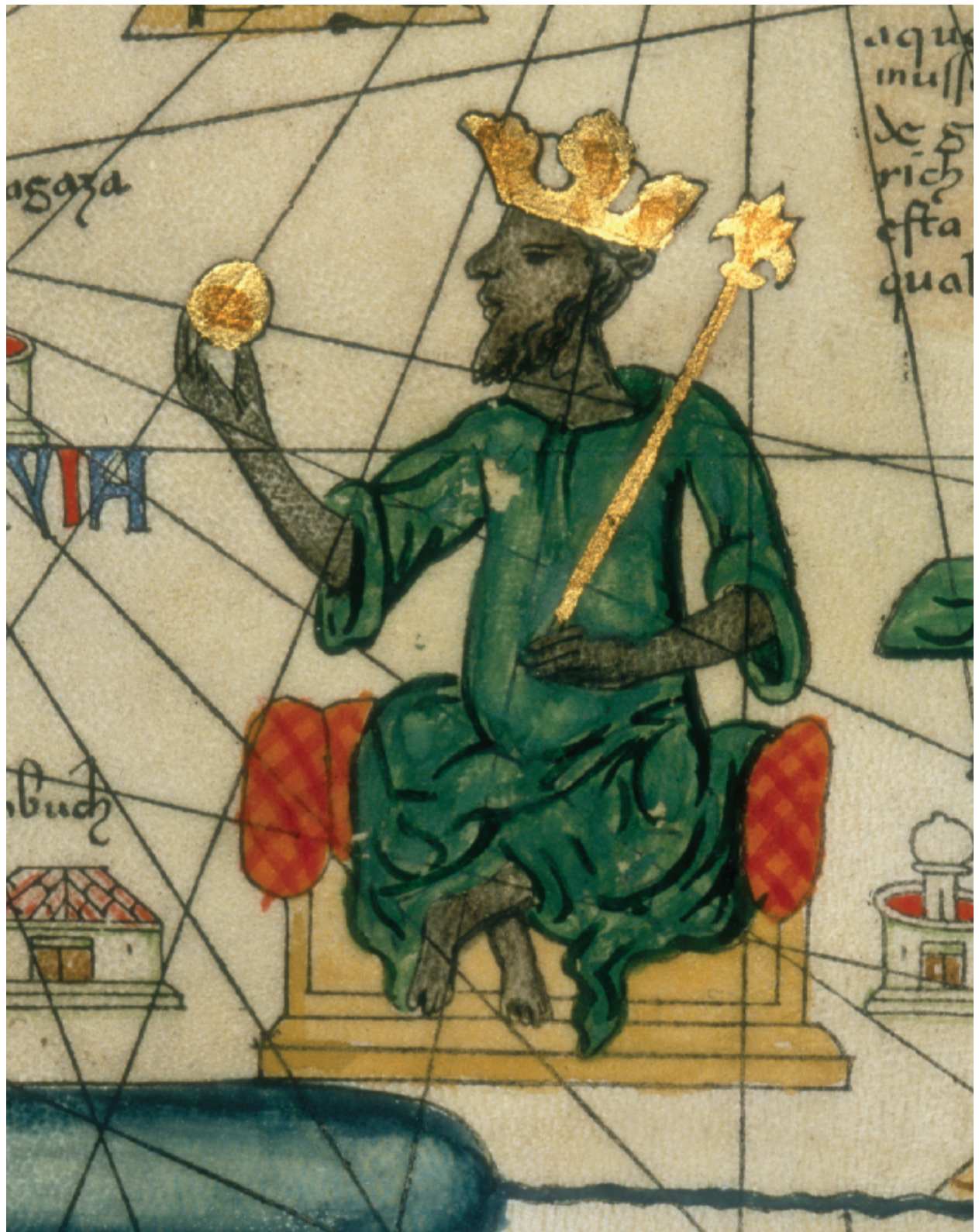
ANTARCTICA

**WORLD**  
THE MAP



SURFACE TEMPERATURE

20° 40° 60° 80° 100° 120° 140° 160° 180°



CONCISE SECOND EDITION

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Worlds Together,  
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Worlds Apart  
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**VOLUME 1**

Beginnings through the 15th Century

Elizabeth Pollard, Clifford Rosenberg, Robert Tignor

with Jeremy Adelman, Stephen Aron, Peter Brown,  
Benjamin Elman, Stephen Kotkin, Xinru Liu, Suzanne Marchand,  
Holly Pittman, Gyan Prakash, Brent Shaw, Michael Tsin



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*To my parents, John and Catherine, who encouraged me to see the world; and to my husband Brad and children Amelia and Jake, with whom I now share that adventure. —EAP*  
*To my students. —CR*

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# PREFACE

*Worlds Together, Worlds Apart* sets the standard for instructors who want to teach a globally integrated world history survey course. Building on the success of the First Concise Edition, co-authors Elizabeth Pollard (San Diego State University) and Clifford Rosenberg (City University of New York) and general editor Robert Tignor (Princeton University) have created this dynamic and highly accessible new Concise Second Edition of *Worlds Together, Worlds Apart*. A full third shorter than its parent text, written with clear, accessible prose and explanations, and with substantially more pedagogy support than any other text in the marketplace to guide students' reading and develop their historical thinking skills, the Concise Second Edition continues to offer a coherent, cutting-edge survey of the field built around world historical stories of significance. This concise, globally integrated, chronological approach not only makes it easy for students to see connections and comparisons across time and place, but also makes the teaching of the course more manageable for instructors compared with more civilizational and regional approaches. Some of the major stories dealt with in the chapters of the Concise Second Edition are the spread of humans across the planet, the first global agricultural revolution, the creation of empires, the building of the Silk Roads, the spread of the Black Death across Afro-Eurasia, the impact of New World silver on global trade, alternative ways of organizing societies during the rise of nineteenth-century capitalism, and the rise of the nation-state.

## The New Concise Second Edition

In response to substantive feedback from highly experienced frontline world history instructors, the new Concise Second Edition has been streamlined and simplified. With its new handy compact format, engaging design, sharpened guided-reading pedagogy, and newly revamped end-of-chapter readings—each highlighting a target historical thinking skill—this edition improves accessibility while strengthening history skills development. Expanded coverage of environmental history, new online **History Skills Tutorials**, a new **Interactive Instructor's Guide**, and **InQuizitive**, Norton's award-winning adaptive learning tool, support a state-of-the-art learning experience.

## HIGHLIGHTS of the Concise Second Edition

- **A more accessible global framework** No introductory text does a better job of helping students make comparisons and connections across time and place. Co-authors Beth Pollard and Cliff Rosenberg are experienced teachers who have successfully introduced students to world history in this global way. This edition is more accessible than ever with sharpened guided reading pedagogy and a heavily revised and simplified map program.
- **Sharpened guided-reading pedagogy** in each chapter helps students make global connections and comparisons as they read:
  - A redesigned chapter-opening spread provides a conceptual road map for the presentation that follows. Revised **Chapter Outlines** and **Core Objectives** identify important global concepts and developments before students start reading. A (NEW) **Global Storylines** feature addresses major chapter themes region by region. And a (NEW) **Big Picture** feature poses a question that highlights the chapter’s most important global core objective.
  - Throughout the chapter, (NEW) **Key Term marginal definitions** expand on boldfaced key terms in the text to make the narrative more accessible. And the renamed **Core Objective flags** reference the Core Objectives throughout the chapter so that students know when to focus in on the most relevant material.
  - End-of-chapter features include **Tracing the Global Storylines** summaries that remind students of the overarching global stories introduced at the start of each chapter and show their impact on each region, visual **Chronologies** that compare—region by region—the dates of key events covered in the chapter, and simplified **Thinking about Global Connections** questions.
- **A strengthened focus on global history skills with (NEW) primary sources** In the text and accompanying digital resources, a wealth of features engage students in making connections across time and space. These features promote analysis and interpretation of primary source documents, images, and maps, helping students develop the skills promoted by the American Historical Association, the College Board, and various state guidelines.
- Chapter-ending **Global Themes and Sources** sections provide an in-text reader:
  - These sections, each containing a handful of primary source documents on a single topic, focus on one of the four major historical thinking skills promoted by the AHA and the College Board (context, causation, comparison, and continuity and change). They replace the shorter “Competing Perspectives” primary sources from the First Concise Edition.

- (NEW) pre-reading **Historical Thinking Skills Questions** guide students in the targeted critical thinking skill and in interpretation of the primary sources.
- (NEW) headnotes specific to each source, as well as source-specific questions.
- **Interpreting Visual Evidence** sections engage students in analyzing historical images.
- Updated **Current Trends in World History** features highlight cutting-edge research that is relevant to global issues today.
- A **redesigned visual program** facilitates visual analysis and interpretation while highlighting global comparisons and connections.
  - Enlarged **images** (roughly 10% NEW to the Concise Second Edition) are easier to analyze.
  - A **heavily revised and simplified map program**, including (NEW) **The Global View**, a two-page map spread that illustrates the overarching story featured in a chapter. Like all of the revised maps, these spreads focus on just one or two developments to simplify interpretation.
- **(NEW) scholarship on environmental history** With an author team made up of experts on each global region, *Worlds Together, Worlds Apart* has always reflected exceptionally balanced scholarship. The Concise Second Edition offers new coverage of numerous topics, but it places special emphasis on one overarching issue that is of particular interest to students and instructors: the environment's role in world history.

Some examples in Volume One:

- **Chapter 1: (NEW)** material on climate change and hominid evolution, and a (NEW) section on the environmental impact of the agricultural revolution and herding.
- **Chapter 4: (NEW)** section on environmental crisis, economic decline, and migration, with a fascinating discussion on climate change in India and how it influenced the development of Vedic-Brahmanic culture and the rice economy.
- **Chapter 10: (NEW)** section on environmental challenges and fragmentation discusses the impact of severe climate conditions on eastern Mediterranean and Islamic lands between the eleventh and twelfth centuries, including the fragmentation of Islamic political institutions.

Some examples in Volume Two:

- **Chapter 13: (NEW)** section on global commerce and climate change that addresses mercantilism and chartered companies, and a fascinating (NEW) discussion on the Little Ice Age.
- **Chapter 14: (NEW)** section on formation of American identities that details the environmental impacts of scientific studies that promoted colonization and entrepreneurial activity in the Americas.

- **Chapter 18: (NEW)** section on protecting the environment discusses Teddy Roosevelt’s promotion of conservation of nature, as well as parallel movements in Europe. **(NEW)** Current Trends in World History feature, Adapting to the Environment: Russian Peasants Take On the Steppe, reveals growing awareness of the need for sustainable agricultural methods.
- **New support for teaching global history** A team of highly experienced instructors, led by Lead Media Author Alan Karras (University of California, Berkeley), has developed accompanying resources that reflect and complement the Concise Second Edition’s distinctive pedagogy while supporting nationally recognized outcomes for the World History survey. Engaging activities and questions move students beyond comprehension to analysis and concept application. These new resources also make it easier than ever for instructors to design and teach a course with a global framework.
  - **(NEW) History Skills Tutorials** combine author videos and interactive assessments in an innovative digital setting to teach students how to analyze the maps, images, and documents in the book and beyond. Instructors can assign these tutorials at the beginning of the semester to prepare students for primary source analysis assignments or incorporate them throughout the semester as a tool for reinforcing skills in working with written and visual sources as well as with maps.
  - **InQuizitive**, W. W. Norton’s award-winning adaptive learning tool, features new coverage in every chapter to reflect the new concepts and sources introduced in the book.
  - **(NEW) Interactive Instructor’s Guide (IIG)** supports the teaching of global history by providing a searchable, sortable online way to prepare for lectures. The IIG contains resources drawn from the revamped Instructor’s Manual. For selected chapters, the authors have created new videos providing best practices for teaching the transregional and comparative connections in the book.
  - **Primary Source Exercises** introduce primary sources from outside the book that build on the key historical developments and global storylines in each chapter. A brief quiz including multiple-choice and short-response questions provides opportunities for assessment.

As you can see, we have worked hard to make the Concise Second Edition of *Worlds Together, Worlds Apart* a powerful learning and teaching tool for students and instructors who want to take a more global approach to world history.

## Our Major Themes

The primary organizing framework of *Worlds Together, Worlds Apart*—one that runs through the chapters and connects the different parts of the book—is the

theme of **interconnection and divergence**. While describing movements that facilitated global connectedness, this book also shows how different regions developed their own ways of incorporating or resisting connections and change.

Themes that stand out in *Worlds Together, Worlds Apart* highlight the importance of trade and cultural exchange through the recurring efforts of people **crossing borders—religious, political, and cultural—that brought the world together**. Merchants and educated men and women traded goods and ideas. Whole communities, in addition to select groups, moved to safer or more promising environments. This transregional exchange of ideas, goods, and peoples produced **transformations and conflicts**—a second important theme. The movements of ideas, peoples, products, and germs over long distances upset the balance of power across the world and within individual societies. Such movements changed the relationships of population groups with other peoples and areas of the world and led over time to dramatic shifts in the ascendancy of regions. **Changes in power arrangements** within and between regions explain which parts of the world and regional groups benefited from integration and which resisted it. Finally, we highlight **the important roles that gendered roles and identities as well as environmental forces play in shaping the evolution of societies**. These themes (trade and cultural exchange, transformation and conflict, alterations in the balance of power, gender, and the environment) are woven into every chapter of this work. While we highlight these major themes throughout, we tell the stories of the people caught in these currents of exchange, conflict, changing power relations, gendered expectations and environmental developments.

## Overview of Volume One

Volume One of *Worlds Together, Worlds Apart* deals with the period from the beginnings of human history through the Mongol invasions of the thirteenth century and the spread of the Black Death across Afro-Eurasia. It is divided into eleven chapters, each of which marks a distinct historical period. Hence, each chapter has an overarching theme or small set of themes that holds otherwise highly diverse material together.

**Chapter 1, “Becoming Human,”** presents cultural and biological perspectives on the way that early hominids became truly human. We believe that this chapter is important in establishing the global context of world history. We believe, too, that our chapter is unique in its focus on a range of creation narratives that explain how humans became humans. We discuss how early humans became bipedal and how they developed complex cognitive processes such as language and artistic abilities. Recent research indicates that *Homo sapiens* originated in Africa, as long as 300,000 years ago. These early men and women migrated out of the African landmass as early as 180,000 years ago, gradually populating all regions of the world. We note, as we update this chapter with some of the newest archaeological discoveries, that the narrative of human evolution and our

spread across the planet is a rapidly changing story thanks to new hominid finds and new ways to analyze them. Also in this chapter, we describe the domestication of plants and animals and the founding of the first village settlements around the globe. With our strengthened coverage of environmental history, we include new material on the role of climate in human evolution and in the domestication of plants and animals and ultimately settled village life. Finally, we have updated the **Current Trends in World History** feature in this chapter to discuss “Big History” and how it has affected our thinking and research on the origins of the cosmos and early human development.

**Chapter 2, “Rivers, Cities, and First States, 3500–2000 BCE,”** covers the period during which five of the world’s great river basins experienced extraordinary breakthroughs in human activity. On the floodplains of the Tigris and Euphrates in Mesopotamia, the Nile in Egypt, the Indus in modern-day northern India and Pakistan, and the Yellow and Yangzi in China, men and women mastered the annual floods and became expert in seeding and cultivating foodstuffs. In these areas, populations became dense and the world’s earliest cities formed. All of these river-basin cultures had much in common. They had highly developed hierarchical political, social, and cultural systems, priestly and bureaucratic classes, and organized religious and cultural systems. The development of these major complex societies is a turning point in world history, ushering in the beginnings of profound distinctions between urban and rural communities as well as between the wealthy and poor. New material in Chapter 2 includes discussions on the role of the Ghaggar-Hakra River in Harappan civilization, the amazing “oldest papyrus ever” and the new insights they yielded into Egyptian pyramid construction, and added material on exciting finds at Dhaskalio (off the coast of Keros) in the Aegean Sea.

Extensive climate and technological changes serve as major turning points for **Chapter 3, “Nomads, Territorial States, and Microsocieties, 2000–1200 BCE.”** Drought, environmental degradation, and political instability brought the first river-basin societies to an abrupt end around 2000 BCE. When aridity forced tribal and nomadic peoples living on the fringes of the settled populations to move closer to settled areas, they brought with them an insurmountable military advantage. They had become adept at yoking horses to war chariots, and hence they were in a position to subjugate or intermarry with the peoples in the settled societies in the river basins. Around 2000 BCE, these peoples established new territorial kingdoms in Mesopotamia, Egypt, the Indus Valley, and China, which gave way a millennium later (1000 BCE) to even larger, militarily and politically more powerful states. In the Americas, the Mediterranean, sub-Saharan Africa, and the Pacific, microsocieties arose as an alternative form of political organization in which peoples lived in much smaller-scale societies that showcased their own unique and compelling features. New material includes a revised and updated **Current Trends in World History** feature, “Climate Change and the Collapse of River-Basin Societies,” updated treatment of Hatshepsut and Thut-

mosis III, the Hittites, Lady Fu Hao, and a new discussion on the *Ashvamedha* to give more texture to the Vedic treatment.

**Chapter 4, “First Empires and Common Cultures in Afro-Eurasia, 1250–325 BCE,”** describes the different ways in which larger-scale societies grew and became unified. In the case of the world’s first empires, the Neo-Assyrian and Persian, political power was the main unifying element. These two states established different models that future empires would emulate. The Neo-Assyrians used brutal force to intimidate and subjugate different groups within their societies and in neighboring states. The Persians followed a pattern that relied less on coercion and more on tributary relationships while permitting cultural diversity. The Zhou state in China offered a third way of maintaining political unity, basing its rule on the doctrine of the mandate of heaven, which legitimated its rulers’ succession as long as they were able to maintain stability and order. Vedic society in South Asia offered a dramatically different model, in which religion and culture were the main unifying forces. Religion moves to the forefront of the narrative in other ways in this chapter. The birth of monotheism occurred in the Zoroastrian and Hebrew faiths. Both religions endure today. A major overhaul of the **Global Themes and Sources** section facilitates a comparison of imperial control in the four major regions, from harshest to least central, making use of two new sources: Sargon II’s Lamassu inscription at Dur-Sharrukin, and a text on karma and reincarnation from *The Upanishads*.

The last millennium before the Common Era witnessed some of the most monumental developments in human history. In the six and a half centuries discussed in **Chapter 5, “Worlds Turned Inside Out, 1000–350 BCE,”** teachers and thinkers came to the fore. Confucius, the Buddha, Plato, and Aristotle, to name only the best known of this brilliant group, offered new insights into the natural world and provided new guidelines for governing justly and living ethically. In this era, small-scale societies, benefiting from more intimate relationships, took the place of the first great empires, now in decline. These highly individualistic cultures developed new strategies for political organization, even experimenting with a democratic polity. In Africa, the Bantu peoples spread across sub-Saharan Africa, and the Sudanic peoples of Meroe created a society that blended Egyptian and sub-Saharan influences. These were all dynamic hybrid societies building on existing knowledge. Equally dramatic transformations occurred in the Americas, where the Olmec and Chavín peoples were creating hierarchical societies of a type never before seen in their part of the world. New material includes a substantially revised and updated **Current Trends in World History** feature on Axial Age thinkers and their ideas.

**Chapter 6, “Shrinking the Afro-Eurasian World, 350–100 BCE,”** describes two major forces that simultaneously integrated large segments of the Afro-Eurasian landmass culturally and economically. The first was Hellenism, whose leading figure, Alexander the Great, paved the way in North Africa, Southwest Asia, and central Asia for the first transregional cultural system in world history. Second, a trading network known as the Silk Roads, stretching from Palmyra



in the west to central Asia in the east, came into being. Buddhism was the first religion to seize on the Silk Roads' more formal existence as its followers moved quickly, with the support of the Mauryan Empire, to spread their ideas into central Asia. New material includes a substantially revised **Global Themes and Sources** section on the causes and effects of the spread of Hellenism and Buddhism, and new discussions on the Magadha Empire to better lay the groundwork for the Mauryan Empire.

**Chapter 7, “Han Dynasty China and Imperial Rome, 300 BCE–300 CE,”** compares Han China and the Roman Empire, the two political, economic, and cultural systems that dominated much of the Afro-Eurasian landmass from 200 BCE to 200 CE. Both the Han Dynasty and the Roman Empire ruled effectively in their own ways, providing an instructive comparative case study. Both left their imprint on Afro-Eurasia, and rulers for centuries afterward tried to revive these glorious empires and use them as models of greatness. This chapter also discusses the effect of state sponsorship on religion as Christianity came into existence in the context of the late Roman Empire and Buddhism was introduced to China during the decline of the Han. New material has been added on the nature of the connection between the Han Dynasty and the Roman Empire in the **Current Trends in World History** feature.

New political systems and the newly spreading religions that emerged in the aftermath of a crumbling Roman Empire and post-Han Dynasty are the primary emphases of **Chapter 8, “The Rise of Universalizing Religions, 300–600 CE.”** In the west, the Byzantine Empire, claiming to be the successor state to the Roman Empire, embraced Christianity as its state religion. In the east, Tang rulers patronized Buddhism to such a degree that Confucian statesmen feared it had become the state religion. Both Buddhism and Christianity enjoyed spectacular success in the politically fragmented post-Han era in China and in the feudal world of western Europe. These dynamic religions represent a decisive transformation in world history. Christianity enjoyed its eventual successes through state sponsorship via the Roman and Byzantine empires and by providing spiritual comfort and hope during the chaotic years of Rome's decline. Buddhism grew through imperial sponsorship and through significant changes to its fundamental beliefs when adherents to the faith deified the Buddha and created notions of an afterlife. In Africa, a wide range of significant developments occurred, and a myriad of cultural practices existed; yet large common cultures also arose. The Bantu peoples that spread throughout the southern half of the landmass spoke closely related languages and developed similar political institutions based on the prestige of individuals of high achievement. In the Americas, the Olmecs established their own form of the city-state, while the Maya owed their success to a decentralized common culture built around a strong religious belief system and a series of spiritual centers. New material comparing the “fall” of the Roman empire and the Han dynasty has been added to the **Current Trends in World History** feature. The Maya coverage has been updated to account for the new LIDAR imaging

that challenges the traditional narrative, and the **Global Themes and Sources** section on pilgrimages has been expanded with longer excerpts and new travelers with a focus on continuity and change over time.

In a relatively remote corner of the Arabian Peninsula, another world religion, Islam, exploded with world-changing consequences, as **Chapter 9, “New Empires and Common Cultures, 600–1000 CE,”** describes. The rise of Islam provides a contrast to the ways in which other universalizing religions and political empires interacted. Islam and its empire arose in a fashion quite different from Christianity and the Roman Empire. Christianity took over an already existing empire—the Roman—after suffering persecution at its hands for several centuries. In contrast, Islam created an empire almost at the moment of its emergence. By the time the Abbasid Empire came into being in the middle of the eighth century, Islamic armies, political leaders, and clerics exercised power over much of the Afro-Eurasian landmass, from southern Spain across North Africa all the way to central Asia. The Tang Empire in China, however, served as a counterweight to Islam’s power, both politically and intellectually. Confucianism enjoyed a spectacular recovery in this period. With the support of the Tang rulers, Confucianism slowed the spread of Buddhism and further reinforced China’s development along different, more secular pathways. Japan and Korea enter our narrative of world history at this time, as tributary states to Tang China and as hybrid cultures that mixed Chinese customs and practices with their own. The Christian world split in this period between western Roman Catholicism and eastern Greek Orthodoxy. Both branches of Christianity played a role in unifying societies, especially in western Europe, which lacked strong political rule. New material includes expanded in-text coverage of the “Green Revolutions” in Islam and Tang China, an updated **Current Trends in World History** feature with the latest research on the origins of Islam, and a completely revised and expanded **Global Themes and Sources** exploration of women and empire.

In the three centuries from 1000 to 1300 CE (**Chapter 10, “Becoming ‘The World,’ 1000–1300 CE”**), Afro-Eurasia experienced an unprecedented rise in prosperity and population that spread into West Africa and eastern Africa. Just as important, the world in this period divided into regional zones that are recognizable today. At the same time, trade grew rapidly. A view of the major trading cities of this time demonstrates how commerce transformed cultures. Sub-Saharan Africa also underwent intense regional integration via the spread of the Mande-speaking peoples and the Mali Empire. The Americas witnessed their first empire in the form of the Chimú Empire in the Andes. This chapter ends with the Mongol conquests of the twelfth and thirteenth centuries, which brought massive destruction but also significant connectedness to Afro-Eurasia. The Mongol Empire, once in place, promoted long-distance commerce, scholarly exchange, and travel on an unprecedented scale. The Mongol story, highlighted in the new **Current Trends in World History** feature on “A Most Unusual Nomad State,” underscores the important role that nomads played throughout the history of

the early world. The **Global Themes and Sources** feature picks up on the theme of travelers from Chapter 8 and includes new and expanded sources for analyzing the continuities and changes over time in “world” travel.

The Black Death brought Afro-Eurasia’s prosperity and population growth to a catastrophic end, as discussed in **Chapter 11, “Crisis and Recovery in Afro-Eurasia, 1300–1500.”** The bubonic plague wiped out as much as two-thirds of the population in many of the densely settled locations of Afro-Eurasia, whose societies had already been brought to their knees by the Mongols’ depredations. The destruction and dying of the fourteenth century saw traditional institutions give way and forced peoples to rebuild their cultures. The political systems that came into being at this time and the intense religious experimentation that took place effected a sharp break with the past. In the face of one of humanity’s grimmest periods, peoples and societies demonstrated tremendous resilience as they looked for new ways to rebuild their communities, some turning inward and others seeking inspiration, conquests, and riches elsewhere. New material recasts the Renaissance, offers sources for comparing different communities’ understandings of the causes and effects of the Black Death, and a new **Current Trends in World History** feature considers Ming fashion. Volume One concludes on the eve of the “Columbian Exchange,” the moment when “old” worlds discovered “new” ones and a vast series of global interconnections and divergences commenced.

**Please note that the primary source readings (Global Themes and Sources) have been heavily revised throughout Volume One**—with selections both expanded from the first edition and entirely new selections—to address the four major historical thinking skills as described by the AHA and the College Board. Critical thinking about what sources can reveal of their historical context is emphasized in each chapter.

## Overview of Volume Two

The organizational structure for Volume Two reaffirms the authors’ commitment to write a decentered, global history of the world. Christopher Columbus is not the starting point, as he is in so many modern world histories. Rather, we begin in the eleventh and twelfth centuries with two major developments in world history: the Mongol conquests and the Black Death. **Chapter 10, “Becoming ‘The World,’ 1000–1300 CE,”** describes an unprecedented rise in prosperity and population that Afro-Eurasia experienced, which spread into West Africa and eastern Africa. Just as important, the world in this period divided into regional zones that are recognizable today. At the same time, trade grew rapidly. A view of the major trading cities of this time demonstrates how commerce transformed cultures. Sub-Saharan Africa also underwent intense regional integration via the spread of the Mande-speaking peoples and the Mali Empire. The Americas witnessed their first empire in the form of the Chimú Empire in the Andes. This chapter

ends with the Mongol conquests of the twelfth and thirteenth centuries, which brought massive destruction but also significant connectedness to Afro-Eurasia. The Mongol Empire, once in place, promoted long-distance commerce, scholarly exchange, and travel on an unprecedented scale. The Mongol story, highlighted in the new **Current Trends in World History** feature on “A Most Unusual Nomad State,” underscores the important role that nomads played throughout the history of the early world. The **Global Themes and Sources** feature picks up on the theme of travelers from Chapter 8 and includes new and expanded sources for analyzing the continuities and changes over time in “world” travel.

The Black Death brought Afro-Eurasia’s prosperity and population growth to a catastrophic end, as discussed in **Chapter 11, “Crisis and Recovery in Afro-Eurasia, 1300–1500.”** The bubonic plague wiped out as much as two-thirds of the population in many of the densely settled locations of Afro-Eurasia, whose societies had already been brought to their knees by the Mongols’ depredations. The destruction and dying of the fourteenth century saw traditional institutions give way and forced peoples to rebuild their cultures. The political systems that came into being at this time and the intense religious experimentation that took place effected a sharp break with the past. In the face of one of humanity’s grimmest periods, peoples and societies demonstrated tremendous resilience as they looked for new ways to rebuild their communities, some turning inward and others seeking inspiration, conquests, and riches elsewhere. New material recasts the Renaissance, offers sources for comparing different communities’ understandings of the causes and effects of the Black Death, and a new **Current Trends in World History** feature considers Ming fashion.

**Chapter 12, “Contact, Commerce, and Colonization, 1450–1600,”** examines commerce and exploration after the collapse of the Mongol Empire. Disease and increasing trade linkages were vital factors. New material includes expanded coverage of the Ottoman Empire—in particular, its centrality to networks of trade and exploration. The chapter provides more specifics about the major sultans; the importance of the conquest of Syria and Egypt (1516–1517), and the resistance of Mamluk rulers; the Ottoman admiral and cartographer Piri Reis and his masterwork *The Book of the Sea*; the Ottomans’ earliest military failures against the Safavid Empire; the trade routes that made Ottoman expansion possible and Ottoman expansion’s interconnectedness with European expansion overseas; and the multiethnic legacy of centuries of Ottoman rule.

Europeans sailed across the Atlantic Ocean to find a more direct, less encumbered route to Asia and came upon lands, peoples, and products that they had not expected. One item, however, that they had sought in every part of the world, and that they found in abundance in the Americas, was precious metal. **Chapter 13, “Worlds Entangled, 1600–1750,”** discusses how New World silver from Mexico and Peru became the major currency of global commerce, facilitating the long-distance trading networks that had been revived after the Black Death. The effect of New World silver on the world economy

was so great that it, even more than the Iberian explorations of the New World, brought the hemispheres together and transformed the terms on which peoples around the world interacted with one another. Sugar also linked the economies and politics of western Europe, Africa, and the Americas and was a powerful force in a triangular trade centered on the Atlantic Ocean. This trade involved the shipment of vast numbers of African captives to the Americas, where they toiled as slaves on sugar, tobacco, cotton, and rice plantations. New material includes new content on leading Ottoman intellectual Mustafa Ali and his magnum opus *The Essence of History* (1591); on the Little Ice Age (the sharp drop in global temperature from 1620 to 1680) and its contribution to a wave of political upheaval across Afro-Eurasia; on the impact of the Thirty Years' War; on the contribution of imported New World silver to the destabilization of the economy; on the Celali Revolt; and on the rising Manchu population's breach of China's Great Wall.

**Chapter 14, “Cultures of Splendor and Power, 1500–1780,”** investigates the Ottoman scientists, Safavid and Mughal artists, and Chinese literati, as well as European thinkers, whose notable achievements were rooted in their own cultures but tempered by awareness of the intellectual activities of others. This chapter looks closely at the creation of culture as a historical process and describes how the massive increase in wealth during this period, growing out of global trade, led to one of the great periods of cultural flourishing in world history. Around 1800, transformations reverberated outward from the Atlantic world and altered economic and political relationships in the rest of the world. New content explores the religion, politics, and consequences of the Enlightenment, including, in particular, a new **Global Themes and Sources** section on commerce, civilization, and the Enlightenment.

**Chapter 15, “Reordering the World, 1750–1850,”** discusses political revolutions in the Americas and Europe, focusing on new ideas about trade and labor. It contends that a powerful rhetoric of freedom and universal rights underlay the beginning of a “great divide” between peoples of European descent and others. The forces of laissez-faire capitalism, industrialization, the nation-state, and republicanism emanating from the Atlantic world not only attracted diverse groups around the world, but also threatened groups that put forth alternative visions. New ideas of freedom, as manifested in trading relations, labor, and political activities, clashed with older notions of inherited rights and statuses and further challenged the way men and women had lived in earlier times. These political, intellectual, and economic reorderings changed the way people around the world saw themselves and thus represent something quite novel in world history.

These new ways of envisioning the world did not go unchallenged, as **Chapter 16, “Alternative Visions of the Nineteenth Century,”** makes clear. Intense resistance to evolving modernity reflected the diversity of peoples around the world and their hopes for the future. Wahhabism in Islam, the “big men” of

Africa, Indian resistance in the United States and Mexico, socialism and communism in Europe, the Taiping Rebellion in China, and the Indian Mutiny in South Asia catapulted to historical prominence prophets and leaders whose visions often drew on earlier traditions and led these individuals to resist rapid change. New material includes a dramatically expanded and refocused **Global Themes and Sources** section on alternatives to nineteenth-century capitalism.

**Chapter 17, “Nations and Empires, 1850–1914,”** deals with the political, economic, military, and ideological power that thrust Europe and North America to the fore of global events and led to an era of nationalism and modern imperialism, new forces in world history. Yet this period of seeming European supremacy was to prove short-lived. New content focuses on the Irish potato famine and its impact, Britain’s imperial regime in India and the Caribbean and its application in Africa, and a new **Global Themes and Sources** section on the scramble for empire.

As **Chapter 18, “An Unsettled World, 1890–1914,”** demonstrates, even before World War I shattered Europe’s moral certitude, many groups, both at home (feminists, Marxists, and unfulfilled nationalists) and abroad (anticolonial nationalists), had raised a chorus of complaints about European and North American dominance. Like Chapter 14, this chapter looks at the processes by which specific cultural movements arose and how they reflected the concerns of individual societies. Yet here, too, syncretic movements emerged in many cultures that reflected the sway of global imperialism, which by then had become a dominant force. New content includes a new **Current Trends in World History** feature, “Adapting to the Environment: Russian Peasants Take On the Steppe,” and a new focus on the 1902 passage of the U.S. National Reclamation Act.

**Chapter 19, “Of Masses and Visions of the Modern, 1910–1939,”** briefly covers World War I, then discusses how, from the end of that war until World War II, different visions of being modern competed around the world. The development of modernism and its effects on multiple cultures is the theme that integrates the diverse developments discussed in this chapter. In the decades between the world wars, proponents of liberal democracy struggled to defend their views and often to impose their will on authoritarian rulers and anticolonial nationalists. New content includes material on the impact of World War I in East Africa; Britain’s affiliation with Russia and France in the Triple Entente in 1907; conflict in the Balkans and the chain reaction set off by the assassination of Austrian Archduke Franz-Ferdinand; a new focus on British and French conscription of their colonial subjects; the Ottoman alliance with the Central Powers; hastily drawn postwar borders in the Middle East and their later consequences in the twenty-first century; and an (all-new) **Global Themes and Sources** section, “Comparing and Contextualizing Totalitarianism.”

**Chapter 20, “The Three-World Order, 1940–1975,”** presents the effects of World War II as new adversaries arose after the war. A three-world order came into being—the First World, led by the United States and extolling capitalism, the

nation-state, and democratic government; the Second World, led by the Soviet Union and favoring authoritarian polities and economies; and the Third World, made up of former colonies seeking an independent status and alternative routes to modernity for themselves in world affairs. The rise of this three-world order, which dominated the second half of the twentieth century, constitutes another major theme of world history. New content includes a revised **Global Themes and Sources** section on independence and nation building.

**Chapter 21, “Globalization, 1970–2000,”** which begins with the end of the Cold War, shows that the modern world, while clearly more unified than before, still had profound cultural differences and political divisions. At the beginning of the twenty-first century, capital, commodities, peoples, and ideas moved rapidly over long distances. But cultural tensions and political impasses continued to exist. The rise of this form of globalism represented a vital new element as humankind headed into a new century and millennium. New content includes a revised **Global Themes and Sources** section with new primary sources on the power of grassroots democracy.

The **Epilogue, 2001–The Present**, tracks developments since the turn of the millennium. These last few years have brought profound changes to the world order, yet we hope that readers of *Worlds Together, Worlds Apart* will see more clearly how this most recent history is, in fact, entwined with the trends of much longer duration that are the chief focus of this book. New material includes a discussion of populist election victories; two new **Current Trends in World History** features, “Global Capitalism and the Great Contraction of 2008” and “Has *Homo sapiens* Entered a New Epoch—the Anthropocene?”; coverage of devastating hurricanes; new coverage of Donald Trump’s election as U.S. president in 2016 as well as his policies, particularly regarding the U.S.-Mexico border, and his nativist attacks on immigrants and refugees; new content on ISIS and Syria; the U.S. summit with North Korea; and the U.S. withdrawal from the Joint Comprehensive Plan of Action (Iranian nuclear deal).

**Please note that the primary source readings (Global Themes and Sources) have been heavily revised throughout Volume Two—with selections both expanded from the first edition and entirely new selections—to address the four major historical thinking skills as described by the AHA and the College Board. Critical thinking about what sources can reveal of their historical context is emphasized in each chapter.**

## Media Ancillaries

Lead media author Alan Karras (University of California, Berkeley) helped gather a team of innovative world history instructors, including Shane Carter, Sharon Cohen, Ryba Epstein, Derek O’Leary, Andrew Hardy, and others. Together, this team has ensured that the Concise Second Edition of *Worlds Together, Worlds Apart* is supported by an array of digital media with tools faculty need to meet

course goals—in the classroom and online—and activities that will help students to develop core skills in reading comprehension, writing, and analysis and to better understand the geography and contexts in world history survey courses.

## For Students



### Quizzing to Learn (Shane Carter, Alan Karras)

InQuizitive, Norton’s groundbreaking formative, adaptive quizzing platform, uses interactive questions and guided feedback to motivate students to read and understand the text. Varied question types—featuring images, maps, and primary sources—prompt critical and analytical thinking about each of the chapter’s Core Objectives. Robust grading functionality helps instructors track their students’ progress on learning outcomes.

### (NEW) History Skills Tutorials

Accessible through the digital landing page with the code that is included in each new copy of the book, the History Skills Tutorials featuring author Elizabeth Pollard consist of three online modules that provide a framework for analyzing primary source documents, images, and maps. Each tutorial opens with author videos modeling the analysis process. Subsequent interactive activities challenge students to apply what they have learned.

### Student Site

This free site offers students access to additional primary source documents and images, an expansive collection of author videos, and iMaps. It is ideal for instructors interested in granting students access to additional material without creating or administering online assignments.

### Norton Ebooks

Norton Ebooks give students and instructors an enhanced reading experience at a fraction of the cost of a printed textbook. Students are able to have an active reading experience and can take notes, bookmark, search, highlight, and even read offline. As an instructor, you can add your own notes for students to see as they read the text. Norton ebooks can be viewed on—and synced between—all computers and mobile devices. The ebook for the Concise Second Edition includes embedded author videos, pop-up key term definitions, and enlargeable images and maps.

## For Instructors

Resources for instructors are available at [wnnorton.com/instructors](http://wnnorton.com/instructors).



## Norton LMS Resources (Jacob Pomerantz, Alan Karras)

Free Norton Coursepacks (downloadable in learning management systems such as Blackboard, WebCT, D2L, and Moodle; additional formats can be provided upon request) include:

- **Primary Source Exercises:** One exercise per chapter provides 3–5 multiple-choice questions and two short-response questions (with sample answers). Each exercise contains 1–2 primary sources.
- **Online Reader:** Approximately 100 additional primary source documents and images that supplement the ones in the text. Also available grouped as Research Topics.
- **iMaps:** Interactive versions of each map from the text are provided on the Student Site and in the Coursepack, enabling students to explore different layers of information. Each iMap is supported by a Map Worksheet.
- **Chapter Quizzes:** These quizzes include answer references to each chapter’s Core Objectives.
- **Office Hours Videos:** Authors Beth Pollard and Cliff Rosenberg as well as media author Alan Karras explain difficult concepts.
- **Flashcards:** Online cards for each chapter align key terms and events with brief descriptions and definitions. The cards can be “flipped,” printed, or downloaded.
- **Chapter Outlines**
- **Chronologies**
- **Forum Prompts:** Discussion questions that can be used in face-to-face or online discussion boards to engage students in active discussions about the major themes and concepts in each chapter.
- **Questions from the Text:** The questions from Core Objectives, Global Storylines, Global Themes and Sources, and Thinking about Global Connections from the text are available for online assignments and grading.
- **Analyzing Global Developments:** Previously included in the text of the Concise First Edition, these features have been updated and transferred to the Coursepack for use as assigned activities.
- **StoryMaps:** Available in the Coursepack in PDF format for reference.
- **AHA Student Learning Outcomes:** The student learning outcomes based on the AHA’s “Benchmarks for Professional Development” now include suggestions for using *Worlds Together*, *Worlds Apart*, Second Concise Edition to help students achieve these learning outcomes.

## (NEW) Interactive Instructor’s Guide (Sharon Cohen, Alan Karras)

The new IIG supports the teaching of global history by providing a searchable, sortable online way to prepare for lectures. For selected chapters, the

authors have created videos providing best practices for teaching the trans-regional connections in the book as well as **NEW** suggested image and syllabus activities.

## Classroom Presentation Tools (Derek O’Leary, Andrew Hardy, Alan Karras)

- **Lecture PowerPoints and Art PowerPoints** feature photographs and maps from the book, retouched for in-class presentation.
- **StoryMaps** break complex maps into a sequence of five annotated screens that focus on the story behind the geography. The ten StoryMaps include such topics as The Silk Roads, The Spread of the Black Death, and Population Growth and the Economy.

## Instructor’s Manual (Sharon Cohen, Alan Karras)

The Instructor’s Manual for the Concise Second Edition of *Worlds Together, Worlds Apart* has everything instructors need to prepare lectures and classroom activities, including lecture outlines, lecture ideas, and suggested classroom activities. Our Popular Fallacy section provides an exercise that helps to dispel common misconceptions students may have about each chapter. The revamped Instructor’s Manual features two **NEW** sections, one on the teaching of the primary sources in each chapter, and one on effectively incorporating all of Norton’s media resources into a syllabus.

## Test Bank (Ryba Epstein, Derek O’Leary, Alan Karras)

The Test Bank features more than 1,050 questions—including multiple-choice, true/false, matching, and essay questions—each aligned to a Global Storyline and Core Objective from the book. Classified according to level of difficulty and Bloom’s Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating), they provide multiple avenues for comprehension and skill assessment. The Test Bank features 25% **NEW** questions. These questions are also available in ExamView Test Generator, where you can more easily create tests and manage test question selection.

## Acknowledgments

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## The Geography of the Ancient and Modern Worlds

Today, geographers usually identify six inhabited continents: Africa, North America, South America, Europe, Asia, and Australia. Inside these continents they locate a vast number of subcontinental units, such as East Asia, South Asia, Southeast Asia, the Middle East, North Africa, and sub-Saharan Africa. Yet this geographic understanding would have been alien to premodern people, who did not think of themselves as inhabiting continents bounded by large bodies

of water. Lacking a firm command of the seas, they saw themselves as living on contiguous landmasses. Hence, in this textbook, we have chosen to use a set of geographic terms that more accurately reflect the world of the premoderns.

The most interconnected and populous landmass of premodern times was Afro-Eurasia. The term *Eurasia* is widely used in general histories, but we find it inadequate. The preferred term, from our perspective,



must be Afro-Eurasia, for the interconnected landmass of premodern—and, indeed, much of modern—times included large parts of Europe and Asia and significant regions in Africa—particularly Egypt, North Africa, and even parts of sub-Saharan Africa.

It was only in the period from 1000 to 1300 CE that the divisions of the world that we take for granted today began to take shape. The peoples of the northwestern part of Afro-Eurasia did not see themselves as European Christians, and hence as a distinct cultural entity, until the end of the Middle Ages. Islam did not

arise and extend its influence throughout the middle zone of Afro-Eurasia until the eighth and ninth centuries. Nor did the peoples living in what we today term the Indian subcontinent feel a strong sense of their own cultural and political unity until the Delhi Sultanate and the Mughal Empire brought political unity to that vast region. As a result, we use the terms South Asia, Vedic society, and India in place of *Indian subcontinent* for the premodern part of our narrative, and we use Southwest Asia and North Africa to refer to what today is designated as the Middle East.



CONCISE SECOND EDITION

Worlds Together,  
Worlds Apart

Volume 1