

Second Edition

# VOYAGES

*in World History*

VOLUME 1



TO 1600

Valerie Hansen ♦ Kenneth R. Curtis







# Making world history come alive by telling the stories of global travelers

**Voyages in World History** uses the themes of movement and contact to illustrate the most important topics in world history. Authors Valerie Hansen and Kenneth R. Curtis use the compelling stories of individual men and women throughout history to help students understand the movement of people, ideas, and goods. By focusing on one traveler in each chapter, the authors provide an engaging framework to help students understand the variety of people, places, and events that have shaped world history.

The Second Edition of **Voyages in World History** blends the text's proven approach with new content:

- A new *Context and Connections* feature in each chapter shows students how various people and events are relevant to each other and to the larger themes throughout the book
- The mobile *Voyages Map App* complements the text and allows interactive exploration of historic people and sites using Google Earth™
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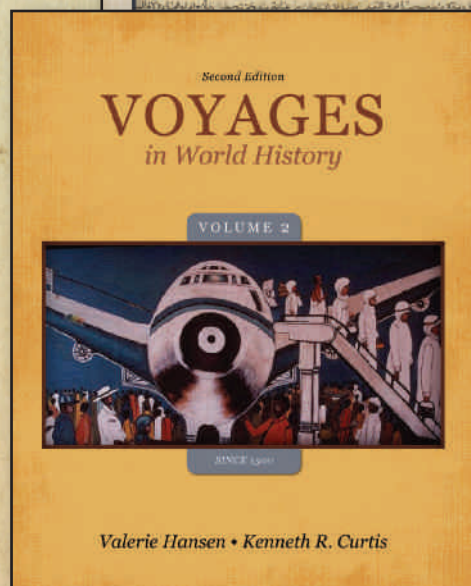
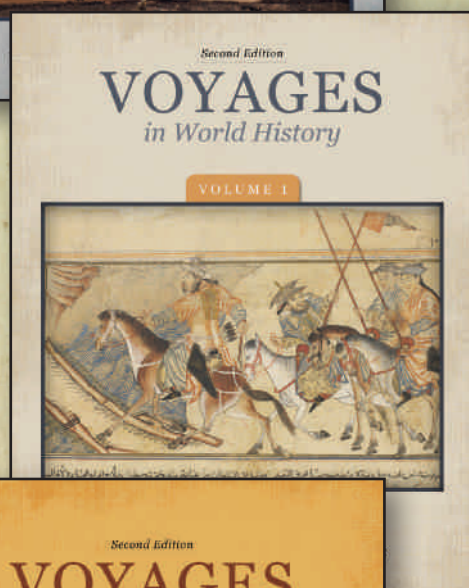
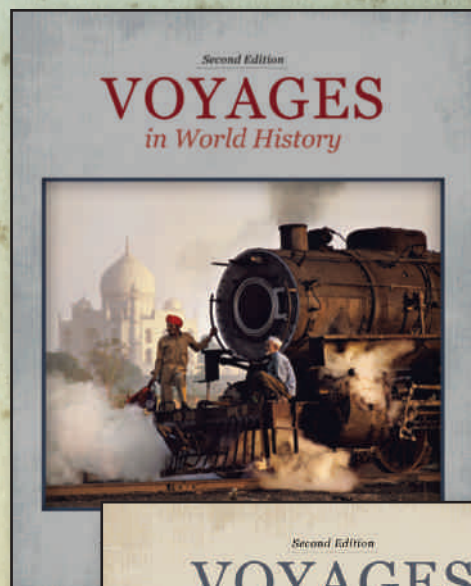
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"I like that Hansen and Curtis teach from the primary sources. This makes the historical narrative concrete and appealing to students. This corresponds well to the way I teach history."

Frans van Liere, Calvin College





# The Voyages Map App lets students be a part of the exploration

*"[The Map App is] a useful tool that goes beyond the traditional map and allows the student to engage with historically significant geographical locations."*

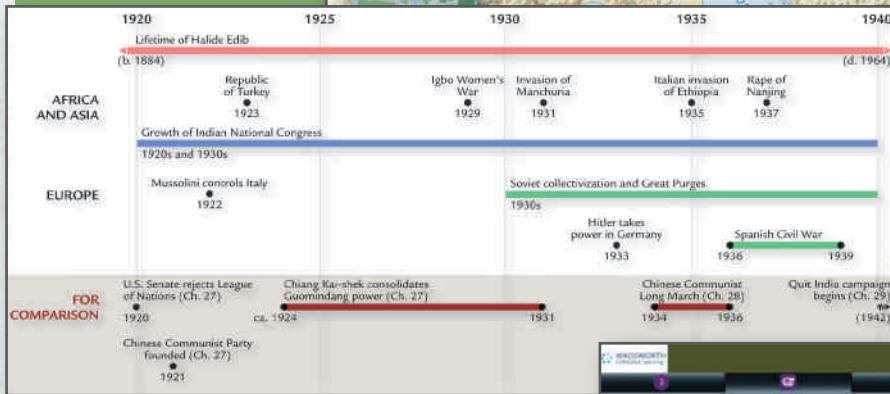
Salvador Diaz,  
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The *Voyages Map App* allows students to explore the past as they follow the voyages taken by the travelers highlighted in the text. Using Google Earth™, students are transported to historic sites and locations visited by the travelers and learn about each location's monuments, architecture, and historic significance.

## The Voyages Map App includes:

- Review questions
- Flash cards
- Timelines
- Quizzes

- 91% of students report that the map app increases their understanding of material in the textbook
- 86% of instructors say the app is valuable to students' educational experience



Preview 2

*"I really like how interactive the app is. I like it when technology brings history to life. I really appreciate how the app has comprehensive quizzes— these always help me make sure I've retained the material, so I would definitely use the app."*

Allyx Nicolici,  
student at California State University Sacramento





# Vivid accounts of travelers provide compelling context about historical events that shaped our world


Travelers—merchants, poets, rulers, adventurers, missionaries, and scholars and their voyages—provide a framework for each chapter that draws students into the stories of world history.

## 8

### Hindu and Buddhist States and Societies in Asia, 100–1000

- Buddhism, Hinduism, and Indian Rulers, 100–1000 (p. 201)
- Buddhism, Hinduism, and Southeast Asian Rulers, 300–1000 (p. 204)
- Buddhism and the Revival of Empire in China, 100–1000 (p. 210)
- Buddhism and the Tang Blueprint for Rule in Korea and Japan, to 1000 (p. 219)

**I**n 838, at the age of forty-five, the Japanese monk **Ennin** (EN-nin) (793–864) joined a Japanese delegation that was the last of nearly twenty official delegations sent to China by the Japanese government. The Japanese emperors wanted to learn the reasons for the success of the Tang dynasty (618–907), the most powerful empire in East Asia and a model for all rulers hoping to strengthen their own governments. The Tang dynasty blueprint for rule drew on the earlier Qin/Han blueprint (see Chapter 4) but added other elements, most importantly state support for Buddhism. The Japanese delegation of over thirty people included both officials and monks like Ennin, who hoped to study with knowledgeable teachers and to obtain copies of books not available in Japan. Eleven days after the four ships departed from the modern Japanese port of Fukuoka, it began to rain:



T

he east wind was blowing fiercely, and the waves were raging high. The ship was suddenly dashed up onto a shoal. In trepidation we immediately lowered sail, but the corners of the rudder snapped in two places, while the waves from both east and west battered the ship as the blade of the rudder was stuck. The ship straightway flew, as the waves came from the east, the ship was about to break up, we cut down the rudder. The ship straightway flew, as the waves came from the west, it

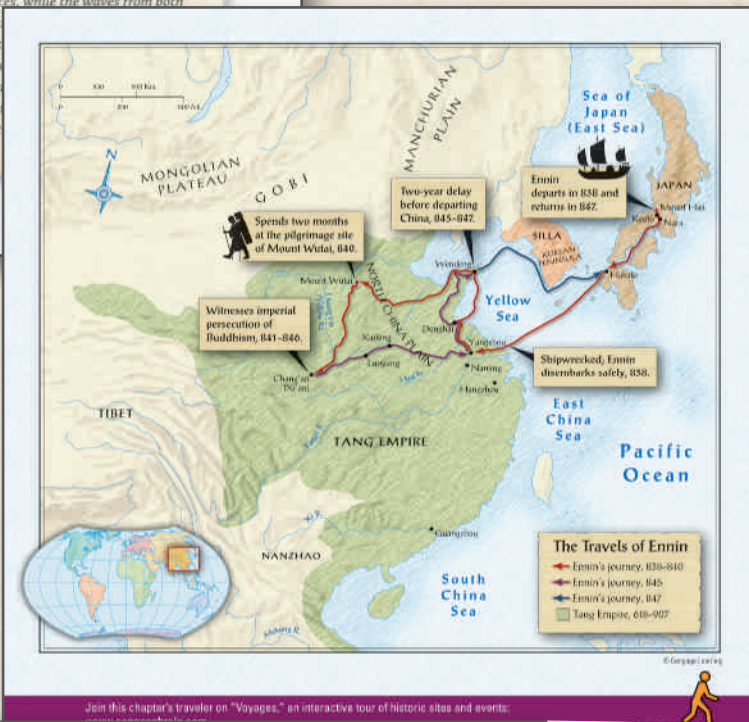
**Portrait of Ennin**  
From Edwin O. Reischauer, *Shinto: The Sacred in Japan* (New York: Oxford University Press, 1955).

Travelers provide crucial comparisons between their own societies and those they visited. One traveler is featured in every chapter, and six travelers have been changed for the second edition. For example, in Chapter 8, “Hindu and Buddhist States and Societies in Asia,” readers are introduced to Ennin, a Japanese Buddhist monk who goes to China to study.

Each chapter begins with a detailed map that illustrates the traveler’s route.

*“I love the approach. My department has recently taken a more global history approach to world civ and [Voyages in World History] seems well suited to this approach.”*

LaQuita Saunders,  
Arkansas State University



Join this chapter's traveler on "Voyages," an interactive tour of historic sites and events:  
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# Teaching students how to think critically about the past

Using detailed images and discussion questions, *Visual Evidence in Primary Sources* features help students identify and examine historical evidence within artifacts, works of art, and architecture.

**VISUAL EVIDENCE IN PRIMARY SOURCES**

## Borobudur: A Buddhist Monument in Java, Indonesia

The largest Buddhist monument in the world lies not in the homeland of the Buddha in India but over 1,000 miles (1,600 km) to the southeast at Borobudur on the island of Java in Indonesia. The Shailendra (SHAI-lan-drah) kings (ca. 775-850) built the monument out of volcanic rock sometime in the eighth or ninth century. Just as they were consolidating their rule, when they moved their capital to a different location in east Java, they abandoned the magnificent complex, and it lay unknown until the early nineteenth century, when Sir Thomas Raffles, founder of Singapore, saw it covered with mold and lichen plants in the middle of a dense forest.

Since no surviving documents explain the meaning of the elements of the monument, analysts must study the different sections of the enormous structure to reconstruct its possible meaning. Rising over 100 feet (31.5 m) above the ground, the monument rests on a large square base measuring 400 feet (122 m) on each side. The overall effect resembles the ziggurat temples of Mesopotamia. Staircases at the center of each level lead up to the next, and visitors walk around each level for a total of 3 miles (5 km) until they reach the top.

The lowest level of the monument, originally below ground, depicts an underworld hell for those who do not obey Buddhist teachings. The four square terraces above contain over 2,500 panels, most showing scenes from the earlier lives of the Buddha. Monks and guides probably explained the meaning of these scenes to pilgrims. Near the top, the visitor reaches the three terraces holding seventy-two bodhisattvas, each sitting under a bell-shaped stone with holes to look through. At the top of the monument stands an empty stupa, which may have originally held a relic.

Borobudur was a pilgrimage site for people all over Southeast Asia. Pilgrims brought simple clay objects in the shape of stupas and buried them underground at the site. Archaeologists have unearthed 2,397 clay stupas and 252 clay tablets with writing on them. Pilgrims also buried clay pots and sheets of silver covered with written Buddhist charms, either to keep away evil spirits or to bring good health. The many languages on the tablets indicate that people came from great distances to see Borobudur and to make offerings to the Buddha who came to be worshipped so far from his original home.

Most analysts concur that the monument was designed to lead pilgrims from the underworld, shown in the base, up through the five platforms showing human existence, through the world of the seventy-two bodhisattvas, to the single Buddha on top who had attained enlightenment. While the content of the different panels is clearly inspired by Buddhism, the design of the monument, with its multiple ascending levels, is distinctly local. No other Buddhist monument is like it.

Borobudur is made of 2 million separate blocks of yellow-brown andesite, volcanic rock found throughout Java. Each year over 70 inches (2 m) of rain falls on the rocks, creating the perfect environment for moss and lichen to thrive. Between 1973 and 1983, with UNESCO support, workers dismantled the monument, removed and cleaned each of the blocks, and restored the monument for the third time since its rediscovery in the early 1800s.

**QUESTION FOR ANALYSIS**

3 How had Buddhist worship at stupas changed from the first century B.C.E. at Sanchi (see "Visual Evidence in Primary Sources," Chapter 3) to the eighth and ninth centuries at Borobudur?

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This is one of seventy-two bodhisattvas on the top three circular terraces of the monument, underneath a central stupa at the top, which is 460 feet (43 m) above the ground.

This stupa's cover is missing, allowing a view of this serene bodhisattva.

All of the stones today are grayish-black, but they were originally covered with a layer of white plaster and then painted different eye-catching colors.

Underneath these three circular levels are four square levels holding 1,460 6-foot-wide stone panels, each showing a different scene from Buddhist songs, poems, sacred texts, and the early lives of the Buddha.

The heavy stone monument rests on an unstable cone of earth. After construction first started, the monument sagged, prompting a reconfiguration of the subterranean level, which now is surrounded by a terrace to prevent it from slipping even further. Some observers have contended the resulting uneven profile is a cave that did not exist originally.

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*Movement of Ideas Through Primary Sources* features include an excerpt from one or more primary sources with discussion questions. This feature encourages students to develop the core historical skill of primary source analysis.

**MOVEMENT OF IDEAS THROUGH PRIMARY SOURCES**

## Teaching Buddhism in a Confucian Society

Monks frequently told stories to teach ordinary people the tenets of Buddhism. The story of the Indian monk Maudgalyayana (mowd-GAH-leey-yah-yah-nah) survives in a Sanskrit version, composed between 300 B.C.E. and 300 C.E., and a much longer Chinese version in a manuscript dated 921. This story has enormous appeal in China (it is frequently performed as Chinese opera or on television) because it portrays the dilemma of those who wanted to be good Confucian sons as well as good Buddhists. Maudgalyayana may have been filial, but he was unable to fulfill his Confucian obligations as a son because he did not bear a male heir. The Buddhist narrator takes great pains to argue that he can still be a good son because Confucian offerings have no power in a Buddhist underworld.

In the Sanskrit version, Maudgalyayana, one of the Buddha's disciples, realizes that his mother has been reborn in the real world and asks the Buddha to help her to attain nirvana. Maudgalyayana and the Buddha travel to find the mother, who attains nirvana after hearing the Buddha preach.

In the Chinese version, the protagonist retains his Indian name but acts like a typical Chinese son in every respect. The tale contrasts the behavior of the virtuous, if slightly dim, Maudgalyayana with his mother, who never gave any support to her local monastery and even kept for herself money that her son had asked her to give the monks. As a filial son, he cannot believe her capable of any crime, and he searches through all the different compartments of the Chinese hell to find her. Unrepentant to the very end of the tale, she explains that traditional Confucian offerings to the ancestors have no power in the underworld. Only offerings to the Buddhist order, such as paying monks to copy Buddhist texts, can help to ease her suffering. At the end of the story, the Buddha himself frees her from the underworld, a grim series of hells that do not exist in the Sanskrit original.

Source: John Strong, "Filial Piety and Buddhism: The Indian Ancestor as a Chinese Problem," in *Buddhism in Contact and Change: Selected Proceedings of the VIII Congress of the International Association for the History of Religions*, ed. Peter S. Slater and David White (Wasington, Mass.: World Lotus University Press, 1980), p. 110. From *Sun-Weiing: Popular Narratives*, by Victor H. Mair. Copyright © 1983 Cambridge University Press. Reprinted with permission of Cambridge University Press.

### Sanskrit Version

From afar, [Maudgalyayana's mother] Bhadrakanya [bud-DRAH-kahn-ee-yah] saw her son, and, as soon as she saw him, she rushed up to him exclaiming, "Ah! At long last I see my little boy!" Thereupon the crowd of people who had assembled said: "He is an aged wandering monk, and she is a young girl—how can she be his mother?" But the Venerable Maha Maudgalyayana replied, "Sirs, these skandhas of mine were fostered by her; therefore she is my mother."

Then the Blessed One, knowing the disposition, propensity, nature and circumstances of Bhadrakanya, preached a sermon fully penetrating the meaning of the Four Noble Truths. And when Bhadrakanya had heard it, she was brought to the realization of the fruit of entering the stream.

\*skandhas: The five aggregates—form, feelings, perceptions, karmic constituents, and consciousness—which in Buddhism are the basis of the personality.

**QUESTIONS FOR ANALYSIS**

3 What are the main differences between the Indian and Chinese versions?

3 How do they portray the fate of the mother after her death?

3 What is the Chinese underworld like?

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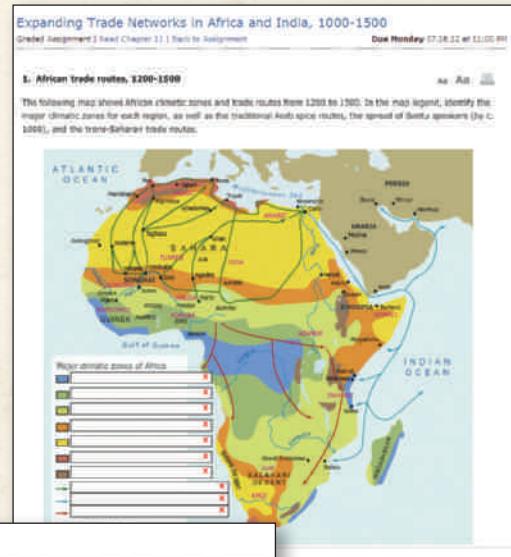
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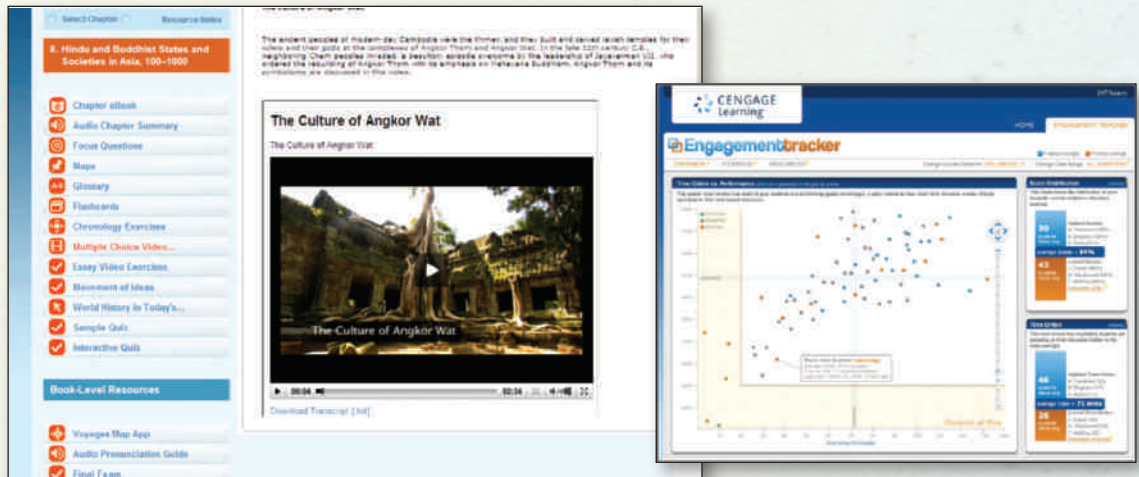
- 88% say it is easy to integrate into their class plans
- 85% say that it saves them time
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*"I think that Aplia, when used in conjunction with the text, is probably one of the best web-based platforms. The students who came to class prepared were already thinking about the material and were prepared to tackle 'bigger questions'."*

Mari Nicholson-Preuss,  
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# VOYAGES in World History

## *Volume 1: To 1600*

*Second Edition*







# VOYAGES

## in World History

*Volume 1: To 1600*

*Second Edition*

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YALE UNIVERSITY

Kenneth R. Curtis

CALIFORNIA STATE UNIVERSITY LONG BEACH



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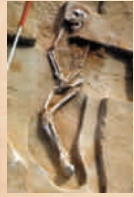
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# PREFACE

What makes this book different from other world history textbooks?

- Each chapter opens with a narrative about a Traveler, whose real-life story is woven throughout the chapter. The *Voyages Map App* then continues the journey online by using Google Earth™ to transport students to historic sites and locations visited by the Travelers, allowing students to explore the past and make connections to the world today.
- Shorter than most world history textbooks, this survey still covers all of the major topics required in a world history course, as well as others we have found to be of interest to our students.
- The book's theme of movement highlights cultural contact and is reinforced in both the *Voyages Map App* and the chapter features, Movement of Ideas Through Primary Sources and Visual Evidence in Primary Sources, which teach analytical skills by inviting students to compare viewpoints.
- The chapter-ending Context and Connections feature, new in the second edition, will help students better understand the connections among different regions and periods, as well as global effects and trends.
- The print text reinforces the online experience, which includes the *Voyages Map App*, *Aplia™*, and *CourseMate*. See the Ancillaries section below for full details on each.
- *CourseReader: World History* and *Hansen's Editor's Choice CourseReader* are available with the text and allow instructors to build their own customized online reader. See the Ancillaries section for details.
- Innovative maps in the text show each Traveler's route while inviting students to think analytically about geography and its role in world history, and the *Voyages Map App* brings the maps to life online.
- A beautiful, engaging design features an on-page glossary, a pronunciation guide, and chapter-opening focus questions (with answers supplied online for review). These tools help students grasp and retain the main ideas of the chapters.

This world history textbook will, we hope, be enjoyable for students to read and for instructors to teach. We have focused on thirty-two different people and

the journeys they took, starting forty thousand years ago with Mungo Man in Australia (Chapter 1) and concluding in the twenty-first century with Chinese artist Ai Weiwei. Each of the thirty-two chapters introduces multiple focus points. First, the Traveler's narrative introduces the home society and the new civilizations visited, demonstrating our theme of the movement of people, ideas, trade goods, and artistic motifs and the results of these contacts. We introduce other evidence, often drawn from primary sources (marked in the running text with italics in this edition), to help students reason like historians. Each chapter also covers changes in political structure, the spread of world religions, and prevailing social structure and gender relations. Other important topics include cultural components and the effects of technology and environment.

The chapter-opening narratives enhance the scope and depth of the topics covered. The Travelers take us to Tang China with the Japanese Buddhist monk Ennin, to Africa and South Asia with the hajj pilgrim Ibn Battuta, to Peru with the cross-dressing soldier and adventurer Catalina de Erauso, across the Atlantic with the African Olaudah Equiano, and to Britain during the Industrial Revolution with the Russian anarchist Mikhail Bakunin. Their vivid accounts are important sources about these long-ago events that shaped our world. Almost all of these travel accounts are available in English translation, listed in the suggested readings at the end of each chapter.

Students new to world history, or to history in general, will find it easier, we hope, to focus on the experience of thirty-two individuals before focusing on the broader trends in their societies and their place in world history. The interactive *Voyages Map App* further engages the new student.

Instead of a canned list of dates, each chapter covers the important topics at a sensible and careful pace, without compromising coverage or historical rigor. Students compare the Traveler's perceptions with alternative sources, and so awaken their interest in the larger developments. Our goal was to select the most compelling topics and engaging illustrations from the entire record of human civilization, and present them in a clear spatial and temporal framework, to counter the view of history as an interminable compendium of geographical place names and facts.

We have chosen a range of Travelers, both male and female, from all over the world. These individuals help cast our world history in a truly global format, avoiding the Eurocentrism that prompted the introduction of world history courses in the first place. Many Travelers were well born and well educated, and many were not.

Our goal in focusing on the experience of individual Travelers is to help make students enthusiastic about world history, while achieving the right balance between the Traveler's experience and the course material. We measure our success by all the encouragement we have received both from instructors who teach the course and from students.

We aspire to answer many of the unmet needs of professors and students in world history. Because our book is not encyclopedic, and because each chapter begins with a narrative of a trip, our book is more readable than its competitors, which strain for all-inclusive coverage. They pack so many names and facts into their text that they leave little time to introduce beginning students to historical method. Because our book gives students a chance to read primary sources in depth, particularly in the Movement of Ideas Through Primary Sources feature, instructors can spend class time teaching students how to reason historically—not just imparting the details of a given national history. Each chapter includes focus questions that make it easier for instructors new to world history to facilitate interactive learning. Students can review answers to those questions online.

Our approach particularly suits the needs of young professors who have been trained in only one geographic area of history. Our book does not presuppose that instructors already have broad familiarity with the history of each important world civilization.

## Theme and Approach

Our theme of movement and contact is key to world history because world historians focus on connections among the different societies of the past. The movement of people, whether in voluntary migrations or forced slavery, has been one of the most fruitful topics for world historians, as are the experiences of individual Travelers. Their reactions to the people they met on their journeys reveal much about their home societies as well as about the societies they visited.

Our focus on individual Travelers illustrates the increasing ease of contact among different

civilizations with the passage of time. This theme highlights the developments that resulted from improved communications, travel among different places, the movement of trade goods, and the mixing of peoples. Such developments include the movement of world religions, mass migrations, and the spread of diseases like the plague. *Voyages* shows how travel has changed over time—how the distance covered by travelers has increased at the same time that the duration of trips has decreased. As a result, more and more people have been able to go to societies distant from their own.

*Voyages* and its integrated online components examine the different reasons for travel over the centuries. While some people were captured in battle and forced to go to new places, others visited different societies to teach or to learn the beliefs of a new religion like Buddhism, Christianity, or Islam. This theme, of necessity, treats questions about the environment: How far and over what terrain did early man travel? How did sailors learn to use monsoon winds to their advantage? What were the effects of technological breakthroughs like steamships, trains, and airplanes—and the use of fossil fuels to power them? Because students can link the experiences of individual Travelers to this theme, movement provides the memorable organizing principle for the book, a principle reinforced in the interactive online journeys offered by the *Voyages Map App*.

Having a single theme allows us to provide broad coverage of the most important topics in world history. Students who use this book will learn how empires and nations grew in power or influence, and how their governmental organization differed. Students need not commit long lists of rulers' names to memory: instead they focus on those leaders who created innovative political structures. This focus fits well with travel, since the different Travelers were able to make certain journeys because of the political situation at the time. For example, William of Rubruck was able to travel across all of Eurasia because of the unification brought by the Mongol empire, while the size and strength of the Ottoman empire facilitated Evliya Çelebi's travels to Vienna and Egypt and across southwest Asia.

Many rulers patronized religions to increase their control over the people they ruled, allowing a smooth introduction to the teachings of the major world religions. Volume 1 introduces the major religions and explains how originally regional religions moved across political borders to become



world religions. Volume 2 provides context for today's complex interplay of religion and politics and the complex cultural outcomes that occurred when religions expanded into new world regions. The final two chapters analyze the renewed contemporary focus on religion, as seen in the rise of fundamentalist movements in various parts of the world. Our focus on Travelers offers an opportunity to explore their involvement with religion, and *Voyages'* close attention to the religious traditions of diverse societies, often related through the Travelers' tales, will give students a familiarity with the primary religious traditions of the world.

The topic of gender is an important one in world history, and throughout, *Voyages* devotes extensive space to the experience of women. Although in many societies literacy among women was severely limited, especially in the premodern era, we have included as many women Travelers as possible. In addition, extensive coverage of gender allows students to grasp the experience of ordinary women.

## Features

We see the features of this book as an opportunity to help students better understand the main text, and to expand that understanding as they explore the integrated online features. Here, we describe the features in the printed book. Details about online features are found in the Ancillaries section below.

### Chapter Opening Map

At the beginning of each chapter a map illustrates the route of the Traveler using imaginative graphics. The opening section of each chapter also provides a biographical sketch for the chapter's Traveler, a portrait, and a passage from his or her writings (or, if not available, a passage about the individual). This feature should capture the student's attention at the outset of each chapter.

### Movement of Ideas Through Primary Sources

This feature offers an introduction, an extensive excerpt from one or more primary sources, and discussion questions. The chosen passages emphasize the movement of ideas, usually by contrasting two different explanations of the same idea. The feature aims to develop the core historical skill of analyzing original sources. Topics include "The Five Pillars of Islam," as described in the Hadith of Gabriel

and by a contemporary Chinese encyclopedia, and "Gandhi and Nehru on Progress and Civilization."

### Visual Evidence in Primary Sources

The goal of this feature is to train students to examine an artifact, a work of art, or a photograph and to glean historical information from the find or artwork. A close-up photograph of the Chinese terracotta warriors, for example, shows students how the figurines were mass produced, yet have individual features. Portraits of George Washington and Napoleon Bonaparte lead students to analyze the symbolism they contain and how the portraits serve as *representations* of political power. Discussion questions help students analyze the information presented.

### World History in Today's World

This brief feature picks an element of modern life with roots in the period under study. We chose topics interesting to students (for example, "Avatar: Then and Now" and "The Jasmine Revolution and the Arab Spring"), and we highlight their relationship to the past. This feature should provide material to trigger discussion and help instructors explain why world history matters, since students often have little sense that the past has anything to do with their own lives.

## Changes in the Second Edition

Every chapter of this new edition has been carefully checked and revised for readability and clarity of language. In every chapter, topics and subtopics have been added or elaborated on, and recent scholarship has been incorporated throughout the text. Some highlights of specific changes in the second edition follow.

- A chapter-closing Context and Connections feature consists of a narrative conclusion supported by the chapter's timeline. The concluding essay makes broad connections and offers global and temporal context for the topics and regions discussed in the chapter and in other chapters, so that students will appreciate the global implications of each chapter. The timeline includes a new section showing events from other regions or periods to help students place that chapter's material in a larger historical framework.

- A total of eight Visual Evidence in Primary Sources features and eleven Movement of Ideas Through Primary Sources features have been replaced. Nearly all of the World History in Today's World features have been replaced.
- Approximately 25 percent of the illustrations have been replaced with new images, with an eye toward visual interest and engagement.
- Chapter 1 has a new Traveler, Mungo Man (and Mungo Woman), allowing a focus on the earliest migration to Australia and the use of boats.
- Chapter 5's new Traveler, Mau Piailug (1932–2010), was a contemporary Polynesian navigator who, like Polynesian voyagers before 1350, used only traditional methods—the stars, ocean currents, and so on—and no navigational instruments. The chapter also incorporates expanded coverage of the preclassic Maya, in particular of the El Mirador site.
- Chapter 8 has a new Traveler, Ennin, a Japanese monk who traveled in China to study Buddhism, and the chapter has been revised to further strengthen the core theme of Buddhism across regions.
- In Chapter 11, the coverage of the Delhi sultanate has been significantly expanded, including the addition of a new map.
- Chapter 14 includes a new map of Zheng He's voyages and Ming dynasty China and new coverage of the Pax Mongolica.
- Chapter 17 has a new Traveler, Evliya Çelebi, a widely traveled Ottoman diplomat.
- Chapter 23 has a new Traveler, Mikhail Bakunin, the Russian anarchist, and anarchism has been added to the coverage of nineteenth-century ideologies. A new table clearly demonstrates the massive shift of production from east to west.
- In Chapter 26, the opening section introducing the New Imperialism has been overhauled to more fully and clearly depict the “big picture.” New material covers the Pacific Islands, Australia, and New Zealand.
- Chapters 27–29 include additions to emphasize the repression and violence of communist regimes in the Soviet Union and Cuba.
- Chapter 32 has been overhauled and updated, and shortened by roughly 10 percent. The new Traveler is Ai Weiwei, the world-renowned Chinese artist persecuted by the Chinese government for his support of individual freedom. Protest and democracy are now a major theme of the chapter.

## Ancillaries

A wide array of supplements accompany this text to help students better master the material and to help instructors teach from the book:

### *Instructor's Resources*

*Power Lecture DVD with ExamView® and JoinIn®*

ISBN-10: 1285057066 | ISBN-13: 9781285057064

This dual platform, all-in-one multimedia resource includes the Instructor's Resource Manual; the Test Bank, prepared by Dolores Grapsas of New River Community College, which includes key term identification, multiple-choice, true/false, essay, and map questions; Microsoft® PowerPoint® slides of both lecture outlines and images and maps from the text that can be used as offered or customized by importing personal lecture slides or other material; and *JoinIn* PowerPoint slides with clicker content. Also included is ExamView, an easy-to-use assessment and tutorial system that allows instructors to create, deliver, and customize tests in minutes. Instructors can build tests with as many as 250 questions using up to 12 question types, and using ExamView's complete word-processing capabilities, they can enter an unlimited number of new questions or edit existing ones.

### *eInstructor's Resource Manual*

Prepared by Jim Simon of Genesee Community College. This manual has many features, including instructional objectives, chapter outlines, lecture topics and suggestions, classroom activities and writing assignments, exercises analyzing primary sources, activities for the Traveler, activities for the map app, map activities, geography questions, audiovisual biographies, suggested readings, and Internet resources. Available on the instructor's companion website.

### *CourseMate*

ISBN-10: 1285060822 | ISBN-13: 9781285060828 PAC

ISBN-10: 1285060806 | ISBN-13: 9781285060804 IAC

ISBN-10: 1285060741 | ISBN-13: 9781285060743 SSO

Cengage Learning's History CourseMate brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. History CourseMate includes an integrated eBook, interactive teaching and learning tools (including quizzes, flashcards, videos, and

more), and EngagementTracker, a first-of-its-kind tool that monitors student engagement in the course. Learn more at [www.cengagebrain.com](http://www.cengagebrain.com).

### *Aplia™*

ISBN-10: 1285068726 | ISBN-13: 9781285068725  
1-term PAC

ISBN-10: 128506867X | ISBN-13: 9781285068671  
1-term IAC

ISBN-10: 1285068599 | ISBN-13: 9781285068596  
2-semester PAC

ISBN-10: 1285068505 | ISBN-13: 9781285068503  
2-semester IAC

Aplia is an online interactive learning solution that improves comprehension and outcomes by increasing student effort and engagement. Founded by a professor to enhance his own courses, Aplia provides automatically graded assignments with detailed, immediate explanations on every question. The interactive assignments have been developed to address the major concepts covered in *Voyages in World History, Second Edition* and are designed to promote critical thinking and engage students more fully in their learning. Question types include questions built around animated maps, primary sources such as newspaper extracts, or imagined scenarios (like engaging in a conversation with Benjamin Franklin or finding a diary and being asked to fill in some blank words); more in-depth primary source question sets that address a major topic with a number of related primary sources; and questions that promote deeper analysis of historical evidence. Images, video clips, and audio clips are incorporated in many of the questions. Students get immediate feedback on their work (not only what they got right or wrong, but why), and they can choose to see another set of related questions if they want to practice further. A searchable ebook is available inside the course as well, so that students can easily reference it as they are working. Map-reading and writing tutorials are available as well to get students off to a good start.

Aplia's simple-to-use course management interface allows instructors to post announcements, upload course materials, host student discussions, email students, and manage the gradebook; personalized support from a knowledgeable and friendly support team also offers assistance in customizing assignments to the instructor's course schedule. To learn more and view a demo for this book, visit [www.aplia.com](http://www.aplia.com).

### *CourseReader*

CourseReader is an online collection of primary and secondary sources that lets you create a customized electronic reader in minutes. With an easy-to-use interface and assessment tool, you can choose exactly what your students will be assigned—simply search or browse Cengage Learning's extensive document database to preview and select your customized collection of readings. In addition to print sources of all types (letters, diary entries, speeches, newspaper accounts, etc.), the collection includes a growing number of images and video and audio clips.

Each primary source document includes a descriptive headnote that puts the reading into context and is further supported by both critical thinking and multiple-choice questions designed to reinforce key points. For more information visit [www.cengage.com/coursereader](http://www.cengage.com/coursereader).

### *CengageBrain.com*

Save your students time and money. Direct them to [www.cengagebrain.com](http://www.cengagebrain.com) for choice in formats, savings, and a better chance to succeed in your class. *CengageBrain.com*, Cengage Learning's online store, is a single destination for more than ten thousand new textbooks, eTextbooks, eChapters, study tools, and audio supplements. Students have the freedom to purchase à la carte exactly what they need when they need it. Students can save 50 percent on the electronic textbook, and can pay as little as \$1.99 for an individual eChapter.

### *Student Resources*

#### *Voyages Map App*

ISBN-10: 1285055934 | ISBN-13: 9781285055930 PAC  
ISBN-10: 1285055977 | ISBN-13: 9781285055978 IAC

ISBN-10: 128505590X | ISBN-13: 9781285055909 SSO

This interactive app guides students through the voyages taken by historical Travelers, allowing them to explore and examine the past. Using Google Earth™, students are transported to historic sites and locations visited by the Travelers and learn about each location's monuments, architecture, and historic significance. The app includes review questions, flashcards, and timelines to help students further understand the Travelers and their importance. After students visit the historic sites and analyze the map from each chapter, a Journey Quiz helps them evaluate their understanding of the location and events. The *Voyages Map App* is available with CourseMate and is available for purchase at the iTunes® store.



*Book Companion Site*

ISBN-10: 113393899X | ISBN-13: 9781133938996

This is a website for students that features a wide assortment of resources to help students master the subject matter. The website, prepared by Jim Simon of Genesee Community College, includes a glossary, flashcards, sample quizzes, focus questions, critical thinking questions, maps, and primary sources.

*Cengage Learning eBook*

This interactive, multimedia eBook links out to rich media assets such as video and MP3 chapter summaries. Through this eBook, students can also access chapter objectives, chapter overviews, focus questions, a glossary, primary source documents, audio chapter summaries, zoomable and animated maps, web field trips, and more than twenty-five videos. Available at [www.cengagebrain.com](http://www.cengagebrain.com).

*Doing History: Research and Writing in the Digital Age, Second Edition*

ISBN-10: 1133587887 | ISBN-13: 9781133587880

Prepared by Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser of James Madison University. Whether you're starting down the path as a history major, or simply looking for a straightforward and systematic guide to writing a successful paper, you'll find this text to be an indispensable handbook to historical research. This text's "soup-to-nuts" approach to researching and writing about history addresses every step of the process, from locating your sources and gathering information to writing clearly and making proper use of various citation styles to avoid plagiarism. You'll also learn how to make the most of every tool available to you—especially the technology that helps you conduct the process efficiently and effectively. The second edition includes a special appendix linked to CourseReader (see above), where you can examine and interpret primary sources online.

*The History Handbook, Second Edition*

ISBN-10: 049590676X | ISBN-13: 9780495906766

Prepared by Carol Berkin of Baruch College, City University of New York, and Betty Anderson of Boston University. This book teaches students both basic and history-specific study skills, such as how to read primary sources, research historical topics, and correctly cite sources. Substantially less expensive than comparable skill-building texts, *The*

*History Handbook* also offers tips for Internet research and evaluating online sources.

*eAudio History Handbook*

ISBN-10: 084006344X | ISBN-13: 9780840063441

*Printed Access Card for eAudio History Handbook*

ISBN-10: 1111471266 | ISBN-13: 9781111471262

*Writing for College History*

ISBN-10: 061830603X | ISBN-13: 9780618306039

Prepared by Robert M. Frakes of Clarion University. This brief handbook for survey courses in American history, Western civilization/European history, and world civilization guides students through the various types of writing assignments they encounter in a history class. Providing examples of student writing and candid assessments of student work, this text focuses on the rules and conventions of writing for the college history course.

*The Modern Researcher, Sixth Edition*

ISBN-10: 0495318701 | ISBN-13: 9780495318705

Prepared by Jacques Barzun and Henry F. Graff of Columbia University. This classic introduction to the techniques of research and the art of expression is used widely in history courses, but is also appropriate for writing and research methods courses in other departments. Barzun and Graff thoroughly cover every aspect of research, from the selection of a topic through the gathering, analysis, writing, revision, and publication of findings, presenting the process through actual cases that put the subtleties of research in a useful context, not as a set of rules. Part One covers the principles and methods of research; Part Two covers writing, speaking, and getting one's work published.

*Reader Program*

Cengage Learning publishes a number of readers, some containing exclusively primary sources, others devoted to essays and secondary sources, and still others providing a combination of primary and secondary sources. All of these readers are designed to guide students through the process of historical inquiry. Visit [www.cengage.com/history](http://www.cengage.com/history) for a complete list of readers.

*Rand McNally Historical Atlas of the World*

ISBN-10: 0618841911 | ISBN-13: 9780618841912

This valuable resource features more than seventy maps that portray the rich panoply of the world's

history, from preliterate times to the present. They show how cultures and civilizations were linked and how they interacted. The maps make it clear that history is not static. Rather, it is about change and movement across time. The maps show change by presenting the dynamics of expansion, cooperation, and conflict. This atlas includes maps that display the world from the beginning of civilization; the political development of all major areas of the world; expanded coverage of Africa, Latin America, and the Middle East; the current Islamic world; and world population changes in 1900 and 2000.

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## About the Authors

### Valerie Hansen

Valerie Hansen teaches Chinese and world history at Yale University, where she is professor of history. Her main research goal is to draw on nontraditional sources to capture the experience of ordinary people. In particular she is interested in how sources

buried in the ground, whether intentionally or unintentionally, supplement the detailed official record of China's past. Her books include *The Open Empire: A History of China to 1600* (2000) and *The Silk Road: A New History* (2012). In the past decade, she has spent three years in China: 2005–2006 in Shanghai on a Fulbright grant, and 2008–2009 and 2011–2012 teaching at Yale's joint undergraduate program with Peking University. Life in China offers many pleasures. It's wonderful to be able to show students to actual places on field trips and not simply look at PowerPoint slides during class.

### Kenneth R. Curtis

Kenneth R. Curtis received his Ph.D. from the University of Wisconsin-Madison in African and Comparative World History. His research focuses on colonial to postcolonial transitions in East Africa, with a particular focus on the coffee economy of Tanzania. He is professor of history and Liberal Studies at California State University Long Beach, where he has taught world history at the introductory level, in special courses designed for future middle and high school teachers, and in graduate seminars. He has worked to advance the teaching of world history at the collegiate and secondary levels in collaboration with the World History Association, the California History/Social Science Project, and the College Board's Advanced Placement World History program.

## Note on Spelling

Students taking world history will encounter new names of people, terms, and places from languages that use either different alphabets or no alphabet at all (like Chinese) and that have multiple variant spellings in English. As a rule, we have opted to give names in the native language of whom we are writing about, not in other languages.

Our goal has been to avoid confusing the reader, even if specific decisions may not make sense to expert readers. To help readers, we provide a pronunciation guide on the first appearance of any term or name whose pronunciation is not obvious from the spelling. There is also an audio pronunciation guide on the text's companion website. A few explanations for specific regions follow.



### *The Americas*

Only after 1492 with the arrival of Columbus and his men did outsiders label the original residents of the Americas as a single group. For this reason, any word for the inhabitants of North and South America is inaccurate. We try to refer to individual peoples whenever possible. When speaking in general terms, we use the word *Amerindian* because it has no pejorative overtones and is not confusing.

Many place names in Spanish-speaking regions have a form in both Spanish and in the language of the indigenous peoples; whenever possible we have opted for the indigenous word. For example, we write about the *Tiwanaku* culture in the Andes, not *Tiahuanaco*. In some cases, we choose the more familiar term, such as *Inca* and *Cuzco*, rather than the less-familiar spellings *Inka* and *Cusco*. We retain the accents for modern place names.

### *East Asia*

For Chinese, we have used the pinyin system of romanization. However, on the first appearance of a name, we alert readers to nonstandard spellings, such as Chiang Kai-shek and Sun Yat-sen, that have already entered English.

For other Asian languages, we have used the most common romanization systems (McCune-Reischauer for Korean, Hepburn for Japanese). Because we prefer to use the names that people called themselves, we use *Chinggis Khan* for the ruler of the Mongols (not *Genghis Khan*, which is Persian) and the Turkish *Timur the Lame* (rather than *Tamerlane*, his English name).

### *West Asia and North Africa*

Many romanization systems for Arabic and related languages like Ottoman Turkish or Persian use an apostrophe to indicate specific consonants (*ain* and *hamza*). Because it is difficult for a native speaker of English to hear these differences, we have omitted these apostrophes. For this reason, we use *Quran* (not *Qur'an*).



# VOYAGES in World History

## *Volume 1: To 1600*

*Second Edition*



# 1

## The Peopling of the World, to 4000 B.C.E.

- 🌐 The First Anatomically Modern Humans in Africa, ca. 150,000 B.C.E. (p. 4)
- 🌐 The Settling of the Americas, ca. 14,000–12,000 B.C.E. (p. 16)
- 🌐 How Modern Humans Populated Asia, Australia, and Europe (p. 7)
- 🌐 The Emergence of Agriculture, 9400–3000 B.C.E. (p. 19)

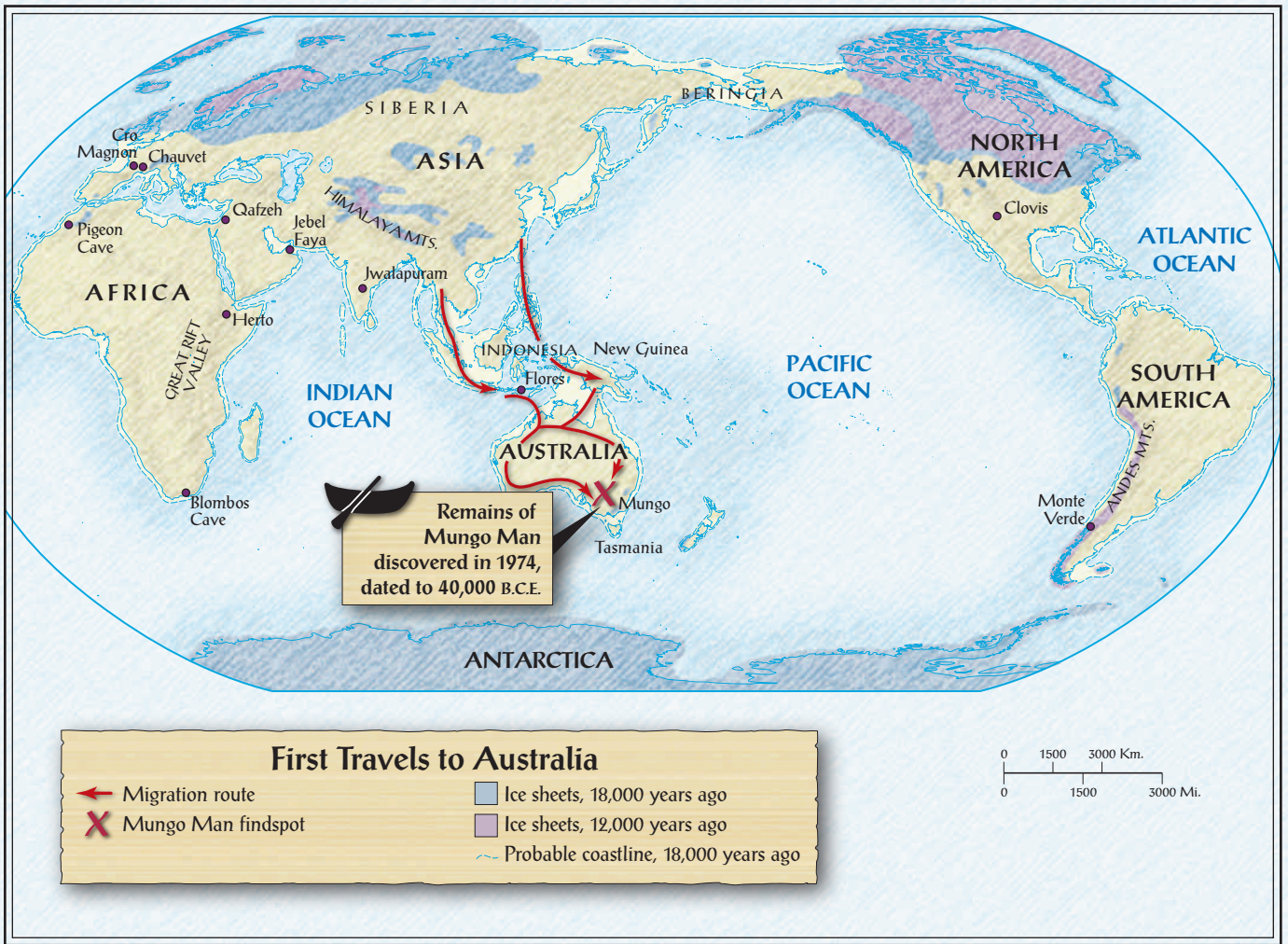
From the earliest moments of human history our ancestors were on the move. Archaeologists continue to debate when the earliest anatomically modern humans moved out of Africa and how they populated the rest of the world. One of the most distant places our ancient forebears reached—probably around fifty thousand years ago—was Australia. In 1974 a team of archaeologists from Australia National University discovered the remains of a male near Mungo (muhn-GO) Lake in the southeastern Australian state of New South Wales. He is known as **Mungo Man**; Mungo Woman is the cremated remains of a female that the team’s lead archaeologist, J. M. Bowler, found at the site several years earlier. Here, Bowler describes the moment he spotted Mungo Man’s skull sticking out of the ground:



*Mungo Man*

(Courtesy Jim Bowler)

*Prolonged and heavy rains during 1973 had swept across the eroded dune surface, uncovering a new crop of archaeological and other prehistoric finds. At a point some 500 m [1,600 ft] east of the Lake Mungo I cremation/burial site [of Mungo Woman] the late afternoon sun was highlighting a small white object protruding through the sandy surface. . . . Closer examination revealed the object to be the exposed left side of a carbonate-encrusted human cranium. The central area of*



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*exposed bone protruded some 2–3 cm above the eroded surface. Much of the bone was coated with a thin layer of calcrete which was pinkish in color, a feature not known from carbonate of similar age elsewhere. . . .\**

\*J. M. Bowler and A. G. Thorne, "Human Remains from Lake Mungo: Discovery and Excavation of Lake Mungo III," in *The Origin of the Australians*, ed. R. L. Kirk and A. G. Thorne (Atlantic Highlands, N.J.: Humanities Press Inc., 1976), p. 128.



**Mungo Man**

Remains of a male found near Mungo Lake in the southeastern Australian state of New South Wales, dated to about 40,000 B.C.E.

**ocher**

A reddish-brown iron-based pigment that ancient peoples used to color the soil and to decorate cave walls.

Even on that first day, Professor Bowler noticed that the soil around the burial had a pinkish tinge, which turned out to be the remains of **ocher** (OH-kerh), a reddish-brown mineral element ancient peoples used to color the soil. The site dates to 40,000 B.C.E., some 10,000 years after Australia was first settled. (As is common among world historians, this book uses B.C.E. [Before Common Era] for dates prior to the year 1 of the first century, and C.E. [Common Era] for dates from the year 1 forward. Older books use B.C. [Before Christ] and A.D. [Anno Domini, In the Year of Our Lord].) The peopling of Australia marked an important phase in the history of humankind: people had advanced to the point where they could plan into the future. They could construct boats or rafts to take them across the 60 miles (100 km) of water separating Australia from the Eurasian landmass at the time.

By 150,000 B.C.E., anatomically modern people had fully developed in Africa. Starting between 80,000 and 60,000 B.C.E., our ancestors arrived in Asia. They later reached Australia and Europe at the same time. The Western Hemisphere was settled much later.

Since none of these early peoples could read and write, no documents survive. But archaeological evidence, including cave paintings and ancient tools, makes it possible to reconstruct the early history of humanity. In addition, new information derived from genetic material called deoxyribonucleic acid (DNA) has allowed scientists to reconstruct the peopling of the world with unprecedented accuracy.

## Focus Questions

- » *When did anatomically modern humans arise in Africa, and when did they first behave in recognizably human ways?*
- » *How and when did the first humans settle Asia, Australia, Europe, and the Americas?*
- » *How and where did humans begin to cultivate plants? How did agriculture's impact vary around the world?*

## The First Anatomically Modern Humans in Africa, ca. 150,000 B.C.E.

**Homo sapiens sapiens**

Biological term for modern human beings belonging to the genus *Homo*, species *sapiens*, and subspecies *sapiens*.

**hominins**

Term referring to all humans and their ancestors but not to chimpanzees, gorillas, or orangutans.

When the species ***Homo sapiens sapiens*** (HO-mo SAY-pee-uhn-z SAY-pee-uhn-z), anatomically modern humans, first appeared in central and southern Africa some 150,000 years ago, they lived side by side with other animals and other **hominins**, a general term referring to humans and their ancestors. But in important respects they were totally different from their neighbors, for they learned to change their environment with radically new tools and skills. Their departure from Africa, their first art works, their hunting prowess, and their trade networks are all signs of recognizably human behavior.

### Predecessors to the First Anatomically Modern Humans

Because ancient human remains are rare, in 1997 paleontologists (pay-lee-on-TAHL-oh-gists), scientists who study life in the distant past, were extremely pleased to excavate three skulls dating to 160,000



B.C.E. at the Herto site of Ethiopia. Slightly different in shape and dimensions from the skulls of modern humans, the Herto skulls (from two adults and one child) represent the immediate predecessors to modern humans and thus show that the *Homo sapiens sapiens* species arose first in Africa. Concluding that all modern people are descended from this group, one of the excavating archaeologists commented: “In this sense, we are all African.”<sup>1</sup>

Scientists use the concept of **evolution** to explain how all life forms, including modern humans, have come into being. In the nineteenth century, Charles Darwin proposed that natural selection is the mechanism underlying evolutionary change. He realized that variations exist within a species and that certain variations increase an individual’s chances of survival. We know that genetic mutations, or permanent, transmissible changes to genetic material, cause DNA to change, and so all variations, beneficial or not, are passed along to offspring. Because those individuals within a population who possess beneficial traits—perhaps a bigger brain or more upright posture—are more likely to survive, they will have more offspring. And because traits are inherited, these offspring will also possess the beneficial traits. Those individuals lacking those traits will have few or no offspring. As new mutations occur within a population, its characteristics will change and a new species can develop from an earlier one, typically over many thousands or even millions of years. The species closest to modern human beings today is the chimpanzee, whose cells contain nuclei with DNA that overlaps with 98.4 percent of human DNA. But humans and chimpanzees have developed separately for some seven million years.

Biologists use four different subcategories when classifying animals: family, genus (JEAN-uhs, the Latin word for “group” or “class”), species, and then subspecies. Members of the primate family, modern humans belong to the genus *Homo* (“person” in Latin), the species *sapiens* (“wise” or “intelligent” in Latin), and the subspecies *sapiens*, so the correct term for modern people is *Homo sapiens sapiens*. Members of the same species can reproduce, while members of two different species cannot. Since modern humans are now the only living subspecies in the *Homo sapiens* species, scholars often abbreviate the name to *Homo sapiens*. Here, we will continue to say *Homo sapiens sapiens* because we are discussing periods when other subspecies were alive.

Compared to those of modern humans, the skulls found at the Herto site are slightly larger, the faces are longer, and the brow is more pronounced. Because of these differences, paleontologists have tentatively identified a new subspecies, *Homo sapiens idaltu*. (*Idaltu* means “elder” in the Awash language spoken in Herto today.)

The Herto site was on the edge of a shallow, freshwater lake that was home to crocodiles, fish, and hippopotamuses, and buffalo lived on the land. The site’s residents used stone tools to remove flesh from the hippopotamus, and the only child’s skull had tool marks as well, an indication that flesh had been removed from it. Some scientists have speculated that the Herto residents practiced cannibalism, but it is more likely that they left marks on the skull as part of the ritual preparation of the dead.

### Anatomically Modern Humans

Sometime around 150,000 years ago, anatomically modern humans appeared in Africa. These people were physically the same as modern humans: their build, the size of their brains, and their physical appearance were identical to ours.

#### evolution

Model proposed by Charles Darwin to explain the development of new species through genetic mutation and natural selection.

**mitochondrial Eve**

The first female ancestor shared by all living humans, who was identified by analysis of mitochondrial DNA.

Analysis of genetic material has provided crucial information that supplements what we can learn by analyzing archaeologically excavated remains. When a man and a woman have a child, most of their DNA recombines to form a new sequence unique to their baby, but some DNA passes directly from the mother to the child in mitochondrial DNA, or mtDNA. By analyzing mtDNA, geneticists have identified a single female ancestor, known as **mitochondrial Eve**, whom all living humans have in common. Mitochondrial Eve lived in West Africa near modern Tanzania. Eve was not the first anatomically modern female; she was the first anatomically modern female whose daughters gave birth to daughters, and so on through the generations, allowing her mtDNA to pass to every person alive today. The total number of anatomically modern humans alive during Eve's lifetime was surprisingly small: about 10,000 or 20,000 people. And the total number of humans seems to have stayed at that level for more than one hundred thousand years, until the development of agriculture (discussed later in this chapter) made it possible to support a larger population.

### The Beginnings of Modern Human Behavior

Scientists debate when these members of our species first began to act like modern humans. The ability to plan ahead is the most important indicator of human behavior, and additional clues lie in the ability to modify tools to improve them, the existence of trade networks, the practice of making art, the ritual of burying the dead, and the ability to speak. Early *Homo sapiens sapiens* had larynxes, but they did not begin to speak until sometime between 100,000 and 50,000 B.C.E. We cannot know precisely when because the act of speaking produces no lasting evidence in the archaeological record. Instead, paleontologists have identified certain human activities, such as organizing hunting parties to trap large game, as sufficiently complex to require speech. Speech may have begun because of a single genetic mutation; scientists have identified a single gene on the Y-chromosome (FOXP<sub>2</sub>) that only men carry. This finding suggests that women would have had to learn language by interacting with men.

Our forebears began to leave Africa around 100,000 B.C.E., perhaps even earlier. In 2011, archaeologists found tools at the Jebel Faya site in modern United Arab Emirates that date to about 125,000 B.C.E. and resemble those made in Africa by anatomically modern humans. Because water levels differed at this time, only 3 miles (5 km) of water separated the Arabian peninsula from Africa. However, archaeologists have yet to unearth any human fossils, so they are not certain who made these tools.

Remains of anatomically modern humans have surfaced at Qafzeh (KAHF-seh) cave, a site near Nazareth in Israel. It is most likely that multiple generations traveled short distances and kept on moving into new environments. Their ability to do so testifies to the growing sophistication of *Homo sapiens sapiens* at this time. However, DNA analysis of the Qafzeh remains has demonstrated that the site's residents are not the ancestors of modern humans. Most likely, their community died out sometime after they left Africa.

Several sites in South Africa have produced evidence of distinctly human behavior dating to around 75,000 B.C.E. Animal remains at the site indicate that anatomically modern humans had developed spears and arrows sufficiently powerful to kill local antelope and seals. Distinctive stones have been found 18 miles (30 km) from where they were mined, an indication of early trade networks. Most revealingly, the humans living on the site of Blombos Cave in South Africa showed a capacity for symbolic thinking, as evidenced in the production of art objects. (See the feature "Visual Evidence in Primary Sources: The First Art Objects in the World.")

## How Modern Humans Populated Asia, Australia, and Europe

To be able to migrate out of Africa and displace existing populations in Asia and Europe, modern humans had to behave differently from their forebears. Long-distance migration required forward planning and most likely speech. As the modern humans left Africa, they modified existing tools to suit new environments, and they devised boats or rafts to cross bodies of water. After crossing into Asia between 80,000 and 60,000 years ago, they proceeded to modern Indonesia, Papua New Guinea, and Australia, which they reached 50,000 years ago, the same time that they reached Europe. Europe was colder than Asia, and it was inhabited by Neanderthals, whom the modern humans displaced by 25,000 years ago. They traveled to the Americas last, reaching there by at least 14,000 B.C.E., if not earlier.

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### The Settling of Asia, 80,000–60,000 B.C.E.

Although some early humans left Africa around 100,000 B.C.E., the first humans who established lasting settlements left between 80,000 and 60,000 B.C.E. Why did they leave? Was there a dramatic event that

prompted their journey?

The earliest concrete archaeological evidence of the migration to Asia comes from Jwalapuram, India, where tools—but no human remains—dating to 74,000 B.C.E. have been found. The 215 stone tools and a piece of ocher are nearly identical to those found in Africa, an important clue to the origins of the travelers.

Archaeologists found these tools under a layer of volcanic ash about 1 yard (1 m) deep. Thermoluminescent dating, which measures the radiation emitted by an object, determined that the ash deposit was left by a volcanic eruption occurring some 73,000 years ago in Toba, Indonesia, which caused the world's temperatures to lower significantly. Some archaeologists believe that the effects of this eruption were so profound that they forced people to leave Africa.

Others propose a less dramatic explanation: the peoples living near the coast of Africa, near Djibouti and Somalia, crossed a land bridge to the Arabian peninsula (water levels were lower then) and continued to hug the coast of the Indian Ocean, eating shellfish and tropical fruit as they made their way south. These analysts point out that the tools from Jwalapuram found immediately below and above the ash level are very similar, suggesting that local humans survived the eruption and no cataclysm occurred. The first humans to leave Africa probably did so without realizing they were leaving one landmass and going to another: they simply followed the coastline in search of food.

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### The Settling of Australia, ca. 50,000 B.C.E.

*Homo sapiens sapiens* were sufficiently versatile that they could adjust to new, even cold, habitats, and their improved hunting skills allowed them to move to new places. The farthest they traveled from Africa

was to Australia. One of the most isolated places on earth, this continent provides a rich environment for animals, such as kangaroos, that are found nowhere else in the world. No animals from Eurasia, except for rodents and modern humans, managed to reach Australia.

How *Homo sapiens sapiens* journeyed to Australia is still a mystery. Oceans then lay about 250 feet (76 m) below modern levels, and the body of water dividing



## The First Art Objects in the World

One site in Africa—Blombos Cave in South Africa—has produced some of the earliest art objects in the world. The Blombos Cave site, on the coast about 186 miles (300 km) east of Cape Town, dates to 100,000 B.C.E. and was occupied for long periods after that. The surface of this chunk of ocher (opposite, top) bears a geometric design of triangles between three parallel lines. This pure design, with no functional purpose, points to the capacity for abstract thinking.

The occupants of Blombos Cave fished and hunted and made sets of fine bone tools, all of the same size. First they cut bone with stone tools and then polished it with leather and abrasive powder. They also mixed ocher with animal fat and some charcoal in abalone shells to make the earliest known paint in the world.\* What did they use the ocher for? To color the earth? As a type of makeup? Whatever its use, it was entirely decorative, evidence of an early human desire to make something beautiful.

At Blombos archaeologists found nineteen snail shells, about the size of a kernel of corn, each with a hole through it (opposite, bottom). Traces of wear at the ends of the shells indicate that they were originally strung together to make a strand of beads, worn perhaps on the wrist or at the neck. The beads also show traces of ocher. The beads, archaeologists speculate, may have functioned at Blombos as they do among the

Ju/'hoansi people who live in the Kalahari Desert in Botswana and who are sometimes called Bushmen. Speakers of a language with many click sounds, the Ju/'hoansi present ostrich shell beads to other groups with whom they hope to form alliances.

The scientist who discovered these shells argued convincingly that these are very early signs of human creativity. A recent discovery suggests that they may be more than that. In 2007, archaeologists excavating the Pigeon Cave site in Morocco have found similar shells dated between 91,000 and 74,000 years ago. These beads also have holes, abrasion marks at the ends where they were strung together, and traces of ocher. They are not from exactly the same species of snail as those from Blombos Cave, but the two species of snail look identical to the naked eye (one can see the differences between them only with a microscope). Other undated finds of similar shells in Israel and Algeria suggest that a trading network that spanned Africa and Israel may have existed as early as 82,000 years ago.

The chunk of ocher, the bone tools, and the beads from Blombos reveal that their makers were able to produce beautiful objects because they had the time and energy left over after meeting basic subsistence needs. These early objects clearly display the artistic impulses of their makers and suggest that *Homo sapiens sapiens* engaged in the recognizably human activity of making art objects as early as 75,000 B.C.E. and possibly even before.

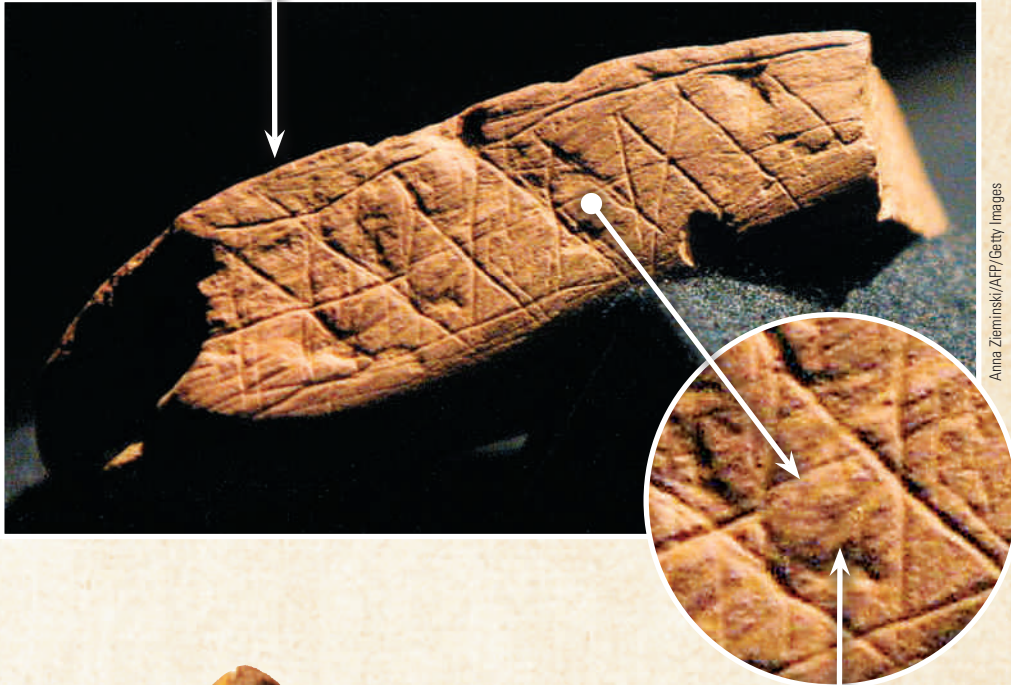
\*John Noble Wilford, "In African Cave, Signs of an Ancient Paint Factory," *New York Times*, October 13, 2011.

### QUESTION FOR ANALYSIS

- » Which evidence from the archaeological record (including, but not limited to, the objects discussed here) do you find most convincing as the earliest indication of people becoming recognizably human? Why?



This is a block of red ocher, a pigment made from iron oxide. Now the color of rust, the surface would have originally been a vivid blood red. This block, 2.5 inches (6 cm) long, formed a small crayon that was used, perhaps, to decorate the body.



The abstract triangle markings may be purely decorative or may represent a way to count something, perhaps the passage of days.



This object was found in Blombos Cave, some 186 miles (300 km) from Cape Town, where the cave's occupants hunted and fished around 75,000 B.C.E.

(Courtesy, UiB Global, University of Bergen, Norway)