

William J. Duiker

Jackson J. Spielvogel

# world HISTORY



Volume II: Since 1500 | Eighth Edition

EIGHTH  
EDITION

# WORLD HISTORY

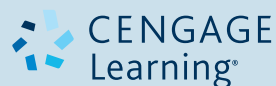
Volume II  
Since 1500

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Eighth Edition**  
William J. Duiker and Jackson J. Spielvogel

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TO YVONNE,  
FOR ADDING SPARKLE TO THIS BOOK AND TO MY LIFE  
W.J.D.

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TO DIANE,  
WHOSE LOVE AND SUPPORT MADE IT ALL POSSIBLE  
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# PREFACE

For several million years after primates first appeared on the surface of the earth, human beings lived in small communities, seeking to survive by hunting, fishing, and foraging in a frequently hostile environment. Then suddenly, in the space of a few thousand years, there was an abrupt change of direction as humans in a few widely scattered areas of the globe began to master the art of cultivating food crops. As food production increased, the population in those areas rose correspondingly, and people began to congregate in larger communities. Governments arose to provide protection and other needed services to the local population. Cities appeared and became the focal point of cultural and religious development. Historians refer to this process as the beginnings of civilization.

For generations, historians in Europe and the United States pointed to the rise of such civilizations as marking the origins of the modern world. Courses on Western civilization conventionally began with a chapter or two on the emergence of advanced societies in Egypt and Mesopotamia and then proceeded to ancient Greece and the Roman Empire. From Greece and Rome, the road led directly to the rise of modern civilization in the West.

There is nothing inherently wrong with this approach. Important aspects of our world today can indeed be traced back to these early civilizations, and all human beings the world over owe a considerable debt to their achievements. But all too often this interpretation has been used to imply that the course of civilization has been linear, leading directly from the emergence of agricultural societies in ancient Mesopotamia to the rise of advanced industrial societies in Europe and North America. Until recently, most courses on world history taught in the United States routinely focused almost exclusively on the rise of the West, with only a passing glance at other parts of the world, such as Africa, India, and East Asia. The contributions made by those societies to the culture and technology of our own time were often passed over in silence.

Two major reasons have been advanced to justify this approach. Some people have argued that it is more important that young minds understand the roots of their own heritage than that of peoples elsewhere in the world. In many cases, however, the motivation for this Eurocentric approach has been the belief that since the time of Socrates and Aristotle, Western civilization has been the main driving force in the evolution of human society.

Such an interpretation, however, represents a serious distortion of the process. During most of the course of human history, the most advanced civilizations have been in East Asia or the Middle East, not in the West. A relatively brief period of European dominance culminated with the era of imperialism in the late nineteenth century, when the political, military, and economic power of the advanced nations of the

West spanned the globe. During recent generations, however, that dominance has gradually eroded, partly as a result of changes taking place in Western societies and partly because new centers of development are emerging elsewhere on the globe—notably in Asia, especially with the growing economic strength of China and India.

World history, then, has been a complex process in which many branches of the human community have played an active part, and the dominance of any one area of the world has been a temporary rather than a permanent phenomenon. It will be our purpose in this book to present a balanced picture of this story, with all respect for the richness and diversity of the tapestry of the human experience. Due attention must be paid to the rise of the West, of course, since that has been the most dominant aspect of world history in recent centuries. But the contributions made by other peoples must be given adequate consideration as well, not only in the period prior to 1500, when the major centers of civilization were located in Asia, but also in our own day, where a multipolar picture of development is clearly beginning to emerge.

Anyone who wishes to teach or write about world history must decide whether to present the topic as an integrated whole or as a collection of different cultures. The world that we live in today, of course, is in many respects an interdependent one in terms of economics as well as culture and communications, a reality that is often expressed by the phrase “global village.” The convergence of peoples across the surface of the earth into an integrated world system began in early times and intensified after the rise of capitalism in the early modern era. In recognition of this trend, historians trained in global history, as well as instructors in the growing number of world history courses, have now begun to speak and write of a “global approach” that gives less attention to the study of individual civilizations and focuses instead on the “big picture” or, as the world historian Fernand Braudel termed it, interpreting world history as a river with no banks.

On the whole, this development is to be welcomed as a means of bringing the common elements of the evolution of human society to our attention. But this approach also involves two problems. For the vast majority of their time on earth, human beings have lived in partial or virtually total isolation from each other. Differences in climate, location, and geographic features have created human societies very different from each other in culture and historical experience. Only in relatively recent times (the commonly accepted date has long been the beginning of the age of European exploration at the end of the fifteenth century, but some would now push it back to the era of the Mongol Empire or even earlier) have cultural interchanges begun to create a common “world system,” in which events taking place in one part of the world are rapidly

transmitted throughout the globe, often with momentous consequences. In recent generations, of course, the process of global interdependence has been proceeding even more rapidly. Nevertheless, even now the process is by no means complete, as ethnic and regional differences continue to exist and to shape the course of world history. The tenacity of these differences and sensitivities is reflected not only in the rise of internecine conflicts in such divergent areas as Africa, India, and eastern Europe but also in the emergence in recent years of such regional organizations as the African Union, the Association for the Southeast Asian Nations, and the European Union.

The second problem is a practical one. College students today often are not well informed about the distinctive character of civilizations such as China and India and, without sufficient exposure to the historical evolution of such societies, will assume all too readily that the peoples in these countries have had historical experiences similar to ours and will respond to various stimuli in a similar fashion to those living in western Europe or the United States. If it is a mistake to ignore those forces that link us together, it is equally a mistake to underestimate those factors that continue to divide us and to differentiate us into a world of diverse peoples.

Our response to this challenge has been to adopt a global approach to world history while at the same time attempting to do justice to the distinctive character and development of individual civilizations and regions of the world. The presentation of individual cultures is especially important in Parts I and II, which cover a time when it is generally agreed that the process of global integration was not yet far advanced. Later chapters adopt a more comparative and thematic approach, in deference to the greater number of connections that have been established among the world's peoples since the fifteenth and sixteenth centuries. Part V consists of a series of chapters that center on individual regions of the world while at the same time focusing on common problems related to the Cold War and the rise of global problems such as overproduction and environmental pollution.

We have sought balance in another way as well. Many textbooks tend to simplify the content of history courses by emphasizing an intellectual or political perspective or, most recently, a social perspective, often at the expense of sufficient details in a chronological framework. This approach is confusing to students whose high school social studies programs have often neglected a systematic study of world history. We have attempted to write a well-balanced work in which political, economic, social, religious, intellectual, cultural, and military history are integrated into a chronologically ordered synthesis.

## Features of the Text

To enliven the past and let readers see for themselves the materials that historians use to create their pictures of the past, we have included **primary sources** (boxed documents) in each chapter that are keyed to the seven major themes of world history and relate to the surrounding discussion in the text. The documents include examples of the religious, artistic, intellectual, social, economic, and political aspects of life

in different societies and reveal in a vivid fashion what civilization meant to the individual men and women who shaped it by their actions. A question at the end of each box helps to guide students in analyzing the documents. The **Opposing Viewpoints** feature (see full description later in the Preface) provides additional primary source materials.

Each chapter includes a **lengthy introduction and conclusion** to help maintain the continuity of the narrative and to provide a synthesis of important themes. Anecdotes in the chapter introductions dramatically convey the major theme or themes of each chapter. A **timeline** at the end of each chapter enables students to see the major developments of an era at a glance and within cross-cultural categories, while the more **detailed chronologies** interspersed within the narrative reinforce the events discussed in the text.

**Updated maps and extensive illustrations** serve to deepen the reader's understanding of the text. **Map captions** are designed to enrich students' awareness of the importance of geography to history, and numerous **spot maps** enable students to see at a glance the region or subject being discussed in the text. Map captions also include a question to guide students' reading of the map. To facilitate understanding of cultural movements, illustrations of artistic works discussed in the text are placed near the discussions. **Chapter outlines and focus questions, including Critical Thinking and new Connections to Today questions**, at the beginning of each chapter give students a useful overview and guide them to the main subjects of each chapter. The focus questions are then repeated at the beginning of each major section in the chapter. A **glossary of important terms** (boldfaced in the text when they are introduced and defined) is provided at the back of the book to maximize reader comprehension. A **guide to pronunciation** is now provided in parentheses in the text, following the first mention of a complex name or term.

**Comparative Essays**, keyed to the seven major themes of world history (see p. xxix), enable us to draw more concrete comparisons and contrasts across geographic, cultural, and chronological lines. **Comparative Illustrations**, also keyed to the seven major themes, continue to be a feature in each chapter. Both the Comparative Essays and the Comparative Illustrations conclude with focus questions to help students develop their analytical skills. We hope that the Comparative Essays and the Comparative Illustrations will assist instructors who wish to encourage their students to adopt a comparative approach to their understanding of the human experience.

The **Film & History** feature, now appearing in many chapters, presents a brief analysis of the plot as well as the historical significance, value, and accuracy of popular films. New features have been added on films such as *Gladiator*, *The Young Victoria*, *Persepolis*, and *The Iron Lady*.

The **Opposing Viewpoints** feature, which has proven popular with reviewers and their students since its introduction in the sixth edition, presents a comparison of two or three primary sources to facilitate student analysis of historical documents. This feature has been expanded and now appears in almost every chapter. Focus questions are included to help students evaluate the documents.



New end-of-chapter elements, first added in the seventh edition, provide study aids for class discussion, individual review, and/or further research. The **Chapter Summary** is illustrated with thumbnail images of chapter illustrations and combined with a **Chapter Timeline**. A **Chapter Review**, which includes **Upon Reflection** essay questions and a list of **Key Terms**, assists students in studying the chapter. **Suggested Readings** (annotated bibliographies) highlight the most recent literature on each period and also give references for some of the older, “classic” works in each field.

## New to This Edition

After reexamining the entire book and analyzing the comments and reviews of many colleagues who have found the book to be a useful instrument for introducing their students to world history, we have also made a number of other changes for the eighth edition.

We have continued to strengthen the global framework of the book, but not at the expense of reducing the attention assigned to individual regions of the world. New material has been added to most chapters to help students be aware of similar developments globally, including new comparative sections.

The enthusiastic response to the primary sources (boxed documents) led us to evaluate the content of each document carefully and add new documents throughout the text, including new comparative documents in the **Opposing Viewpoints** feature.

The **Suggested Reading** sections at the end of each chapter have been thoroughly updated and are organized under subheadings to make them more useful. New illustrations were added to every chapter. **Chapter Notes** have now been placed at the end of each chapter.

A new focus question entitled **Connections to Today** has been added at the beginning of each chapter to help students appreciate the relevance of history by asking them to draw connections between the past and the present.

New **historiographical subsections** (often marked by headings in question format), which examine how and why historians differ in their interpretation of specific topics, have also been added. To keep up with the ever-growing body of historical scholarship, new or revised material has been added throughout the book on many topics (see specific notes below).

## Chapter-by-Chapter Content Revisions

**Chapter 1** New and revised material on religion in Neolithic societies and the role of ritual in ancient Egypt; new **Opposing Viewpoints** features, “The Great Flood: Two Versions,” and “The Governing of Empires: Two Approaches”; new historiographical subsection, “What Were the Causes of Civilization?”

**Chapter 2** Two new documents, “In the Beginning” and “A Singular Debate”; new information on early forms of currency in India.

**Chapter 3** New opening vignette on Qin dynasty; new document, “The Mandate of Heaven” in ancient China; new information on early writing and currency. Addition of material and document “A Prescription for the Emperor” on Han dynasty (moved from Chapter 5 and revised).

**Chapter 4** New and revised material on the following: the role of the phalanx and colonies in the rise of democracy in Greece, helots and women in Sparta, the political system in Sparta, Sophocles, and sports and violence in ancient Greece; new documents, “Sophocles: ‘The Miracle of Man’” and “Relations Between Greeks and Non-Greeks.”

**Chapter 5** The section on Han China has been moved back to Chapter 3; new material on the following: Roman children and early Christianity, especially Christian women; new subsection: “The Struggle of the Orders: Social Division in the Roman Republic”; new subsection: “The Nature of Roman Imperialism”; new subsection: “Prosperity in the Early Empire: Trade with China and India,” focusing on the Silk Road and contact between Romans and Chinese; new section, “A Comparison of the Roman and Han Empires”; new document, “The Assassination of Julius Caesar”; new **Opposing Viewpoints** feature, “Women in the Roman and Han Empires”; new **Comparative Illustration**, “Emperors, West and East.”

**Chapter 6** Revised opening vignette on the first arrivals in the Americas; new document “Aztec Religion Through Spanish Eyes”; added material on early civilizations in South America.

**Chapter 7** New document “The Spread of the Muslim Faith” on the meaning of *jihad* in the Qur’an; new material on Arab science and philosophy, the arrival of the Turks in the Middle East, and early Arab seafaring technology.

**Chapter 8** Two new documents “A Chinese View of Africa” and “The Slave Trade in Ancient Africa”; enhanced treatment of West Africa.

**Chapter 9** Two new documents, “Chinese Traders in the Philippines” and “The Spread of Buddhism in Southeast Asia”; new historiographical interpretation question, “The Indian Economy: Promise Unfulfilled?”; added information on the Kushan state.

**Chapter 10** Two new documents, “Choosing the Best and Brightest” and “Proper Etiquette in Tang Dynasty China”; added material on Chinese cartography and trade relations.

**Chapter 11** New document, “A Plea to the New Emperor”; updated information on Korea.

**Chapter 12** New material on the *missi dominici*, the role of peasant women, commercial capitalism, and women in medieval cities; new document, “Pollution in a Medieval City”; new **Opposing Viewpoints** feature, “Two Views of Trade and Merchants”; new historiographical subsection, “What Was the Significance of Charlemagne?”

**Chapter 13** New section, “Women in the Byzantine Empire”; new material on Italian Renaissance art; new subsection, “Machiavelli and Political Power in the Renaissance”; new **Opposing Viewpoints** feature, “The Renaissance Prince: The Views of Machiavelli and Erasmus.”

**Chapter 14** Two new documents, “Dividing up the Spoils of Exploration” and “Idolaters and Heathens in Old Siam”;



revised Opposing Viewpoints feature, “The March of Civilization”; added material on cartography and navigation, and the “maroon” slave communities in the Americas.

**Chapter 15** New material on Judith Leyster; new documents, “Queen Elizabeth I: ‘I Have the Heart of a King’” and “The King’s Day Begins”; new historiographical subsection, “Was There a Military Revolution?”

**Chapter 16** New historiographical subsection, “The Ottoman Empire: A Civilization in Decline?”; new material on Indian textile industry.

**Chapter 17** New Opposing Viewpoints feature, “Some Confucian Commandments”; new document, “A Plea for Women’s Education”; revised opening vignette; revised material on Chinese and Japanese foreign trade; new material on galleon and impact of silver in China; references to Yi Dynasty changed to Choson Dynasty.

**Chapter 18** New material on the following: a consumer revolution in the eighteenth century and the finances of the French court; new document, “The State of French Finances.”

**Chapter 19** New material on Indian cotton trade and famine and the impact of overpopulation; new document, “The Great Irish Potato Famine.”

**Chapter 20** New material on the following: the lower classes and prostitution, mass leisure and mass consumption, Caspar David Friedrich and Romanticism, and Post-Impressionism; new documents, “Prostitution in Victorian London” and “Flaubert and an Image of Bourgeois Marriage.”

**Chapter 21** New document, “Tragedy at Caffard Cove”; revised sections on British reforms in India and direct and indirect rule in Africa.

**Chapter 22** New Opposing Viewpoints feature, “Practical Learning or Confucian Essence: The Debate over Reform”; two new documents, “The Roots of Rebellion in Qing China” and “Program for Reform in Japan”; revised section on the decline of the Qing Dynasty.

**Chapter 23** New material on the following: impact of conflict between the Great Powers during the age of imperialism and French African troops in Europe; new material in and reorganization of section on “The Great Depression”; new subsection, “The Social Impact of Total War”; new focus questions for section on “War and Revolution”; new document, “The Decline of European Civilization.”

**Chapter 24** New opening vignette; new document, “The Zionist Case for Palestine”; new Film & History feature, “*Lawrence of Arabia* (1962)”; revised section on post-World War I Japan.

**Chapter 25** New material on the following: Nazi culture and totalitarianism; new Film & History feature: “*Triumph of the Will* (1934)”; new document, “Heinrich Himmler: ‘We Had the Moral Right’”; new historiographical section, “The Retreat from Democracy: Did Europe Have Totalitarian States?”

**Chapter 26** Revised Map 26.1 to include dates for revolts; added material on Cold War, Korea, and Vietnam; new Film & History feature, “*Doctor Strangelove* (1964).”

**Chapter 27** New document “Václav Havel: A Call for a New Politics”; substantially revised material on social and

cultural conditions in eastern Europe; updated and revised coverage of conditions in contemporary China.

**Chapter 28** New material on the following: France, Germany, Great Britain, Russia, and Latin America; new material in “Varieties of Religious Life”; new Film & History feature, “*The Iron Lady* (2011)”; new document, “A Child’s Account of the Shelling of Sarajevo.”

**Chapter 29** New opening vignette; two new documents, “The Arab Case for Palestine” and Osama bin Laden’s “I Accuse!”; updated material on conditions in contemporary Africa, and discussion of Arab Spring; new material on Turkey.

**Chapter 30** Two new documents, “Japan Renounces War” and “Return to the Motherland”; revised and updated material on all countries; added Film & History feature, “*Gandhi* (1982)” (moved from Chapter 24).

Because courses in world history at American and Canadian colleges and universities follow different chronological divisions, the text is available in both one-volume comprehensive and two-volume versions to fit the needs of instructors. Teaching and learning ancillaries include the following.

## Instructor Resources

*MindTap*<sup>TM</sup> MindTap for *World History* is a personalized, online digital learning platform providing students with an immersive learning experience that builds critical thinking skills. Through a carefully designed chapter-based learning path, MindTap allows students to easily identify the chapter’s learning objectives, complete readings activities organized into short, manageable blocks, and test their content knowledge with Aplia<sup>TM</sup> Critical Thinking Activities developed for the most important concepts in each chapter (see Aplia description below).

- *Setting the Scene*: Each chapter of the MindTap begins with a brief video that introduces the chapter’s major themes in a compelling, visual way that encourages students to think critically about the subject matter.
- *Aplia*: The Aplia Critical Thinking assignments will include at least one map-based exercise, one primary source-based exercise, and an exercise summarizing the content and themes of the chapter.
- *Reflection Activity*: Every chapter ends with an assignable, gradable reflection activity, intended as a brief writing assignment to be shared with the class as an online discussion, through which students can apply a theme or idea they’ve just studied.

MindTap also provides a set of web applications known as MindApps to help you create the most engaging course for your students. The MindApps range from ReadSpeaker (which reads the text out loud to students) to Kaltura (allowing you to insert inline video and audio into your curriculum) to ConnectYard (allowing you to create digital “yards” through social media—all without “friending” your students). MindTap for *World History* goes well beyond an eBook, a homework solution/digital supplement, a resource center website, or a Learning Management System. It is truly a

Personal Learning Experience that allows you to synchronize the text reading and engaging assignments. To learn more, ask your Cengage Learning sales representative to demo it for you, or go to [www.Cengage.com/MindTap](http://www.Cengage.com/MindTap).

*Aplia™* 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 *World History* and are designed to promote critical thinking and engage students more fully in learning. Question types include questions built around animated maps, primary sources such as newspaper extracts, or imagined scenarios, like engaging in a conversation with a historical figure or finding a diary and being asked to fill in some blanks; more in-depth primary source question sets address a major topic with a number of related primary sources and questions that promote deeper analysis of historical evidence. Many of the questions incorporate images, video clips, or audio clips. 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 more practice. A searchable eBook is available inside the course as well so that students can easily reference it as they work. Map-reading and writing tutorials are also available 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, e-mail students, and manage the gradebook. A knowledgeable and friendly support team offers assistance and personalized support 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).

*Instructor Companion Website* This website is an all-in-one resource for class preparation, presentation, and testing for instructors. Accessible through [Cengage.com/login](http://Cengage.com/login) with your faculty account, you will find an Instructor's Manual, PowerPoint presentations (descriptions below), and test bank files (please see Cognero description).

*Instructor's Manual* For each chapter, this manual contains chapter outlines, lecture suggestions, primary source discussion questions, student research topics, and web and video resources.

*PowerPoint® Lecture Tools* These presentations are ready-to-use, visual outlines of each chapter. They are easily customized for your lectures. There are presentations of only lectures or only images, as well as combined lecture and image presentations. Also available is a per-chapter JPEG library of images and maps.

*Test Bank* Cengage Learning Testing, powered by Cognero®, for *World History* was prepared by Kathleen Addison of

California State University, Northridge, and is accessible through [Cengage.com/login](http://Cengage.com/login) with your faculty account. This test bank contains multiple-choice and essay questions for each chapter. Cognero® is a flexible, online system that allows you to author, edit, and manage test bank content for *World History*, eighth edition. Create multiple test versions instantly and deliver them through your LMS from your classroom, or wherever you may be, with no special installs or downloads required.

The following format types are available for download from the Instructor Companion Site: Blackboard, Angel, Moodle, Canvas, and Desire2Learn. You can import these files directly into your LMS to edit, manage questions, and create tests. The test bank is also available in PDF format from the Instructor Companion Website.

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## Student Resources

*MindTap Reader* MindTap Reader is an eBook specifically designed to address the ways students assimilate content and media assets. MindTap Reader combines thoughtful navigation ergonomics, advanced student annotation, note-taking, search tools, and embedded media assets such as video and MP3 chapter summaries, primary source documents with critical thinking questions, and interactive (zoomable) maps. Students can use the eBook as their primary text or as a multimedia companion to their printed book. The MindTap Reader eBook is available within the MindTap found at [www.cengagebrain.com](http://www.cengagebrain.com).

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*Writing for College History*, 1e [ISBN: 9780618306039] Prepared by Robert M. Frakes, 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 History Handbook*, 2e [ISBN: 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.

*Doing History: Research and Writing in the Digital Age*, 2e [ISBN: 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 Modern Researcher*, 6e [ISBN: 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 not as a set of rules but through actual cases that put the subtleties of research in a useful context. Part One covers the principles and methods of research; Part Two covers writing, speaking, and getting one’s work published.

*Rand McNally Historical Atlas of the World*, 2e [ISBN: 9780618841912] This valuable resource features over seventy maps that portray the rich panoply of the world’s history from preliterate times to the present. They show how cultures and civilization 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 the world population change in 1900 and 2000.

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# A NOTE TO STUDENTS ABOUT LANGUAGE AND THE DATING OF TIME

One of the most difficult challenges in studying world history is coming to grips with the multitude of names, words, and phrases in unfamiliar languages. Unfortunately, this problem has no easy solution. We have tried to alleviate the difficulty, where possible, by providing an English-language translation of foreign words or phrases, a glossary, and a pronunciation guide. The issue is especially complicated in the case of Chinese because two separate systems are commonly used to transliterate the spoken Chinese language into the Roman alphabet. The Wade-Giles system, invented in the nineteenth century, was the more frequently used until recent years, when the pinyin system was adopted by the People's Republic of China as its own official form of transliteration. We have opted to use the latter, as it appears to be gaining acceptance in the United States.

In our examination of world history, we also need to be aware of the dating of time. In recording the past, historians try to determine the exact time when events occurred. World War II in Europe, for example, began on September 1, 1939, when Adolf Hitler sent German troops into Poland, and ended on May 7, 1945, when Germany surrendered. By using dates, historians can place events in order and try to determine the development of patterns over periods of time.

If someone asked you when you were born, you would reply with a number, such as 1996. In the United States, we would all accept that number without question because it is part of the dating system followed in the Western world (Europe and the Western Hemisphere). In this system, events are dated by counting backward or forward from the birth of Jesus Christ (assumed to be the year 1). An event that took place 400 years before the birth of Christ would most commonly be dated 400 B.C. (before Christ). Dates after the birth of Christ are labeled as A.D. These letters stand for the Latin words *anno Domini*, which mean “in the year of the Lord” (the year since the birth of Christ). Thus, an event that took place 250 years after the birth of Christ is written A.D. 250. It can also be written as 250, just as you would not give your birth year as “A.D. 1996” but simply as “1996.”

Many historians now prefer to use the abbreviations B.C.E. (“before the common era”) and C.E. (“common era”) instead of B.C. and A.D. This is especially true of world historians who prefer to use symbols that are not so Western or Christian oriented. The dates, of course, remain the same. Thus, 1950 B.C.E. and 1950 B.C. refer to the same year, as do A.D. 40 and 40 C.E. In keeping with the current usage by world historians, this book uses the terms B.C.E. and C.E.

Historians also make use of other terms to refer to time. A decade is 10 years, a century is 100 years, and a millennium is 1,000 years. The phrase “fourth century B.C.E.” refers to the fourth period of 100 years counting backward from 1, the assumed date of the birth of Christ. Since the first century B.C.E. would be the years 100 B.C.E. to 1 B.C.E., the fourth century B.C.E. would be the years 400 B.C.E. to 301 B.C.E. We could say, then, that an event in 350 B.C.E. took place in the fourth century B.C.E.

The phrase “fourth century C.E.” refers to the fourth period of 100 years after the birth of Christ. Since the first period of 100 years would be the years 1 to 100, the fourth period or fourth century would be the years 301 to 400. We could say, then, for example, that an event in 350 took place in the fourth century. Likewise, the first millennium B.C.E. refers to the years 1000 B.C.E. to 1 B.C.E., and the second millennium C.E. refers to the years 1001 to 2000.

The dating of events can also vary from people to people. Most people in the Western world use the Western calendar, also known as the Gregorian calendar after Pope Gregory XIII, who refined it in 1582. The Hebrew calendar uses a different system in which the year 1 is the equivalent of the Western year 3760 B.C.E., once calculated to be the date of the creation of the world, according to the Old Testament. Thus, the Western year 2013 corresponds to the year 5773 on the Jewish calendar. The Islamic calendar begins year 1 on the day Muhammad fled from Mecca, which is the year 622 on the Western calendar.