

VOLUME 1

Connections

A World History



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A World History

Fourth Edition

Edward H. Judge

Le Moyne College

John W. Langdon

Le Moyne College



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Chapter 20

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Connecting with World History Students: Why We Wrote This Book

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

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

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

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

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

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

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

A Concise and Readable Text

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

issues in world history, and they will gain an appreciation for the vast diversity of human societies and endeavors.

To make our narrative less overwhelming and more accessible to students, we have limited most chapters to about 10,000 words and divided each chapter into short topical sections. By writing concise chapters, we have enabled average students to read them in an hour or so. By keeping sections short, we have partitioned the narrative into manageable segments so that readers can process material before they move on. By furnishing learning objectives at the start of each chapter and a review section at the end, with focus questions, key terms, and timelines, we have highlighted major issues and themes while keeping in sight the overall trends and developments.

Connections in World History

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

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

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

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

An Extensive and Consistent Map Program

Many students approach world history with only a rudimentary understanding of world geography, and maps are a crucial tool in understanding world history. Our text contains an abundance of carefully crafted maps, designed within each chapter to build one upon another. With more than 125 maps throughout this volume, *Connections* offers one of the most extensive map programs of any world history survey textbook.

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

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

Revel

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

Learn more about Revel

www.pearson.com/revel

Features

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

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

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

Videos And Vignettes

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

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

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

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

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

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

A Student-Centered Textbook

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

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New to This Edition

- **History 360 Experiences:** Embedded History 360 experiences allow students to learn about history through the exploration of historical sites. Each immersive experience combines 360-degree photographs and videos with sound, images, and text to help bring the past to life.

- **Artifacts as Evidence Videos:** Created in partnership with the British Museum, the Imperial War Museums, the Smithsonian Institution, and the Victoria and Albert Museum, these videos use a wide range of unique artifacts as starting points to explain and illuminate world history.
- Numerous new photos and images have been added and placed either next to or below the passages they illustrate.
- Chapter-opening videos have been added to each chapter in Revel, each of them stressing key themes and objectives.
- Many new animations and interactive features have been added to the maps in Revel, including “Check Your Understanding,” a map quiz that encourages students to recognize the wealth of information maps provide to their understanding of the country and time period.
- Self-paced multiple-choice, matching, and other interactives placed in-line with the narrative throughout the Revel chapters allow students to pause and test their understanding at key points within a section before they move on.
- Chapter 11, which includes pre-Islamic Arabia, has been expanded and updated in light of new evidence and interpretations.
- Chapter 17 on the Ottoman, Safavid, and Mughal Empires has been revised.
- The discussion of African history has been greatly expanded and enhanced throughout. Early African societies have been given greater prominence and covered in greater depth in Chapters 2 and 13.

Key Supplements and Customer Support

Supplements for Instructors

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

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

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

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

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

Acknowledgments

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

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

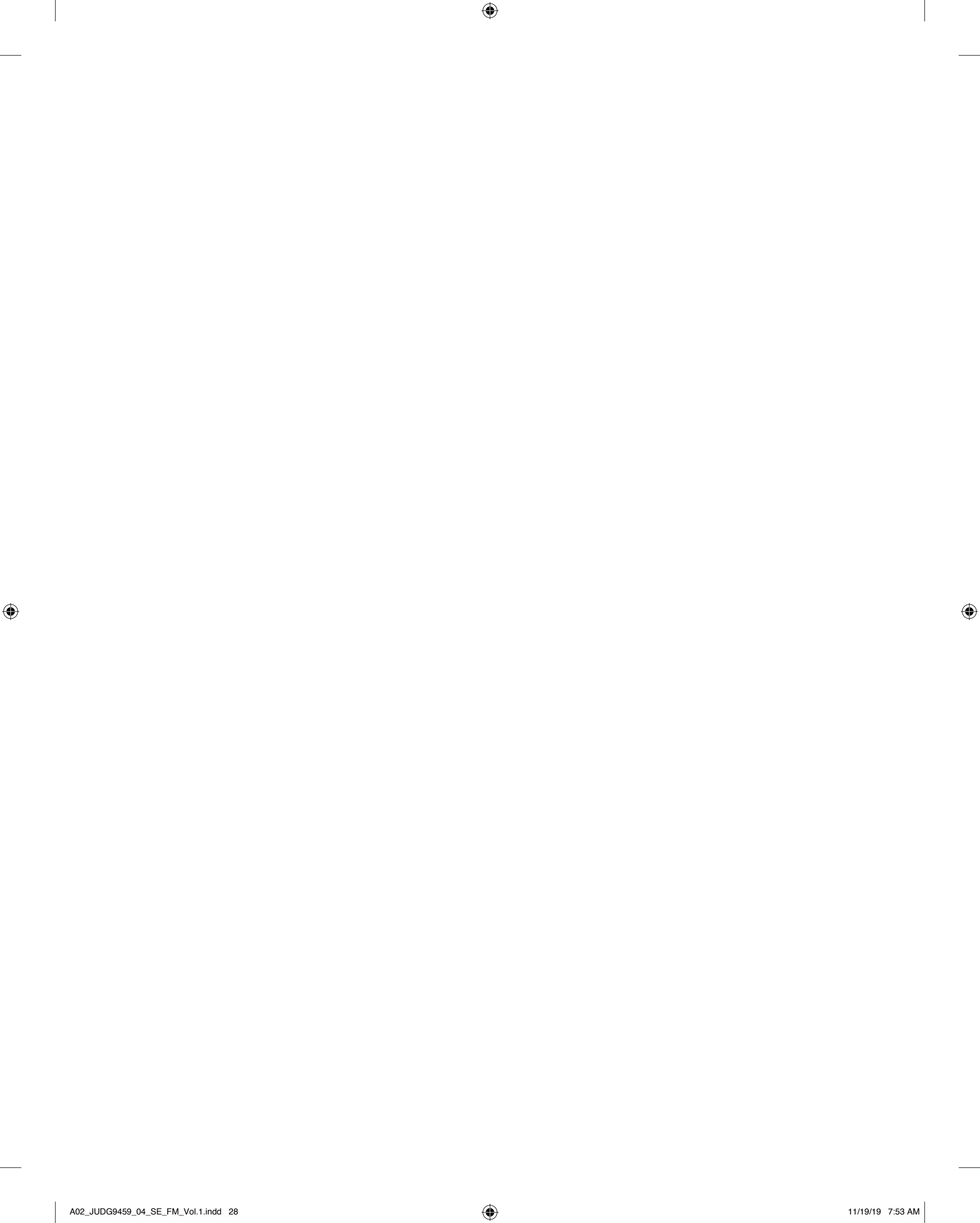
In addition, we appreciate the reviewers of the third edition of our book whose invaluable feedback guided our revision for the fourth edition: Michael Broyles, Macomb Community College; Amanda Carr-Wilcoxson, Walters State Community College; Celeste Chamberland, Roosevelt University; Amy Forss, Metropolitan Community College–Elkhorn Valley; Michael Furtado, University of Oregon; Kathryn Green, Mississippi Valley State University; Geoffrey Jensen, Embry-Riddle Aeronautical University–Prescott; Robert Kelly, Holmes Community College; Chris Powers, Fort Hays State University; Jason Ripper, Everett Community College; Rose Mary Sheldon, Virginia Military Institute; Michael Bland Simmons, Auburn University at Montgomery; Mary Sommar, Millersville University; and Amy Ilona Stein, Yavapai College.

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

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

A Note on Dates and Spellings

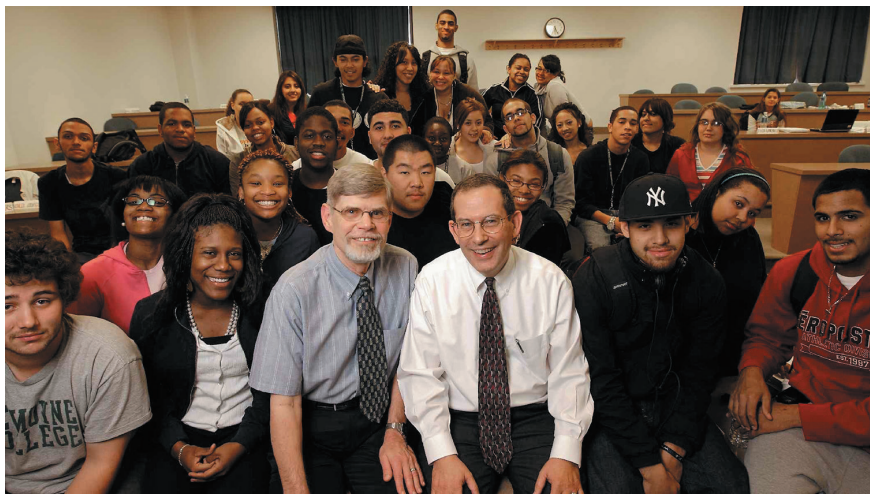
In labeling dates, like many other world history teachers, we use the initials B.C.E. (Before the Common Era) and C.E. (Common Era), which correspond respectively to the labels B.C. (Before Christ) and A.D. (*Anno Domini*, “The Year of the Lord”), long used in Western societies. In spelling Chinese names,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

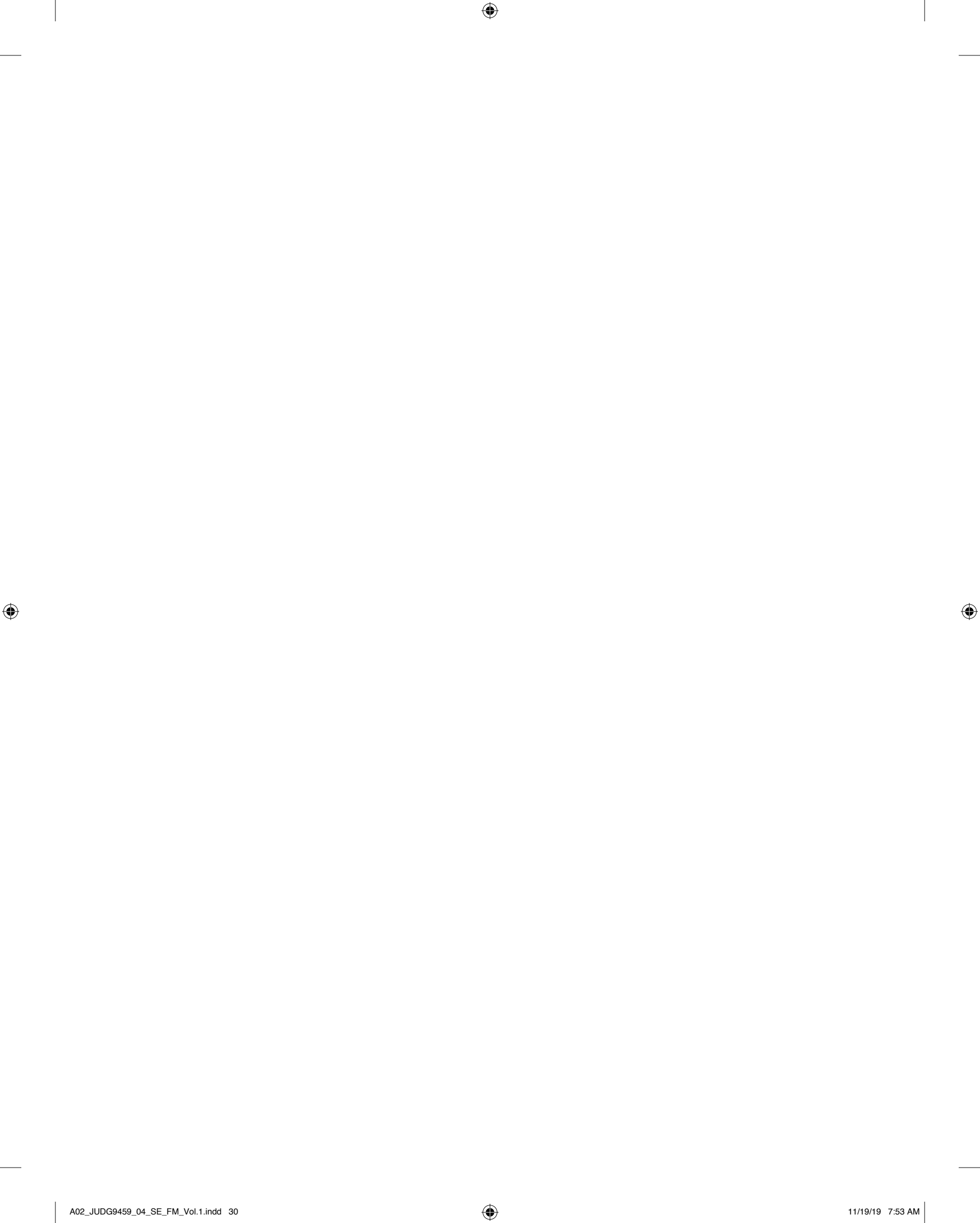


About the Authors

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





Making Sense of World History: An Introductory Overview for Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Ask Yourself

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



VOLUME 1

Connections

A World History



