Brief Contents

PART I
EARLY HUMAN SOCIETIES, 2.5 MILLION–600 B.C.E.: ORIGINS AND DEVELOPMENT 1
1 From Human Prehistory to the Early Civilizations 7
2 Early Civilizations, 3500–600 B.C.E. 21

PART II
THE CLASSICAL PERIOD, 600 B.C.E.–600 C.E. 48
3 Classical Civilization: China 54
4 Classical Civilization: India 74
5 Classical Civilizations in the Middle East and Mediterranean 94
6 The Classical Period: Directions, Diversities, and Declines by 500 C.E. 117

PART III
THE POSTCLASSICAL PERIOD, 600–1450: NEW FAITH AND NEW COMMERCE 149
7 The First Global Civilization: The Rise and Spread of Islam 156
8 Abbasid Decline and the Spread of Islamic Civilization to South and Southeast Asia 182
9 African Civilizations and the Spread of Islam 204
10 Civilization in Eastern Europe: Byzantium and Orthodox Europe 224
11 A New Civilization Emerges in Western Europe 241
12 The Americas on the Eve of Invasion 265
13 Reunification and Renaissance in Chinese Civilization: The Era of the Tang and Song Dynasties 287
14 The Spread of Chinese Civilization: Japan, Korea, and Vietnam 308
15 The Last Great Nomadic Challenges: From Chinggis Khan to Timur 331
16 The World in 1450: Changing Balance of World Power 351

PART IV
THE EARLY MODERN PERIOD, 1450–1750: THE WORLD SHRINKS 377
17 The World Economy 384
18 The Transformation of the West, 1450–1750 405
19 Early Latin America 425
20 Africa and the Africans in the Age of the Atlantic Slave Trade 453
21 The Rise of Russia 478
22 The Muslim Empires 493
23 Asian Transitions in an Age of Global Change 520

PART V
THE DAWN OF THE INDUSTRIAL AGE, 1750–1900 554
24 The Emergence of Industrial Society in the West, 1750–1900 561
25 Industrialization and Imperialism: The Making of the European Global Order 587
26 The Consolidation of Latin America, 1810–1920 612
27 Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China 639
28 Russia and Japan: Industrialization Outside the West 662
PART VI
THE NEWEST STAGE OF WORLD HISTORY: 1900–PRESENT  693

29 Descent into the Abyss: World War I and the Crisis of the European Global Order  701
30 The World between the Wars: Revolutions, Depression, and Authoritarian Response  729
31 A Second Global Conflict and the End of the European World Order  765
32 Western Society and Eastern Europe in the Decades of the Cold War  791

33 Latin America: Revolution and Reaction into the 21st Century  821
34 Africa, the Middle East, and Asia in the Era of Independence  843
35 Rebirth and Revolution: Nation-Building in East Asia and the Pacific Rim  869
37 Globalization and Resistance  918
Contents

Features x
Preface xiv
Supplementary Teaching and Learning Materials xx
About the Authors xxii
Teacher to Teacher xxiii
Correlation of World Civilizations to the AP® Course
Outline for World History xxiv
Prologue xxxii

PART I

EARLY HUMAN SOCIETIES, 2.5 MILLION–600 B.C.E.: ORIGINS AND DEVELOPMENT 1

CHAPTER 1 From Human Prehistory to the Early Civilizations 7
Getting Started Is Always Hard 9
Human Development and Change 10
The Neolithic Revolution 12
Agriculture and Change 15
Nomadic Societies 16
Global Connections and Critical Themes: The Early Civilizations and the World 20
Further Readings 20
Critical Thinking Questions 20

CHAPTER 2 Early Civilizations, 3500–600 B.C.E. 21
Civilization 22
Tigris-Euphrates Civilization 23
Egyptian Civilization 27
Egypt and Mesopotamia Compared 29
River Valley Civilization in India 30
China 32
Early Civilizations in the Americas 33
The End of the River Valley Period 35
Global Connections and Critical Themes: The Early Civilizations and the World 38
Further Readings 38
Critical Thinking Questions 39
Part I AP® Test Prep 40

PART II

THE CLASSICAL PERIOD, 600 B.C.E.–600 C.E.: Unitig Large Regions 48

CHAPTER 3 Classical Civilization: China 54
Patterns in Classical China 56
Political Institutions 60
Religion and Culture 63
Economy and Society 67
A Distinctive Mixture 71
Global Connections and Critical Themes: Classical China and the World 72
Further Readings 72
Critical Thinking Questions 73

CHAPTER 4 Classical Civilization: India 74
The Framework For Indian History: Geography and Culture 76
Patterns in Classical India 78
Political Institutions 80
Religion and Culture 82
Economy and Society 87
Indian Influence and Comparative Features 88
Global Connections and Critical Themes: India and the Wider World 92
Further Readings 93
Critical Thinking Questions 93

CHAPTER 5 Classical Civilizations in the Middle East and Mediterranean 94
The Persian Tradition 97
Patterns of Greek History 99
Patterns of Roman History 101
Greek and Roman Political Institutions 103
Religion and Culture 107
Economy and Society in the Mediterranean 111
Toward the Fall of Rome 114
Global Connections and Critical Themes: Persia, Greece, Rome, and the World 115
Further Readings 116
Critical Thinking Questions 116
CHAPTER 6 The Classical Period: Directions, Diversities, and Declines by 500 C.E. 117
Beyond the Classical Civilizations 118
Decline in China and India 125
The Decline and Fall of the Roman Empire 129
The Development and Spread of World Religions 133
Global Connections and Critical Themes: The Late Classical Period and the World 137
Further Readings 138
Critical Thinking Questions 138
Part II AP® Test Prep 139

CHAPTER 7 The First Global Civilization: The Rise and Spread of Islam 156
Desert and Town: The Harsh Environment of the Pre-Islamic Arabian World 158
The Life of Muhammad and the Genesis of Islam 163
The Arab Empire of the Umayyads 166
From Arab to Islamic Empire: The Early Abbasid Era 174
Global Connections and Critical Themes: Early Islam and the World 180
Further Readings 180
Critical Thinking Questions 181

CHAPTER 8 Abbasid Decline and the Spread of Islamic Civilization to South and Southeast Asia 182
The Islamic Heartlands in the Middle and Late Abbasid Eras 184
An Age of Learning and Artistic Refinements 189
The Coming of Islam to South Asia 192
The Spread of Islam to Southeast Asia 200
Global Connections and Critical Themes: Islam: A Bridge Between Worlds 202
Further Readings 202
Critical Thinking Questions 203

CHAPTER 9 African Civilizations and the Spread of Islam 204
African Societies: Diversity and Similarities 205
Kingdoms of the Grasslands 209
The Swahili Coast of East Africa 215
Peoples of the Forest and Plains 217
Global Connections and Critical Themes: Internal Development and Global Contacts 222
Further Readings 223
Critical Thinking Questions 223

CHAPTER 10 Civilization in Eastern Europe: Byzantium and Orthodox Europe 224
Civilization in Eastern Europe 225
The Byzantine Empire 227
The Split Between Eastern and Western Christianity 231
The Spread of Civilization in Eastern Europe 235
The Emergence of Kievan Rus’ 235
Global Connections and Critical Themes: Eastern Europe and the World 240
Further Readings 240
Critical Thinking Questions 240

CHAPTER 11 A New Civilization Emerges in Western Europe 241
Stages of Postclassical Development 243
Western Culture in the Postclassical Era 253
Changing Economic and Social Forms in the Postclassical Centuries 257
The Decline of the Medieval Synthesis 260
Global Connections and Critical Themes: Medieval Europe and the World 263
Further Readings 263
Critical Thinking Questions 264

CHAPTER 12 The Americas on the Eve of Invasion 265
Postclassic Mesoamerica, 1000–1500 C.E. 267
Aztec Society in Transition 272
Twantinsuyu: World of the Incas 276
The Other Peoples of the Americas 282
Global Connections: The Americas and the World 285
Further Readings 285
Critical Thinking Questions 286

CHAPTER 13 Reunification and Renaissance in Chinese Civilization: The Era of the Tang and Song Dynasties 287
Rebuilding the Imperial Edifice in the Sui-Tang Era 288
Tang Decline and the Rise of the Song 295
Tang and Song Prosperity: The Basis of a Golden Age 299
Global Connections and Critical Themes: China’s World Role 307
Further Readings 307
Critical Thinking Questions 307

CHAPTER 14 The Spread of Chinese Civilization: Japan, Korea, and Vietnam 308
Japan: The Imperial Age 310
The Era of Warrior Dominance 314
Korea: Between China and Japan 319
Between China and Southeast Asia: The Making of Vietnam 322
Global Connections and Critical Themes: In the Orbit of China: The East Asian Corner of the Global System 329

vi Contents
### Contents

#### Chapter 19: Early Latin America
- Early Latin America
- Spaniards and Portuguese: From Reconquest to Conquest
- The Destruction and Transformation of Indigenous Societies
- Colonial Economies and Governments
- Brazil: The First Plantation Colony
- Multiracial Societies
- The 18th-Century Reforms
- Global Connections and Critical Themes: Latin American Civilization and the World Context
- Further Readings
- Critical Thinking Questions

#### Chapter 20: Africa and the Africans in the Age of the Atlantic Slave Trade
- Africa and the Creation of an Atlantic System
- Africa and the Atlantic Slave Trade
- African Societies, Slavery, and the Slave Trade
- White Settlers and Africans in Southern Africa
- The African Diaspora
- Global Connections and Critical Themes: Africa and the African Diaspora in World Context
- Further Readings
- Critical Thinking Questions

#### Chapter 21: The Rise of Russia
- Russia's Expansionist Politics under the Tsars
- Russia's First Westernization, 1690–1790
- Themes in Early Modern Russian History
- Global Connections and Critical Themes: The World Economy—and the World
- Further Readings
- Critical Thinking Questions

#### Chapter 22: The Muslim Empires
- The Ottomans: From Frontier Warriors to Empire Builders
- The Shi'a Challenge of the Safavids
- The Mughals and the Apex of Muslim Civilization in India
- Global Connections and Critical Themes: Gunpowder Empires and the Restoration of the Islamic Bridge among Civilizations
- Further Readings
- Critical Thinking Questions

#### Chapter 23: Asian Transitions in an Age of Global Change
- The Asian Trading World and the Coming of the Europeans
- Ming China: A Global Mission Refused
- Fending Off the West: Japan's Reunification and the First Challenge

---

### Part IV

**THE EARLY MODERN PERIOD, 1450–1750:**

#### Chapter 17: The World Economy
- The West's First Outreach: Maritime Power
- The Columbian Exchange of Disease and Food
- Toward A World Economy
- Colonial Expansion
- Global Connections and Critical Themes: The World Economy—and the World
- Further Readings
- Critical Questions

#### Chapter 18: The Transformation of the West, 1450–1750
- The First Big Changes: Culture and Commerce, 1450–1650
- The Commercial Revolution
- The Scientific Revolution: The Next Phase of Change
- Political Change
- The West by 1750
- Global Connections and Critical Themes: Europe and the World
- Further Readings
- Critical Thinking Questions
PART V

THE DAWN OF THE INDUSTRIAL AGE,
1750–1900  554

CHAPTER 24  The Emergence of Industrial Society in the
West, 1750–1900  561
Context for Revolution  562
The Age of Revolution  564
The Industrial Revolution: First Phases  569
The Consolidation of the Industrial Order, 1850–1900  571
Cultural Transformations  576
Western Settler Societies  579
Diplomatic Tensions and World War I  583
Global Connections and Critical Themes: Industrial Europe and the World  585
Further Readings  585
Critical Thinking Questions  586

CHAPTER 25  Industrialization and Imperialism:
The Making of the European Global Order  587
The Shift to Land Empires in Asia  590
Industrial Rivalries and the Partition of the World, 1870–1914  597
Patterns of Dominance: Continuity and Change  601
Global Connections and Critical Themes: A European-Dominated Early Phase of Globalization  610
Further Readings  610
Critical Thinking Questions  611

CHAPTER 26  The Consolidation of Latin America,
1810–1920  612
From Colonies to Nations  614
New Nations Confront Old and New Problems  618
Latin American Economies and World Markets, 1820–1870  620
Societies in Search of Themselves  628
Further Readings  637
Critical Thinking Questions  638

CHAPTER 27  Civilizations in Crisis: The Ottoman Empire,
the Islamic Heartlands, and Qing China  639
From Empire to Nation: Ottoman Retreat and the Birth of Turkey  641
Western Intrusions and the Crisis in the Arab Islamic Heartlands  644

CHAPTER 28  Russia and Japan: Industrialization outside
the West  662
Russia’s Reforms and Industrial Advance  664
Protest and Revolution in Russia  670
Japan: Transformation without Revolution  673
Global Connections and Critical Themes: Russia and Japan in the World  681
Further Readings  682
Critical Thinking Questions  682

PART VI

THE NEWEST STAGE OF WORLD HISTORY:
1900–PRESENT  693

CHAPTER 29  Descent into the Abyss: World War I and
the Crisis of the European Global Order  701
The Coming of the Great War  704
A World at War  706
Failed Peace and Global Turmoil  713
The Nationalist Assault on the European Colonial Order  714
Global Connections and Critical Themes: World War and Global Upheavals  727
Further Readings  727
Critical Thinking Questions  728

CHAPTER 30  The World between the Wars: Revolutions,
Depression, and Authoritarian Response  729
The Roaring Twenties  730
Revolution: The First Waves  736
The Global Great Depression  748
The Nazi Response  751
Authoritarianism and New Militarism in Key Regions  753
Global Connections and Critical Themes: Economic Depression, Authoritarian Response, and Democratic Retreat  762
Further Readings  762
Critical Thinking Questions  764

CHAPTER 31  A Second Global Conflict and the End of the
European World Order  765
Old and New Causes of a Second World War  767
Unchecked Aggression and the Coming of War in Europe and the Pacific  770
The Conduct of a Second Global War  772
War’s End and the Emergence of the Superpower Standoff in the Cold War  780
Features

MAPS
1.1 The Spread of Human Populations, c. 10,000 B.C.E.  12
1.2 The Spread of Agriculture  14
2.1 Early Sumer  23
2.2 Mesopotamia in Maps  26
2.3 Egypt, Kush, and Axum, Successive Dynasties  28
2.4 India in the Age of Harappa and the Early Aryan Migrations  31
2.5 China in the Shang and Zhou Eras  33
3.1 The Era of Nomadic Incursions and Warring States  57
3.2 China from the Later Zhou Era to the Han Era  60
3.3 Ancient Capitals  69
4.1 India at the Time of Ashoka  79
4.2 The Gupta Empire  80
4.3 The Spread of Buddhism in Asia, 400 B.C.E.–600 C.E.  85
4.4 Eurasian and African Trading Goods and Routes, c. 300 B.C.E. to 300 C.E.  91
5.1 The Persian Empire in Its Main Stages  97
5.2 Greece and Greek Colonies of the World, c. 431 B.C.E.  99
5.3 Alexander’s Empire and the Hellenistic World, c. 323 B.C.E.  100
5.4 The Expansion of the Roman Republic, 133 B.C.E.  102
6.1 Trade Routes at the End of the Classical Era  121
6.2 Civilizations of Central and South America  123
6.3 Germanic Kingdoms after the Invasions  131
6.4 The Mediterranean, Middle East, Europe, and North Africa, c. 500 C.E.  132
6.5 Major Religions of the Modern World  136
7.1 Arabia and Surrounding Areas Before and During the Time of Muhammad  159
7.2 The Expansion of Islamic Civilization, 622–750  168
7.3 Emergence of the Abbasid Dynasty  174
8.1 The Abbasid Empire at Its Peak  185
8.2 The Spread of Islam, 10th–16th Centuries  191
8.3 Early Islam in India  194
8.4 The Spread of Islam in Southeast Asia  201
9.1 Empires of the Western Sudan  210
9.2 The Swahili Coast; African Monsoon Routes and Major Trade Routes  216
10.1 The Byzantine Empire under Justinian  228
10.2 The Byzantine Empire, 1000–1100  233
10.3 East European Kingdoms and Slavic Expansion c. 1000  236
11.1 Charlemagne’s Empire and Successor States  246
11.2 Western Europe toward the End of the Middle Ages, c. 1360 C.E.  250
11.3 Leading Trade Routes Within Western and Central Europe and to the Mediterranean  257
12.1 Central Mexico and Lake Texcoco  269
12.2 Inca Expansion  276
12.3 The Ancient Cities of Peru  278
13.1 China During the Age of Division  289
13.2 The Sui Dynasty and the Tang Dynasty  290
13.3 China in the Song and Southern Song Dynastic Periods  297
14.1 Key Centers of Civilization in East Asia in the First Millennium C.E.  309
14.2 Japan in the Imperial and Warlord Periods  311
14.3 The Korean Peninsula During the Three Kingdoms Era  320
14.4 South China and Vietnam on the Eve of the Han Conquest  323
15.1 The Transcontinental Empire of Chinggis Khan  332
15.2 The Four Khanates of the Divided Mongol Empire  340
15.3 The Mongol Empire and the Global Exchange Network  342
16.1 Polynesian Expansion  363
17.1 Spain and Portugal: Explorations and Colonies  388
17.2 French, British, and Dutch Holdings, c. 1700  391
18.1 Western Europe During the Renaissance and Reformation  410
18.2 Europe under Absolute Monarchy, 1715  412
18.3 European Population Density, c. 1600  414
19.1 Major Spanish Expeditions of Conquest in and from the Caribbean Region  429
19.2 Colonial Brazil 430
19.3 Spanish and Portuguese South America around 1800 448
20.1 Portuguese Contact and Penetration of Africa 456
21.1 Russian Expansion under the Early Tsars, 1462–1598 481
21.2 Russia under Peter the Great 484
21.3 Russia’s Holdings by 1800 488
22.1 The Ottoman, Safavid, and Mughal Empires 496
22.2 The Expansion of the Ottoman Empire 497
22.3 The Safavid Empire 504
22.4 The Growth of the Mughal Empire, from Akbar to Aurangzeb 510
23.1 Routes and Major Products Exchanged in the Asian Trading Network, c. 1500 523
23.2 The Pattern of Early European Expansion in Asia 527
23.3 Ming China and the Zheng He Expeditions, 1405–1433 534
23.4 Japan During the Rise of the Tokugawa Shogunate 539
24.1 Napoleon’s Empire in 1812 567
24.2 Industrialization in Europe, c. 1850 571
24.3 The Unification of Italy 574
24.4 The Unification of Germany, 1815–1871 575
24.5 Early 19th-Century Settlement in the United States, Canada, Australia, and New Zealand 582
24.6 The Balkans After the Regional Wars, 1913 584
25.1 European Colonial Territories, Before and After 1800 590
25.2 The Stages of Dutch Expansion in Java 591
25.3 The Growth of the British Empire in India, from the 1750s to 1858 593
25.4 The Partition of Africa Between c. 1870 and 1914 599
25.5 The Partition of Southeast Asia and the Pacific to 1914 600
26.1 Independent States of Latin America in 1830 618
27.1 British Egypt and the Anglo-Egyptian Sudan 649
27.2 Ottoman Empire from Late 18th Century to World War I 651
27.3 Qing Empire from Opium War of 1839–1841 to World War I 652
27.4 Coastal China and Its Hinterland in the 19th Century 655
28.1 Russian Expansion, 1815–1914 666
28.2 The Russo-Japanese War 672
28.3 Japanese Colonial Expansion to 1914 680
29.1 World War I Fronts in Europe and the Middle East 704
29.2 Africa During World War I 710
29.3 The Middle East after World War I 720
30.1 From Dominions to Nationhood: Formation of Canada, Australia, and New Zealand 734
30.2 Eastern Europe and the Soviet Union, 1919–1939 735
30.3 China in the Era of Revolution and Civil War 746
30.4 The Expansion of Japan to the Outbreak of World War II 758
31.1 World War II in Europe and the Middle East 773
31.2 Asia and the Pacific in World War II 777
31.3 The Partition of Palestine After World War II 788
32.1 Soviet and Eastern European Boundaries by 1948 794
32.2 Germany After World War II 795
32.3 The European Union 799
33.1 U.S. Military Interventions, 1898–2000 836
34.1 The Emergence of New Nations in Africa after World War II 847
34.2 The Partition of South Asia: The Formation of India, Pakistan, Bangladesh, and Sri Lanka 848
34.3 The New West African Nations 856
34.4 The Middle East in the Cold War Era 859
35.1 The Pacific Rim Area by 1960 871
35.2 China in the Years of Japanese Occupation and Civil War, 1931–1949 882
35.3 Vietnam: Divisions in the Nguyen and French Periods 889
35.4 North and South Vietnam 891
36.1 Post–Soviet Union Russia, Eastern Europe, and Central Asia by 1991 904
36.2 The Implosion of Yugoslavia, 1991–2008 909
36.3 Main U.S. Overseas Military Installations by 2007 915
37.1 Multinational Corporations in 2000 924

DOCUMENTS

Aryan Poetry in Praise of a War Horse 17
Hammurabi’s Law Code 26
Teachings of the Rival Chinese Schools 66
A Guardian’s Farewell Speech to a Young Woman About to Be Married 83
Rome and a Values Crisis 113
The Popularization of Buddhism 127
The Thousand and One Nights as a Mirror of Elite Society in the Abbasid Era 178
Ibn Khaldun on the Rise and Decline of Empires 188
The Great Oral Tradition and the Epic of Sundiata 212
Russia Turns to Christianity 237
European Travel: A Monk Visits Jerusalem 250
Aztec Women and Men 274
Ties That Bind: Paths to Power 293
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature as a Mirror of the Exchanges among Asian Centers of Civilization</td>
<td>328</td>
</tr>
<tr>
<td>A European Assessment of the Virtues and Vices of the Mongols</td>
<td>337</td>
</tr>
<tr>
<td>Bubonic Plague</td>
<td>358</td>
</tr>
<tr>
<td>Western Conquerors: Tactics and Motives</td>
<td>398</td>
</tr>
<tr>
<td>Controversies About Women</td>
<td>421</td>
</tr>
<tr>
<td>A Vision from the Vanquished</td>
<td>433</td>
</tr>
<tr>
<td>An African's Description of the Middle Passage</td>
<td>471</td>
</tr>
<tr>
<td>The Nature of Westernization</td>
<td>485</td>
</tr>
<tr>
<td>An Islamic Traveler Laments the Muslims' Indifference to Europe</td>
<td>503</td>
</tr>
<tr>
<td>Exam Questions as a Mirror of Chinese Values</td>
<td>531</td>
</tr>
<tr>
<td>Protesting the Industrial Revolution</td>
<td>573</td>
</tr>
<tr>
<td>Contrary Images: The Colonizer versus the Colonized on the &quot;Civilizing Mission&quot;</td>
<td>602</td>
</tr>
<tr>
<td>Confronting the Hispanic Heritage: From Independence to Consolidation</td>
<td>625</td>
</tr>
<tr>
<td>Transforming Imperial China into a Nation</td>
<td>659</td>
</tr>
<tr>
<td>Conditions for Factory Workers in Russia's Industrialization</td>
<td>668</td>
</tr>
<tr>
<td>Lessons for the Colonized from the Slaughter in the Trenches</td>
<td>715</td>
</tr>
<tr>
<td>Social Realism</td>
<td>759</td>
</tr>
<tr>
<td>Japan's Defeat in a Global War</td>
<td>778</td>
</tr>
<tr>
<td>A Cold War Speech</td>
<td>817</td>
</tr>
<tr>
<td>The People Speak</td>
<td>830</td>
</tr>
<tr>
<td>Cultural Creativity in the Emerging Nations: Some Literary Samples</td>
<td>852</td>
</tr>
<tr>
<td>Women in the Revolutionary Struggles for Social Justice</td>
<td>887</td>
</tr>
<tr>
<td>Democratic Protest and Repression in China</td>
<td>907</td>
</tr>
<tr>
<td>Protests against Globalization</td>
<td>927</td>
</tr>
<tr>
<td><strong>VISUALIZING THE PAST</strong></td>
<td></td>
</tr>
<tr>
<td>Representations of Women in Early Art</td>
<td>11</td>
</tr>
<tr>
<td>Mesopotamia in Maps</td>
<td>25</td>
</tr>
<tr>
<td>Capital Designs and Patterns of Political Power</td>
<td>68</td>
</tr>
<tr>
<td>The Pattern of Trade in the Ancient Eurasian World</td>
<td>91</td>
</tr>
<tr>
<td>Political Rituals in Persia</td>
<td>110</td>
</tr>
<tr>
<td>Religious Geography</td>
<td>136</td>
</tr>
<tr>
<td>The Mosque as a Symbol of Islamic Civilization</td>
<td>176</td>
</tr>
<tr>
<td>The Pattern of Islam's Global Expansions</td>
<td>193</td>
</tr>
<tr>
<td>The Architecture of Faith</td>
<td>215</td>
</tr>
<tr>
<td>Women and Power in Byzantium</td>
<td>229</td>
</tr>
<tr>
<td>Peasant Labor</td>
<td>245</td>
</tr>
<tr>
<td>Archeological Evidence of Political Practices</td>
<td>277</td>
</tr>
<tr>
<td>Footbinding as a Marker of Male Dominance</td>
<td>303</td>
</tr>
<tr>
<td>What Their Portraits Tell Us: Gatekeeper Elites and the Persistence of Civilizations</td>
<td>326</td>
</tr>
<tr>
<td>The Mongol Empire as a Bridge Between Civilizations</td>
<td>342</td>
</tr>
<tr>
<td>Population Trends</td>
<td>357</td>
</tr>
<tr>
<td>West Indian Slaveholding</td>
<td>394</td>
</tr>
<tr>
<td>Versailles</td>
<td>417</td>
</tr>
<tr>
<td>Race or Culture? A Changing Society</td>
<td>444</td>
</tr>
<tr>
<td>The Cloth of Kings in an Atlantic Perspective</td>
<td>473</td>
</tr>
<tr>
<td>Oppressed Peasants</td>
<td>490</td>
</tr>
<tr>
<td>Art as a Window into the Past: Paintings and History in Mughal India</td>
<td>513</td>
</tr>
<tr>
<td>The Great Ships of the Ming Expeditions That Crossed the Indian Ocean</td>
<td>536</td>
</tr>
<tr>
<td>The French Revolution in Cartoons</td>
<td>566</td>
</tr>
<tr>
<td>Capitalism and Colonialism</td>
<td>605</td>
</tr>
<tr>
<td>Images of the Spanish-American War</td>
<td>634</td>
</tr>
<tr>
<td>Mapping the Decline of Two Great Empires</td>
<td>651</td>
</tr>
<tr>
<td>Two Faces of Western Influence</td>
<td>678</td>
</tr>
<tr>
<td>Trench Warfare</td>
<td>708</td>
</tr>
<tr>
<td><em>Guernica</em> and the Images of War</td>
<td>754</td>
</tr>
<tr>
<td>National Leaders for a New Global Order</td>
<td>784</td>
</tr>
<tr>
<td>Women at Work in France and the United States</td>
<td>806</td>
</tr>
<tr>
<td>Murals and Posters: Art and Revolution</td>
<td>827</td>
</tr>
<tr>
<td>Globalization and Postcolonial Societies</td>
<td>866</td>
</tr>
<tr>
<td>Pacific Rim Growth</td>
<td>880</td>
</tr>
<tr>
<td>Symbolism in the Breakdown of the Soviet Bloc</td>
<td>905</td>
</tr>
<tr>
<td>Two Faces of Globalization</td>
<td>935</td>
</tr>
<tr>
<td><strong>THINKING HISTORICALLY</strong></td>
<td></td>
</tr>
<tr>
<td>The Idea of Civilization in World Historical Perspective</td>
<td>18</td>
</tr>
<tr>
<td>Women in Patriarchal Societies</td>
<td>29</td>
</tr>
<tr>
<td>Xunzi and the Shift from Ritual Combat to &quot;Real&quot; War</td>
<td>62</td>
</tr>
<tr>
<td>Inequality as the Social Norm</td>
<td>89</td>
</tr>
<tr>
<td>The Classical Mediterranean in Comparative Perspective</td>
<td>104</td>
</tr>
<tr>
<td>Nomads and Cross-Civilization Contacts and Exchanges</td>
<td>120</td>
</tr>
<tr>
<td>Civilization and Gender Relationships</td>
<td>172</td>
</tr>
<tr>
<td>Conversion and Accommodation in the Spread of World Religions</td>
<td>198</td>
</tr>
</tbody>
</table>
Two Transitions in the History of World Population  218
Eastern and Western Europe: The Problem of Boundaries  234
Western Civilization  253
The “Troubling” Civilizations of the Americas  279
Artistic Expression and Social Values  305
Comparing Feudalisms  316
The Global Eclipse of the Nomadic Warrior Culture  347
The Problem of Ethnocentrism  364
Causation and the West’s Expansion  390
Elites and Masses  418
An Atlantic History  438
Slavery and Human Society  462
Multinational Empires  482
The Gunpowder Empires and the Shifting Balance of Global Power  506
Means and Motives for Overseas Expansion: Europe and China Compared  537
Two Revolutions: Industrial and Atlantic  580
Western Education and the Rise of an African and Asian Middle Class  595
Explaining Underdevelopment  631
Western Global Dominance and the Dilemmas It Posed for the Peoples and Societies of Africa and Asia  645
The Separate Paths of Japan and China  675
Women in Asian and African Nationalist Movements  723
A Century of Revolutions  741
Total War, Global Devastation  768
The United States and Western Europe: Convergence and Complexity  800
Human Rights in the 20th Century  834
Artificial Nations and the Rising Tide of Communal Strife  854
The Pacific Rim as a U.S. Policy Issue  881
Terrorism, Then and Now  913
How Much Historical Change?  933
Preface

World history explores the human past, around the globe, to help us understand the world we live in today. It seeks to identify how major forces have developed over time, like patterns of migration or world trade. It explores the cultures and political institutions of different regions, to help explain commonalities and differences. World history builds on a growing amount of historical scholarship, some of which has truly altered the picture of the past. It involves a rich array of stories and examples of human variety, intriguing in themselves. It helps develop skills that are vital not just to the history classroom, but to effective operation in a global society—skills like comparing different societies, appreciating various viewpoints, identifying big changes and continuities in the human experience. Always, however, it uses the past as a prologue to the present. World historians argue that no one society, past or present, can be understood without reference to other societies and to larger global forces. They argue, even more vigorously, that the present—which clearly involves relationships that embrace the whole world—cannot be grasped without a sense of the global historical record.

From its first edition, *World Civilizations: The Global Experience* has aimed at capturing a truly global approach by discussing and comparing major societies and focusing on their interactions. The goal is to present a clear factual framework while stimulating analysis about global contacts, regional patterns, and the whole process of change and continuity on a world stage. This kind of world history, focused on the development over time of the forces that shape the world today, helps students make sense of the present and prepare to meet the challenges of the future. It is hard to imagine a more important topic.

Embracing the whole world’s history obviously requires selectivity and explicit points of emphasis. This text gains coherence through decisions about time, about place, and about topic. In all three cases, the book encourages analysis, relating facts to vital issues of interpretation. Through analysis and interpretation students become active, engaged learners, rather than serving as passive vessels for torrents of historical facts. Underpinning analysis, the issues of time, place, and topic are the three keys to an intelligible global past.

DECISSIONS ABOUT TIME: PERIODIZATION

This text pays a great deal of attention to periodization, or the identification of major points of change in the global experience. This is an essential requirement for coherent presentation—going well beyond the one-thing-after-another type of chronology—and ultimately a precondition of relating the past to the present.

*World Civilizations: The Global Experience* identifies six periods in world history. Each period is determined by three basic criteria: a geographical rebalancing among major civilizational areas, an increase in the intensity and extent of contact across civilizations (or, in the case of the earliest period, cross-regional contact), and the emergence of new and roughly parallel developments in many major civilizations. The book is divided into six parts corresponding to these six major periods of world history. In each part, basic characteristics of each period are referred to in chapters that discuss the major societies in the Middle East, Africa, Asia, Europe, and the Americas, and in several cross-cutting chapters that address larger world trends. Each period offers a distinctive set of themes, or Big Concepts, that are defined in general terms and then explored in terms of particular regions. Part introductions identify the fundamental new characteristics and new levels of interaction that define each period.

Part I, *Early Human Societies, 2.5 Million–600 B.C.E.: Origins and Development*, sketches the hunting-and-gathering phase of human existence, then focuses on the rise of agriculture and the emergence of civilization in parts of Asia, Africa, Central America, and southeastern Europe—the sequence of developments that set world history in motion from the origin of the human species until about 3000 years ago.

Part II, *The Classical Period, 600 B.C.E.–600 C.E.: Uniting Large Regions*, deals with the growing complexity of major civilizations in several areas of the world. During the classical period, civilizations developed a new capacity to integrate large regions and diverse groups of people through overarching cultural and political systems. Yet many regions and societies remained unconnected to the increasingly complex centers of civilization. Coverage of the classical period of world history, then, must consider both types of societies.

The period covered in Part III, *The Postclassical Period, 600–1450: New Faith and New Commerce*, saw the emergence of new commercial and cultural linkages that brought most civilizations into contact with one another and with nomadic groups. The decline of the great classical empires, the rise of new civilizational centers, and the emergence of a network of world contacts, including the spread of major religions, are characteristics of the postclassical era.

Developments in world history over the three centuries from 1450 to 1750 mark a fourth period in world history, which is covered in Part IV, *The Early Modern Period, 1450–1750: The World Shrinks*. The rise of the West, the intensification of global contacts, the growth of trade, and the formation of new empires define this period and separate it from the preceding postclassical period.

Part V, *The Dawn of the Industrial Age, 1750–1900*, covers the period of world history dominated by the advent of industrialization...
in western Europe and growing European imperialism. The increase and intensification of commercial interchange, technological innovations, and cultural contacts all reflected the growth of Western power and the spread of Western influence.

The Newest Stage of World History: 1900–Present, the focus of Part VI, defines the characteristics of this period as the retreat of Western imperialism, the rise of new political systems such as communism, the surge of the United States and the Soviet Union, and a variety of economic innovations, including the achievements of Japan, China, Korea, and the Pacific Rim. Part VI deals with this most recent period of world history and some of its portents for the future.

UNDERLYING ISSUES

Two related themes and one standard historical complexity rise above the six-stage world history periodization. The first involves the interaction between tradition and change—and in recent periods, modern change. Many societies established key ideas and institutions early on, at least by the classical period. These traditions would then condition responses to change and modernity. Elements of this interplay become visible from the post-classical period onward; the tradition-change encounter remains vivid in the 21st century, though in forms very different from a thousand years ago. Each world history period involves important shifts in the interaction between change and tradition.

Theme two involves divergence and convergence. Societies emerged separately in many parts of the world, though the process was almost always affected by some wider contacts. This is part of the first phase of the human experience. Separation, or divergence, did not always mean difference, for many societies solved key problems in similar ways; but it did tend to produce separate identities. With growing contacts over time, opportunities and pressures produced various forms of imitation and convergence. The interplay between divergence and convergence is lively in the 21st century, but its shape has changed greatly over time. Here, too, each period involves a different statement of the balance between divergence and convergence.

Periodization emphasizes change, including changes in the basic frameworks in which traditions interacted with new forces and in which separate identities confronted new levels of convergence. Always, however, change must be complicated by recognition of key continuities from the past. At various points in human history, including recently, huge new forces prompt some people to claim that “everything has changed.” In fact, strong traces of the past always linger. The challenge is to figure out how the balance works.

PLACE: REGIONS AND CIVILIZATIONS

Usable world history requires decisions about coherence in place as well as time. Even in the present day, and certainly in the past, key developments did not occur evenly across the whole globe: regional conditions always come into play. At the same time, not every definable society can be encompassed—early hunting-and-gathering bands of humans, after all, could number no more than sixty people. No world history survey can even approach that level of detail. World history seeks legitimate ways to define larger regions and societies that serve as the basis for meaningful contacts and reactions to global forces.

Major regions of the world depend on a combination of geography and historical developments in the form of shared institutions and beliefs. This book uses several regions as frameworks for discussing patterns of activity and larger interactions: east Asia; south and southeast Asia; the Middle East, ultimately with the addition of north Africa; sub-Saharan Africa; Europe, often with some division between eastern and western; and the Americas. Australia and key island groups, and also patterns in central Asia, must be added in as well.

In several regions, beginning in key cases several thousand years ago, major civilizations helped organize and define regional characteristics. East Asia, to take one example, would be profoundly shaped by emerging features of Chinese civilization. Civilizations used economic surpluses, beyond basic survival needs, to generate relatively elaborate political institutions, cities, and trading networks. They also emphasized particular kinds of institutional arrangements and value systems that would provide a recognizable identity, differentiating their civilization from other societies. Using, but also debating, the concept of civilization helps organize the geographical foundation of world history by introducing not only key regions but regional characteristics and identities. Civilizations provide the basis for key comparisons, with each other and in terms of regional reactions to larger forces for change. The internal developments in major civilizations, along with mutual interaction and responses to broader factors like migration or missionary religions, form much of the stuff of world history for the past 5000 years. At the same time, other types of societies, including nomadic groups, played a vital role throughout world history, particularly as they long dominated strategically vital regions like central Asia. Most of these other societies were smaller than civilizations, in terms of population, but they played crucial functions in world history and developed successful cultural and institutional forms.

Attention to the major regions of the world does more than set the stage for comparative analysis in each of the chronological periods in world history. It also promotes a sense of geographic balance that is vital to the field. Many earlier historical efforts understandably focused on developments in one’s own society, assuming that the rest of the world was unimportant or somehow revolved around what was happening nearer home. Until recently, many Americans were urged to pay primary attention to the history of western Europe and the expansion of Western civilization across the Atlantic. These remain valid themes, but in the world history context they become only a part of a larger and more complicated civilizational pattern. The transition from Western to world history is still under discussion, but the global context gains ground steadily because it more accurately mirrors the world around us today. This book, paying attention to Western developments as part of the larger world story, and showing their interaction with other societies and other influences, strives to distribute appropriate attention to all the major regions and to their changing roles in the larger global story.
TOPICS AND THEMES

A final way to focus world history, intersecting with decisions about time and place, involves the kinds of human and social activities that are highlighted. The first theme follows obviously from the uses of periodization and the need to deal coherently with world history over time: World Civilizations: The Global Experience deals consistently with change and continuity and with the causes of basic changes in global dynamics from one period to the next.

Interactions among the major regions and societies, the second theme, focus attention on the ways individual regions and civilizations were shaped by contacts with other areas. Contacts include trade, of course, but also war, diplomacy, and international organizations from religious entities to the multinational companies and global agencies of more modern times.

A cluster of factors deal with economic activities and population patterns as they affect people, societies, and the environment. Technology has a key role here, but also population structures and disease, labor systems, migrations, plus manufacturing and agriculture. Each civilization must be discussed with these patterns in mind, as well as the broader diffusion of trade, technologies, and population exchange as they formed core parts of the larger patterns of interaction.

Each society featured characteristic social and gender structures that organized and tried to justify various systems of inequality. Dealing with how social systems changed over time and comparing them from one region to the next are core features of world history; social systems could also be affected by changing patterns of contact.

The fifth thematic area clusters around culture—belief systems, values, and artistic styles—as these emerged in religions, intellectual systems, and science. Here too, change over time and the results of interactions among societies form key elements in the cultural dynamics of world history.

Finally, politics demands emphasis: the functions and structures of states, as they formed and changed, along with ideas about politics and political identity (political culture). In modern centuries, this topic embraces the emergence of nation states and also their limitations in global context.

The topical themes of this book help organize discussions of change over time but also the possibility of developing comparisons from one society to the next. Interactions among the themes—how new trading patterns affected, and were affected by, cultural systems, for example—help structure more challenging analytical efforts.

What Is New to This Edition?
The seventh edition of World Civilizations: The Global Experience has been revised to reflect the latest developments in historical research and benefits from the addition of a host of new features to assist student learning. The most significant pedagogical innovation has been the seamless integration of documents, maps, videos, illustrations, and other resources from MyHistoryLab into the textbook. A new pedagogically driven design highlights a clear learning path through the material and offers a visually stunning learning experience in print or on a screen. With the Pearson eText, featuring a new streamlined design for tablet devices, students can transition directly to MyHistoryLab resources such as primary source documents, videos, and maps.

Learning Objective questions have been added to each chapter to highlight central themes and ideas. Each question is linked to one of the chapter's main sections. Critical Thinking Questions were added at the end of each chapter to reinforce important concepts covered in the chapter and to serve as possible essay or class discussion topics. Further Readings were updated in most chapters, bringing the scholarship for the new edition up-to-date. In many chapters, the authors reference cultural regions that were underrepresented in earlier editions of the book—particularly the Middle East and Oceania.

Specific changes in the content of this edition are as follows:

- Coverage of early civilizations has been greatly expanded in the form of a new chapter, Chapter 2, devoted solely to coverage of this important topic. Chapter 1 now focuses primarily on prehistory.
- Chapter 5 includes expanded treatment of Persia. Coverage of Rome's development has also been expanded.
- Chapter 6 now includes an explanation of the Mayan system of assigning dates to events. The section on the Spread of World Religions has been expanded.
- Chapter 8, the discussion of Sufis and their roles in science and philosophy has been expanded.
- Chapter 10 includes increased coverage of the Byzantine Empire. Also, there are new sections titled Cities in World History: Kiev and Global Connections and Critical Themes: Eastern Europe and the World.
- Chapter 12 features a stronger, more effective comparison of Aztecs and Incas.
- Chapter 14 includes new coverage of the importance of women in Vietnamese resistance movements and in society in general.
- In Chapter 15, the Further Readings have been expanded.
- Chapter 16 includes expanded coverage of the fifteenth century as a transition. There is a new section called The Structure of Transregional Trade. Coverage of critical themes of the Italian Renaissance has been revised. And there is new coverage of the impact of the Mongol era.
- In Chapter 18, there is expanded coverage of changes during the early modern period and an explanation of cultural changes during the 18th century.
- Chapter 19 now has added material on the Columbian exchange and the early Caribbean.
- Chapter 20 features expanded sections on slaves and sugar plantations. There is new coverage of Africans in the Americas and African actions in the era of emancipation. Data on the African slave trade has been updated.
- Chapter 21, formerly Chapter 23 in the sixth edition, has been relocated to facilitate comparison with other gunpowder empires. Also, there is expanded coverage of Russian societal changes.
- In Chapter 22, the new edition includes a greater emphasis on flourishing cities and there are further efforts to avoid the outdated Ottoman decline refrain.
• Chapter 23 has an expanded section on the Jesuits’ influence with the Qing emperors and their eventual failure to convert. There is a new section on the Tokugawa system of controlling allied and vassal daimyos.
• Chapter 24 expands the definition of the Industrial Revolution and includes a discussion on the Second Industrial Revolution.
• Chapter 25 now contains more information on technology and militaries and emphasizes the role of soldiers that Europeans recruited in colonies from Vietnam to India.
• In Chapter 27, several section titles were changed to clarify or bring them into accord with recent scholarship.
• In Chapter 29, the introduction to the Document has been revised with additional information.
• Chapter 30 includes expanded information on Stalin.
• Chapter 31 features further clarification on World War II and the Cold War as well as expanded coverage of key points throughout the chapter.
• Chapter 33 has expanded coverage of leadership in Cuba and Brazil. There is also expanded coverage of female leadership in Latin America. The population table has been updated and there are updates on the political situation in Cuba, Mexico, and Brazil. Finally, there is a closer examination of Latin America’s leftward swing.
• In Chapter 34, coverage of environmental factors and the impact of massive population increase and migration to urban centers has been expanded.
• Chapter 35 has a new short section on U.S. efforts to promote Japanese reconstruction in the era of the Korean and Vietnam wars as well as enhanced coverage of U.S./China relations through the present. There is expanded information on China’s environment and population and the regime-made famine linked to the Great Leap Forward.
• In Chapter 36, the world events timeline has been updated and there is new coverage of the Arab Spring.
• Chapter 37 features new and expanded sections on Globalization and Global Industrialization. There are new sections on the Global Environment and Global Disease and there is new information on global environmental issues.

FEATURES
The features in World Civilizations: The Global Experience have been carefully constructed and honed over the course of seven editions. Our aim has been to provide students with tools to help them learn how to analyze change and continuity.

Part Introductions
Part introductions, reviewed for this edition, discuss the conditions that set the stage for the developments that define each new period in world history. They identify the characteristics of the period of world history covered in the part, and recap the continuities that exist from one period to the next. Two world maps at the beginning of each part introduction provide a graphic reference for the major changes of the period. Part timelines list the major events of the chronological period covered.

End-of-Part Analysis
Following the final chapter in each part is an essay that revisits the dominant cross-civilizational (or cross-regional) contacts and divisions that occurred during the era under examination. These sections encourage analysis of the dominant contact patterns in the period as well as the relationship to them of major individual societies.

Chapter Introductions
Each chapter introduction tells a compelling story about a particular pattern, individual, or incident to spark students’ interest and introduce chapter material in an engaging and dramatic way. The opening story concludes with an explanation of how the story relates to the chapter content and the key themes and analytical issues that will be examined in the chapter.
Timelines
In addition to the timeline in each part introduction, each chapter includes a timeline that orients the student to the period, countries, and key events of the chapter.

Learning Objectives
Each of the main chapter headings is followed by a Learning Objective for the section that follows. These Learning Objectives also appear on the first page of the chapter, giving students an idea of important concepts they will encounter when reading the chapter.

Section-Opening Focal Points
Focal points listed next to each of the main chapter headings identify for the student the principal points to be explored in the section.

Visualizing the Past
The Visualizing the Past feature of each chapter supports visual literacy by showing students how to read and analyze visual material such as maps, charts, graphs, tables, or photos to interpret historical patterns. Text accompanying the illustrations provides a level of analysis, and a series of questions draws the students into providing their own analyses.

Documents
Substantial excerpts from selected original documents put students in contact with diverse voices of the past, and many have been revised for this edition. We share a firm commitment to include social history involving women, the non-elite, and experiences and events outside the spheres of politics and high culture.

Each document is preceded by a brief scene-setting narration and followed by probing questions to guide the reader through an understanding of the document and to encourage interpretive reflections and analysis.

Thinking Historically
Each chapter contains an analytical essay on a topic of broad application related to the chapter’s focus but extending across chronological and geographical boundaries. Critical thinking questions at the end of each essay prompt the reader to think beyond the “who, what, where, and when” of historical events and consider instead the far-reaching implications of historical developments.

Global Connections
Each chapter ends with a Global Connections section that reinforces the key themes and issues raised in the chapter and makes clear their importance not only to the areas of civilization discussed in the chapter but also to the world as a whole.

Critical Thinking Questions
Critical Thinking Questions can be found at the end of each chapter as well as at the end of each part. These questions reinforce important topics and themes explored in the text and also serve as possible essay or class discussion topics.
Further Readings

Each chapter includes several annotated paragraphs of suggested readings, substantially updated for this edition. Students receive reliable guidance on a variety of books: source materials, standards in the field, encyclopedia coverage, more readable general interest titles, and the like.

AP® Test Prep

Practice tests have been added to the end of each part to help students review content in preparation for the AP® World History exam.

MyHistoryLab Icons

Throughout each chapter are MyHistoryLab icons paired with images, maps, and portions of the narrative that lead students to additional resources—documents, images, maps, videos, and more—found on MyHistoryLab, giving students a deeper understanding of the topics covered in the text and leading to a more thorough integration between the book and online resources.
Supplementary Teaching and Learning Materials

MYHISTORYLAB™
A fully integrated learning program, MyHistoryLab for World Civilizations: The Global Experience, Seventh Edition, helps students better prepare for class, quizzes, and exams—resulting in more dynamic experiences in the classroom and improved performance in class. And, the immersive Pearson eText—with videos and interactive activities just a click away—truly engages students in their study of history, and fosters learning within and beyond the classroom.

Features of MyHistoryLab include:

Pearson eText with Audio
Contained within MyHistoryLab, the Pearson eText enables students to access their textbook online—through laptops, iPads, and tablets. Download the free Pearson eText app to use on tablets. Students may also listen to their text with the Audio eText.

New MyHistoryLibrary
The new Pearson MyHistoryLibrary contains some of the most commonly assigned primary source documents, delivered through Pearson’s powerful eText platform. Each reading may also be listened to in the Audio eText companion.

MyHistoryLab Video Series: Key Topics in World History
This comprehensive video series helps students get up-to-speed on key topics. Correlated to the chapters of World Civilizations, each video focuses on a key topic discussed in each chapter, readying students to get the most from the text narrative. The videos feature seasoned historians reviewing the pivotal stories of our past, in a lively format designed to engage and inform.

Writing Space
Better writers make great learners—who perform better in their classes. To help you develop and assess concept mastery and critical thinking through writing, we created the Writing Space in MyHistoryLab. It’s a single place to create, track, and grade writing assignments, provide writing resources, and exchange meaningful, personalized feedback with students, quickly and easily. Plus, Writing Space includes integrated access to Turnitin, the global leader in plagiarism prevention.

PREVIEW AND ADOPTION ACCESS TO MYHISTORYLAB™
MyHistoryLab with Pearson eText is an online homework, tutorial, and assessment system that improves results by helping students better master concepts and by providing educators a dynamic set of tools for gauging individual and class performance. Its immersive experiences truly engage students in learning, helping them to understand course material and improve their performance. And MyHistoryLab comes from Pearson—your partner in providing the best digital learning experiences.

Upon textbook purchase, students and teachers are granted access to MyHistoryLab with Pearson eText. High school teachers can obtain preview or adoption access for MyHistoryLab in one of the following ways:

Preview Access
• Teachers can request preview access by visiting PearsonSchool.com/access_request. Select Initial Access, then using Option 2, select your discipline and title from the drop-down menu and complete the online form. Preview Access information will be sent to the teacher via e-mail.

Adoption Access
• With the purchase of a textbook program that offers a media resource, a Pearson Adoption Access Card, with student and teacher’s codes and a complete Instructor’s Manual, will be delivered with your textbook purchase. (ISBN: 0-13-353986-5)

OR
• Visit PearsonSchool.com/access_request. Select Initial Access, then using Option 3, select your discipline and title from the drop-down menu and complete the online form. Access information will be sent to the teacher via e-mail.

Students, ask your teacher for access.
FOR THE TEACHER

Most of the teacher supplements and resources for this text are also available electronically to qualified adopters on the Instructor Resource Center (IRC). Upon adoption or to preview, please go to www.pearsonschool.com/access_request and select Instructor Resource Center. You will be required to complete a brief one-time registration subject to verification of educator status. Upon verification, access information and instructions will be sent to you via e-mail. Once logged into the IRC, enter ISBN 0-13-344770-7 in the “Search our Catalog” box to locate resources.

Teacher’s Resource Manual
Available at the Instructor’s Resource Center (IRC), the Teacher’s Resource Manual for World Civilizations, Seventh Edition, contains learning objectives from the text, chapter outlines, chapter summaries that cover each section in the text, key terms from the text, lecture suggestions, and class discussion questions. A full correlation of the text to the Course Outline for World History for AP® provides teachers with a helpful tool for lesson and class planning for their course. The Teacher’s Resource Manual also contains Teaching Notes for class planning, with suggestions for integrating MyHistoryLab into the class.

PowerPoint Presentations
Available at the Instructor’s Resource Center. Strong PowerPoint presentations make lectures more engaging for students. Correlated to the chapters of your Pearson textbook, each presentation includes a lecture outline and a wealth of images and maps from the textbook.

Test Item File
Available at the Instructor’s Resource Center, the Test Item File contains a diverse set of over 2,000 multiple choice and essay questions, supporting a variety of assessment strategies. The large pool of multiple-choice questions for each chapter includes factual, conceptual, and analytical questions, so that teachers may assess students on basic information as well as critical thinking.

Test Generator
Available at the Instructor’s Resource Center, this easy-to-use test generation software program provides the wealth of multiple-choice and essay questions from the test item file and allows users to add, delete, and print tests.

Instructor’s Resource DVD-ROM
This DVD contains files of the Teacher’s Resource Manual, Test Item File, TestGen Test Item File, PowerPoint® slides, and transparency masters that are available with the text.

Transparency Masters
Available at the Instructor’s Resource Center. This set of full-color digital transparencies reproduces maps from the text.

FOR THE STUDENT

The following supplements are available for purchase.

Pearson Test Prep Series: World History
Created specifically for World Civilizations: The Global Experience, this student guide contains an overview of the AP® program and the World History exam for AP®. It also provides test-taking strategies, correlations between key test topics and the textbook, practice study questions, guidelines for mastering multiple-choice and free-response questions, DBQs, and two practice tests.

Reading and Note Taking Study Guide
This supplement provides a chapter-by-chapter guide to help students read their textbook effectively, using various reading and study skills and strategies for an organized approach to reading and studying.

Visual Sources in World History
This workbook provides 200 visual resources with head notes and critical thinking questions to engage students in analyzing visual documents.

Prentice Hall Atlas of World History, 2/E
Produced in collaboration with Dorling Kindersley, the leader in cartographic publishing, the updated second edition of The Prentice Hall Atlas of World History applies the most innovative cartographic techniques to present world history in all of its complexity and diversity.

Documents in World History
Volume I, Sixth Edition (The Great Traditions: From Ancient Times to 1500) and Volume II (The Modern Centuries: From 1500 to the Present), both edited by Peter N. Stearns, Stephen S. Gosch, Erwin P. Grieshaber, and Allison Scardino Belzer, is a collection of primary source documents that illustrate the human characteristics of key civilizations during major stages of world history.
About the Authors

PETER N. STEARNS

Peter N. Stearns is provost, executive vice president, and university professor of history at George Mason University. He received his Ph.D. from Harvard University. He has taught at Rutgers University, the University of Chicago, and Carnegie Mellon, where he won the Robert Doherty Educational Leadership Award and the Elliott Dunlap Smith Teaching Award. He has taught world history for more than 25 years. He also founded and is the editor of the Journal of Social History. In addition to textbooks and readers, he has written studies of gender and consumerism in a world history context. Other books address modern social and cultural history and include studies on gender, old age, work, dieting, and emotion. His most recent book in this area is Satisfaction Not Guaranteed: Dilemmas of Progress in Modern Society.

MICHAEL ADAS

Michael Adas is the Abraham Voorhees Professor of History and a Board of Governor’s chair at Rutgers University, New Brunswick. Over the past couple of decades his teaching has focused on courses dealing with European and American colonial expansion and African and Asian responses as well as global history in the 20th century. In addition to texts on world history, Adas has written numerous books and articles on the impact of and resistance to Western colonialism and the importance of technology in those processes. His books include Machines as the Measure of Men: Science, Technology, and Ideologies of Western Dominance, which won the Dexter Prize in 1992, and more recently Dominance by Design: Technological Imperatives and America’s Civilizing Mission. In 2012, he was awarded the Toynbee Prize for his lifetime contributions global history and cross-cultural understanding. He is currently working on a comparative study of the ways in which British and American soldiers’ responses to the wars of attrition in the trenches of World War I and in Vietnam contributed to the decline of each of these global powers.

STUART B. SCHWARTZ

Stuart B. Schwartz was born and educated in Springfield, Massachusetts, and then attended Middlebury College and the Universidad Autonoma de Mexico. He has an M.A. and Ph.D. from Columbia University in Latin American history. He taught for many years at the University of Minnesota and joined the faculty at Yale University in 1996. He has also taught in Brazil, Puerto Rico, Spain, France, and Portugal. He is a specialist on the history of colonial Latin America, especially Brazil, and is the author of numerous books, notably Sugar Plantations in the Formation of Brazilian Society (1985), which won the Bolton Prize for the best book in Latin American History. He is also the author of Slaves, Peasants, and Rebels (1992), Early Latin America (1983), and Victors and Vanquished (1999). He has held fellowships from the Guggenheim Foundation and the Institute for Advanced Study (Princeton). For his work on Brazil he was decorated by the Brazilian government. His book All Can Be Saved (2008) won the Bolton Prize as well as three awards from the American Historical Association.

MARC JASON GILBERT

Marc Jason Gilbert is the holder of the National Endowment for the Humanities Endowed Chair in World History at Hawai’i Pacific University in Honolulu, Hawaii. After receiving his Ph.D from UCLA, he was for many years co-Director of Programs in South and Southeast Asia for the University System of Georgia and was recognized by that System as a Board of Regent’s Distinguished Professor of Teaching and Learning. He has benefited from various fellowships which have enabled him to study in Afghanistan, Burma, Cameroon, India, Tanzania, and Yemen. He has directed world history academic conferences and workshops for teachers in Cambodia and Vietnam. He is also a past President of the World History Association and the current editor of a WHA affiliated journal, World History Connected. His publications explore the histories of India, Vietnam, and global cultural exchange. His most recent work is Cross-Cultural Encounters in Modern World History (2012), with Jon Thares Davidann.
Teacher to Teacher

The AP® World History survey encourages students to grasp concepts and patterns across a huge breadth of time and space. *World Civilizations: The Global Experience, AP® Edition* provides students with a text that helps to facilitate these global understandings and connections in the classroom. Of particular note is the emphasis on social history, allowing for greater insight and analysis into an underrepresented part of the course. The conscious attention to a broad spectrum of world history beyond political and military events is essential to the teaching of world history in the 21st century. Since, as the authors note, the book is based on “comparative work and focuses on global processes,” students are able to see the history of the world as one based on multiple disciplines. The book is not regionally compartmentalized but requires an understanding of interaction and comparison through time.

Throughout the book, students are encouraged to think analytically and comparatively through the inclusion of primary sources, as well as additional special features. The Visualizing the Past sections bring out suggestions for analysis of visual images and make connections between chapters and places. The Global Connections sections allow for a broadening of context that might otherwise be lost in the detail of the chapter. This is essential for student understanding of global historical context. These sections are most effective when they are specific, mentioning specific movements of people, ideas, or goods between specific places.

No matter how good a textbook is, the AP® course description, not the textbook layout, should drive the pace of the course. This textbook allows a teacher to make the decisions about pacing and selection. The three major strengths of this text are its attention to issues of social history, including class and social structure, the modeling of good analysis, and MyHistoryLab: a fully integrated learning program with many resources and student activities. Students experience success with this text not only as they become familiar with the new scholarship and language that are part of a dynamic research field, but also as they see modeled the analytical and comparative skills necessary to apply this new knowledge.

DEBORAH SMITH JOHNSTON
**Correlation of *World Civilizations* to the AP® Course Outline for World History**

The following chart is an excellent resource in preparation for topics that will be a part of the AP® World History examination. The entries in the center column show one way to break down the material into historical eras and overarching themes studied in AP® World History courses. The right column includes a detailed breakdown of chapters and page references in your *World Civilizations: The Global Experience, AP® Edition* textbook where you can learn more about those historical topics.

<table>
<thead>
<tr>
<th><strong>KEY CONCEPTS WITH CONTENT OUTLINES</strong></th>
<th><strong>PAGE REFERENCES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td><strong>Technological and Environmental Transformations, to c. 600 B.C.E.</strong></td>
</tr>
<tr>
<td><strong>Key Concept 1.1</strong></td>
<td><strong>Big Geography and the Peopling of the Earth</strong></td>
</tr>
<tr>
<td></td>
<td>I. Archeological evidence indicates that during the Paleolithic era, hunting foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia and the Americas, adapting their technology and cultures to new climate regions.</td>
</tr>
<tr>
<td><strong>Key Concept 1.2</strong></td>
<td><strong>The Neolithic Revolution and Early Agricultural Societies</strong></td>
</tr>
<tr>
<td></td>
<td>I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.</td>
</tr>
<tr>
<td></td>
<td>II. Agriculture and pastoralism began to transform human societies.</td>
</tr>
<tr>
<td><strong>Key Concept 1.3</strong></td>
<td><strong>The Development and Interactions of Early Agricultural, Pastoral and Urban Societies</strong></td>
</tr>
<tr>
<td></td>
<td>I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.</td>
</tr>
<tr>
<td></td>
<td>II. The first states emerged within core civilizations.</td>
</tr>
<tr>
<td></td>
<td>III. Culture played a significant role in unifying states through laws, language, literature, religion, myths and monumental art.</td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td><strong>Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.</strong></td>
</tr>
<tr>
<td><strong>Key Concept 2.1</strong></td>
<td><strong>The Development and Codification of Religious and Cultural Traditions</strong></td>
</tr>
<tr>
<td></td>
<td>I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.</td>
</tr>
<tr>
<td></td>
<td>II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.</td>
</tr>
<tr>
<td></td>
<td>III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.</td>
</tr>
<tr>
<td><strong>Key Concept 2.2</strong></td>
<td><strong>The Development of States and Empires</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.</td>
<td>54–71; 74–92; 97–106; 111–114; 125–133</td>
</tr>
<tr>
<td>II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.</td>
<td>56–63; 78–79; 94–95; 97–106; 125–133</td>
</tr>
<tr>
<td>III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.</td>
<td>54–71; 74–92; 97–106; 111–114</td>
</tr>
<tr>
<td>IV. The Roman, Han, Maurya and Gupta empires created political, cultural and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation into successor empires or states.</td>
<td>54–71; 74–92; 99–106; 125–133</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key Concept 2.3</strong></th>
<th><strong>Emergence of Transregional Networks of Communication and Exchange</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Land and water routes created transregional trade, communication and exchange networks in the Eastern Hemisphere.</td>
<td>69–71; 87; 91; 111–114; 117–118; 118–122; 209–210</td>
</tr>
<tr>
<td>II. New technologies facilitated long-distance communication and exchange.</td>
<td>69; 77; 87; 111–114; 118–122</td>
</tr>
<tr>
<td>III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.</td>
<td>71; 78–79; 84–87; 91; 97–99; 103; 111–114; 117–118; 118–122; 133–137; 145–147</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Period 3</strong></th>
<th><strong>Regional and Transregional Interactions, c. 600 C.E. to c. 1450</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concept 3.1</strong></td>
<td><strong>Expansion and Intensification of Communication and Exchange Networks</strong></td>
</tr>
<tr>
<td>I. Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.</td>
<td>145–155; 161; 174–201; 201; 209–216; 235–239; 257–261; 265–269; 293–295; 298–300; 308–329; 331–349; 358–359; 361–364; 409–410; 505–507; 521–522</td>
</tr>
</tbody>
</table>
II. The movement of peoples caused environmental and linguistic effects.

III. Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.

IV. There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.

Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions

I. Empires collapsed and were reconstituted; in some regions new state forms emerged.

II. Interregional contacts and conflicts between states and empires encouraged significant technological and cultural transfers.

Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences

I. Innovations stimulated agricultural and industrial production in many regions.

II. The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.

III. Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life.
### Period 4 Global Interactions, c. 1450 to c. 1750

**Key Concept 4.1 Globalizing Networks of Communication and Exchange**

1. In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara and overland Eurasia.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>377–403</td>
</tr>
</tbody>
</table>

2. European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic and Asian worlds, and included the production of new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns—all of which made transoceanic travel and trade possible.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>361–362; 383–389</td>
</tr>
</tbody>
</table>

3. Remarkable new transoceanic maritime reconnaissance occurred in this period.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>355–356; 361–364; 385–389; 534–538</td>
</tr>
</tbody>
</table>

4. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>389–400</td>
</tr>
</tbody>
</table>

5. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>391–392; 533–534</td>
</tr>
</tbody>
</table>

6. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>133; 204–222; 408–415; 439–422; 453–455; 465–466; 469–475; 493–517</td>
</tr>
</tbody>
</table>

7. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>210–212; 359–361; 405–408; 512–514; 534</td>
</tr>
</tbody>
</table>

**Key Concept 4.2 New Forms of Social Organization and Modes of Production**

1. Traditional peasant agriculture increased and changed, plantations expanded, and demand for labor increased. These changes both fed and responded to growing global demand for raw materials and finished products.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
</table>

2. The new global circulation of goods was facilitated by royal chartered European monopoly companies that took silver from Spanish colonies in the Americas to purchase Asian goods for the Atlantic markets, but regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic shipping services developed by European merchants.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>389–400</td>
</tr>
</tbody>
</table>

3. The new connections between the Eastern and Western hemispheres resulted in the Columbian Exchange.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>391–392; 533–534</td>
</tr>
</tbody>
</table>

4. The increase in interactions between newly connected hemispheres and intensification of connections within hemispheres expanded the spread and reform of existing religions and created syncretic belief systems and practices.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>133; 204–222; 408–415; 439–422; 453–455; 465–466; 469–475; 493–517</td>
</tr>
</tbody>
</table>

5. As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

<table>
<thead>
<tr>
<th>Chapters 17–23</th>
</tr>
</thead>
<tbody>
<tr>
<td>210–212; 359–361; 405–408; 512–514; 534</td>
</tr>
</tbody>
</table>

Correlation of *World Civilizations* to the AP® Course Outline for World History
II. As new social and political elites changed, they also restructured new ethnic, racial and gender hierarchies.

### Key Concept 4.3 State Consolidation and Imperial Expansion

| I. Rulers used a variety of methods to legitimize and consolidate their power. | 119–120; 268–270; 281; 313–319; 394–400; 410; 417–420; 426–439; 427–444; 447–451; 455–460; 493–517; 524–533; 538–540 |
| II. Imperial expansion relied on the increased use of gunpowder, cannons and armed trade to establish large empires in both hemispheres. | 394–400; 410; 412–413; 417–420; 426–439; 425–451; 455–460; 493–517; 520–542; 564–568; 650–659 |
| III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion. | 400; 410; 412–413; 417–420; 446–447; 455–463; 483–485; 564–568 |

### Period 5 Industrialization and Global Integration, c. 1750 to c. 1900

#### Key Concept 5.1 Industrialization and Global Capitalism

<p>| I. Industrialization fundamentally changed how goods were produced. | 554–571; 577–578; 580–581 |
| II. New patterns of global trade and production developed that further integrated the global economy as industrialists sought raw materials and new markets for the increasing amount of goods produced in their factories. | 554–560; 577; 579–583; 587–610; 630–637; 641–660; 662–681; 837 |
| III. To facilitate investments at all levels of industrial production, financiers developed and expanded various financial institutions. | 423; 475; 554–560; 568–570; 677–678; 837 |
| IV. There were major developments in transportation and communication. | 554–560; 667–670; 677–678 |
| V. The development and spread of global capitalism led to a variety of responses. | 554–560; 568–578; 618–620; 641–660; 662–681 |</p>
<table>
<thead>
<tr>
<th>Key Concept 5.2</th>
<th>Imperialism and Nation-State Formation</th>
<th>554–560; 579–583; 587–610; 640–657; 672–680; 714–726</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Industrializing powers established transoceanic empires.</td>
<td></td>
<td>554–560; 579–583; 587–610; 637–638</td>
</tr>
<tr>
<td>II. Imperialism influenced state formation and contraction around the world.</td>
<td></td>
<td>554–560; 587–610; 640–654; 672–680; 714–726</td>
</tr>
<tr>
<td>III. New racial ideologies, especially Social Darwinism, facilitated and justified imperialism.</td>
<td></td>
<td>554–560; 587–610</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 5.3</th>
<th>Nationalism, Revolution and Reform</th>
<th>400; 416; 420–422; 487–488; 554–571; 572–576; 587–610; 612–681; 862</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded the revolutions and rebellions against existing governments.</td>
<td></td>
<td>400; 416; 420–422; 487–488; 554–564</td>
</tr>
<tr>
<td>II. Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</td>
<td></td>
<td>554–571; 587–610; 612–681</td>
</tr>
<tr>
<td>III. The spread of Enlightenment ideas and increasing discontent with imperial rule propelled reformist and revolutionary movements.</td>
<td></td>
<td>554–571; 572–575; 587–610; 612–681; 862</td>
</tr>
<tr>
<td>IV. The global spread of Enlightenment thought and the increasing number of rebellions stimulated new transnational ideologies and solidarities.</td>
<td></td>
<td>422; 554–560; 569–570; 575–576; 617–620; 629–630; 633–636; 669–672; 679–680</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Concept 5.4</th>
<th>Global Migration</th>
<th>554–560; 564–566; 579–583; 587–610; 627–628; 633–636</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Migration in many cases was influenced by changes in demography in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.</td>
<td></td>
<td>554–560; 556–558</td>
</tr>
<tr>
<td>II. Migrants relocated for a variety of reasons.</td>
<td></td>
<td>554–560; 579–583; 587–610; 627–628; 633–636</td>
</tr>
<tr>
<td>III. The large-scale nature of migration, especially in the 19th century, produced a variety of consequences and reactions to the increasingly diverse societies on the part of migrants and the existing populations.</td>
<td></td>
<td>554–560; 579; 593–594; 602–611</td>
</tr>
<tr>
<td>Period 6</td>
<td>Accelerating Global Change and Realignments, c. 1900 to the Present</td>
<td>Chapters 29–37</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Key Concept 6.1</strong></td>
<td><strong>Science and the Environment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. Researchers made rapid advances in science that spread throughout the world, assisted by the development of new technology.</td>
<td>577–578; 587–594; 607; 693–700; 708; 715–716; 778–779; 815–818; 846–853; 861; 911–912; 923–924; 929; 929–932</td>
</tr>
<tr>
<td></td>
<td>II. As the global population expanded at an unprecedented rate, humans fundamentally changed their relationship with the environment.</td>
<td>587–594; 929–932</td>
</tr>
<tr>
<td></td>
<td>III. Disease, scientific innovations and conflict led to demographic shifts.</td>
<td>587–594; 708; 715–716; 778–779; 815–818; 846–853; 911–912; 929; 932</td>
</tr>
<tr>
<td><strong>Key Concept 6.2</strong></td>
<td><strong>Global Conflicts and Their Consequences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of transregional political organization by the century's end.</td>
<td>402–403; 469; 583–585; 587–594; 639–643; 650–660; 670–672; 701–726; 736–748; 750–762; 765–818; 824–837; 846–853; 910–911</td>
</tr>
<tr>
<td></td>
<td>II. Emerging ideologies of anti-imperialism contributed to the dissolution of empires.</td>
<td>469; 714–723; 736–748; 750–762; 781–789; 857–858; 891–892; 893–894; 910–911</td>
</tr>
<tr>
<td></td>
<td>III. Political changes were accompanied by major demographic and social consequences.</td>
<td>583–585; 587–594; 701–726; 775–776; 788–789; 854–855; 909–911; 925</td>
</tr>
<tr>
<td></td>
<td>IV. Military conflicts occurred on an unprecedented global scale.</td>
<td>583–585; 587–594; 701–726; 736–748; 765–818; 898–906</td>
</tr>
<tr>
<td></td>
<td>V. Although conflict dominated much of the 20th century, many individuals and groups—including states—opposed this trend. Some individuals and groups, however, intensified the conflicts.</td>
<td>402–403; 587–594; 718–719; 720–722; 755; 761–762; 782–784; 797–798; 805–806; 824–836; 856–867; 888–889; 889–894; 912–915</td>
</tr>
</tbody>
</table>

**Correlation of World Civilizations to the AP® Course Outline for World History**
<table>
<thead>
<tr>
<th>Key Concept 6.3</th>
<th>New Conceptualization of Global Economy, Society and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. States, communities, and individuals became increasingly interdependent, a process facilitated by the growth of institutions of global governance.</td>
<td>732–733; 750–751; 814–815; 853–862; 884–886; 903; 912; 923–925; 933</td>
</tr>
<tr>
<td>III. People conceptualized society and culture in new ways; some challenged old assumptions about race, class, gender, and religion, often using new technologies to spread reconfigured traditions.</td>
<td>587–594; 714–715; 819–820; 797–799; 911–912; 922–939</td>
</tr>
<tr>
<td>IV. Popular and consumer culture became global.</td>
<td>577–578; 587–594; 611–612; 809–810; 877; 923–924; 925–927</td>
</tr>
</tbody>
</table>
Prologue

The study of history is the study of the past. Knowledge of the past gives us perspective on our societies today. It shows different ways in which people have identified problems and tried to resolve them, as well as important common impulses in the human experience. History can inform through its variety, remind us of some human constants, and provide a common vocabulary and examples that aid in mutual communication.

The study of history is also the study of change. Historians analyze major changes in the human experience over time and examine the ways in which those changes connect the past to the present. They try to distinguish between superficial and fundamental change, as well as between sudden and gradual change. They explain why change occurs and what impact it has. Finally, they pinpoint continuities from the past along with innovations. History, in other words, is a study of human society in motion.

World history has become a subject in its own right. It involves the study of historical events in a global context. It does not attempt to sum up everything that has happened in the past. World history focuses on two principal subjects: the evolution of leading societies and the interaction among different peoples around the globe.

THE EMERGENCE OF WORLD HISTORY

Serious attempts to deal with world history are relatively recent. Many historians have attempted to locate the evolution of their own societies in the context of developments in a larger “known world”: Herodotus, though particularly interested in the origins of Greek culture, wrote also of developments around the Mediterranean; Ibn Khaldun wrote of what he knew about developments in Africa and Europe as well as in the Muslim world. But not until the 20th century, with an increase in international contacts and a vastly expanded knowledge of the historical patterns of major societies, did a full world history become possible. In the West, world history depended on a growing realization that the world could not be understood simply as a mirror reflecting the West’s greater glory or as a stage for Western-dominat ed power politics. This hard-won realization continues to meet some resistance. Nevertheless, historians in several societies have attempted to develop an international approach to the subject that includes, but goes beyond, merely establishing a context for the emergence of their own civilizations.

Our understanding of world history has been increasingly shaped by two processes that define historical inquiry: detective work and debate. Historians are steadily uncovering new data not just about particular societies but about lesser-known contacts. Looking at a variety of records and artifacts, for example, they learn how an 8th-century battle between Arab and Chinese forces in central Asia brought Chinese prisoners who knew how to make paper to the Middle East, where their talents were quickly put to work. And they argue about world history frameworks: how central European actions should be in the world history of the past 500 years, and whether a standard process of modernization is useful or distorting in measuring developments in modern Turkey or China. Through debate come advances in how world history is understood and conceptualized, just as the detective work advances the factual base.

WHAT CIVILIZATION MEANS

Humans have always shown a tendency to operate in groups that provide a framework for economic activities, governance, and cultural forms such as beliefs and artistic styles. These groups, or societies, may be quite small; hunting-and-gathering bands often numbered no more than 60 people. World history usually focuses on somewhat larger societies, with more extensive economic relationships (at least for trade) and cultures.

One vital kind of grouping is called civilization. The idea of civilization as a type of human society is central to most world history, though it also generates debate and though historians are now agreed that it is not the only kind of grouping that warrants attention. Civilizations, unlike some other societies, generate surpluses beyond basic survival needs. This in turn promotes a variety of specialized occupations and heightened social differentiation, as well as regional and long-distance trading networks. Surplus production also spurs the growth of cities and the development of formal states, with some bureaucracy, in contrast to more informal methods of governing. Most civilizations have also developed systems of writing.

Civilizations are not necessarily better than other kinds of societies. Nomadic groups have often demonstrated great creativity in technology and social relationships, and some were more vigorous than settled civilizations in promoting global contacts. Moreover, there is disagreement about exactly what defines a civilization—for example, what about cases like the Incas where there was no writing?

Used carefully, however, the idea of civilization as a form of human social organization, and an unusually extensive one, has merit. Along with agriculture (which developed earlier), civilizations have given human groups the capacity to fundamentally reshape their environments and to dominate most other living creatures. The history of civilizations embraces most of the people who have ever lived; their literature, formal scientific discoveries, art, music, architecture, and inventions; their most elaborate social, political, and economic systems; their brutality and destruction caused by conflicts; their exploitation of other species; and their degradation of the environment—a result of changes in technology and the organization of work.

The study of civilizations always involves more, however, than case-by-case detail. World history makes sense only if civilizations are compared, rather than treated separately. Equally important, civilizations (and other societies) developed important mutual contacts, which could have wide impact in reshaping several societies at the same time. And civilizations responded to still wider forces, like migration, disease, or missionary activity, that could reshape the frameworks within which they operated. Civilizations in these wider contexts—as they changed through internal dynamics, mutual interactions, and responses to broader forces—form the basic patterns of world history for the past 5000 years.