

# PREFACE

**W**hen we first began to work on *World Civilizations: The Global Experience*, we did so out of the conviction that it was time for a world history textbook that is truly global in its approach and coverage and yet manageable and accessible for today's students. Our commitment to that goal continues with this AP\* Edition of the text. Here we present a truly global history—one that discusses the evolution and development of the world's leading civilizations—and balances that coverage with examination of the major stages in the nature and degree of interactions among different peoples and societies around the globe. We view world history not as a parade of facts to be memorized or a collection of the individual histories of various societies, but rather as the study of historical events in a global context. The study of world history combines meaningful synthesis of independent development within societies with comparative analysis of the results of interaction between societies.

Several decades of scholarship in world history and in area studies by historians and other social scientists have yielded a wealth of information. The challenge is to create a coherent and comprehensible framework for organizing all this information. Our commitment to world history stems from our conviction that students will understand and appreciate the present world by studying the myriad forces that have shaped that world and created our place within it. Furthermore, study of the past in order to make sense of the present will help them prepare to meet the challenges of the future.

## Approach

This AP\* Edition of *World Civilizations: The Global Experience* has been especially adapted for the AP\* World History course and test. Rather than including the numerous, longer chapters that earlier editions and most other texts otherwise devote to world history developments before 500 C.E., this text substitutes a single chapter on prehistory and early civilizations and a single part, composed of four chapters, covering the classical civilizations of China, India, Greece, and Rome and the crucial developments toward the end of the classical period. These five chapters survey major patterns up to the post-classical era, at which point the more detailed treatment of the postclassical period can come into play. The goal is to provide students with a manageable presentation that can then be supplemented by more detailed library reading or handouts on particular issues (including additional map exercises) on the early period of world history. The chapters highlight characteristics in the major civilizations, patterns of trade and exchange within and among major societies, and of course basic features of agricultural economies. Thus, both comparative work and a focus on global processes can be applied to this introductory segment.

The two principal distinguishing characteristics of this book are its global orientation and its analytical emphasis. This is a true *world* history textbook. *World Civilizations: The Global Experience*, AP\* Edition, examines the histories of all areas of the world and all peoples according to their growing or waning

importance. It also considers what happened across regions by examining cross-civilizational developments such as migration, trade, the spread of religion, disease, plant exchange, and cultural interchange. Civilizations or societies sometimes slighted in world history textbooks—such as the nomadic societies of Asia, Latin American societies, the nations of the Pacific Rim, and the societies of nonurban sedentary peoples—receive attention here.

Many world history textbooks function as factual compendia, leaving analytical challenge to the classroom. Our goal throughout this book has been to relate fact to interpretation while still allowing ample opportunity for classroom exploration. Our analytical emphasis focuses on how key aspects of the past and present have been shaped by global forces such as the exchange of technology and ideas. By encouraging students to learn how to assess continuity and change, the text helps them relate the past to the present. Through analysis and interpretation students become active, engaged learners, rather than passive readers of the facts of historical events.

## Periodization

This text pays a great deal of attention to periodization, an essential requirement for coherent presentation. *World Civilizations: The Global Experience*, AP\* Edition, identifies six periods in world history, each period determined by three basic criteria: a geographical rebalancing among major civilizational areas, an increase in the intensity and extent of interaction across civilizations (or, in the case of the earliest period, cross-regional interaction), and the emergence of new and roughly parallel developments in most, if not all, of these major civilizations. The book is divided into six parts corresponding to these six major periods of world history. In each part, basic developments of each period are referred to in chapters that discuss the major civilizations in the Middle East, Africa, Asia, Europe, and the Americas, and in several cross-cutting chapters that address larger world trends. Part introductions identify the fundamental new characteristics of parallel or comparable developments and regional or international exchange that define each period.

After sketching the hunting-and-gathering phase of human existence, the single chapter of Part 1, *The Rise of Agriculture and Agricultural Civilizations*,

provides an overview of the rise of agriculture and the emergence of civilizations in parts of Africa, the Middle East, parts of Asia, and southern Europe—the sequence of developments that set world history in motion from the origin of the human species until about 3000 years ago.

Part 2, *The Classical Period*, 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 Postclassical Era, the period covered in Part 3, 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—the period covered in Part 4, *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 5, *Industrialization and Western Global Hegemony, 1750–1914*, 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 20th Century in World History*, the focus of Part 6, 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, Korea, and the Pacific Rim. Part 6 deals with this most recent period of world history into the 21st century and with some of its portents for the future.

## Themes

We make world history accessible to today’s students by using several themes as filters for the vast body of information that constitutes the subject. These themes provide a perspective and a framework for understanding where we have come from, where we are now, and where we might be headed.

## Commonalities Among Societies

*World Civilizations: The Global Experience, AP\* Edition*, traces several key features of all societies. We look at the technologies people have developed—for humans were toolmaking animals from an early date—and at the impact of technological change on the physical environment. We examine social structure, including the inequalities between the two genders and among different social classes. We detail the intellectual and cultural developments occurring within various societies. We also discuss the role of human agency: how individuals have shaped historical forces. These four areas—technology and the environment, inequalities and reactions to inequalities, intellectual and cultural development, and human agency—are four filters through which to examine any human society.

## Contacts Among Civilizations

Large regional units that defined aspects of economic exchange, political institutions, and cultural values began to spring up more than 5000 years ago. These civilizations—that is, societies that generate and use an economic surplus beyond basic survival needs—created a general framework for the lives of most people ever since. But different regions had a variety of interactions, involving migration,

trade, religious missionaries, exchanges of diseases and plants, and wars. Diplomatic relations between societies—what we now call international relations—also were organized. Many aspects of world history can be viewed in terms of whether societies had regular connections, haphazard interchange, or some mix of the two.

## Features

The features in *World Civilizations: The Global Experience, AP\* Edition*, have been carefully constructed and honed over the course of its earlier editions. Our aim has been to analyze change and continuity.

## Full-Color Design

The AP\* Edition of *World Civilizations: The Global Experience* is published in full color and in a large format. Full-color maps, specially developed to provide a global orientation, aid students to easily recognize and distinguish geographical features and areas. Full-color photos, with their thought-provoking captions, help bring history to life.

## Part Introductions

Part introductions define the characteristics of the period of world history covered in that part, examine parallel or comparable developments that occurred



among different societies as well as the new kinds of global interactions that arose, and identify the key themes to be explored in the chapters that follow. Part introductions give students a context for analyzing the content of each chapter as well as a framework for seeing how the chapters within a part relate to one another. Part timelines summarize the events of the chronological period covered.

### Chapter Introductions

Introductions to each chapter identify the key themes and analytical issues that will be explained in the chapter. Chapter 3, for example, on the classical civilization of India, emphasizes India’s distinctive and enduring characteristics. Whereas the focus in classical China was on politics and related philosophical values, the empha-

### Timelines

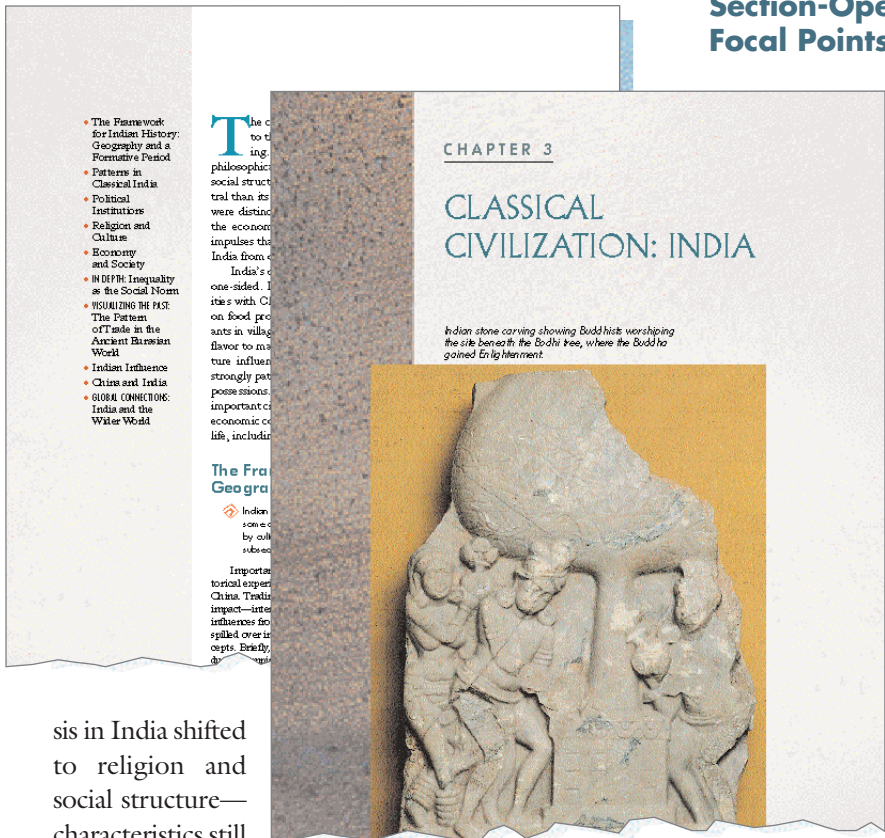
Each part introduction begins with an extensive timeline that outlines the period under consideration. The timeline includes major events in all the societies dis-

2.5 million B.C.E.	30,000 B.C.E.	70,000 B.C.E.	6000 B.C.E.	4000 B.C.E.	3000 B.C.E.	2000 B.C.E.
2.5 million B.C.E. Emergence of rice human species, initial in eastern Asia	30,000–3000 Range of people from Siberia to tip of South America	9000 Domestication of sheep, pigs, goats, cattle	6000 Earliest pottery wheel	4000–3000 Use of iron in Africa	2500–1500 Indus civilization emerges	1500 Early agriculture in China; writing develops
750,000 Further development of species into Homo erectus, on upright walking human	10,000 End of great ice age	6500–5500 Development of farming in Middle East	5000 Domestication of maize (corn) in Mesoamerica	3500–3000 Huanghe culture develops in China	2000–1500 Early iron in Middle East	1220 Iron in China
600,000 Spread of species across Asia, Europe, Africa; development of the use of fire	40,000–10,000 Complexity of life of both humans and other organisms; emergence of Homo sapiens; agriculture begins; Homo sapiens spreads rapidly across					
					3000 Rise of Egyptian civilization	

cussed in the part. Each chapter begins with a timeline that orients the student to the period, countries, and key events of the chapter.

### Section-Opening Focal Points

Focal point sections after each main chapter head give students a focus with which to understand the topic. In Chapter 24, on industrialization and imperialism, the first section of the chapter discusses how imperialism in Asia drew in the European powers of the time. The focal point in that section introduces the contrasts between colonizers who were willing to adopt the lifestyles of the people they sought to rule, such as the



sis in India shifted to religion and social structure—characteristics still apparent today. The introduction gives the reader a context for understanding the similarities and differences between the classical civilization of India and the classical civilization of China in particular.

#### The Shift to Land Empires in Asia

From the mid-18th century onward, the European powers began to build true empires in Asia in far to those they had established in the Americas beginning in the 16th century. Using divide-and-conquer tactics, first the Dutch on Java and then the British in India began the process of carving up Asia, Africa, and Oceania into colonial possessions. In the first phase of the colonization process, Europeans overseas were willing to adopt their lifestyles to the dirties and cultures of the peoples they had gone out to rule.

Although we usually use the term *partition* to refer to the European division of Africa at the end of the 19th century, the Western powers had actually been carving up the globe into colonial enclaves for centuries (see Map 24.1). At first, this process was haphazard and often quite contrary to the interests and designs of those in charge of European enter-

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## Further Readings

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

## On the Web

Each chapter ends with a list of annotated Web sites. Every effort has been made to find stable sites that are likely to endure. However, the annotations also give students the key words necessary to search for similar sites.

## Glossary

The comprehensive page-referenced glossary is another feature that sets this book apart. It includes

## Organizational Changes to This Edition

In order to give the student a clearer chronological view of major world events, we have made a number of changes to both chapter order and topical organization within chapters.

Chapter 16 now emphasizes the world economy, rather than specifically stressing the importance of the West in the world.

For reasons of connection among regions, the chapter on Africa and Africans in the age of the Atlantic slave trade, now Chapter 20, precedes the chapter on the Muslim empires, now Chapter 21. This facilitates connections with Chapter 19 on the Americas.

The text of a number of chapters within Part 6, *The 20th Century in World History*, has been heavily reorganized to give the student a clearer view of major events that affected the entire world: Chapter 28 now details World War I and the crisis of the European world order; Chapter 29, the world in the 1920s; Chapter 30, the decade of the Great Depression and the growth of authoritarian politics; and Chapter 31, World War II and the end of the European world order.

Chapter 35, *Rebirth and Revolution*, combining two chapters of the previous edition, relates post-World War II events in China, Japan, Korea, and other countries of the Pacific Rim.

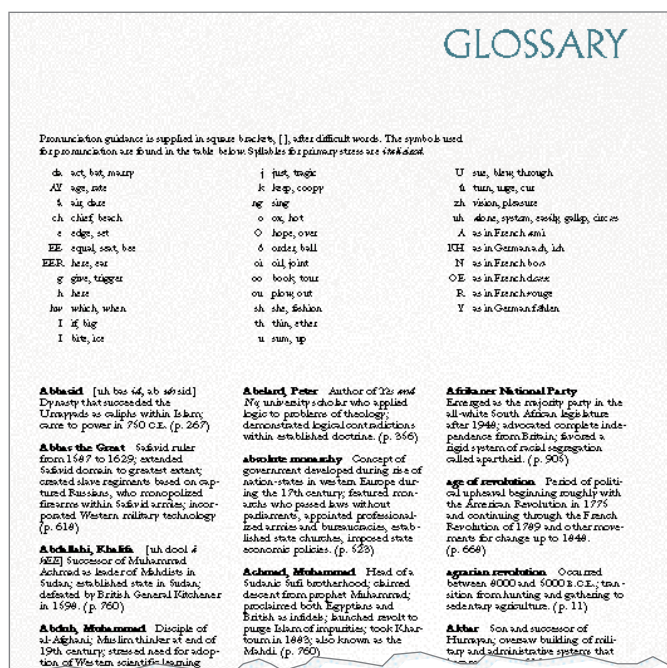
Chapter 36 has been extensively revamped to deal with globalization and its challenges as the leading themes of the 21st century.

## Acknowledgments

Grateful acknowledgment is made to the following reviewers, who made many useful suggestions during the development of this AP\* Edition.

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conceptual terms, frequently used foreign terms, and names of important geographical regions and key characters on the world stage. Much of world history will be new to most students, and this glossary will help them develop a global vocabulary.