



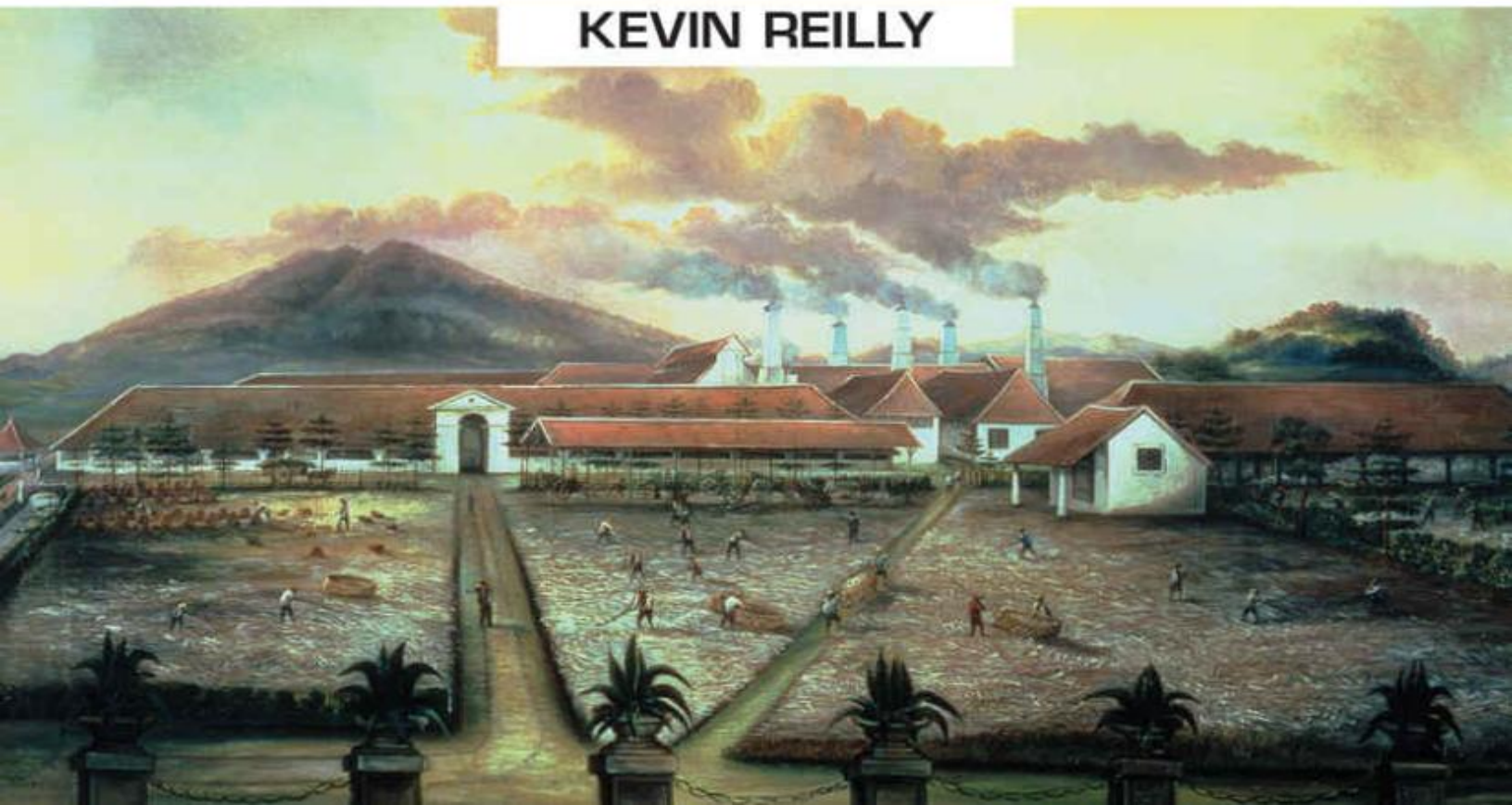
Worlds of History

Volume **2**
Since 1400

A COMPARATIVE READER

Seventh Edition

KEVIN REILLY





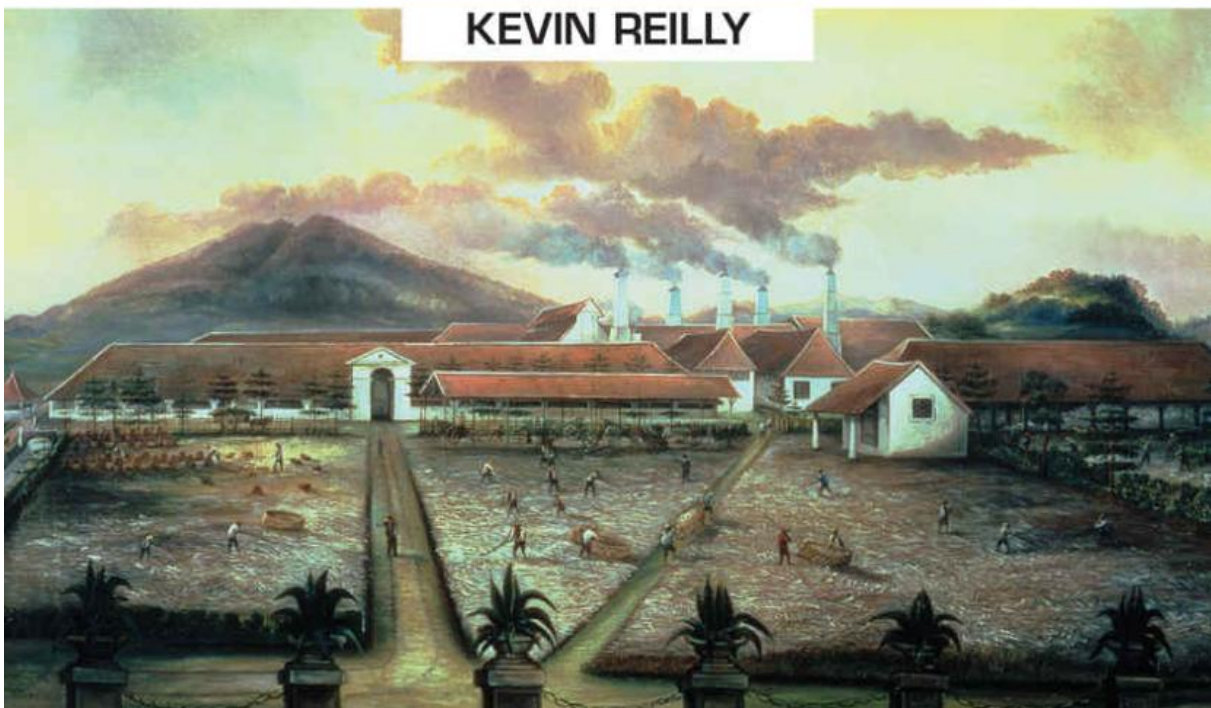
Worlds of History

Volume **2**
Since 1400

A COMPARATIVE READER

Seventh Edition

KEVIN REILLY



Description

The front cover shows two paintings; one depicts a vast area of land covered with factories and the other depicts people farming in a land situated closer to factories.

Succeed in your history course.

Taking your first college history course might seem like a challenge. These excerpts from the **Bedford Custom Tutorials in History** will give you tools for succeeding in your history course.

Working with Primary Sources

A primary source is a document, object, or image created during the time period under study. Sometimes historical documents can be difficult to understand because of their form or language. Here are questions you can ask when analyzing primary sources.

- ***Who produced this document, when, and where?***
Identifying the author of a primary source is important because it helps expose the author's point of view. We need to know something about how the author or artist viewed the world and how he or she came to produce the document or visual source.
- ***Who was the intended audience of the document?***
There is often a close connection between a document and its intended audience. The historical importance of a document is partly determined by who read it.
- ***What are the main points of the document?***
While reading, start to make connections between the main points of the document and the specific choices the author made in style, organization, content, and emphasis.
- ***What does this document reveal about the time and place in which it was written?***
Often there is no single right answer to this question because readers bring their own goals and purposes to their analyses and use the evidence found in the document to draw their own conclusions about the document's historical meaning.

Description

The front cover shows two paintings; one depicts a vast area of land covered with factories and the other depicts people farming in a land situated closer to factories.

Worlds of History A Comparative Reader

Volume Two: Since 1400

Seventh Edition

Kevin Reilly

Raritan Valley College



bedford/st.martin's
Macmillan Learning
Boston | New York

For Bedford/St. Martin's

Vice President, Editorial, Macmillan Learning Humanities: Edwin Hill

Senior Program Director for History: Michael Rosenberg

Senior Program Manager for History: William J. Lombardo

History Marketing Manager: Melissa Rodriguez

Director of Content Development, Humanities: Jane Knetzger

Executive Development Manager, Humanities: Susan McLaughlin

Associate Content Project Manager: Matt Glazer

Workflow Manager: Lisa McDowell

Production Supervisor: Robin Besofsky

Associate Editor: Mollie Chandler

Media Project Manager: Michelle Camisa

Manager of Publishing Services: Andrea Cava

Project Management: Lumina Datamatics, Inc.

Composition: Lumina Datamatics, Inc.

Text Permissions Researcher: Elaine Kosta, Lumina Datamatics, Inc.

Text Permissions Editor: Michael McCarty

Copy Editor: Bridget Leahy

Executive Permissions Editor: Robin Fadool

Photo Researcher: Naomi Kornhauser

Director of Design, Content Management: Diana Blume

Cover Design: William Boardman

Cover Art: (top) A Morning of the First Five-Year Plan (oil on canvas), Romas, Y. (20th century) / Private Collection / Sputnik / Bridgeman Images; (bottom) A Sugar Plantation in the South of Trinidad, c.1850 (oil on canvas), Bauer, C. (fl.1850) / Private Collection / Bridgeman Images

Copyright © 2020, 2017, 2013, 2010 by Bedford/St. Martin's.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be permitted by law or expressly permitted in writing by the Publisher.

1 2 3 4 5 6 24 23 22 21 20 19

For information, write: Bedford/St. Martin's, 75 Arlington Street, Boston, MA 02116

ISBN 978-1-319-27909-7 (mobi)

Acknowledgments

Text acknowledgments and copyrights appear at the back of the book on pages [ACK-1–ACK-5](#), which constitute an extension of the copyright page. Art acknowledgments and copyrights appear on the same page as the art selections they cover.

Preface

Since the time I began writing for and about the introductory history course¹, we have transformed it in three important ways. First, beginning in the 1980s, we recognized the need to teach about the entire world, including the Americas, Europe, Asia, Africa, and the Pacific. Second, we sought to integrate new fields that have enriched the study of history. Even before the 1980s, historians were adding coverage of social history to their classes. This book follows suit, covering the history of social classes, women, and minorities. The carefully selected sources in this book trace the influence of education, migration, science, religion, and popular culture throughout world history, and explore whole new fields such as environmental history and the history of the senses. In fact, we have added a chapter on each of these two recently developed fields to this new edition.

Now, in our attempts to explore world and social history in detail, we run into the question of what to include and what to leave out. How do we decide what is truly important? As we struggled to decide what to teach, we became more conscious of the choices we made and more aware of the value of teaching *how* to learn as well as what to learn.

The third transformation of the teaching of history, occurring today, is to teach history as a process of learning. Our goal now is to teach students “historical thinking skills” or “habits of mind.” This goal is now receiving explicit formulation and vigorous advocacy in the efforts of institutions like the American Historical Association and the College Board. To support the

teaching and learning of history as a process, this book features sections in each chapter called “Thinking Historically.” The idea behind teaching these historical thinking skills is not to abandon subject matter; indeed, we cannot learn anything without it. Rather, we have harnessed subject matter with lessons intended to improve both critical thinking skills in general and historical thinking skills more specifically.

To engage students who are not only new to the college experience but new to reading source material as well, I have continued my efforts to provide accessible readings that pique their interest. This updated edition aims to maintain that high level of reader interest with new selections, including an exploration of the rise of individuality as evidenced by three ancient Mesopotamian sculptures, a glimpse into colonial India and Africa through the novels of E. M. Forster and René Maran, and the riveting voice of Sojourner Truth. As in previous editions, I have included secondary as well as primary texts. In some chapters the secondary text introduces an issue that the primary sources then address, while at other times the secondary source offers a summary or suggestions for new directions. My aim in combining these two types of sources is for students to learn how texts, whether primary or secondary, talk to each other — and without having to buy separate books of each.

As a framework, I’ve used a thematic and topical organization that also proceeds chronologically, with each chapter focusing on a captivating topic within a particular time period. I have long found a comparative approach to be a useful tool for approaching world history, and for this seventh edition, I have continued to use this tool, examining two or more cultures at

a time. In some chapters students can trace parallel developments in separate regions, such as the development of society in ancient Greece and India in Chapter 3, or the advent of nationalism in Japan and India in [Chapter 22](#). In other cases students can examine the enduring effects of contact and exchange between cultures, as in the chapter on Mongol and Viking raiding and settlements from the tenth to the fourteenth centuries (Chapter 11), or the chapter on the scientific revolution in Europe, the Ottoman Empire, China, Japan, and the Americas ([Chapter 18](#)). Even the normally bipolar study of the Cold War can be expanded, as documents in [Chapter 25](#) relating to the superpowers' fight to control the emerging "Third World" show.

I continue to include a wealth of pedagogical tools to help students unlock the readings and hone their critical thinking skills. Each chapter begins with a "Historical Context" introduction that sets the stage for directed comparisons among the chapter's readings. The "Thinking Historically" section follows, which introduces a particular critical thinking skill — such as asking about author, audience, and agenda, or distinguishing causes of change — that is designed to mine the chapter's selections. Introductions preceding each selection provide additional context, while document-specific "Thinking Historically" content poses questions to encourage close analysis of the selections using the critical thinking skill introduced at the beginning of the chapter. Explanatory gloss notes and pronunciation guides throughout help ensure comprehension of the readings. A set of "Reflections" that both summarizes and extends the chapter's lessons concludes each chapter.



NEW TO THIS EDITION

While I am continually testing selections in my own classroom, I appreciate input from readers and adopters, and I want to thank them for their many suggestions for new chapters and selections. I think those who have used the reader previously will find the seventh edition even more geographically and topically comprehensive, interesting, and accessible to students. About 20 percent of its selections are new, resulting in fresh material in almost every chapter.

I am particularly excited to present two entirely new chapters, one on “The Smell of the Past” (Chapter 13) and one on “Global Warming and Climate Change” ([Chapter 27](#)). The first springs from new historical research on the history of the senses. The historians’ credo that everything has a history has finally penetrated our world of sense perception. I chose to focus on (or should I say sniff out) how the odors and fragrances of our world have changed and whether our noses do more or less for us than they used to. We begin with an ethnographic classic on the Andaman Islanders, for whom smell is identity. We then join a barbecue feast at a mass grave of decomposing bodies in ancient Syria. Millennia later, a Syrian saint sings of the sweet scent of paradise, a theme reinforced in the miraculous scent of sanctity emitted by the corpse of St. Theresa. On a less ethereal plain we read about the suffocating smoke and rancid odors in medieval European dwellings and the bathing practices or lack thereof of early modern

Europeans. In the end, our noses are redeemed by contemplation of paradise and the aromas of Tang-dynasty China.

The second new chapter, which can be found in Volume II, answers the question: what is the contemporary historical development that students need and want most to understand? Students will learn that scientific awareness of global warming goes back to at least the end of the nineteenth century. They will read Margaret Thatcher's call for global action in 1989, supported by the United States under the leadership of George H.W. Bush. Then they will discover how such efforts came to a halt. To enhance students' understanding of both sides of the discussion, this chapter addresses the fossil fuel industry and provides perspectives about conservative voices in the Republican party, as well as Pope Francis on "Our Common Home," and Naomi Klein on radical scientists.

These new chapters naturally introduce new "Thinking Historically" skills sections. Chapter 13, "The Smell of the Past," asks students to consider the problem that has plagued historians: What kinds of sources might reveal a phenomenon like a scent? [Chapter 27](#), "Global Warming and Climate Change," takes the next step beyond historical thinking skills by asking students to consider where knowledge leads.

Many of my most satisfying changes in this edition are incremental: a better translation of a document, the addition of a newly discovered source, or additional questions to further inspire critical thinking. In some cases I have been able to further edit a useful source, retaining its muscle while also providing space for a precious new find. I begin each round of revision with

the conviction that the book is already as good as it can get. And, as history happens all around us in the years between editions, I end each round with a book that is not only updated but also better than it was.



ACKNOWLEDGMENTS

A book like this cannot be written without the help and advice of a vast army of colleagues and friends. I consider myself enormously fortunate to have met and known such a large group of gifted and generous scholars. Some were especially helpful in the preparation of this new edition. They include: Dimitri Akulov, University of California Santa Barbara; Gerald Bosch, Davidson County Community College; Charles Briggs, University of Vermont; Kate McGrath, Central Connecticut State University; Andrew Meyer, Brooklyn College; Mary Strasma, Eastern Michigan University; Shane Strate, Kent State University; Alfred Wainwright, University of Akron.

Over the years I have benefited from the suggestions of innumerable friends and fellow world historians. Among them: Michael Adas, Rutgers University; Lawrence Backlund, Montgomery County Community College; the late Jerry Bentley, University of Hawai‘i; David Berry, Essex County Community College; Edmund (Terry) Burke III, University of California–Santa Cruz; Catherine Clay, Shippensburg University; Roger Cranse, Community College of Vermont, the late Philip Curtin, Johns Hopkins University; Roger Deal, University of South Carolina–Aiken; S. Ross Doughty, Ursinus College; Ross Dunn, San Diego State University; Marc Gilbert, Hawai‘i Pacific University; Steve Gosch, University of Wisconsin–Eau Claire; Sue Gronewold, Kean University; Gregory Guzman, Bradley University; Grant Hardy, University of North Carolina at Asheville; Brock

Haussamen, Raritan Valley College; Obbe Haverkamp, Davidson Community College; Allen Howard, Rutgers University; Sarah Hughes, Shippensburg University; Karen Jolly, University of Hawai‘i; Martin Kalb, Northern Arizona University; Stephen Kaufman, Raritan Valley College; Maghan Keita, Villanova University; Dana Wessell Lightfoot, University of Northern British Columbia; Craig Lockard, University of Wisconsin–Green Bay; Pat Manning, University of Pittsburgh; Matthew Maher, Metropolitan State College of Denver; Kate McGrath, Central Connecticut State University; the late Adam McKeown, Columbia University; John McNeill, Georgetown University; the late William H. McNeill, University of Chicago; Kelli Nakamura, Kapiolani Community College; Raphael Njoku, Idaho State University; Janine Peterson, Marist College; Gyan Prakash, Princeton University; Lauren Ristvet, University of Pennsylvania; Robert Rosen, University of California–Los Angeles; Heidi Roupp, Aspen High School; John Russell-Wood, Johns Hopkins University; Lynda Shaffer, Tufts University; Ira Spar, Ramapo College; Robert Strayer, California State University–Monterey Bay; George Sussman, LaGuardia Community College; Robert Tignor, Princeton University; Marynel Ryan Van Zee, University of Minnesota, Morris; John Voll, Georgetown University; Peter Winn, Tufts University.

I also want to thank the people at Bedford/St. Martin’s: Michael Rosenberg, Program Director for history; William Lombardo, Program Manager for History; Jane Knetzger, Director of Development for the humanities; Susan McLaughlin, Developmental Editor; Mollie Chandler, Associate Editor; my copy editor, Bridget Leahy; the book’s cover designer, William Boardman; and Matt Glazer, Content Project Manager.

None of this would have been possible if I had not been blessed in my own introduction to history and critical thinking at Rutgers in the 1960s with teachers I still aspire to emulate. Eugene Meehan taught me how to think and showed me that I could. Traian Stoianovich introduced me to the world and an endless range of historical inquiry. Warren Susman lit up a room with more life than I ever knew existed. Donald Weinstein guided me as a young teaching assistant to listen to students and talk with them rather than at them. And Peter Stearns showed me how important and exciting it could be to understand history by making comparisons. I dedicate this book to them.

Finally, I want to thank my own institution, Raritan Valley College, for nurturing my career, allowing me to teach whatever I wanted, and entrusting me with some of the best students one could encounter anywhere. I could not ask for anything more. Except, of course, a loving wife like Pearl.

Kevin Reilly

¹ Kevin Reilly, ed., *The Introductory History Course: Six Models* (American Historical Association), 1984.

Introduction for Students

When most people think of history books, they think of books that tell a story about the past. It may be a small part of the past, like a presidential election or the making of the atomic bomb, or a large chunk of the past like the history of China or the history of warfare. In either case, these are books that tell a continuous story from beginning to end. The story might evolve gradually or reveal a conclusion at the start. It might be dramatic or plodding. There may be quotations from various people scattered throughout or indented in long paragraphs, but the book is written by a single author (or sometimes a few who agree on what to say) and presented with a single voice. The voice of a single storyteller gives this kind of history book a strong sense of authority. The reader is not invited to question anything, much less disagree. Any doubts are met by an implicit: “Wait, let me finish,” and the author’s conclusions follow inevitably from the facts that he or she has determined best fit the story.

This book does not tell a single story, but many. And while these selections are gathered by a single editor, they were originally crafted by hundreds of different people. These people came from various places throughout the world, lived at different times, and were addressing different subjects, often with no awareness of what any of the other authors in this book said — or even of their existence.

This book contains many different stories. But it contains much more. Most of the selections are not stories in the way that history books are. First of

all, most were not written by historians. Some of the stories in this book are literary or imaginary, while others come from personal letters or diaries. And many are not even stories. There are selections from treaties, philosophy books, scientific treatises, holy books, telegrams, letters, and diaries. Further, some of the selections are not even writings. There are paintings, art works, photographs, pictures of things, and cartoons.

The point is that this book contains what are called **historical sources** rather than histories. Historical sources are the raw materials that historians use to construct histories. Of course, when you think of all the possible sources available to historians, you realize that even a book of this size can contain only a miniscule number of sources. There are in fact whole libraries devoted to archiving historical sources — from presidential libraries that contain the papers of a president, to the archives of government offices. In addition, museums, university libraries, film archives, and ever-expanding online collections include sources ranging from newspapers, magazines, and books to images, letters, emails, and more.

Historians use these collections in order to find the sources they need to tell a particular story. The sources are as varied as the questions historians ask. Say, for instance, you are studying the history of individuality and you want to see if the use of the pronoun *I* increased in the late Middle Ages. There happens to be an archive that includes every scrap of writing from a medieval Jewish community in Cairo that saved everything on the chance that a piece of paper might contain the word for God, and therefore, under Jewish tradition, could not be destroyed. With this archive, tedious work,

and a good computer, you could chart the use of a single word like *I* over the hundreds of years in which these papers were gathered. It would be within one community, to be sure; but there are few, if any, comparable source collections for this period. Someday a historian may even try to figure out what college students were thinking in the last years of the Age of Reading by a study of your essays, e-mails, social media posts, or other personal possessions.

This book, then, is one of the two types of books most often used in a history course. The first type is the survey textbook. This book is the second type. It is variously called a “reader,” “source book,” or an anthology, and it collects a variety of sources in one book. It is designed to introduce you to working with historical sources. The reason for using a reader in addition to, or instead of, a survey text is that it allows us to interpret sources on our own, ask questions, solve problems, and actively build our understanding. Sources can engage our minds in ways that narrative textbooks, with their sense of authority and finality, do not.

Many source books contain only what are called **primary sources**, pieces from the past that were created in the period we are studying. This book contains some **secondary sources** as well. Secondary sources are pieces *about* the period we are studying. They are usually written by scholars. Most of the secondary sources in this book were written fairly recently by modern historians. My reason for including secondary sources is to provide some context or perspective to consider the primary sources (which make up most of the selections in each chapter). Historians read and write

secondary sources, continually checking and revising them to conform to primary sources — the actual evidence from the past.

Primary sources can be difficult to interpret because they were often written in a time that is not familiar to us, and the context specific to their creation may be unknown. They use words we may not know, address issues we may not be familiar with, say what seems to us as unusual things, and are sometimes written in a style that we might struggle to make sense of. I have tried to minimize some of these problems with footnotes, pronunciation help, and some modernization of the spelling.

I've also included headnotes before each source that give you some historical background about the author and the source. But I can't do too much of that because it is important for you to appreciate the unfamiliarity of these sources in order to do your own analysis. A wise novelist, L. P. Hartley, once said: "The past is a foreign country: They do things differently there." These sources were created in a different time, so it is precisely this context of a different time that we have to immerse ourselves in to understand the source and the world from which it came. Primary sources require and enable a kind of time travel to knowledge in which we have to leave many of our assumptions behind.

Because the authors of primary sources were not writing for us, they had no idea we'd ever exist or that their work might have a future audience. Primary sources can be full of deceit, based on illusion, and riddled with error. Working with primary sources is like being a fly on the wall or being

able to see things while remaining invisible. It is like having a superpower — gained from the study of history.

As you learn about historical periods and topics, you will also be learning to explore history by analyzing primary and secondary sources systematically. The “Thinking Historically” exercises in each chapter encourage habits of mind that I associate with my own study of history. They are not necessarily intended to turn you into historians but, rather, to give you skills that will help you in all of your college courses and beyond. Indeed, these are skills for life: for jury duty and the voting booth; for writing letters or drafting memos on the job; for weighing options and making smart decisions. I hope these new habits of mind will also expand your interests and nourish your self-confidence.

These skills are organized from the simple to the more complex. Since skill building is cumulative, your ability to understand, analyze, and use sources will become increasingly sophisticated as you read through this text. But you need not wait for the end of the course to begin your analysis of these sources. Rather, it would be useful to develop the habit of asking the basic questions that journalists are trained to ask whenever they are assigned a story: who, what, where, when, and why?

Whether the source is primary or secondary, a piece of writing or a work of art, a run-through of these basic “w” questions is a good place to start when analyzing sources:

- **Who** wrote or created the source? If the author is unknown or anonymous, what sort of person does the author appear to be? An observer, participant, or eyewitness? A later historian? This will establish whether it is a primary or secondary source. Are there any clues to the identity of the author in the source itself? Are there signs of the author's social class, political position, and attitudes toward the subject of the source?
- **What** is the source? Is it a history by a modern historian and, therefore, a secondary source? Or is it a primary source from the past? If so, what kind of primary source? Is it an engraved stone, a poem, a love letter, a diary entry, a chapter from an ancient book of philosophy, a prayer?
- **Where** does it come from? China? Ancient Mesopotamia? France? Paris? Has it traveled from one place to another, or has it always been in the same place?
- **When** was it created? If it is writing, was it revised? Was there an earlier written or oral version? Is it an example of an older style? How new is it?
- **Why** was it created? To entertain, exorcise, instruct, persuade? **What** was the purpose? **Who** was the audience?

Ultimately, our answers to these questions might help us answer the most important question of all: **What** does this source tell us about the world from which it came?

World history is nothing less than everything ever done or imagined, so we cannot possibly cover it all; we are forced to choose among different places and times in our study of the global past. Our choices do include some

particular moments in time, but our attention will be directed toward much longer periods as well. While we will visit particular places in time like Imperial Rome in the second century or Africa in the nineteenth century, typically we will study more than one place at a time by using a comparative approach.

Comparisons can be enormously useful in studying world history. When we compare the raiding and trading of Vikings and Mongols, the scientific revolution in Europe and Japan, and the Cold War in Cuba and Afghanistan, we learn about the general and the specific at the same time. My hope is that by comparing some of the various worlds of history, a deeper and more nuanced understanding of our global past will emerge. With that understanding, we are better equipped to make sense of the world today and to confront whatever the future holds.

Contents

Preface

Introduction for Students

Geographic Contents

15. Overseas Expansion in the Early Modern Period: Asia, Africa, Europe, and the Americas, 1400–1600

Both China and Europe set sail for global expansion in the fifteenth century, but China's explorations ended just as Europe's began. What were the factors that led to their similar efforts yet different outcomes? We examine primary and secondary sources in search of clues.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Reading Primary and Secondary Sources

1. MARA HVISTENDAHL, *Rebuilding a Treasure Ship*, 2008

2. MA HUAN, *On Calicut, India*, 1433

3. *Journal of the First Voyage of Vasco da Gama*, 1498

4. CHRISTOPHER COLUMBUS, *Letter to King Ferdinand and Queen Isabella*, 1493

5. EDMUND S. MORGAN, *Columbus' Confusion about the New World*, 2009

REFLECTIONS

16. Atlantic World Encounters: Europeans, Americans, and Africans, 1500–1850

European encounters with Africans and Americans were similar in some ways, yet markedly different in others. The cultural clash created a new Atlantic world that integrated and divided these indigenous peoples. We compare primary sources, including visual evidence, to understand these first contacts and conflicts.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Comparing Primary Sources

1. BERNAL DÍAZ, The Conquest of New Spain, c. 1560

2. The Broken Spears: The Aztec Account of the Conquest of Mexico, c. 1540s

3. European Views of Native Americans, Sixteenth and Seventeenth Centuries

Cannibalism, engraving by Theodore de Bry

Tapuya Indian, by Albert Eckhout

4. NZINGA MBEMBA, Appeal to the King of Portugal, 1526

5. CAPTAIN THOMAS PHILLIPS, Buying Slaves in 1693

6. J. B. ROMAIGNE, Journal of a Slave Ship Voyage, 1819

7. Images of African-American Slavery, Eighteenth and Nineteenth Centuries

Buying slaves in Africa, late 1700s or early 1800s

Plantation work, Martinique, 1826

Slave market, Rio de Janeiro, Brazil, 1830s

Slaves awaiting sale, New Orleans, 1861

8. VENTURE SMITH, Life and Adventures, 1798

9. SOJOURNER TRUTH, *Narrative of Sojourner Truth*, 1850

REFLECTIONS

17. Women, Marriage, and Family: China and Europe, 1550–1700

With the blinds drawn on the domestic lives of our ancestors, one might assume their private worlds were uneventful and everywhere the same. By comparing different cultures, we see historical variety in family and economic life and the roles of both women and men.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Making Comparisons

1. Qing Law Code on Marriage, 1644–1810

2. PU SONGLING, *The Lady Knight-Errant*, 1679

3. ANNA BIJNS, “Unyoked Is Best! Happy the Woman without a Man,” 1567

4. *A European Family from Flanders*, c. 1610

5. *A Chinese Family*, Eighteenth Century.

6. *The Autobiography of Mrs. Alice Thornton*, 1645–1657

7. *Diary of the Countess de Rochefort*, 1689

8. *Court Case on Marriage in High Court of Aix*, 1689

9. MARY JO MAYNES AND ANN WALTNER, *Women and Marriage in Europe and China*, 2001

REFLECTIONS

18. The Scientific Revolution: Europe, the Ottoman Empire, China, Japan, and the Americas, 1600–1800

The scientific revolution of the seventeenth and eighteenth centuries occurred in Europe, but it had important roots in Asia and its consequences reverberated throughout the world. In this chapter we seek to understand what changed and how. How “revolutionary” was the scientific revolution, and how do we distinguish between mere change and “revolutionary” change?

HISTORICAL CONTEXT

THINKING HISTORICALLY: Distinguishing Change from Revolution

1. Images of Anatomy, Fourteenth and Sixteenth Centuries

Skeleton drawing, from the Latin Munich MS Codex, fourteenth century

Woodcut of a skeleton, from Vesalius, De humani corporis fabrica, 1543

2. FRANCIS BACON, The New Organon or True Directions Concerning the Interpretation of Nature, 1620

3. ROGER COTES, Preface to Newton's Principia, 1729

4. BONNIE S. ANDERSON AND JUDITH P. ZINSSER, Women and Science, 1988

5. Image of Anatomy in China, Early Eighteenth Century

6. LADY MARY WORTLEY MONTAGUE, Letter on Turkish Smallpox Inoculation, 1717

7. LYND A. NORENE SHAFFER, China, Technology, and Change, 1986–1987

8. SUGITA GEMPAKU, A Dutch Anatomy Lesson in Japan, 1771

9. BENJAMIN FRANKLIN, Letter on a Balloon Experiment in 1783

REFLECTIONS

19. Enlightenment and Revolution: Europe and the Americas, 1650–1850

The eighteenth-century Enlightenment applied scientific reason to politics, but reason meant different things to different people and societies. What were the goals of the political revolutions produced by the Enlightenment? A close reading of the period texts reveals disagreement and shared dreams.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Close Reading and Interpretation of Texts

1. DAVID HUME, On Miracles, 1748

2. JEAN JACQUES ROUSSEAU, The Social Contract, 1762

3. The American Declaration of Independence, 1776

4. ABIGAIL ADAMS AND JOHN ADAMS, Remember the Ladies, 1776

5. The French Declaration of the Rights of Man and Citizen, 1789

6. OLYMPE DE GOUGES, French Declaration of Rights for Women, 1791

7. TOUSSAINT L'OUVERTURE, Letter to the Directory, 1797

8. SIMÓN BOLÍVAR, Reply of a South American to a Gentleman of This Island (Jamaica), 1815

REFLECTIONS

20. Capitalism and the Industrial Revolution: Europe and the World, 1750–1900

Modern society has been shaped dramatically by capitalism and the industrial revolution, but these two forces are not the same. Which one is principally responsible for the creation of our modern world: the economic system of the market or the technology of the industrial revolution? Distinguishing different “causes” allows us to gauge their relative effects and legacies.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Distinguishing Historical Processes

- 1. ARNOLD PACEY, *Asia and the Industrial Revolution*, 1990**
- 2. ABU TALIB KHAN, *Science of Mechanics in England*, 1810**
- 3. ADAM SMITH, *The Wealth of Nations*, 1776**
- 4. The Sadler Report of the House of Commons, 1832**
- 5. KARL MARX AND FRIEDRICH ENGELS, *The Communist Manifesto*, 1848**
- 6. SERGE WITTE, *Secret Memo to Nicholas II*, 1899**
- 7. MARY ANTIN, *The Promised Land*, 1894/1912**
- 8. *Italians in Two Worlds: An Immigrant's Letters from Argentina*, 1901**

REFLECTIONS

21. Colonized and Colonizers: Europeans in Africa and Asia, 1850–1930

Colonialism resulted in a world divided between the colonized and the colonizers, a world in which people's identities were

defined by their power relationships with others who looked and often spoke differently. The meeting of strangers and their forced adjustment to predefined roles inspired a number of great literary works that we look to in this chapter for historical guidance.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Using Literature in History

1. GEORGE ALFRED HENTY, *With Clive in India: Or, the Beginnings of an Empire*, 1884

2. OLIVE SCHREINER, *Trooper Peter Halket of Mashonaland*, 1897

3. RENÉ MARAN, *Batouala*, 1921

4. E. M. FORSTER, *A Passage to India*, 1924

5. GEORGE ORWELL, *Burmese Days*, 1934

6. R. K. NARAYAN, *Waiting for the Mahatma*, 1955

7. BÙI HIẾN, *Jealousy*

REFLECTIONS

22. Westernization and Nationalism: Japan, India, and the West, 1820–1939

Western colonialism elicited two conflicting responses among the colonized — rejection and imitation. Sometimes both cohered in the same individual or movement. Exploring this tension through the visual and written sources in this chapter reveals much about the historical process and helps us appreciate the struggles of peoples torn between different ideals.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Appreciating Contradictions

1. FUKUZAWA YUKICHI, *Good-bye Asia*, 1885

2. Images from Japan: Views of Westernization, Late Nineteenth Century.

Monkey Show Dressing Room

The Exotic White Man

3. KAKUZO OKAKURA, *The Ideals of the East*, 1904

4. RAMMOHUN ROY, *Letter on Indian Education*, 1823

5. THOMAS BABINGTON MACAULAY, *Minute on Indian Education*, 1835

6. MOHANDAS K. GANDHI, *Hind Swaraj*, 1921

7. JAWAHARLAL NEHRU, *Gandhi*, 1936

REFLECTIONS

23. World War I and Its Consequences: Europe and the World, 1914–1920

The First World War brutally ended an era — the world would never be the same after such death and destruction. We read historical accounts and analyze images from the era so that we can begin to understand the war’s far-reaching chain of causes and consequences.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Understanding Causes and Consequences

1. The “Willy-Nicky” Telegrams, 1914

2. World War I Propaganda Posters, 1915–1918

Recruiting poster for U.S. Army, 1917

Recruiting poster for German Army, 1915–1916

Canadian War Bond poster, 1917–18

Propaganda poster, United States, 1917–1918

British poster recruiting women to munitions jobs, 1916

Appeal for aiding refugees of Ottoman Empire in 1919

German appeal in 1919: Join militias and defend Eastern provinces or Germans will starve

3. WILFRED OWEN, *Dulce et Decorum Est*, 1917

4. Memories of Senegalese Soldiers, 1914–1918/1981–1999

5. Zimmermann Telegram, 1917

6. V. I. LENIN, *War and Revolution*, 1917

7. ROSA LUXEMBURG, *The Problem of Dictatorship*, 1918

8. Syrian Congress Memorandum, 1919

9. *Algemeen Handelsblad* Editorial on the Treaty of Versailles, June 1919

REFLECTIONS

24. World War II and Mass Killing: The World, 1926–1945

The rise of fascism in Europe and Asia led to total war, genocide, war crimes, and civilian massacres on an almost unimaginable scale. How could governments, armies, and ordinary people commit such unspeakable acts? How can we recognize the unbelievable and understand the inexcusable?

HISTORICAL CONTEXT

THINKING HISTORICALLY: Empathetic Understanding

1. BENITO MUSSOLINI, The Doctrine of Fascism, 1932
2. ADOLF HITLER, Mein Kampf, 1926
3. HEINRICH HIMMLER, Speech to the SS, 1943
4. RUDOLF HOESS, Testimony at Nuremburg, 1946
5. TIMOTHY SNYDER, Holocaust: The Ignored Reality, 2009
6. DR. ROBERT WILSON, Letters from Nanking, 1937–1938
7. AKIHIRO TAKAHASHI, Memory of Hiroshima, 1945/1986

REFLECTIONS

25. The Cold War and the Third World: Vietnam, Cuba, the Congo, and Afghanistan, 1945–1989

The Cold War was not only a conflict between the United States and the Soviet Union in which both superpowers avoided direct military confrontation, it was also a series of hot wars and propaganda battles, often played out with surrogates, for the creation of a new “post-colonial” world-order and the control of an emerging “Third World.” A war of words is a good place to look for hidden political meanings.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Detecting Ideological Language

1. WINSTON CHURCHILL, Iron Curtain Speech, 1946
2. NIKOLAI NOVIKOV, Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership, September 27, 1946
3. The Vietnamese Declaration of Independence, 1945

4. EDWARD LANSDALE, [Report on CIA Operations in Vietnam, 1954–1955](#)

5. ROGER CRANSE, [“Baguettes and the Forever War,” 2018](#)

6. PATRICE LUMUMBA, [Interview with Russian News Agency TASS, July 1960](#)

7. [United States Summary of Congo Crisis, December 1960](#)

8. [Soviet Telegram on Cuba, September 7, 1962](#)

9. [Telephone Transcript: Soviet Premier and Afghan Prime Minister, 1979](#)

REFLECTIONS

26. New Democracy Movements: The World, 1977 to the Present

Demands for democracy are on the rise, challenging and sometimes sweeping away old empires, petty tyrants, military dictatorships, and one-party states. Even “old” democracies are pushed to raise the bar to include social justice, economic opportunity, and a right to education. Where are these movements coming from? Are they connected or coincidental? Are they for real?

HISTORICAL CONTEXT

THINKING HISTORICALLY: Finding Connections and Context

1. UKI GOÑI, [The Madwomen at the Plaza de Mayo, 1977/2017](#)

2. MIKHAIL GORBACHEV, [Perestroika and Glasnost, 2000](#)

3. GEORGE W. BUSH, [Remarks at the 20th Anniversary of the National Endowment for Democracy, 2003](#)

4. OSAMA BIN LADEN, [Letter to the American People, 2002](#)

5. HAGAI EL-AD, “Israel’s Charade of Democracy,” 2015

6. Occupy Wall Street, 2011

7. JAVIER C. HERNANDEZ, “China’s Leaders Confront an Unlikely Foe: Ardent Young Communists,” 2018

REFLECTIONS

27. Global Warming and Climate Change: The World, 1990 to the Present

We have been cooking the planet for over two hundred years—and have been able to see the consequences for over a hundred years. There were agreements to act over thirty years ago—and what changed? What can be done now and in the near future to make a difference?

HISTORICAL CONTEXT

THINKING HISTORICALLY: Keeping the Individual in the Global

1. IAN SAMPLE, Arrhenius: The Father of Climate Change in 1896, 2005

2. MARGARET THATCHER, Speech to United Nations on Global Environment, 1989

3. JOHN H. CUSHMAN JR., Harvard Study Finds Exxon Misled Public about Climate Change, 2017

4. POPE FRANCIS, On Care for Our Common Home, 2015

5. NAOMI KLEIN, “How Science Is Telling Us All to Revolt,” 2013

6. CORAL DAVENPORT, “Major Climate Report Describes a Strong Risk of Crisis as Early as 2040,” 2018

REFLECTIONS

28. Globalization: The World, 1990 to the Present

Globalization is a word with many meanings and a process with many causes. What are the forces most responsible for the shrinking of the world into one global community? Do the forces of globalization unite or divide us? Do they impoverish or enrich us? We undertake the study of process to answer these questions.

HISTORICAL CONTEXT

THINKING HISTORICALLY: Understanding Process

1. SHERIF HETATA, Dollarization, 1998
2. PHILIPPE LEGRAIN, Cultural Globalization Is Not Americanization, 2003
3. MIRIAM CHING YOON LOUIE, Sweatshop Warriors: Immigrant Women Workers Take On the Global Factory, 2001
4. JUSTIN SANDEFUR, Is the Elephant Graph Flattening Out? 2018
5. NEIL IRWIN, “Globalization’s Backlash Is Here, at Just the Wrong Time,” 2018
6. Cartoons on Globalization, 2000s
 - “Inequality SeeSaw”*
 - Global imbalance of water use*
 - “Attention Q-Mart Shoppers”*
 - “You Undocumented Workers Have to Leave”*
 - “I Don’t Mean to Hurry You”*

REFLECTIONS

ACKNOWLEDGMENTS, VOLUME TWO

LIST OF MAPS

[Map 15.1 Chinese Naval Expeditions, 1405–1433](#)

[Map 15.2 European Overseas Exploration, 1430s–1530s](#)

[Map 15.3 Columbus's First Voyage, 1492–1493](#)

[Map 16.1 The Atlantic Slave Trade](#)

[Map 19.1 Latin American Independence, 1804–1830](#)

[Map 21.1 European Colonialism in Africa and Asia, 1880–1914](#)

[Map 23.1 Allied Powers and Central Powers in World War I](#)

[Map 24.1 Eastern Europe, c. 1942](#)

Geographic Contents

Africa

[NZINGA MBEMBA, *Appeal to the King of Portugal*, 1526](#)

[CAPTAIN THOMAS PHILLIPS, *Buying Slaves in 1693*](#)

[J. B. ROMAIGNE, *Journal of a Slave Ship Voyage*, 1819](#)

[OLIVE SCHREINER, *Trooper Peter Halket of Mashonaland*, 1897](#)

[RENÉ MARAN, *Batouala*, 1921](#)

[Memories of Senegalese Soldiers, 1914–1918/1981–1999](#)

[PATRICE LUMUMBA, *Interview with Russian News Agency*](#)

[TASS, *July 1960*](#)

[United States Summary of Congo Crisis, December 1960](#)

[OSAMA BIN LADEN, *Letter to the American People*, 2002](#)

Mediterranean

[Images of Anatomy, Fourteenth and Sixteenth Centuries](#)

Middle East (West Asia)

[LADY MARY WORTLEY MONTAGUE, *Letter on Turkish Smallpox Inoculation*, 1717](#)

[OSAMA BIN LADEN, *Letter to the American People*, 2002](#)

[HAGAI EL-AD, “Israel’s Charade of Democracy,” 2015](#)

[SHERIF HETATA, *Dollarization*, 1998](#)

Central Asia

[Telephone Transcript: Soviet Premier and Afghan Prime Minister, 1979](#)

[OSAMA BIN LADEN, Letter to the American People, 2002](#)

South Asia

[MA HUAN, On Calicut, India, 1433](#)

[Journal of the First Voyage of Vasco da Gama, 1498](#)

[ARNOLD PACEY, Asia and the Industrial Revolution, 1990](#)

[ABU TALIB KHAN, Science of Mechanics in England, 1810](#)

[E. M. FORSTER, *A Passage to India*, 1924](#)

[R. K. NARAYAN, Waiting for the Mahatma, 1955](#)

[RAMMOHUN ROY, Letter on Indian Education, 1823](#)

[MOHANDAS K. GANDHI, Hind Swaraj, 1921](#)

[JAWAHARLAL NEHRU, Gandhi, 1936](#)

East Asia

[MARA HVISTENDAHL, Rebuilding a Treasure Ship, 2008](#)

[MA HUAN, On Calicut, India, 1433](#)

[Qing Law Code on Marriage, 1644–1810](#)

[PU SONGLING, The Lady Knight-Errant, 1679](#)

[MARY JO MAYNES AND ANN WALTNER, Women and Marriage in Europe and China, 2001](#)

[LYNDA NORENE SHAFFER, China, Technology, and Change, 1986–1987](#)

[SUGITA GEMPAKU, A Dutch Anatomy Lesson in Japan, 1771](#)

[ARNOLD PACEY, Asia and the Industrial Revolution, 1990](#)

FUKUZAWA YUKICHI, *Good-bye Asia*, 1885

Images from Japan: Views of Westernization, Late Nineteenth Century.

KAKUZO OKAKURA, *The Ideals of the East*, 1904

V. I. LENIN, *War and Revolution*, 1917

DR. ROBERT WILSON, *Letters from Nanking*, 1937–1938

AKIHIRO TAKAHASHI, *Memory of Hiroshima*, 1945/1986

JAVIER C. HERNANDEZ, “China’s Leaders Confront an Unlikely Foe: Ardent Young Communists,” 2018

Southeast Asia

GEORGE ORWELL, *Burmese Days*, 1934

BÙI HIẾN, *Jealousy*

The Vietnamese Declaration of Independence, 1945

EDWARD LANSDALE, *Report on CIA Operations in Vietnam*, 1954–1955

ROGER CRANSE, “Baguettes and the Forever War,” 2018

Australasia and the Pacific

Occupy Wall Street, 2011

Europe and Russia

Journal of the First Voyage of Vasco da Gama, 1498

COLUMBUS, *Letter to King Ferdinand and Queen Isabella*, 1493

EDMUND S. MORGAN, *Columbus’ Confusion about the New World*, 2009

European Views of Native Americans, 16th and 17th Centuries

NZINGA MBEMBA, Appeal to the King of Portugal, 1526

CAPTAIN THOMAS PHILLIPS, Buying Slaves in 1693

J. B. ROMAIGNE, Journal of a Slave Ship Voyage, 1819

ANNA BIJNS, “Unyoked Is Best! Happy the Woman without a Man,” 1567

The Autobiography of Mrs. Alice Thornton, 1645–1657

Diary of the Countess de Rochefort, 1689

Court Case on Marriage in High Court of Aix, 1689

MARY JO MAYNES AND ANN WALTNER, Women and Marriage in Europe and China, 2001

Images of Anatomy, Fourteenth and Sixteenth Centuries

ROGER COATES, Preface to Newton’s Principia, 1729

BONNIE S. ANDERSON AND JUDITH P. ZINSSER, Women and Science, 1988

LADY MARY WORTLEY MONTAGUE, Letter on Turkish Smallpox Inoculation, 1717

LYNDA NORENE SHAFFER, China, Technology, and Change, 1986–1987

DAVID HUME, On Miracles, 1748

JEAN JACQUES ROUSSEAU, The Social Contract, 1762

The French Declaration of the Rights of Man and Citizen, 1789

OLYMPE DE GOUGES, French Declaration of Rights for Women, 1791

ABU TALIB KHAN, Science of Mechanics in England, 1810

ADAM SMITH, The Wealth of Nations, 1776

The Sadler Report of the House of Commons, 1832

KARL MARX AND FRIEDRICH ENGELS, The Communist Manifesto, 1848

E. M. FORSTER, A Passage to India, 1924

World War I Propaganda Posters, 1915–1918

WILFRED OWEN, Dulce et Decorum Est, 1917

Memories of Senegalese Soldiers, 1914–1918/1981–1999

V. I. LENIN, War and Revolution, 1917

ROSA LUXEMBURG, The Problem of Dictatorship, 1918

ADOLF HITLER, Mein Kampf, 1926

HEINRICH HIMMLER, Speech to the SS, 1943

RUDOLF HOESS, Testimony at Nuremburg, 1946

TIMOTHY SNYDER, Holocaust: The Ignored Reality, 2009

NIKOLAI NOVIKOV, Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership, September 27, 1946

Soviet Telegram on Cuba, September 7, 1962

Telephone Transcript: Soviet Premier and Afghan Prime Minister, 1979

MIKHAIL GORBACHEV, Perestroika and Glasnost, 2000

IAN SAMPLE, Arrhenius: The Father of Climate Change in 1896, 2005

MARGARET THATCHER, Speech to United Nations on Global Environment, 1989

The Americas

COLUMBUS, Letter to King Ferdinand and Queen Isabella, 1493

EDMUND S. MORGAN, Columbus' Confusion about the New World, 2009

BERNAL DÍAZ, The Conquest of New Spain, c. 1560

The Broken Spears: The Aztec Account of the Conquest of Mexico, c. 1540s

European Views of Native Americans, 16th and 17th Centuries

Images of African-American Slavery, 18th and 19th Centuries

VENTURE SMITH, Life and Adventures, 1798

SOJOURNER TRUTH, Narrative of Sojourner Truth, 1850, 1875

BENJAMIN FRANKLIN, Letter on a Balloon Experiment in 1783

The American Declaration of Independence, 1776

ABIGAIL ADAMS AND JOHN ADAMS, Remember the Ladies, 1776

TOUSSAINT L'OUVERTURE, Letter to the Directory, 1797

MARY ANTIN, The Promised Land, 1894/1912

Italians in Two Worlds: An Immigrant's Letters from Argentina, 1901

World War I Propaganda Posters, 1915–1918

V. I. LENIN, War and Revolution, 1917

NIKOLAI NOVIKOV, Telegram from Nikolai Novikov, Soviet Ambassador to the US, to the Soviet Leadership, September 27, 1946

EDWARD LANSDALE, Report on CIA Operations in Vietnam, 1954–1955

ROGER CRANSE, “Baguettes and the Forever War,” 2018
Soviet Telegram on Cuba, September 7, 1962
UKI GOÑI, The Madwomen at the Plaza de Mayo, 1977/2017
OSAMA BIN LADEN, Letter to the American People, 2002
Occupy Wall Street, 2011
JOHN H. CUSHMAN JR., Harvard Study Finds Exxon Misled
Public about Climate Change, 2017
MIRIAM CHING YOON LOUIE, Sweatshop Warriors: Immigrant
Women Workers Take On the Global Factory, 2001

Interregional Contacts

MARA HVISTENDAHL, Rebuilding a Treasure Ship, 2008
MA HUAN, On Calicut, India, 1433
Journal of the First Voyage of Vasco da Gama, 1498
COLUMBUS, Letter to King Ferdinand and Queen Isabella, 1493
EDMUND S. MORGAN, Columbus’ Confusion about the New
World, 2009
NZINGA MBEMBA, Appeal to the King of Portugal, 1526
CAPTAIN THOMAS PHILLIPS, Buying Slaves in 1693
J. B. ROMAIGNE, Journal of a Slave Ship Voyage, 1819
ABU TALIB KHAN, Science of Mechanics in England, 1810
E. M. FORSTER, A Passage to India, 1924
OSAMA BIN LADEN, Letter to the American People 2002
SHERIF HETATA, Dollarization, 1998

PHILIPPE LEGRAIN, Cultural Globalization Is Not
Americanization, 2003

JUSTIN SANDEFUR, Is the Elephant Graph Flattening Out? 2018

NEIL IRWIN, “Globalization’s Backlash Is Here, at Just the
Wrong Time,” 2018

CARTOONS on Globalization, 2000s

Chapter 15 Overseas Expansion in
the Early Modern Period
Asia, Africa, Europe, and the Americas,
1400–1600