**Chapter 1 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 1: First Peoples, First Farmers: Most of History in a Single Chapter, to 4000 B.C.E.** |
| I. | Out of Africa to the Ends of the Earth: First Migrations |
| A. | Into Eurasia |
|   | 1. | Migrations: 45,000–20,000 years ago |
|   | 2. | New hunting tools |
|   | 3. | Cave paintings |
|   | 4. | Venus figurines |
| B. | Into Australia |
|   | 1. |   Migrations by boats as early as 60,000 years ago |
|   | 2. |   Dreamtime |
| C. | Into the Americas |
|   | 1. | Bering Strait migrations: 30,000–15,000 years ago |
|   | 2. | Clovis culture |
|   | 3. | Large animal extinctions |
|   | 4. | Diversification of lifestyles |
| D. | Into the Pacific |
|   | 1. | Waterborne migrations 3,500–1,000 years ago |
|   | 2. | Intentional colonization of new lands |
|   | 3. | Human environmental impacts |

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| II. | The Ways We Were |
| A. | The First Human Societies |
|   | 1. | Small populations with low density |
|   | 2. | Egalitarian societies |
|   | 3. | Widespread violence |
| B. | Economy and the Environment |
|   | 1. | The “original affluent society?” |
|   | 2. | Altering the environment |
| C. | The realm of the Spirit |
|   | 1. | Ceremonial space |
|   | 2. | Cyclical view of time |
| D. | Settling Down: The Great Transition |
|   | 1. | New tools and collecting wild grains |
|   | 2. | Climate change and permanent communities |
|   | 3. | Göbekli Tepe: “The First Temple” |
|   | 4. | Settlements make greater demands on environment |

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| III. | Breakthrough to Agriculture |
| A. | Common Patterns |
|   | 1. | Separate, independent, and almost simultaneous |
|   | 2. | Climate change |
|   | 3. | Gender patterns |
|   | 4. | A response to population growth |
| B. | Variations |
|   | 1. | Local plants and animals determined path to agriculture |
|   | 2. | Fertile Crescent first with a quick, 500-year transition |
|   | 3. | Multiple sites in Africa |
|   | 4. | Potatoes and maize but few animals in the Americas |

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| IV. | The Globalization of Agriculture |
| A. | Triumph and Resistance |
|   | 1. | Diffusion and migration |
|   | 2. | Resistance |
|   | 3. | End of old ways of life |
| B. | The Culture of Agriculture |
|   | 1. | Dramatic population increase |
|   | 2. | Increased human impact on the environment |
|   | 3. | Negative health impacts |
|   | 4. | Technological innovations |
|   | 5. | Alcohol! |

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| V. | Social Variation in the Age of Agriculture |
| A. | Pastoral Societies |
|   | 1. | Environmental factors |
|   | 2. | Milk, meat, and blood |
|   | 3. | Mobility |
|   | 4. | Conflict with settled communities |
| B. | Agriculture Village Societies |
|   | 1. |   Social equality |
|   | 2. |   Gender equity |
|   | 3. |   Kinship ties and role of elders |
| C. | Chiefdoms |
|   | 1. | Not force but gifts, rituals, and charisma |
|   | 2. | Religious and secular authority |
|   | 3. | Collection and redistribution of tribute |

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| VI. | Reflections |
| A. | “Progress?” |
| B. |  Paleolithic values |
| C. | Objectivity |

**Chapter 2 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go** |
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| **Chapter 2: First Civilizations: Cities, States, and Unequal Societies (3500 B.C.E.–500 B.C.E.)** |
|   | I. | Something New: The Emergence of Civilizations |
|   | A. | Introducing the First Civilizations |
|   |   | 1. | Sumer, Egypt, & Nubia, 3500–3000 B.C.E. |
|   |   | 2. | Norte Chico, 3000–1800 B.C.E. |
|   |   | 3. | Indus Valley and Oxus, 2200 B.C.E–1700 B.C.E. |
|   |   | 4. | Xia, Shang, & Zhou, 2200–771 B.C.E. |
|   |   | 5. | Olmec, 9000 B.C.E. |
|   | B. | The Question of Origins |
|   |   | 1. | Roots in Agricultural Revolution |
|   |   | 2. | Growing population density, competition, and subordination |
|   | C. | An Urban Revolution |
|   |   | 1. | Uruk, Mohenjo Daro, Harappa, & Teotihuacán |
|   |   | 2. | Centers of politics, administration, culture, and economics |
|   |   | 3. | Impersonal and unequal |

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|   | II. | The Erosion of Equality |
|   | A. | Hierarchies of Class |
|   |   | 1. | Inequalities of wealth, status, & power |
|   |   | 2. | Impact of urbanization |
|   |   | 3. | Elite privileges |
|   |   | 4. | Wealth producers |
|   |   | 5. | Slaves |
|   | B. | Hierarchies of Gender |
|   |   | 1. | Sex versus gender |
|   |   | 2. | Patriarchal ideal versus reality |
|   |   | 3. | Farm labor, warfare, and property |
|   | C. | Patriarchy in Practice |
|   |   | 1. | Law and female sexuality |
|   |   | 2. | Respectable and non-respectable women |
|   |   | 3. | Decline of the goddesses |

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|   | III. | The Rise of the State |
|   | A. | Coercion and Consent |
|   |   | 1. | The need for organization |
|   |   | 2. | Monopoly on the legitimate use of violence |
|   |   | 3. | Religion and political power |
|   | B. | Writing and Accounting |
|   |   | 1. | Literacy and social status |
|   |   | 2. | Tracking wealth and property |
|   | C. | The Grandeur of Kings |
|   |   | 1. | Lifestyles of the rich and famous |
|   |   | 2. | Death styles of the elite |

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|   | IV. | Comparing Mesopotamia and Egypt  |
|   | A. | Environment and Culture |
|   |   | 1. | Different rivers |
|   |   | 2. | Pessimistic Mesopotamia & Optimistic Egypt |
|   |   | 3. | Soil health |
|   | B. | Cities and States |
|   |   | 1. | Violent and unstable city-states |
|   |   | 2. | Security, stability, and political longevity |
|   | C. | Interaction and Exchange |
|   |   | 1. | Long-distance trade |
|   |   | 2. | Cultural influences |
|   |   | 3. | Migrations, rivalries, and diplomacy |

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|   | V. | Reflections: “Civilization”: What’s in a Word? |
|   | A. | Debate on terminology |
|   | B. | Ambiguous views of civilization |
|   | C. | Are civilizations solid? |

**Chapter 3 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go** |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 3: State and Empire in Eurasia/North Africa (500 B.C.E.–500 C.E.)** |
|   | I. | Empires and Civilizations in Collision: The Persians and the Greeks |
|   | A. | The Persian Empire |
|   |   | 1. | King of Kings: Cyrus & Darius |
|   |   | 2. | Multiculturalism |
|   |   | 3. | Infrastructure |
|   | B. | The Greeks |
|   |   | 1. | Hellenes |
|   |   | 2. | City-states |
|   |   | 3. | Expansion by migration |
|   |   | 4. | Citizens and *hoplites* |
|   | C. | Collision: The Greco-Persian Wars |
|   |   | 1. | Ionia |
|   |   | 2. | Athens: Victorious, democratic, and imperial |
|   |   | 3. | The Peloponnesian War, 431–404 B.C.E. |

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|   | II. | Comparing Empires: Roman and Chinese |
|   | A. | Rome: From City-State to Empire |
|   |   | 1. | An upstart republic |
|   |   | 2. | An expansionist warrior society |
|   |   | 3. | Changing gender norms |
|   |   | 4. | Civil war and the death of the republic |
|   | B. | China: From Warring States to Empire |
|   |   | 1. | Qin Shihuangdi’s brutal quest for order |
|   |   | 2. | The moralistic and moderate Han |
|   | C. | Consolidating the Roman and Chinese Empires |
|   |   | 1. | Supernatural sanctions |
|   |   | 2. | Absorbing foreign religion |
|   |   | 3. | Paths to assimilation |
|   |   | 4. | The use of language |
|   |   | 5. | Bureaucracy versus aristocracy |
|   | D. | The Collapse of Empires |
|   |   | 1. | Over-extension |
|   |   | 2. | Rivalries amongst elites |
|   |   | 3. | Pressures from nomadic people |
|   |   | 4. | Revival? |

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|   | III. | Intermittent Empire: The Case of India |
|   |   | A. | The Aryan Controversy |
|   |   | B. | Political fragmentation and cultural diversity, but a distinctive religious tradition |
|   |   | C. | Mauryan Empire (326-184 B.C.E.) |
|   |   | D. | Ashoka (r. 268-232 B.C.E.) |
|   |   | E. | Gupta Empire (320-550 C.E.) |
|   |   | F. | Great civilizational achievements without a central state |

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|   | IV. | Reflections: Enduring Legacies of Second-Wave Empires |
|   |   | A. | Mao Zedong and Qin Shihuangdi |
|   |   | B. | Ashoka in modern India |
|   |   | C. | British imperial and Italian fascist uses of Rome |

**Chapter 4 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
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| **Chapter 4: Culture and Religion in Eurasia/North Africa (500 B.C.E.–500 C.E.)** |
|   | I. | China and the Search for Order |
|   | A. | The Legalist Answer |
|   |   | 1. | High rewards, heavy punishments |
|   |   | 2. | Qin Shihuangdi |
|   | B. | The Confucian Answer |
|   |   | 1. | Confucius, *Analects*, & Confucianism |
|   |   | 2. | Moral example of superiors |
|   |   | 3. | Unequal relationships governed by *ren* |
|   |   | 4. | Education and state bureaucracy |
|   |   | 5. | Filial piety and gender expectations |
|   |   | 6. | Secular |
|   | C. | The Daoist Answer |
|   |   | 1. | Laozi’s *Daodejing* and Zhuangzi |
|   |   | 2. | Withdrawal into nature |
|   |   | 3. | Spontaneous natural behavior not rigid education |
|   |   | 4. |  *Dao* (“The Way”) |
|   |   | 5. | Contradict or complement Confucianism? |

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|   | II. | Cultural Traditions of Classical India |
|   | A. | South Asian Religion: From Ritual Sacrifice to Philosophical Speculation |
|   |   | 1. | *Vedas* (1500–600 B.C.E.), *Brahmins*, and rituals |
|   |   | 2. | Upanishads (800–400 B.C.E.) |
|   |   | 3. |  *Atman* and Brahman |
|   | B. | The Buddhist Challenge |
|   |   | 1. | Siddhartha Gautama (ca. 566–ca. 486 B.C.E.)  |
|   |   | 2. | The Buddha’s teachings and *nirvana* |
|   |   | 3. | Relationship to Hinduism |
|   |   | 4. | Restrictions and opportunities for women |
|   |   | 5. | Popular appeal |
|   |   | 6. | Theravada |
|   |   | 7. | Mahayana’s *bodhisattvas* |
|   | C. | Hinduism as a Religion of Duty and Devotion |
|   |   | 1. | *Mahabharata*, *Bhagavad-Gita,* and *Ramayana* |
|   |   | 2. | *Bhakti* |
|   |   | 3. | Buddhism absorbed back into Hinduism |

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|   | III. | Toward Monotheism: The Search for God in the Middle East |
|   | A. | Zoroastrianism |
|   |   | 1. | Zarathustra (seventh to sixth century B.C.E.) |
|   |   | 2. | Persian state support, Achaemenid Dynasty (558–330 B.C.E.) |
|   |   | 3. | Ahura Mazda versus Angra Mainyu |
|   |   | 4. | Human free will, struggle of good versus evil, a savior, and judgment day |
|   | B. | Judaism |
|   |   | 1. | Migrations and exiles of a small Hebrew community |
|   |   | 2. | One exclusive and jealous god |
|   |   | 3. | Loyalty to Yahweh and obedience to his laws |

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|   | IV. | The Cultural Tradition of Classical Greece: The Search for a Rational Order |
|   | A. | The Greek Way of Knowing |
|   |   | 1. | Questions, not answers |
|   |   | 2. | Socrates (469–399 B.C.E.), Plato (429–348 B.C.E.), and Aristotle (384–322 B.C.E.) |
|   |   | 3. | Rational and non-religious analysis of the world |
|   | B.  | The Greek Legacy |
|   |   | 1. | Alexander the Great, Rome, and the Academy in Athens |
|   |   | 2. | The loss and recovery of Greece in Europe |
|   |   | 3. | Greek learning in the Islamic world |

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|   | V. | The Birth of Christianity… with Buddhist Comparisons |
|   | A. | The Lives of the Founders |
|   |   | 1. | Encounter with a higher level of reality |
|   |   | 2. | Messages of love |
|   |   | 3. | Jesus’ miracles and dangerous social critique |
|   | B. | The Spread of New Religions |
|   |   | 1. | New religions after their deaths |
|   |   | 2. | Paul (10–65 C.E.) |
|   |   | 3. | Lower social classes and women |
|   |   | 4. | Non-European Christianity |
|   |   | 5. | Christianity as a Roman religion |
|   | C. | Institutions, Controversies, and Divisions |
|   |   | 1. | The exclusion of women from leadership |
|   |   | 2. | Debates over doctrine and texts |
|   |   | 3. | Council orthodoxy and expulsion |
|   |   | 4. | Roman and Greek cultural traditions |
|   |   | 5. | Diversity in the Buddhist world |

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|   | VI. | Reflections: Religions and Historians |
|   |   | A. | Secular, evidence based history versus faith |
|   |   | B. | Change of time in the faith? |
|   |   | C. | Verifying the divine? |
|   |   | D. | Schisms within the faiths |

**Chapter 5 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
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| **Chapter 5: Society and Inequality in Eurasia/North Africa, 500 B.C.E.–500 C.E.** |
|   | I. | Society and the State in China  |
|   | A. | An Elite of Officials |
|   |   | 1. | Emperor Wu Di’s imperial academy, 124 B.C.E. |
|   |   | 2. | Exam system |
|   |   | 3. | Privilege and prestige |
|   | B. | The Landlord Class |
|   |   | 1. | Land as wealth |
|   |   | 2. | Rise of large estates |
|   |   | 3. | Wang Mang (r. 8–23 C.E.) |
|   |   | 4. | Scholar-Gentry |
|   | C. | Peasants |
|   |   | 1. | Pressures on peasants |
|   |   | 2. | Yellow Turban Rebellion |
|   | D. | Merchants |
|   |   | 1. | Shameful profits and dubious morality |
|   |   | 2. | Restrictions and exclusion from state service |

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|   | II. | Class and Caste in India  |
|   | A. | Caste as Varna |
|   |   | 1. | Origins? Aryans? Purusha? Timeless or flexible? |
|   |   | 2. | Brahmin, Kshatriya, and Vaisya (twice born) |
|   |   | 3. | Shudra and Untouchables |
|   | B. | Caste as Jati |
|   |   | 1. | Guilds and professional groups |
|   |   | 2. | 1,000s of sub-castes |
|   |   | 3. | Purity, pollution, and privilege |
|   |   | 4. | *Karma*, *dharma*, and rebirth |
|   | C. | The Functions of Caste |
|   |   | 1. | Localization |
|   |   | 2. | Security and support |
|   |   | 3. | Assimilation of new arrivals |
|   |   | 4. | Exploitation |

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|   | III. | Slavery: The Case of the Roman Republic |
|   | A. | Slavery and Civilization |
|   |   | 1. | “Social Death” |
|   |   | 2. | Wide diversity of types of slavery |
|   | B. | The Making of Roman Slavery |
|   |   | 1. | Greek slavery |
|   |   | 2. | Vast scale of Roman slavery |
|   |   | 3. | Prisoners, pirates, and orphans |
|   |   | 4. | Multiethnic |
|   |   | 5. | All levels of economy |
|   | C. | Resistance and Rebellion |
|   |   | 1. | “Weapons of the weak” |
|   |   | 2. | Spartacus, 73 B.C.E. |

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|   | IV. | Comparing Patriarchies |
|   | A. | A Changing Patriarchy: The Case of China  |
|   |   | 1. | *Yin* and *Yang* |
|   |   | 2. | Confucian teachings: Three Obediences |
|   |   | 3. | Elite women, mothers and wives, and peasant women |
|   |   | 4. | Buddhism, Daoism, and pastoral peoples |
|   |   | 5. | Empress Wu (r. 690-705 B.C.E.) |
|   | B. | Contrasting Patriarchies: Athens and Sparta |
|   |   | 1. | Restriction on elite Athenian women |
|   |   | 2. | Aspasia (470–400 B.C.E.) |
|   |   | 3. | Obligations and freedoms of Spartan women |

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|   | V. | Reflections: Arguing with Solomon and the Buddha |
|   | A. | Innovations and changes? |
|   | B. | Enduring patterns and lasting features? |

**Chapter 6 Outlines**

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| **Chapter 6: Commonalities and Variations: Africa and the Americas , 500 B.C.E.–1200 C.E.** |
|   | I. | Continental Comparisons |
|   | A. | Agricultural revolutions and complex societies |
|   | B. | Uneven distribution of humans and domesticated animals |
|   | C. | Variations in metallurgy and literacy |
|   | D. | American isolation versus Africa in contact |

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|   | II. | Civilizations of Africa |
|   | A. | Meroë: Continuing a Nile Valley Civilization |
|   |   | 1. | Egypt and Nubia  |
|   |   | 2. | Kings and queens of Meroë |
|   |   | 3. | Agriculture and long-distance trade |
|   |   | 4. | Coptic for 1,000 years |
|   | B. | Axum: The Making of a Christian Kingdom |
|   |   | 1. | Plow agriculture and Indian Ocean trade |
|   |   | 2. | Monumental buildings and court culture |
|   |   | 3. | Conversion to Christianity and imperial expansion |
|   | C. | Along the Niger River: Cities without States |
|   |   | 1. | Urbanization without imperial or bureaucratic systems |
|   |   | 2. | Iron working and other specializations |
|   |   | 3. | Regional West African trade system |

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|   | III. | Civilizations of Mesoamerica  |
|   | A. | The Maya: Writing and Warfare |
|   |   | 1. | As early as 2000 B.C.E. |
|   |   | 2. | Urban centers, mathematics, and astronomy |
|   |   | 3. | Engineered agriculture |
|   |   | 4. | Competing city-states |
|   |   | 5. | A century of collapse after 840 B.C.E. |
|   | B. | Teotihuacán: The Americas’ Greatest City |
|   |   | 1. | Planned, enormous, and still a mystery |
|   |   | 2. | 150 B.C.E.–650 C.E. |
|   |   | 3. | 100,000–200,000 inhabitants in 550 B.C.E. |

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|   | IV. | Civilizations of the Andes |
|   | A. | Chavin: A Pan-Andean Religious Movement |
|   |   | 1. | Temple complexes centered around a village |
|   |   | 2. | Village became a major religious center |
|   |   | 3. | Links to all directions via trade routes |
|   | B. | Moche: A Civilization of the Coast |
|   |   | 1. | 250 miles of coast, 100–800 C.E. |
|   |   | 2. | Elite class of warrior-priests |
|   |   | 3. | Rich fisheries and river-fed irrigation |
|   |   | 4. | Fine craft skills |
|   |   | 5. | Fragile environment |
|   | C. | Wari and Tiwanaku: Empires of the Interior |
|   |   | 1. | 400–1000 C.E. |
|   |   | 2. | Highland centers with colonies in the lowlands |
|   |   | 3. | Distinctions between the two, yet little conflict |
|   |   | 4. | Collapse, but the basis for the late Inca |

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|   | V. | Alternatives to Civilization: Bantu Africa |
|   | A. | Cultural Encounters |
|   |   | 1. | Migrations spread a common Bantu culture |
|   |   | 2. | Bantu strengths: numbers, disease, and iron |
|   |   | 3. | Bantu impact on the Batwa |
|   |   | 4. | Impacts on the Bantu in East Africa |
|   | B. | Society and Religion |
|   |   | 1. | Wide varieties of Bantu cultures developed, 500–1500 |
|   |   | 2. | Less patriarchal gender systems |
|   |   | 3. | Ancestor or nature spirits rather than a Creator God |
|   |   | 4. | Localized not universal faiths and rituals |

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|   | VI. | Alternatives to Civilization: North America |
|   | A. | The Ancestral Pueblo: Pit Houses and Great Houses |
|   |   | 1. | Slow start to agriculture and settled society |
|   |   | 2. | Chaco Phenomenon, 860–1130 C.E. |
|   |   | 3. | Astronomy and art but then warfare and collapse |
|   | B. | Peoples of the Eastern Woodlands: The Mound Builders |
|   |   | 1. | Independent agricultural revolution |
|   |   | 2. | Burial mounds of the Hopewell culture |
|   |   | 3. | Cahokia, 900–1250 C.E. |
|   |   | 4. | Social complexity but weaker cultural unity |

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|   | VII. | Reflections: Deciding What’s Important: Balance in World History |
|   | A. | What gets included in world history and what gets left out? |
|   | B. | Duration? Population? Influence? Evidence? |
|   | C. | Location of historian and audience? |
|   | D. | No consensus on a proper balance |

**Chapter 7 Outlines**

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| **Chapter 7: Commerce and Culture, 500–1500** |
|   | I. | Silk Roads: Exchange across Eurasia |
|   | A. | The Growth of the Silk Roads |
|   |   | 1. | Inner and Outer Eurasia |
|   |   | 2. | Pastoral people in motion |
|   |   | 3. | Indirect connections between empires |
|   | B. | Goods in transit |
|   |   | 1. | Luxury goods such as silk  |
|   |   | 2. | Women as producers and consumers |
|   |   | 3. | China and other centers of silk production |
|   | C. | Cultures in Transit |
|   |   | 1. | Buddhism on the road |
|   |   | 2. | New forms of Buddhism: Mahayana |
|   | D. | Disease in Transit |
|   |   | 1. | Smallpox and measles in Han and Rome |
|   |   | 2. | Bubonic plague in Byzantium and elsewhere |
|   |   | 3. | Mongols and the Black Death |

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|   | II. | Sea Roads: Exchange across the Indian Ocean  |
|   | A. | Weaving the Web of an Indian Ocean World |
|   |   | 1. | Malay sailors in East Africa |
|   |   | 2. | New technologies |
|   |   | 3. | India as the fulcrum |
|   |   | 4. | Impact of China |
|   |   | 5. | Islam and trade |
|   | B. | Sea Roads as a Catalyst for Change: Southeast Asia |
|   |   | 1. | Srivijaya, 670–1075 |
|   |   | 2. | Khmer kingdom of Angkor, 800–1300  |
|   |   | 3. | Borobudur and Angkor Wat |
|   |   | 4. | “Indianization” |
|   | C. | Sea Roads as a Catalyst for Change: East Africa |
|   |   | 1. | Swahili |
|   |   | 2. | Rise of Islamic trade |
|   |   | 3. | Lamu, Mombasa, Kilwa, and Sofala |
|   |   | 4. | Cultural fusions |
|   |   | 5. | Muslim Africans |
|   |   | 6. | Great Zimbabwe |

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|   | III. | Sand Roads: Exchange across the Sahara |
|   | A. | Commercial Beginnings in West Africa |
|   |   | 1. | Environmental variation around the Sahara |
|   |   | 2. | Sudanic West African trade and urban centers |
|   | B. | Gold, Salt, and Slaves: Trade and Empire in West Africa |
|   |   | 1. | Camel caravans carrying gold and salt |
|   |   | 2. | Wealthy empires based on trade |
|   |   | 3. | Women in the workforce |
|   |   | 4. | Slave trading |
|   |   | 5. | Cosmopolitan cities |

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|   | IV. | An American Network: Commerce and Connection in the Western Hemisphere |
|   | A. | Geographic barriers |
|   | B. | Regional trade networks |
|   | C. | Mayan and Aztec trade |
|   | D. | Incan roads |

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|   | V. | Reflections: Economic Globalization—Ancient and Modern |
|   | A. | Luxury goods of the ancient world |
|   | B. | Mass consumption in the modern world |
|   | C. | Multi-polar ancient economy |
|   | D. | Western dominance in the modern economy |

**Chapter 8 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go** |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 8: China and the World: East Asian Connections, 500–1300** |
|   | I. | Together Again: The Reemergence of a Unified China |
|   | A. | A “Golden Age” of Chinese Achievement |
|   |   | 1. | Sui (589–618), Tang (618–907), & Song (960–1279) |
|   |   | 2. | Bureaucracy and exam system |
|   |   | 3. | Economic boom, population growth, and urbanization |
|   |   | 4. | Hangzhou |
|   | B. | Women in the Song Dynasty |
|   |   | 1. | Tang freedoms, Song patriarchy |
|   |   | 2. | Weak and distracting |
|   |   | 3. | Foot binding  |
|   |   | 4. | Changing job opportunities |
|   | C. | Cultures in Transit |
|   |   | 1. | Buddhism on the road |
|   |   | 2. | New forms of Buddhism: Mahayana |

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|   | II. | China and the Northern Nomads: A Chinese World Order in the Making |
|   | A. | The Tribute System in Theory |
|   |   | 1. | China as the “middle kingdom” |
|   |   | 2. | Tribute missions and kowtows for gifts and prestige |
|   |   | 3. | A way to manage barbarians |
|   | B. | The Tribute System in Practice |
|   |   | 1. | Nomadic raids into China |
|   |   | 2. | “Gifts” to Xiongnu and Turkic nomads |
|   | C. | Cultural Influence across an Ecological Frontier |
|   |   | 1. | Chinese agriculture and lifestyle not possible in the steppes |
|   |   | 2. | Southern people absorbed into Chinese culture |
|   |   | 3. | Turkic influence on Tang and Song courts and military |
|   |   | 4. | Culture of “western barbarians” fashionable in Tang |
|   |   | 5. | Nativist backlash in the south |

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|   | III. | Coping with China: Comparing Korea, Vietnam, and Japan |
|   | A. | Korea and China |
|   |   | 1. | Silla (688–900), Koryo (918–1392), and Yi (1392–1910) |
|   |   | 2. | Tribute, Confucian students, and Confucian patriarchy |
|   |   | 3. | Yet distinctly Korean |
|   | B. | Vietnam and China |
|   |   | 1. | 1,000 years of Chinese rule (111 B.C.E.–939 C.E.) |
|   |   | 2. | Sinicization of the elite |
|   |   | 3. | Independent tribute state |
|   |   | 4. | Many Southeast Asia cultural practices |
|   | C. | Japan and China |
|   |   | 1. | Voluntary and selective borrowing |
|   |   | 2. | Shotoku Taishi (572–622) |
|   |   | 3. | Decentralized state creates the *Samurai* |
|   |   | 4. | Buddhism and Shinto |
|   |   | 5. | Relative freedom of elite women |

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|   | IV. | China and the Eurasia World Economy |
|   | A. | Spillovers: China’s Impact on Eurasia |
|   |   | 1. | Salt making, paper, and printing |
|   |   | 2. | Gunpowder and the compass |
|   |   | 3. | Finished goods from China, commodities to China |
|   | B. | On the Receiving End: China as Economic Beneficiary |
|   |   | 1. | Cotton, sugar, and faster rice |
|   |   | 2. | Persian windmills and Buddhist printing |
|   |   | 3. | Cosmopolitan cities, respected merchants, and monkey gods  |

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|   | V. | China and Buddhism |
|   | A. | Making Buddhism Chinese |
|   |   | 1. | Foreignness of Buddhism |
|   |   | 2. | Social instability and Buddhist comforts |
|   |   | 3. | Translating words and concepts |
|   |   | 4. | Mahayana and the Pure Land School |
|   |   | 5. | Sui emperor Wendi and state support |
|   | B. | Losing State Support: The Crisis of Chinese Buddhism |
|   |   | 1. | Resentment of wealth, withdrawal, and foreignness |
|   |   | 2. | An Lushan rebellion (755–763) |
|   |   | 3. | Han Yu’s Confucian counter-attack (819) |
|   |   | 4. | Imperial persecution (841–845) |
|   |   | 5. | A Confucian thinking cap, a Daoist robe, and Buddhist sandals |
|   | C. | Multi-polar ancient economy |

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|   | VI. | Reflections: Why Do Things Change? |
|   |   | A. | Debate on the cause of change |
|   |   | B. | Not necessary to choose |
|   |   | C. | Contact with strangers |
|   |   | D. | Internal versus external |

**Chapter 9 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 9: The Worlds of Islam: Afro-Eurasian Connections, 600–1500** |
|   | I. | The Birth of a New Religion |
|   | A. | The Homeland of Islam |
|   |   | 1. | Tribal feuds and trading centers of the Arabian Peninsula |
|   |   | 2. | Mecca: home of the Kaaba and the Quraysh |
|   |   | 3. | Contact with Byzantine and Sassanid Empires |
|   |   | 4. | Gods, idols, and “children of Abraham”   |
|   | B. | The Messenger and the Message |
|   |   | 1. | Muhammad Ibn Abdullah (570–632) |
|   |   | 2. | Series of revelations (610–632) become the Quran |
|   |   | 3. | Revolutionary message of monotheism |
|   |   | 4. | A return to the religion of Abraham |
|   |   | 5. | “Seal of the prophets” |
|   |   | 6. | Revolutionary message of social justice: the *Umma* |
|   |   | 7. | Five Pillars of Islam |
|   |   | 8. | “Greater” and “Lesser” *Jihad* |
|   | C. | The Transformation of Arabia |
|   |   | 1. | Tension in Mecca and the *Hijra*, 622 |
|   |   | 2. | Building the *Umma* in Medina |
|   |   | 3. | War, alliances, and entry into Mecca, 630 |
|   |   | 4. | Most of the Peninsula under a unified Islamic state |
|   |   | 5. | Fusion of religious and political authority |
|   |   | 6. | *Sharia* |

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|   | II. | The Making of an Arab Empire |
|   | A. | War, Conquest, and Tolerance |
|   |   | 1. | From the Iberian Peninsula to the Indus River |
|   |   | 2. | Battle of Talas, 751 |
|   |   | 3. | Economic drive and spreading the faith |
|   |   | 4. | *Dhimmis* and the *Jizya* |
|   | B. | Conversion |
|   |   | 1. | Spiritual versus social conversion |
|   |   | 2. | Slaves, prisoners of war, and merchants |
|   |   | 3. | Conversion without Arabization: Persia, Turks, and Pakistan |
|   |   | 4. | Persian influences on Islamic world   |
|   | C. | Divisions and Controversies |
|   |   | 1. | First Four Caliphs (632–661) and civil war |
|   |   | 2. | Sunni versus Shia |
|   |   | 3. | Umayyad (661–750): Damascus |
|   |   | 4. | Abbasid (750–1258): Baghdad |
|   |   | 5. | Post–ninth-century sultanates |
|   |   | 6. | Interpreting and practicing Sharia |
|   |   | 7. | Sufi |
|   | D. | Women and Men in Early Islam |
|   |   | 1. | Women in the Quran, *Hadith*, and Sharia |
|   |   | 2. | Restrictions for elite women in the golden age |

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|   | III. | Islam and Cultural Encounter: A Four-Way Comparison  |
|   | A. | The Case of India |
|   |   | 1. | Turkic invaders |
|   |   | 2. | Disillusioned Buddhists and lower-caste Hindus |
|   |   | 3. | Appeal of Sufi mystics |
|   |   | 4. | Punjab, Sind, and Bengal |
|   |   | 5. | Sikhism |
|   | B. | The Case of Anatolia |
|   |   | 1. | Turkic invaders |
|   |   | 2. | 90 percent by 1500 |
|   |   | 3. | Ottoman Empire |
|   | C. | The Case of West Africa |
|   |   | 1. | Muslim merchants and scholars |
|   |   | 2. | Urban centers |
|   |   | 3. | Little penetration of rural world and popular culture |
|   | D. | The Case of Spain |
|   |   | 1. | Arab and Berber invasion of Al-Andalus |
|   |   | 2. | Cordoba’s golden age |
|   |   | 3. | Increased intolerance |
|   |   | 4. | Christian reconquest and expulsion |

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|   | IV. | The World of Islam as a New Civilization |
|   | A. | Networks of Faith |
|   |   | 1. | *Ulamas* and *Madrassas* |
|   |   | 2. | Sufi *shaykhs* and poets |
|   |   | 3. | The *hadj* |
|   | B. | Networks of Exchange |
|   |   | 1. | Vast hemispheric trading zone |
|   |   | 2. | Merchants and urban elites |
|   |   | 3. | Technological exchange and an Islamic “Green Revolution” |
|   |   | 4. | Mathematics and medicine |

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|   | V. | Reflections: Past and Present: Choosing Our History |
|   | A. | “Present-mindedness” |
|   | B. | Islamic glories and Western encroachment |
|   | C. | Using an Islamic past |
|   | D. | Diversity of the Islamic world |
|   | E. | Histories of Tolerance and Conflict |

**Chapter 10 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 10: The Worlds of Christendom: Contraction, Expansion, and Division, 500–1300** |
|   | I. | Christian Contraction in Asia and Africa |
|   | A. | Asian Christianity |
|   |   | 1. | The challenge of Islam, yet many cases of tolerance |
|   |   | 2. | Nestorian Christians in the Middle East and China |
|   |   | 3. | Mongols and Christians |
|   | B. | African Christianity |
|   |   | 1. | Coptic Church in Egypt |
|   |   | 2. | Nubia |
|   |   | 3. | Ethiopia |

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|   | II. | Byzantine Christendom: Building on the Roman Past |
|   | A. | The Byzantine State |
|   |   | 1. | A smaller but more organized Roman Empire |
|   |   | 2. | Wealth and splendor of the court |
|   |   | 3. | Under attack from the West and East, 1085–1453 |
|   | B. | The Byzantine Church and Christian Divergence |
|   |   | 1. | Caesaropapism |
|   |   | 2. | Intense internal theological debates |
|   |   | 3. | Orthodox/Catholic divide |
|   |   | 4. | Impact of the Crusades |
|   | C. | Byzantium and the World |
|   |   | 1. | Conflicts with Persians, Arabs, and Turks |
|   |   | 2. | Long-distance trade, coins, and silk production |
|   |   | 3. | Preservation of Greek learning |
|   |   | 4. | Slavic world and Cyrillic script |
|   | D. | The Conversion of Russia |
|   |   | 1. | Kievan Rus |
|   |   | 2. | Prince Vladimir of Kiev |
|   |   | 3. | Doctrine of a “third Rome” |

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|   | III. | Western Christendom: Rebuilding in the Wake of Roman Collapse |
|   | A. | Political Life in Western Europe, 500–1000 |
|   |   | 1. | What was lost with the fall of Rome? |
|   |   | 2. | What aspects of Rome survived? |
|   |   | 3. | Charlemagne as a Roman emperor, 800 |
|   | B. | Society and the Church |
|   |   | 1. | Feudalism and Serfdom |
|   |   | 2. | Role of the Roman Catholic Church |
|   |   | 3. | Spreading the faith |
|   |   | 4. | Conflicts between church and state |
|   | C. | Accelerating Change in the West |
|   |   | 1. | New security after 1000 |
|   |   | 2. | High Middle Ages (1000–1300) |
|   |   | 3. | Revival of long-distance trade |
|   |   | 4. | Urbanization and specialization of labor |
|   |   | 5. | Territorial kingdoms, Italian city-states, and German principalities |
|   |   | 6. | Rise and fall of opportunities for women |
|   | D. | Europe Outward Bound: The Crusading Tradition |
|   |   | 1. | Merchants, diplomats, and missionaries |
|   |   | 2. | Christian piety and warrior values |
|   |   | 3. | Seizure of Jerusalem, 1099 |
|   |   | 4. | Crusader states, 1099–1291 |
|   |   | 5. | Iberia, Baltic Sea, Byzantium, and Russia |
|   |   | 6. | Less important than Turks and Mongols |
|   |   | 7. | Cross-cultural trade, technology transfer, and intellectual exchange |
|   |   | 8. | Hardening of boundaries |

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|   | IV. | The West in Comparative Perspective |
|   | A. | Catching Up |
|   |   | 1. | Backwards Europe |
|   |   | 2. | New trade initiatives |
|   |   | 3. | Agricultural breakthroughs |
|   |   | 4. | Wind and water mills |
|   |   | 5. | Gunpowder and maritime technology |
|   | B. | Pluralism in Politics |
|   |   | 1. | A system of competing states |
|   |   | 2. | Gunpowder revolution |
|   |   | 3. | States, the church, and the nobility |
|   |   | 4. | Merchant independence |
|   | C. | Reason and Faith |
|   |   | 1. | Connections to Greek thought |
|   |   | 2. | Autonomous universities |
|   |   | 3. | A new interest in rational thought |
|   |   | 4. | Search for Greek texts |
|   |   | 5. | Comparisons with Byzantium and the Islamic World |

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|   | IV. | Remembering and Forgetting: Continuity and Surprise in the Worlds of Christendom |
|   | A. | Christendom’s legacies |
|   | B. | Misleading history? |

**Chapter 11 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 11: Pastoral Peoples on the Global Stage: The Mongol Moment, 1200–1500** |
|   | I. | Looking Back and Around: The Long History of Pastoral Nomads  |
|   | A. | The World of Pastoral Societies |
|   |   | 1. | Small populations on large amounts of land |
|   |   | 2. | High levels of social and gender equality |
|   |   | 3. | Mobile but in contact with settled agriculturalists |
|   |   | 4. | Tribal alliances and military power of horsemen |
|   | B. | Before the Mongols: Pastoralists in History |
|   |   | 1. | Modun of the Xiongnu (r. 210–174 B.C.E.) |
|   |   | 2. | Bedouin Arabs and the rise of Islam |
|   |   | 3. | Turkic nomads versus China, Persia, and Byzantium |
|   |   | 4. | Berbers and the Almoravid Empire |

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|   | II. | Breakout: The Mongol Empire  |
|   | A. | From Temujin to Chinggis Khan: The Rise of the Mongol Empire |
|   |   | 1. | Desperate and poor childhood |
|   |   | 2. | Generous to friends, ruthless to enemies |
|   |   | 3. | Supreme Leader of a Great Mongol Nation, 1206 |
|   |   | 4. | Started five decades of expansionist wars, 1209 |
|   | B. | Explaining the Mongol Moment |
|   |   | 1. | No plan or blueprint |
|   |   | 2. | Weak enemies and a strong army |
|   |   | 3. | Discipline, loyalty, and charisma … and loot! |
|   |   | 4. | Incorporation of useful conquered people |
|   |   | 5. | Ruthless and terrifying |
|   |   | 6. | Strong administration and systematic taxation |
|   |   | 7. | Favorable conditions for merchants |
|   |   | 8. | Religious toleration |

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|   | III. | Encountering the Mongols: Comparing Three Cases |
|   | A. | China and the Mongols |
|   |   | 1. | 70 years of conquests, 1209–1279 |
|   |   | 2. | Yuan Dynasty and Kublai Khan (r. 1271–1294) |
|   |   | 3. | A foreign and exploitative occupation |
|   |   | 4. | Collapse of Mongol rule and rise of the Ming Dynasty |
|   | B. | Persia and the Mongols |
|   |   | 1. | Chinggis Kahn (1219–1221) and Helugu (1251–1258) |
|   |   | 2. | Damage to agriculture |
|   |   | 3. | Persian civilization of barbarian Mongols |
|   | C. | Russia and the Mongols |
|   |   | 1. | Brutal invasion of a disunited Kievan Rus (1237–1240) |
|   |   | 2. | Khanate of the Golden Horde |
|   |   | 3. | Exploitation without occupation   |
|   |   | 4. | Resistance and collaboration |
|   |   | 5. | Rise of Moscow and expansion of the church |

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|   | IV. | The Mongol Empire as a Eurasian Network |
|   | A. | Toward a World Economy |
|   |   | 1. | Not producers or traders but promoters of commerce |
|   |   | 2. | Security on the Silk Roads |
|   |   | 3. | Connected to the larger world system |
|   | B. | Diplomacy on a Eurasian Scale |
|   |   | 1. | European envoys sent east |
|   |   | 2. | European discovery of the outside world |
|   |   | 3. | Mongol linkage of China and Persia |
|   | C. | Cultural Exchange in the Mongol Realm |
|   |   | 1. | Forced population transfers and voluntary migrations |
|   |   | 2. | Technology transfer and the spread of crops |
|   |   | 3. | Europe gained the most |
|   | D. | The Plague: An Afro-Eurasian Pandemic |
|   |   | 1. | The Black Death |
|   |   | 2. | China, 1331, Europe, 1347, and East Africa, 1409 |
|   |   | 3. | The end of the world? |
|   |   | 4. | Social changes in Europe |
|   |   | 5. | Demise of the Mongol Empire |

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|   | V. | Reflections: Changing Images of Pastoral Peoples |
|   | A. | Bad press for nomads |
|   | B. | Sources from urban centers |
|   | C. | Winners write history |
|   | D. | A new history of nomadic achievements |
|   | E. | Was Mongol violence unique? |

**Chapter 12 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
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| **Chapter 12: The Worlds of the Fifteenth Century** |
|   | I. | The Shapes of Human Communities |
|   | A. | Paleolithic Persistence: Australia and North America |
|   |   | 1. | Gatherers and hunters have a history, too |
|   |   | 2. | Manipulation of the environment and trade |
|   |   | 3. | “Complex” or “affluent” gatherers and hunters |
|   | B. | Agricultural Village Societies: The Igbo and the Iroquois |
|   |   | 1. | Egalitarian kinship societies without state systems |
|   |   | 2. | “The Igbo have no king” but they did trade |
|   |   | 3. | Great Law of Peace of the Five Nations |
|   | C. | Pastoral Peoples: Central Asia and West Africa |
|   |   | 1. | Timur/Tamerlame (d. 1405) |
|   |   | 2. | Samarkand |
|   |   | 3. | Fulbe |

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|   | II. | Civilizations of the Fifteenth Century: Comparing China and Europe |
|   | A. | Ming Dynasty China |
|   |   | 1. | Emperor Yongle (r. 1402–1422) |
|   |   | 2. | Confucianism and anti-Mongol policies |
|   |   | 3. | Economic boom |
|   |   | 4. | Zheng He’s voyages (1405–1433) |
|   | B. | European Comparisons: State Building and Cultural Renewal |
|   |   | 1. | Smaller states in constant conflict |
|   |   | 2. | Renaissance humanism |
|   | C. | European Comparisons: Maritime Voyaging |
|   |   | 1. | Portugal takes the lead after 1415 |
|   |   | 2. | Smaller ships and fleets than the Chinese |
|   |   | 3. | Motives, goals, and support |

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|   | III. | Civilizations of the Fifteenth Century: The Islamic World |
|   | A. | In the Islamic Heartland: The Ottoman and Safavid Empires |
|   |   | 1. | Ottoman size, strength, and longevity |
|   |   | 2. | 1453: Turkish threat to Europe |
|   |   | 3. | Shia Safavids versus Sunni Ottomans |
|   | B. | On the Frontiers of Islam: The Songhay and Mughal Empires |
|   |   | 1. | Islam and the trans-Sahara trade |
|   |   | 2. | Political unity and religious diversity in India |
|   |   | 3. | Muslim merchants and Sufi mystics in Southeast Asia |
|   |   | 4. | Malacca |

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|   | IV. | Civilizations of the Fifteenth Century: The Americas |
|   | A. | The Aztec Empire |
|   |   | 1. | Mexica |
|   |   | 2. | Tenochtitlán |
|   |   | 3. | Conquest state and market centers |
|   |   | 4. | Tlacaelel (1398–1480) and ideology of human sacrifice |
|   | B. | The Inca Empire |
|   |   | 1. | 2,500 miles and 10,000,000 subjects |
|   |   | 2. | State bureaucracy, resettlement, and Quechua |
|   |   | 3. | *Mita* |
|   |   | 4. | Gender parallelism but not gender equality |

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|   | V. | Webs of Connection |
|   | A. | Empires |
|   | B. | Religion |
|   | C. | Long-established and long-distance trade |
|   | D. | Increase in maritime trade |

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|   | VI. | A Preview of Coming Attractions: Looking Ahead to the Modern Era, 1500–2012 |
|   | A. | Extensive trade but not yet truly global |
|   | B. | Coming linkage of Afro-Eurasia, the Americas, and Oceania |
|   | C. | Radical change with industrialization |
|   | D. | Demographic explosion |
|   | E. | Urbanized, commercialized, and literate |
|   | F. | Revolution of modernity |
|   | G. | Rise of Europe and resistance to Europe |

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|   | VII. | Reflections: What If? Chance and Contingency in World History |
|   | A. | Coincidence, chance, and individual decisions |
|   | B. | Death of Great Khan Ogodei, 1241? |
|   | C. | Scuttling the Ming fleet, 1433? |
|   | D. | Siege of Vienna, 1529? |
|   | E. | Insightful alternatives |

**Chapter 13 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 13: Political Transformations: Empires and Encounters, 1450–1750** |
|   | I. | European Empires in the Americas |
|   | A. | The European Advantage |
|   |   | 1. | Geography and winds |
|   |   | 2. | European marginality, land-hunger, and social drives |
|   |   | 3. | Organization and technology |
|   |   | 4. | Local allies |
|   |   | 5. | Germs |
|   | B. | The Great Dying |
|   |   | 1. | 60–80 million people without immunities |
|   |   | 2. | Old-World diseases |
|   |   | 3. | Demographic collapse |
|   | C. | The Columbian Exchange |
|   |   | 1. | People brought germs, plants, and animals |
|   |   | 2. | Corn and potatoes to Europe, Africa, and Asia |
|   |   | 3. | American tobacco and chocolate, Chinese tea, and Arab coffee |
|   |   | 4. | Silver, slaves, and sugar |
|   |   | 5. | Europe the biggest winner |

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|   | II. | Comparing Colonial Societies in the Americas |
|   | A. | In the Land of the Aztecs and the Incas |
|   |   | 1. | *Encomienda*, *repartimiento*, and *hacienda* |
|   |   | 2. | *Creoles* and *peninsulares*: “Purity of blood” |
|   |   | 3. | *Mestizo* and *castas* |
|   |   | 4. | Indians |
|   | B. | Colonies of Sugar |
|   |   | 1. | Portuguese Brazil’s monopoly (1570–1670) |
|   |   | 2. | Labor intensive and an international mass market |
|   |   | 3. | African slaves and *mulattoes* |
|   | C. | Settler Colonies in North America |
|   |   | 1. | British get the leftovers |
|   |   | 2. | British society in transition |
|   |   | 3. | Class equality with gender inequality |
|   |   | 4. | Pure settler societies with little racial mixing |
|   |   | 5. | Protestantism and weak royal control |

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|   | III. | The Steppes and Siberia: The Making of a Russian Empire |
|   | A. | Experiencing the Russian Empire |
|   |   | 1. | Conquest and *yasak* |
|   |   | 2. | Settlers put pressure on pastoralists |
|   | B. | Russians and Empire |
|   |   | 1. | Russia becomes multiethnic |
|   |   | 2. | Wealth of empire |
|   |   | 3. | Peter the Great (r. 1689–1725) and the West |
|   |   | 4. | Contact with China and Islam |
|   |   | 5. | What kind of empire? |

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|   | IV. | Asian Empires |
|   | A. | Making China an Empire |
|   |   | 1. | Qing expansion in the West (1680–1760) |
|   |   | 2. | Colonial? |
|   |   | 3. | Economic downturn in Central Asia |
|   | B. | Muslims and Hindus in the Mughal Empire |
|   |   | 1. | 20 percent Muslim |
|   |   | 2. | Akbar (r. 1556–1605) |
|   |   | 3. | Ahmad Sirhindi (1564–1624) |
|   |   | 4. | Aurangzeb (1658–1707) |
|   | C. | Muslims and Christians in the Ottoman Empire |
|   |   | 1. | “The Sword of Islam” |
|   |   | 2. | Decrease in women’s autonomy yet many rights |
|   |   | 3. | New importance of Turkic people in the Islamic World |
|   |   | 4. | Balkan, Armenian, and Orthodox Christians |
|   |   | 5. | *Devshirme* |
|   |   | 6. | Fear and admiration in the Christian West |

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|   | V. | Reflections: The Centrality of Context in World History |
|   | A. | Contextual thinking |
|   | B. | Not all empires are equal |

**Chapter 14 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 14: Economic Transformations: Commerce and Consequence, 1450–1750** |
|   | I. | Europeans and Asian Commerce |
|   | A. | A Portuguese Empire of Commerce |
|   |   | 1. | Economic weaknesses but military strengths |
|   |   | 2. | Mombasa, Hormuz, Goa, Malacca, and Macao |
|   |   | 3. | “Trading post empire” and *cartaz* pass system |
|   |   | 4. | Entry into Asian trade |
|   |   | 5. | Decline after 1600 |
|   | B. | Spain and the Philippines |
|   |   | 1. | Lure of the Spice Islands |
|   |   | 2. | Magellan’s voyage (1519–1521) |
|   |   | 3. | Spanish rule (1565–1898) |
|   |   | 4. | Mindanao and Islam as an ideology of resistance |
|   |   | 5. | Manila and the Chinese |
|   | C. | The East India Companies |
|   |   | 1. | Organized monopolies that could make war |
|   |   | 2. | Dutch seizure of the Spice Islands and Taiwan |
|   |   | 3. | British work with Mughals in India in textile trade |
|   |   | 4. | “Carrying trade” and bulk commodities |
|   | D. | Asians and Asian Commerce |
|   |   | 1. | Limited European impact in Asia |
|   |   | 2. | Japan initially open but Tokugawa Shogun closed |
|   |   | 3. | Active Asians: Chinese, Southeast Asian women, Armenians, and Indians |

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|   | II. | Silver and Global Commerce |
|   | A. | Discovery of Bolivian and Japanese silver deposits |
|   | B. | Spanish American silver to Manila and then China |
|   | C. | Chinese taxes paid in silver |
|   | D. | Potosí |
|   | E. | Rise and fall of Spanish economy |
|   | F. | “General crisis” of the seventeenth century |
|   | G. | Japan’s silver management |
|   | H. | Commercialization, specialization, and deforestation in China |
|   | I. | China and India out-produce Europe |

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|   | III. | The “World Hunt”: Fur in Global Commerce |
|   | A. | North American and Siberian fur sources |
|   | B. | European population growth and “Little Ice Age” |
|   | C. | European goods traded for American furs |
|   | D. | Impact on Native American societies |
|   | E. | Siberian furs to Europe, China, and the Ottomans |
|   | F. | Impact on Siberians |

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|   | IV. | Commerce in People: The Atlantic Slave Trade |
|   | A. | The Slave Trade in Context |
|   |   | 1. | Varieties of slaveries before 1500 |
|   |   | 2. | Uniqueness of slavery in the Americas |
|   |   | 3. | Sugar and other plantation crops: tobacco and cotton |
|   |   | 4. | Why Africans? |
|   | B. | The Slave Trade in Practice |
|   |   | 1. | African slave traders |
|   |   | 2. | European and Indian goods to African consumers |
|   |   | 3. | Where did the slaves come from? |
|   | C. | Consequences: The Impact of the Slave Trade in Africa |
|   |   | 1. | Negative demographic and economic impact |
|   |   | 2. | Corrupting effect |
|   |   | 3. | Rising labor demands on women and polygamy |
|   |   | 4. | New opportunities for women |
|   |   | 5. | Options and choices for African states |

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|   | V. | Reflections: Economic Globalization—Then and Now |
|   | A. | Similarities with the past but our lives are different |
|   | B. | How old is globalization? |
|   | C. | What is different about globalization today? |
|   | D. | Globalization tied to empire and slavery |

**Chapter 15 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 15: Cultural Transformations: Religion and Science, 1450–1750** |
|   | I. | The Globalization of Christianity |
|   | A. | Western Christendom Fragmented: The Protestant Reformation |
|   |   | 1. | Martin Luther |
|   |   | 2. | The power of the written word |
|   |   | 3. | Wars of Religion |
|   |   | 4. | Counter-Reformation |
|   | B. | Christianity Outward Bound |
|   |   | 1. | “In search of Christians and spices” |
|   |   | 2. | Missionaries and pilgrims |
|   | C. | Conversion and Adaptation in Spanish America |
|   |   | 1. | Conquest and Conversion |
|   |   | 2. | Resistance and Revival |
|   |   | 3. | Gender in a changing culture |
|   |   | 4. | Syncretism: Huacas and Saints  |
|   | D. | An Asian Comparison: China and the Jesuits |
|   |   | 1. | Ming (1368–1644) and Qing (1644–1912) prosperity |
|   |   | 2. | Matteo Ricci and the Chinese elite |
|   |   | 3. | Emperor Kangxi versus the Pope |

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|   | II. | Persistence and Change in Afro-Asian Cultural Traditions |
|   | A. | Expansion and Renewal in the Islamic World |
|   |   | 1. | Sufi mystics, Koranic scholars, and Muslim merchants |
|   |   | 2. | Syncretism and diversity in South and Southeast Asia |
|   |   | 3. | Aurangzeb and Wahhabi Islam |
|   | B. | China: New Directions in an Old Tradition |
|   |   | 1. | Neo-Confucianism |
|   |   | 2. | Kaozheng |
|   |   | 3. | Urban popular culture: *The Dream of the Red Chamber* |
|   | C. | India: Bridging the Hindu/Muslim Divide |
|   |   | 1. | Bhakti |
|   |   | 2. | Mirbai (1498–1547) |
|   |   | 3. | Guru Nanak (1469–1539) and Sikhism |

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|   | III. | A New Way of Thinking: The Birth of Modern Science |
|   | A. | The Question of Origins: Why Europe? |
|   |   | 1. | Autonomous universities |
|   |   | 2. | Madrassas and Confucian learning |
|   |   | 3. | Knowledge from other cultures |
|   | B. | Science as Cultural Revolution |
|   |   | 1. | Ptolemy’s universe |
|   |   | 2. | Copernicus, Kepler, and Galileo |
|   |   | 3. | Isaac Newton |
|   |   | 4. | Accommodating faith and tradition with science |
|   | C. | Science and Enlightenment |
|   |   | 1. | Adam Smith, Immanuel Kant, John Locke, and Voltaire |
|   |   | 2. | The persistence of gender inequality |
|   |   | 3. | Deism, Pantheism, and religious revivalism |
|   | D. | Looking Ahead: Science in the Nineteenth Century |
|   |   | 1. | Charles Darwin |
|   |   | 2. | Karl Marx |
|   |   | 3. | Sigmund Freud |
|   | E. | European Science beyond the West |
|   |   | 1. | Diffusion of technology but not scientific thinking |
|   |   | 2. | China & Japan |
|   |   | 3. | The Ottoman Empire |
|   | F. | Impact on Siberians |

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|   | IV. | Reflections: Cultural Borrowing and Its Hazards |
|   | A. | Early modern ideas today |
|   | B. | Religious borrowing |
|   | C. | Conflict and accommodation in cultural borrowing |

**Chapter 16 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 16: Atlantic Revolutions, Global Echoes, 1750–1914** |
|   | I. | Atlantic Revolutions in a Global Context |
|   | A. | “world crisis?” |
|   | B. | Uniqueness of the Atlantic revolutions |
|   | C. | The Atlantic as a “world of ideas” |
|   | D. | Democratic revolutions |
|   | E. | Global impact of the Atlantic revolutions |

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|   | II. | Comparing Atlantic Revolutions |
|   | A. | The North American Revolution, 1775–1787 |
|   |   | 1. | Revolutionary? |
|   |   | 2. | English in England and English in America |
|   |   | 3. | New taxes and ideas from the Enlightenment |
|   |   | 4. | A revolutionary society before the revolution |
|   | B. | The French Revolution, 1789–1815 |
|   |   | 1. | The American connection: ideas, war debt, and taxes |
|   |   | 2. | Resentment of privilege and increasing radicalism |
|   |   | 3. | Inventing a new, rational world |
|   |   | 4. | Women’s participation and then repression |
|   |   | 5. | Birth of the nation and the citizen |
|   |   | 6. | Napoleon’s French revolutionary paradox |
|   | C. | The Haitian Revolution, 1791–1804 |
|   |   | 1. | Saint Domingue, the richest colony in the world |
|   |   | 2. | African slaves, white colonists, and *gens de couleur* |
|   |   | 3. | Slave revolt, civil war, and foreign invasion |
|   |   | 4. | Toussaint Louverture |
|   |   | 5. | Haiti: a post-slavery republic |
|   |   | 6. | “Independence debt” |
|   | D. | Spanish American Revolutions, 1810–1825 |
|   |   | 1. | Creole resentment of Spanish rule and taxes |
|   |   | 2. | Napoleon’s 1808 invasion of Spain and Portugal |
|   |   | 3. | Racial, class, and ideological divisions |
|   |   | 4. | Simón Bolívar and the *Americanos* |
|   |   | 5. | Independence without social revolution or unity |

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|   | III. | Echoes of Revolution |
|   | A. | The Abolition of Slavery |
|   |   | 1. | Protestant and Quaker moralism |
|   |   | 2. | New economic structures |
|   |   | 3. | Haiti and other slave revolts |
|   |   | 4. | British leadership |
|   |   | 5. | Resistance to abolition |
|   |   | 6. | Emancipation without socio-economic changes |
|   |   | 7. | Emancipation and colonialism in Africa and the Islamic world |
|   | B. | Nations and Nationalism |
|   |   | 1. | The “nation” as a new idea |
|   |   | 2. | Unification and independence |
|   |   | 3. | Internation conflict |
|   |   | 4. | Political uses of nationalism |
|   | C. | Feminist Beginnings |
|   |   | 1. | Enlightenment attacks on tradition |
|   |   | 2. | Mary Wollstonecraft, *Vindication of the Rights of Women,* and Seneca Falls, 1848 |
|   |   | 3. | Suffrage and professional opportunities |
|   |   | 4. | Opposition |
|   |   | 5. | Trans-Atlantic and global feminisms |

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|   | IV. | Reflections: Revolutions Pro and Con |
|   | A. | Necessary? Promises? Worth the cost? |
|   | B. | Historians disagree and debate. |
|   | C. | Ongoing struggle to understand. |

**Chapter 17 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 17: Revolutions of Industrialization, 1750–1914** |
|   | I. | Explaining the Industrial Revolution |
|   | A. | Why Europe? |
|   |   | 1. | Technology, science, and economics elsewhere |
|   |   | 2. | Competition within Europe |
|   |   | 3. | State-merchant alliances |
|   |   | 4. | Competition with Asian imports |
|   |   | 5. | The American windfall: silver, sugar, slaves, and more |
|   | B. | Why Britain ? |
|   |   | 1. | Colonies, commercial society, and political security |
|   |   | 2. | Practical, not theoretical, science |
|   |   | 3. | Lucky geography |

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|   | II. | The First Industrial Society |
|   | A. | The British Aristocracy |
|   |   | 1. | Landowners remained wealthy |
|   |   | 2. | Overall decline in class power |
|   |   | 3. | Turn to the empire |
|   | B. | The Middle Classes |
|   |   | 1. | An amorphous group |
|   |   | 2. | Classical Liberalism |
|   |   | 3. | Samuel Smiles, *Self-Help* |
|   |   | 4. | Women: paragons of “respectability” |
|   |   | 5. | The lower middle class |
|   | C. | The Laboring Classes |
|   |   | 1. | 70 percent of Britain |
|   |   | 2. | Rapid urbanization |
|   |   | 3. | New working conditions |
|   |   | 4. | Women and girls in the factory? |
|   | D. | Social Protest |
|   |   | 1. | Trade unions, 1824 |
|   |   | 2. | Robert Owen (1771–1858) |
|   |   | 3. | Karl Marx’s (1818–1883) “scientific socialism” |
|   |   | 4. | Labor Party and 1910–1913 strikes |
|   |   | 5. | British reform (and nationalism), not revolution |
|   |   | 6. | Competition and decline |
|   | E. | Europeans in Motion |
|   |   | 1. | Migration to cities and other continents |
|   |   | 2. | Settler colonies |
|   |   | 3. | “White” Europeans in Latin America |
|   |   | 4. | Opportunities and diversity in the United States |
|   |   | 5. | Russians and Ukrainians to Siberia |

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|   | III. | Variations on a Theme: Industrialization in the United States and Russia |
|   | A. | The United States: Industrialization without Socialism |
|   |   | 1. | Explosive growth |
|   |   | 2. | Pro-business legislation |
|   |   | 3. | Mass production for a mass market |
|   |   | 4. | Ford, Carnegie, and Rockefeller as cultural heroes |
|   |   | 5. | Difficult working and living conditions |
|   |   | 6. | Strikes and class conflict but weak political organization |
|   |   | 7. | Conservative unions, racial politics, and high standards of living |
|   |   | 8. | Populists and Progressives but few Socialists |
|   | B. | Russia: Industrialization and Revolution |
|   |   | 1. | A complete opposite of the United States of America |
|   |   | 2. | State-sponsored change |
|   |   | 3. | Rapid industrialization produces social conflicts |
|   |   | 4. | Small but very radical proletariat |
|   |   | 5. | Russian Social-Democratic Labor Party |
|   |   | 6. | 1905: Revolution, repression, and reluctant reforms |
|   |   | 7. | Growth of revolutionary parties |
|   |   | 8. | 1917: Lenin and the Bolsheviks |

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|   | IV. | The Industrial Revolution and Latin America in the Nineteenth Century |
|   | A. | After Independence in Latin America |
|   |   | 1. | Turbulent international and domestic politics |
|   |   | 2. | *Caudillos* |
|   |   | 3. | Caste War of Yucatán (1847–1901) |
|   | B. | Facing the World Economy |
|   |   | 1. | Steam ships and telegrams |
|   |   | 2. | Exports to the industrializing world |
|   |   | 3. | Imported industrial goods |
|   |   | 4. | Foreign capital investment |
|   | C. | Becoming like Europe? |
|   |   | 1. | A Eurocentric elite |
|   |   | 2. | Urbanization |
|   |   | 3. | Solicitation of European immigrants |
|   |   | 4. | Few saw economic benefits from exports |
|   |   | 5. | Growth of unions and strikes provokes repression |
|   |   | 6. | Rural poverty |
|   |   | 7. | Mexican Revolution (1910–1920) |
|   |   | 8. | “Dependent Development” and “Banana Republics” |
|   |   | 9. | American intervention |

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|   | V. | Reflections: History and Horse Races |
|   | A. | Fascinations with “firsts” |
|   | B. | Being first as being better? |
|   | C. | Unexpectedness of the Industrial Revolution |
|   | D. | Perhaps the spread is more important |

**Chapter 18 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 18: Colonial Encounters in Asia and Africa, 1750–1950** |
|   | I. | Industry and Empire |
|   | A. | Colonies as suppliers of raw materials and food |
|   | B. | Colonies as markets |
|   | C. | Colonies as investments |
|   | D. | Nationalism and imperial expansion |
|   | E. | The tools of empire |
|   | F. | Technological superiority as racial superiority |
|   | G. | Social Darwinism  |

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|   | II. | A Second Wave of European Conquests |
|   | A. | New European players in Asia and Africa |
|   | B. | European military superiority |
|   | C. | Slow imperial creep in India and Indonesia |
|   | D. | The Scramble for Africa and rapid expansion elsewhere |
|   | E. | Settler colonialism and mass death in the Pacific |
|   | F. | American and Russian expansion |
|   | G. | Japanese colonization in Taiwan and Korea |
|   | H. | Defiant Ethiopia and diplomatic Siam |

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|   | III. | Under European Rule |
|   | A. | Cooperation and Rebellion |
|   |   | 1. | Soldiers, administrators, and local rulers |
|   |   | 2. | A small Western-educated elite |
|   |   | 3. | Indian Rebellion, 1857–1858 |
|   | B. | Colonial Empires with a Difference |
|   |   | 1. | Racial boundaries |
|   |   | 2. | Settler colonialism in South Africa |
|   |   | 3. | Impacts on daily life |
|   |   | 4. | “Traditional India” and “tribal Africa” |
|   |   | 5. | Gendering the empires |
|   |   | 6. | Political contradictions and hypocrisies |

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|   | IV. | Ways of Working: Comparing Colonial Economies  |
|   | A. | Economies of Coercion: Forced Labor and the Power of the State |
|   |   | 1. | Unpaid required labor on public works |
|   |   | 2. | King Leopold II’s Congo Free State |
|   |   | 3. | Cultivation system in the Dutch East Indies |
|   |   | 4. | Resistance to cotton cultivation in East Africa |
|   | B. | Economies of Cash-Crop Agriculture: The Pull of the Market |
|   |   | 1. | Encouragement of existing cash cropping |
|   |   | 2. | Rice in the Irrawaddy and Mekong deltas |
|   |   | 3. | Cacao in the Gold Coast |
|   | C. | Economies of Wage Labor: Migration for Work |
|   |   | 1. | Internal migrations to plantations, mines, and cities |
|   |   | 2. | International migrations of Indians, Chinese, Japanese, and others |
|   |   | 3. | “Native” labor in settler colonies |
|   | D. | Women and the Colonial Economy: Examples from Africa |
|   |   | 1. | Men grew cash crops while women grew food |
|   |   | 2. | Labor migrations separated husbands and wives |
|   |   | 3. | Women became heads of households |
|   | E. | Assessing Colonial Development |
|   |   | 1. | Jump-start or exploitation? |
|   |   | 2. | Global integration |
|   |   | 3. | Some elements of modernization |
|   |   | 4. | No colonial breakthrough to modern industrial economy  |

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|   | V. | Believing and Belonging: Identity and Cultural Change in the Colonial Era |
|   | A. | Education |
|   |   | 1. | The door to opportunities |
|   |   | 2. | Adopting European culture |
|   |   | 3. | Modernity? |
|   |   | 4. | Colonial glass ceiling |
|   | B. | Religion |
|   |   | 1. | Christian missionaries in Africa and the Pacific |
|   |   | 2. | Religious conflicts over gender and sexuality |
|   |   | 3. | Colonial definition of Hinduism |
|   |   | 4. | Colonial identification with Islam |
|   | C. | “Race” and “Tribe” |
|   |   | 1. | Rise of an African identity |
|   |   | 2. | Pan-Africanism |
|   |   | 3. | Colonial creation of “tribes” |

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|   | VI. | Reflections: Who Makes History? |
|   | A. | Colonizers’ efforts to shape the colony |
|   | B. | Colonized people’s agency |
|   | C. | “History from below” |

**Chapter 19 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 19: Empires in Collision: Europe, the Middle East, and East Asia, 1800–1914** |
|   | I. | Reversal of Fortune: China ’s Century of Crisis |
|   | A. | The Crisis Within |
|   |   | 1. | Dramatic population growth and pressures on the land |
|   |   | 2. | Central state bureaucracy fails to grow and weakens |
|   |   | 3. | Taiping Rebellion (1850–1864) |
|   |   | 4. | Conservative reaction |
|   | B. | Western Pressures |
|   |   | 1. | Commissioner Lin Zexu and Western narco-trafficking |
|   |   | 2. | First Opium War and Treaty of Nanking (1842) |
|   |   | 3. | Second Opium War and further humiliations |
|   |   | 4. | “Informal empire” status for the Middle Kingdom |
|   | C. | The Failure of Conservative Modernization |
|   |   | 1. | Self-strengthening |
|   |   | 2. | Landowners fear modernity |
|   |   | 3. | Industry in the hands of Europeans |
|   |   | 4. | Boxer Rebellion (1898–1901) |
|   |   | 5. | Popular nationalist organizations |
|   |   | 6. | Hundred Days of Reform, 1898 |
|   |   | 7. | Imperial collapse, 1911 |

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|   | II. | The Ottoman Empire and the West in the Nineteenth Century |
|   | A. | “The Sick Man of Europe” |
|   |   | 1. | “The Strong Sword of Islam” in 1750 |
|   |   | 2. | Loss of land to Russia, France, Britain, and Austria |
|   |   | 3. | Unable to defend Muslims elsewhere |
|   |   | 4. | Changing global economic order |
|   | B. | Reform and its Opponents |
|   |   | 1. | Reaction to Western military advisors |
|   |   | 2. | Tanzimat era |
|   |   | 3. | Young Ottomans: Islamic modernism |
|   |   | 4. | Young Turks, 1908: Secular modernism |
|   | C. | Outcomes: Comparing China and the Ottoman Empire |
|   |   | 1. | “Semi-colonies” in the European “informal empire” |
|   |   | 2. | Defensive modernization but no industrial take-off |
|   |   | 3. | Growth of nationalism |
|   |   | 4. | Revolutionary chaos in China, but stability in Turkey |
|   |   | 5. | State rejections of tradition but popular survival |

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|   | III. | The Japanese Difference: The Rise of a New East Asian Power |
|   | A. | The Tokugawa Background |
|   |   | 1. | *Shogun*, *daimyo*, *samurai*, and emperor |
|   |   | 2. | 250 years of peace |
|   |   | 3. | Urban, commercial, and literate |
|   |   | 4. | *Samurai* status versus merchant wealth |
|   |   | 5. | Increasing social instability |
|   | B. | American Intrusion and Meiji Restoration |
|   |   | 1. | Limited contact with West since early seventeenth century |
|   |   | 2. | Commodore Perry, 1853 |
|   |   | 3. | Meiji Restoration, 1868 |
|   | C. | Modernization Japanese Style |
|   |   | 1. | Defensive but revolutionary reforms |
|   |   | 2. | Systematic dismantling of the old social order |
|   |   | 3. | Fukuzawa Yukichi |
|   |   | 4. | Selective borrowing and mixing from the West |
|   |   | 5. | New possibilities for women |
|   |   | 6. | State-guided industrialization and *zaibatsu* |
|   |   | 7. | Difficult lives for peasants and workers |
|   | D. | Japan and the World |
|   |   | 1. | Anglo-Japanese Treaty, 1902 |
|   |   | 2. | War with China (1894–1895) and Russia (1904–1905) |
|   |   | 3. | Empire building in Taiwan, Korea, and Manchuria |
|   |   | 4. | Admiration from the colonial world |

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|   | IV. | Reflections: Success and Failure in History |
|   | A. | Should historians evaluate events as successful or a failure? |
|   | B. | Criteria? |
|   | C. | Success for whom? |
|   | D. | Assessing wisdom in history |

**Chapter 20 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go** |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 20: Collapse at the Center: World War, Depression, and the Rebalancing of Global Power, 1914–1970s** |
|   | I. | The First World War: European Civilization in Crisis, 1914–1918 |
|   | A. | An Accident Waiting to Happen |
|   |   | 1. | European global power but rivalry and conflict at home |
|   |   | 2. | Assassination of Franz Ferdinand, June 28, 1914 |
|   |   | 3. | Alliances and nationalism |
|   |   | 4. | Industrialized militarism |
|   |   | 5. | European empires and trade make it a global war |
|   | B. | Legacies of the Great War |
|   |   | 1. | Surprises and horrors of the war |
|   |   | 2. | Widespread disillusionment in Europe |
|   |   | 3. | Gender and the war: Mother’s Day versus flappers |
|   |   | 4. | National Self-Determination in Europe |
|   |   | 5. | Russian Revolution, 1917 |
|   |   | 6. | Treaty of Versailles, 1919 |
|   |   | 7. | Armenian Genocide, Ottoman collapse, and the rise of Turkey |
|   |   | 8. | View from the colonies |
|   |   | 9. | Japanese expansion in China |
|   |   | 10. | Rise of the United States |

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|   | II. | Capitalism Unraveling: The Great Depression |
|   | A. | Capitalism’s mixed track record |
|   | B. | Sudden unraveling of the economic system, 1929 |
|   | C. | A crisis of overproduction, international loans, and stock speculation |
|   | D. | Impact on global suppliers of raw materials and food |
|   | E. | Import substitution industrialization in Latin America |
|   | F. | Responses of the industrialized capitalist states |
|   | G. | Stalin’s USSR |

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|   | III. | Democracy Denied: Comparing Italy, Germany, and Japan |
|   | A. | The Fascist Alternative in Europe |
|   |   | 1. | Extreme nationalism |
|   |   | 2. | Celebration of violence and a charismatic leader |
|   |   | 3. | Reactionary revolutionaries  |
|   |   | 4. | Anticommunist, antidemocratic, and antifeminist |
|   |   | 5. | Benito Mussolini and his Black Shirts |
|   |   | 6. | *Fasces* |
|   |   | 7. | Powerful centralized state |
|   | B. | Hitler and the Nazis |
|   |   | 1. | Many similarities to Mussolini and the Black Shirts  |
|   |   | 2. | Weimar Republic and the “stab in the back” myth |
|   |   | 3. | Economic disaster |
|   |   | 4. | Racism, anti-Semitism, and anticommunism |
|   |   | 5. | Anti-Treaty of Versailles |
|   |   | 6. | Chancellor, 1933, and immediate attacks on opponents |
|   |   | 7. | *Mein Kampf*, Nuremburg Laws, and Kristallnacht |
|   |   | 8. | Antifeminism and male sexuality |
|   |   | 9. | Support for Hitler |
|   | C. | Japanese Authoritarianism |
|   |   | 1. | Economic growth, social tension, and political repression in the 1920s |
|   |   | 2. | Impact of the Great Depression |
|   |   | 3. | Radical Nationalism or the Revolutionary Right |
|   |   | 4. | Assassinations and a failed military coup |
|   |   | 5. | No single party or charismatic leader |
|   |   | 6. | Growth of rightist authoritarians within the government |
|   |   | 7. | Government action on the economy |
|   |   | 8. | Less repressive than Italy or Germany |
|   | D. | Japan and the World |
|   |   | 1. | Anglo-Japanese Treaty, 1902 |
|   |   | 2. | War with China (1894–1895) and Russia (1904–1905) |
|   |   | 3. | Empire building in Taiwan, Korea, and Manchuria |
|   |   | 4. | Admiration from the colonial world |

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|   | IV. | A Second World War |
|   | A. | The Road to War in Asia |
|   |   | 1. | Invasion of Manchuria, 1931, and of China, 1937 |
|   |   | 2. | Frustrations with the United States, Europe, and the USSR |
|   |   | 3. | Invasion of colonial Southeast Asia for resources |
|   |   | 4. | “Asia for Asians” versus reality of occupation |
|   |   | 5. | Reluctant attack on Pearl Harbor, December 7, 1941 |
|   | B. | The Road to War in Europe |
|   |   | 1. | A deliberate, planned, and desired war: *lebensraum* |
|   |   | 2. | Rearmament and expansion, 1935–1939 |
|   |   | 3. | France conquered, Britain bombed, and the USSR invaded |
|   |   | 4. | *Blitzkrieg* |
|   |   | 5. | USSR and the United States turn the tide in 1942 |
|   | C. | The Outcomes of Global Conflict |
|   |   | 1. | 60,000,000 dead, 50 percent civilians |
|   |   | 2. | 25,000,000 in USSR and 15,000,000 in China |
|   |   | 3. | Massive mobilizations for total war |
|   |   | 4. | Women as workers and as victims |
|   |   | 5. | Holocaust and other Nazi mass murders |
|   |   | 6. | Legacies of the Holocaust |
|   |   | 7. | A weakened Europe |
|   |   | 8. | Communist world expands |
|   |   | 9. | United Nations, World Bank, and International Monetary Fund |

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|   | V. | The Recovery of Europe |
|   | A. | A disastrous first half of the century but a much better second half |
|   | B. | Marshall Plan |
|   | C. | European Coal and Steel Community |
|   | D. | NATO and America’s “empire by invitation” |

**Chapter 21 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go** |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 21: Revolution, Socialism, and Global Conflict: The Rise and Fall of World Communism, 1917–Present** |
|   | I. | Global Communism |
|   | A. | Marxism’s path to the future |
|   | B. | Communist revolutions in agrarian societies |
|   | C. | Communist parties outside of communist regimes |
|   | D. | Internationalism |
|   | E. | Conflict among communist states |

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|   | II. | Revolutions as a Path to Communism |
|   | A. | Russia: Revolution in a Single Year |
|   |   | 1. | Romanov collapse in WWI, February 1917  |
|   |   | 2. | Continued chaos under the Provisional Government |
|   |   | 3. | Bolsheviks seize power, October 1917 |
|   |   | 4. | Lenin’s revision of Marxism |
|   |   | 5. | Civil War, 1918–1921 |
|   |   | 6. | Stalin in Eastern Europe after WWII |
|   | B. | China: A Prolonged Revolutionary Struggle |
|   |   | 1. | CCP not founded until 1921 |
|   |   | 2. | Conflict with Chiang Kai-shek’s Guomindang |
|   |   | 3. | Chinese peasant villages |
|   |   | 4. | Mao Zedong |
|   |   | 5. | Appeal to women |
|   |   | 6. | Japanese invasion, 1937–1945 |
|   |   | 7. | CCP triumphant in 1949 |

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|   | III. | Building Socialism |
|   | A. | Communist Feminism |
|   |   | 1. | Soviet state enacts reforms for women |
|   |   | 2. | Zhenotdel, 1919–1930 |
|   |   | 3. | “Women can do anything” |
|   |   | 4. | Limits |
|   | B. | Socialism in the Countryside |
|   |   | 1. | Peasants seize land in Russia, 1917 |
|   |   | 2. | “Speak bitterness meetings” in China, 1949–1952 |
|   |   | 3. | Collectivization and famines |
|   | C. | Communism and Industrial Development |
|   |   | 1. | Anticapitalist but ardently pro-modernizing |
|   |   | 2. | Planned economies with an emphasis on industry |
|   |   | 3. | Urbanization, exploitation of the countryside, and rise of privileged bureaucrats and technocrats |
|   |   | 4. | Stalin accepted social changes, Mao did not |
|   |   | 5. | Great Leap Forward, 1958–1960 |
|   |   | 6. | Great Proletarian Cultural Revolution, 1966–1969 |
|   |   | 7. | Environmental consequences |
|   | D. | The Search for Enemies |
|   |   | 1. | Old regime remnants and high-ranking party officials |
|   |   | 2. | Counterrevolutionary conspiracies? |
|   |   | 3. | Stalin’s Terror and Great Purges, 1936–1941 |
|   |   | 4. | Mao’s Red Guards in the Cultural Revolution, 1966–1969 |

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|   | IV. | East versus West: A Global Divide and a Cold War |
|   | A. | Military Conflict and the Cold War |
|   |   | 1. | Europe divided by the Iron Curtain |
|   |   | 2. | “Hot wars” in Korea and Vietnam |
|   |   | 3. | Marxism versus Islam in Afghanistan |
|   |   | 4. | Cuba |
|   | B. | Nuclear Standoff and Third World Rivalry |
|   |   | 1. | Fear of nuclear war |
|   |   | 2. | Aid and intervention in the Third World |
|   | C. | The Cold War and the Superpowers |
|   |   | 1. | “Imperial” presidency, “national security state,” and “military-industrial complex” |
|   |   | 2. | American economic and cultural power |
|   |   | 3. | Soviet military spending and propaganda |
|   |   | 4. | Conflicts within the communist world |

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|   | V. | Paths to the End of Communism |
|   | A. | China: Abandoning Communism and Maintaining the Party |
|   |   | 1. | Deng Xiaoping’s post-Mao reforms |
|   |   | 2. | Mao’s worst fears? |
|   |   | 3. | Message of Tiananmen Square, 1989 |
|   | B. | The Soviet Union: The Collapse of Communism and Country |
|   |   | 1. | Mikhail Gorbachev’s *perestroika* and *glasnost* |
|   |   | 2. | Nationalist movements |
|   |   | 3. | Collapse of regimes in Eastern Europe, 1989 |
|   |   | 4. | USSR becomes Russia and 14 other states, 1991 |

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|   | VI. | Reflections: To Judge or Judge Not |
|   | A. | Are moral judgments on history appropriate? |
|   | B. | Difficulty of discussing communism in the United States |
|   | C. | Freedom or justice? |
|   | D. | Modernization at what cost? |

**Chapter 22 Outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 22: The End of Empire: The Global South on the Global Stage, 1914–Present**  |
|   | I. | Toward Freedom: Struggles for Independence |
|   | A. | The End of Empire in World History |
|   |   | 1. | The new forces of nationalism, national self-determination, and the nation-state |
|   |   | 2. | Suddenly empires became illegitimate |
|   | B. | Explaining African and Asian Independence |
|   |   | 1. | Contradictions of the colonial empires |
|   |   | 2. | A new international climate after WWII |
|   |   | 3. | New elites challenge colonial rule |

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|   | II. | Comparing Freedom Struggles |
|   | A. | The Case of India: Ending British Rule |
|   |   | 1. | What is “Indian?” |
|   |   | 2. | Indian National Congress, 1885 |
|   |   | 3. | Impact of WWI |
|   |   | 4. | Mohandas Gandhi’s *satyagraha* |
|   |   | 5. | All-India Muslim League, 1906 |
|   |   | 6. | Muhammad Ali Jinnah and Pakistan |
|   |   | 7. | Partition, 1947 |
|   | B. | The Case of South Africa: Ending Apartheid |
|   |   | 1. | Independence but white minority rule, 1910 |
|   |   | 2. | British and Boers/Afrikaners |
|   |   | 3. | A mature industrial economy using low-paid black labor |
|   |   | 4. | Pass Laws and Bantustans |
|   |   | 5. | African National Congress, 1912 |
|   |   | 6. | National Party’s Apartheid, 1948 |
|   |   | 7. | CCP triumphant in 1949 |
|   |   | 8. | A turn toward armed struggle in the 1960s |
|   |   | 9. | International pressure |
|   |   | 10. | 1994 elections |
|   |   | 11. | Continued violence |
|   |   | 12. | Nelson Mandela |

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|   | III. | Experiments with Freedom |
|   | A. | Experiments in Political Order: Party, Army, and the Fate of Democracy |
|   |   | 1. | Democracy in India but not so much elsewhere |
|   |   | 2. | Economic failure and ethnic conflict in Africa |
|   |   | 3. | Army rule pushes aside weak civilian party politics |
|   |   | 4. | Leftist politics and military coups in Latin America |
|   |   | 5. | Allende, the CIA, and Pinochet in Chile |
|   |   | 6. | Transitions to democracy from the 1980s on |
|   | B. | Experiments in Economic Development: Changing Priorities, Varying Outcomes |
|   |   | 1. | Overcoming poverty |
|   |   | 2. | Obstacles for the Global South |
|   |   | 3. | Disagreements in the field of “development economics” |
|   |   | 4. | Role of the state |
|   |   | 5. | Participation in the world market |
|   |   | 6. | Very uneven results in the Global South |
|   | C. | Experiments with Culture: The Role of Islam in Turkey and Iran |
|   |   | 1. | Cultures of tradition and cultures of modernity |
|   |   | 2. | Mustafa Kemal Atatürk: Modern, secular, and nationalist |
|   |   | 3. | Politics of Islam, dress, and gender |
|   |   | 4. | Shah Mohammad Reza Pahlavi’s secular modernization |
|   |   | 5. | Ayatollah Ruholla Khomeini’s Islamic republic |
|   |   | 6. | Cultural revolution in favor of tradition |

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|   | IV. | Reflections: History in the Middle of the Stream |
|   | A. | Historians don’t like unfinished stories |
|   | B. | Discomfort with the future |
|   | C. | Shared human ignorance |

**Chapter 23 outlines**

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| **Step One—Read the Chapter and Take Notes As You Go**  |
| This outline reflects the major headings and subheadings in this chapter of your textbook. Use it to take notes as you read each section of the chapter. In your notes, try to restate the main idea of each section. |

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| **Chapter 23: Capitalism and Culture: A New Phase in Global Interaction, Since 1945** |
|   | I. | The Transformation of the World Economy |
|   | A. | Reglobalization |
|   |   | 1. | Massive increase in global trade since 1945 |
|   |   | 2. | Foreign direct investment, capital, and personal credit |
|   |   | 3. | Transnational corporations |
|   |   | 4. | New patterns of human migration |
|   | B. | Growth, Instability, and Inequality |
|   |   | 1. | Unprecedented growth but what of stability? |
|   |   | 2. | Unprecedented growth but what of social justice? |
|   |   | 3. | Antiglobalization movements |
|   | C. | Globalization and an American Empire |
|   |   | 1. | How central is the United States to globalization? |
|   |   | 2. | Use of force versus “soft power” |
|   |   | 3. | September 11, 2001, and the subsequent wars |
|   |   | 4. | Decline in America’s economic power |
|   |   | 5. | Resistance to an American “empire” |

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|   | II. | The Globalization of Liberation: Focus on Feminism |
|   | A. | Feminism in the West |
|   |   | 1. | Simone de Beauvoir, *The Second Sex*, 1949 |
|   |   | 2. | Betty Friedan, *The Feminine Mystique*, 1963 |
|   |   | 3. | Women’s Liberation |
|   |   | 4. | Women of color and feminism |
|   | B. | Feminism in the Global South |
|   |   | 1. | Women in nationalist and communist revolutions |
|   |   | 2. | Critiques of Western Feminism |
|   |   | 3. | Women involved in larger struggles |
|   | C. | International Feminism |
|   |   | 1. | “Women’s rights are human rights” |
|   |   | 2. | UN convention to eliminate discrimination against women, 2006 |
|   |   | 3. | Division and backlash |

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|   | III. | Religion and Global Modernity |
|   | A. | Fundamentalism on a Global Scale |
|   |   | 1. | Militant piety: defensive, assertive, and exclusive |
|   |   | 2. | Perceived threats from science, states, and capitalism |
|   |   | 3. | Selective rejection of modernity and alternative modernity |
|   |   | 4. | American conservative Christians |
|   |   | 5. | Hindutva and the Bharatiya Janata Party |
|   | B. | Creating Islamic Societies: Resistance and Renewal in the World of Islam |
|   |   | 1. | Islamic opposition to newly independent secular states |
|   |   | 2. | Social and economic problems |
|   |   | 3. | Israel |
|   |   | 4. | Mawlana Mawdudi and Sayyid Qutb |
|   | C. | Creating Islamic Societies: Resistance and Renewal in the World of Islam |
|   |   | 1. | Muslim Brotherhood, Egypt |
|   |   | 2. | Islamic revolutionaries |
|   |   | 3. | Soviet invasion of Afghanistan |
|   |   | 4. | Osama bin Laden and Al-Qaeda |
|   | D. | Religious Alternatives to Fundamentalism |
|   |   | 1. | Democracy and Islamic parties |
|   |   | 2. | Turkey’s Gulen movement |
|   |   | 3. | Liberation theology and socially engaged Buddhism |

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|   | IV. | Experiencing the Anthropocene Era: Environment and Environmentalism |
|   | A. | The Global Environment Transformed |
|   |   | 1. | Explosion of human population |
|   |   | 2. | Fossil fuels |
|   |   | 3. | Pollution and climate change |
|   | B. | Green and Global |
|   |   | 1. | Rachel Carson, *Silent Spring*, 1962 |
|   |   | 2. | Green Party |
|   |   | 3. | Saving forests and protesting mining operations |
|   |   | 4. | Conflicts between the developed and developing worlds |

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|   | V. | Reflections: Pondering the Past |
|   |   | A. | Suffering and compassion |
|   |   | B. | Hope |
|   |   | C. | Dealing with “Otherness” |
|   |   | D. | Wisdom from world history |