

# WORLD STUDIES

FOURTH EDITION

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# FEATURES OF THE BOOK

CHAPTER

## 12

### Political Turmoil in Europe


1776 – 1850

- French Revolution
- Rise and Fall of Napoleon
- Revolts Across Europe
- German and Italian Unification

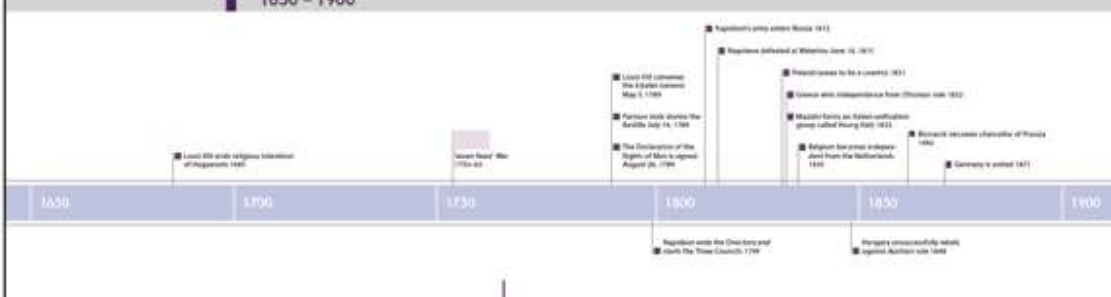
**Big Ideas**

1. What events led to the French Revolution?
2. How did Napoleon come to power, and what led to his fall?
3. What circumstances led to revolts across Europe in the nineteenth century?
4. How did German unification differ from Italian unification?

nineteenth-century Europe struggled with the consequences of decisions made by previous generations regarding the Reformation. In addition, the ideas of the Enlightenment influenced core ideas such as liberty, equality, justice, and citizenship. Inspired by Enlightenment writings and political movements, some territories established by their nations, while others soon independence from outside control. This period saw some of the most rapid change in Europe.



1650 – 1900



Year	Event
1686	Louis XIV signs religious toleration of Huguenots 1686
1701	Seven Year War 1701-63
1789	French Revolution begins July 14, 1789
1791	The Declaration of the Rights of Man is signed August 26, 1791
1799	Napoleon enters the Consistory and abolishes the Three Councils 1799
1804	Loiret III convenes the Estates General May 5, 1804
1804	Napoleon's army enters Rome 1804
1804	Napoleon crowned as Emperor June 18, 1804
1813	Prussia agrees to be a satellite 1813
1813	Congress ends independence from Napoleon 1813
1815	Congress of Vienna 1815
1815	Belgium forges independence from the Netherlands 1815
1815	Research becomes characteristic of France 1815
1817	Germany is united 1817
1848	Hungary announces its intent against Austria 1848

Chapter openers offer a glimpse of major events with a photo or painting and a timeline. In addition, the chapter outline lists the major topics that will be covered.

Margin info boxes offer interesting bits of extra information.

Terms in bold type draw attention to important facts, ideas, people, or definitions.

Chapter 2

Guiding Questions

1. What contributions did the Abbasid dynasty make to mathematics, science, literature, philosophy, and technology?
2. How did Islam win converts among culturally diverse peoples?

III. The Culture of Islam

In 750 the Islamic Empire came under new leadership with the rise of the Abbasids. This dynasty became known as the **Abbasid** (ah-BASS-ids) Caliphate. The capital was moved to **Baghdad** (ah-BASS-ahd) in Iraq. This move reflected a growing influence by Persians on the Islamic world. The emphasis of this dynasty shifted from conquest to learning and culture.

Beginning in the eighth century, Islam achieved a golden age. Many non-Muslim scholars who lived under Islamic rule preserved and passed on their knowledge to Muslim scholars in Egypt, Rome, and Greece. In addition, they worked with Muslim scholars to develop important advances in science, math, and medicine. Much of this knowledge had been lost in Europe. Baghdad became the intellectual center, and many works of antiquity were initially translated.

Historical Perspectives

Bernard Lewis and Rodney Stark are two historians who have written about the early development of Islam. Read the following summaries of their arguments and answer the questions that follow. Keep in mind that neither author is making up facts, but they are arguing for a different conclusion. Look at the title of each book for a hint.

Bernard Lewis points out that Islamic civilization, at a certain point in the Middle Ages, was among the most advanced cultures in the world. Islam's military power was clear as it spread east, west, north, and south. It had the most active economy of the time. It had trading relationships with Asia, Europe, and Africa. It adopted the knowledge of Greece and Persia upon conquest, and it imported knowledge from India and China and built upon that knowledge. For instance, it combined Indian numbers with knowledge from other civilizations. It encouraged additional scientific experiments and added to scientific knowledge. But at some point the advance of scholarship in the Muslim world stopped, while that of Europe leaped forward.

Bernard Lewis, *What Islam Did for the World* (New York: Oxford University Press, 1995), 17.



Abdullah — Muslim scholar who preserved Aristotle's Greek philosophy

Rodney Stark argues that Islamic culture never was superior to European culture. He says that Muslims learned about science, math, philosophy, and philosophy this way. He admits that they knew more Greek philosophy than Europeans.

Stark says that Europe was not stopped in the Dark Ages. He points out that Europe had many advances in the Middle Ages. Europeans developed better farming tools. This meant they could use horses for plowing. Irons could also draw weapons. This helped their armies move more quickly. They developed better plows and mills. They developed better methods of crop rotation. This made European healthier. They were better farmers than the Muslims. For this reason European armies won in the First Crusade and later Crusades.

1. What is Lewis's point?
2. What is Stark's point?
3. How do they select facts to bolster their point of view?

ing fibers and tugs with water. The mixture was pressed and then allowed to dry. The Chinese used paper for writing, printing, and writing. By the sixth century, the Chinese had developed toilet paper. Later they folded and sewed paper into bags to protect the fibers of tea. During the Song dynasty, the Chinese invented the first known paper money for general use.

Compass

Lodestone, a magnetic mineral, aligns itself with the earth's magnetic field. The Chinese were among the first people to discover this. However, the Chinese probably first used the compass as a navigational device to determine the will of their gods. Records indicate that during the Song dynasty the Chinese learned to use compasses for finding direction.

Gunpowder

For centuries the Chinese mixed ingredients with saltpeter to make items such as fireworks. In the ninth century the Chinese discovered **gunpowder** by accident. They were trying to create a substance that would give them eternal life. The Chinese quickly developed many weapons with gunpowder, including flame throwers, rockets, and crude bombs. They developed guns in the twelfth century.

Printing

During the third century, the Chinese began to develop **woodblock printing**. They carved images into a block of wood and then applied ink or paint. The woodblock was then pressed against paper or cloth. A reversed image of the carving would be impressed on the material.

The Chinese also developed a method of printing that uses movable characters. This method, known as **movable-type printing**, was first developed in China around 1041. The characters were made out of ceramic. Although the Chinese invented this technology, they made little use of it. The Chinese language is very complex with this method involved a great amount of labor. Around 1470, was the first known person to use great success. However, he was German.



Early Chinese rocket

The Expansion of Asian Cultures

Salt-peter

This is another name for a mixture of sulfur, charcoal, and potassium nitrate. It is commonly referred to as **gunpowder**. It burns rapidly and produces hot gases and gases. These gases can be used to propel a bullet or to launch and create beautiful fireworks displays.


Cast Iron

Cast iron is formed when iron ore and a small amount of carbon and silicon are heated to about 1200°C. At this temperature the iron becomes a liquid and can be poured into a mold. Iron in this form has several advantages, including increased hardness, durability, a lower melting point (below 1000°C), and the ability to be cast into almost any shape. Cast iron has been used to make bridges, weapons, cooking utensils, and many other products. Archaeologists have found hundreds of molds for casting iron in China.


General feature boxes provide a more detailed look at a person, event, or concept mentioned in the text.

# FEATURES OF THE BOOK

**Transition in Sub-Saharan Africa**




Sahel



*Finger millet (left) and millets (right) that will be ground over time.*

In the Sahel (sub-Saharan Africa) a narrow strip of land between the Sahara and the savanna. Crops such as finger millet, peas, and bananas hold in Ethiopia.

**Livestock**  
Africans raised a variety of animals, including sheep, goats, and cattle. However, they prized these animals and seldom killed them. The animals provided milk and other benefits (such as wool) for their masters. Cattle especially were considered a sign of wealth.



*Artists depict cattle in the pieces of legend.*

Amazing color photographs and artwork help the students "see" the sites, people, and events discussed in the text.

**Key Points in World History**

It is found in Genesis 4-11. It shows the beginnings of civilization. Cain and Abel, the first two sons of Adam, were the first to farm. Cain worked in agriculture, and Abel worked in industry. The division of labor between Cain and Abel is mentioned in Genesis 4:2. The first city mentioned in the Bible is Babel, built by Cain's descendants. Cain worked in industry.

A civilization raised by Cain was mentioned by Genesis 4:2. Cain worked in industry. He built away from the Lord. Cain worked in industry. He built away from the Lord. Cain worked in industry. He built away from the Lord.

...in the Bible, those loyal to God, was at first mentioned in the line of Seth, another of Adam and Eve's sons. But the Sethites did not remain true to God. Even righteous people die. Therefore, a godly culture cannot remain godly unless it passes on. In the Bible, the Sethites allowed their children to marry non-Sethites (Gen. 6:2). Eventually the Sethites were no different from the Canaanites (6:3).

Overlaid by the great confusion of the human race, God determined to judge the world. He would cover the whole earth with a great flood. But God chose to show favor to one member of the Sethite line (Gen. 6:9). God instructed Noah to build a massive ark. Noah was to take his family and representatives of the animal kingdom into the ark, where they would be safe. God had back His judgment for 120 years (Gen. 6:3). But in the end Noah, his wife, his three sons, and their wives were the only people to enter the ark. Then the "windows of the great deep" were broken up, and rain fell (7:11). Eventually the entire earth was under water. The Creator had caused the earth to return to its original state: once again it was "without form, and void" (1:2).

**The Rise of Nations**  
After the Flood, God separated the Creation Mandate to Noah and his descendants (Gen. 9:1-7). But instead of spreading out to fill the earth and subdue it, humans gathered to build a great tower (Babel). They were going to build a civilization on their own terms. Fallen man could not overcome his ability to do evil. God gave him the gift of language. Unable to communicate and work together, the people were forced to scatter and fill the earth.





The Chapter Review asks students to think in terms of higher learning, including understanding, analyzing, evaluating, and creating.

### CHAPTER REVIEW

The Expansion of Asian Cultures

#### ■ Making Connections

1. What impact did the invention of the compass from Indonesia have on China?
2. Why were merchants prevented from serving in government in China prior to the Song dynasty?
3. Why did Japan descend into feudalism?
4. How did the rise of the warrior class in Japan affect Japanese culture?
5. Why were Japanese warriors trained in history, literature, and writing?
6. How did silk routes minimize the damage in a Mongol soldier from an arrow wound?

#### ■ Developing History Skills

1. Go to your local library or go on the Internet to discover the various raw materials that have been used to record written information. Organize them in chronological order. Compare your list with lists of others in the class.
2. Construct a timeline that includes early Chinese history through the time of the Mongol invasions and that includes the rise of the Ming Dynasty. (This assignment may require outside reading or Internet research.)

#### ■ Thinking Critically

1. Evaluate traditional Mongol religion in light of Goli's third (and last) passage such as Exodus 20:3–5 and Romans 1:23.
2. When Islam became dominant, as it did in the Mongol empire, how are other religions, especially Christianity, treated?
3. Why did the Mongol Empire collapse? Provide a one or two sentence answer for each of the empires (China, Russia, Asia Minor).

#### People, Places, and Things to Know

- Shang
- Song
- technology
- paper
- compass
- gunpowder
- printing
- cardigan
- ancestor worship
- Confucius
- Buddhism
- Taoism
- Lao-tzu
- Nucleon
- Shogun
- samurai
- Bushido
- Samurai
- Shintō
- Zen Buddhism
- Angkor Wat
- zoro
- Chinggis Khan
- Great Sea
- Hohe warlike
- grand treasury
- Amalaku
- Batu Khan
- Tartary
- Battle of Legnica
- Golitsyn's death
- Tungat
- Shimazu
- Ming
- Tamurlane
- Mughal
- Akbar
- Tal Mahal

### Chapter 3

#### Guiding Questions

1. How were agriculture and technology important for the continued development of civilization in Africa?
2. What role did extended family groups play in African society?
3. What are the indigenous religions of Africa?

#### ■ I. African Culture

##### Continued Development of Civilization

###### Agriculture


Just like other people around the world, Africans adapted to changing conditions and based on the natural resources around them. Some were able to blend growing crops with raising livestock to meet their dietary needs. Others learned to derive an either crop or livestock, depending on the available resources.

Over time, the soil became less productive and the food for livestock diminished. The people often had to move in order to survive. Eventually, the depleted soil would again become able to support crops and animals life. As the Africans learned better ways to fertilize the soil, more permanent dwellings were built and groups were able to build cities.


Improved efficiency resulted in greater yields. As more food was produced than was needed, the excess provided opportunity for trade. Increased trade and permanent settlements helped the continued development of civilization.

###### Crops

Depending on the region, crops such as wheat or various grains were harvested. In the rain forests, inhabitants gathered nuts such as yams. On the savannas such as VAN, flat grasslands, the people developed such crops as millet, sorghum, and maize (corn). Other crops such as cotton and watermelon began to appear in West Africa and



Zebra and four wildebeest migration in Serengeti National Park



Maps help the students visualize geographic locations.

# PRONUNCIATION GUIDE

Vowels			
<i>symbol</i>	<b>example</b>	<i>symbol</i>	<b>example</b>
a	cat = KAT	aw	all = AWL
a-e	cape = KAPE	o	potion = PO shun
ay	paint = PAYNT	oa	don't = DOANT
e	jet = JET	o-e	groan = GRONE
eh	spend = SPEHND	oh	own = OHN
ee	fiend = FEEND	u	some = SUM
i	swim = SWIM	uh	abet = uh BET
ih	pity = PIH tee	oo	crew = CROO
eye	icy = EYE see	oo	push = POOSH
i-e	might = MITE	ou	loud = LOUD
ah	cot = KAHT	oy	toil = TOYL
ar	car = KAR		
Consonants			
<i>symbol</i>	<b>example</b>	<i>symbol</i>	<b>example</b>
k	cat = KAT	th	thin = THIN
g	get = GET	th	then = THEN
j	gentle = JEN tul	zh	fusion = FYOO zhun

The pronunciation key used in this text is designed to give the reader a self-evident, acceptable pronunciation for a word as he reads it from the page. For more accurate pronunciations, the reader should consult a good dictionary.

**Stress:** Syllables with primary stress appear in LARGE CAPITAL letters. Syllables with secondary stress and one-syllable words appear in SMALL CAPITAL letters. Unstressed syllables appear in lowercase letters. Where two or more words appear together, hyphens separate the syllables within each word. For example, the pronunciation of Omar Khayyam appears as (OH-mar kie-YAHM).

## ■ Why World Studies?

Have you ever wondered why you should study history? Historians have given many answers to this question, but for the Christian the most important answer is found in God. God created a world that works historically. God created a world in which events unfold through time. And when Adam sinned, God gave a promise of redemption that would take thousands upon thousands of years to fulfill. God didn't bring redemption immediately. Since the time of Christ, the church has spread around the world in a historical process.

### **Learning What God Is Doing in the World**

God has planned all of human history. There is no historical happening that is out of God's control or that does not help to accomplish God's great purpose in the world (Ps. 22:28; Prov. 16:33; Acts 17:26). God's great purpose is to establish the kingdom of Christ (Dan. 4:35; Acts 28; Eph. 1:11).

When you read this book, it is right to continually ask the question "What was God doing in this event?" This is a harder question to answer than you might think. The Bible does tell us God's purpose for some events in the world. But most of the events in this book take place after the New Testament was written, and the Bible does not comment on them. Christians can look at what the Bible says God's goals are in history; redeeming sinners, establishing Christ's kingdom, and bringing glory to His name. Christians can then look at how historical events contributed to these purposes. Such answers will remain tentative, and Christian historians must present them humbly. Nonetheless, the question of what God is doing in history is important for the Christian historian to consider.

### **The Creation Mandate and the Development of Civilization**

When God created Adam and Eve, He gave them a command: Be fruitful, multiply, and subdue the earth (Gen. 1:28). Human history is a record of the fulfillment of this command. God created mankind in His image. This bestowed on them the abilities to carry out the Creation Mandate. He also placed them in a garden with rivers that flowed out to the wider world. Those rivers were highways to places with resources that were needed to develop civilization (Gen. 2:10-14).

This original command from God is being fulfilled. The human population of the earth has grown from two people to over seven billion people. The story of civilization is the story of how people have subdued the earth. But the fulfillment of this command has been corrupted by the Fall of man into sin. The development of civilization is good. God intended it from the beginning. But sin has entwined itself deeply in the rise of every particular civilization. As you read about civilizations in this book, you will at times marvel at the artistic achievements of a civilization or the wisdom displayed in framing a government. But in those same civilizations you will



# INTRODUCTION

be dismayed to see the presence of slavery or the evidence of widespread moral decay.

## **Evaluating History from a Christian Worldview**

The reality of sin means that civilizations cannot simply be celebrated. Events in world history must be evaluated from a Christian worldview. You will gain a great deal of benefit from this evaluation. History allows you to look at previous generations facing the big issues of their day and deciding how to respond to them. There is much wisdom to be gained by learning from both the mistakes and successes of previous generations. To know which is which requires careful evaluation from Scripture.

In world history there are four major themes around which this book will focus its evaluation: justice, power, citizenship, and environment.

### **Justice**

A society is just when people do right and respect each other's rights. For Christians, the rights that people have are based on the image of God that each human bears. Because humans are made in God's image, it is wrong to murder or steal or commit any number of sins against other people. Instead the Bible commands that people love others as they love themselves.

Most civilizations base their understanding of justice on something other than the Bible. Much of conflict in human history comes from conflicting views of what is just. As you read this book, we will draw your attention to issues of justice that need to be evaluated from a Christian worldview.

### **Power**

Power is essential to any civilization. For a civilization to grow and thrive, its leaders must be able to provide order for the people who live there. In addition, civilizations need to exercise power over forces of nature that could threaten the civilization.

A Christian views the use of power as good and necessary. The command to exercise dominion over the earth is a command to exercise power in the world. But in a fallen world, power is often abused. Humans have used power to oppress others. Power that should have been used to cultivate creation has instead been used to damage it. You will notice these issues throughout this study of world history.

### **Citizenship**

Within civilizations, some people are citizens. A citizen has a status that gives him certain rights, privileges, and duties within his civilization. Citizenship gives individuals a say in how their community is run. It also imposes duties that require significant sacrifice. Christians need to evaluate who should be granted citizenship, what rights citizens should have, and what duties should be required of a citizen.



### **Environment**

Every civilization is placed in a particular geographical location. Each location has special features. Many civilizations grew up along great rivers. Others learned how to flourish in harsh climates. Whatever the environment, God called mankind to rule over this world in all its variety. Understanding the role the environment has played in shaping civilizations is important. Understanding how civilizations have shaped their environments in fulfillment of the Creation Mandate is also important.

### **Multiple Perspectives**

Historians often have to evaluate different perspectives of historical events because the world is complex. Events often happen for a multitude of reasons, and untangling them all is not easy. In addition, everyone interprets the events of history from his own worldview. Throughout this book we will give you the opportunity to evaluate the perspectives of different historians. Sometimes you will be asked to judge if a historian is accurately understanding the historical evidence. In each case you will be looking to see if the historian is interpreting history from a biblical worldview.