

GLOBAL STUDIES

CONCEPTS

# Characteristics of Civilizations

The civilizations you studied in Unit 1 each demonstrated the five characteristics that historians use to define a civilization.

## Advanced Cities

Cities were key features of the ancient civilizations. These cities were more than just collections of people. They were also centers of political, economic, and religious life.

## Specialized Workers

Surpluses of food allowed people to specialize in jobs outside of agriculture. Specialized workers such as artisans, traders, and soldiers strengthened and expanded civilization.

## Complex Institutions

Complex institutions such as law codes, religion, and an economy were another characteristic of ancient civilizations. They organized, united, and helped civilizations to prosper.

## Record Keeping and Writing

Each civilization developed a system of writing. Rulers could record laws. Priests could write down important religious dates and the rituals to follow. Merchants could record transactions. Eventually, people used the writing system to record their thoughts and ideas, creating literature and written history.

## Advanced Technology

The civilizations developed new ways of doing work and new materials to work with, such as metals and pottery. They also developed tools like calendars to make their world more orderly.

	Indus Valley	Mesopotamia	China	Ancient Egypt	Palestine
<b>Advanced Cities</b>	<ul style="list-style-type: none"> <li>Planned cities had neatly laid-out streets and fortified areas.</li> </ul>	<ul style="list-style-type: none"> <li>Cities had central temples called ziggurats.</li> </ul>	<ul style="list-style-type: none"> <li>Cities had massive earthen walls for protection.</li> </ul>	<ul style="list-style-type: none"> <li>Cities had power over the surrounding lands.</li> </ul>	<ul style="list-style-type: none"> <li>Phoenician cities were busy ports.</li> <li>Jerusalem had a large temple.</li> </ul>
<b>Specialized Workers</b>	<ul style="list-style-type: none"> <li>Artisans made various goods, which traders exchanged with other peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Priests, warriors, scribes, artisans, and farmers all had special tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Warriors defended the land.</li> <li>Artisans made beautiful and useful items.</li> </ul>	<ul style="list-style-type: none"> <li>Rulers, officials, priests, and wealthy land-owners led society.</li> </ul>	<ul style="list-style-type: none"> <li>Phoenician sailors carried goods.</li> <li>Israelite religious leaders had great influence.</li> </ul>
<b>Complex Institutions</b>	<ul style="list-style-type: none"> <li>Rulers organized the work of laying out the cities.</li> </ul>	<ul style="list-style-type: none"> <li>Priests and then kings ran the cities.</li> <li>Rulers created written law codes.</li> </ul>	<ul style="list-style-type: none"> <li>Rulers organized workers to build canals and city walls.</li> </ul>	<ul style="list-style-type: none"> <li>Pharaohs ordered people to build elaborate tombs.</li> <li>Priests ran large temples.</li> </ul>	<ul style="list-style-type: none"> <li>Israelites developed the belief in one god. They saw the law as a gift from God.</li> </ul>
<b>Record Keeping and Writing</b>	<ul style="list-style-type: none"> <li>The system of writing has not yet been deciphered.</li> </ul>	<ul style="list-style-type: none"> <li>Cuneiform was the world's first system of writing.</li> </ul>	<ul style="list-style-type: none"> <li>The writing system helped unify peoples with different languages because characters stood for ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Hieroglyphic writing had symbols that stood for ideas and for sounds.</li> </ul>	<ul style="list-style-type: none"> <li>The Phoenician alphabet became the basis of many alphabets.</li> </ul>
<b>Advanced Technology</b>	<ul style="list-style-type: none"> <li>Engineers made sophisticated buildings and plumbing systems.</li> </ul>	<ul style="list-style-type: none"> <li>Sumerians invented the wheel, the sail, and the plow, and discovered how to make bronze.</li> </ul>	<ul style="list-style-type: none"> <li>The Chinese refined bronze casting technology and valuable silk cloth production.</li> </ul>	<ul style="list-style-type: none"> <li>Advances were made in engineering, astronomy, and medicine.</li> </ul>	<ul style="list-style-type: none"> <li>Phoenicians built ships with advances such as the steering oar and the sail.</li> </ul>

### SKILLBUILDER: Interpreting Charts

1. **Synthesizing** How important was religion to these civilizations?

2. **Analyzing Motives** How did the Chinese system of writing contribute to the spread of Chinese civilization?

# Development of Law

Laws are a complex institution of civilizations. They are designed to do many things—settle conflicts between individuals, provide citizens with guidance on proper behavior, and outline an individual's relationship with the government. Thus, laws are important for building stable civilizations.

## PRIMARY SOURCE

### INTERACTIVE

#### Hammurabi's Code

If a son has struck his father, they shall cut off his hand.

If a [noble] has destroyed the eye of a [noble], they shall destroy his eye.

If he has broken another [noble's] bone, they shall break his bone.

If he has destroyed the eye of a commoner or broken the bone of a commoner, he shall pay one mina of silver.

If he has destroyed the eye of a [noble's] slave or broken the bone of a [noble's] slave, he shall pay one-half [the slave's] value.

If a [noble] has knocked out the tooth of a [noble], they shall knock out his tooth.

If he has knocked out a commoner's tooth, he shall pay one-third mina of silver.

#### DOCUMENT-BASED QUESTION

Is the Code applied equally to all people? Explain your answer.

## PRIMARY SOURCE

#### Confucius

The Master said, "A young man's duty is to behave well to his parents at home and to his elders abroad, to be cautious in giving promises and punctual in keeping them, to have kindly feelings towards everyone, but seek the intimacy of the Good."

The Master said, "Govern the people by regulations, keep order among them by chastisements, and they will flee from you and lose all self-respect. Govern them by moral force, and order among them by ritual, and they will keep their self-respect and come to you of their own accord."

#### DOCUMENT-BASED QUESTION

What behavior does Confucius expect of ordinary people and of rulers?

## PRIMARY SOURCE

#### Old Testament

Whoever strikes a man so that he dies shall be put to death. But if he did not lie in wait for him, but God let him fall into his hand, then I will appoint for you a place to which he may flee. . . .

Whoever strikes his father or his mother shall be put to death. . . .

Whoever curses his father or his mother shall be put to death.

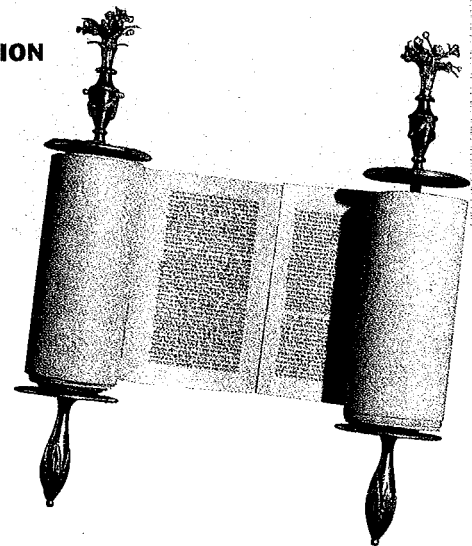
When men quarrel and one strikes the other with a stone or with his fist and the man does not die but keeps his bed, then if the man rises again and walks abroad with his staff, he that struck him shall be clear; only he shall pay for the loss of his time. . . .

When a man strikes his slave, male or female, with a rod and the slave dies under his hand, he shall be punished. . . .

When a man strikes the eye of his slave, male or female, and destroys it, he shall let the slave go free for the eye's sake. If he knocks out the tooth of his slave, male or female, he shall let the slave go free for the tooth's sake.

#### DOCUMENT-BASED QUESTION

What principle underlies these laws? How would you describe the punishments in these laws?



### INTERACTIVE




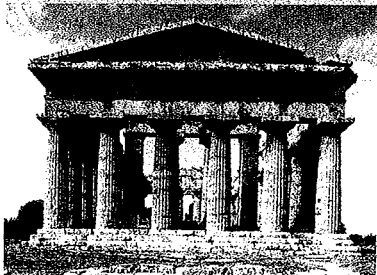
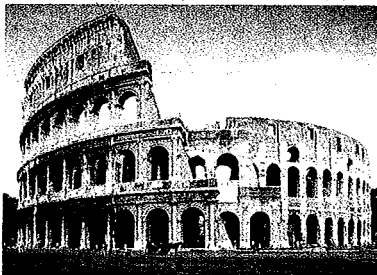
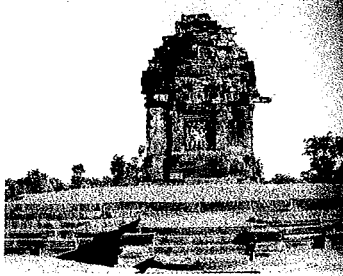
## Comparing & Contrasting

1. How is the treatment of slaves in Hammurabi's Code and the Old Testament laws similar? How is it different?
2. For which of the civilizations on the chart do you think laws were most important? Why?



# Cultural Achievements

These five classical ages had impressive cultural achievements. Their beliefs are still studied—and in some cases followed—today. Their art and architecture are counted among the world's treasures. Their advances in science and technology paved the way for later discoveries.

	Greece	Rome	Gupta India
<b>Beliefs</b>	<ul style="list-style-type: none"> <li>The Greeks worshiped many gods who behaved in very human ways.</li> <li>Philosophers used reason to understand the world.</li> </ul>	<ul style="list-style-type: none"> <li>Rome adopted many of the Greek gods, but usually changed and added to them.</li> <li>Later, Rome adopted Christianity and helped spread it.</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism became a more personal religion and gained followers.</li> <li>A more popular form of Buddhism developed and spread.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Sculpture portrayed ideal beauty, and at a later period, moved toward realism—as shown by this Roman copy of a later Greek statue.</li> </ul> 	<ul style="list-style-type: none"> <li>Romans modeled sculpture after Greek statues and developed more realistic sculpture. They also made beautiful mosaics.</li> </ul> 	<ul style="list-style-type: none"> <li>Gupta statues were of Hindu gods and the Buddha, such as this figure.</li> </ul> 
<b>Science and Technology</b>	<ul style="list-style-type: none"> <li>Scientists made advances in astronomy and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Engineers developed domes and arches and built superb roads.</li> </ul>	<ul style="list-style-type: none"> <li>Scholars made discoveries in astronomy, mathematics, and medicine.</li> </ul>
<b>Architecture</b>	<ul style="list-style-type: none"> <li>Greek buildings show balance and symmetry; columns and pedestals were often used.</li> </ul> 	<ul style="list-style-type: none"> <li>Roman advances include domes and arches, such as those in the Colosseum.</li> </ul> 	<ul style="list-style-type: none"> <li>Hindu temples like this temple of Vishnu at Deogarh began to have pyramidal roofs.</li> </ul> 

## Han China

## Olmec

The Han adopted the ethical system of Confucius as the basis for government.

- The Olmec worshiped a jaguar spirit.
- They built religious centers with pyramids.

The Han made intricate bronzes like this figure of a galloping horse.



- The Olmec carved giant stone heads and small figurines like this ceremonial object.



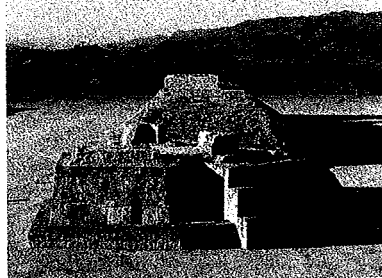
The Han invented paper, various farming tools, and watermills.

- The Olmec moved heavy stone for monuments without use of the wheel.

- Han buildings were wooden and none survive. This ceramic model of a three-story wooden tower shows Han styles.



- This step pyramid at the Zapotec site in Monte Albán reflects Olmec architectural influence.



### SKILLBUILDER: Interpreting Charts

1. **Drawing Conclusions** Which of the art pieces shown here are religious in subject and which are not?
2. **Contrasting** How were the beliefs of Han China different from the other societies that had classical ages?

*“... to the glory that was Greece and the grandeur that was Rome”*

Edgar Allan Poe, from “To Helen”

*“The inhabitants [of the Gupta Empire] are rich and prosperous, and vie with one another in the practice of benevolence and righteousness.”*

Fa Xian, from *The Travels of Fa Xian*

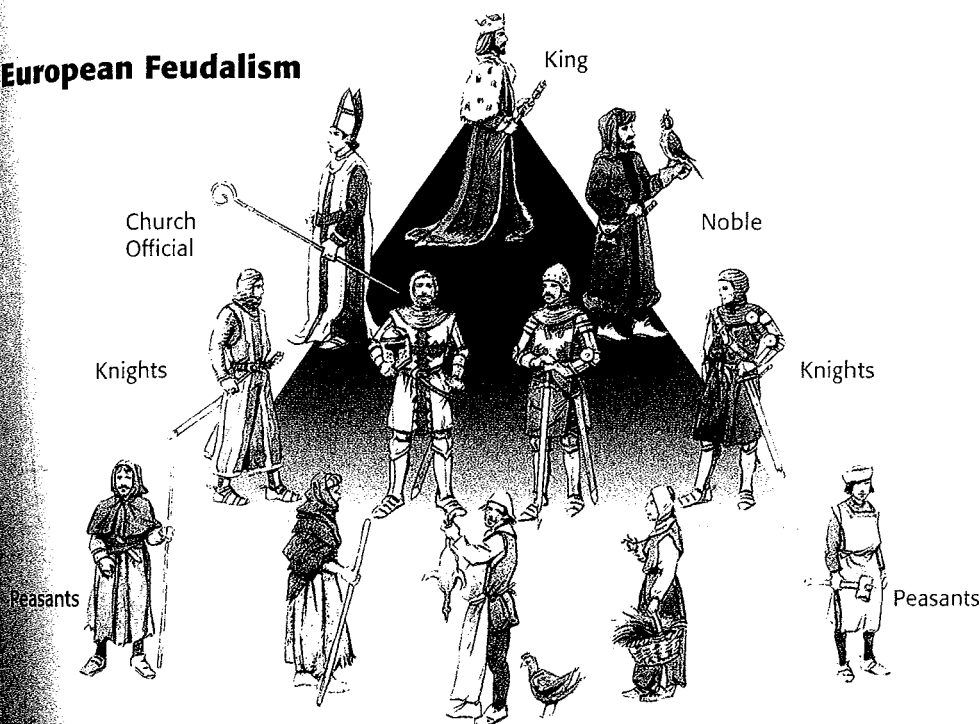
## Comparing & Contrasting

1. Which of the societies seemed to be more interested in mathematical and scientific theories? Which seemed to be more interested in practical technology?
2. What functions did monumental buildings fill for these societies? Explain whether the functions were similar or different.

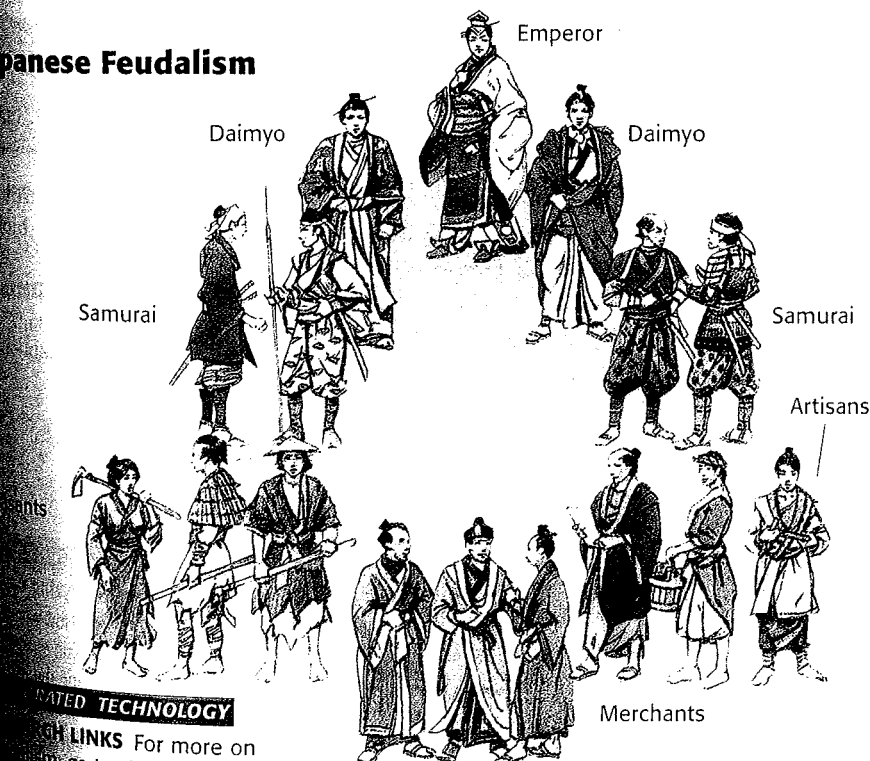
# Feudalism

Feudalism was a political system in which nobles were granted the use of land that legally belonged to the king. In return, the nobles agreed to give their loyalty and military services to the king. Feudalism developed not only in Europe but also in countries like Japan.

## European Feudalism



## Japanese Feudalism



## FEUDAL FACTS AND FIGURES

- In the 14th century, before the bubonic plague struck, the population of France was probably between 10 and 21 million people.
- In feudal times, the building of a cathedral took between 50 to 150 years.
- In feudal times, dukedoms were large estates ruled by a duke. In 1216, the Duke of Anjou had 34 knights, the Duke of Brittany had 36 knights, and the Count of Flanders had 47 knights.
- In the 14th century, the nobility in France made up about 1 percent of the population.
- The word *feudalism* comes from the Latin word *feudum*, meaning *fief*.
- The Japanese word *daimyo* comes from the words *dai*, meaning "large," and *myo* (shorten from *myoden*), meaning "name-land" or "private land."

\* SOURCES: *A Distant Mirror* by Barbara Tuchman; *Encyclopaedia Britannica*

## Connect to Today

**1. Comparing** What are the similarities between feudalism in Europe and feudalism in Japan?

See Skillbuilder Handbook, Page R7.

**2. Forming and Supporting Opinions** Today, does the United States have a system of social classes? Support your answer with evidence.

TECHNOLOGY

LINKS For more on go to [classzone.com](http://classzone.com)



## Manor House

## Village Church

### 3 Peasant Cottages

#### 4 Lord's Demesne

## 5 Peasant Crofts

**6 Mill**

## 7 Common Pasture

## 8 Woodland

[illegible]

The manor was largely a self-sufficient community. The serfs and peasants raised or produced nearly everything that they and their lord needed for daily life—crops, milk and cheese, fuel, cloth, leather goods, and lumber. The only outside purchases were salt, iron, and a few unusual objects such as millstones. These were huge stones used to grind flour. Crops grown on the manor usually included grains, such as wheat, rye, barley, and oats, and vegetables, such as peas, beans, onions, and beets. **B)**

## MAIN IDEAS

## Analyzing Causes

**B** How might the decline of trade during the early Middle Ages have contributed to the self-sufficiency of the manor system?

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# Major Trade Networks

The five major trade networks that you studied in Unit 3 are listed on the chart. Notice who the different trading partners were in each network and the products that they sold each other. Consider why the dhow and the camel described on the next page were particularly useful as modes of transport.

	Trading Partners	Trade Goods	Modes of Transport
<b>Trans-Arabia</b>	<ul style="list-style-type: none"> <li>• Sassanid Empire</li> <li>• Arabia</li> <li>• Byzantine Empire</li> </ul>	<ul style="list-style-type: none"> <li>• East Asia: silk, gems, dyes, cotton cloth</li> <li>• Arabia: incense, spices</li> <li>• Southwest Asia: wool, gold, silver</li> </ul>	<ul style="list-style-type: none"> <li>• camel caravans</li> </ul>
<b>Silk Roads</b>	<ul style="list-style-type: none"> <li>• China</li> <li>• India</li> <li>• Persia and Central Asia</li> <li>• Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Asia: silk, porcelain, spices, precious woods, gems</li> <li>• Europe: wool cloth, gold, silver</li> </ul>	<ul style="list-style-type: none"> <li>• caravans of camels and other pack animals</li> </ul>
<b>Mediterranean</b>	<ul style="list-style-type: none"> <li>• Europe</li> <li>• North Africa</li> <li>• Southwest Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Europe: wool and linen cloth, wine, metal</li> <li>• North Africa: wool</li> <li>• Asia: spices, fruit, cloth</li> </ul>	<ul style="list-style-type: none"> <li>• by sea, galleys with numerous rowers</li> <li>• overland, caravans of pack animals</li> </ul>
<b>Trans-Sahara</b>	<ul style="list-style-type: none"> <li>• North Africa</li> <li>• West Africa</li> </ul>	<ul style="list-style-type: none"> <li>• North Africa: cloth, salt, horses, guns</li> <li>• West Africa: gold, dyed cloth, leather goods, slaves</li> </ul>	<ul style="list-style-type: none"> <li>• camel caravans</li> </ul>
<b>Indian Ocean</b>	<ul style="list-style-type: none"> <li>• China</li> <li>• India</li> <li>• Arabia</li> <li>• East Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Asia: porcelain, silk, jewelry, cotton</li> <li>• East Africa: ivory, gold, tortoiseshell, leopard skins, slaves</li> </ul>	<ul style="list-style-type: none"> <li>• Arab dhows</li> <li>• Chinese junks</li> </ul>

## SKILLBUILDER: Interpreting Charts

- 1. Making Generalizations** How would you characterize most of the products that came from Asia?
- 2. Making Inferences** What role did Arabian traders probably play in the Indian Ocean trade network? Explain.



## Four Governments

In Unit 4, you studied how cultures around the world organized and governed themselves. The next six pages focus on four of those governments—the Incan Empire, Italian city-states, Tokugawa Japan, and the Ottoman Empire. How they functioned and the physical symbols they used to communicate their power are important themes. The chart below identifies some key characteristics of the four different governments, and the map locates them in time and place. Take notes on the similarities and differences between the four governments.

Key Characteristics				
	Incan Empire	Italian City-States	Tokugawa Japan	Ottoman Empire
<b>Title of Ruler</b>	• Inca	• varied by city: some had title of nobility, others of an elected position	• Shogun; emperor was a figurehead only	• Sultan
<b>Ruling Structure</b>	• monarchical	• oligarchic	• militaristic	• bureaucratic
<b>Basis of Authority</b>	• ruler believed to be descendant of the Sun god	• inheritance or social status supported by financial influence	• absolute loyalty and devoted service of samurai to their daimyo	• military power
<b>Distinctive Feature of Government</b>	<ul style="list-style-type: none"> <li>• Officials reported from the village level up to the king.</li> <li>• Members of an ethnic group, or <i>mitimas</i>, were moved from their homes to other areas to increase agricultural output or put down rebellions.</li> <li>• Children of Inca, local officials, and some others were taken to Cuzco for training.</li> </ul>	<ul style="list-style-type: none"> <li>• Power was in the hands of the ruling family or of a few wealthy families of bankers and merchants.</li> <li>• Many cities had constitutions and elected assemblies with little power.</li> </ul>	<ul style="list-style-type: none"> <li>• Daimyo were the shogun's vassals and local administrators.</li> <li>• Shogun controlled daimyo's marriage alliances and the number of samurai each had.</li> <li>• To ensure cooperation, daimyo's families were held hostage at court while daimyos administered their home regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sultan owned everything of value (such as land and labor); his bureaucracy was in charge of managing and protecting it.</li> <li>• Members of the bureaucracy derived status from the sultan but were his slaves along with their families.</li> <li>• Heads of <i>millet</i>s governed locally.</li> </ul>

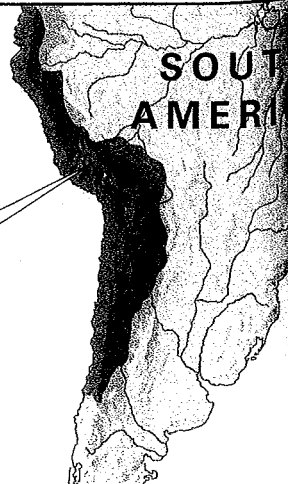
### SKILLBUILDER: Interpreting Charts

**Drawing Conclusions** How did the rulers of most of these governments keep themselves in power?



#### Monarchy in the Incan Empire, 1438–1535

The Incan monarchy was different from European monarchies. In the Incan Empire, all people worked for the state, either as farmers, or artisans making cloth, for example. Men also served as road builders, as messengers, or as soldiers. The state provided clothing, food, and any necessities in short supply. Every year, the amount of land every family had was reviewed to make sure it could produce enough food to live on.



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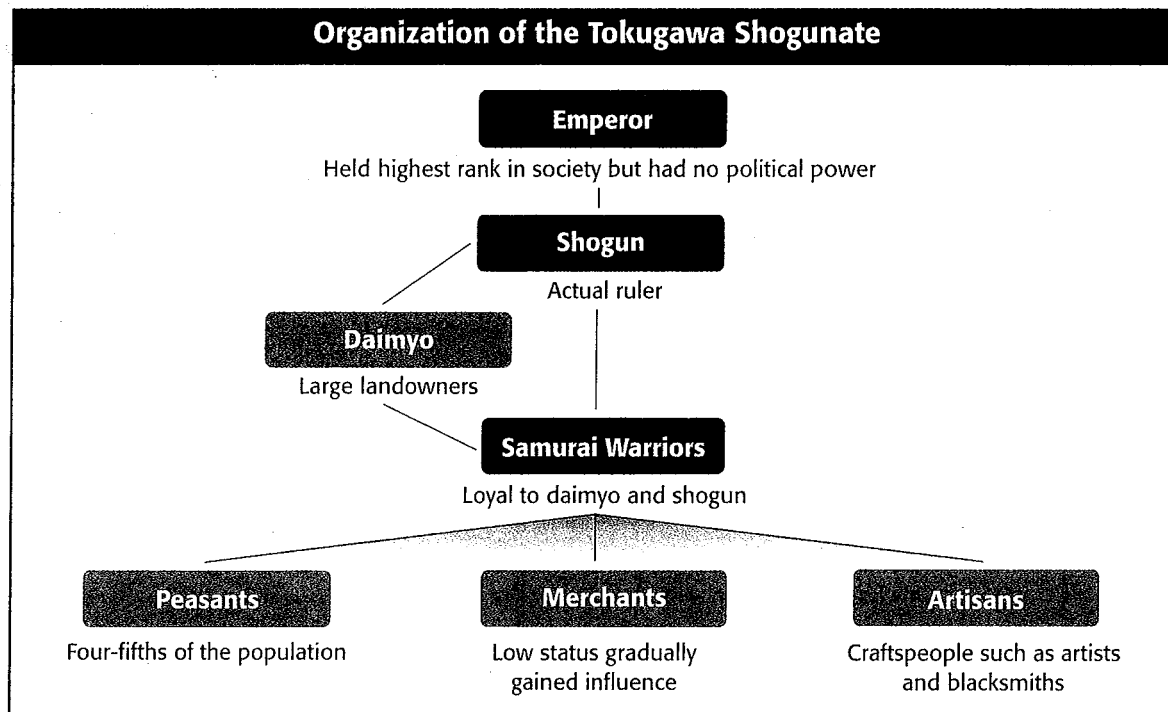
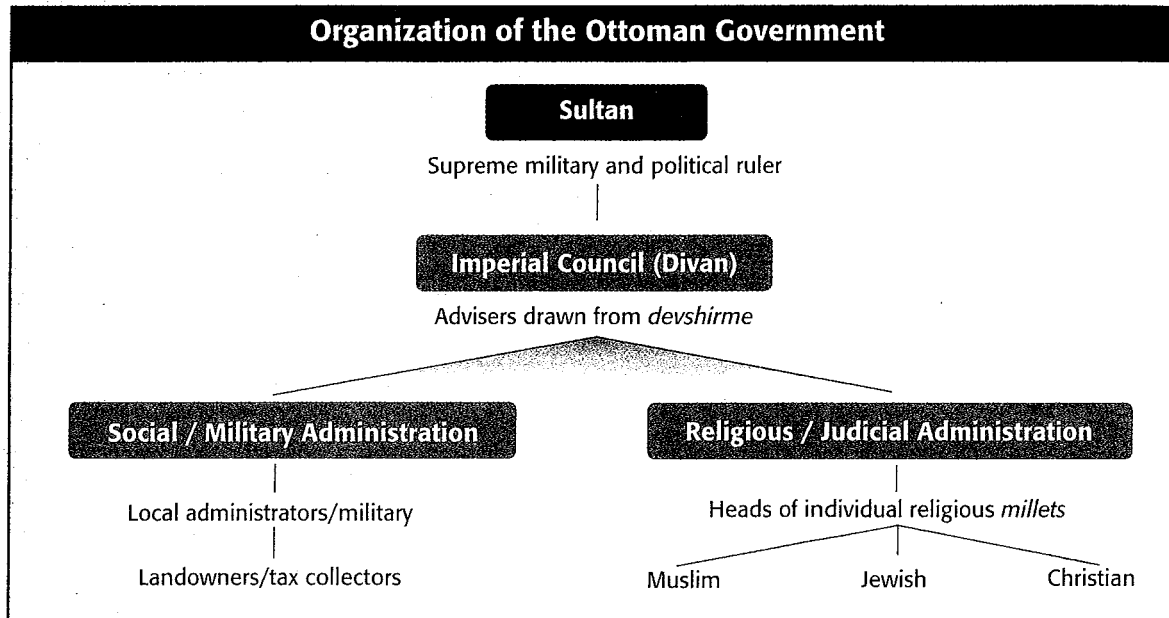
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# Structures of Government

All of the governments have officials at different levels with varying degrees of power and responsibility. Compare the governmental structure of the Ottoman bureaucracy with that of Tokugawa Shogunate's militaristic government using the charts below.



## SKILLBUILDER: Interpreting Charts

- Clarifying** To whom were the heads of the millets answerable?
- Drawing Conclusions** How might the samurai's loyalty to his daimyo conflict with his loyalty to the shogun?

**Dutch Trading Empire** The stability of the government allowed the Dutch people to concentrate on economic growth. The merchants of Amsterdam bought surplus grain in Poland and crammed it into their warehouses. When they heard about poor harvests in southern Europe, they shipped the grain south while prices were highest. The Dutch had the largest fleet of ships in the world—perhaps 4,800 ships in 1636. This fleet helped the Dutch East India Company (a trading company controlled by the Dutch government) to dominate the Asian spice trade and the Indian Ocean trade. Gradually, the Dutch replaced the Italians as the bankers of Europe.

## Absolutism in Europe

Even though Philip II lost his Dutch possessions, he was a forceful ruler in many ways. He tried to control every aspect of his empire's affairs. During the next few centuries, many European monarchs would also claim the authority to rule without limits on their power.

**The Theory of Absolutism** These rulers wanted to be **absolute monarchs**, kings or queens who held all of the power within their states' boundaries. Their goal was to control every aspect of society. Absolute monarchs believed in **divine right**, the idea that God created the monarchy and that the monarch acted as God's representative on Earth. An absolute monarch answered only to God, not to his or her subjects. ©

MAIN

### Drawing Conclusions

© How was Philip II typical of absolute monarchs?

## > Analyzing Key Concepts

### Absolutism

Absolutism was the political belief that one ruler should hold all of the power within the boundaries of a country. Although practiced by several monarchs in Europe during the 16th through 18th centuries, absolutism has been used in many regions throughout history. In ancient times, Shi Huangdi in China, Darius in Persia, and the Roman caesars were all absolute rulers. (See Chapters 4, 5, and 6.)

#### Causes

- Religious and territorial conflicts created fear and uncertainty.
- The growth of armies to deal with conflicts caused rulers to raise taxes to pay troops.
- Heavy taxes led to additional unrest and peasant revolts.



### ABSOLUTISM

#### Effects

- Rulers regulated religious worship and social gatherings to control the spread of ideas.
- Rulers increased the size of their courts to appear more powerful.
- Rulers created bureaucracies to control their countries' economies.

### SKILLBUILDER: Interpreting Charts

1. **Making Inferences** Why do you think absolute rulers controlled social gatherings?



See Skillbuilder Handbook, page R10.

2. **Hypothesizing** Today several nations of the world (such as Saudi Arabia) have absolute rulers. Judging from what you know of past causes of absolutism, why do you think absolute rulers still exist today?

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Enlightenment thinkers on many matters. Most philosophes believed that reason, science, and art would improve life for all people. Rousseau, however, argued that civilization corrupted people's natural goodness. "Man is born free, and everywhere he is in chains," he wrote.

Rousseau believed that the only good government was one that was freely formed by the people and guided by the "general will" of society—a direct democracy. Under such a government, people agree to give up some of their freedom in favor of the common good. In 1762, he explained his political philosophy in a book called *The Social Contract*.

Rousseau's view of the social contract differed greatly from that of Hobbes. For Hobbes, the social contract was an agreement between a society and its government. For Rousseau, it was an agreement among free individuals to create a society and a government.

Like Locke, Rousseau argued that legitimate government came from the consent of the governed. However, Rousseau believed in a much broader democracy than Locke had promoted. He argued that all people were equal and that titles of nobility should be abolished. Rousseau's ideas inspired many of the leaders of the French Revolution who overthrew the monarchy in 1789.

**Beccaria Promotes Criminal Justice** An Italian philosophe named Cesare Bonesana Beccaria (BAYK•uh•REE•ah) turned his thoughts to the justice system. He believed that laws existed to preserve social order, not to avenge crimes. Beccaria regularly criticized common abuses of justice. They included torturing of witnesses and suspects, irregular proceedings in trials, and punishments that were arbitrary or cruel. He argued that a person accused of a crime should receive a speedy trial, and that torture should never be used. Moreover, he said, the degree of punishment should be based on the seriousness of the crime. He also believed that capital punishment should be abolished.

Beccaria based his ideas about justice on the principle that governments should seek the greatest good for the greatest number of people. His ideas influenced criminal law reformers in Europe and North America.

### Major Ideas of the Enlightenment

Idea	Thinker	Impact
Natural rights—life, liberty, property	Locke	Fundamental to U.S. Declaration of Independence
Separation of powers	Montesquieu	France, United States, and Latin American nations use separation of powers in new constitutions
Freedom of thought and expression	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce or eliminate censorship
Abolishment of torture	Beccaria	Guaranteed in U.S. Bill of Rights; torture outlawed or reduced in nations of Europe and the Americas
Religious freedom	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce persecution
Women's equality	Wollstonecraft	Women's rights groups form in Europe and North America

#### SKILLBUILDER: Interpreting Charts

- Analyzing Issues** What important documents reflect the influence of Enlightenment ideas?
- Forming Opinions** Which are the two most important Enlightenment ideas? Support your answer with reasons.

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## Analyzing Key Concepts

### Democracy

ancient Greece and Rome were strong influences on the framers of the U.S. system of government. Democracy as it is practiced today, however, is different from the Greek and Roman models.

The most famous democracy today is the United States. The type of government the United States uses is called a federal republic. "Federal" means power is divided between the national and state governments. In a republic, the people vote for their representatives. Two key components of democracy in the United States are the Constitution and voting.

### Enlightenment Ideas and the U.S. Constitution

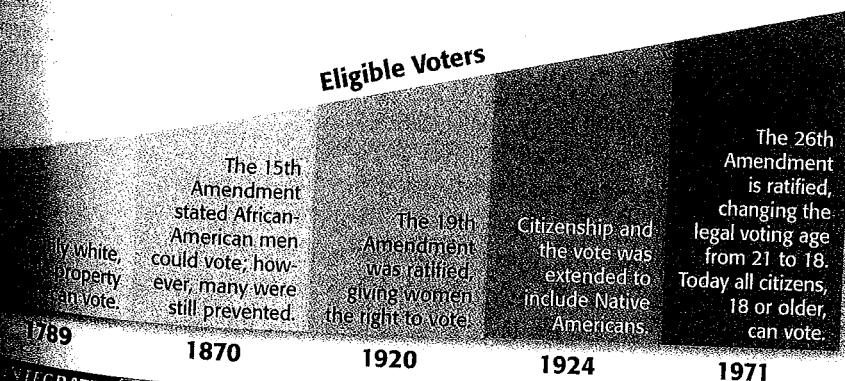
Many of the ideas contained in the Constitution are built on the ideas of Enlightenment thinkers.

Enlightenment Idea	U.S. Constitution
<b>Locke</b> A government's power comes from the consent of the people.	<ul style="list-style-type: none"> <li>Preamble begins "We the people of the United States" to establish legitimacy.</li> <li>Creates representative government</li> <li>Limits government powers</li> </ul>
<b>Montesquieu</b> Separation of powers	<ul style="list-style-type: none"> <li>Federal system of government</li> <li>Powers divided among three branches</li> <li>System of checks and balances</li> </ul>
<b>Rousseau</b> Direct democracy	<ul style="list-style-type: none"> <li>Public election of president and Congress</li> </ul>
<b>Voltaire</b> Free speech, religious toleration	<ul style="list-style-type: none"> <li>Bill of Rights provides for freedom of speech and religion.</li> </ul>
<b>Beccaria</b> Accused have rights, no torture	<ul style="list-style-type: none"> <li>Bill of Rights protects rights of accused and prohibits cruel and unusual punishment.</li> </ul>

### Who Votes?

Voting is an essential part of democracy. Universal suffrage means that all adult citizens can vote. Universal suffrage is part of democracy in the United States today, but that was not always the case. This chart shows how the United States gradually moved toward giving all citizens the right to vote.

#### Eligible Voters



### > DATA FILE

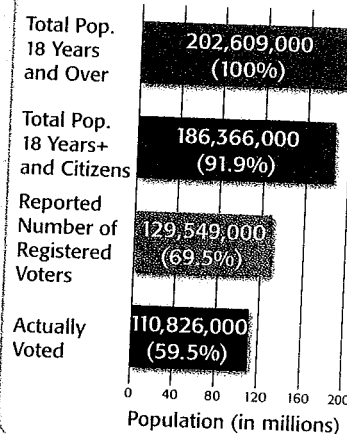
#### U.S. Constitution

- There have been 27 amendments to the Constitution since its creation.
- The U.S. Constitution has been used by many other countries as a model for their constitutions.
- In 2002, over 120 established and emerging democracies met to discuss their common issues.

#### Voting

- In the 2000 U.S. presidential election, only 36.1 percent of people between 18 and 24 years old voted.
- Some countries, such as Australia, fine citizens for not voting. Australia's voter turnout has been over 90 percent since 1925.

#### Voters in the 2000 U.S. Presidential Election



Source: U.S. Census Bureau, Current Population Survey, November 2000.

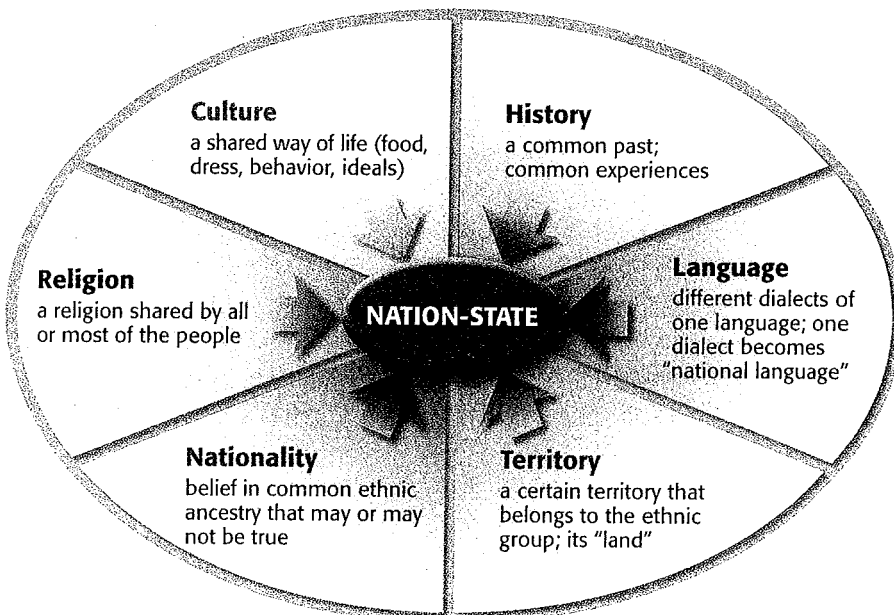
### Connect to Today

- Synthesizing** If so much of the U.S. Constitution can be found in European ideas, why were the framers of the U.S. Constitution so important?  
See Skillbuilder Handbook, Page R21.
- Hypothesizing** Why is it important that every citizen has, and exercises, his or her right to vote?

# Nationalism

Nationalism—the belief that people should be loyal to their nation—was not widespread until the 1800s. The rise of modern nationalism is tied to the spread of democratic ideas and the growth of an educated middle class. People wanted to decide how they were governed, instead of having monarchs impose government on them.

## Bonds That Create a Nation-State



## Positive and Negative Results of Nationalism

Nationalism has not always been a positive influence. For example, extremely strong nationalistic feelings sometimes lead a group to turn against outsiders. The chart below lists some positive and negative results of nationalism. Note how some results, such as competition, can be both positive and negative.

Positive Results	Negative Results
<ul style="list-style-type: none"> <li>• People within a nation overcoming their differences for the common good</li> <li>• The overthrow of colonial rule</li> <li>• Democratic governments in nations throughout the world</li> <li>• Competition among nations spurring scientific and technological advances</li> </ul>	<ul style="list-style-type: none"> <li>• Forced assimilation of minority cultures into a nation's majority culture</li> <li>• Ethnic cleansing, such as in Bosnia and Herzegovina in the 1990s</li> <li>• The rise of extreme nationalistic movements, such as Nazism</li> <li>• Competition between nations leading to warfare</li> </ul>

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on nationalism, go to [classzone.com](http://classzone.com)

## > DATA FILE

### IMPACT OF NATIONALISM

- Between 1950 and 1975, African countries overthrew colonial rulers and became independent nations.
- In the 1990s, the republics of Bosnia and Herzegovina, Croatia, Slovenia, and Macedonia broke away from Yugoslavia.
- In 2003, Yugoslavia changed its name to Serbia and Montenegro.
- Europe has 47 countries. (Some of those lie partially in Europe, partially in Asia.) About 50 languages are spoken in the region.
- In most of Latin America, Spanish or Portuguese is the official language. However, many native languages are still spoken. For example, Bolivia has three official languages: Spanish and the Indian languages of Aymara and Quechua.

Analyzi  
Why  
Europe  
America  
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tionary

## Connect to Today

### 1. Forming and Supporting Opinions

Do you think nationalism has had more of a positive or negative impact on the world? Support your opinion with evidence.

See Skillbuilder Handbook, page R20.

### 2. Comparing and Contrasting

Which of the bonds used to create nation-states are found in the United States?



# Effects of Revolutions

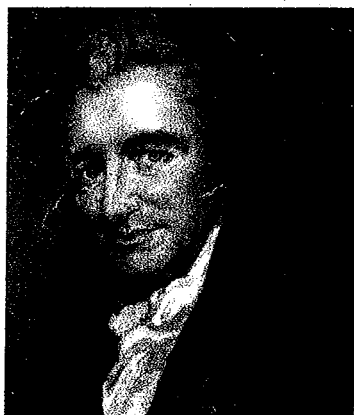
The chart below shows political, economic, and social effects of the various revolutions. The primary sources on these two pages describe the political outcomes that three different revolutionaries expected to achieve. Use the chart and the primary sources together to understand the effects of revolution more fully.

	England	North America	France	Latin America
<b>Political</b>	<ul style="list-style-type: none"> <li>A constitutional monarchy was established.</li> <li>The Bill of Rights increased Parliament's power and guaranteed certain rights.</li> <li>The overthrow of a monarch helped inspire American revolutionaries.</li> </ul>	<ul style="list-style-type: none"> <li>The United States gained independence.</li> <li>The Constitution set up a republican government.</li> <li>Revolutionary ideals continued to inspire groups seeking political equality.</li> <li>The American Revolution inspired later revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolution led to a succession of governments: a republic, a dictatorship, a restored monarchy.</li> <li>It created expectations for equality and freedom that sparked later uprisings in France.</li> <li>It inspired later revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all colonies in Latin America were established.</li> <li>Representative government was slow to develop. The military and the wealthy controlled much of the region in the late 1900s.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>Because it was answerable to taxpayers, Parliament encouraged trade.</li> </ul>	<ul style="list-style-type: none"> <li>The removal of Britain's mercantilist policies allowed free enterprise to develop.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolution and ensuing wars with Europe devastated France's economy.</li> </ul>	<ul style="list-style-type: none"> <li>Upper classes kept control of wealth.</li> <li>Many places kept plantation systems.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>England remained Protestant.</li> </ul>	<ul style="list-style-type: none"> <li>The ideals of the Revolution continued to inspire groups seeking social equality.</li> </ul>	<ul style="list-style-type: none"> <li>The French feudal system was abolished.</li> </ul>	<ul style="list-style-type: none"> <li>Much of Latin America continued to have a strong class system.</li> </ul>

## SKILLBUILDER: Interpreting Charts

- Contrasting** Which revolutions had positive economic effects, and which had negative? Explain.
- Recognizing Effects** What common political effect did the revolutions in North America and Latin America achieve?

## PRIMARY SOURCE



### Thomas Paine

In this excerpt from the pamphlet *Common Sense*, Thomas Paine described the ideal government he wanted to see set up after the American Revolution.

But where, say some, is the king of America? I'll tell you, friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Great Britain. . . . Let a day be solemnly set apart for proclaiming the charter [constitution]; let it be brought forth placed on the divine law, the Word of God; let a crown be placed thereon, by which the world may know, that so far as we approve of monarchy, that in America THE LAW IS KING. For as in absolute governments the king is law, so in free countries the law ought to BE king, and there ought to be no other.

### DOCUMENT-BASED QUESTION

What did Paine believe should be the highest power in a new American government?

## INTERACTIVE

## Industrialization

Industrialization is the process of developing industries that use machines to produce goods. This process not only revolutionizes a country's economy, it also transforms social conditions and class structures.

### Effects of Industrialization

#### Working Conditions

- Industry created many new jobs.
- Factories were dirty, unsafe, and dangerous.
- Factory bosses exercised harsh discipline.
- **Long-Term Effect** Workers won higher wages, shorter hours, better conditions.

#### Social Classes

- Factory workers were overworked and underpaid.
- Overseers and skilled workers rose to lower middle class. Factory owners and merchants formed upper middle class.
- Upper class resented those in middle class who became wealthier than they were.
- **Long-Term Effect** Standard of living generally rose.

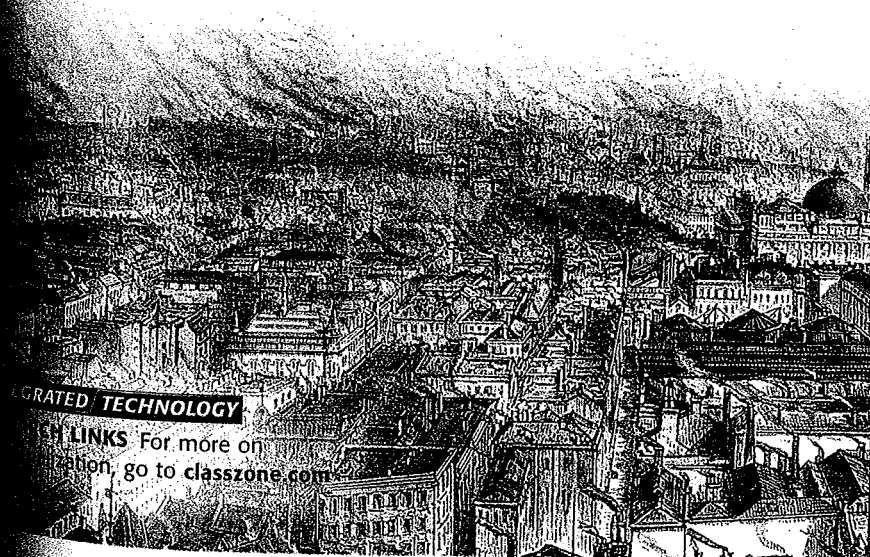
#### Size of Cities

- Factories brought job seekers to cities.
- Urban areas doubled, tripled, or quadrupled in size.
- Many cities specialized in certain industries.
- **Long-Term Effect** Suburbs grew as people fled crowded cities.

#### Living Conditions

- Cities lacked sanitary codes or building controls.
- Housing, water, and social services were scarce.
- Epidemics swept through the city.
- **Long-Term Effect** Housing, diet, and clothing improved.

▼ This engraving shows urban growth and industrial pollution in Manchester.

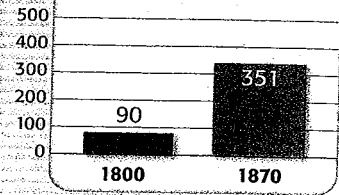


### DATA FILE

#### GROWTH OF CITIES

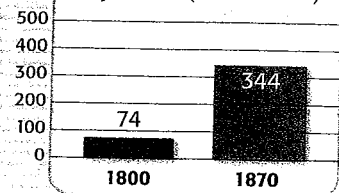
##### MANCHESTER

Population (in thousands)



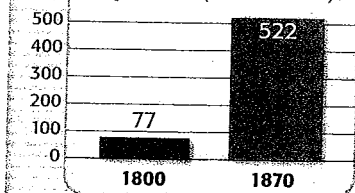
##### BIRMINGHAM

Population (in thousands)



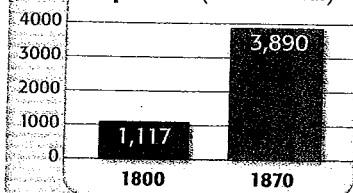
##### GLASGOW

Population (in thousands)



##### LONDON

Population (in thousands)



Source: *European Historical Statistics, 1750-1975*

### Connect to Today

**1. Recognizing Effects** What were some advantages and disadvantages of industrialization?

See Skillbuilder Handbook, page R6.

**2. Making Inferences** Many nations around the world today are trying to industrialize. What do you think they hope to gain from that process?

# Capitalism vs. Socialism

The economic system called capitalism developed gradually over centuries, beginning in the late Middle Ages. Because of the ways industrialization changed society, some people began to think that capitalism led to certain problems, such as the abuse of workers. They responded by developing a new system of economic ideas called socialism.

Capitalism	Socialism
<ul style="list-style-type: none"> <li>• Individuals and businesses own property and the means of production.</li> </ul>	<ul style="list-style-type: none"> <li>• The community or the state should own property and the means of production.</li> </ul>
<ul style="list-style-type: none"> <li>• Progress results when individuals follow their own self-interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress results when a community of producers cooperate for the good of all.</li> </ul>
<ul style="list-style-type: none"> <li>• Businesses follow their own self-interest by competing for the consumer's money. Each business tries to produce goods or services that are better and less expensive than those of competitors.</li> </ul>	<ul style="list-style-type: none"> <li>• Socialists believe that capitalist employers take advantage of workers. The community or state must act to protect workers.</li> </ul>
<ul style="list-style-type: none"> <li>• Consumers compete to buy the best goods at the lowest prices. This competition shapes the market by affecting what businesses are able to sell.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalism creates unequal distribution of wealth and material goods. A better system is to distribute goods according to each person's need.</li> </ul>
<ul style="list-style-type: none"> <li>• Government should not interfere in the economy because competition creates efficiency in business.</li> </ul>	<ul style="list-style-type: none"> <li>• An unequal distribution of wealth and material goods is unfair. A better system is to distribute goods according to each person's need.</li> </ul>

## SKILLBUILDER: Interpreting Charts

- 1. Developing Historical Perspective** Consider the following people from 19th-century Britain: factory worker, shop owner, factory owner, unemployed artisan. Which of them would be most likely to prefer capitalism and which would prefer socialism? Why?
- 2. Forming and Supporting Opinions** Which system of economic ideas seems most widespread today? Support your opinion.

**The Future According to Marx** Marx believed that the capitalist system, which produced the Industrial Revolution, would eventually destroy itself in the following way. Factories would drive small artisans out of business, leaving a small number of manufacturers to control all the wealth. The large proletariat would revolt, seize the factories and mills from the capitalists, and produce what society needed. Workers, sharing in the profits, would bring about economic equality for all people. The workers would control the government in a "dictatorship of the proletariat." After a period of cooperative living and education, the state or government would wither away as a classless society developed.

Marx called this final phase pure communism. Marx described **communism** as a form of complete socialism in which the means of production—all land, mines, factories, railroads, and businesses—would be owned by the people. Private property would in effect cease to exist. All goods and services would be shared equally.

Published in 1848, *The Communist Manifesto* produced few short-term results. Though widespread revolts shook Europe during 1848 and 1849, Europe's leaders eventually put down the uprisings. Only after the turn of the century did the fiery Marxist pamphlet produce explosive results. In the 1900s, Marxism inspired revolutionaries such as Russia's Lenin, China's Mao Zedong, and Cuba's Fidel Castro. These leaders adapted Marx's beliefs to their own specific situations and needs.

## > Analyzing Key Concepts

# Imperialism

Imperialism is a policy in which one country seeks to extend its authority by conquering other countries or by establishing economic and political dominance over other countries. The first chart below discusses the four forms of imperialist authority. The second chart shows the two management methods that can be used to control an area.

## Forms of Imperialism

Form	Definition	Example
Colony	A country or a territory governed internally by a foreign power	Somaliland in East Africa was a French colony.
Protectorate	A country or a territory with its own internal government but under the control of an outside power	Britain established a protectorate over the Niger River delta.
Sphere of Influence	An area in which an outside power claims exclusive investment or trading privileges	Liberia was under the sphere of influence of the United States.
Economic Imperialism	An independent but less-developed country controlled by private business interests rather than other governments	The Dole Fruit company controlled pineapple trade in Hawaii.

## Imperial Management Methods

Indirect Control	Direct Control
<ul style="list-style-type: none"> <li>Local government officials used</li> <li>Limited self-rule</li> <li>Goal: to develop future leaders</li> <li>Government institutions are based on European styles but may have local rules.</li> </ul>	<ul style="list-style-type: none"> <li>Foreign officials brought in to rule</li> <li>No self-rule</li> <li>Goal: assimilation</li> <li>Government institutions are based only on European styles.</li> </ul>
<b>Examples:</b> <ul style="list-style-type: none"> <li>British colonies such as Nigeria, India, Burma</li> <li>U.S. colonies on Pacific Islands</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>French colonies such as Somaliland, Vietnam</li> <li>German colonies such as German East Africa</li> <li>Portuguese colonies such as Angola</li> </ul>

### INTEGRATED TECHNOLOGY

**RESEARCH LINKS** For more on imperialism, go to [classzone.com](http://classzone.com)

## > DATA FILE

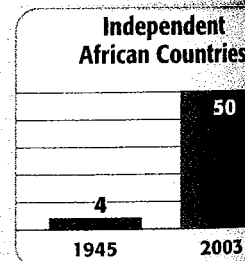
In 1905, the British

- was the largest and most powerful in the world in history.
- covered about 11 million square miles.
- had about 400 million inhabitants.

Today, the United Kingdom has 13 small dependent territories and is the head of a voluntary association of independent states.

### African Colonization and Independence

- In 1884, Western leaders met to divide Africa into colonial holdings.
- By 1914, nearly all of Africa had been distributed among European powers.
- European imperial powers set national borders in Africa without regard for local ethnic or political divisions. This continues to be a problem for African nations today.

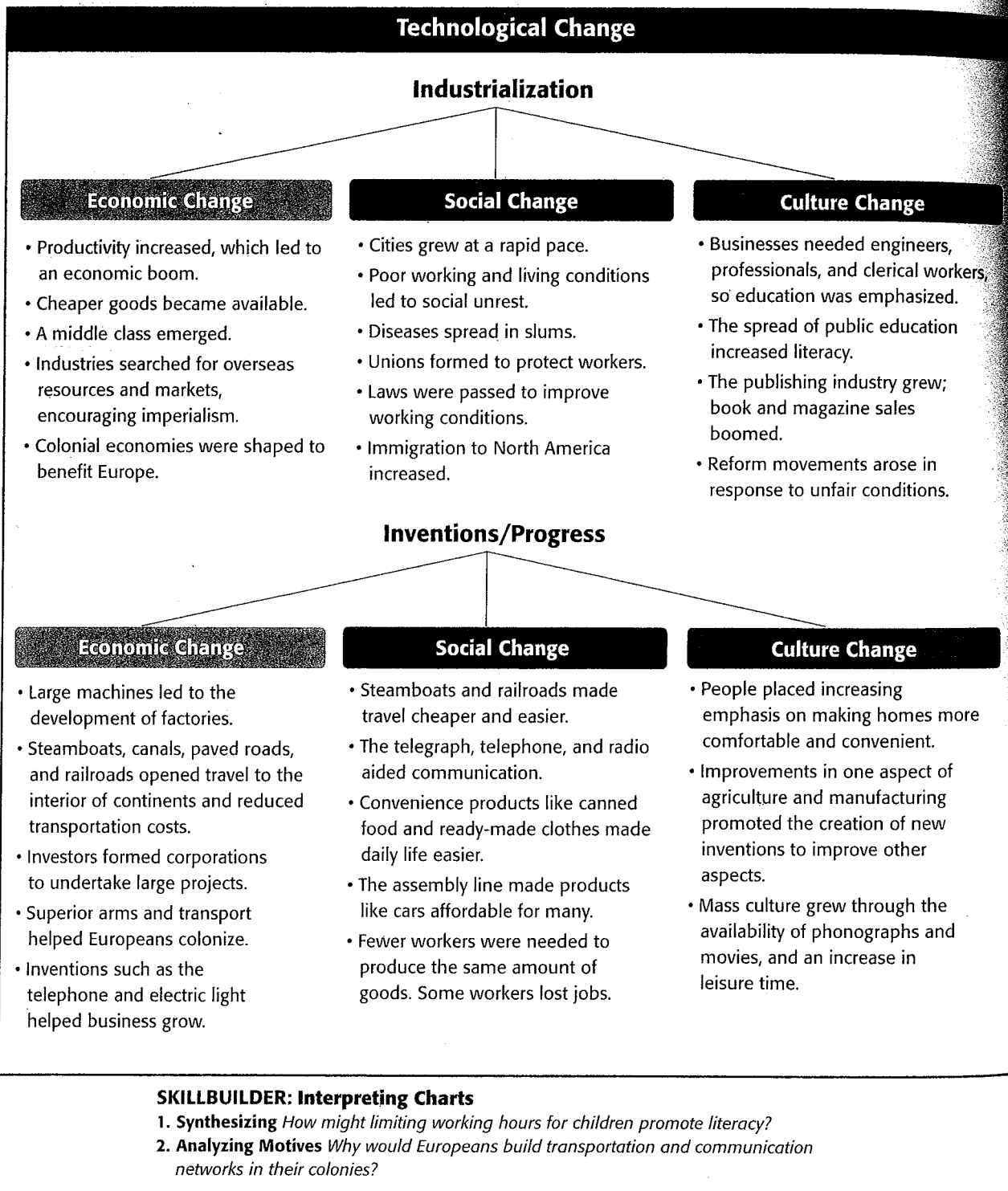


## Connect to Today

- Forming and Supporting Opinions** Which form of managing imperial interests do you think would be most effective and why?  
See Skillbuilder Handbook, page R20.
- Recognizing Effects** Use the Internet or library resources to research the problems many African nations are facing today as a result of imperialism. Report your findings to the class.

# Impact of Technological Change

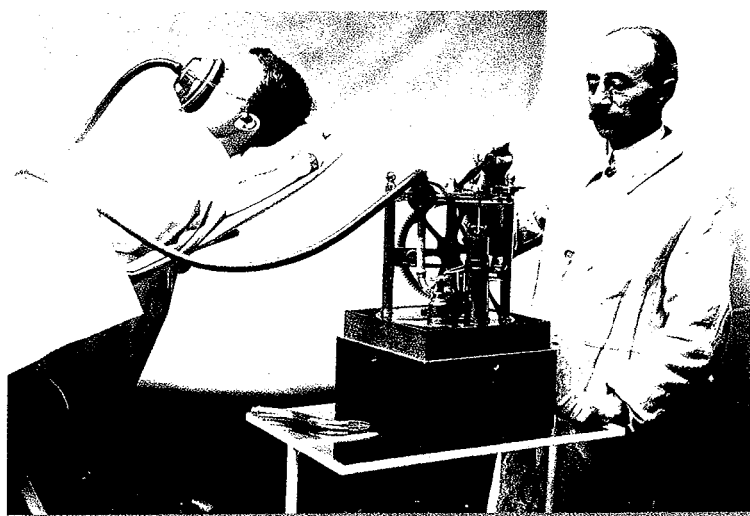
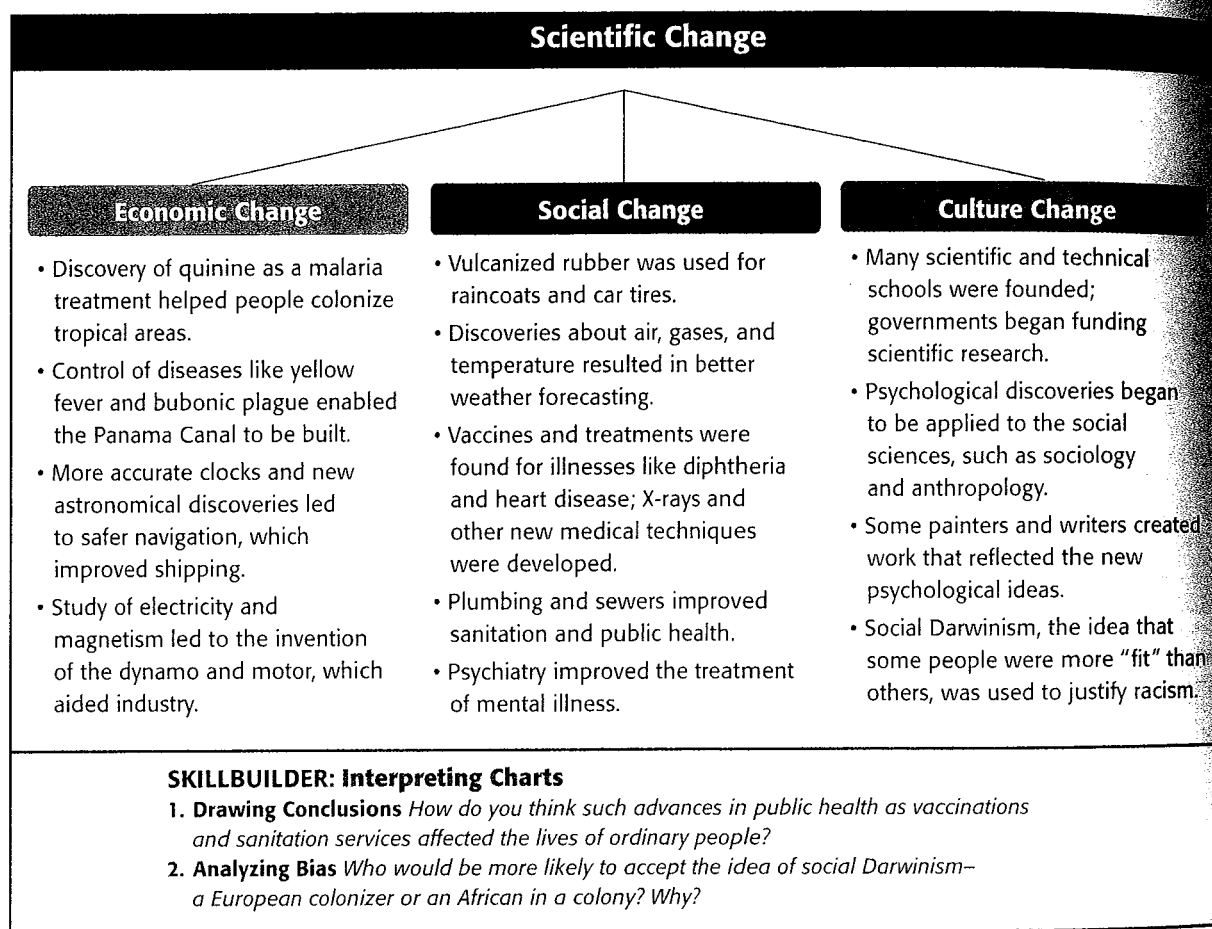
Use the charts below, and the documents and photograph on the next page, to learn about some of the great changes technology produced.





# Impact of Scientific Change

Many scientific discoveries resulted in practical applications that affected daily life. Other discoveries increased our understanding of the way the universe works. Use the information on these two pages to explore the impact of scientific change.



## PRIMARY SOURCE

### Chloroform Machine

The person with the mask is receiving the anesthetic chloroform. By removing pain, anesthetics enabled doctors to perform procedures—such as surgery—that would have been difficult for the patient to endure.

### DOCUMENT-BASED QUESTION

*How did practical inventions, like the chloroform machine, contribute to medicine and other sciences?*

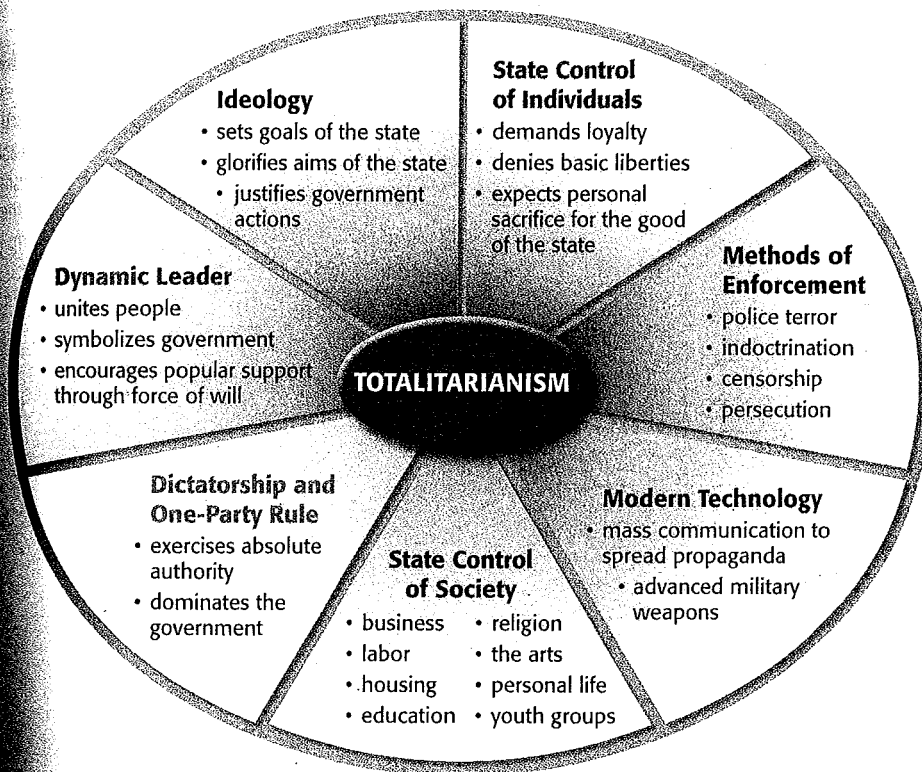


## Totalitarianism

Totalitarianism is a form of government in which the national government takes control of all aspects of both public and private life. Thus, totalitarianism seeks to erase the line between government and society. It has an ideology, or set of beliefs, that all citizens are expected to approve. It is often led by a dynamic leader and a single political party.

Mass communication technology helps a totalitarian government spread its aims and support its policies. Also, surveillance technology makes it possible to keep track of the activities of many people. Finally, violence, such as police terror, discourages those who disagree with the goals of the government.

### Key Traits of Totalitarianism



### Fear of Totalitarianism

George Orwell illustrated the horrors of a totalitarian government in his novel, *1984*. The novel depicts a world in which personal freedom and privacy have vanished. It is a world made possible through modern technology. Even citizens' homes have television cameras that constantly survey their behavior.



**INTEGRATED TECHNOLOGY**

**RESEARCH LINKS** For more on totalitarianism, go to [classzone.com](http://classzone.com)

### > DATA FILE

#### Totalitarian leaders in the 20th century

- **Adolf Hitler (Germany)**  
1933–1945
- **Benito Mussolini (Italy)**  
1925–1943
- **Joseph Stalin (Soviet Union)** 1929–1953
- **Kim IL Sung (North Korea)**  
1948–1994
- **Saddam Hussein (Iraq)**  
1979–2003

#### State Terror

- The two most infamous examples of state terror in the 20th century were in Nazi Germany and Stalinist Russia.
- An estimated 12.5–20 million people were killed in Nazi Germany.
- An estimated 8–20 million people were killed in Stalinist Russia.

#### Totalitarianism Today

- There are many authoritarian regimes in the world, but there are very few actual totalitarian governments. In 2000, one monitoring agency identified five totalitarian regimes—Afghanistan, Cuba, North Korea, Laos, and Vietnam.

### Connect to Today

**1. Synthesizing** How does a totalitarian state attempt to make citizens obey its rules?

See Skillbuilder Handbook, page R21.

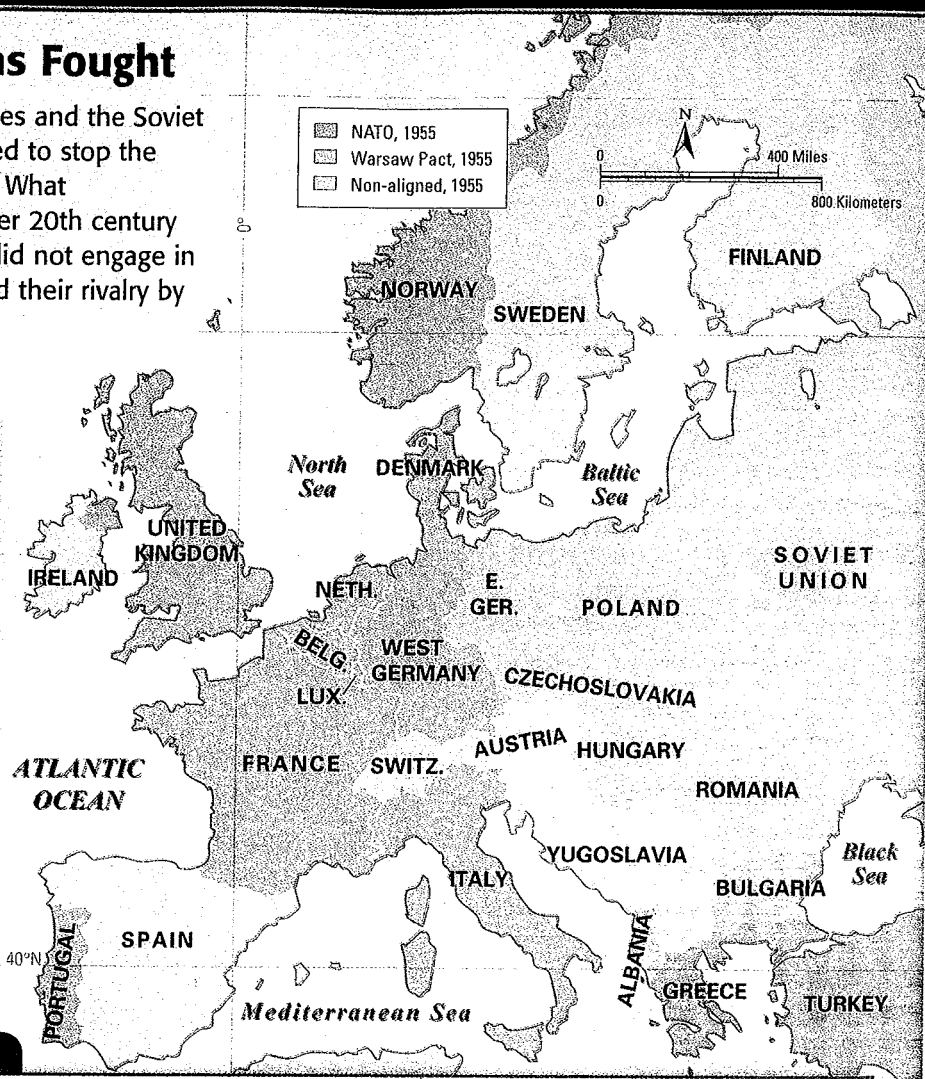
**2. Hypothesizing** How would your life change if you lived in a totalitarian state?

## How the Cold War Was Fought

During the Cold War, the United States and the Soviet Union both believed that they needed to stop the other side from extending its power. What differentiated the Cold War from other 20th century conflicts was that the two enemies did not engage in a shooting war. Instead, they pursued their rivalry by using the strategies shown below.



Egypt built the Aswan Dam with Soviet aid.



### Major Strategies of the Cold War

Foreign Aid	Espionage	Multinational Alliances
The two superpowers tried to win allies by giving financial aid to other nations. For instance, Egypt took aid from the Soviet Union to build the Aswan High Dam (see photograph above).	Fearing the enemy might be gaining the advantage, each side spied on the other. One famous incident was the Soviet downing of a U.S. U-2 spy plane in 1960.	To gain the support of other nations, both the Soviet Union and the United States entered into alliances. Two examples of this were NATO and the Warsaw Pact (shown on map above).
Propaganda	Brinkmanship	Surrogate Wars
Both superpowers used propaganda to try to win support overseas. For example, Radio Free Europe broadcast radio programs about the rest of the world into Eastern Europe.	The policy of brinkmanship meant going to the brink of war to make the other side back down. One example was the Cuban Missile Crisis.	The word surrogate means substitute. Although the United States and the Soviet Union did not fight each other directly, they fought indirectly by backing opposing sides in many smaller conflicts.

### THINKER: Interpreting Visuals

**Generalizing** Judging from the map, how would you describe the effect on Europe of multinational alliances?

**Analyzing Motives** What motive did the two superpowers have for fighting surrogate wars?