

## D. ETHNOCENTRISM

Contact between cultures can have a negative effect if, as often happens, one culture rejects another. Dislike, and even hatred, can develop, for example, as one people migrates into an area that has long been settled by another. Under such circumstances, it is common for a feeling of *ethnocentrism* to develop. This is the belief that one's own culture is superior to all other cultures. Throughout history, ethnocentrism has been a powerful force, one that underlies the outbreak of many wars.

History has provided many examples of the destructive effects of ethnic pride. In ancient times, both the Romans in Europe and the Chinese in Asia viewed foreigners as barbarians. Chinese rulers tried to limit the contact of their people with foreigners. In modern times, the German dictator Adolf Hitler argued that the Germans belonged to a superior race whose duty was to destroy "lesser races." Acting on this ethnocentric idea, Hitler first ordered the persecution of Jews, Gypsies, Slavs, and other groups. Then during World War II (1939–1945), he launched a campaign to round up and kill all Jews and many others whom he considered to be of "inferior races."

**ETHNOCENTRISM:** In the 1930s, Adolf Hitler (standing in the car) came to power in Germany by arousing Germans' feelings of racial or national pride. What examples of ethnocentrism do we find in the 1990s?



Today, ethnocentrism is still strong. In Eastern Europe in the 1990s, Serbs, Croatsians, and Muslims fought bitterly over control of land in the tiny state of Bosnia. Serbs adopted a policy of *ethnic cleansing*, forcing thousands of Muslims to leave their homes and towns. (This subject is discussed further in Chapter 8.)

### In Review

The following questions refer to Section II: Cultural Traditions and Cultural Diffusion.

1. **Key terms:** Define each of the following:
 

culture	archeologist	cultural diffusion
artifact	totalitarian	ethnocentrism
2. Give the characteristics of each of the following economic systems: (a) traditional economy, (b) market economy, and (c) command economy.
3. State how a democratic form of government differs from both (a) an absolute monarchy and (b) a totalitarian system.
4. **Critical thinking:** "In our times, cultural diffusion is occurring at a faster rate than ever before." Do you agree with this statement? What evidence could you give to either support or refute the statement?

## III. Innovation and Leadership

Human societies need to cope successfully with a variety of problems. Here are some examples:

- An economic problem: How can a society assure its members of an adequate food supply?
- A military problem: How can a society defend itself from attack by a neighboring society?
- A social problem: How can a society prevent conflicts and quarrels among individuals from interfering with the general welfare and order of the group?

In response to these and other problems, human beings are often challenged to seek solutions. To solve the economic problem, an agricultural society may invent a better system for irrigating the land. To solve the military problem, a society may seek to invent a superior weapon. To solve the social problem, a society may develop a religion that stresses a strong moral code. If the idea for solving a problem succeeds, a society may well adopt it permanently as the new way of doing things. Thus, in response to a problem, significant change can come about.

## A. TECHNOLOGICAL INNOVATION

Change in the way things are made is known as *technological innovation*. We use the term *technology* to refer to a culture's methods and tools for making things. *Innovation* is any newly invented process.

From earliest times to our own, technological innovation has been important to every culture's development. One such innovation of about 5,500 years ago significantly helped the Sumerian people in the Middle East create one of the world's first civilizations. As you will read in Chapter 3, the Sumerians lived in Mesopotamia (modern-day Iraq). They depended upon water from the Tigris and Euphrates rivers to grow crops on nearby land. But they had a problem: How could they keep their crops growing through the hot, dry summers? The Sumerians came up with the idea of digging long channels, or ditches, that led from the rivers to their fields. This technology is called *irrigation*. They also invented a plan for measuring the land, dividing it into sections, and carefully distributing the water to each section as needed. To make this plan work, the Sumerians had to change their society from one of small farming villages into a more complex society with an elaborate government. A complex society is one way to define *civilization*.

History is full of examples of technological innovations and their impact on societies. The invention of a system of writing in ancient China had a profound effect on Chinese art and literature. The invention of a printing press using movable type in Western Europe around 1450 would make the written word available to millions. In modern times, the invention of new methods of communication (telegraph, telephone, radio, television, and so on) has radically altered the cultures and economies of most societies.

For every innovation mentioned on the pages of this book, there have been thousands (perhaps millions) of others. Each has made a difference in the way people live.

## B. INDIVIDUAL GENIUS AND LEADERSHIP

Political and religious leaders have also played a role in changing their societies. Every culture in the world can point to leaders whose courage and vision have shaped events. This book will describe the impact of some of these leaders. You will be learning about the religious teachings of Siddhartha Gautama (Buddha) in India; of Confucius in China; and of Moses, Jesus, and Mohammed in the Middle East. You will also read about the impact on their societies—for better or for worse—of such figures as Genghis Khan of Mongolia, Peter the Great of Russia, Queen Elizabeth I of England, Napoleon Bonaparte of France, Simón Bolívar of Colombia, Mohandas Gandhi of India, Mao Zedong of China, Nelson Mandela of South Africa, Corazon Aquino of the Philippines, and dozens of other leaders.

## IV. The Dynamics of Change

At times in the history of the world, changes occur slowly. One . . . two . . . even three generations may pass without people's noticing any real changes in their culture's pattern of life. At other times, the pace of change speeds up. Cultures that once existed in relative isolation suddenly come into direct contact with others. At such times, the process of change throughout the world becomes *dynamic*: There is a constant and forceful interaction between one region and another. For example, the conquests of Alexander the Great in the 4th century B.C. spread knowledge of Greek culture over a vast area from Egypt all the way to northern India. During the Hellenistic Age that followed, art, religion, and science in the Middle East showed signs of Greek influence. At the same time, the Greeks adopted some aspects of Middle Eastern culture (the ancient religious cults of Egypt and Persia, for example). During this age of change, economic and cultural influences rippled outward, back and forth, and in all directions.

## A. THE AGE OF EXPLORATION

Change has proceeded in an especially dynamic fashion ever since the late 1400s, when the Age of Exploration began. After Christopher Columbus's voyages across the Atlantic in the 1490s, Europeans explored and colonized parts of North and South America. They also expanded trade with Africa and Asia. As a result, for the first time in history, people in all these continents were in continuous contact with one another. The world's two largest oceans, the Atlantic and the Pacific, no longer prevented cultures in one part of the globe from influencing cultures in other parts.

In this text, you will often encounter the phrase "dynamics of change." It usually refers to the time since the late 1400s when change everywhere in the world has speeded up. Change accelerated in Europe partly because of the new wealth and nutritious foods added to that region by contact with the Americas. Change also accelerated in North and South America when European conquerors introduced their religions, languages, and technologies there. Civilizations in Africa, the Middle East, and Asia also have undergone change and stress since the late 1400s.

## B. REVOLUTIONS OF MODERN TIMES

The increased pace of change has sometimes led to violent social and political upheavals. Such events, known as *revolutions*, have resulted in the overthrow of governments. One reason for revolutions has been that governments sometimes fail to meet the changing needs of society.

**Revolutions for national independence** The first major revolution of modern times was the American Revolution. Beginning in 1776, the 13 colonies on the East Coast of North America fought for and won independence from Great Britain. The United States came into being as a new nation. The American Revolution—followed soon afterward by revolutions in France and Haiti—inspired revolutionary thinking throughout Latin America. People living in the Spanish colony of Mexico, for instance, felt pride in being Mexicans. They increasingly resented the rule of administrators sent from Spain. In 1825, their revolution led to Mexico's independence throughout Latin America. Similar revolutions created other new nations throughout Latin America in the 19th century and in Asia and Africa in the 20th century.

In all of these revolutions, *nationalism* (loyalty to one's own country and/or cultural heritage) became a powerful force for change. You will be reading about nationalism and revolutions for independence in every chapter of this text. Every world region has been affected by them.

**Social revolutions** Another type of violent change in modern times has been the *social revolution*. In such a revolution, one social group within a country gains power at the expense of another. In the French Revolution (1789–1799), a privileged class of nobles lost power to French people of the middle and lower classes. In the Bolshevik (Communist) Revolution of 1917 in Russia, again a wealthy and privileged class lost power. The victorious Russian revolutionaries then ruled in the name of industrial workers and peasants. (You will be reading more about these two revolutions and the worldwide impact of each in Chapters 7 and 8.)

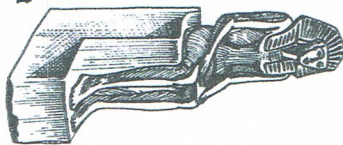



**The Industrial Revolution** One revolution of modern times—perhaps the most important of all—was economic in nature. Known as the *Industrial Revolution*, it involved sweeping changes in the way people produced goods. Instead of working with hand tools in home workshops, Europeans in the late 1700s began to mass-produce goods in factories using complex machinery. Eventually, this new system of factory production would spread to societies around the world.

## V. Interdependence in Our Times

All the forces of geography and history—and all the dynamics of change of past eras—have created the world of the 1990s. One word seems to characterize today's world better than any other. That word is *interdependence*. It means simply that all societies and nations depend upon one another for their economic existence.

An interdependent world is not entirely new. Societies of the past

### ERAS IN WORLD HISTORY

2000 B.C.		Statue of Egyptian queen, Hatshepsut
1500 B.C.		White pottery jar, China
1000 B.C.		Egypt rules an empire
500 B.C.		Kingdom of Israel
		Hinduism develops (India)
		Confucius teaches philosophy (China)
		Buddhism spreads (Asia)
1 B.C.		Roman empire (Europe)
A.D. 1		
A.D. 500		Rise of Islam (Middle East)
A.D. 1000		Ghana empire in West Africa
A.D. 1500		Renaissance art (Europe)
A.D. 2000		Industrial Revolution begins
		Aztec and Inca empires (Americas)

Personal Computer

also depended upon one another to some extent. The ancient Romans, for example, obtained jewelry from the Middle East and silks and spices from China. The West African empire of Mali traded its gold for salt from people in North Africa. Today because of improved transportation networks, world trade is faster and more extensive than in the past. And because of electronic communications, global banking and other financial transactions can take place instantly.

Interdependence creates problems as well as opportunities. Several such problems—global pollution, worldwide terrorism, and others—will be examined in the concluding chapter.

## VI. Major Regions of the World

So far, this chapter has spoken of *regions* without defining what they are. Geographers define the term as any area of any size that is different in some way from neighboring areas. An example of a small region is a part of a city where most shops and office buildings are located. This downtown, or commercial, region is clearly different from the residential parts of town where most houses are located. Nations, too, may be divided into various kinds of regions. Using physical characteristics as a guide, you could divide a nation like ours into a mountainous region (the Rocky Mountain states), a plains region (the Great Plains states), and coastal regions (such as the Atlantic seaboard). Using cultural characteristics, you could divide the same nation into a Southern region, a New England region, a Middle Western region, and a Western region.

### A. DEFINING THE WORLD'S REGIONS

When considering the world as a whole, many geographers find it convenient to divide it into major regions. Each is defined by at least one of several characteristics: political history, physical geography, and culture. The regions include:

- *Africa*, the only region that includes no more and no less than one continent
- *The Middle East*, a region that includes parts of three continents (Africa, Asia, and Europe)
- *Latin America*, a region that includes all of South America, Central America, and Mexico
- *South Asia*, the part of Asia that includes India and Pakistan
- *Southeast Asia*, the part of Asia that includes Vietnam, Indonesia, and the Philippines
- *East Asia*, the part of Asia that includes China, Japan, and Korea

- *Western Europe*, the part of Europe that includes such nations as Spain, France, Germany, Italy, and Great Britain
- *Eastern Europe and Russia*, a region that combines the eastern half of Europe with all the lands once included in the Soviet Union
- *Canada and the United States*, a region consisting of just two nations of North America. (Note, since the United States is treated in depth in U.S. history courses, this region receives less attention in this book than do the other regions.)

Most of the above regions are treated by themselves, with their own chapter. For each region (except the last one), the book describes its geography, early history, dynamics of change (modern period up to about World War II), and contemporary society (including foreign policy).

### B. SUBREGIONS

Every large region, such as Africa, is made up of many smaller regions—or *subregions*. North Africa, for example, is a subregion. Being mostly arid, it is different physically from the rest of Africa. And so too is its culture different. Most of the people in North Africa are Muslims, while most of the people in the rest of Africa follow other religions.

Sometimes, a single subregion can be included in more than one region. To see how this can happen, compare the map of Africa on page 40 with the map of the Middle East on pages 88–89. Notice that North Africa is included as a part of each region. That is partly because North Africa has an Islamic heritage that links it with the Middle East. In terms of its physical location, however, North Africa is part of the African continent. In that sense, it belongs to the region of Africa.

**The West** Just as regions can be broken down into subregions, they can also be combined to form superregions. In television news reports, for example, you may have heard a speaker refer to “the West.” If the subject is international news, then the speaker does *not* mean the western subregion of the United States. Instead, “the West” refers to nations on three continents that share a common cultural tradition. Included in this superregion are Western Europe, the United States and Canada, and Latin America.

These three regions are all “Western” in several ways. First, Western Europe is obviously west of other European lands (Poland, Russia, and so on). Second, the Western Hemisphere (North and South America) is by definition the western half of the world. Third, the majority of people living in regions of the West have a common cultural heritage going back to ancient Greece and Rome. The majority of the people in the West are Christians. In a broad sense, their general outlook and cultural biases have been labeled “Western” to distinguish them from other cultures—those of Asia, Africa, and the Middle East.



**7 WESTERN EUROPE:** A small region of many densely populated nations with a culture that was influenced by ancient Greece, the Roman empire, and the Christian religion. Notable features: several mountain ranges, including the Alps and the Pyrenees; a broad plain in northern Europe; many navigable rivers and seaports.

**8 EASTERN EUROPE AND RUSSIA:** A huge region spanning parts of Europe and Asia. Notable features: a long northern coastline on the Arctic Ocean, which is frozen and unusable much of the year; long rivers, including the Volga in Russia; two major inland seas, the Black Sea and the Caspian Sea.

**6 EAST ASIA:** Consists of the Chinese mainland, the Japanese islands, and the Korean Peninsula. Notable features: fertile river valleys in eastern China; mountainous terrain in western China and in Korea and Japan; varying climates (from cold winters in northern China to tropical temperatures in southern China).

**5 SOUTHEAST ASIA:** A region whose cultures and religions came from or were strongly influenced by other regions, such as South Asia and East Asia. Notable features: seasonal monsoons; tropical and subtropical climates; many islands; and mountainous terrain.

**9 CANADA AND THE UNITED STATES:** A region in North America defined by former links to Great Britain and France. Notable features: a broad central plain that provides good farmland; large urban populations concentrated on the east and west coasts, the Great Lakes and the St. Lawrence and Mississippi rivers. Varied climates ranging from arctic in the north, to temperate in the middle latitudes, and to subtropical in the south.

**3 LATIN AMERICA:** A region defined by former links with Spain and Portugal. Consists of lands to the south of the United States. Notable features: world's largest rain forest (in Brazil); a very long mountain chain in South America, the Andes; varying climates and vegetation.

**1 AFRICA:** Second largest continent in area. Notable features: the world's largest desert, the Sahara; vast grassy plains called savannas; equatorial rain forests; the world's longest river, the Nile.

**2 THE MIDDLE EAST:** A major crossroads of trade linking three continents: Africa, Europe, and Asia. Notable features: deserts covering Arabia and much of North Africa; fertile valleys on the Tigris, Euphrates, and Jordan rivers; two strategic waterways: the Suez Canal and the Persian Gulf.

**4 SOUTH ASIA:** A densely populated region noted for its religious diversity (including Hinduism, Islam, and Buddhism). Notable features: seasonal monsoons; Himalayan Mountains separating region from lands to the north; important river valleys.

The following questions refer to the topics discussed on pages 19–27.

1. **Key terms:** Define or identify each of the following:  

technology	revolution	Industrial Revolution
civilization	nationalism	interdependence
2. Give an example of how a technological innovation can bring about major changes in society.
3. Identify the characteristics of a (a) political revolution and (b) social revolution.
4. List eight major regions of the world. For each region, give (a) one characteristic of its culture or (b) one characteristic of its physical geography.
5. **Critical thinking:** Which do you think would have the greater effect on the history of the 21st century: (a) improvements in computer technology or (b) political revolutions in Asia and Africa? Explain your answer.

## A STRATEGY FOR UNDERSTANDING GLOBAL STUDIES

As we've said, our world is a complicated place. How do you begin to understand that world, its geography, history, and current problems? For studying a subject as big as the whole world, you need a strategy, or plan. Here's a simple, three-part strategy for studying each of the remaining chapters of this book:

1. **Before reading a chapter.** Get an overview of it by looking at two of the chapter's special features. Each chapter begins by presenting a list of "Main Ideas." By studying this list, you will quickly gain an idea of how a region developed over time. The details that you encounter in the chapter (names of important people and places) will then fit into your overall impression of the region. Next, look at the large map of the region included at the beginning of each chapter. Preview, for example, the map of Africa on page 40. Notice the numbered captions on the next page. Each refers to a major geographic feature of the region. Each

explains in a few words how a particular place or geographic feature has influenced the region's history. By studying this map, you will form a mental picture of the region's unique geography.

2. **As you read the body of a chapter.** Try to make connections in your mind between two things: (a) facts or ideas that are already familiar to you, and (b) facts or ideas that are unfamiliar, or new. In other words, you should always try to link "new knowledge" (what is new to you) with "old knowledge" (what you have learned before). For example, you are now familiar with the term "cultural diffusion." You will encounter this phrase in every chapter. Build upon your "old knowledge" by collecting new examples of cultural diffusion. Sometimes, a chapter will call attention to the term by stating: "This event is an example of cultural diffusion." Other times, the chapter leaves it to you—the active and alert reader—to notice when cultural diffusion is taking place. When you read about one culture borrowing from another, the thought will occur to you: "Aha! Cultural diffusion again."

Another way to build upon old knowledge is to observe what familiar words mean in a new context. For example, Muslims' religious beliefs are presented in most detail in the chapter on the Middle East. Chapters on other regions also refer to Muslims and the religion of Islam. As you come upon the terms "Muslim" and "Islam," quiz yourself. What do you remember about the religion? If your memory is fuzzy, go back and reread the paragraphs about the half-remembered terms.

3. **After reading the chapter.** Use the multiple-choice questions at the chapter's end to help you review and remember. When you answer a question correctly, pat yourself on the back for having learned something. When you answer a question incorrectly, take the opportunity to review the topic. In this way, you can plug another gap in your learning.

The essay questions at the end of each chapter are more challenging than the multiple-choice questions. To answer them, you must not only remember key concepts and facts but also organize that information in written form. Writing effectively is a crucial skill for success in the modern world. The essay questions give you practice in developing that skill.

What do you remember about the main ideas of this chapter? How well can you write about them in essay form? Test yourself by answering the questions that follow. Then, by applying the strategies just discussed to later chapters, you will steadily build your knowledge of the major regions of the world.