

Chapter 8

FROM 1450 TO 1750

Idea Bank

Be sure to continue listing Change-Over-Time and Cause-and-Effect ideas in your "Idea Bank" for essays.

The year 1450 is a significant benchmark for a number of reasons. In European history, 1450 is often used to mark the end of the **Middle Ages** and the beginning of the **Northern Renaissance** when the classical revival moved out from the Italian city-states to the rest of Europe. In 1453, the English were evicted from France and a unified France began to exercise its power. The mid-1400s are also a convenient date from which to view the **globalization of trade**. The fifteenth century marks the beginning of direct contact between Europe and sub-Saharan Africa and the Americas. The Americas were no longer isolated from the rest of the world. The mid-1400s (1453) also mark the end of the **Byzantine Empire** and the ascendancy of the **Ottoman Turks** to dominance in that part of the world. Within 30 years Moscow would declare itself free of Mongol control and begin to expand its territory and authority. This period also saw the rise of large-scale international conflicts. Where once England and France fought over territory on the European continent, they now fought in Europe and their overseas territories.

As you study this period, be sure to keep track of the causes—for example, conflict over territory, direct contact between different cultures, advances in shipbuilding, and the like—that brought about change. Not all the causal relationships may be limited to the period between 1450 and 1750. You may need to look back in time to see change building. For example, in the case of the introduction of the **Americas** to the global stage, the **Crusades** played a long-term role. They were a similar stimulus in the growth of trade. Be sure to refer back to Sections 1 through 6 in Chapter 7 to make connections with the discussion of trade in this chapter.

DIVERSE INTERPRETATIONS

There are a number of theories supported by a variety of arguments that can be advanced to explain why Europe came to dominate the world economy at this particular time in history.

- One is based on the “**great man (or woman) theory**” that posits that it was the visionary thinking of a few extraordinary people like Prince Henry the Navigator or Sir Isaac Newton who spurred people on to new endeavors. The counterargument is that, in reality, these people influenced very few others.
- There are also those who believe that **culture** played the central role in European expansion. One argument to support the theory is that the Middle Age’s view of life on earth as a burden to be borne in order to enter heaven was giving way to a new belief that life on earth had a value of its own—and that life was getting better. The idea of continual progress was developing and owed much to the influence of the Renaissance.
- A third theory sees **economics** as the major causal factor for the dominance of Europe on the world stage. It was the desire of these nations and their citizens for wealth and the power that could be bought with it that spurred the surge outward.
- The same arguments could be used to support a **political theory**. European monarchs needed the money supplied by new colonies and new trade networks to finance their wars and add to their power.
- In the previous period, international trade was dominated by Muslims who controlled the Mediterranean trading networks. In the period beginning around 1450, Europeans came to dominate international trade, but the change was more complex than simply a shift in power. Trade networks reached beyond the routes that stretched from China and India westward to Africa and north to Europe. International trade became global. Europeans tied the Americas and then Australia and the Pacific islands into the network.

SECTION 1. MAJOR EMPIRES AND POLITICAL UNITS

This period in world history provides an opportunity to compare and contrast the development of political units around the world. Note the similar methods of governing that developed. Note also that no single government practiced democracy. The most common traits were (1) a single ruler who may or may not have had **absolute** and **divine** power and (2) the use to a greater or lesser degree of the **nobility** as counselors and a **civil service**.

For earlier developments among the Mongols and the Ottomans, see Chapter 7, Section 5. Although the Aztec and Inca were unknown to the Eastern Hemisphere before this period, their civilizations were highly developed by this period. See Chapter 7, Section 5, for information on their empires on the eve of contact with Europeans.

FAST FACTS

Asian Empires and States

Connections Strategy

See the discussion of feudalism in Europe and Japan in Chapter 7, pp. 219–220.

- In comparing and contrasting governments, look for subtle differences. For example, while both Europe in the Middle Ages and Japan during the same period had a political structure that was **feudal** in general outline, there was a major difference. European feudalism was **decentralized**. The feudal aristocracy owed allegiance upward to the monarch but ruled vast territories as lords. It was necessary for the monarch to rein in the nobles as the former tried to build a single nation and assert authority over it.
- In Japan, on the other hand, feudalism became **centralized**. The nation enjoyed several centuries of peace compared to the constant warfare in Europe. This occurred because of the strong control exerted by the **Tokugawa Shogunate**. Under previous shoguns, the second layer in Japanese feudalism had been made up of many large landowners, known as **daimyo**. Under the Tokogawa, (1) their number was reduced, (2) potential rivals were relocated, (3) restrictions were placed on what they could and could not do, and (4) strict loyalty to the shogun was required.
- In Europe the growth of trade (and with it the growth of towns and the bourgeoisie) as well as the deliberate actions of central monarchies robbed nobles of their power. In Japan the countervailing forces of trade with its attendant growth in urban life and the merchant class were beginning to cause problems, but it was the end of Japan's isolation in the mid-1800s that finally brought change to Japan.

CHANGES AND CONTINUITIES IN CONFUCIANISM

- A counterpoint to this economic revolution was the development of **Neo-Confucianism**. During the Song dynasty, Confucianists, most notably **Zhu Xi**, reasserted the dominance of Confucianism. While the ordinary people may have continued to practice Dao and Buddhism, Neo-Confucianism became the practice of those in the upper classes. According to Neo-Confucianism, (1) human nature is good, but (2) men must use education to improve themselves, and (3) even rulers need the advice of well-educated advisers.

- The results were (1) the reemergence of the scholar-gentry class as an important force in Chinese government, (2) the weakening of the military's influence at the urging of the **scholar-gentry** (as a way to control a rival force), (3) the restrictions on the merchant class at the urging of the scholar-gentry (as a way to control a rival force), (4) the institutionalizing of the **civil service examination system**, which resulted in (5) a large and often idle bureaucracy, (6) the hardening of the **Five Relationships** (7) with its rank and **gender distinctions**, and (8) an insistence on **tradition**. Neo-Confucianism influenced Chinese thought and practice well into the twentieth century. J.M. Roberts has stated that the Chinese civilization seems to have pursued goals that resulted in the "assurance of continuity and the prevention of fundamental change."
- One of the characteristics that is common to these empires is their disdain for westerners. They felt that these people were inferior—barbarians—and could be controlled by keeping them to trading centers. However, by cutting themselves off from the scientific and technological advances of the West, these rulers and their advisers cut themselves off from advancing their own societies. Because they did not know their enemies, they had difficulty in fighting them—whether it was the appetite for wealth of the British in the nineteenth century or the philosophy of Marxist communism in the twentieth century.

COMPARING ASIAN EMPIRES BETWEEN 1450 AND 1750

Empire/State/ Location	Political System/Date	Economic System	Significance
Ottoman Empire, spread from Anatolia (Asian Turkey) to include Balkan Peninsula and what are today Greece; parts of Austria, Poland, Hungary, Georgia, Armenia, and southern Russia; North Africa; and a large area of the Arabian Peninsula	<p>Sultan as ruler of the dynastic empire; 1300s-1923</p> <ul style="list-style-type: none"> Initially sultan as secular ruler; over time also claimed title of caliph Grand Vizier, second most powerful person Ottoman Ruling Institution <ul style="list-style-type: none"> Trained officials, civil service Military officers: standing army, bodyguard 	<ul style="list-style-type: none"> Agriculture Little local manufacturing Commerce—trade, banking—not worthy occupation; as a result controlled by foreigners 	<ul style="list-style-type: none"> Muslim empire of Turks Capitulation agreements with European nations to ensure rights of each nation's merchants; benefited Europeans more Toleration of other religions Captured Constantinople in 1453; end of Byzantine Empire Siege of Vienna (central Europe) failed; end of invasion threat in Europe Succession of military defeats in 1700s and 1800s; loss of territory; slow decline of empire
Ming, China	<p>Dynastic empire with emperor; 1368-1644, post-Yuan dynasty</p> <ul style="list-style-type: none"> Civil service examination system; basis in Confucianism Established tribute system with dependent states 	Agriculture	<ul style="list-style-type: none"> Had turned inward during Song dynasty Explored as far as Persian Gulf and east coast of Africa in 1400s but did not establish own external trading network with the West Contact with Europe established in 1500s; trading privileges to Portuguese in limited areas Few Christian converts who continued to adhere to Confucianism Numerous peasant rebellions Overrun by Manchu, north of Great Wall

COMPARING ASIAN EMPIRES BETWEEN 1450 AND 1750 (continued)

Empire/State/ Location	Political System/Date	Economic System	Significance
Qing (Manchu), pastoral nomadic Manchus moved into China; area expanded to include Manchuria, Taiwan, Tibet, Mongolia, and Turkistan	Dynastic empire with emperor; 1644-1912 • Civil service examination system; basis in Confucianism	<ul style="list-style-type: none"> • Agriculture <ul style="list-style-type: none"> • Introduction of sweet potatoes and corn from Americas • Introduction of peanuts from Africa • Export of porcelain, silk, and tea • Money economy 	<ul style="list-style-type: none"> • Segregation of Manchu from Chinese • "Other" considered barbarian • Confined Europeans and later Americans to foreign treaty ports • Trade drain on silver of trading partners • British importation of opium to relieve silver drain; cause of nineteenth-century problems of China with West
Tokugawa Shogunate, Japan	Centralized feudalism; 1603-1868 • Sankin kotai, daimyos to live in capital of Edo for part of year and with families all the time • Rise of samurai administrators	<ul style="list-style-type: none"> • Agriculture • Almost no foreign trade • Diverse internal trade • Local manufacturing • Rise of urban merchant class • From barter to money economy 	<ul style="list-style-type: none"> • Adopted policy of isolation/ seclusion, 1633-1639, which was not broken until Perry's arrival in 1853 • Limited foreign trade contact; no large-scale trading empire built • No travel abroad by Japanese • Banned Christianity • Lack of dissemination of science and technology from West • Saved Japan from consequences of Western interference or colonial exploitation

COMPARING ASIAN EMPIRES BETWEEN 1450 AND 1750 (continued)

Empire/State/ Location	Political System/Date	Economic System	Significance
Mughal (Mongol), invaded from what is today Afghanistan, took all but southern tip of India (Portuguese)	Emperor of a dynastic empire ; <ul style="list-style-type: none"> • 1526-1803, fall of Delhi to British East India Company • 1803-1857, British allow "king" to rule Delhi; exile of last king • Centralized government, civil service • Divided empire into 12 provinces with appointed governor aided by tax collector and religious official • Used Hindu administrators to gain allegiance of conquered Indians 	<ul style="list-style-type: none"> • Agriculture • Trade 	<ul style="list-style-type: none"> • Muslim dynasty of Turks and Mongols • Introduction of Urdu, Persian language, as official language • Initial toleration of Hindu majority • Erosion of support over end of religious tolerance; rise of Hindu group, Marathas • Rivalry among dependent provinces causes internal division • Attempts to limit Portuguese influence and trade • Arrival of British, imposition of colonial control on declining empire

European Empires and Nation-States

Study Strategy

For the beginnings of the political development of Russia, France, and England, see Chapter 7, Sections 2 and 4.

Connections Strategy

Jot this information down in your Idea Bank. It might be useful for a change-over-time essay.

- As you study the table, look for comparisons and contrasts and change over time. Note, for example, that while the tactics of the French monarchs and economic conditions in France were undermining the power of French feudal nobility in this period, the Russian tsars were encouraging the rise of feudal-style landholders. There is a parallel to Russia in Japanese policies of the period. Note also the difference in the development of the English monarchy.
- The contact among the Spanish, native peoples, and African slaves in the Americas resulted in a new **social structure**, or **class system**, peculiar to the colonies. (1) At the top were the native-born Spanish, known as **peninsulares**, who were the government officials sent out from Spain; (2) next came the **creoles**, descendants of the original Spanish colonists who were born in the colonies; (3) below them were the **mestizos**, who were part Spanish and part Native American; (4) then came **mulattoes** of Spanish and African descent; (5) below them were the Native Americans; (6) and at the bottom, slaves. In the nineteenth century it was the creoles, wealthy ranchers and merchants, who would fuel the movement for independence in Latin America. Tired of having little say in the government and sometimes educated in Europe, they were aware of the principles of the **Enlightenment** and of the **American and French Revolutions**.

COMPARING EUROPEAN EMPIRES AND KINGDOMS BETWEEN 1450 AND 1750

Empire/Kingdom/ Location	Political Organization/Date	Economic System	Significance
Portugal, western part of the Iberian Peninsula	<ul style="list-style-type: none"> Became independent in 1143 Had retaken all of country from Moors by 1249 Administered overseas empire beginning in 1400s Seized by Spain in 1580 but regained independence in 1600 Used Portuguese officials to run colonies 	<ul style="list-style-type: none"> Vast international trading network Colonies Restricted to trading centers in China and Japan 	<ul style="list-style-type: none"> Major trading partners are Asian and African Brazil as colony in South America Worked sea lanes to Africa, Sri Lanka, Malaysia, Indonesia, China, and Japan Sent Catholic missionaries to convert peoples, Kingdom of Kongo as an example Portuguese trade as a government monopoly at a disadvantage against other European traders; lost advantage as earliest explorers to British and French private companies
Spain, eastern part of the Iberian Peninsula	<ul style="list-style-type: none"> Reconquered lands lost to Moors by 1504 Became part of the Holy Roman Empire under Charles V Under Philip II, son of Charles, united Spain, European holdings (Milan, Naples, Sicily, and the Netherlands), and colonies into the Spanish empire Used Spanish-born officials to run far-flung empire Viceroyalty system in Americas 	<ul style="list-style-type: none"> Vast international network based on colonial holdings in the Americas, North Africa, and the Philippines Wealth secured through seizing of land and resources Trade 	<ul style="list-style-type: none"> Importance to Spain of explorers' voyages: Columbus—laid basis for claim to territory in the Americas; Magellan—Philippines Rather than simply trade, took land and sources of wealth; imposed Spanish rule through force; enslaved Native Americans Sent Catholic missionaries to convert peoples; soldiers as disciplinary force; mission system Introduced Africans as slaves Spanish, Native American, and African cultures mixed in Americas; new culture resulted

COMPARING EUROPEAN EMPIRES AND KINGDOMS BETWEEN 1450 AND 1750 (continued)

Empire/Kingdom/ Location	Political Organization/Date	Economic System	Significance
Russia, united and expanded from Muscovy north and east along the Baltic and west into Siberia to Pacific	<ul style="list-style-type: none"> • 1480 marks beginning of Russia; end of Mongol control; rise of Muscovy • Centralized government under the tsar (emperor); autocrat; ruled through divine authority • Dynastic empire • Late 1500s, taking on characteristics of feudal system 	Agriculture, basis of economy <ul style="list-style-type: none"> • 1649, peasants become serfs; bound to land 	<ul style="list-style-type: none"> • Shift of allegiance by Eastern Orthodox Church from authority of collapsed Byzantine Empire to Russian tsar; mutually beneficial alliance • Under Ivan IV (the Terrible) new class of military-service landholders to replace power of old nobility; land in return for service to the tsar • Europeanization policies of Peter the Great • Prior to Peter, segregation of foreigners in Russia • St. Petersburg, "window to the West"; exchange of Western and Russian ideas
France, outline of modern nation	<ul style="list-style-type: none"> • Ousted England in 1453, ending Hundred Years' War • Unified France as dynastic empire • Worldwide colonial and trading empire • Used French officials to run colonies • Evolution of France's centralized monarchy into a divine right monarchy; monarch ruled because God had planned it; subjects must obey • Estates-General rarely used (for example, convened in 1614, not again until 1788) 	<ul style="list-style-type: none"> • Agriculture • Trade, commerce becoming larger parts of economic mix • International network of colonies and trading centers • French East India Company 	<ul style="list-style-type: none"> • Importance to France of early explorers in North America—lay claim to territory • Holdings in India and North America; later, colonies in North Africa • Did not impose control on Native Americans as Spanish had; fewer native peoples, not the wealth of Central and South America • Sent missionaries to convert peoples • Over time build up of anger (over policies of a weak government, series of costly wars, financial burdens on subjects, discontent of the bourgeoisie over the continued dominance of the aristocracy, role of the Catholic church) leading to the French Revolution in 1789

COMPARING EUROPEAN EMPIRES AND KINGDOMS BETWEEN 1450 AND 1750 (continued)

Empire/Kingdom/ Location	Political Organization/Date	Economic System	Significance
England, on island of Britain	<ul style="list-style-type: none"> • Incorporated Wales and Scotland; Union of 1707 • Acquired worldwide empire through exploration and wars • Period of fight between Henry VIII and the Roman Catholic Church • Split with Church; enhanced power of the monarch and supporters • Petition of Right, limit on monarch's power to tax • Civil war, Puritan victory • Glorious Revolution, monarch's role further limited • Continued evolution of Parliament 	<ul style="list-style-type: none"> • Vast international trading network • Colonies • Trading centers • Hudson's Bay Company in Canada • British East India Company in India • Royal African Company for the slave trade 	<ul style="list-style-type: none"> • Mercantilism to control trade within colonial empire • Where colonies set up, took land and imposed government • Little interest on government level in converting native peoples to Christianity • Further limits on monarchy after the Restoration: Bill of Rights, Act of Settlement • Rise of political parties • Among Parliament's powers: levy taxes, declare war

Comparing European Monarchies and Asian Empires

- One of the topics listed under comparisons for this time period in the Acorn book is a comparison of a European monarchy to that of a land-based Asian empire. As you can see from the table above, you will reach very different conclusions if you use France or England for your comparison. **France** in this period hardened into a (1) **centralized government** ruled (2) without the benefit of a legislative body (Estates-General) (3) by a monarchy surrounded by advisers (4) who believed in the **divine right of kings**. **England**, on the other hand, evolved into a (1) **constitutional monarchy** with a (2) **cabinet** chosen from the **majority political party** (3) who debated in a **legislative body**, **Parliament**, regularly called to meet. In addition, the **Act of Settlement** stated that Parliament, not the monarch, was the superior power.
- Using either the **Ming** or **Qing** empires will provide a somewhat similar set of facts. Both were (1) **dynastic empires** based on (2) **Confucian principles** and (3) the use of a rigid system of **civil service examinations**. (4) Each had difficulty in keeping outlying regions, rival warlords, and peasants under the control of a centralized government.

Sub-Saharan African Empires and States Between 1450 and 1750

- The period between 1450 and 1750 saw the rise of a number of empires and states in West Africa. **Songhay** rose in the general area where first **Ghana** and then **Mali** rose and fell. As in the two previous empires, **Islam** was an important force.
- A characteristic common to the decline of the Kongo, the Yoruba city-states, and the Ashanti is the devastating effect of the slave trade. The desire for more and more wealth corrupted their rulers and escalated the trade in captured humans.

COMPARING AFRICAN KINGDOMS, EMPIRES, AND STATES BETWEEN 1450 AND 1750

Empire/State/ Location	Political Organization/Date	Economic System	Result
Kingdom of the Kongo in what are today the Democratic Republic of Congo and Angola	Manikongo (king); king and followers married into important families of conquered peoples to legitimize rule; king as absolute and divine ; expansion began before 1400	<ul style="list-style-type: none"> • Trade in pottery, cloth, iron goods • Agriculture • Maize introduced in 1600s from the Americas • With coming of the Portuguese in 1500s, growth of trade in slaves 	<ul style="list-style-type: none"> • Civil war over conversion of part of royal family to Christianity • Europeanization effort by King Afonso in early 1500s • Portuguese influence and interference • Corrupting influence of the slave trade • Division into small states by 1600s • Importance of merchants offset ruling families • Kingdom gone by 1800s
Songhay Empire in what are today Niger, Mali, Nigeria, Mauritania, Senegal, and Guinea	Empire of conquered territories (later four regions subdivided into provinces) with governors appointed by the emperor and civil service (bureaucracy) to administer it; local rulers not allowed to keep power; expansion began in 1464	<ul style="list-style-type: none"> • Control of gold and salt trade • Tax revenue from gold and salt trade 	<ul style="list-style-type: none"> • Supported Islam over local religions (ancestor worship, animism) • Invaded by Moroccans armed with guns in 1591-1592 • Revolts by subject peoples • Empire gone by early 1600s

COMPARING AFRICAN KINGDOMS, EMPIRES, AND STATES BETWEEN 1450 AND 1750 <i>(continued)</i>			
Empire/State/ Location	Political Organization/Date	Economic System	Result
Oyo and Benin in what is present-day Nigeria	Independent city-states of the Yoruba people; grew up around 1000 C.E.; controlled surrounding areas	<ul style="list-style-type: none"> • Slave trade with Europeans • Exchanged slaves for guns 	<ul style="list-style-type: none"> • Disintegrated in the 1700s as a result of civil wars and rulers' greed over the slave trade
Ashanti Union of Akan States in what are today Ivory Coast and Ghana	Union of Akan-speaking states with an elected chief who took his authority from the Golden Stool of Kumasi (capital city); 1695	<ul style="list-style-type: none"> • Gold trade (known as the Gold Coast States) • Expanding south became a major slave-trading state • Exchanged slaves for guns • Power declined with end of the slave trade in the 1800s 	<ul style="list-style-type: none"> • Use of the slave trade to feed rulers' desire for increasing wealth led to conflict with Europeans and Ashanti downfall • Fell to the British in 1901 after a long, bloody war

European Exploration

Study Strategy

In studying about European explorations, remember that it is the broad overview that you should be learning and not specific explorers. For example, the impact of Portuguese explorations on Portugal's economy is the important idea to remember, not the specific significance of Vasco da Gama's voyage around Africa to India.

- Several factors spurred European interest in exploration: (1) The **Crusades** of the eleventh, twelfth, and thirteenth centuries had interested Europeans in trade with Asia for luxury goods, such as spices and silk. (2) European merchants, especially in trading cities such as Genoa and Venice and the Hanseatic League, a confederation of cities on the North and Baltic Seas, wanted to develop their own **trade routes** to Asia to cut out Middle Eastern intermediaries. (3) Technological advances introduced to the West from Asia, such as the **astrolabe** and **compass**, and new ship designs made it possible for sailors to try new and dangerous water routes. (4) The rise of **nation-states** encouraged economic development and also rivalry among European nations for new territories and new wealth. (5) The **Renaissance** engendered a sense of curiosity and adventure among Europeans.
- The impact of European explorations depends on which world region is being studied.
 1. In China and India, the Portuguese in the 1500s and later the Dutch in the 1600s wrangled **trade concessions** from local rulers and established trading centers and regular **trade routes**.

2. The Spanish in the Caribbean, Central America, and South America subdued the native peoples, subjugated them, looted them of their wealth, and exploited their labor. In so doing, the Spanish destroyed the native cultures.
3. In North America in the 1600s and 1700s, the English, and to a lesser extent the French, usurped the land and rights of the native peoples, killed those who fought back, and reproduced as best they could their home countries in the wilderness. Where Europeans claimed the land, they also claimed dominion over the people who were already living there. European weaponry and horses enforced this claim.
4. In Europe, the fruits of exploration included the following: an influx of gold and silver, which resulted in drastic increases in prices that caused **inflation**; the shifting of economic power from Italian city-states to England, France, and the Netherlands; the rise of **capitalism**; the consolidation of power among the new middle class (**bourgeoisie**); the loss of power by the **feudal aristocracy**, which led to the rise of **absolute monarchs**; the introduction of new foodstuffs; and the spread of diseases.

Study Strategy

See page 258 for more on the crosscultural transmission of crops and diseases.

Examples of Continuity and Change

Connections Strategy

Besides providing ideas for a change-over-time essay, this paragraph and the next offer examples for comparative essays.

Connections Strategy

Did you notice that these three factors were examples of continuity and change when you read about them in the paragraph on the significance of European explorations? As you study, look for how situations developed slowly within a period until the weight of events created change.

- Note the **continuity and change** apparent in the interactions described above. For example, while Europeans in this period controlled external trade routes with China and India, Chinese and Indian societies did not change because the Europeans did not seek to exert political control over these groups. Amerindian civilizations, on the other hand, were destroyed by the Spanish, who were intent on seizing the sources of wealth of these peoples. What rose in their place was a new society that was Spanish in organization but influenced by Amerindian and African cultural characteristics.
- In European society, this period saw a continuation of the rise to power of the **middle class**, which had begun in the late Middle Ages. With this rise came the eclipse of **feudal nobility**. At the same time, power was being consolidated in a single government ruled by a **central monarch** who in this period would become an **absolute monarch**—except in England.

Empire Building in Asia, Africa, and Europe

- To set up this comparison on a table, think of appropriate categories—Motivation, Means, Impediments, and Advantages—and then fill them in.
 1. The motivation for Asian, African, and European rulers was the same: the desire to increase wealth and power. For Africans and Europeans, there was also a desire to convert nonbelievers to Islam and Christianity, respectively.
 2. The means for each was also similar, force. For Europeans and Asians, this meant firearms and for Africans, after the advent of the European slave trade, also guns.
 3. An impediment for Europeans was the lack of available territory on the European continent that was rich in resources and that would offer new markets that were not already settled and ruled over by a powerful government. Impediments for Africans and Asians were distance, ability to set up stable and strong organizations to govern conquered people, and rivals who worked against the rulers to gain either local or imperial power.
 4. Advantages for Europeans were their superior technology (including weaponry) and their navies (which could secure supply lines). An advantage for some African empires and states for a time was their access to European weapons as part of the slave trade. The regular pattern of Chinese dynasties alternating with periods that saw warring states made the stability of being part of an empire appealing to the Chinese at times.

Looking at the West

- The reaction of **Peter the Great** was very different from that of the Ottoman sultans, Ming and Qing Chinese emperors, the Tokugawa shoguns, and the Mughal kings. Until the time of Peter in the early 1600s, Russian reaction to Europeans had been mistrust, and Europeans doing business in Russia had been kept away from ordinary Russians. Peter embarked on a **Europeanization** effort that was meant to **modernize** his nation.

Connections Strategy

See Chapter 7, Section 3, for more on diffusion of Chinese culture to Japan.

- The **Ottomans** took a military approach. Although they traded with the West, they also desired to enlarge their empire at the expense of these same nations. They struck westward several times in an effort to enlarge their domain. They captured Constantinople in 1453 and brought down the already teetering **Byzantine Empire**. The Ottomans farthest foray west was to the gates of **Vienna**, but their siege failed. They continued their fight against the **Holy Roman Empire** in the Mediterranean and won control of its eastern portion.
- The **Chinese** turned their backs on the Europeans, considering themselves superior to them. Contacts with European traders were limited to certain **treaty ports**. The **Japanese**, too, banned Europeans except for limited trade. Where once the Japanese had sent missions to China to learn about its culture, the Japanese **seclusion laws** limited even trading contacts with the Chinese.
- In 1613 the **Mughal** emperor welcomed the English East India Company. The Portuguese were already there, and France and the Netherlands soon followed. The Mughals were badly paid for their openness. The French and British were able to seize the majority of the trade. Not limited to treaty ports, the British and French trading companies began to meddle in local affairs and won the right to acquire territory. In addition, the European rivalry between Britain and France began to play out in India. The British routed the French and took over a large area of the subcontinent. By 1800 **imperialism** had become the governing philosophy of the British East India Company, and it began actively to increase the company's holdings until 1857, when the company deposed the final Mughal emperor. The company was ultimately disbanded, and the subcontinent became part of the British Empire in 1876.

Slave Systems and the Slave Trade

Study Strategy

See also Chapter 6, Section 4, for information on slavery.

- **Slavery** has been known since ancient times in all parts of the world. Although **racism** had a part in justifying the enslavement of Africans by the English, slavery in other parts of the world did not necessarily have this component. Often slaves were prisoners captured in battle. For example, many defeated Russians, Slavs, Germans, and Poles were sent to Istanbul as slaves to serve the sultans. The **Mamluks** were Turkish and Mongol slave soldiers in the service of the Egyptian sultan; twice they overthrew their sultans and established ruling dynasties.

Connections Strategy

Serfdom as practiced in the Middle Ages in Europe and in Russia from 1649 until 1861 was similar to slavery. The lord/landholder had certain rights over the serf and the serf was bound to the land. If the land was sold to another lord, the serf had to stay and work for the new owner.

- The enslavement of prisoners of war was a practice also known in Africa. The external slave trade began around the 1100s when Africans began supplying captives from the interior to **Arab merchants** for sale in North Africa and the Middle East. The trade remained relatively small in East Africa until the arrival of the Portuguese, who were interested in buying slaves for a European market. The slave trade expanded greatly in the 1700s after the Portuguese left and the trading cities of the East Coast assumed control of the trade. For much of the nineteenth century, these **Swahili** cities provided Africans as slaves to the plantation islands off the East Coast of Africa and to the Arabian Peninsula.
- The most widespread and largest systems of slavery were those on (1) the plantations of the Caribbean, (2) the southern British colonies in North America (later the southern states of the United States), and (3) Brazil. The **plantation system** required cheap, abundant labor, and the population of sub-Saharan Africa seemed to fit this description.

African Slavery in British North America

- The origins of **slavery** in the Americas began with the Spanish on their sugar islands in the Caribbean. To replace Native Americans, the Spanish, and later the English, began to import Africans as slaves. In 1619, the first Africans to arrive in the English colonies in North America came off a Dutch ship at Jamestown and were treated as **indentured servants**. As it became more difficult to find the large number of workers needed for tobacco agriculture, the policy changed.
- In a court case in Jamestown in 1640, the indenture of an African was changed to servitude for life, *durante vita*. In 1663, Maryland passed its first slave law. The plan for government for the Carolinas recognized Africans as slaves and, therefore, as property. Slavery was legalized in Georgia when the colonists came to realize that they would make money only through plantation agriculture. New York and New Jersey began as a single Dutch colony, and Africans were recognized as indentured servants. After the English seized and divided the colony, slavery was legalized. However, the Northern colonies did not farm large-scale **labor-intensive crops**, such as tobacco, rice, and indigo, so there was little need for slaves.

PART III: AP WORLD HISTORY REVIEW

- Estimates vary, but it is generally agreed that some 20 million Africans survived the **Middle Passage** of the **triangular trade route** between Europe, Africa, and the colonies. They came from the **West Coast of Africa**, and most were sold into the Caribbean or South America. After being captured by fellow Africans and force-marched to the sea in chains for sale to Europeans, Africans were kept in **slave factories** until ships were available. The Africans were then marched on board ship in chains and kept below decks where an average of 13 to 20 percent of the human cargo died during a voyage. On arrival in the colonies, the Africans were sold without regard to keeping families together.
- The English **institutionalized** slavery because (1) they needed cheap, abundant labor and (2) they viewed Africans with their foreign languages and ways as less than human. The English had found neither Native Americans—who died from disease or who, as runaways, melted back into the forests—nor European indentured servants—who worked only for a specified time or who, as runaways, could melt into the general population—a satisfactory workforce.
- One reason that colonists used Africans as slaves was that the supply seemed limitless. In Virginia in the 1660s, there were only 300 Africans, but by 1756 there were 120,000 in a population of 293,000. About 3,000 were free blacks. In the forty years between 1714 and 1754, the number of Africans in the colonies rose from 59,000 to almost 300,000. **Natural increase** accounted for some of this, but most slaves were newly arrived Africans. New England and the Middle Colonies had few slaves in proportion to the overall slave population in the colonies. The climate and terrain were unsuited to plantation-style agriculture.
- Slaves had no legal rights: (1) slave marriages were not recognized, (2) slaves could not own property (they *were* property), (3) they had little legal protection against a cruel owner, (4) they could be sold away from their families, and (5) it was illegal to teach a slave to read and write.

Consequences of the Slave Trade for Africa

- The slave trade could not have grown into such big business without the cooperation of Africans, but the consequences for Africa were immense. (1) Areas were **depopulated** as slavers captured the youngest and healthiest, leaving the aged and infirm to fend for themselves. (2) Because of the hit-and-run nature of **slave raids**, a cross-section of any group was taken—farmer, village chief, craftworker, wife, father—thus robbing the group of its leaders, its workers, and its social organization. (3) Arts and technology suffered as Africans turned to trade for what they wanted. (4) The **Sudanic empires** lost importance as trade shifted to the coast from its trans-Saharan network, thus causing a decline in interior empires and the growth of **forest kingdoms**. (5) To feed the desire for wealth, power, and more guns to ensure more wealth and power and more guns, the slave trade perpetuated itself, thus escalating slave raiding and warfare. (6) To justify the slave trade, Europeans (and later Americans) came to see Africans as inferior, or not quite human, which continues to affect **race relations** to this day.

Idea Bank

Although this chapter deals with the period from 1450 to 1750, this information and time line can help you make connections back and forth in time in case you need ideas for a change-over-time essay.

- **Peonage** is another form of slavery, or enforced servitude. Under the system of peonage, a debtor provides service until his or her debt is paid off. Debt bondage was the basis of **tenant farming** and **sharecropping** in the southern United States after the Civil War, methods that kept former slaves tied to the land they rented from former slaveowners. Peonage was also prevalent in Latin America in the nineteenth and twentieth centuries and continues in some areas today.

TIMELINE OF THE ABOLITION OF AFRICAN SLAVERY	
1807	Britain abolishes the slave trade.
1808	External slave trade is abolished by the United States.
1833	Britain abolishes slavery.
1863	Lincoln issues the Emancipation Proclamation and frees slaves in areas held by the Confederacy.
1865	All U.S. slaves are freed at the end of the Civil War.
1873	Sultan of Zanzibar ends the slave trade, which controlled much of the trade on the East Coast of Africa.
1886	Cuba abolishes slavery.
1888	Brazil abolishes slavery.
1948	UN's Universal Declaration of Human Rights condemns slavery.

KEY PEOPLE

Review Strategy

See if you can relate these people to their correct context in "Fast Facts."

- Babur, son of Tamerlane; Akbar; Shah Jahan
- Charles I, Charles II, James I, James II
- Charles V, Holy Roman Emperor
- conquistadore
- Henry of Navarre, Huguenots
- Hideyoshi, Tokugawa Shogunate
- Ivan the Great, first tsar
- Louis XIV
- Prince Henry the Navigator, Portugal
- Oliver Cromwell, Puritans, Roundheads
- ronin: unsponsored, unemployed samurai
- Sikhs, adherents of religion combining Hinduism and Buddhism, no caste system
- Suleiman I, peak of Ottoman Empire
- Sunni Ali, Askia Mohammed, rulers of Songhay

KEY PLACES

Review Strategy

See if you can relate these places to their correct context in "Fast Facts." Can you locate them on historical maps?

- Guinea states
- Indo-Gangetic Plain
- Lepanto, site of naval battle, destroyed Ottoman fleet

KEY TERMS/IDEAS

Review Strategy

See if you can relate these terms and ideas to their correct context in "Fast Facts."

- Act of Toleration, but not for English Catholics
- *Capitalism, entrepreneur*
- joint stock company, underwrote trading ventures, Dutch East India Company, British East India Company
- Treaty of Tordesillas, moral authority of the papacy, Spain, Portugal
- Parlement, French governmental body

SECTION 2. SOCIAL, CULTURAL, AND INTELLECTUAL DEVELOPMENTS

This section describes a variety of social, cultural, demographic, and environmental changes that occurred worldwide between 1450 and 1750. Many were related directly to the changes in global interactions that began to escalate during this period. Others had more limited causes and their effects were more limited, but even societies that considered themselves closed found themselves changing. As you read this section, identify which changes were the result of global interactions.

FAST FACTS

Roles of Women

- The **roles of women** in this period were as varied as the cultures. However, there are some generalizations that can be made. (1) The higher up in social class a woman was and the more complex the society in which she lived, the more freedom she had to indulge in education and the arts; servants did the household work. (2) The lower down the social scale a woman was, the more her time was taken up in feeding and clothing her family and, in agricultural societies, in working in the fields and tending the livestock. (3) Cities opened up opportunities for women to learn crafts and to engage in commerce. (4) However, the higher in class status a woman was, the less valued her contribution might be, and the more “protected,” whereas (5) women of lower class were more highly regarded within their class because they directly contributed to the welfare of the family. These points can also be made from the viewpoint of a social organization that is either urban/commercial and rural/agricultural or hierarchical and decentralized.
- In China the principles of **Confucianism** governed the relationship of women to their families. They were to obey their fathers and brothers and then their husbands. A woman’s role was always one of subservience. Confucianism along with **Buddhism** also influenced the Japanese attitude toward women. In Japan women were to obey their fathers, then their husbands, and if widowed, their sons.
- The **harem** is an example of how culture defines roles. Originally Islamic women were Arabic and had certain rights and freedom of movement. Over time Islam adopted practices such as **veiling** from non-Arab converts, and wealthy Muslims began to separate women in their households from the adult males by placing them in **harems**, special sections of the house where all female members, young sons, and their servants lived.

Study Strategy

To review Confucianism, see Chapter 6, Section 5.

Environmental and Demographic Changes

Connections Strategy

See Chapter 6, Section 6, and Chapter 7, Section 5, for a review of cultural exchange.

- Students of U.S. history are familiar with what is called the **Columbian Exchange**, the exchange of peoples, plants, animals, technology, and disease between the Western and Eastern Hemispheres. You have already seen how goods, technology, and learning spread between and among the Middle East, Europe, and Asia prior to the 1400s. With direct European contact with Africa and the inclusion of the Americas in the global network of trade and settlement in the 1400s, the interchange became global and reciprocal.
- The following table lists a sample of the foodstuffs and animals that became part of the global exchange network after Columbus discovered the Americas in 1492. Whereas it is unnecessary to memorize which crops and animals were disseminated where, it is important to know the concepts demonstrated by this table: The exchange of crops and animals (1) was global in extent and (2) affected each region that it touched.
- The effects of the new crops were not seen immediately. Some historians do not think that they were of any consequence much before 1650. However, **populations** began to increase well before this time. In China, the population is estimated to have grown from 80 million in 1400 to 160 million by 1600. This was the result of bringing more land into cultivation and introducing new strands of rice. The Japanese also developed improved farming methods and increased their output of foodstuffs. Once the crops from the Americas began to take hold, populations increased rapidly. For example, in 1700 in Europe the population is estimated to have been 100 to 120 million; in a hundred years it had grown to close to 190 million. France's population on the eve of French Revolution was 26 million, up from 18 million at the beginning of the century. In general, (1) the cessation of frequent conflicts and invasions, (2) the lack of widespread outbreaks of disease, and (3) better farming techniques and strands of crops helped to increase populations.
- Another demographic characteristic of this period is the growth of **urban populations**. Cities were (1) always magnets for ambitious people from the countryside who wanted a better, more exciting life and (2) a place for a new start for people driven off their land by **famine** (French farmers and farm laborers in the late 1700s), the **enclosure movement** (English farmers in the 1500s), and too little productive land for too many people (Chinese peasants for much of China's history in this period).

Examples of Diffusion of Crops and Animals			
Crop/Animal	Origin	Destination	Significance
Corn (maize)	Americas	Africa, Europe, China	Increase in food supply, leading to population increase
Potato	Andes in South America	Europe	Increase in food supply, leading to population increase
Sweet potato	Americas	China	Increase in food supply, leading to population increase
Peanut	South America	Africa	Increase in food supply, leading to population increase
Wheat	Europe	Americas	Remained staple of European diets
Sugar cane	Africa	Americas	When refined, sugar fueled the sugar plantation culture and African enslavement
Domestic animals such as cattle, goats, and chickens	Europe	Americas	Source of protein for Native Americans in settled communities
Horse	Europe	Americas	Means of transportation; new way to hunt buffalo, which helped to deplete herds

Study Strategy

For more on the bubonic plague, see Chapter 7, Section 5.

- **Disease** was an unintended part of the global exchange. Just as flea-infested rats carrying bubonic plague traveled from Asia to Europe on cargo ships, ships moving between Europe, Africa, and the Americas carried yellow fever, malaria, smallpox, and measles to the Americas and syphilis to Europe. The impact of the transmission of disease to Europe was minimal; however, the impact of European and African diseases on Native American populations was significant. European diseases—as well as mistreatment—wiped out the Arawak and Carib populations on the first islands taken by the Spanish. In the 150 years between 1500 and 1650, the Native American population in the areas claimed by Spain dropped to fewer than 4 million from 50 million.

Reformation

- The **Reformation** began as a movement from within to reform practices of the **Roman Catholic Church** and ended with the establishment of several **Protestant** religions and the fighting of several wars waged ostensibly to preserve religion but used to enlarge royal power and holdings. Both **secular** and **religious** issues lay behind the Church's problems. The emerging central monarchies (1) resented the secular power of the papacy and (2) the amount of land tied up as Church property that could not be taxed. There were also (1) disputes over a variety of **doctrinal issues**, such as the nature of the sacraments, clerical celibacy, indulgences, and the amount of ritual that had developed in the Catholic Church and (2) indignation over the lax lives led by some clergy. Reformers urged a return to a simpler form of Christianity without priests, candles, incense, stained-glass windows, and elaborate dogma.
- The act usually considered the beginning of the Reformation was **Martin Luther's** nailing to the church door his **Ninety-Five Theses** attacking Roman Catholic doctrine. Excommunicated when he refused to recant, Luther continued to teach, and his writings became the basis of Lutheranism and other Protestant denominations. Luther taught that (1) faith alone was all that was necessary for salvation and (2) the Bible was the only guide people needed to learn God's word.
- Many of the consequences of the Reformation were **secular** and often **political**. (1) Luther's insistence on the Bible as the guide to salvation and his translation of it into German helped to spread **literacy**. (2) His support for the German princes and his encouragement of their disobedience of the pope fed the spirit of German **nationalism**. (3) On the other hand, the division of German princes between Lutheranism and Catholicism and the **Thirty Years' War** kept Germany from becoming a unified nation until the end of the nineteenth century. (4) A **religious war** freed the Netherlands, which had embraced Calvinism, from Spain, which was Roman Catholic. (5) In England, Henry VIII severed his nation's ties with the pope over a personal conflict, proclaimed himself head of the Church in England, and through the **Act of Supremacy** stripped the Roman Catholic Church of its lands and authority. (6) By loosening the hold of the Roman Catholic Church on people's thinking and in many places destroying its political power as well, the Reformation led to the end of the medieval way of life, in which the Church provided stability and certainty. (7) **Anticlericalism** was a result not only of the dismay over the corrupt lives of the clergy but also the teachings of Luther and

Connections Strategy

Note all the consequences that become events in the cause-and-effect chain for future events.

Calvin that priests were not necessary. (8) With its insistence on good works and material success as a confirmation of salvation, the Reformation contributed to the growth of the **middle class**. (9) In the nineteenth century, this middle class would be instrumental in the establishment of European democracies.

Counter-Reformation

- The Roman Catholic Church that emerged from the **Counter-Reformation** of the 1500s and 1600s was similar to what it had been before the process but also different in that it had taken on many of the characteristics of the modern church. The movement (1) reformed the papacy, (2) established disciplinary reforms within the church, (3) reformed existing religious orders and established new ones, and (4) by the **Council of Trent** clarified those Catholic doctrines that were the cause of controversy with Protestants, such as the supremacy of the pope, the veneration of the saints, and indulgences. The emphasis was on renewing and revitalizing the **spiritual life** of the Church. Popes elected after this period tended to see their roles more as spiritual leaders than wealthy temporal rulers wielding political power.

Scientific Revolution

- The **Scientific Revolution** was actually a slow process of creating change in the way people viewed life. Begun in the 1500s, the Scientific Revolution by the 1700s had built a following of scientists and philosophers whose ideas gave rise in Europe and the Americas to the **Age of Reason**, or the **Enlightenment**. The Scientific Revolution itself was built on a belief in the efficacy of **natural science** and the **scientific method of observation** to explain the “mysteries” of life. These mysteries ranged from the fact that the earth moved around the sun (**Copernicus, Galileo**) to how the planets orbited the sun (**Kepler**) to the laws of gravity (**Newton**) to the discovery of oxygen (**Priestley**) to an understanding of the nature of disease (**Morgagni**). This was all part of the moving away (1) from the medieval view of life on earth as a step to salvation and (2) the reliance on supernatural explanations of earthly phenomena.

The Enlightenment

Connections Strategy

The revolutions of the late 1700s and early 1800s owe much to the thinkers of the Enlightenment. See Chapter 9, Section 2, for more about the revolutions.

- The **Enlightenment** was an outgrowth of this belief in science and influenced European thought during the 1700s. Those who considered themselves enlightened thinkers believed in (1) science and **natural law**, the laws that govern human nature; (2) the power of human reason, or **rationalism**, to discern those principles of natural law; (3) and that once determined, people should live by those laws, (4) thus alleviating society's economic, political, and social problems and (5) ensuring **human progress**.
- In theory, if not always in practice, the Enlightenment called for (1) an end to injustice, inequality, and superstition; (2) toleration for all religions; and (3) a breaking down of institutions, such as the Church, that were corrupt and not based on natural law and human reason.

Major Developments in the Arts

Connections Strategy

Note the change-over-time elements in this discussion.

- While knowing the artistic styles of individual painters might be personally interesting, for purposes of the AP World History test knowing the general characteristics of **Renaissance** art might be more useful. (1) While the themes of the art of previous centuries had been primarily religious, the **subjects** of Renaissance art were often the rich and powerful, such as monarchs, popes, and merchants; Greek and Roman deities; scenes of contemporary events; ordinary people doing ordinary things. (2) The **human figure**, whether a saint or a contemporary merchant, was shown more realistically because artists began to study anatomy to learn how the body worked. (3) Artists learned to use **perspective** to give their works a three-dimensional quality; previous art was flat, or one-dimensional. (4) The use of **tempera** gave way to **oil paints**.
- Toward the middle of the chronological boundary covered in this chapter, European art went through two artistic developments, **baroque** and then **rococo**. Both owed much to classicism, but Chinese influences were also evident in art and furniture design. This was a consequence of Europe's increasing trade with China.
- The following table provides one "example society" from each world region addressed in this chapter in case you need to do crosscultural comparisons of the arts.

REPRESENTATIVE DEVELOPMENTS IN THE ARTS BETWEEN 1450 AND 1750	
Empire/State	Artistic Achievement
Ming Dynasty	<ul style="list-style-type: none"> • Construction of the Forbidden City in capital of Beijing • Fine porcelain, sought after as trade good
Tokugawa Shogunate	<ul style="list-style-type: none"> • Kabuki, new style of musical drama • Haiku, 17-syllable poems • Bunraku, plays performed by large-scale puppets
Mughal Empire	<ul style="list-style-type: none"> • Merger of Persian and Indian (Hindu) artistic styles and themes to form Indo-Muslim style • Miniature painting • Architecture: Pearl Mosque, Taj Mahal
Russian	<ul style="list-style-type: none"> • Merger of Russian styles (onion dome) and Italian motifs and stonework to produce new Russian architectural style and form • Cathedral of St. Basil • Merger of artistic styles of Italy and Byzantine Empire to produce peak period icon painting
Benin City-State	Lost-wax method of casting bronze of the Yoruba peoples; Benin famous for its bronze artwork

KEY PEOPLE

Review Strategy

See if you can relate these people to their correct context in "Fast Facts."

- Baroque: Rubens, Van Dyck, Rembrandt, Le Brun, painters; Inigo Jones, Wren (architect)
- Elizabeth I, Thirty-Nine Articles, Church of England (Anglicanism) as state religion
- John Calvin, Calvinism; influence on Switzerland, Germany, France, the Netherlands, and Scotland
- English Enlightenment: Locke, *Second Treatise of Civil Government*; Hobbes, materialism; Hume, empiricism
- Footbinding
- German Enlightenment: Kant, Goethe, Schiller
- Huguenots, French Protestants
- Italian Renaissance: Michelangelo, Titian, Leonardo da Vinci, painters; Palladio, architect
- Jesuits, Society of Jesus, as missionaries
- Northern Renaissance: Durer, Hans Holbein the Younger, El Greco, painters

PART III: AP WORLD HISTORY REVIEW

- Philosophes: Voltaire; Rousseau, *Social Contract*; Diderot; Descartes
- Puritans
- Rococo: Watteau, Hogarth, Reynolds, painters; Louis XV style

KEY TERMS/IDEAS

Review Strategy

See if you can relate these terms and ideas to their correct context in “Fast Facts.”

- Architecture of the Renaissance: classical in form, Greek columns, Roman arch and dome
- Deism
- Patronage of the arts, the papacy, the nobility
- Printing press, importance for the dissemination of information in the vernacular, Bible in the vernacular, spread of literacy