Global Interactions

This review packet is based on summaries from the AMSCO AP World History book that were created by Mr. Drew Yanuszeski, an AP World teacher in Seoul, South Korea. I hope you find them helpful in your preparation for your upcoming test.

Period 4
1450-1750 CE

Key Concepts

Globalization of Exchange
- Transoceanic voyage and the connection to the Americas
- New global economy and exchange of goods
- Columbian Exchange

New Labor Systems
- Demand for labor increased along with coerced and peasant labor systems
- Emergence of new social hierarchies based on ethnicity, race and gender

Imperial Expansion
- Rulers used a variety of methods to legitimize their rule
- Large land and maritime empires emerged with the increased use of gunpowder
- Competition and rivalries caused conflict
AMSCO Chapter 14

Americas on the Eve of Globalization

1. Mississippian Culture
   a. Emerged between 700-1500 CE in eastern US along banks of Mississippi River; built huge earthen mounds in various shapes
   b. Economy and Culture
      i. Corn, beans, squash, and tobacco
      ii. Large towns and smaller villages built around a plaza with a mound in the center; largest town was Cahokia, in present day Illinois, 40,000 residents
      iii. Clay pottery, engraved shells, stone and leather items, wood, feathers, copper, bear teeth, turtle shells,
      iv. Animism, belief that natural world was full of spirits, even animal spirits; priests communicated with spirits and served as healers
   c. Government and Society
      i. Rigid structure, Great Sun was the chief, under were nobles and priests, then farmers, hunters, merchants, craftsmen and laborers, finally slaves
      ii. Women farmed, men hunted, matrilineal society with social standing from mother’s side; Great Sun title passed from chief to sister’s son
   d. Decline of Mississippian Civilization
      i. Cahokia abandoned around 1450; several theories including flooding or weather, crop failures, disease from Europeans

2. The Toltec
   a. Tula was capital city by 950, 60,000 population
   b. Warrior aristocracy in control, with landowners also serving as military leaders
   c. Extracted tribute from conquered peoples
   d. Toltecs defeated Mayans in 10th century
   e. Religion continued the Quetzalcoatl religion of the Mayans, architecture similar to Mayan city of Chichen Itza
   f. Decline of Toltecs by 1150

3. Aztecs
   a. AKA Mexicas, hunter gatherers from Mexico around 1200s; capital of Tenochtitlan founded in 1325 where Mexico City is now
   b. Created an empire that spanned the continent east to west.
   c. Capital City
      i. Island in middle of a swamp, dug up mud from lake bottom to create more dry land
      ii. Eventually 200,000 people, with a pyramid in the center made of stone, 150 feet tall
   d. Agriculture
      i. Floating gardens called chinampas supplemented maize grown outside city
      ii. Ditches with lake water irrigated fields, animal waste as fertilizer, stone terraces to prevent erosion
      iii. No wheeled vehicles or pack animals, all work done by hand
   e. Government, Economy and Society
      i. Tribute system where conquered peoples paid tribute of food, cloth, firewood, feathers, beads and jewelry, surrendered land and performed military service
      ii. Local leaders stayed in power and collected tribute
      iii. City-states grouped into provinces with a warrior to ensure Aztec control
      iv. Theocracy (rule by religious leaders), with Great Speaker (emperor) at the top, then land-owning nobles/military leaders, scribes, healers, craftspeople, traders, peasants, soldiers, slaves
f. Religion  
   i. Hundreds of deities, with both male and female aspects  
   ii. Gods of Sun, War, Rain, Wind, Knowledge, Agriculture, Fertility  
   iii. Rituals, feast days and human sacrifice to atone for human sin  

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g. Culture – 365 day calendar from Mayans, gold, silver and precious stone jewelry, picture writing like Maya  
h. Trade Network – From California to Costa Rica on both coasts that traded cloth, cacao, rubber, shells, feathers, precious stones  
   i. Role of Women – Weaving cloth made them important; a man could have more than one wife; some were priestesses, midwives, healers or merchants, even scribes  
   i. Decline of the Aztecs – low technology level made agriculture hard, food preparation also difficult, such as grinding maize by hand; too many human sacrifices  
   i. Unhappy citizens, arrival of Europeans and disease led to collapse of empire  

4. The Inca  
   a. Centered in Cuzco , Peru  
   b. Origins – Pachacuti gains control of Chanca people in 1438 and created an empire and his son expanded empire  
   c. Government, Economy, and Society  
   i. Empire split into four provinces, each with a governor  
   ii. Mita system required mandatory public service from conquered people for all men 15-50 years old, working in farming and road construction  
   iii. Quechua, Incan language, taught to all conquered people, in addition to religion and history  
   iv. Few market towns and little trade; maize potatoes, tomatoes, squash, peanuts, coca, and cotton  
   v. Most small farmers had to give a portion of food to government for storage, which was used in times of famine  
   d. Religion  
   i. Royal ancestor veneration; leaders mummified and worshipped, maintained ownership  
   ii. Sun God Inti used leaders as representative on Earth; leaders had to honor Sun god and their ancestor  
   iii. 30 day calendar, monthly religious festivals  
   iv. Priests could determine god’s will, diagnose illnesses, predict the future, solve crimes, and determine which sacrifices to make  
   v. Sacrifices included corn, guinea pigs, llamas, and even humans, but not as frequently as the Aztecs.  
   vi. Animism belief that physical world could have supernatural powers, whether a stone or a river  
   e. Achievements  
   i. Quipu – knotted string system to count; tools from copper and bronze; mortarless stone structures  
   ii. Terrace system of farming that redirected rain and avoided erosion  
   iii. Forced mita laborers built roads, runners carried messages  
   f. Decline – Francisco Pizarro arrived in 1532 and took advantage of civil war after death of Emperor Huayna Capac
Western Europe Extends Its Influence

1. 1453 as breaking point: Constantinople falls to the Turks, Ottoman Empire becomes major power; end of plagues and end of Hundred Years’ War between France and England; Gutenberg printing press; Renaissance

2. Protestant Reformation
   a. Church officials had tried to stop church corruption through Cluniac Reforms (950-1130) but were unsuccessful
   b. Englishman John Wycliffe argued priests were not necessary for salvation and translated Bible to English; Jan Hus of Bohemia stated the same and was burned at the stake; Zwingli of Switzerland urged strict following of Bible rather than Pope
   c. Babylonian Captivity, when French Pope refused to move to Rome further weakened Church; new European rulers began confiscating Church lands
   d. Church lost some believers because of inability to stop Black Death
   e. Lutheranism
      i. In 1517 Martin Luther, a Catholic monk, presented his 95 Theses at the university in Wittenberg, Germany
      ii. List of criticisms of the Church, including the sale of indulgences (sale of absolution of sin), simony (sale of church offices) and others
      iii. Pope excommunicated Luther in 1521; Luther and his followers, called Protestants, established a separate church, Lutheran
      iv. Luther taught that men and women could directly access God, with no need for a priest; Luther translated the Bible from Latin to German
   f. Calvinism
      i. John Calvin also broke with Catholic Church in 1530 in Geneva, Switzerland
      ii. Only the preselected would make it to Heaven
      iii. Calvinists were called Huguenots in France
      iv. Reformed Church of Scotland and the Puritans followed his theology
      v. “Protestant work ethic” coined based on Calvinists encouragement of hard work and reinvesting of profits
   g. Anglicanism
      i. King Henry VIII of England established the Church of England when the Pope would not grant him an annulment from his first wife, who could not give him a son
      ii. This Anglican Church was established with the King at its head.

3. Counter-Reformation or Catholic Reformation
   a. Fight against the Protestant attacks of Luther
      i. Inquisition – find and punish non-believers using torture and execution
      ii. Jesuits (Society of Jesus) was a religious order founded in 1540 by Ignatius of Loyola to convert new Catholics in Europe and abroad
      iii. Council of Trent (1545-1563) fixed some of most extreme corruption, reinforced sacraments, improved education of priests, printed a list of banned books
   b. Catholic Church managed to maintain power in areas near the Mediterranean and new areas conquered by Catholic countries like Spain, Portugal, and France
   c. Charles V abdicated as Holy Roman Emperor in 1555 when he could not stop spread of Lutheranism, his son Philip II took over
   d. Philip II took control of Netherlands from 1556-1581 and tried to regain control of England but failed when the English navy and bad weather destroyed the Spanish Armada

4. Wars of Religion
   a. 1555 Peace of Ausburg allowed each German state to choose which religion ruler and therefore citizens would be, Catholic or Lutheran
   b. In France Henry IV converted from Protestant to Catholicism and granted religious tolerance in the Edict of Nantes of 1598
c. 30 Years' War (1618-1648) involved most of Europe, and ended with the Peace of Westphalia, which stated that each part of Europe could choose Lutheranism, Catholicism or Calvinism; this war caused looting, disease, hunger, depopulation
  i. Gave rulers more political power, and Austria and Prussia became more independent, with Prussia building up militarily

5. Emergence of the Modern Nation States Under New Monarchs
   a. Leaders begin to centralize power by controlling taxes, building standing armies, and choosing religions, reducing power of nobility with increased power to middle class
     i. Tudors in England, Ferdinand and Isabella of Spain, Valois in France
   b. Absolute rule developed in France (Henry IV) and England (James I)
     i. Divine right of monarch states that right to rule was given to king by God lasted in France until French Revolution, but not in England, due to Parliament

6. English Civil War and Evolution of Constitutionalism
   a. English Civil War (Puritan War, 1642) between Stuart monarchs and Parliament over powers of each
     i. Magna Carta in 1215 and Petition of Rights in 1628 both limited king's powers
     ii. Oliver Cromwell was Parliamentary leader during Civil War, Charles I was executed but Charles II returned from exile in a compromise
     iii. James II takes over in 1685 and again broke with Parliament
     iv. Glorious Revolution was English lords asked Protestant monarchs William and Mary of the Netherlands to jointly rule England
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7. Absolutism Increases in France
   a. While English monarchs were more limited, France moved in other direction
   b. Louis XIII and Cardinal Richelieu centralized government and used intendants, royal representatives who made sure the provinces followed governmental policies and collected taxes
   c. Louis XIV, Sun King, finance minister Colbert instituted Five Great Farms, free trade area, to increase competitiveness of French goods
   d. Louis XIV like a dictator, required nobles at court in Versailles, he said "I am the state" combining law making and justice in his absolute rule
      i. War with the Spanish, leading to the Spanish War of Succession
      ii. Peace of Utrecht said one man could not bee king of both France and Spain
      iii. So much war bankrupted the French government, leading to the French Revolution

8. Scientific Revolution
   a. Francis Bacon developed the Scientific Method and empiricism
   b. Sir Isaac Newton advanced knowledge of gravity
   c. Enlightenment – logic and reason lead to knowledge, and can be applied to government and society
   d. Voltaire, Montesquieu, Rousseau all advocated religious tolerance, Diderot collected knowledge in an encyclopedia

9. Mercantilism, Early Capitalism, and Adam Smith
   a. Mercantilism – export as much as possible and import as little as possible to increase the supply of silver or gold on hand; requires heavy government control of trade
   b. Accumulation of capital also pursued by wealthy entrepreneurs in Florence, Milan and throughout Europe
   c. Cottage industries used farm women to spin or weave cotton in their homes, as a way to avoid guild regulations
   d. Cottage industries put some capital in the hands of laborers, allowing them to be consumers as well, and money lending at high interest rates became common
   e. Adam Smith wrote The Wealth of Nations opposing mercantilism and stated that free trade and the forces of supply and demand would increase wealth for all.
   f. Commercial Revolution – shift from local trade based on barter Middle class now had money to invest and to spend on luxury items
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h. To large scale international trade based on silver and gold, accompanied by a high rate of inflation, called the Price Revolution, caused by
   i. European colonies overseas
   ii. New ocean trade routes
   iii. Population growth
   iv. Inflation from increasing population and increased silver and gold on hand
i. Middle class now had money to invest and to spend on luxury items
j. Joint stock companies formed, where investors purchased shares of a company in order to share both risk and profit with limited liability; occurred mostly in Dutch, French and English companies, with governments of Spain and Portugal funding exploration themselves

10. Europeans in the Indian Ocean Trade Network
   a. Laws of primogeniture left second sons landless, and laborers experienced food shortages
   b. By 16th century more Europeans became active in Indian Ocean Trade, looking for gold and converts to Christianity
   c. Spain, Great Britain, and Portugal established maritime empires
      i. Compass, mapmaking, knowledge of wind patterns, rudder, knowledge of tides based on gravity, and gunpowder all led to rapid expansion of exploration and global trade everywhere except Polynesia
   d. Portuguese in Africa and India
      i. Prince Henry the Navigator was first monarch to sponsor ocean exploration, searching for an all-water route to Asia
      ii. Bartholomew Diaz sailed to the Cape of Good Hope, Vasco da Gama sailed around it to India, where he established trading posts
   e. Spanish in the Philippines - Ferdinand Magellan was the first to circumnavigate the globe, proving the Earth was round
   f. Dutch in Indonesia – Dutch in India and Indonesia by 1619, establishing Dutch East India (joint stock) Company
   g. France vs. England – English formed ties with Iroquois in New World against the French, but eventually the Iroquois and French signed the Great Peace of Montreal treaty in 1701
h. Trading Post Empires
   i. British in India took advantage of disputes between local Hindus and Muslims
   ii. British East India Company established trading posts in coastal India, then used Indian private soldiers called sepoys to move inland, eventually controlling almost all of Indian subcontinent
   iii. Spices, cotton, tea, indigo dye and saltpeter all shipped out of India
   iv. These trading posts paved way for small Great Britain to grow into a global power

11. Comparing Northwestern European Empires (Netherlands, France and England)
   a. Commerce and Economics
      i. Dutch had early advantage of faster, lighter ships that traveled to Latin America, North America, South Africa and Indonesia; also established Bank of Amsterdam to trade international currency, highest standard of living in Europe
      ii. France and England both suffered from scams called financial bubbles where investors bought based on certain promises, then lost huge amounts of money and damaging the economy
      iii. South Sea Bubble in England was bad, but Mississippi Bubble in France resulted in ever-growing French debt and eventually the French Revolution
   b. Absolutist Control vs Constitutionalism – Dutch and English operated under constitutional monarchies, with Parliament having some approval powers to limit monarch’s control, while the French were under absolute control of Louis XIV
   c. Social Order – Dutch and British nobility had power in local and national governments, while in France nobles’ power was limited by Louis XIV and the Estates General did not meet from 1615-1789
   d. Growing Acceptance of Jews – Jews had previously been expelled from England, France, Spain, and Portugal, but the Scientific Revolution and the Enlightenment reduced prejudices and allowed for more movement and settlement in Europe, especially the Netherlands
AMSCO Chapter 16

The Americas in the Early Colonial Period

1. Columbian Exchange – widespread sharing of animals, plants, cultures, ideas, technologies, and diseases between Afro-Eurasia and the Americas that started with Christopher Columbus in 1492
   a. European Interests in the Americas
      i. Columbus was looking for a new way to Asia
      ii. When the Spanish encountered the Aztecs and the Incas, they saw the gold and silver that eventually drove exploration, conquest and settlement in the new world
   b. Interaction of Cultures
      i. Superior weaponry and disease enabled the Europeans to conquer and decimate native populations, eventually enslaving and converting those who remained

2. Why did the Europeans Want to Explore? (Gold, Glory, and God)
   a. Search for new trade routes to Asia that would detour around the Mediterranean
   b. Compass, astrolabe, caravel all allowed sailors to travel farther and faster
   c. Christian duty to convert new Christians
   d. Search for silver and gold

3. Diseases and Demographic Catastrophe
   a. Native Americans had no exposure to diseases of Europeans; disease, along with horses, gunpowder, and metal weapons enabled Europeans to conquer natives
   b. Conquistadores like Pizarro, Cortes and Columbus brought smallpox, measles and influenza which killed off groups like the Taino of the Caribbean

4. Columbian Exchange
   a. New crops and livestock moved in both directions
   b. Pigs, cattle, wheat, grapes all came from Europe, along with mosquitos and rats
   c. Maize, potatoes, tomatoes, beans, peppers and cacao went to Europe, increasing the food supply and the population
   d. Enslaved Africans brought okra and rice to the Americas, while tobacco and cacao went to Africa and the Middle East in exchange for slaves

5. Economic Changes
   a. Encomienda system forced local peoples to work for landowners in exchange for food and shelter
   b. Silver in Mexico and Peru led to major silver mining industry, which used mit’a system where young men had to work a certain amount of time on public projects and villages were forced to send the young men to work in mines
   c. Policies of mercantilism and the infusion of silver from the New World made Spain very powerful, and enabled them to build a strong navy
   d. Trade Across the Pacific – Spanish galleons (ships) brought silver from Mexico to China, where it became a form of currency
   e. Sugar
      i. Portuguese focused on sugar plantations in Brazil; natives either died or escaped, so African slaves were brought to work
      ii. Transatlantic slave trade developed as a result of demand for laborers; very poor working conditions on sugar plantations resulted in 5-10% death of workers
      iii. Led to pursuit of other cash crops like tobacco

6. Political Changes
   a. Fall of Aztec Empire
      i. Aztecs already had many enemies in the region
      ii. Hernan Cortes exploited this, and those conquered the Aztecs by 1521; smallpox killed thousands in the capital of Tenochtitlan; Cortes founded New Spain and began to send gold back to Spain
      iii. Mexico City was built on the ruins of the Aztec capital
b. Demise of the Incan Empire
   i. Pizarro conquered Incas, their ruler Atahualpa and their 12 million citizens
   ii. Established a colonial capital at Lima

c. Other regions of the Americas
   i. Treaty of Tordesillas of 1494 divided the Americas between Spain and Portugal, as per the Pope
   ii. Pedro Menendez de Avila established St. Augustine fort in Florida in 1565

d. Colonial Administration – Spanish and Portuguese viceroyls administered the colonies for the kings;
audencias (royal courts) provided a place for Spanish settlers to appeal viceroy decisions, but most
details were decided locally

e. Creoles (children of parents from Spain or Portugal) came to dominate the colonies and lobby for
independence

7. Cultural and Social Changes
   a. Earlier empires like Rome or Mongols either allowed local traditions to remain or created a combination of
local and new traditions; Spain and Portugal destroyed local cultures completely
   b. Cultural Changes
      i. Conquistadores burned native books and documents as unholy, very few remain from native
viewpoint
      ii. Spanish priest Bernardino de Sahagun wrote Florentine Codex, detailing Aztec life
      iii. Spanish and Portuguese (in Brazil) replaced local languages
   c. Religion in Latin America
      i. Dominican, Jesuit and Franciscan religious orders all sent missionaries to convert natives to
Christianity
      ii. Religious syncretism (blending of religions with native beliefs) developed such as Vodun,
Santeria and Candomble
   d. Social Changes
      i. African slave labor new to society, mixed with European and indigenous peoples, resulting in
hierarchy
         1. Peninsulares – born in Europe
         2. Creoles – born in New World of European parents
         3. Mestizos – European and indigenous
         4. Mulattoes – European and African
         5. Zambos – indigenous and African
      ii. Racial and ethnic backgrounds determined social status in Spanish and Portuguese colonies in
the New World

8. French Colonies
   a. Jacques Cartier explored the St. Lawrence river near today’s US border with Canada
   b. French also looking for gold, established Quebec as a trading post, and began to trade in fur
   c. Missionaries established schools
   d. Lasalle explored the Great Lakes and travelled down the Mississippi, claiming what is now Louisiana for
France
   e. French did not settle in large towns, but rather traded with trappers along the way, so they had better
relations with the Indians

9. English Colonies
   a. In 1497 John Cabot sailed from England an tried to claim lands in Newfoundland, but encountered
Spanish naval forces until the Spanish Armada was defeated by the British Army
   b. In 1607 around 100 English settled in what is now Virginia in Jamestown.
   c. London Company (joint stock company) owned Jamestown but it was not profitable, built on a swamp,
many died from disease
   d. By 1620 the settlers were growing the native crop tobacco, which led to the establishment for more
plantations in Virginia, causing natives to attack until peace reached in 1640s.
e. Indentured servitude developed in North America, as someone who contracted to work without pay for several years received passage to America; first African Americans came as indentured servants, but Virginia law changed to establish slavery in southern states, while indentured servitude was more common in the north.

10. Dutch Experience
   a. 1609 Henry Hudson sailed up Hudson River and established settlement on island of Manhattan called New Amsterdam; traded furs and tobacco back to Netherlands for manufactured goods; 1664 the English took over New Amsterdam, but many Dutch settlers stayed

11. Environmental Impact – Europeans used land more intensely than natives, cutting down large areas of trees to create farms which were cultivated year after year, leading to deforestation and soil depletion
1. African Civilizations at the Beginning of the Era
   a. Bananas from Southeast Asia had been introduced before 1450, spurring population growth
   b. Islam, trade, and technology spread via merchants of Abbasid Empire
   c. Songhay Empire
      i. Main ethnic group around Niger River, but absorbed by Mali Empire. but Songhay regained independence in 1400s as Mali declined
      ii. 1464, Sunni Ali became ruler, expanding territory, including Timbuktu, repressing Muslim scholars there
      iii. At his death in 1492, his empire exceeded that of Mali, but Songhay empire lasted another 100 years until defeated by Moroccans
   d. Europeans Arrive
      i. Henry the Navigator of Portugal financed explorations along the Atlantic coast of Africa, and these explorers were the first Europeans to interact with African coastal communities
      ii. Trading post cities were established by Portuguese and eventually others
      iii. Some local African rulers traded slaves for European goods like gunpowder and canons, which helped them beat their neighboring villages; Dahomey tribe grew especially strong by trading slaves from other villages for European goods
      iv. On the west coast, Portuguese also explored into the interior, to Kongo and Benin kingdoms
      v. 1498 Portuguese Vasco da Gama invaded Swahili city-states of East Africa, taking over trade in Kilwa, Mombasa and other city-states
   e. Literature – Oral history became basis for later written works like poetry and novels

2. Africans and the Atlantic Slave Trade
   a. Slaves had existed in Africa before Europeans arrived and Arabs had traded for slaves with Africans since the 600s, but Atlantic slave trade was first to weaken African societies
   b. Why Africans?
      i. Need for labor in Latin America as plantation farming and gold and silver mining, combined with death due to disease, resulted in need for more workers
      ii. Natives who survived were able to escape because they knew the land and had people to help them, so enslaving natives was very difficult
   c. Labor for Plantations
      i. North American plantation owners also needed labor, but the European indentured servants weren’t used to such difficult work, plus after about seven years they were free
   d. Triangular Trade
      i. West Africa became the source for African slaves, as part of complex global system called triangular or Atlantic trade; leg one from Europe to Africa carrying manufactured goods; leg two from Africa to new world carrying slaves; leg three back to Europe carrying cash crops, furs, silver and gold
      ii. With success of Portuguese in Brazil with sugar, English, Dutch and French quickly copied the model in Caribbean
   e. Capture and Shipment of Slaves to the Americas
      i. African leaders themselves captured members of neighboring tribes and also traded their own members of lower classes, including servants, criminals, and prisoners of war
      ii. This led to dangers of losing society’s elite and depopulation; kings no longer able to control all trade as local leaders also traded slaves for goods
      iii. Barracoons, slave castles, held slaves in pens for trade with Europeans in Ghana, the point of no return
iv. Middle Passage was travel by ship across the ocean to new world crammed in to cargo holds of ships; slaves sometimes rebelled en route, but were unsuccessful; trip of about six weeks, and up to 50% of slaves would die; approximately 25% of the African population was relocated during slave trade

3. African Presence in the Americas
   a. Languages – not transferred because ships carried hundreds speaking a great variety of languages, not just one group
   b. Some blended languages developed, such as creole as a blend of African and French, or Gullah or Geechee in South Carolina and Georgia
   c. Religions – combinations of Christianity with African practices resulted in religious syncretism in vodun, Santeria, candomble, as well as specifically African American Christian churches; about 10% were Muslims when they arrived, and became the new world’s first Muslim population
   d. Music – African music forms basis for gospel, blues, jazz, rock and roll, hip hop, reggae, samba and even country music; music was used both to maintain hope and to communicate when planning escapes; Negro spirituals and the banjo developed in the new world
   e. Food – rice, okra came to new world, as well as methods of preparation

4. Effects of the Slave Trade on Africa
   a. West Africa affected most, like Ghana and Benin, where most slaves were captured; up to 2/3 of the males were taken resulting in need for polygamy (more than one wife) as a necessity and women doing traditionally male jobs
   b. Tribes that captured and sold slaves became much stronger economically, and they received guns and gun powder in exchange, making it easier to conquer nearby tribes; intergroup warfare became more common and more violent
   c. Violence and economic dependence on Europeans weakened many African kingdoms, which were slow to produce their own advances because they relied on European purchases instead, setting stage for 19th century imperialism where Europeans easily conquered the rest of the continent
   d. Triangular trade DID increase variety of food and eventually population through improved diet, with addition of maize, peanuts, manioc (yucca)

5. End of Atlantic Slave Trade
   a. Abolition forces developed in 19th century especially in Great Britain, based on Enlightenment writers like Rousseau’s ideas of equality and freedom for all humans
   b. Slave revolts, particularly where slaves outnumbered Europeans, became more frequent and successful; Haiti was first country to establish independence from France, led by freed and former slaves, first in new world to abolish slavery
   c. 1888, abolished throughout the Americas, through gradual process, except in Haiti and the US

6. Indian Ocean Slave Trade – slaves sold from the East coast of Africa by land or sea, ended up in northern Africa, the Middle East and India
1. Looking East
   a. Russia was Eastern Orthodox Christian, based on Constantinople’s religion and government model
      i. Russian Orthodox Church established by princes of Moscovy to unite people and rule by divine
         right
   b. Russia experienced neither the Reformation nor the Renaissance, as Mongols had control at the time
      i. Russian princes gained wealth as tax collectors for the Mongols
   c. Russia traded eastward into Siberia for fur they exported to Europe and China
      i. Through port of Archangel, they imported cloth from England; from the Silk Road to the south
         they for silk in exchange for grain, leather, iron, hemp, wood, potash, pitch, tar, honey, caviar
      ii. Developed shipyards using European technologies
   d. Asian influences in the west competed with European influences in the east, like the Vikings
      i. Technology and Enlightenment ideas made their way to Russia, making it more European

2. Ivan III (1462-1505)
   a. AKA Ivan the Great threw the Mongols out and named himself tsar (from Caesar), then married Zoe,
      niece of last Byzantine emperor, giving him religious legitimacy
   b. Unified Russian city-states and tripled the size of Russia
   c. Moscow – Ivan rebuilt walls of Kremlin and established Moscow as center for fur trade, decreasing
      importance of Kiev
   d. Social Classes – nobles or boyars were land owners, then merchants, then peasants and eventually serfs
      (peasants tied to the land); boyars and tsars in conflict over power, and Ivan confiscated lands from
      nobles, forcing them to move to Moscow

3. Ivan IV (1547-1584)
   a. AKA Ivan the Terrible expanded eastward, taking lands from descendants of the Golden Horde (Mongols)
      using gunpowder; built St. Basil’s Cathedral in Red Square, Moscow as a visual that tsar and church were
      united
   b. Into Siberia
      i. Stroganovs (landowners) hired Cossacks (fighters) to fight local Siberian tribes and khan, gaining
         Ivan control of Volga River and passage to Caspian Sea, bypassing Crimean Tartars in trade with
         Persia
      ii. Slowly Russia took over lands eastward and made locals convert to Orthodoxy, reaching Pacific
          Ocean by 1639
      iii. Explorers went eastward to Alaska and western coast of North America
      iv. Violence and Expansion – Ivan established Oprichnina, paramilitary force to control boyars with
          violence; Ivan killed his own son in anger and developed paranoia, and died with no heir

4. Time of Troubles and the Romanovs
   a. Time after 1603, where no strong tsar ruled and anarchy existed until in 1613 a national assembly
      (Zemsky Sobor) chose Michael Romanov as next leader, establishing Romanov dynasty that ruled until
      revolution in 1917; eastern Russian border pushed even further

5. Peter the Great
   a. Conflict between the Church, the boyars, and the tsar and his family
   b. Peter I (1682-1725) had to defeat half-sister Sophia and her boyar supporters and military forces
      (Streltsy)
   c. Orthodox Church and Reforms – Peter abolished position of patriarch of church, and established Holy
      Synod, priests overseen by government officials who answered to tsar; also made 50 the minimum age
      for monks, keeping the young men as soldiers
d. Window on the West
   i. Peter went to Europe in 1697 to view naval technology and he hired German technicians to help build a Russian navy
   ii. Used the navy first to take land from Sweden on the Baltic, then moved capital from Moscow to St. Petersburg, where he developed an organized rectangular grid city and the Winter Palace

   e. More of Peter’s Reforms
   i. Forced boyars to cut their beards, change their dress, and educate their sons to be like Europeans; mandatory education in math and geometry for sons of nobles and government officials and established schools for medicine and naval studies
   ii. Removed traditional veils for women and gave them choice in marriage
   iii. Built shipyards and iron mines and encouraged private industry
   iv. Raised taxes and forced laborers to work in shipyards; replaced tax on land with a head tax
   v. Established new Table of Ranks for military and government meritocracy
   vi. Created provinces and divisions to administer the territory and gave officials a salary; created a senate to advice government officials when he was away at war
   vii. Overall peasants became poorer during his rule but nobles status improved.

6. Catherine the Great (1762-1796)
   a. German born Protestant who married Peter III and took throne after his death as tsarina; joined Orthodox Church
   b. Corresponded with philosophes to codify Russian laws, but boyars resisted; she needed boyar support against peasant revolts, so she exempted the boyars from taxes and mandatory state service, nobles gained more power over serfs
   c. Expansion of the Empire
      i. Gained Crimean peninsula, giving them access to the Black Sea; gained area along Caspian Sea; partitioned Poland with help of Prussia and Austria
      ii. Established schools for girls, inoculations for smallpox, continued Westernization started by Peter the Great
      iii. Slavophilism –movement to retain traditional Russian culture in face of Westernization
      iv. Pale of Settlement – the area where Jews of Russia were forced to live, encouraging anti-Semitism and pogroms (vicious attacks on Jews)

7. Russian Serfdom
   a. Central government had weakened in 14th and 15th centuries, strengthening nobles and reducing rights for serfs
   b. Serfs forced to produce more and more food and to pay tribute, first to Mongols and later to Russian princes, increasing peasant debt and leading to them losing their land
   c. Serfdom benefited government because nobles kept serfs under control and benefited nobles by giving them free labor
   d. Serfdom expanded as Russian territory expanded, and lasted much longer than in Western Europe (ended in England in 1574, in Russia in 1861)

8. Cossacks and Peasant Rebellions
   a. Cossacks were fierce warriors who lived on steppes southwest of Moscow, often escaped serfs or Mongol descendants
      i. They fought for tsar as mercenaries, and often against tsar as well
      ii. Yemelyan Pugachev started a Cossack-led peasant rebellion against Catherine the Great in 1774
      iii. Pugachev’s Rebellion crushed and he was executed

9. France and Russia, 1750
   a. Both led by well-known rulers, Louis XIV and Peter the Great
   b. Neither had effective legislature
   c. Louis XIV and Peter the Great’s expansion into new lands led to wars and financial burdens
   d. France had Enlightenment ideas, Russia did not; no Protestant Reformation in Russia; serfdom ended in France, not Russia; French revolution in 1789, Russian Revolution over 100 years later in 1917
AMSCO Chapter 19

Islamic Gunpowder Empires

1. Gunpowder Empires – large multiethnic states in Southwest, Central and South Asia that conquered and controlled using firearms: Ottoman, Safavid and Mughal; none modernized technologically

2. Rise of Islamic Gunpowder Empires
   a. Similarities among Ottoman, Safavid and Mughal empires
      i. Nomadic Turkish backgrounds
      ii. Spoke a form of Turkish language
      iii. Took advantage of breakup of Mongol khanates
      iv. Relied on armies with artillery and cannons
   b. Military might weakness and corruption of conquered regimes, infighting amongst European nations all contributed to their successes
   c. Rule of Tamerlane
      i. Tamerlane invaded Central Asia and the Middle East with nomadic fighters to conquer Persia and India
      ii. Ghazi ideal – model of warrior life as a nomadic warrior for Islam
      iii. Historians think Tamerlane massacred 100,000 Hindus in Delhi
      iv. Tamerlane also brought learning and the arts to the conquered areas, including literature and architecture
      v. He built his empire with gunpowder but did not leave a lasting political structure
      vi. Example of traditional conflict between Mongols of northeast and Muslims of Arabia

3. Ottoman Empire – largest and longest Islamic empire of the time, founded by Osman in 1300s, lasted until 1918
   a. Mehmed II
      i. AKA “the Conqueror” (1451-1481) established capital at Constantinople, changing name to Istanbul, very prosperous due to its strategic location; built Topkapi Palace, the royal residence
      ii. Moved to the Balkans and strengthened Ottoman navy, attacking parts of Italy and forcing Venice to pay him a yearly tax; eventually came to control parts of Syria, Israel, Egypt and Algeria
      iii. Devshirme – system where Christian boys were recruited by force to serve the Ottoman government, forced to convert to Islam, and taught politics, arts and military skills; most famous group was janissaries, who formed elite Ottoman army; others became administrators, scribes, tax collectors and diplomats
      iv. Becoming an janissary was prestigious, even though it was forced
   b. Suleiman I (1520-1566)
      i. Gained control of Hungary and parts of Austria and Greece, Tripoli in North Africa
      ii. Suleimani Mosque built in Istanbul, and reformed legal system, earning him nickname “the Lawgiver”
   c. Ottoman Economy
      i. Grew early on due to expansion of territory, as new people had to pay tribute and send goods to capital
      ii. Ottomans also served as middle men along trade routes, charging a service fee in both directions
      iii. Sultan controlled all gold and slave trade, but luxury items like silk, spices, tiles, pottery, and rugs were also traded
      iv. Peasants were taxed to finance the military, but local tax collectors skimmed, so peasants were paying a lot but central government was always needing more
      v. Sultan was tolerant of Christian and Jewish merchants as well, as long as they paid taxes
      vi. Sultan signed trade agreements with European powers
      vii. Coffeehouses served as places of business, where agreements were reached
      viii. New crops from the Americas like cotton and tobacco replaced indigenous plants, but profits eventually dropped
d. Social classes
   i. Warrior aristocracy competed with Islamic scholars for power; Janissaries grew in power; tension increased between military elite and absolutist rulers
   ii. Strong advisors, called viziers, became stronger as rulers became weaker
   iii. Women at court tried to promote their own children to power through harem politics
   iv. Middle class of merchants and artisans, then peasants, finally slaves (usually prisoners of war); some people were impressed, forced into service in the navy
   v. Religious tolerance enabled Jews to become court physicians and diplomats, scholars and writers, but had to live in special areas; both Christians and Jews tolerated as long as they paid the tax, but government was Muslim

e. Decline of the Ottoman Empire – Suleiman died in 1571 and Spaniards and Venetians defeated the Ottomans at Battle of Lepanto; Ottomans became known as “sick man of Europe” as women and eunuchs held power over weak sultans and religious tolerance decreased

f. Continuity and Change under the Ottomans
   i. Ottomans changed many things about Constantinople: name, government, religion, Justinian Code changed to shariah, emperor replaced by sultan
   ii. Region still center of trade at west end of Silk Road, similar goods traded, still center of arts and learning, revival of the classics, artisans in guilds produced high quality works

4. Safavids-between Ottomans and Mughals, but with no navy or natural defenses
   a. Ismail – conquered most of Persia and named himself shah in 1501
   b. United area under Shia Islam which denied all Sunnis, causing great conflict with the Ottomans (present day conflict between Iran and Iraq)
   c. Also in conflict with Ottomans over control of overland trade routes
   d. Shah Abbas I (Abbas the Great, 1587-1629) was leader at height of empire
      i. Soldiers forcibly recruited like Janissaries, weapons from Europe
      ii. Shahs gradually created a state religion and theocracy
      iii. Capital city of Isfahan developed by Abbas I, trade with Portuguese,
      iv. After Abbas I, new leaders were weak, and overspending weakened economy
      v. Afghan rebels revolted and Mahmud declared himself Shah; in the chaos the Ottomans and Russians took territory
   
   e. Isfahan – famous gardens, fountains, pools
   
f. Women – veiled, but right to inheritance and even divorce in certain cases

5. Mughal India
   a. Babur, descendant of Tamerlane, established empire in 1520s; conquered northern India and formed central government
   b. Akbar, Babur’s grandson (1556-1605) defeated Hindu armies, made capital at Delhi, and expanded south and west.
      i. Strong central government with effective civil service system; paid government officials were called zamindars; after Akbar, zamindars began to skim money, build private armies, weakening empire
      ii. Religious tolerance for all was the policy; even gave land to new religion Sikhism and Sufism; even Catholics were invited
      iii. Encouraged learning and art, architecture and literature; tried to end child marriage and sati (widows burning themselves on husband’s funeral pyres)
      iv. Tried to develop a new religion, Din-i-llahi, which combined Islam and Hindu
      v. Overseas trade and peace led to accumulation of wealth, trading textiles, tropical foods, spices, precious stones
      vi. Castes in effect, merchants were allowed to participate in banking
   c. Shah Jahan (1627-1658) built Taj Mahal as tomb for his wife; artisans of Mughal India combined Islamic calligraphy and illumination of manuscripts and ceramics with local arts
   d. Aurangzeb – Jahan’s son (1658-1707) inherited an already weakened empire, due to corruption and lack of military advances; goal to rid India of Hinduism drained treasury, and he could not crush peasant revolts over strict rules like no music; British and French moved into India in the 1800s
6. Decline of the Gunpowder Empires
   a. Pressure from European trading companies
   b. Competition among heirs
   c. Weak or corrupt leadership
   d. Lack of military and naval technological advances
   e. Financial burden of maintaining expensive armies
   f. Religious divisions in Mughal between Islam and Hindu, and in Ottomans between Shia and Sunni
AMSCO Chapter 20

East Asian Stability Meets Foreign Traders

1. Yuan Dynasty of the Mongols was overthrown in 1368, establishing Ming dynasty

2. Ming Dynasty
   a. Stable Ming dynasty grew silk industry; both cities of Beijing and Nanjing were beautified, with royal family living in Forbidden City walled compound of royal palaces
   b. Wanted a return to Confucian tradition and removal of all Mongol influences
   c. Returned to the civil service exam and efficient bureaucracy
   d. Expanded into Mongolia and Central Asia; restored Great Wall of China to protect against invasions from the north
   e. Voyages of Zheng He
      i. Seven great voyages to Indonesia, Ceylon, Indian Ocean, Arabia, east coast of Africa and even Cape of Good Hope to display mighty power of Ming Dynasty and collect tribute; over 300 ships and 25,000 sailors
      ii. Brought back exotic treasures like giraffes and also new ideas from Europe and beyond
      iii. Confucianism promoted stable, agrarian life, and greater interaction with world threatened social order; some considered non-Chinese barbarians
      iv. Emperor Yongle died and his son, Zhu Gaozhi ended Zheng he’s travels and discouraged sea travel by making building two mast ships a crime; this increased piracy in the China Sea

3. A Portuguese Trading Empire in Asia
   a. Portuguese traders arrive in China in 1514; they already controlled African and Indian coastal trade; forts built along the way enabled Portuguese set up a monopoly on spice trade via a global trading post empire
   b. Portuguese traders were followed by Dominican, Franciscan and Jesuit missionaries; Jesuits especially impressed Chinese court with scientific and technical knowledge, but not many converted
   c. Portuguese Vulnerability – still small country, not enough manpower or ships; Portuguese merchants traded independently, cutting out government; corruption of officials; rise of Dutch and English naval powers, with British pushing Portuguese out of South Asia

4. Rise of Qing Dynasty
   a. 1644, peasant revolt overthrew Ming and the Manchu moved in to the power vacuum, establishing Qing Dynasty, pacifying all of China within 40 years, and ruling until 1911
   b. Qing Dynasty
      i. Ethnically and culturally distinct from Chinese, tried to impose their culture on China, like attire and hair style, but allowed Chinese bureaucracy and civil service system to continue
      c. Emperor Kangxi (1661-1722) long period of stability and expansion in China, moving into Taiwan, Mongolia and Central Asia, and Tibet
         i. Kangxi permitted hundreds of thousands of Chinese to convert to Catholicism, but his successors forced these Catholics into secret worship; Jesuits were respected for speaking and writing in Chinese and respecting Confucianism
         ii. Built schools, authorized the Kangxi dictionary of 42,000 characters, and Collection of Books
      d. Emperor Qianlong (1736-1795)
         i. Annexed Xinjiang through mass killing of locals; local Muslims there, called Uighurs, never incorporated into Chinese culture
         ii. Installed Dali Lama on throne of Tibet; conquered Nepal; failed with Burma and Vietnam, hurting the Qing economy
         iii. To make money, Qing sold limited trading privileges to Europeans, but limiting them to Guangzhou (Canton)
         iv. English asked for more rights, and Qing emperor responded by saying the Chinese did not need any British manufactured goods
         v. Bureaucracy became corrupt and charged even higher taxes; peasants revolted in White Lotus Rebellion, which was crushed by Qing, killing over 100,000
e. Economic Changes
   i. Proto-industrial (some industry, but most people still farmers)
   ii. Population growth led to land shortage for producing food
   iii. China exported tea, silk, porcelain in exchange for silver, creating a need for silk workers; tax on traded goods also increased government income

f. Chinese Society
   i. Confucianism honored family above individual; family bonds extended in to clans, supporting social stability
   ii. Only men were educated, no divorce; widows who committed suicide upon husband’s death were honored; foot binding conferred high social status while limiting physical movement

g. Arts and Literature
   i. Modern novel may be traced back to “Journey to the West” (1590s); “The Golden Lotus” and “Dream of the Red Chamber” were also written during this time period in the Chinese vernacular

5. Japan
   a. Military leaders called shoguns ruled Japan from 12th-15th centuries until conflict among aristocrats (daimyo) with personal armies led to chaos
      i. Each daimyo had samurai (warriors) to attack neighboring daimyo
      ii. Finally, gunpowder allowed three daimyo to unite Japan
   b. Powerful Daimyo
      i. Oda Nobunaga used muskets from the Portuguese to take Kyoto in 1568 and unified 1/3 of Japan before his assassination in 1582
      ii. Toyotomi Hideyoshi united almost all of Japan before his death in 1598; power moved to capital city Edo (now Tokyo) controlled by Tokugawa Ieyasu after 1603, leading Japan into the Period of Great Peace
   c. Tokugawa Government – centralized into 250 hans (territories) each controlled by a daimyo with an army; daimyo had to have a house in han and another in the capital where his family lived while he was in han, essentially hostage to the emperor
   d. Social Changes – samurais became obsolete, and some became ronin (samurai without a master) roaming the country and becoming bandits
      i. Samurai still at top of social pyramid, below emperor and his court, next were peasants and farmers, and merchants are artisans at the bottom because they were parasites who made profit off the work of others; at the bottom were the Eta, untouchables because their jobs were unclean, like butchers and executioners
      ii. Silk and silver were produced in large quantities; paper money for banking helped economy, more food was produced so a surplus was available
   e. Arts and Literature
      i. Advances in architecture, woodblock printing, haiku, kabuki theatre, literature
   f. Contact with Europeans – Christian missionaries and traders were welcomed at first, but converts began to destroy Buddhist shrines so Hideyoshi banned Christianity in 1587 and missionaries were expelled.
      i. By 1630s almost all foreigners were expelled and foreign books were outlawed, travel abroad was prohibited, as was large ship building
      ii. Europeans were viewed as “uncouth”

6. Korea – called the “Hermit Kingdom” due to limited contact with outside world, but still influenced by China, especially Ming, who helped Korea block a Japanese invasion
   a. Korea was under Manchu control during Qing Dynasty