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## The Development of Global Networks

c. 1450–c. 1750 CE

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We have at last arrived at the time when we can talk about truly global history! In the era c.1450–c.1750, the Americas and Oceania (Australia, New Zealand, and the Pacific islands) joined Afro-Eurasia in networks of exchange. The encounters between the people from Europe and the Americas had profound social, political, economic, demographic, and environmental effects on both sides of the Atlantic, and quickly, the world.

### I. European Exploration Expands

#### A. Factors That Led the Europeans to Cross the Atlantic to the Americas

1. Advances in European ship design and navigation
  - i. Benefits to Europe from trade with Asia by the end of the previous era included not only spices, but also technology. Some European kings were quick to use the newly acquired methods in shipbuilding and navigation to expand their new kingdoms.
  - ii. The compass, more accurate maps, the astrolabe (used to determine latitude), improved ship design including better rudders and sails on ships called caravels—all technology transferred from Asia—contributed to western Europe's ability to make long-distance sailing expeditions.
2. Europeans desired to spread the Christian faith.
  - i. Motivated by competition from the Muslim faith, western European Christians—especially those of

Portugal and Spain, who had recently completed a *reconquista* (“reconquering”) of the Iberian peninsula from Muslim control—sought to spread their gospel to new areas. They targeted South and East Asia, where conversion had thus far been limited. Expeditions always carried missionaries along.

- ii. Changes in Christianity sparked additional motivation to carry the Gospel.
  - Incentive to expand the Roman Catholic faith came from Catholic nations such as Spain, Portugal, and France.
  - The Protestant Reformation of the early 1500s split the Western Christian church, but it also caused a renewed missionary vigor among the Catholic monarchs in western Europe who now saw not only Muslims as competitors for the world’s souls, but also Protestants.
  - It became a matter of great importance for Catholic monarchs to evangelize the world before Protestants could.
3. Trade was also a major motivator. The Europeans saw how the flow of silk, technology, and spices westward from Asia increased wealth in Europe tremendously, triggered the Renaissance, and sparked a revival of cities. They hoped to increase their wealth with trade goods from the Americas.
4. Why Western Europe and Not Eastern Europe?
  - i. Like the nations in western Europe, Russia also had access to the new shipping technology and sent ships north into the Arctic Ocean seeking a route to East Asia. Icy conditions, however, made that passage impossible.
  - ii. At the same time, Russia was expanding its *land* empire across Siberia and did not enter the Pacific until the seventeenth century.
  - iii. European rivals closer to the Atlantic had geographic advantages when it came to exploring the Americas.
  - iv. Other nations in central and eastern Europe had limited access to the sea and/or were not yet organized well

enough to send expensive expeditions around the world.

## 5. Why Not China?

- i. In the early fifteenth century, China sent fleets of ships to the Indian Ocean region as a show of might and because of sheer curiosity about the world beyond its borders. They sent enormous “treasure ships” that were 400 feet long and carried thousands of sailors commanded by the Chinese Muslim Admiral Zheng He. (Columbus’s biggest ship, the *Santa Maria*, was about 70 feet long.)
- ii. Zheng He brought back to the Ming court all kinds of animals, plants, goods, and people from Africa and India, but after 28 years and three explorations, the Ming emperor’s advisers convinced him that the expeditions were too expensive and that China had little to gain from them. After all, they reasoned, the Middle Kingdom was the greatest in the world. Thus, as the Portuguese began a series of explorations along Africa’s west coast, China chose to withdraw its fleet from the Indian Ocean. China had the capacity to sail in force anywhere it wanted to, and refused.

## II. Portugal Leads the Way to New Lands; Spain Follows

### A. Geography and European Exploration

1. Why were Portugal and Spain the first European nations to venture south (Portugal) and west (Spain) into the Atlantic?
  - i. First, geography. Both Portugal and Spain have coasts that jutted farther into the Atlantic than other European nations. Portugal’s proximity to Africa made southern exploration a logical target.
  - ii. Second, the newly united nation-state of Spain had just completed a centuries-long campaign to restore the Iberian Peninsula to Christian control. Thus, Spain’s leaders experienced a great deal of patriotic energy and

were willing to spend money to expand their economic, religious, and political influence beyond their borders.

- iii. Third, geography played another important part because Italy's position in the middle of the Mediterranean meant it was ideally situated to be at the center of exchanges between western Europe and the "East"—the ports of the eastern Mediterranean and their sought-after goods. Portugal and Spain wanted to bypass the Italian control of trade between East and West, so they searched for alternate routes to Asia, for instance, around Africa (Portugal) and west across the Atlantic (Spain).

**B. Portugal Charts the Western Coast of Africa.**

1. Portugal's Prince Henry the Navigator sent ship after ship down the western coast of Africa looking for a route to the Indies so that his nation could benefit from direct trade with South Asia.
  - i. Along the way, the Portuguese charted the Madeira Islands and the Azores Islands.
  - ii. In 1488, Portuguese ships reached and rounded the Cape of Good Hope in South Africa and for the next ten years, Portuguese and Arab merchants interacted in the Indian Ocean area.
  - iii. In 1498, Vasco da Gama succeeded in making it to India and returned to Portugal with spices and other goods. The Portuguese finally established their link to the East. But, had the Spanish beaten them?

**C. The Spanish Sought a Different Route to the East.**

1. The Spanish didn't have much choice because the Portuguese and Italians had already claimed their own routes.
  - i. Since the only known landmass on Earth was Afro-Eurasia, sailing west across the Atlantic seemed logical in that it would bring a ship straight to the islands near India, the Indies, and maybe even China ("Cathay").

- ii. Columbus convinced the Spanish royals to fund an expedition for God and for gold—in this case, "gold" meant anything of great value, like spices, silk, or even gold. For himself, Columbus sought glory. (Thus we get the famous "Three G's of Exploration"—God, glory, and gold.)
  - iii. If Columbus made it to the East and back, he would put Spain ahead of Portugal, who in 1492, was still trying to find India.
2. The Spanish thought Columbus had made it—but, of course, he was in the Americas. Eventually the place where he did land—Cuba and the surrounding islands—were labeled the "West Indies" and its people were called "Indians". That shows you how much Spain was aiming for the prize of South Asia's Spice Islands, the *real* Indies.
    - i. After Spain began to accumulate great agricultural and mining wealth from the Americas, it seemed Columbus's voyages were not the "mistake" everyone initially thought they had been.

**iii. The Columbian Exchange's Effect on the World**

Historians refer to the transfer of animals, plants, diseases, and people that resulted from contacts between Europeans and Amerindians (Native Americans in both North and South America) as the *Columbian Exchange* after the explorer Columbus, who started the process in 1492. Note that this was a two-way exchange to and from the Americas.

**A. Animals and Plants of the Columbian Exchange**

1. From Afro-Eurasia to the Americas: Europeans brought horses, pigs, chickens, cows, sugarcane, bananas, wheat, and rice, to name just a few. Effects on the environment were enormous.
  - i. The introduction of horses to the Americas changed the cultures of almost every Native American group.

- ii. Sugarcane plantations throughout the Caribbean helped create rich European kingdoms, and resulted in the importation of slaves from Africa.
2. From the Americas to Afro-Eurasia: Europeans returned with few animals that had a global impact, but among plants, they brought back potatoes, tomatoes, tobacco, American corn (maize), cocoa, and chili peppers as well as other peppers.
    - i. The potato became popular in Europe—it stored well on ships and grew in a wide variety of soils and climates.
    - ii. Maize became a staple in both Africa and China.
    - iii. These American foods created unprecedented population growth wherever they were planted.

#### B. Diseases Resulting from the Columbian Exchange

1. The greatest effect on the people of the Americas was the introduction of diseases that had not existed before the arrival of the Europeans.
  - i. Smallpox, in particular, eradicated whole villages of native people, creating a demographic catastrophe that has not been equaled in all of history. It is estimated that approximately 90 percent of the population of the Americas died from these newly introduced diseases.
  - ii. This depopulation created huge open spaces for Europeans to conquer and settle with little resistance.

#### C. People Migrated to the Americas During the Columbian Exchange.

1. Most people migrated voluntarily, but many Africans were forcibly taken to the Americas to serve as slaves. Some Europeans (from the Spanish-held Canary Islands) were also resettled to the Americas against their will as colonists and/or indentured servants.
2. Spanish explorers were not settlers and few women made the early voyages. Mixed-race children were born out of relationships between Spaniards and native women. Slowly,

European women made the dangerous trip to the Americas, and European-only families began to form. Thus, a new social hierarchy was created, with skin color being the determining factor in status. (See Chapter 11.)

3. Europeans created large, highly profitable sugarcane plantations in the Caribbean but, because of the virtual elimination of natives, a great shortage of labor resulted.
  - i. Portugal was first among European nations to enslave Africans along Africa's Atlantic coast, and haul them to their sugarcane plantations in Brazil.
  - ii. Spain followed, buying Africans from merchants along the "Slave Coast" and transporting them in packed ships across the Atlantic (the Middle Passage) to the Caribbean to work producing sugar.

#### D. Religions of the Columbian Exchange

1. Christian missionaries accompanied explorers and settlers to the Americas.
  - i. In their zeal to spread the holy word, Catholic clergy in both the Portuguese and Spanish territories held mass baptisms with little religious instruction.
  - ii. This meant the traditions of the original faiths of the natives continued with Christian beliefs woven in.

#### E. Precious Metals of the Columbian Exchange

1. Gold from central Mexico went straight into the Spanish monarch's treasury, but it was silver from Peru that became the global metal of exchange.
  - i. Silver from the Americas was traded for Asian spices, silk, and all the other commodities Europeans had come to desire.
  - ii. Japan was brought into this network because it, too, had silver mines. China and India were, of course, on the receiving end of most of the silver.
  - iii. For the first time, a global network of exchange was established.



The Columbian Exchange is an important AP World History concept. Year after year, it appears on the exam in multiple-choice questions and/or essays.

#### IV. Latin America and the Atlantic World

##### A. Social Shifts in Latin America

1. Latin American society was the result of the blending of European, African, and Native American cultures. Food, faith, family structure, and racial identities were affected by the contacts among these people over many centuries.

##### B. Economics and the Atlantic World

1. The Atlantic World is described by the interaction among the four continents on both sides of the Atlantic: North America, South America, Europe, and Africa.
  - i. Latin America is, of course, also part of the Atlantic World.
  - ii. England, France, and, to a lesser extent, the Netherlands (Holland/the Dutch) followed Spain and Portugal in establishing colonies in the Americas. All held islands in the Caribbean with sugar plantations and competed with each other in that global market.
2. The thirteen English colonies
  - i. For most of this era, the English, French, and Dutch colonies along the North Atlantic coast of North America were an afterthought. One historian called them a “colonial backwater.” That’s because they were not a big deal compared to the wealth of metals and sugar coming out of Latin America.
  - ii. The biggest economic contribution from the colonies of *upper* North America—remember, the Caribbean and Mexico are considered part of North America, too—was fish. Cod was enormously popular among people

on both sides of the Atlantic. Its presence off the coast of Massachusetts, near Cape Cod, made European monarchs give colonization there a try.

3. *Triangle Trade* is a term familiar to most AP World History students. Sugar, rum (which comes from fermented sugarcane), and cod were shipped to Europe and exchanged for silver, which was shipped to Africa and exchanged for slaves. Slaves were then sent to the Americas. (The reality was much more complicated than this simple description, but the term *Triangle Trade* remains in the AP World History lexicon.)
4. *Mercantilism* is another very important term to know for the AP World History exam.
  - i. European monarchs used raw materials from the colonies to manufacture products from those materials to sell globally. The idea was to have a positive balance of trade.
  - ii. Governments put taxes—tariffs—on imported products from rival nations. They also went into business with private companies who traded globally. The British East India Company (EIC) is an important example.
  - iii. With the cooperation of the government, the British EIC made and enforced its own laws, approved ship schedules and cargoes, and negotiated commerce agreements with rulers all over the world.

#### V. Continuities in the Global Networks of Exchange

The era c. 1450–c. 1750 isn’t “all Atlantic, all the time.” And it isn’t only about change, either, although the changes you’ve learned about were vast.

##### A. Continuities in Religion

1. Islam continued to spread as it had in the earlier era into sub-Saharan regions and into East and Southeast Asia, including parts of the Philippines.

2. Buddhism continued to move across Southeast Asia and into parts of Central Asia.
3. Hinduism continued to be the core religion of India.
4. People yet to be contacted by Buddhists, Christians, or Muslims continued to practice their indigenous faiths.

#### B. Continuities in Trade and Agriculture

1. In the Indian Ocean region, trade among the traditional participants from East Africa, South Asia, Southeast Asia, and East Asia continued.
2. European merchants learned they could only join in when they cooperated with local rulers of port cities in this region because they were unable to dominate this long-lasting trade culture.
3. The volume of Atlantic World trade eventually surpassed that of the Indian Ocean network by the middle of this era.
4. Most people around the world remained farmers in this era. Many were subsistence farmers—that is, they grew enough for their family with a little left over to sell.
5. Other farmers grew a single crop for a landowner who exported the food—the beginnings of commercial farming.
6. Changes in crops that were grown occurred because of the influx of new foods from the Americas—corn in China, for example.

#### C. Continuities in Migrations

1. On the eve of European contacts, migration by indigenous peoples had largely ended, reaching the islands of Hawaii by c. 900, with a possible second wave of Tahitian settlers in c. 1300.
2. In Southeast Africa, Bantu-speaking peoples built the city complex of Great Zimbabwe.

## Changes to Societies and Methods of Production

c. 1450–c. 1750 CE

As you might expect, contacts among the Americas, Oceania, and Afro-Eurasia had profound effects that still resonate today. In the era c. 1450–c. 1750, societies changed and so did the means of producing goods. Not everything changed, of course. Continuities remained in social structures; for example, elites still ran the show everywhere. In China, one continuity was that patriarchy remained strong.

### I. New Political and Economic Elite Groups

#### A. Political Elites

##### 1. China

- i. The Manchus defeated the Ming leadership and established themselves as the new elite ruling class.
- ii. The Manchus were from the northeast corner of East Asia, namely, Manchuria.
- iii. Although they established a new dynasty—the Qing (1644–1912)—they remained a minority ethnic group in the land they ruled.
- iv. The Qing adopted the Chinese language, Confucian philosophy, and the Chinese bureaucracy, and continued the mandate of heaven.

##### 2. Latin America

- i. The new ruling class in Latin America was the *Creole elites*.

- ii. Settlers in the Americas who were born in Spain or Portugal were called the *Peninsulares* because they came from the Iberian Peninsula. They were at the top of Latin American society and government.
  - iii. Next on the societal pyramid were the *Creoles*—those Europeans born in the Americas.
  - iv. Over time, as the number of *Peninsulares* faded and the number of *Creoles* increased, the distinction between the two faded as well.
  - v. Below the elites in Latin America were a wide variety of mixed-race peoples, called *mestizos*. Essentially, the more European “blood” a person had (or, conveniently, the whiter the skin), the higher they were on the Latin American social ladder. People with strong Amerindian or African features tended to be lower on the social ladder.
3. North American British and French colonies
- i. In the thirteen English colonies or New France—from northeast Canada into the Ohio River valley—there was much less mixing of races.
  - ii. European elites, such as large landowners or wealthy merchants, established themselves at the top of colonial society, and other “whites” such as small farmers, craftspeople, and indentured servants were lower on the socioeconomic pyramid.
  - iii. No matter how poor, a white person was always above Indians and African slaves.
- B. Economic Elites
- 1. In Europe, new economic elites rose out of the merchant class. Entrepreneurs who did well in the global trade game were rewarded with financial success and social status.
  - 2. In China, merchants were considered to be of low social status, but they enjoyed the benefits of wealth.
  - 3. Outside China, wealthy merchants were often members of the social elite in every major port city in the world.

## II. Developments in Christianity and European Science

- A. Latin Americans Synthesized Catholicism and Local Traditional Faiths.
- 1. One of the requirements of a global religion is that it adapt to local customs. Christianity, in its Catholic form, did so in Latin America.
  - 2. With official sponsorship from both the church and European rulers, missionaries in Latin America had great success, but the religion that emerged after encounters with traditional beliefs was not the same as when it arrived from Europe.
    - i. In Mexico, for example, many Christian saints took on the same responsibilities as the precolonial gods they replaced. As had been done before Christianity arrived, offerings were made and votive candles lit in prayer asking for divine intercession.
    - ii. In the Caribbean, a mix of African religions and Christianity merged to produce *Vodun*, or voodoo.
- B. Reformations Divided the Christian Church and Revived its Missionary Activity.
- 1. At the same time that western Europe was settling the Americas and establishing trade in the Indian Ocean, the Christian church in western Europe was becoming unsettled.
  - 2. A Roman Catholic priest and scholar named Martin Luther began the Protestant Reformation in the sixteenth century, challenging the authority and lifestyle of some Catholic leaders, including the pope. He rejected many teachings of the Catholic tradition.
    - i. “Protestant” because he and his followers protested what they saw as abuses of power and privilege practiced by some in Catholic leadership.
    - ii. “Reformation” because Luther believed his ideas would reform Christianity. For example, he rejected the Catholic teachings of the day such as the spiritual

superiority of the clergy and the sale of “indulgences” to the faithful. *Indulgences* were documents proclaiming that sins were forgiven.

- iii. Luther’s concept of the equality of all believers before God struck a chord with many in Europe, and his ideas became popular among political leaders. Henry VIII of England broke with the church in Rome and established the Anglican (English) Church because of Luther’s ideas.
  - iv. What Protestantism did *not* offer was an official role in the church for women, as Catholicism did. Women held leadership positions within the Catholic Church serving as nuns in convents and schools.
3. The Catholic Church responded to the Protestant Reformation with a reformation of its own. Some of Luther’s objections, such as the buying of indulgences, were addressed.
- i. The greatest global effect of the Catholic Reformation was the formation of the Jesuits.
    - The Jesuits were a group of priests with a strong missionary zeal.
    - They called themselves the “Army of the Pope.”
    - They were particularly effective in winning conversions in Latin America and in reversing gains made by Protestants in Poland.
4. Jesuit missionaries in China had a different kind of success—not so much spiritual because relatively few Chinese accepted Christianity, but rather academic and scientific.
- i. The Ming and Qing emperors appointed Jesuit diplomats from Europe to head the Bureau of Astronomy.
  - ii. Jesuits brought mathematical and scientific information from Europe that impressed the Chinese—not an easy thing to do.
  - iii. This marked a turning point in global leadership in technology from East to West in this era.



Questions about the globalization of religions and their effects are common on the AP World History exam.

### C. Europe’s Scientific Revolution

1. Since the Renaissance, European scientists had been accumulating and refining scientific and mathematical data garnered along trade routes through interaction with Muslim and Chinese scholars.
  - i. The monarchs of European nations in the fifteenth through seventeenth centuries (such as Spain, Portugal, England, and France) sponsored men and women who conducted scientific research with the hope that new technology might give their country a competitive edge in world markets.
    - For example, after Columbus returned from the Americas, monarchs started funding experiments designed to determine longitude at sea. Determining which longitude a ship was on wasn’t figured out until the mid-eighteenth century when British clock maker John Harrison claimed his government’s prize for inventing an accurate sea chronometer that quickly determined longitude.
2. The Scientific Revolution’s long-term effects on Western society was to reduce people’s faith in divine explanations of life’s mysteries. The Christian church still had millions of followers, but Westerners began to look to and depend more on science for answers to society’s challenges. That tendency led to the Industrial Revolution.

### III.

#### Developments in Labor Systems

The inclusion of the Americas and Oceania into the global systems of exchange expanded the world economy. This change had a major effect on labor systems around the world.



## A. Peasant Labor Increased in Russia, India, and China.

1. As a result of increased requirements for goods to trade on the new global market, Russia expanded into Siberia and began to export valuable furs, especially to the newly rich European market.
  - i. Peasants in Siberia were involved in the trapping and processing of the furs and were also involved with farming large tracts of land owned by Russia's elite class.
  - ii. The potato, imported from Peru, became a staple of the Russian diet.
2. In India, hand-woven cotton products like muslin—a delicate cotton fabric—were produced by peasant men and women for export throughout Asia and Europe.
3. In China, large numbers of peasants produced silk, which involved cultivating silk worms, extracting the silk, and weaving it. As in the Classical Era, these products were popular throughout Eurasia.

## B. Slavery Intensified in Africa and Greatly Affected Its Population.

1. In Africa, the practice of slavery continued, and the exportation of slaves to the Americas by Europeans and north into the Mediterranean and Indian Ocean area by Muslim Arabs intensified because of the need for labor in the new global economy.
  - i. Slaves sent to the Americas worked under harsh conditions on sugar plantations in the Caribbean region and in Brazil.
  - ii. One indication of the harsh conditions on sugar plantations was that life expectancy was brief—three years on average, according to studies.
2. The massive loss of people out of Africa to slavery—mostly men—had a significant impact on African demography. Population declined and the once-patriarchal social structure was severely disrupted.

C. The *Encomienda* and *Mita* Systems Supplemented Slavery in Latin America.

1. Spanish colonists used Amerindians who survived the disease pandemics for their labor needs.
  - i. Under the *encomienda* system, the crown granted conquistadors and settlers large numbers of native laborers to work the land or, in the case of Peru, the world's largest silver mine at Potosi.
2. The Incan *mita* system required its population to do public works service. It was adapted by the Spanish to become a system of forced labor.
  - i. Complaints of abuse by church and some government officials in Latin America led the crown in Spain to end these systems by the early eighteenth century.
  - ii. One well-known advocate for the welfare of the Incan people was the monk Bartolomé de las Casas.

## D. Indentured Servitude

1. In the Americas, Europeans hired indentured servants when slaves were not readily available.
  - i. In the English colonies of North America, an indentured servant from England was “hired” by a sponsor in the colonies to work with no pay for about seven years.
  - ii. An indentured servant might learn a trade as a craftsperson or as a domestic servant, but the most common duty was working as an agricultural laborer.
  - iii. Slavery existed in these colonies, but the vast majority of African slaves were sent to the Caribbean or Brazil.
  - iv. At the end of servitude, an indentured servant (assuming he or she had survived) was free of obligations to his or her master.
  - v. Thousands of people migrated from England to its colonies in North America as indentured servants.



Changes in labor systems during this era is a frequently tested theme on the AP World History exam.

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## Developments in Governments

### c. 1450–c. 1750 CE

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As in every era, emperors and kings sought to strengthen their power through religion, laws, military force, and economic policies. Some were more successful than others. Meanwhile, in the era c. 1450–c. 1750, some new states arose and others collapsed.

#### I. Existing Governments Maintain or Increase Their Power

##### A. China

1. The Qing government was concerned with Russia's rising power to the west and a revival of the Mongols to the north.
  - i. In the late seventeenth and early eighteenth centuries, the Qing military went on campaigns to add land in Central Asia to separate China from Russia.
  - ii. The Qing military also conducted campaigns in Mongolia to end the threat of any future invasions from the Mongols.
  - iii. China was now one of the great land empires. It added the island of Taiwan in the East China Sea to its empire in the late seventeenth century.
2. In general, the Qing did not force the peoples they conquered to adopt Chinese practices. Instead they allowed local rulers to keep ruling, as long as they obeyed Qing policies.
3. The Qing were also tolerant of local faiths and customs.

- i. They did limit the movements of pastoral herders, significantly reducing the number of people who continued that way of life.
- ii. The Qing also allowed the trade routes along the Silk Roads to wither away, preferring ocean trade to camel caravans over land.

B. Russia

1. Russia was the other great land empire of Asia. The Ottoman Empire and the Mughal Empire were significant in their respective regions, but neither could match the size and strength of the huge land empires of Russia and China in this era.
2. Russia's entry into world affairs began with Ivan the Great, who ran off the last of the Mongol rulers in the late fifteenth century.
  - i. From that point on, Russian leaders expanded their territory through conquest, first to the east and then to the south and west. The largest area was to the east across Siberia.
    - In the sixteenth century, Ivan the Terrible began a conquest of Siberia that continued for one hundred years.
    - From the late seventeenth century through the late eighteenth century, Peter the Great and Catherine the Great added territories north of the Black and Caspian seas. Russian migrants flooded into these areas, greatly changing the cultural makeup of each of these regions.
  - ii. Like China, the Russian Empire ended the era of the nomadic people—it insisted on farming instead of pastoralism.
  - iii. Like the Chinese in Mongolia and Central Asia, and the Spanish and Portuguese in Latin America, Russia imposed requirements for local peasants to build roads and perform other public works projects.

- iv. Like China—but unlike Latin America—Russia generally maintained a policy of religious toleration in the regions they conquered.
3. Czars Peter the Great and Catherine the Great not only expanded the Russian Empire's landholdings, they also actively sought to make Russia a "modern" nation along the lines of those in western Europe at the time. They were moderately successful on some fronts.
    - i. Peter built a new capital city, St. Petersburg (so humble of him to give it that name), which was modeled after the capitals of western Europe.
    - ii. Peter and Catherine modernized the military and—like the Qing and other Chinese dynasties—invited foreign experts to advise the royal court.
    - iii. Catherine famously proclaimed Russia to be a European nation. This settled (at least for Russian foreign policy) the question of which direction the government would make a priority, Asia or Europe. Russia's empire occupied both, and in fact, was mostly in Asia.
    - iv. Catherine also invited foreigners to settle in Russia and offered incentives for them to do so. Thousands of immigrants, especially from central Europe, took advantage of her offer. This policy was similar to the United States' granting tracts of free land in the Midwest in the nineteenth century.
  4. Even after decades of "westernization" by Peter and Catherine, two major institutions carried over unchanged into the nineteenth century in Russia: serfdom and absolute monarchy.
    - i. Neither leader ended serfdom (although western Europe had done so in the fifteenth century) nor did they take steps to limit the czar's authority by allowing a constitution or by granting power to their parliament, as England had done.

## C. Western Europe: Spain, England, France, and Holland

1. In western Europe, in contrast to the development of land empires by Russia and China, sea empires were built by Spain, England, France, and Holland (also known as The Netherlands or Dutch) in the Americas.
2. The English, French, and Dutch colonies in the Caribbean and in what would become the United States became part of the mercantile system. Colonies provided raw materials as part of the European powers' goal of global economic strength.
3. France, England, and Holland were also similar to Spain and Portugal with regard to their religious policies in the Americas. They converted natives to Christianity, but were generally less insistent on mass and immediate conversion than the Iberian nations.



*Comparisons between the land-based and sea-based empires of this era are common on the AP World History exam.*

4. Differences in methods of governance in the Americas developed as well.
  - i. Monarchs in Spain and Portugal were more directly involved in governing their colonies than were monarchs in England, France, and the Netherlands.
  - ii. Viceroys were like assistant kings over their colonies and reported to the king in many matters. The result was a strict chain of command, with all kinds of matters, important and trivial, being sent to the king for a ruling. Given the huge distance between the Americas and Europe, an answer to a local question could take months.
  - iii. The Dutch, French, and British colonies were run differently from those in New Spain or Brazil, with more decision-making on the local level and little micromanagement from Europe.

- Historians say this style of governance is one reason why the British American colonies along the Atlantic coast gradually drew apart from the crown in London. American colonists became used to running their own affairs, fostering a spirit of independence from the crown.
5. In addition to their American empires, Spain and Portugal added territory in the Pacific and Indian Oceans.
  - i. The Philippines had been claimed during the explorer Magellan's round-the-world voyage in the early sixteenth century, and Spain was eager to have a base near the riches of China and a population to convert to Christianity.
  - ii. Portugal established some outposts along the Atlantic and Indian Ocean coasts of Africa and India, but was not able to achieve sweeping colonization as it had in Brazil.



*Questions about comparative colonial governments in the Americas are common on the AP World History exam.*

6. Absolute monarchies and a constitutional monarchy in Europe
  - i. Other major powers in Europe besides Russia, France, and Spain were under absolute monarchies during this era. In an absolute monarchy, all of the government's power resides in one ruler. It was said that the king was above the law; that is, the law did not necessarily apply to the king. Each king had advisors and a parliament, but all served at the monarch's pleasure.
  - ii. England's system was a major exception to this trend. In 1689, its parliament firmly established a constitutional monarchy during the Glorious Revolution. Under that system, the monarch operated under the law and in tandem with the parliament.
    - England's style of constitutional monarchy eventually became the style of government all European kings would accept.

## D. The Ottoman Empire

1. The Ottoman Empire reached its peak of power during this era. The empire stretched across North Africa into Southwest Asia and north into modern Turkey, reaching almost to modern Austria.
  - i. The Ottomans defeated what was left of the Byzantine Empire when they took Constantinople in 1453, renamed it Istanbul, and continued westward into eastern Europe.
  - ii. Geographically and culturally the Ottoman Empire was a link among Europe, Africa, and Asia, encompassing Christian, Jewish, and Muslim faiths.
2. Although the Muslim leaders of the empire did not require Christians and Jews to convert, they did demand that non-Muslim families in the Balkan region of southern Europe hand over young boys to become soldiers for the Turkish army.
  - i. These "recruits" were known as *Janissaries* and their "recruitment" was the *devshirme* system.
  - ii. Janissaries were trained in Islam and, although they were not Turks, they could rise to prominence in the empire if they showed loyalty and ability—and many did. Sometimes the hope of upward mobility was so strong that Christian parents willingly handed their sons over for Janissary duty.
3. The Ottomans reached the limit of their expansion into Europe when they failed to conquer Vienna, Austria, in the early sixteenth century and again in the late seventeenth century. Like Russia, the Ottoman Empire struggled with its political identity as a part-Asian, part-European empire. Despite its history of battles with Christian Europe, it also sought inclusion in the European diplomatic sphere.
4. The specter of Muslim conquest of all of Europe engulfed many western Christians, especially after the Ottomans conquered Constantinople in 1453.

- i. This concern for the fate of Christianity was one of the motivations for spreading the faith to the Americas after Columbus's discoveries.
- ii. Another factor was the European fear that trade routes through Constantinople would be cut off by the Ottomans. Thus, the search for alternate routes to the "East" began.

## E. Rulers Continued to Use Religion, Art, and Monumental Architecture to Maintain Power

1. European rulers claimed "divine right," as a source of power, claiming that God had appointed them over their subjects.
2. The Songhay in West Africa claimed Islam as a major basis of their rule.
3. The Mughal leaders built impressive mosques and other monumental architecture based on faith (i.e., the Taj Mahal).
4. Leaders continued to fund art projects such as portraits painted of Qing emperors or works of European Renaissance artists.

## II.

## New Governments in Asia and Europe

As new governments were established by European powers in the Americas, new governments were also established in other areas. Here are three that arose in other regions in the era c. 1450–c. 1750: Tokugawa Japan, Mughal India, and the Netherlands (Holland, the Dutch).

## A. Tokugawa Japan

1. Europeans sailed to Japan in the mid-sixteenth century and took advantage of Japan's feudal system and its lack of a strong central government.
  - i. Portugal sent missionaries and merchants, and was followed by Spain, the Netherlands, and England. They exchanged silver for Japanese manufactured goods.

- ii. At first, the Japanese welcomed the Europeans because they offered improved military and shipbuilding technology, and trade. The Japanese were especially interested in European guns.
  - iii. Jesuit missionaries from Portugal had limited success in converting Japanese to Christianity, but one city, Nagasaki, was receptive to the faith and many thousands became Christians.
2. In the early seventeenth century, the Tokugawa family reunited Japan through military conquests over its rivals.
- i. The leader of the government was the military commander, known as the *Shogun*.
  - ii. The Tokugawa Shogunate ruled Japan until the mid-nineteenth century. It considered the influence of outsiders on Japanese culture to be detrimental, so one of the Shogun's first decisions was to run the Europeans out.
  - iii. Christians were brutally persecuted and the faith faded in Japan.
  - iv. Only one Dutch ship was allowed to trade in one Japanese port once a year. This policy of isolation from Europe lasted until the mid-nineteenth century, when American ships arrived in Edo (Tokyo) Bay to force open Japan's markets.

#### B. Mughal India

1. In the early sixteenth century, Muslims from Central Asia, who claimed to be descendants of the Mongol ruler Chinggis Khan, entered South Asia and established the Mughal Empire. ("Mughal" comes from the word "Mongol.") Rare in Indian history, most of South Asia was united under a single government.
2. Its greatest ruler was Akbar. His greatest legacy was extending religious toleration to the 75 percent of the population that was Hindu.

3. In the beginning of the next era, c. 1750–c. 1900, a new outside invader—the British—arrived and established rule over South Asia, reducing Mughal leaders to ceremonial duties.
4. Like the Ottomans, the Mughals were Muslim rulers of an empire. Unlike the Ottomans, the Mughals' faith was in the minority in their own empire. One of the world's most iconic buildings, the Taj Mahal, was built by a Muslim in the heart of Hindu territory.

#### C. The Netherlands

1. A small European nation with a global empire, the Netherlands' greatest strength was in the art of the deal. Like the Phoenicians from ancient times, they knew how to get what they wanted, but didn't produce much of their own goods to exchange with others.
2. The Netherlands' economic policies were pro-business, encouraging bank loans, new commercial enterprises, and shipping, with little government interference.
3. The Dutch were perfectly positioned to be a major player in the global economy begun by Portugal and Spain. While the Dutch were slow to "go global"—about one hundred years after their Iberian rivals—once they did, they moved quickly.
  - i. The Dutch sent warships and soldiers under the flag of the Dutch East India Company—also known as the VOC—to take Portuguese outposts in the Indian Ocean region.
  - ii. They came to dominate European trade with the "Spice Islands" of present-day Indonesia. "Dutch" chocolate and "java" came from this area.
4. While the Netherlands government's main focus was trade in Southeast Asia, it did own some sugarcane plantations in the Caribbean. The Netherlands also sent colonists to North America, to a place they called New Netherlands, with its main outpost of New Amsterdam on Manhattan Island. In the 1660s, the British took New Amsterdam and renamed it New York.

### III. The Collapse of Empires

#### A. Aztec

1. In fourteenth-century Mesoamerica, a new empire arose, the Aztec. You have learned about their capital, Tenochtitlán, situated in the middle of Lake Texcoco, and about their unique farming method of floating human-made islands.
2. The Aztec Empire expanded through conquest and demanded tribute from the vanquished people.
  - i. Little effort was made to assimilate the conquered groups into the empire as long as tribute and trade goods flowed into the Aztec treasury.
  - ii. Trade was an important part of Aztec society, with precious metals, feathers, food, and people for sale in large marketplaces.
3. Aztec rulers claimed to be descended from the gods, so government and religion intertwined closely, not unlike in ancient Egypt.
  - i. Human sacrifice was a vital part of the Aztec faith. The belief was that the gods needed human blood to ensure that the sun rose every day.
  - ii. Slaves and captured enemy warriors were frequently offered up in these blood sacrifices, creating the never-ending need for human subjects.
4. By the early sixteenth century, the Aztecs faced internal pressures due to unrest stirring among the conquered people of the empire, who were increasingly angry about the high degree of tribute that in turn caused them economic hardship.
5. At the same time, outside pressure was forcefully applied with the arrival of Spanish conquistadors and their superior weapons and desire for gold. The Aztec empire crumbled astonishingly fast.

#### B. Inca

1. The largest empire of the Americas before the arrival of the Europeans was governed by the Inca from their capital Cuzco, in the Andes Mountains.
  - i. Lasting for only about one hundred years, from the mid-fifteenth century to the mid-sixteenth century, the Inca Empire stretched along most of the Pacific coast of South America.
  - ii. Like the Aztecs, the Inca expanded their empire through military conquest and the tribute they demanded from the people they defeated. They, too, had an emperor who claimed to be descended from the gods.
  - iii. Unlike the Aztecs, the Inca incorporated the vanquished into the empire, requiring, for example, that the defeated people learn the Incan language.
2. Under the Incan system, all land, food, and manufactured products were owned by the government.
  - i. The Inca people were required to contribute a portion of their goods to the government for redistribution by the large Inca bureaucracy. Historians refer to this as "Inca socialism."
3. One of the most interesting features of Incan civilization was their record-keeping system on knotted strings, known as *quipu*. The accounting system, kept by the government bureaucracy, was based on the number and position of knots and the color of the strings in the cords.
4. Like the Aztecs, the Inca were also facing internal strife when the Spanish arrived in the 1530s.
  - i. A civil war for control of the throne was raging and at about the same time smallpox began to decimate the population. These stresses made the empire susceptible to outside invasion, and it came in the form of less than 200 well-armed conquistadors.
  - ii. The emperor was killed and the age of the Inca Empire was over.

C. Byzantine

1. After centuries of warfare with Muslim forces, the Byzantine Empire had been reduced to only the great cultural and trading center of Constantinople. In 1453, its defenders succumbed to superior forces from the Ottoman Empire, ending a civilization that had existed on its own since the fall of Rome in 476 CE, and as part of the Roman Empire for almost half a millennium before that.
2. The greatest symbol of the transfer of power from the Christians to the Muslims in Constantinople/Istanbul was the Hagia Sophia, an Eastern Orthodox Christian Church, which was converted into a mosque.



*The Hagia Sophia's blending of Greek Orthodox and Islamic architecture is an example of the kind of cultural borrowing that AP World History test developers get excited about.*

## PERIOD 5

### INDUSTRIALIZATION AND GLOBAL INTEGRATION

c. 1750–c. 1900 CE