Period 4: 1450-1750

1. Motives for European Exploration
   1. To find new, more efficient water trade routes to Asian markets, avoiding the established land routes through Muslim-controlled areas (and this the taxes imposed by Muslim middlemen)
   2. To find new lands to extend the cultivation of cash crops
   3. To spread the Christian religion
   4. To gain political status
2. Technology of European Exploration
   1. Lateen sails, which allowed ships to sail in any direction
   2. The astrolabe, used by sailors to determine latitude
   3. Inventions borrowed from the Chinese included the sternpost rudder, which improved navigation, and the magnetic compass
   4. As more voyages were made, mariners learned more about the ocean winds and currents; as a result new, more accurate maps were drawn up
   5. Caravels, which were faster than older ships

1. European Explorers
   1. Bartholomeu Dias, a Portuguese explorer, rounded the Cape of Good Hope on the southern tip of Africa in 1488, stopping at the Indian Ocean
   2. Vasco da Gama, from Portugal, rounded the Cape of Good Hope in 1497 and continued his voyage up the eastern coast of Africa, eventually making his way to India; this sea route gave Europeans access to the Asian spice market without having to cross the traditional land routes controlled by Muslims
   3. Christopher Columbus, searching for a western water route to the Asian markets, landed in the Caribbean and thus “discovered” the New World
   4. In 1521 Ferdinand Magellan became the first European to cross the Pacific Ocean

1. European Exploration of the Pacific
   1. Between the 1500s and the 1700s, Europeans explored the Pacific motivated by trade
   2. In 1521 Ferdinand Magellan became the first European to cross the Pacific Ocean
   3. Few colonies were established in the Pacific; trade in the Eastern Hemisphere was conducted mainly through the Spanish-controlled city of Manila, established in 1571, which connected the Spanish colonies with Asian markets
   4. Contact with Europe brought some change to the Pacific: new diseases and missionaries, who followed explorers in the hopes of converting natives to Christianity
2. Commercial Revolution
   1. The changing nature of trade and business in this period was known as the Commercial Revolution
   2. Beginning in Europe in the early 1500s, nations competed to expand their empires overseas
   3. The establishment of large colonial empires generated great wealth for many European nations and led to the establishment of new business practices, including joint-stock companies
3. Mercantilism
   1. A new economic theory adopted by many European nations with the goal of maintaining a favorable trade balance – whereby a country exports more than it imports
   2. European countries depended on raw materials and natural resources from their colonies’ colonies were also viewed as markets for finished goods
   3. This policy encouraged competition among Europeans to establish more colonies
   4. Theory rejected in Adam Smith’s *Wealth of Nations* (1776)
4. Trading Post Empires
   1. Trading posts, built to establish commercial relations, resulted from the control of trade routes
   2. The Portuguese built the first trading posts; Vasco da Gama built one in Calicut
   3. With increased exploration, more trading posts were established
   4. The Portuguese had trading posts along both coasts of Africa and throughout Asia
   5. The English and Dutch, following the lead of the Portuguese, also built trading posts
   6. The English established posts throughout India; the Dutch from South Africa to Southeast Asia
5. Joint-Stock Company
   1. A commercial venture that brought together many investors in order to minimize the risks and costs of the investment and thus spurred exploration
   2. Privately held, with government support
   3. Shares/stock were bought by individuals, and the shared investment was used to buy ships and finance trade
   4. Two of the most profitable companies were the Dutch East India Company, which established a monopoly over the spice trade (by securing trade routes to Indonesia), and the English East India Company
6. Spanish Conquest of Americas
   1. Spanish conquistadors explored the New World, many in search of gold and other riches, others interested in converting the indigenous population to Christianity
   2. Hernan Cortes arrived in Mexico in 1519 and within two years conquered the Aztec Empire
   3. In 1522, Francisco Pizarro conquered the Incan Empire along the west coast of South America
   4. Cortes and Pizarro owed victory to technological advantage, including steel armor and guns, as well as their effective use of horses and the formation of alliances with hostile tribes
   5. Diseases to which the native people had no immunity, such as smallpox, decreased and weakened the population
   6. It is estimated that in 100 years the population of the former Aztec Empire decreased from 26 million to just over 1 million
   7. Following conquest of the Incas and the Aztecs, Spain established colonies in the New World
   8. Dutch, English, and French explorers followed, hoping to establish their own colonies
7. Spanish Conquest of Manila
   1. The Spanish faced little resistance from the unorganized government of the Philippines
   2. Spain saw both commercial and religious opportunities
   3. Local Spanish rulers and missionaries sought to convert Filipinos to Christianity through education
   4. Control of the port of Manila, established in 1571, ensured direct access to Chinese products, especially silk, and a link to Spanish America
   5. Spanish control of solver mines in the New World and the increasing demand for silver by the Chinese led many historians to conclude that the founding of the city of Manila in 1571 marked the birth of world trade
   6. Manila galleons (Spanish ships) crossed the Pacific, picked up silver in Mexico and brought it to Manila
8. Columbian Exchange
   1. Global exchange between the New World and Old Worlds
   2. Plants, food, animals, people, resources, and diseases were exchanged
   3. New diseases from Europe, including smallpox, influenza, and measles, caused far-reaching epidemics
   4. The peoples of Mexico (Aztecs) were hard hit; over 90 percent of the population died within a century of the Spanish arrival
   5. The exchange of new food products led to a population increase across the globe; maize and potatoes arrived in Europe, Africa, and Asia; goats, chickens, pigs, and wheat arrived in the Americas
   6. The movement of people: populations were forced to migrate, as was the case with many enslaved Africans brought to the Americas, or chose to migrate, as was the case with many Europeans who came to the New World seeking new economic opportunities
9. Spanish Colonial Empire in Americas
   1. The Spanish crown established centralized control over much of the Americas through the use of many bureaucratic offices
   2. Two large areas, one in Mexico and one in Peru, were each overseen by a viceroy, who reported directly to the Spanish king; viceroys were responsible for enforcing colonial policy
   3. A new colonial social hierarchy emerged that was based on birth: peninsulares, those born in Spain, were at the top; next came creoles, those born in the colonies to Spanish parents, followed by mestizos, people with both European and native ancestry, and the mulattos, who were of mixed European and African descent; at the bottom were natives and people of African descent
10. Christianity in Americas
    1. Missionaries quickly followed European explorers to the New World
    2. Missionary activities, supported by the crown, were carried out by Franciscans, Dominicans, and Jesuits
    3. Natives, who already had well-established religious traditions, were often resistant to conversion; missionaries sought to learn the language of the indigenous people
    4. It was not uncommon for natives to blend elements of their traditional beliefs with new ideas introduced by the missionaries (syncretic beliefs emerged)
    5. In modern times, the majority of South Americans are Roman Catholics
    6. Missionaries were less successful in North America
11. Colonial North America
    1. The French, Dutch, and English, explored and claimed land in North America
    2. Colonies were founded by the French (in modern-day Canada), by the English (Jamestown and Massachusetts Bay), and by the Dutch (in modern-day New York City)
    3. Unlike the colonial empires founded by the Spanish and Portuguese, North American colonies were founded by private investors
    4. Whereas in Latin America, where there were large agrarian-based empires, in North America explorers encountered numerous smaller societies, such as the Algonquians and the Iroquois, who still relied on hunting and gathering (although they cultivated some crops as well); as a result, many Europeans seeking the fertile land of the native population, displaced the natives and claimed the land
    5. Conflict often resulted as natives and Europeans fought for land control, but just as often there were conflicts among settlers
    6. Socially, Europeans and natives tended not to mix with one another, in contrast to Latin America, where classes reflected the mixed ancestry of the people

1. Seven Years’ War
   1. A series of conflicts fought on a global stage from 1756 – 1763
   2. Significant because the war reflects the intense commercial rivalries that developed from European exploration and Europeans’ resulting desire to establish trading posts in the Americans and Asia
   3. Conflicts in India, the Caribbean, and North America ultimately established British hegemony
   4. In North America, the French and Indian War was the stage for direct fighting between the French and the British
   5. By the end of this time period, Britain dominated global trade and would use this advantage to establish a global empire
2. *Encomienda* System
   1. A feudal-like system established by the Spanish in the New World to ensure a cheap labor supply
   2. An *Encomienda* was the grant of Indians to and *encomendero*, a Spanish landowner
   3. In return for this labor supply, the *encomendero*, was responsible for safeguarding the natives’ health and safety, as well as encouraging the conversion to Catholicism
   4. The natives were treated harshly; the natives were so overworked that the Spanish eventually had to import slaves from Africa to replace the diminishing native labor supply
   5. Christian missionaries, appalled at the system, unsuccessfully fought to end it

1. Haciendas
   1. Large agricultural estates in colonial Latin America
   2. Both commercial crops and livestock (pigs) were produced; the majority of crops were European in origin, such as wheat
   3. They tended to be self-sufficient, not focusing on making profits
   4. Peasants working on haciendas were known as peons
2. *Repartimiento* System (*mita* system in Peru)
   1. Originating in colonial Latin America, the system forced native Indians to work several months a year, generally on Spanish-owned plantations, mines, or public works projects
   2. Natives worked only a limited amount of time and were compensated for their work
   3. The system was harsh, particularly in the mines, and over time it was replaced with more profitable labor systems in which workers were given an incentive to work (a fair wage and improved working conditions)
3. Sugar in Colonial Latin America
   1. Sugar, a labor intensive crop, was the most important crop in the Portuguese colony of Brazil and the sugar mill (*engenho)* became the center of Brazilian colonial life
   2. Field workers cultivated the sugarcane and mill workers oversaw the processing of molasses and refined sugar
   3. Although the Spanish had had success in drafting the native population to meet their labor needs, the Portuguese were less successful in Brazil
   4. The majority of workers in the sugar mills were slaves imported from Africa
   5. Demand for the commodity from the European community increased following the Columbian Exchange

1. Silver in Colonial America
   1. Silver mining in Mexico and Peru required a tremendous labor supply
   2. The Spanish coerced natives to work in the mines
   3. Profits from silver made Spain wealthy and powerful and played a significant role in global trade: silver crossed the Atlantic into Europe; European merchants traded silver for silk and porcelain in Asian markets
   4. The founding of Manila by the Spanish in 1571 facilitated the global exchange of silver
   5. Some historians argue silver was the world’s first commodity
   6. There was increased demand for the commodity from China with the establishment of the Ming Dynasty
2. Indentured Labor
   1. A system in which people from Europe promised to work for a certain amount of time in exchange for their paid passage to the New World
   2. The system developed as a the result of the demand for cheap labor for the large colonial plantations in North America, which by 1600s were focused on the production of cash crops such as tobacco and cotton
   3. Unlike the Spanish, who had success in drafting the native population for labor needs, colonists in North America were unsuccessful in forcing natives to work on their plantations and thus needed an alternative supply of labor
   4. Although this system lasted until the 20th century, plantation owners looking for even cheaper supply of workers began to import African slaves
3. Songhay Empire
   1. An Islamic empire established in the 1400s (following the decline of the Mali Empire) and lasting until the 1600s
   2. The capital city, Gao, was commercially successful and, following a campaign of expansion led by Sunni Ali, the empire reached its height and included the city of Timbuktu
   3. Much like the West African kingdoms that preceded it, the kingdom of Songhay had control of the trans-Saharan trade routes, which allowed for the exchange of salt and metals for gold and salt
   4. Timbuktu was not only an important trading city but also a leading cultural center
   5. The emperors of Songhay, all Muslims, encouraged the building of mosques and schools to teach Islam to the citizens of the Empire
   6. In the late 1500s, the Moroccan army, armed with guns, attacked and seized the unarmed Songhay Empire
4. Timbuktu
   1. Located near the Niger River, one of the wealthiest cities in West Africa
   2. Trans-Saharan trade brought great wealth to the kingdoms of Wes Africa and led to the develop of important commercial and cultural centers
   3. By the mid 1300s, part of the Mali Empire; with the conversion of the emperor to Islam, became a leading cultural center in Africa
   4. Under the Songhay, reached its height, attracting merchants, traders, and Islamic scholars
   5. To encourage learning, mosques, schools, and libraries were built throughout the city
   6. The collapse of the Songhay Empire and the establishment of European trading posts along the coast of West Africa led to decline of the city
5. Kingdom of Congo
   1. Located in central Africa along the Congo River, Kongo began its rise in the 1300s and by the 1400s was a strong centralized state
   2. The arrival of the Portuguese in 1482, Kongo’s first contact with Europeans, had far-reaching consequences
   3. A commercial relationship emerged between the two, as did diplomatic relations
   4. Kings of Kongo converted to Christianity and encouraged their subjects to do the same
   5. The Portuguese sought gold, ivory, and slaves from the Kongolese. They conducted slave raids and negotiated with Africans to secure slaves
   6. Kings of Kongo appealed to the Portuguese to stop the slave trade. With the need for a steady labor supply to work the labor-intensive sugar mills of Brazil, the Portuguese refused
   7. Armed conflict arose, and the Kongolese were easily defeated
6. Slavery in Africa
   1. Slavery was practiced across the continent of Africa and was a well-established commercial venture centuries before the arrival of the Europeans
   2. Slaves most often were prisoners of war
   3. Owning slaves was viewed as a symbol of wealth and power
   4. Muslim merchants traded African slaves across Europe, the Middle East, and India
7. Atlantic Slave Trade
   1. By the mid 1500s, European demand for a cheap labor supply to work on plantations and in mines f the New World led an extensive trade in African slaves
   2. Often called the “triangular trade” because it linked Europe, Africa, and the Americas; the majority of slaves were exported from west and central Africa
   3. It is estimated that at least 11 million Africans were enslaved and made the Middle Passage across the Atlantic to the Americas
   4. Slaves were sent to the Caribbean to work on sugar plantations, to central America and Peru to work in silver mines, and to North America to work on plantations cultivating cash crops such as cotton and tobacco
   5. The slave trade was not abolished by various European countries until the 19th century
8. Impact of the Atlantic Slave Trade
   1. Africans who participated in the slave trade enslaved Africans in the interior regions and then sold them to the Europeans (Europeans lacked both the military strength and the immunity to diseases, such as malaria, to go beyond the coast)
   2. The export of so many millions, particularly men (it is estimated that two out of three were men) impacted family life and in many of the areas from which the slaves were taken there tended to be majority female populations
   3. Even with the export of so many Africans, the population did not decrease on the continent; the introduction of new food crops from the Americas helped to stabilize the population and may have even led to an increase
   4. There was an increase in intertribal warfare and over time the dissolution of once powerful kingdoms, particularly those located along the coast
9. Africa Diaspora
   1. With the forced migration of millions of Africans to the New World, African culture spread throughout the Americas
   2. African traditions blended with those in the Americas, including in the areas of storytelling and music
   3. Various languages spoken by the Africans were often combined with European languages to create new languages or dialects
10. Abolition of Slavery
    1. The end of slavery took many years, beginning with the end of the slave trade
    2. Abolitionist societies in America and Europe appealed to governments and individuals to stop the practice; religious groups, such as the Quakers, were very active
    3. Freed slaves often spoke or wrote about the horrors of being a slave
    4. Societies shifted from agrarian-based activities to manufacturing, and factory workers were needed; capitalists discovered that paying factory workers was cheaper and more profitable than purchasing slaves
    5. At the turn of the 19th century, many countries began to ban the sale of slaves and by the middle of the century the end of slavery was well underway. The United States emancipated slaves as a result of the civil war

1. Martin Luther
   1. A German monk often credited with sparking the start of the Protestant Reformation in Europe
   2. IN 1517, he wrote the Ninety-Five These, a list of arguments directed against the Roman Catholic Church’s practice of selling indulgences (the pardoning of sins)
   3. Believed that faith in God alone would allow people to get into heaven, that no authority on earth could pardon people for their sins, and that the Bible was the only source of religious truth
   4. Although he was excommunicated from the Catholic Church, his ideas spread across northern Europe, in large part due to the printing press
   5. The founder of the Protestant religion Lutheranism
2. Protestant Reformation
   1. Martin Luther found support following the publication of his Ninety-five Theses, and a movement to reform the Roman Catholic Church followed
   2. The movement was widespread across Germany; many churches reformed their religious services to reflect Protestant doctrine
   3. The Reformation spread beyond Germany into England and Switzerland
   4. In England, King Henry VIII established the Anglican Church, naming himself as the highest religious authority in the land. In Switzerland, John Calvin founded a Protestant community
   5. The Reformation continued to spread across northern Europe, and in response Catholic authorities began their own reform, the Counter-Reformation
3. Counter-Reformation
   1. With much of Europe impacted in some way by the spread of Protestant ideas, the Roman Catholic Church launched the Catholic Reformation aimed at reforming the church, stopping the spread of Protestant ideas, and possibly winning back converts
   2. Assembled members of the clergy met at the Council of Trent in the mid 1500s seeking to reform the Catholic Church and to clearly define church doctrine
   3. New religious orders were founded dedicated to the doctrines of the Catholic Church and the newly established reforms
   4. Groups, such as the Society for Jesus (better known as the Jesuits), played a significant role as missionaries, helping to stop the spread of Protestant ideas across the globe
   5. The Roman Inquisition was given the authority to arrest, imprison, and/or excommunicate Catholics in an attempt to end heresy
4. Holy Roman Empire
   1. A fragmented empire centered in modern-day Austria and Hungary, controlled by the Habsburg family
   2. Through alliances of marriage, the empire included Germany, Bohemia, Switzerland, and northern Italy
   3. The empire declined as the result of invasions by the Ottoman Turks and the Thirty Years War
   4. The Ottoman Turks, threatened by the strength of the Christian empire, conquered Hungary in 1526
   5. Following the peace negotiated at the end of the Thirty Years War, the empire was significantly reduced and lasted, with no real power, until 1806
5. Thirty Years War
   1. A conflict centered in Europe and fought between 1618 and 1648, resulting from the attempts of the Holy Roman Empire to force his subjects to return to the Holy Roman Empire to force his subjects to return the Roman Catholic faith
   2. The Peace of Westphalia negotiated at the end of the war left a weakened Holy Roman Empire
   3. German states were given their independence; Prussia quickly emerged as the most powerful
   4. Switzerland was given its independence, and France added new territories to its land
   5. The most significant aspect of the peace was the beginning of the nation-state in Europe, sovereign states were given the authority to govern themselves
6. European Balance of Power
   1. A concept originating after the Thirty Years War and the Peace of Westphalia as a result of the fear of sovereign nations that any single nation in Europe might come to dominate the others
   2. Alliances among nation-states were formed (and reformed as necessary) in response to perceived threatens in the balance of power as nations sought to limit the power of any one nation
   3. Pursuit of the balance of power led to frequent conflict in Europe as nation-states competed with one another for control and influence
   4. In the next time period, this concept led to the formation of alliances that played a critical role in the state of World War I
7. Absolutism
   1. The political theory that monarchs have complete control over their subjects by divine right
   2. Divine right asserts that the right to rule was given to monarchs from God
   3. The monarch had absolute authority to make all laws (although he himself stood above the law) and establish domestic and foreign policy
   4. This political theory dominated Europe in the 16th and 17th centuries
   5. Best exemplified by the actions of King Louis XIV of France, including his revocation of the Edict of Nantes and the building of his Versailles
   6. In the 17th century, England became the first nation in Europe to challenge the absolute authority of the monarch

1. King Henry VIII of England
   1. King who established the Church of England, thus voiding the pope’s authority in the country
   2. The Act of Supremacy named the monarch head of the Anglican Church
   3. In severing ties to the Roman Catholic Church, the king gained control of the church’s wealth
   4. Newfound wealth increased the power of the monarchy and encouraged future monarchs to rule with absolute power

1. Louis XIV of France
   1. Known as the Sun King, asserted his divine right to rule
   2. His father’s his chief minister, Cardinal Richelieu, helped to build a centralized bureaucracy that ensured complete loyalty to the king
   3. Built lavish palace at Versailles, just outside Paris; its grandeur came to symbolize his wealth and power
   4. Reflective of his absolute authority, the French nobility was invited to take up residence at Versailles while Louis and his ministers oversaw France’s economic development, the making of laws, and the waging of wars
   5. At his death, France was one of the world’s wealthiest nations, yet many in France were unhappy
   6. Louis never called the Estates-General, France’s lawmaking body; he revoked the Edict of Nantes, which had extended religious protection to France’s Protestants, and his participation in many wars left France in debt
2. English Civil War: Causes
   1. A conflict between supporters of the English monarchy and members of the English Parliament
   2. James I was an absolute monarch who, asserting divine right theory, felt no obligation to meet with Parliament
   3. James’s son, Charles I, refused to meet with Parliament until it became necessary, when he needed money; Parliament forced Charles to agree to the Petition of Right, which limited taxation and forbade arbitrary arrest and imprisonment
   4. Charles ignored the petition and Parliament. He did not call upon them again until 1640, when he again needed money
   5. The Long Parliament met and sought to limit the authority of the monarchy; Charles responded in 1642 by leading a group of soldiers into Parliament in an attempt to arrest his biggest critics; civil war quickly followed
3. English Civil War: Results
   1. England established a constitutional monarchy in which the monarch had limited authority, influenced by writings of John Locke
   2. Charles I was executed and following the brief reign of Oliver Cromwell, Parliament invited his son, Charles II, back to England to serve as a limited monarch
   3. Charles II agreed to the write of habeas corpus, which protects people from arbitrary arrest
   4. James II took control, and, as he was a Catholic and a believer in the divine right theory, Parliament quickly acted to remove him from power; his son-in-law, William, was invited to rule so ling as he agreed to the English Bill of Rights
   5. The English Bill of Rights established that all of England’s future monarchs would be Anglican and that the monarch’s powers would be limited

1. Scientific Revolution: Causes
   1. Beginning in the 17th century, scientists began to challenge the validity of classical ideas; the questioning spirit of the Renaissance and the Reformation reflected the growing secularization of European society
   2. Throughout the Middle Ages, it was generally believed that the earth was the center of the universe (the geometric theory); this idea was supported by the church and based on classical Greek and Roman ideas
   3. In the mid 1500s, Nicolaus Copernicus, arguing in favor of a heliocentric theory, placed the sun at the center of the universe, and based his assertion on mathematical proof
   4. Although Copernicus’s theory was widely debated and even rejected by the church, other scientists were inspired by his efforts

1. Scientific Revolution: Scientists
   1. Galileo Galilee was a mathematician and astronomer who constructed a telescope in order to observe the skies and found evidence in support of the heliocentric theory; he was put on trial by the Catholic Church
   2. Isaac Newton, a mathematician, used observation and math to prove his theories, including his theory of universal gravitation
   3. Rene Descrates was a scientist who focused on the importance of reason and its essential role in the quest for truth
   4. The new approach to science was based on reason, observation, and experimentation and culminated in the Scientific Method: stating a problem, gathering data, forming a hypothesis, experimenting, and drawing a conclusion
2. Deism
   1. A belief system that recognizes that a powerful god played a rile in the creation of the universe but asserts that God simply oversees the world and allows it to function on the basis of natural laws
   2. It emerged in the wake of the Scientific Revolution and has a clear focus on an orderly universe based on nature and reason
   3. Influenced many scientists and philosophers in Europe in the late 17th and 18th centuries, for example, Thomas Jefferson
3. The Enlightenment
   1. The application of natural laws and reasoning led to new thinking in regard to human behavior
   2. In Europe in the 17th and 18th centuries, thinkers began to reject traditional ideas and began to apply principles of reason and nature to government
   3. Philosophers such as John Locke, Baron de Montesquieu, and Voltaire were among the most influential Enlightenment thinkers; their ideas caused people to question traditional forms of government, most notably absolutism
   4. Also known as the Age of Reason
4. Enlightenment Thinkers
   1. John Locke was an Englishman who believed in natural rights, rights all human beings possessed, including the rights of life, liberty, and property; Locke argued that governments had the responsibility to protect these rights and that if they failed to do so, the people had the right to revolt (consent of the governed)
   2. Baron de Montesquieu believed in the separation of powers and argued that there should be three branches: legislative, executive, and judicial, so that no one person or group would have too much power (checks and balances)
   3. Voltaire believed in the concepts of free speech and religious toleration
   4. Jean-Jacques Rousseau, a French philosopher, argued in *The Social Contract* that in forming governments, people must give up their own interests for the good of all (the common good)
5. Impact of the Enlightenment
   1. Enlightenment ideas were unpopular with many governments and with the church, both of whom sought to censor new ideas about reason and nature
   2. There was limited acceptance of Enlightenment ideas among monarchs; known as Enlightened despots, rulers such as Maria Theresa of Austria and Catherine the Great of Russia used their positions of authority to make some changes (not political) in society (for example, building schools and hospitals)
   3. In the late 18th and early 19th centuries, Enlightenment ideas played a key role in the American and French Revolutions, as well as in the Latin American wars of independence
6. Matteo Ricci
   1. A Jesuit scholar from Europe who journeyed to the Ming court in the late 1500s
   2. Representative of Western efforts to bring Christianity to the East and the hopes of missionaries to win approval of the Chinese emperors
   3. Missionaries brought new scientific and mathematical knowledge to the imperial court, fro example, the mechanical clock, which was well received
   4. Ming emperors generally welcomed missionaries, yet they were overwhelmingly unsuccessful in gaining converts
7. Ming Dynasty: Social and Cultural Changes
   1. The revival of the civil service exams encouraged the creation of an extensive scholar-bureaucrat class, which was responsible for much of the governance of the empire
   2. The restoration of Confucian traditions encouraged the subjugation of women, and in many ways women’s lives were even more tightly controlled than previously
   3. Widows were strongly discouraged from remarrying and foot binding became increasingly more popular an filtered down to the lower classes
   4. The *Yongle Encyclopedia* collection of Chinese philosophy, literature, and history was recorded
   5. The Chinese novel’s gain in popularity led to an increase in literacy
8. Ming Economic Growth
   1. An increase in commercial activity, as well as an increase in population, led to an overall expansion of the economy
   2. New food crops, particularly foods from the Americas such as maize and peanuts, were suitable to the Chinese landscape and over time led to a population increase
   3. Overseas trade became more extensive, particularly as demand for Chinese goods such as silk and porcelain increased
   4. European merchants, as well Muslim and Asian traders, traded in China’s two main port cities
   5. The Chinese merchant class grew in wealth and power
   6. The prosperity of the Ming period was reflected in the arts and literature; calligraphy and landscape art are still highly valued
9. Single Whip Tax System
   1. A policy put forth by the Ming in the 1570s, requiring a single national tax and that all taxes be paid in the form of silver, including those taxes paid by tributary states
   2. This change in policy had global implications, as China now had to fulfill the demand for silver
   3. Silver made its way to China from both Japan and the Americas, resulting in enormous profits for both Spain and Japan

1. The Great Wall
   1. A stone and brick fortification in the north of China built to protect China from outside invasion
   2. Although construction of a defensive wall began in the 4th century B.C.E. under Shi Huangdi, it was completed under the Ming (in large response to the Mongol invasion of the previous period)
   3. The wall generally prevented attacks; only when the empire was suffering internally were outsiders able to go beyond the wall and invade

1. Forbidden City
   1. Located in modern-day Beijing, it was the capital of the Ming and Qing empires
   2. An imperial city containing hundreds of buildings, courtyards, and halls
   3. Members of the imperial family, the emperor’s concubines, and court eunuchs were the only people allowed in the Inner Court
   4. The lavishness and size of the city reflected the power and authority of the empire

1. Qing Dynasty
   1. Manchus from the north, non-Han peoples, invaded China and claimed the “mandate of heaven” in 1644 and ruled until 1911
   2. Manchu rulers were taught Confucian beliefs and applied these principles to governing China
   3. The Qing, following the political example of the Ming, ruled through a highly centralized system of scholar bureaucrats
   4. The Qing were great patrons of the arts and also were responsible for expanding the empire
   5. Under the Qing, trade with foreigners increased, particularly as demand for Chinese goods such as silk and porcelain increased; in this period, the Qing were able to maintain a favorable balance of trade
2. Tokugawa Period: Isolation
   1. The Portuguese arrived in Japan in 1543 and established a commercial relationship between the two nations
   2. New products, including tobacco and firearms, were introduced to Japan
   3. Christian missionaries arrived in the mid 1500s in the hopes of converting the Japanese
   4. Fearful that conversion to Christianity would undermine the authority of the shogunate and aware that firearms were no match for swords, the shoguns began to resist contact with foreigners
   5. A series of seclusion acts were passed to ban missionary activities and ultimately the religion
   6. By the 1640s, foreign trade was forbidden except for very limited Dutch and Chinese trade; Japanese were forbidden to travel abroad, and very few foreigners were allowed into the country
   7. This period of self-imposed isolation was relatively peaceful and this has come to be known as the Pax Tokugawa

1. Tokugawa Period: Political Change
   1. The unification of Japan in the late 1500s led to the establishment of a military government led by a shogun, which brought nearly 300 years of peace and stability to the nation (the Pax Tokugawa)
   2. Shoguns (supreme military rulers) sought to centralize their authority and maintain stability
   3. In prior periods, a decentralized feudal structure had allowed for the daimyo (landowning families) to gain power and rule independent of the emperor; shoguns centralized authority and thus took power away from the daimyo
   4. Daimyo estates were broken up, and attendance at the imperial court in Edo (modern-day Tokyo) was required; daimyo needed the permission of the shogun to marry and even to repair their castles
2. Tokugawa Period: Social and Economic Changes
   1. The peace and stability in this period brought about great changes
   2. Socially, the samurai and daimyo classes, who had previously been involved in fighting civil wars, now found they could concentrate their time and wealth on new endeavors, including the arts
   3. New crops led to a population increase
   4. As Japanese cities grew and trade increased, the merchant class benefited greatly
   5. Cities were centers of new cultural traditions, including the development of kabuki theater

1. Ottoman Empire: Rise and Expansion
   1. In 1453 the Ottoman Turks, nomads from central Asia, captured the Byzantine capital of Constantinople and renamed it Istanbul; Ottoman control continued until the 20th century
   2. Ottoman military success came from their command of gunpowder technology (diffused from China)
   3. The Islamic empire quickly expanded as the Ottomans took control of much of the Middle East and then extended their control to the Balkans and the Crimean Peninsula, creating a multinational empire
   4. By the mid 1500s, the Ottoman Empire was the largest and most powerful empire in the Europe and the Middle East
2. Suleyman the Magnificent
   1. As sultan of the Ottoman Empire from 1520 to 1566, he expanded the empire into southern Europe and created an efficient centralized bureaucracy
   2. Modernized the Ottoman army
   3. Known as the Lawgiver for improving the legal system – laws were based on sharia, Islamic law
   4. He was a great patron of the arts and known for his religious tolerance
3. Millet System
   1. In the Ottoman Empire, legally protected religious communities of non-Muslims
   2. Millets were permitted to maintain their own traditional religious beliefs
   3. Major millets were composed of Jews, Greeks, and Armenians who promised not to undermine the sultan’s authority
4. Janissaries
   1. Soldiers in the Ottoman Empire that trained to protect and serve the sultan
   2. Many of the soldiers were young Christian boys taken from the Balkan regions and forced into the sultan’s service
   3. They were forced to convert to Islam and pledge absolute loyalty to the sultan; in return. They gained great privileges and honor
5. Safavid Empire
   1. Following the Battle of Chaldiran, fought against the Ottoman Turks in 1514, the Safavid family consolidated their control over modern-day Iran and ruled until 1736
   2. They established the Shiite sect of Islam as the official religion of the empire
   3. Under Shah Abbas the Great (r. 1588-1629) the capital was moved to Isfahan, the army was modernized, and long-distance trade flourished
   4. Constant conflict with the Ottomans, coupled with the treat of an increasingly stronger Russian Empire to the north and the Mogul Empire to the south, led to decline

1. Mogul Empire
   1. An Islamic empire, established in India following the defeat of the Delhi Sultanate by the Moguls in 1526
   2. The Moguls unified much the subcontinent and under the leadership of Akbar established a strong centralized empire in the region
   3. During the Mogul golden age Islamic art and architecture flourished as evidenced by the building of the Taj Mahal
   4. The empire began to decline in the late 1600s: emperors abandoned policies of religious tolerance, and the arrival of Europeans posed a serious challenge to Mogul rule
2. Akbar the Great
   1. A ruler of the Mogul Empire (r. 1556-1605), he clearly established the absolute authority of the emperor and a policy of tolerance toward the many religions in his empire
   2. Eliminated the *jizya*, a tax imposed on Hindus, and allowed Hindus to rise to positions of power in his government
   3. Modernized the army and encouraged long-distance trade
   4. Generous patron of the arts

1. Taj Mahal
   1. A tomb built by the Mogul emperor Shah Jahan in memory of his wife, who died giving birth
   2. An excellent example of Islamic and Hindu architecture
   3. Design elements include a large dome, minarets, a reflecting pool, expansive courtyards, and the use of symmetry
2. British Economic Interests in India
   1. Beginning in the early 1600s, Mogul emperors granted concessions to allow the British to trade in India
   2. Trading posts were set up to along the coast in places such as Madras and Bombay
   3. The British East India Company established forts to protect its commercial interest and controlled trade in India throughout the 1600s and early 1700s
   4. In the mid 1700s, following the Sepoy Rebellion, the British government tool control of trade and replaced the Mogul as the ruling authority in India
3. Russian Empire: Rise and Expansion
   1. After breaking free of Mongol control in the late 1400s, Muscovite princes began to take control over much of Russia, eliminating the authority of local princes
   2. Ivan III, a grand prince of Moscow, developed a policy that encouraged Cossacks (peasants) to settle in the lands that he had conquered
   3. Ivan centralized his authority, claimed divine right to rule, and named himself czar
   4. Moscow was established as the capital of the new Russian Empire
4. Ivan the Terrible
   1. Russian czar (r.1533-1584) who continued to expand the empire and to consolidate the czar’s absolute authority
   2. Sought to eliminate opposition to his authority by killing boyars (Russian nobles) he suspected of disloyalty and confiscated their lands
   3. His actions, while harsh and cruel, ensured that there would be few challenges to the Russian autocracy
5. The Romanovs
   1. Following a period of civil unrest in Russia, Mikhail Romanov’s election as czar established the Romanovs as the new royal family
   2. They ruled Russia from the early 1600s until 1917
   3. They continued the tradition of autocratic rule established by previous czars
   4. Encouraged Russification and allegiances to the Eastern Orthodox Church

1. Westernization
   1. Occurs as societies are influenced by Western culture and assimilate and/or adopt Western ideas
   2. In this time period, the West (western Europe) impacted numerous societies around the world
   3. Some regions responded by isolating themselves, as was the case in Japan and to a lesser degree in Russia (although during its Meiji Restoration, Japan borrowed many Western ideas)
2. Peter the Great
   1. Russian czar (r. 1682-1725) best known for centralizing his authority and bringing Western ideas to the Russian Empire
   2. In an attempt to modernize the empire, he traveled to the West and brought back new ideas about science and technology
   3. Russians were sent abroad to learn modern military and industrial techniques
   4. He introduced many reforms that changed Russia economically and socially, yet he remained committed to autocracy and divine right
   5. He modernized the army and navy
   6. Socially, women were extended more freedoms and society in general was encouraged to “look” more Western – laws required men to shave their beards and wear Western clothing
3. St. Petersburg
   1. Located on the Baltic Sea, was established as the capital of the Russian Empire by Peter the Great
   2. Served as a visible symbol of Russia’s efforts to modernize, as well as of the absolute authority of the czar
   3. Also known as the “window to the west,” the city welcomed western Europeans and their knowledge of science and technology
4. Catherine the Great
   1. A Russian czarina (r.1763-1796), she continued Peter the Great’s policy of modernization while ensuring the absolute authority of the authority of the monarch
   2. Continued to expand the empire, she gained land from the Ottoman Empire and took control of Alaska
   3. Gained access to a warm-water port, a goal never realized by Peter, and took control of Poland
   4. Known as an Enlightened despot, she built schools and hospitals and was tolerant of the different religions found throughout her empire, yet remained an autocratic ruler
5. Serfdom in Russia
   1. As the result of unpaid debts, many peasants were forced into serfdom
   2. Serfdom provided a labor force for the agrarian-based economy
   3. Serfs were laborers who were tied to the land, and although not slaves, they could be sold
   4. Czars passed laws limiting the rights of serfs, in large part to gain the favor of the nobility