

THE EARLY MODERN ERA

UNITS 3 & 4: LAND-BASED EMPIRES & TRANSOCEANIC INTERCONNECTIONS, c. 1450 – c. 1750

READINGS: You will have *selected* readings assigned from the following texts – available online):

- **AMSCO:** Chapters 15 [Europe], Chapter 16 [Americas], Chapter 17 [Africa], Chapter 18 [Russia], Chapter 19 [Islamic Empires], Chapter 20 [East Asia].
- **Strayer Online:** Chapters 12-15

UNIT 3 Land-Based Empires c. 1450 to c. 1750			
UNIT AT A GLANCE			
Thematic Focus	Topic	Reasoning Process	Suggested Skill
GOV	3.1 Empires Expand	Causation	1.1 Explain a historical concept, development, or process.
	3.2 Empires: Administration	Comparison	4.A Identify and describe a historical context for a specific historical development or process.
CDI	3.3 Empires: Belief Systems	Continuity and Change	2.1 Explain the point of view, purpose, historical situation, and/or audience of a source.
	3.4 Comparison in Land-Based Empires	Comparison	4.C Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> • Describe specific examples of historically relevant evidence. • Explain how specific examples of historically relevant evidence support an argument.

UNIT 4 Transoceanic Interconnections c. 1450 to c. 1750			
UNIT AT A GLANCE			
Thematic Focus	Topic	Reasoning Process	Suggested Skill
TEC	4.1 Technological Innovations from 1450 to 1750	Causation	4.A Identify and describe a historical context for a specific historical development or process.
GOV, ECN	4.2 Exploration: Causes and Events from 1450 to 1750	Causation	1.C Explain how a historical development or process relates to another historical development or process.
ENV	4.3 Columbian Exchange	Causation	1.A Identify the evidence used in a source to support an argument.
GOV, ECN, SIO	4.4 Maritime Empires Established	Continuity and Change	2.A Identify a source's point of view, purpose, historical situation, and/or audience.
GOV, ECN, SIO, CDI	4.5 Maritime Empires Maintained and Developed	Continuity and Change	2.A Identify and describe a claim and/or argument in a text-based or non-text-based source.
GOV	4.6 Internal and External Challenges to State Power from 1450 to 1750	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.
SIO	4.7 Changing Social Hierarchies from 1450 to 1750	Continuity and Change	1.D Explain how claims or evidence support, modify, or refute a source's argument.
	4.8 Continuity and Change from 1450 to 1750	Continuity and Change	1.C Use historical reasoning to explain relationships among pieces of historical evidence.

*** Listed below are the Historical Developments [formerly known as Key Concepts] discussed in Units 3-4 (c. 1450-1750). ***

HISTORICAL DEVELOPMENTS #1: EXPLORATION/INTERACTION/DIFFUSION —The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

- Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European **technological developments and innovation**.
 - The developments included the production of **new tools, innovations in ship designs, and an improved understanding of global wind and currents patterns**—all of which made transoceanic travel and trade possible.
 - **ILLUSTRATIVE EXAMPLES, SHIP DESIGN:** *Caravel, Carrack, Fluyt*

- ILLUSTRATIVE EXAMPLES, TECHNOLOGY CROSS-CULTURAL INTERACTIONS (Classical, Islamic, & Asian worlds): *Lateen sail, Compass, Astronomical charts*
- New state-supported transoceanic maritime exploration occurred in this period.
 - **Portuguese** development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.
 - **Spanish** sponsorship of the voyages of **Columbus** and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade.
 - Northern Atlantic crossings were undertaken under **English, French, and Dutch** sponsorship, often with the goal of finding alternative sailing routes to Asia.
- The new global circulation of goods was facilitated by chartered European monopoly companies and the **global flow of silver**, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro–Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.
 - **Mercantilist policies** and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.
 - The **Atlantic trading system** involved the movement of goods, wealth, and labor, including **enslaved persons**.
 - The Atlantic trading system involved the **movement of labor—including enslaved persons**—and the **mixing of African, American, and European cultures and peoples**, with all parties contributing to this **cultural synthesis**.
- The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the **Columbian Exchange**.
 - European colonization of the Americas led to the **unintentional transfer of disease vectors**, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.
 - **American foods** became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on **plantations with coerced labor** and were exported mostly to Europe and the Middle East.
 - **Afro–Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by enslaved persons from Africa.**
 - ILLUSTRATIVE EXAMPLES, DOMESTICATED ANIMALS: *Horses, Pigs, Cattle*
 - ILLUSTRATIVE EXAMPLES, FOODS BROUGHT BY AFRICAN SLAVES: *Okra, Rice*
 - Populations in Afro–Eurasia **benefitted nutritionally from the increased diversity of American food crops**.
- In some cases, the increase and intensification of interactions between newly connected hemispheres **expanded the reach and furthered development of existing religions**, and contributed to religious conflicts and the **development of syncretic belief systems and practices**.
 - The **Protestant Reformation** marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.
 - Political rivalries between the Ottoman and Safavid empires intensified the **split within Islam between Sunni and Shi’a**.
 - **Sikhism** developed in South Asia in a context of interactions between Hinduism and Islam.

HISTORICAL DEVELOPMENTS #2: ECONOMICS — Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

- The **demand for labor intensified as a result of the growing global demand for raw materials and finished products**. Traditional **peasant agriculture** increased and changed in nature, **plantations** expanded, and the **Atlantic slave trade** developed and intensified.
 - Peasant and artisan labor continued and intensified in many regions as the **demand for food and consumer goods increased**.
 - ILLUSTRATIVE EXAMPLES, INCREASED PEASANT & ARTISAN LABOR: *Western Europe—wool and linen; India—cotton; China—silk*
 - **Enslavement in Africa continued** in its traditional forms, including incorporation of enslaved persons into households and the **export of enslaved persons to the Mediterranean and the Indian Ocean regions**.
 - The growth of the **plantation economy** increased the demand for enslaved labor in the Americas, leading to significant demographic, social, and cultural changes.
 - Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the **Incan mit'a**, and introduced **new labor systems** including **chattel slavery, indentured servitude, and encomienda and hacienda systems**.
- Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the **Casta system**.
- The power of **existing political and economic elites** fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.
 - ILLUSTRATIVE EXAMPLES, EXISTING ELITES: *Ottoman timars, Russian boyars, European nobility*
- Some notable **gender and family restructuring** occurred, including **demographic changes in Africa that resulted from the trade in enslaved persons**.

HISTORICAL DEVELOPMENTS #3: GOVERNANCE — Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

- **Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule**.
 - ILLUSTRATIVE EXAMPLES, RELIGIOUS IDEAS: *Mexica [Aztec] practice of human sacrifice; European notions of divine right; Songhai promotion of Islam*
 - ILLUSTRATIVE EXAMPLES, ART & MONUMENTAL ARCHITECTURE: *Qing imperial portraits; Incan sun temple of Cuzco (e.g. Machu Picchu); Mughal mausolea (e.g. Taj Mahal) and mosques; European palaces, such as Versailles*
- Many states, such as the Mughal and Ottoman empires, **adopted practices to accommodate the ethnic and religious diversity** of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In **other cases, states suppressed diversity or limited certain groups' roles** in society, politics, or the economy.
 - ILLUSTRATIVE EXAMPLES, DIFFERENTIAL TREATMENT OF GROUPS IN SOCIETY, POLITICS, & THE ECONOMY: *Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire; Restrictive policies against Han Chinese in Qing China; Varying status of different classes of women within the Ottoman Empire*
- Recruitment and use of **bureaucratic elites**, as well as the development of **military professionals**, became more common among rulers who wanted to maintain centralized control over their populations and resources.
 - ILLUSTRATIVE EXAMPLES, BUREAUCRATIC ELITES or MILITARY PROFESSIONALS: *Ottoman devshirme; Salaried samurai*

- Rulers used **tribute collection, tax farming, and innovative tax-collection systems to generate revenue** in order to forward state power and expansion.
 - ILLUSTRATIVE EXAMPLES, REVENUE: *Mughal zamindar tax collection; Ottoman tax farming; Mexica tribute lists; Ming practice of collecting taxes in hard currency*
- Imperial expansion relied on the increased use of **gunpowder, cannons, and armed trade** to establish large empires in both hemispheres.
 - **Europeans established new trading posts** in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. **Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.**
 - ILLUSTRATIVE EXAMPLES, ASIAN STATES THAT ADOPTED RESTRICTIVE OR ISOLATIONALIST TRADE POLICIES: *Ming China, Tokugawa Japan*
 - The expansion of maritime trading networks fostered the **growth of states in Africa, including the Asante and the Kingdom of the Kongo**, whose participation in trading networks led to an increase in their influence.
 - Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, **existing trade networks in the Indian Ocean continued to flourish** and included intra-Asian trade and Asian merchants.
 - ILLUSTRATIVE EXAMPLES, INDIAN OCEAN ASIAN MERCHANTS: *Swahili Arabs, Omanis, Gujaratis, Javanese*
 - **Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.**
 - Driven largely by political, religious, and economic rivalries, European states established **new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.**
- Political and religious disputes led to **rivalries and conflict between states.**
 - ILLUSTRATIVE EXAMPLES, STATE RIVALRIES: *Safavid–Mughal conflict; Songhai Empire’s conflict with Morocco*
- Economic disputes led to **rivalries and conflict between states.**
 - ILLUSTRATIVE EXAMPLES, COMPETITION OVER TRADE ROUTES: *Muslim–European rivalry in the Indian Ocean; Moroccan conflict with the Songhai Empire*
- **State expansion and centralization led to resistance** from an array of social, political, and economic groups on a local level.
 - ILLUSTRATIVE EXAMPLES, LOCAL RESISTANCE: *Pueblo Revolts; Fronde; Cossack revolts; Maratha conflict with Mughals; Ana Nzinga’s resistance (as ruler of Ndongo and Matamba); Metacom’s War (King Philip’s War)*

***** NOTES ***:**

- 1) Illustrative Examples are just that – examples of what I will use to teach the Content/Concept/Skill/Reasoning Process. I may use ALL, SOME, or SOMETHING ELSE. Illustrative examples are NOT specifically tested on the AP Exam, but can be used as evidence to support an argument & respond to multiple-choice, short answer, and essay questions.
- 2) Keep this handout in the 1450-1750 section of your binder. You will refer to it often & when we begin reviewing for the AP Exam in the spring.
- 3) TEST CORRECTION TUTORIALS: You will use this handout during test correction tutorials (to earn back ½ credit by correcting missed questions)