OUTLINE: THE BIG PICTURE: DEBATING THE CHARACTER OF AN ERA

I. It is common for historians to give a simple name to particular eras.
   A. Such simplification is necessary.
   B. But it vastly oversimplifies historical reality.

II. An Early Modern Era?
   A. The period covered by Chapters 13–15 is usually labeled “the early modern era.”
      1. term suggests that signs of modernity (globalization, modern societies, and rising European presence in world affairs) are visible
   B. Globalization is visible in European exploration, conquest, and settlement in the Americas.
      1. Atlantic slave trade linked Africa to the Western Hemisphere
   2. New World silver let Europeans buy their way into Asian markets
   3. Columbian exchange created new networks of interaction
   4. Christianity became a truly world religion
   5. Russian, Chinese, and Ottoman expansion also played important parts in an emerging global web

C. Signs of modernity appeared in several regions.
   1. Scientific Revolution transformed the worldview of an educated elite in Europe
   2. modern population growth, thanks to foods from the Americas
   3. more highly commercialized economies developed in parts of Eurasia and the Americas, centered in large cities
   4. emergence of stronger and more cohesive states in various places
      a. promoted trade, manufacturing, and a common culture
b. great increase in their military power,
thanks to the “gunpowder revolution”

III. A Late Agrarian Era?
A. These signs of modernity are not the whole
story and can be misleading.
B. European political and military power was
very limited in mainland Asia and Africa.
1. Islam was the most rapidly spreading faith
in Asia and Africa
2. in 1750, Europe, India, and China were
comparable in manufacturing output
C. There was little sign in 1750 that a modern
industrial society was approaching.
1. almost complete dependency on muscle,
wind, and water for power
2. long-established elites continued to
provide leadership and enjoy privilege
   a. “lower class” primarily meant rural
      peasants, not urban workers
   b. rule was monarchic
   c. male dominance was assumed to be
      natural
3. most of the world’s peoples lived in long-
   established ways
D. For the majority of humankind, the period
1450–1750 marked the continuing
development of traditional agrarian societies.
1. the age was as much “late agrarian” as it
was “early modern”

IV. Chapters 13–15 highlight changes in the
period, rather than what was traditional.
CHAPTER 13

Political Transformations: Empires and Encounters
1450–1750

CHAPTER LEARNING OBJECTIVES

• To introduce students to the variety of empires of the early modern period
• To emphasize that empire building was not just a Western European phenomenon
• To explore the range of colonial societies that evolved and the reasons for differences between them
• To emphasize the massive social reordering that attended European colonization in the Western Hemisphere

CHAPTER OUTLINE

I. Opening Vignette
   A. 1991 marked the end of the Soviet Union and with it the older Russian Empire.
   1. many empires perished during the twentieth century: the Austro-Hungarian, German, Ottoman, British, French, Belgian, Italian and Portuguese
   2. Uighurs and Tibetans challenge Chinese rule today
   3. Cubans, Vietnamese, and Afghans have resisted American domination
   4. empire building has become thoroughly discredited
   B. 1450–1750 was an age of empire building.
   1. European colonies were massively significant
      a. constructed across Western Hemisphere
      b. old societies destroyed, new societies arose
   2. Russians also constructed a major empire
   3. Qing dynasty China doubled in size
   4. Mughal Empire of India pulled together Hindus and Muslims
   5. Ottoman Empire reestablished some of the older political unity of the Islamic heartland
   C. The empires of the early modern era show a new stage in globalization.

II. European Empires in the Americas
   A. Western European empires were marked by maritime expansion.
   1. Spaniards in Caribbean, then on to Aztec and Inca empires
   2. Portuguese in Brazil
   3. British, French, and Dutch colonies in North America
   4. Europeans controlled most of the Americas by the mid-eighteenth century
B. The European Advantage
1. geography: European Atlantic states were well positioned for involvement in the Americas
2. need: Chinese and Indians had such rich markets in the Indian Ocean that there wasn’t much incentive to go beyond
3. marginality: Europeans were aware of their marginal position in Eurasian commerce and wanted to change it
4. rivalry: interstate rivalry drove rulers to compete
5. merchants: growing merchant class wanted direct access to Asian wealth
6. wealth and status: colonies were an opportunity for impoverished nobles and commoners
7. religion:
   a. crusading zeal
   b. persecuted minorities looking for more freedom
8. European states and trading companies mobilized resources well
   a. seafaring technology
   b. iron, gunpowder weapons, and horses gave Europeans an initial advantage over people in the Americas
9. rivalries within the Americas provided allies for European invaders

C. The Great Dying
1. the demographic collapse of Native American societies
2. pre-Columbian Western Hemisphere had a population of perhaps 60 million–80 million
3. no immunity to Old World diseases
4. Europeans brought European and African diseases
   a. mortality rate of up to 90 percent among Native American populations
   b. native population nearly vanished in the Caribbean
   c. Central Mexico: population dropped from 10 million–20 million to around 1 million by 1650
   d. similar mortality in North America

D. The Columbian Exchange
1. massive native mortality created a labor shortage in the Americas
2. migrant Europeans and African slaves created entirely new societies
   a. brought European crops and animals to the Americas
3. American food crops (e.g., corn, potatoes, and cassava) spread widely in the Eastern Hemisphere
   a. potatoes especially allowed enormous population growth
   b. corn and sweet potatoes were important in China and Africa
4. American stimulants including tobacco and chocolate also spread to the Eastern Hemisphere
5. exchange with the Americas reshaped the world economy
   a. silver mines of Mexico and Peru
   b. importation of millions of African slaves to the Americas
6. network of communication, migration, trade, transfer of plants and animals (including microbes) is called “the Columbian exchange”
   a. the Atlantic world connected four continents
   b. Europeans got most of the rewards

III. Comparing Colonial Societies in the Americas
A. Europeans did not just conquer and govern established societies, they created wholly new societies.
1. all were shaped by mercantilism—the theory that governments should encourage exports and accumulate bullion to serve their countries
2. colonies should provide closed markets for the mother country’s manufactured goods
3. but colonies differed widely, depending on native cultures and the sorts of economy that were established
4. women experienced colonial intrusion in quite distinct ways
a. elite women often married to Spanish conquerors as way of cementing relationships
b. many women experienced sexual violence and abuse

B. In the Lands of the Aztecs and the Incas
1. Spanish conquest of the Aztec and Inca empires (early sixteenth century)
   a. the most wealthy, urbanized, and populous regions of the Western Hemisphere
   b. within a century, the Spaniards established major cities, universities, and a religious and bureaucratic infrastructure
2. economic basis of the colonial society was commercial agriculture and mining (gold and silver)
3. rise of a distinctive social order
   a. replicated some of the Spanish class hierarchy
   b. accommodated Indians, Africans, and racially mixed people
   c. Spaniards were at the top, increasingly wanted a large measure of self-government from the Spanish Crown
   d. emergence of mestizo (mixed-race) population
   e. gross abuse and exploitation of the Indians
   f. more racial fluidity than in North America

C. Colonies of Sugar
1. lowland Brazil and the Caribbean developed a different society
   a. regions had not been home to great civilizations and didn’t have great mineral wealth until the 1690s
   b. but sugar was in high demand in Europe
   c. these colonies produced almost solely for export
2. Arabs introduced large-scale sugar production to the Mediterranean
   a. Europeans transferred it to Atlantic islands and Americas
   b. Portuguese on Brazilian coast dominated the world sugar market 1570–1670
   c. then British, French, and Dutch in the Caribbean broke the Portuguese monopoly
3. sugar transformed Brazil and the Caribbean
   a. production was labor intensive, worked best on large scale
   b. can be called the first modern industry
   c. had always been produced with massive use of slave labor
   d. Indians of the area were almost totally wiped out or fled
   e. planters turned to African slaves—80 percent of all Africans enslaved in the Americas ended up in Brazil and the Caribbean
4. much more of Brazilian and Caribbean society was of African descent
5. large mixed-race population provided much of urban skilled workforce and supervisors in sugar industry
6. plantation complex based on African slavery spread to southern parts of North America
   a. but in North America, European women came earlier
   b. result was less racial mixing, less tolerance toward mixed blood
   c. slavery was less harsh
   d. sharply defined racial system evolved

D. Settler Colonies in North America
1. a different sort of colonial society emerged in British colonies of New England, New York, and Pennsylvania
   a. British got into the game late; got the unpromising lands
   b. but British society was changing more rapidly than Catholic Spain
2. many British colonists were trying to escape elements of European society
3. British settlers were more numerous; by 1750, they outnumbered Spaniards in New World by five to one
a. by 1776, 90 percent of population of North American colonies was European
b. Indians were killed off by disease and military policy
c. small-scale farming didn’t need slaves
4. England was mostly Protestant; didn’t proselytize like the Catholics
5. British colonies developed traditions of local self-government
   a. Britain didn’t impose an elaborate bureaucracy like Spain
   b. British civil war (seventeenth century) distracted government from involvement in the colonies
6. North America gradually became dominant, more developed than South America

IV. The Steppes and Siberia: The Making of a Russian Empire
   A. A small Russian state centered on Moscow began to emerge ca. 1500.
      1. Moscow began to conquer neighboring cities
      2. over three centuries grew into a massive empire
      3. early expansion into the grasslands to south and east was for security against nomads
      4. expansion into Siberia was a matter of opportunity (especially furs), not threat
   B. Experiencing the Russian Empire
      1. conquest was made possible by modern weapons and organization
      2. conquest brought devastating epidemics, especially in remote areas of Siberia—locals had no immunity to smallpox and measles
      3. pressure to convert to Christianity
      4. large-scale settlement of Russians in the new lands, where they outnumbered the native population (e.g., in Siberia)
      5. discouragement of pastoralism
      6. many natives were Russified
   C. Russians and Empire
      1. with imperial expansion, Russians became a smaller proportion of the overall population
      2. rich agricultural lands, furs, and minerals helped make Russia a great power by the eighteenth century
      3. became an Asian power as well as a European one
      4. long-term Russian identity problem
         a. expansion made Russia a very militarized state
         b. reinforced autocracy
      5. colonization experience was different from the Americas
         a. conquest of territories with which Russia had long interacted
         b. conquest took place at the same time as development of the Russian state
         c. the Russian Empire remained intact until 1991

V. Asian Empires
   A. Asian empires were regional, not global.
      1. creation of Asian empires did not include massive epidemics
      2. did not fundamentally transform their homelands like interaction with the Americas and Siberia did for European powers
   B. Making China an Empire
      1. Qing dynasty (1644–1912) launched enormous imperial expansion to the north and west
      2. nomads of the north and west were familiar to the Chinese
         a. 80-year-long Chinese conquest (1680–1760)
         b. motivated by security fears; reaction to Zunghar state
      3. China evolved into a Central Asian empire
      4. conquered territory was ruled separately from the rest of China through the Court of Colonial Affairs
         a. considerable use of local elites to govern
         b. officials often imitated Chinese ways
c. but government did not try to assimilate conquered peoples
d. little Chinese settlement in the conquered regions
5. Russian and Chinese rule impoverished Central Asia, turned it into a backward region
C. Muslims and Hindus in the Mughal Empire
1. Mughals united much of India between 1526 and 1707
2. the Mughal Empire’s most important divide was religious
3. Emperor Akbar (r. 1556–1605) attempted serious accommodation of the Hindu majority
   a. brought many Hindus into the political-military elite
   b. imposed a policy of toleration
   c. abolished payment of jizya by non-Muslims
   d. created a state cult that stressed loyalty to the emperor
   e. Akbar and his successors encouraged a hybrid Indian-Persian-Turkic culture
4. Mughal toleration provoked reaction among some Muslims
   a. Emperor Aurangzeb (r. 1658–1707) reversed Mughal policy, tried to impose Islamic supremacy
   b. Aurangzeb banned sati (widow burning), music, and dance at court, various vices
   c. destruction of some Hindu temples
   d. reimposition of jizya
5. Aurangzeb’s policy provoked Hindu reaction
D. Muslims and Christians in the Ottoman Empire
1. the Ottoman Empire was the Islamic world’s most important empire in the early modern period
   a. transformed Turkish social life
   b. Turkish women lost freedoms and status
2. long conflict (1534–1639) between Sunni Ottomans and Shia Safavids
3. the Ottoman Empire was the site of a significant cross-cultural encounter
   a. in Anatolia, most of the conquered Christians converted to Islam
   b. in the Balkans, Christian subjects mostly remained Christian
4. in the Balkans, many Christians welcomed Ottoman conquest
   a. Ottoman taxed less and were less oppressive
   b. Christian churches received considerable autonomy
   c. Balkan elites were accepted among the Ottoman elite without conversion
5. Jewish refugees from Spain had more opportunities in the Ottoman Empire
6. devshirme: tribute of boys paid by Christian Balkan communities
   a. boys were converted to Islam, trained to serve the state
   b. the devshirme was a means of upward social mobility
7. the Ottoman state threatened Christendom
8. some Europeans admired Ottoman rule
   a. philosopher Jean Bodin (sixteenth century) praised Ottoman religious tolerance
   b. European merchants evaded papal bans on selling firearms to the Turks
VI. Reflections: The Centrality of Context in World History
A. World history establishes broader contexts within which selected facts and cases take on new meaning.
B. European colonization of the Americas takes on different meanings when compared to other empire-building projects.
   1. helps to counter Eurocentrism
   2. allows us to see more clearly the distinctive features of European empires
CHAPTER QUESTIONS

Following are answer guidelines for the Big Picture Questions, Seeking the Main Point Question, Margin Review Questions, Portrait Question, and Documents and Visual Sources Feature Questions that appear in the textbook chapter. For your convenience, the questions and answer guidelines are also available in the Computerized Test Bank.

Big Picture Questions

1. The experience of empire for conquered peoples was broadly similar whoever their rulers were. Does the material of this chapter support or challenge this idea?
   • In terms of supporting this idea, the empires generally were established through violent conquest.
   • Resources were generally extracted from conquered peoples through taxes, tribute, or forced labor.
   • In terms of challenging this idea, unlike the Ottoman, Mughal, and Chinese empires, in the Americas and Siberia the conquered peoples were exposed to the new germs and diseases of their rulers which decimated their populations.
   • In the Americas, conquered peoples came into contact with new technologies, weapons, and domesticated animals that transformed their world.

2. In thinking about the similarities and differences among the empires of the early modern era, what categories of comparison might be most useful to consider?
   • Whether they were overseas empires or contiguous empires
   • Whether they were empires largely peopled by settlers or conquered peoples
   • Whether the motivation for their creation was defensive or expansive
   • Whether conquered peoples were assimilated or defined as distinct
   • The types of products that were extracted from these empires

3. Have a look at the maps in this chapter with an eye to areas of the world that were not incorporated in a major empire. Pick one or more of them and do a little research as to what was happening there in the early modern era.

4. **Looking Back:** Compared to the world of the fifteenth century, what new patterns of development are visible in the empire-building projects of the centuries that followed?
   • The European overseas empires reflect a number of new patterns of development.
   • They were initiated by maritime expansion.
   • They conquered territories an ocean away from their imperial heartlands, rather than adjacent to them.
   • They lay at the heart of patterns of global exchange that did not exist before their creation.

Seeking the Main Point Question

1. In what ways did European empires in the Americas resemble their Russian, Chinese, Mughal, and Ottoman counterparts, and in what respects were they different? Do you find the similarities or the differences most striking?
   • For similarities, students could emphasize that Europe was not the only center of vitality and expansion during the early modern period, and that the interaction of culturally different peoples occurred in the European, Russian, Chinese, Mughal, and Ottoman empires.
   • However, the European empires represented something wholly new in human history through their creation of an interacting Atlantic world. They had a far more significant impact on the people that they incorporated than did the other empires, and they had a far wider impact on the world as a whole.
   • A student could make the case for either the similarities or differences being most striking using the evidence here.
Margin Review Questions

Q. What enabled Europeans to carve out huge empires an ocean away from their homelands?

- Europeans were much closer to the Americas than were their potential Asian competitors.
- Europeans were powerfully motivated after 1200 to gain access to the world of Eurasian commerce.
- Groups within European society—including competing monarchs, merchants, impoverished nobles and commoners, Christian missionaries, and persecuted minorities—all had strong, if different, motivations for participating in empire building.
- European states and trading companies enabled the effective mobilization of both human and material resources.
- European seafaring technology, built on Chinese and Islamic precedents, allowed Europeans to cross the Atlantic with growing ease.
- European ironworking technology, gunpowder weapons, and horses initially had no parallel in the Americas.
- Divisions within and between local societies provided allies for European invaders.
- European germs and diseases to which Native Americans had no immunities decimated society after society, sometimes in advance of the Europeans’ actual arrival.

Q. What large-scale transformations did European empires generate?

- European empire building caused the demographic collapse of Native American societies.
- Combinations of indigenous, European, and African peoples created entirely new societies in the Americas.
- Large-scale exchanges of plants and animals transformed the crops and animals raised both in the Americas and in the Eastern Hemisphere. This was the largest and most consequential exchange of plants and animals to this point in human history, and it remade the biological environment of the planet.
- The silver mines of Mexico and Peru fueled both transatlantic and transpacific commerce.
- The “Columbian exchange” produced an interacting Atlantic world connecting four continents.
- New information flooded into Europe, shaking up conventional understandings of the world and contributing to a revolutionary new way of thinking known as the Scientific Revolution.
- Profits from the colonial trade provided one of the foundations on which Europe’s Industrial Revolution was built.
- Colonial empires provided outlets for the rapidly growing population of European societies and represented an enormous extension of European civilization.

Q. What was the economic foundation of colonial rule in Mexico and Peru? How did it shape the kinds of societies that arose there?

- The economic foundation of colonial rule lay in commercial agriculture and in silver and gold mining based on forced labor and wage labor by indigenous populations.
- On this economic base, a distinctive social order grew, replicating something of the Spanish class hierarchy while accommodating the racially and culturally different Indians and Africans as well as growing numbers of racially mixed people. Spaniards, mestizos, and Indians represented the major social groups in the colonial lands of what had been the Inca and Aztec empires, while African slaves and freemen were far less numerous than elsewhere in the Americas. The society was dominated by Europeans, but with a rather more fluid and culturally blended society than in the racially rigid colonies of North America. Mestizos in particular found some social movement possible.

Q. How did the plantation societies of Brazil and the Caribbean differ from those of southern colonies in British North America?

- The social outcomes of these plantation colonies were quite different. In North America, there was less racial mixing and less willingness to recognize the offspring of such unions and accord them a place in society.
- Slavery in North America was different, being perhaps less harsh there than in the sugar colonies. By 1750, slaves in the United States had become...
self-reproducing, and a century later almost all North American slaves had been born in the New World. That was never the case in Brazil and the Caribbean.

• Many more slaves were voluntarily set free by their owners in Brazil than was ever the case in North America, and free blacks and mulattoes in Brazil had far greater opportunities than did their counterparts in North America.

• Ideas about race differed. In North America, any African ancestry, no matter how small or distant, made a person “black”; in Brazil, an individual of African and non-African ancestry was considered, not black, but some other mixed-race category. Moreover, color was only one criterion of class status in Brazil, and the perception of color changed with the educational or economic standing of individuals.

Q. What distinguished the British settler colonies of North America from their counterparts in Latin America?

• Many of the British settlers sought to escape aspects of an old European society rather than to recreate it, as was the case for most Spanish and Portuguese colonists.

• The easy availability of land, the climate and geography of North America, and the “outsider” status of many British settlers made it even more difficult to follow the Spanish or Portuguese colonial pattern of sharp class hierarchy, large rural estates, and dependent laborers.

• British settlers in North America were much more numerous than Spanish or Portuguese settlers in Latin America, making up some 90 percent or more of the population of the New England and middle Atlantic colonies by the time of the American Revolution.

• The British colonies were almost pure settler colonies, without the racial mixing that was so prominent in Spanish and Portuguese territories.

• A largely Protestant England was far less interested in spreading Christianity among the remaining native peoples than were the large and well-funded missionary societies of Catholic Spain. Moreover, church and state were not so closely connected in the British colonies as they were in Latin America.

• British colonies developed greater mass literacy and traditions of local self-government, and vigorously contested the prerogatives of royal governors sent to administer their affairs.

• Britain had nothing resembling the elaborate bureaucracy that governed Spanish colonies.

Q. Summing Up So Far: In what ways might European empire building in the Americas be understood as a single phenomenon? And in what respects should it be viewed as a set of distinct and separate processes?

In terms of a single phenomenon:

• Europeans shared similar disease advantages in the Americas.

• They used similar technologies and resources to establish their empires.

• They exploited similar resources.

• They were for the most part involved in the slave trade.

In terms of distinct and separate processes:

• Colonies were established at different times. They produced different commodities and raw materials.

• Rule varied with the cultures and policies of the colonizing power, the character of the Native American cultures, and the kind of economy established in a particular region.

• In the lands of the Aztecs and the Incas, the Spanish empire ruled over the most densely settled of the indigenous populations in the Americas and developed an economic system based on commercial agriculture and mining. Under such circumstances, colonial rule replicated something of the Spanish class hierarchy while accommodating the racially and culturally different Indians and Africans.

• In the plantation colonies of Brazil and the Caribbean, colonial powers ruled over regions where no earlier civilization existed and where the production of sugar for export defined the economy. In these regions, large numbers of Africans were imported as slave labor, and a considerable amount of racial mixing took place. From the mixed-race population were drawn much of the urban skilled workforce and supervisors in the sugar industry, as well as some prominent members of the community.

A variation on the colonial rule of a plantation-based economy occurred in British North America, where the raising of different crops (including tobacco, cotton, rice, and indigo), less racial mixing, and a self-reproducing slave workforce shaped a different society.

• A third distinctive type of colonial society within an empire emerged in the northern British colonies of New England, New York, and Pennsylvania. Upon the arrival of British settlers, these regions were not heavily settled with Native Americans, in part because of the ravages of
European-borne epidemic diseases. Because of the availability of land, the climate and geography of North America, and the “outsider” status of many British settlers, they set up an economic and social system of small independent farmers without sharp class hierarchy, large rural estates, or dependent laborers. Because of weak British rule, the largely literate population of the region developed traditions of local self-government, elected colonial assemblies, and vigorously contested the prerogatives of royal governors sent to administer their affairs.

Q. What motivated Russian empire building?

• Russian expansion into the grasslands south and east of the Russian heartland was driven by the problem of security. The pastoral peoples of this region frequently raided Russian territory, selling many captives into slavery.
• Russian expansion into Siberia was driven by demand on the world market for the pelts of fur-bearing animals, although later some agricultural settlement took place. The motivations of defending Russian frontiers, enhancing the power of the Russian state, and bringing Christianity, civilization, and enlightenment to the indigenous peoples were also cited by political leaders and educated Russians generally.

Q. How did the Russian Empire transform the life of its conquered people and of the Russian homeland itself?

• In terms of its conquered people, conquest meant the taking of an oath of loyalty to the Russian ruler; the payment of tribute; devastating epidemics, particularly in the more remote regions of Siberia where local people had little immunity to smallpox or measles; intermittent pressure to convert to Christianity; the influx of Russian settlers; and the loss of hunting grounds and pasturelands to Russian agricultural settlers, which disrupted the local economy and left local populations dependent on Russian markets.
• In terms of the impact of the empire on the Russian homeland, it diminished the proportion of Russians in the overall population of the empire. The wealth of empire played a major role in making Russia one of the great powers of Europe by the eighteenth century. The empire created problems of identity. It made Russia a highly militarized state and reinforced the highly autocratic character of the Russian state.

Q. What were the major features of Chinese empire building in the early modern era?

• Chinese empire building vastly enlarged the territorial size of China and brought a number of non-Chinese people into the kingdom.
• It was driven largely by security concerns.
• Conquered regions in central Eurasia were administered separately from the rest of China.
• The empire made active use of local notables.
• Chinese officials generally did not seek to assimilate local people into Chinese culture and showed considerable respect for the Mongolian, Tibetan, and Muslim cultures of the region.

Q. How did Mughal attitudes and policies toward Hindus change from the time of Akbar to that of Aurangzeb?

• Akbar recognized the fundamental reality that Hindus made up a majority of the population of the Mughal Empire. He acted deliberately to accommodate the Hindu majority through actions that included allowing the Hindu princesses that he married to keep their Hindu faith; incorporating a substantial number of Hindus into the political-military elite of the empire; supporting the building of Hindu temples; imposing a policy of toleration; deliberately restraining the more militantly Islamic ulama; removing the special tax on non-Muslims; and promoting a state cult that drew on Islam, Hinduism, and Zoroastrianism.
• Aurangzeb, on the other hand, reversed Akbar’s policy of accommodation by taking actions that included the forbidding of the Hindu practice of sati; banning music and dance at court, as well as banning gambling, drinking, prostitution, and narcotics; destroying some Hindu temples; reimposing the special tax on non-Muslims; and posting “censors of public morals” to large cities to enforce Islamic law.

Q. In what ways was the Ottoman Empire important for Europe in the early modern era?

• The Ottoman Empire represented a military threat to Europe.
• It impressed some European intellectuals because of its religious tolerance.
• It occasionally allied with France against their common enemy of Habsburg Austria.
• The empire was an important trading partner.
Portrait Question

Q. How might you define the significance of Doña Marina’s life? In what larger contexts might that life find a place?

• In the short term, she played a critical role in helping Cortés conquer the Aztec Empire.
  • She also provides an example of the type of individual that facilitated early cross-cultural contact in the Americas.
• In terms of larger contexts, during the colonial era she came to represent alliance with the Spanish.
  • As part of the process of defining a national identity after independence, she was portrayed by some as a traitorous character.
  • Others have considered her as the mother of Mexico’s mixed-race culture.

Using the Documents and Visual Sources Features

Following are answer guidelines for the headnote questions and Using the Evidence questions that appear in the documents and visual sources essays located at the end of the textbook chapter.

Headnote Questions


Q. What major challenges to the effective exercise of state authority does Kangxi identify in this document?

• Stupid and arrogant pure scholars
• Great officials who recommend their teachers, friends, and relatives for high offices
• His inability to personally know every official in the country, and his need to rely on other officials for assessments
• The need to gather information himself about the state of his kingdom in order to better regulate and oversee his officials
• The challenges in maintaining control over army officers on the frontier who tend to obey only their own commander
• An exam system that privileged memorization and was administered by examiners some of whom were incompetent or corrupt
• Diviners who gave false predictions for fear of offending the emperor

Q. How would you describe Kangxi’s style of governance or his posture toward imperial rule?

• Kangxi ruled with pragmatism, understanding both the strengths and weaknesses of his position, and taking action to address problems within the Chinese imperial system.
• He used executions to advertise the law and his determination to enforce it.
• He did not rely solely on officials for information, instead seeking through audiences, tours, and palace memorials to discover abuses by his officials.
  • He used personal audiences with individual army officers to help ensure their loyalty.
  • He reformed established systems when necessary, such as the exam program in 1694.
  • He was hands on, seeking information on his own and not allowing diviners to fool him with false, positive predictions.

Q. Look carefully at the second paragraph of the document. Why did Kangxi impose a harsher penalty on Hu Chien-ching than the one originally given?

• Kangxi makes clear that the execution was intended to advertise to the public, and especially the local gentry, how the emperor regarded the behavior of Hu Chien-ching.

Q. What does this document suggest about the sources of Kangxi’s authority?

• Kangxi’s authority was rooted in Chinese imperial tradition; this is hinted at in the opening lines, when he stated “Giving life to people and killing people—those are the powers that the emperor has…”
• Executions were within his prerogative, as was clemency, and he used both to teach the population.
• His authority was in part exercised through a bureaucracy that needed to be carefully overseen.
• He had the authority to reform established systems like the exam system.


Q. Why do you think Jahangir mounted such an elaborate coronation celebration for himself?

• Jahangir wanted to overawe his subjects with the wealth and grandeur of his regime; assert his authority and legitimacy by displaying himself in an environment filled with familiar symbols of authority in the region; and secure the participation of his emirs at a celebration that legitimized his succession to the throne.
Q. In what ways did Jahangir seek to ensure the effective authority of the state he led?

- He tried to ensure effective authority through displays of his wealth and power; through the issuing of regulations; and by maintaining his father’s policy of toleration toward the Hindu majority in his kingdom.

Q. In what ways was Jahangir a distinctly Muslim ruler? In what respects did he and his father depart from Islamic principles?

- The distinctly Muslim aspects of Jahangir’s rule include his banning of wine production; his deterrence of thieves in part through an attestation on the Koran; and his order that infirmaries or hospitals be established for the relief of the sick.
- Departing from Islamic principles, Jahangir and Akbar drew on Persian imperial symbols rather than those of a caliph in the Islamic tradition; they showed tolerance of Hindus; and Jahangir regularly drank wine.

Q. How would you compare the problems Jahangir faced with those of Kangxi? Notice that each of them had to adjust to a long-established cultural tradition—Kangxi to Chinese Confucianism and Jahangir to Hinduism. In what ways did they do so?

- Both relied on officials to implement their rule, and both had to rule large, established kingdoms with well-entrenched governmental traditions.
- Kangxi sought to reform some aspects of Confucian education and denounced those steeped in Confucianism who spoke about, but did not act on, Confucian teachings. However, he still relied on Confucian-trained bureaucrats to run his government.
- Jahangir in his youth asked his father what wisdom there was in tolerating heretics, and in the end accepted his father’s decision to leave the Hindus alone for the sake of stability and peace in the kingdom.

**Document 13.3: An Outsider’s View of Suleiman I**

Q. How do you think Busbecq’s outsider status shaped his perceptions of Ottoman political and military life? To what extent does his role as a foreigner enhance or undermine the usefulness of his account for historians?

- Busbecq’s outsider status led him to compare Ottoman customs and practices explicitly with those of Europe, and gave him a sense of purpose in sizing up a powerful foe for his leaders.
- His outsider status both enhances and undermines the usefulness of his account. He took great interest in details of court life that Ottomans may have found unremarkable, which enhances his report.
- However, the sharp contrasts between Ottoman and Christian European practices may be overstated for the purpose of highlighting European shortcomings, and he lacks an insider’s understanding of court or of the affairs that preoccupied the emperor.

Q. How did he define the differences between the Ottoman Empire and Austria? What do you think he hoped to accomplish by highlighting these differences?

- Busbecq noted that the Ottomans gave no distinction to birth and that all men who held important positions were appointed by merit. He intended this as a criticism of Austrian society, where birth did help individuals gain appointments and where, he asserted, merit no longer had a place.
- He noted that while Ottomans dressed elegantly and in fine fabrics, their clothes were cut without fringes or other useless decorations, implicitly criticizing European fashion. Here European frippery and useless luxury is contrasted with Ottoman courtly elegance.
- He extolled the discipline, patience, and self-denial of Turkish troops as compared to Christian troops who, according to Busbecq, possessed none of these traits. Busbecq most likely wished to explain why Turkish troops were more effective in battle than their European counterparts in the hope of encouraging reforms.

Q. What sources of Ottoman political authority are apparent in Busbecq’s account?

- The Emperor
- High officials
- Judges
- The Janissaries
- The Imperial Guard
- The army
- Surviving brothers of the emperor
Q. What potential problems of the Ottoman Empire does this document imply or state?

- The Ottoman emperor faced powerful enemies on two borders: Persia and Europe.
- The succession to the throne is bloody and potentially destabilizing, with all brothers of the new emperor being executed, and elite troops likely to threaten to rally behind any surviving brother to secure largess.

**Document 13.4: French State Building and Louis XIV**

Q. What posture does Louis take toward his subjects in this document?

- Louis seeks to foster relationships with all the subjects in his kingdom based on bonds of affection and established in part through spectacle, which would allow him when necessary to take strong action to secure stability in his kingdom.
- Louis defines his role in society as central and asserts that stability and prosperity in society depend on the ability of subjects to place the monarch at the center of the political world.

Q. How does he understand the role of spectacle in general and the carousel in particular?

- Spectacle strengthened bonds of affection between the king and groups in society, especially those of rank. Through these spectacles people felt that the king was like them, so that when he had to take strong action his subjects would understand that it was by necessity and not out of severity.
- For Louis, spectacle was also for foreign observers who saw in such a show the magnificence, power, and grandeur of the monarch.
- The carousel was specially aimed at strengthening bonds of affection between the king and his courtiers, and in defining a universe where (1) the king was the central feature and (2) the status and power of a courtier depended on his relationship with the monarch.

Q. What does the choice of the sun as a royal symbol suggest about Louis’s conception of his role in the French state and empire?

- The sun suggests that his calm leadership at the center leads to the happiness and order in all parts of society.
- The final paragraph refers to the sun’s ability to illuminate multiple worlds; thus the sun symbolizes Louis’s ability to rule multiple nations in an empire.

**Visual Source 13.1: Disaster Foretold**

Q. Why might Aztec contributors to the codices have included accounts of such supernatural events preceding the arrival of the Spanish?

- Such a momentous event as the collapse of the Aztec Empire seemed to require such portents.
- In retrospect, the appearance of a comet before the arrival of the Spanish seemed to have meaning.
- The Spanish may have encouraged such an interpretation because they sought to legitimize their rule and convert the local population.

Q. Why do you think the Spanish frequently incorporated such accounts into their own descriptions of the conquest?

- For the Spanish, heavenly portents legitimized their conquest and rule of the region. The Spanish may have seen them as a sign from the Christian God sanctioning their conquest and missionary efforts, or may have used them to help convince indigenous peoples that Spanish conquest and rule was sanctioned by divine authorities.

Q. Why might the artist have chosen to show Moctezuma alone rather than in the company of his supposedly fearful people?

- The depiction of Moctezuma alone may recount a specific event in the codex.
- It may have been chosen for artistic or aesthetic reasons, because more figures could have cluttered the scene and distracted the viewer from the comet.
- It may emphasize Moctezuma’s role as interpreter of signs for his people.

**Visual Source 13.2: Moctezuma and Cortés**

Q. How does this painting present the relationship between Cortés and Moctezuma? Are they meeting as equals, as enemies, as allies, as ruler and subject? Notice that both sit on European-style chairs, which had come to suggest authority in the decades following Spanish conquest.
• Students could argue that because they are seated on similar chairs and in similar postures, the two rulers might be seen as equals—although Cortés seems to be on a platform, which may indicate his superior status in this exchange and Moctezuma is attended by courtiers, which may indicate his higher status.

• By their gesticulations they appear to be engaged in conversation. The finger pointing of each figure may merely indicate an exchange, but students could reasonably interpret that these indicate a heated exchange.

• Students could make the case that Cortés acts as the ruler in this picture because he is seated on a platform, and may have received tribute from Moctezuma as depicted in the foreground.

• Students might also make the case that Moctezuma was acting as the ruler in this image because he is dressed in high-status clothing, is attended by courtiers, and is seated in a chair. Indeed, a student might reasonably interpret the tribute in the foreground as one given by Cortés to Moctezuma.

Q. What do the items at the bottom of the image represent?
• The items might represent tribute or gifts.

Q. Does this image support or challenge the perception that the Aztecs viewed the Spanish newcomers, at least initially, in religious terms as gods?
• Students could argue that there is little in this picture that indicates that the Aztecs viewed the Spanish as gods; the Aztec figures in the image do not show such reverence. The gifts at the bottom of the picture might merely be offers of hospitality to visitors.

• Students could argue that the Aztecs viewed the Spanish as gods, pointing out the placement of Cortés on a platform and the offering of gifts, which may represent worship of Cortés.

Q. What might the painter have tried to convey by placing three attendants behind Moctezuma, while Cortés appears alone, except for his translator?
• The attendants indicate that the meeting took place at Moctezuma’s court and that Cortés is the visitor.

• Another interpretation is that Moctezuma held the status of a king at this meeting, while Cortés held a lesser status.

Q. What impression of Doña Marina does this image suggest?
• Doña Marina’s dress, posture, and facial expression indicate she is a full participant in the conversation, fulfilling the critical role of translator—unusual for a woman in a patriarchal society.

Visual Source 13.3: The Massacre of the Nobles

Q. What elements of the description above are reflected in this painting?
• The Spaniards control the entrances and passages.
• The Sacred Patio is depicted.
• The victims are depicted being speared.
• Specific wounds, including beheading, are depicted, as is the flowing blood.

• The drums are shown and the drummer is depicted both beheaded and with amputated arms.

Q. What image of the Spanish does this painting reflect?
• The painting reflects the brutality of the Spanish and their willingness to use violence against unarmed opponents.

Q. What do the drums in the center of the image represent?
• The drums represent the disrupted ceremony and the holy inner sanctum of the ceremonial site.

Visual Source 13.4: The Spanish Retreat from Tenochtitlán

Q. Whose perspective do you think is represented in this image—that of the Spanish, their Tlaxcala allies, or the Aztecs? How might each of them have understood this retreat differently?
• Students could argue for the Spanish perspective because of the focus on the causeway withdrawal and the prominence of the Spaniard on horseback.

• Students could argue for the Tlaxcala perspective because of who drew the images and the prominence of Tlaxcala warriors.

• Students could argue for an Aztec perspective because it recounts their triumph and, through the warriors in canoes, accurately depicts their successful tactics.

• The Spaniards may have seen the retreat as a relatively successful tactical withdrawal from a
difficult position, or as a defeat. The Tlaxcala likely viewed it as a defeat, with potentially significant repercussions depending on whether their Spanish allies withdrew permanently. The Aztecs likely viewed the battle as a triumph that expelled foreign invaders from their capital.

Q. In neither Visual Source 13.3 nor 13.4 are the Spanish portrayed with their firearms. How might you understand this omission?

• Because these visual sources were drawn by indigenous artists, their depictions of battle emphasized traditional close-quarters combat.
• Perhaps the indigenous artists did not recognize the importance of firearms for Spanish military superiority.
• Perhaps firearms were not used during this retreat.

Q. Notice the blending of artistic styles in this image. The water, the boats, and shields of the warriors are shown in traditional Mesoamerican fashion, while the Spanish are portrayed in European stereotypes. What does this blending suggest about the cultural processes at work in the codices?

• Indigenous artists adopted new styles to depict new subjects but maintained older traditions when they depicted familiar subjects.
• The process was syncretic, with artists adopting what they found useful from European artistic traditions while keeping what they wanted from their own traditions.

Q. How does the Aztec-created image on p. 624 represent the impact of the disease?

• It represents the widespread impact of the epidemic; the efforts of the Aztecs to treat those who succumbed; and the weakened state of the population.

Using the Evidence Questions

Documents: State Building in the Early Modern Era

1. Making comparisons: To what extent did these four early modern states face similar problems and devise similar solutions? How did they differ? In particular, how did the rulers of these states deal with subordinates? How did they use violence? What challenges to imperial authority did they face?

• While each states’ situation was distinct, there were many similarities in both the problems and solutions. For instance, corrupt or incompetent officials led to either inquests or laws against abuses in Documents 13.1 and 13.2.

• In Documents 13.1 and 13.2, the rulers opened up alternative direct lines of communication between themselves and those that might be abused by their officials.

• In Documents 13.1, and to a lesser extent Document 13.2, the rulers used exemplary judicial violence as a teaching tool both in showing the ruler’s displeasure and in scaring others into avoiding such actions.

• The problem of subordinates was clearly an important one for these rulers and received considerable attention in these documents. All the rulers sought to shape their relationships with subordinates. Some, like Jahangir in Document 13.2, Suleiman I in Document 13.3, and Louis XIV in Document 13.4, used spectacle at court to define the relationship between subjects and ruler.

• In Documents 13.1 and 13.2, Kangxi and Jahangir also sought to reform institutions staffed by subordinate officials, or discipline those who abused their positions.

• Kangxi and Jahangir imply that uses of exemplary judicial violence had a teaching purpose both in showing the ruler’s displeasure and in scaring others into avoiding such actions. In Document 13.1, the Chinese emperor Kangxi was most explicit in his use of executions, although Jahangir in Document 13.2 also explicitly sanctioned punishments for crimes.

• Challenges to imperial authority were varied but included incompetent, corrupt, or rebellious officials and army commanders; and religious or philosophical systems imbedded in society that had to be tolerated, as they were too well entrenched to persecute.

• In the case of Document 13.1, Kangxi reformed a corrupt and poorly designed civil service exam system, while in Document 13.3 a bloody and uncertain succession system had the potential to destabilize government or even lead to rebellion and civil war.

2. Assessing spectacle: In what different ways was spectacle, royal splendor, or public display evident in the documents? How would you define the purpose of such display? How effective do you think spectacle has been in consolidating state authority?
• In Document 13.1, spectacle, royal splendor, and public display are less central to the narrative than in other selections, although the use of imperial audiences and tours hints at spectacle and display.

• In Document 13.2, spectacle, royal splendor, and public display are central to the opening passages, which describe the elaborate ceremonial spectacle put on by Emperor Jahangir upon his accession to the throne.

• In Document 13.3, spectacle, royal splendor, and public display are present in the description of the court arrayed around Suleiman I and Busbecq’s audience with the emperor.

• In Document 13.4, Louis XIV explains in explicit terms the role of spectacle, royal splendor, and public display in strengthening his authority, particularly in his description of a court carousel.

• These displays sought to assert the ruler’s magnificence, power, and authority to both domestic and international audiences; to provide a setting (like the carousel) in which the relationship between ruler and subject was defined and bonds between ruler and subject were renewed; and to associate the monarch with rituals and symbols of authority that were traditional and legitimate in the eyes of subjects.

• Students could argue that spectacle was ineffective because it was primarily a facade that relied on the willing participation of subjects to succeed.

• Students could also argue that spectacle was a powerful tool that rulers used to appear more powerful than they were and advertise the powers and authorities that they wished to assert.

• Students might also argue that by convincing powerful subjects to participate in such activities as carousels, the ruler was able to define the relationship between subject and monarch to his benefit.

3. Distinguishing power and authority: Some scholars have made a distinction between “power,” the ability of a state to coerce its subjects into some required behavior, and “authority,” the ability of a state to persuade its subjects to do its bidding voluntarily by convincing them that it is proper, right, or natural to do so. What examples of power and authority can you find in these documents? How were they related? What are the advantages and disadvantages of each, from the viewpoint of ambitious rulers?

• Examples of power can be found in the exemplary punishment of corrupt officials in Document 13.1, and in the several special regulations in Document 13.2. In Document 13.3, Busbecq’s description of the Ottoman imperial army reveals an aspect of power behind the imperial throne.

• Examples of authority can be found in Document 13.2, which includes a description of a royal coronation ceremony that represents well the use of authority to bolster the legitimacy of a new ruler. Document 13.4 offers a description of how Louis XIV used spectacles like the carousel both to strengthen bonds with subjects and impress foreign dignitaries. Document 13.3 includes a description of an audience with the Ottoman emperor that reveals how courtly opulence was used to bolster the authority of the Ottoman emperor. Document 13.1 indicates that the emperor relied on court audiences and royal tours to establish direct lines of communication with his subjects.

• All of these rulers used both power and authority to rule and so they were intimately related. Louis XIV was perhaps most explicit concerning this relationship when he said that he cultivated bonds with his subjects through spectacle “so as to make them see by this very means that it was neither aversion for them nor affected severity, nor harshness of spirit, but simply reason and duty, that made me more reserved and more exact towards them in other matters” (p. 658). However, other rulers indicate that they use power primarily to make examples of individuals when necessary, while they use authority to establish and maintain their legitimacy to rule.

• The advantage of power for an ambitious ruler is that, if used wisely, it can prove decisive in crushing opposition or in scaring officials into obedience through exemplary punishments.

• The advantage of authority is that it is possible to appear more powerful than one really is and one can use spectacle to shape relationships with subjects and perceptions of one’s legitimacy.

4. Comparing past and present: It is important to recognize that early modern states differed in many ways from twentieth- or twenty-first-century states. How would you define those differences? Consider, among other things, the personal role of the ruler, the use of violence, the means of establishing authority, and the extent to which the state could shape the lives of its citizens.

• While the personal role of rulers in some dictatorships is still central to the character of the state, it is less pronounced in modern dictatorships because the government apparatus and institutions
are more sophisticated than those of the early modern period.

• Modern states, because of new, more sophisticated weapons and greater resources, are capable of greater violence than their early modern equivalents.

• Authority still plays an important role in establishing and maintaining a state’s legitimacy, even if the types of spectacles have changed—for example, to events such as public rallies.

• Technology and greater resources have allowed modern regimes to shape the lives of their citizens to a greater extent than any early modern regime.

• Student might also note the emergence of new political forms and ideologies that have transformed how states are understood by their subjects.

Visual Sources: The Conquest of Mexico through Aztec Eyes

1. Evaluating images as evidence: What are the strengths and the limitations of these images as sources for understanding the colonial conquest of Mexico? How well did the native artists who created them understand the Spanish?

• The strengths of the visual sources in aiding our understanding of the conquest of Mexico include the fact that they were drawn by indigenous peoples, so offer an alternative perspective from Spanish sources. They were drawn shortly after the conquest and therefore are contemporary accounts.

• There are limits to their usefulness because they were drawn by artists who had been influenced by Spanish culture and Spanish artistic traditions, and who were under the supervision of Spanish patrons.

• The artists clearly understood a great deal about the Spanish, as shown in their depictions of Spanish soldiers in battle. However, other aspects of Spanish culture are not depicted, such as religious activities or firearms, which might indicate a lack of knowledge or understanding.

2. Analyzing perspectives: How might you define the perspective from which these visual sources approach their subjects? Keep in mind that they were drawn by native artists who had been clearly influenced by Spanish culture and religion. In what ways are they criticizing the Spanish conquest, celebrating it, or simply describing it?

• Both Spaniards and Native Americans are depicted from a realistic perspective, neither romanticized nor distorted.

• The images contain elements that are critical of the Spanish, especially Visual Source 13.3, which shows Spanish brutality.

• Other images, such as Visual Sources 13.2 and 13.4, depict Spaniards and their activities realistically. They might be thought of as simple descriptions of events, or students could argue that Visual Source 13.2’s portrayal of Cortés in relation to Moctezuma is celebratory.

3. Portraying the Spanish: In what ways do these visual sources portray the Spanish? How might the Spanish themselves present a different account of the conquest?

• The Spanish are portrayed in a variety of ways. In Visual Source 13.2, Cortés is portrayed as a leader engaged in conversation with Moctezuma. In Visual Source 13.3, the Spanish are depicted brutally massacring unarmed nobles. In Visual Source 13.4, the Spanish are depicted as soldiers who, like their indigenous allies, were vulnerable to Aztec attacks.

• Students will most likely suggest that the Spanish would have portrayed the massacre in Visual Source 13.3 differently, perhaps by offering more explicit justifications for their violence. The Spanish would likely have included their religious beliefs and motivations in these visual sources, and may also have included the firearms on which they relied for success.

4. Describing the conquest: Based on the information in this section, write a brief description of the conquest from the Aztec point of view.

• The conquest of the Aztecs by the Spanish was foreshadowed in the heavens and therefore sanctioned by supernatural forces.

• The chief leaders were Moctezuma and Cortés, who met and discussed the situation through Doña Marina.

• The Spanish massacred unarmed Aztecs at a religious ceremony. This massacre led to the expulsion of the Spanish and their allies the Tlaxcalans from the Aztec capital.

• Ultimately, European diseases devastated the indigenous population.
LECTURE STRATEGIES

Lecture 1: The quest for human rights in the Americas

A useful way to approach the massive exploitation and abuse perpetrated by European colonizers in the Western Hemisphere (against both Native Americans and enslaved Africans) is to examine the people who took a stand for human rights. This approach can provide a more nuanced picture, not downplaying the human suffering inflicted by Europeans but at least recognizing that the picture was far from black and white. The objectives of this lecture strategy are:

- to examine in greater detail the deep human tragedy of the European invasion of the Americas
- to consider the fate of African slaves brought to the Western Hemisphere
- to consider how such massive enslavement fit into European religious and cultural beliefs in the early modern period
- to investigate the “voices of conscience” who were also products of early modern European beliefs and practices.

Begin with the famous Dominican friar Bartolomé de Las Casas (1484–1566), whose revulsion at the treatment of Indians in the New World led to a lifelong crusade to help them. This rich story includes Las Casas’s efforts to spread knowledge of the Indians’ plight, debates in Spain, and even Emperor Charles V’s command to halt all further Spanish expansion while examining the issue of the Indians’ human rights. Other useful points to include in such a lecture are:

- how the Spanish encomienda system worked and its effects on the native population and slaves
- Aristotle’s teaching that some peoples are naturally “slavish” and his influence on medieval and early modern European society
- Thomas More’s *Utopia* (1516) as a good example of positive valuation of peoples of the Western Hemisphere
- Michel de Montaigne’s essay “On Cannibals” (1580) and its role in popularizing the idea of the “noble savage”
- The Law of Burgos (1512), regulating what was owed to Indian laborers
- The arguments of the Spanish legist Francisco de Vitoria (1530s) on Indian rights
- The papal bull *Sublimis Deus* (1537), declaring that Indians are fully human and capable of receiving Christianity
- The role of Spanish and Portuguese missionaries in educating and converting Indians
- Colonists’ objections to royal and religious efforts to change things
- The “Black Legend”—Dutch propaganda against the Spaniards for their cruelty in the New World and elsewhere and how much of this propaganda can be accepted without question.

Lecture 2: A tale of two colonies

The purpose of this lecture strategy is to present to the students, in greater depth than is possible in the chapter, a comparative study of two American colonies, one British and one Spanish or Portuguese. Its objectives are:

- to review and reinforce the chapter’s lessons about the various types of European colonial society and the reasons for the differences between them
- to examine conditions in Britain and on the Iberian peninsula that helped create these differences
- to explore some of the long-term implications of the strong differences between the colonization of North America and that of South America.

To make this lecture strategy attractive and accessible to students, focus on only two colonies, weaving a narrative that includes the stories of individual colonists as much as possible. Lecturers can probably count on students remembering a bit about North American colonies from high school, but probably not much. Some colonies that are likely to work particularly well are:

- Massachusetts (with dominant themes of flight from religious persecution, the intolerance of the settlers themselves, interaction with the native peoples of the region, and trade companies)
- Virginia (especially handy if you wish to explore the differences in slavery between North and South America)
- Maryland (which began as the personal enterprise of Lord Baltimore, who intended the colony as a refuge for Catholics)
- South America:
  - Brazil (with good material about slave rebellions)
• Mexico (in many ways the most important Spanish colony, with much readily available material about cultural accommodation as well as oppression)
• Peru (particularly interesting as an example of colonial resistance to Spanish edicts).

Comparative points to consider include:
• the role of religion (not just the issue of European flight from persecution, but also ecclesiastical authority in the colony and efforts to convert Indians and African slaves)
• governance (how great a role the European king in question played, compared to local or regional self-governance)
• cultural interchange and racial attitudes
• trade relations with Europe
• military preparedness.

Lecture 3: Spain at the center

The purpose of this lecture strategy is to examine early modern Spain from three perspectives: as leader of colonization to the Americas; as “defender of Christendom” against the Ottomans in the Mediterranean; and as a developing nation-state within Europe, to explore reasons why it took on the other two roles. The objectives of this lecture strategy are:
• to encourage students to develop a more complex understanding of European states in the age of exploration
• to put the Ottomans into their proper place as key players in sixteenth-century Europe
• to explore the factors that drove Spaniards to such intense engagement in the New World.

Begin with the union of Spain under Ferdinand and Isabella (1479). Some points to consider are:
• the centuries of rivalry between the various Spanish states before the union
• religious tensions with the large Jewish and Muslim populations of Spain
• the conquest of Granada in 1492
• the expulsion of Jews, and later the Muslims, from Spain
• the establishment of the Spanish Inquisition
• the desire to maintain “purity of blood”
• the poverty of much of the Spanish nobility
• the incapacity of the Spanish heiress Juana the Mad and inheritance by her son Charles
• the immensity of Charles V’s empire.

From there, go on to consider the leading concerns of Charles V (this is an interesting opportunity to get biographical), such as:
• the Reformation in Germany and his difficulties in curbing it
• resentment against his rule in the Netherlands
• the Turkish advance into central Europe and the immediate threat to Charles V’s German lands
• difficulties in controlling highly independent conquistadores in America
• the role of Christianity and in particular of crusading ideology in shaping the choices of Charles V and others.

While it probably would be useful to include brief coverage of the Spanish invasion of America, we recommend a broader view that considers what Charles V and his successors did with their 20 percent share of the profits of conquest. The lion’s share of the money went to fight the Turks in the Mediterranean and in central Europe. Some key events to include are:
• the Battle of Mohács (1526) (Turkish defeat of Hungary)
• the Siege of Vienna (1529)
• the formation of “Holy Leagues” to combat the Ottomans
• the Ottoman sieges of Rhodes in 1480 and 1522
• the Ottoman siege of Malta in 1565
• the Battle of Lepanto (1570)

It may be useful to refer to the chapter’s Documents feature, particularly Document 13.3, during your lecture.

THINGS TO DO IN THE CLASSROOM

Discussion Topics

1. Contextualization (large or small group).
“The New World as Europeans saw it.”

Select a text by an early European explorer, conqueror, or settler in the Americas, short enough either to be read in class or to distribute beforehand for this discussion. Many texts are readily available. Some good options are:
• Christopher Columbus, Journal
• Christopher Columbus, Letter to the King and Queen of Spain
Classroom Activities

1. Map-analysis exercise (large or small group). “Colonial powers, before and after.”

Display a map, preferably a physical map of the world. Ask students to identify the core lands of the states that became major imperial powers in the early modern period and then to identify the lands that those states succeeded in claiming. This exercise is particularly effective if your projection equipment allows you to color over or circle parts of the map. Discuss the implications of these expansions.

2. Role-playing exercise (small group). “My colony’s better than your colony!”

Choose three small groups of students to engage in a debate; the rest of the class will serve as audience and judges. The three debating groups are:

• representatives of the Massachusetts Bay Company in the first generation of the colony
• representatives of the governor of Mexico, ca. 1550
• representatives of the tsar of Russia in Siberia, ca. 1750.

The question for debate is: Which colonial system is best? (To deal with this question effectively, the students will have to define in some way what “best” means; the assumption is that they will represent the interests of the colonizers rather than those of the subject peoples.)

3. Clicker question.

Is this chapter too Eurocentric?

Class Discussion for the Documents and Visual Sources Features

Critical Analysis (large or small group): Relying on Authority

Expanding on Using the Evidence questions 2, 3, and 4, ask students if they think that spectacle was a powerful tool in consolidating state authority during the early modern period. Students are likely to take both sides of this issue; if they do not, ask them to list the aspects that make spectacle a powerful tool and the weaknesses of ruling through such elaborate...
displays. Then move on to the question of ruling with power rather than authority: Is coercive power a more powerful tool for consolidating and maintaining power? What are the benefits and dangers of ruling through power rather than authority? Be sure that students examine how often a ruler would need to use power and the dangers of unsuccessfully using it. Then ask students what features of early modern empires made the use of authority more attractive to rulers than the use of power. Close with the essence of question 4: What about the twentieth and twenty-first centuries has made the use of power more attractive?

Comparison (large or small group): The Conquest through Aztec and Spanish Eyes

As noted in the introduction, the conquest of the Aztecs is particularly well documented from both the Spanish and indigenous perspectives. Look at both the visual sources, Document 12.1, and other Spanish accounts (like Bernal Diaz’s useful eyewitness account of the conquest written decades later) to examine the importance of perspective and the strengths and weaknesses of visual versus written documents. Before the discussion begins, ask students which source that they think will be more accurate or useful to a historian. Then ask them to compare the accounts. What features do the accounts share? What aspects are different? Do the differences reflect the nature of the sources? Conclude by asking students what advantages can be derived through the study of visual sources in conjunction with written sources.

Classroom Activities for the Documents and Visual Sources Features

Comparison (large or small group): Comparing Spectacles

Expand on Using the Evidence question 2 by asking students to compare across cultures elements of splendor or spectacle between Mughal India and Louis XIV’s France. Which elements were similar? Which were distinctive? Then offer visual evidence to complement the discussion by asking students to compare the image of the Mughal court on p. 616 with descriptions of Louis XIV attended by his courtiers and participating in a carousel in Document 13.4 (pp. 657–658). Ask students what these images add to their understanding of the use of splendor. Conclude by asking students whether splendor and spectacle have been largely replaced in the modern world by coercion and force or whether they continue to play a significant role for governments.

Role-Playing (large or small group): Depicting Conquest

Build off Using the Evidence question 3 by asking students to imagine that they were a Spanish artist asked to alter the depictions in this image feature to more fully reflect Spanish ideals and understandings. What would they change? What would stay the same? Conclude by asking each student to draw another version of the conquest from a Spanish perspective that would complement or challenge the indigenous depictions in the visual sources.

WHAT’S THE SIGNIFICANCE?

Akbar: The most famous emperor of India’s Mughal Empire (r. 1556–1605); his policies are noted for their efforts at religious tolerance and inclusion. (pron. AHK-bar)

Aurangzeb: Mughal emperor (r. 1658–1707) who reversed his predecessors’ policies of religious tolerance and attempted to impose Islamic supremacy. (pron. ow-rang-ZEB)

Columbian exchange: The massive transatlantic interaction and exchange between the Americas and Afro-Eurasia that began in the period of European exploration and colonization.

Constantinople, 1453: Constantinople, the capital and almost the only outpost left of the Byzantine Empire, fell to the army of the Ottoman sultan Mehmed II “the Conqueror” in 1453, an event that marked the end of Christian Byzantium.

Cortés, Hernán: Spanish conquistador (1485–1547) who led the expedition that conquered the Aztec Empire in modern Mexico.

devshirme: The tribute of boy children that the Ottoman Turks levied from their Christian subjects in the Balkans; the Ottomans raised the boys for service in the civil administration or in the elite Janissary infantry corps. (pron. dev-sheer-MEH)

Dona Marina: Native American slave from an elite background who in 1519 became Cortés indispensable interpreter and strategist. She accompanied him during his conquest of the Aztec Empire and bore him a son. After the
conquest she was married off to another conquistador, dying around 1530 C.E.

**the great dying:** Term used to describe the devastating demographic impact of European-borne epidemic diseases on the Americas.

**mestizo:** Literally, “mixed”; a term used to describe the mixed-race population of Spanish colonial societies in the Americas. (pron. mess-TEE-zoh)

**Mughal Empire:** One of the most successful empires of India, a state founded by Muslim Turks who invaded India in 1526; their rule was noted for efforts to create partnerships between Hindus and Muslims. (pron. MOO-guhl)

**mulattoes:** Term commonly used for people of mixed African and European blood.

**Ottoman Empire:** Major Islamic state centered on Anatolia that came to include the Balkans, the Near East, and much of North Africa.

**peninsulares:** In the Spanish colonies of Latin America, the term used to refer to people who had been born in Spain; they claimed superiority over Spaniards born in the Americas. (pron. pen-in-soo-LAIR-es)

**plantation complex:** Agricultural system based on African slavery that was used in Brazil, the Caribbean, and the southern colonies of North America.

**Qing dynasty:** Ruling dynasty of China from 1644 to 1912; the Qing rulers were originally from Manchuria, which had conquered China. (pron. ching)

**settler colonies:** Colonies in which the colonizing people settled in large numbers, rather than simply sending relatively small numbers to exploit the region; particularly noteworthy in the case of the British colonies in North America.

**Siberia:** Russia’s great frontier region, a vast territory of what is now central and eastern Russia, most of it unsuited to agriculture but rich in mineral resources and fur-bearing animals.

**yasak:** Tribute that Russian rulers demanded from the native peoples of Siberia, most often in the form of furs. (pron. YAHS-ahk)

**FURTHER READING**

- The History Guide: Resources for the Study of the Age of Exploration, http://www.historyguide.org/earlymod/exploration.html. An excellent selection of links to Internet sources on the topic, as well as a substantial bibliography (though some of the works listed there are badly dated).

**LITERATURE**


• Halsall, Paul, ed. Internet Medieval Sourcebook (Exploration). http://www.fordham.edu/halsall/sbook.html. A collection of texts by early explorers, including excerpts from Christopher Columbus’s journals, accounts of John Cabot’s voyages, and Sir Walter Raleigh’s discovery of Guiana.


• Leon-Portilla, Miguel, ed. *The Broken Spears: The Aztec Account of the Conquest of Mexico*. 2nd ed. Boston: Beacon Press, 1992. Leon-Portilla has assembled Aztec accounts from several centuries to produce a narrative of the Spanish invasion from the Aztec perspective.


**FILM**

• *Akbar the Great, Mogul Emperor of India*. Films for the Humanities and Sciences, 2000. 54 minutes. Examines Akbar’s successful campaign to forge an empire in India based on political stability and religious tolerance.


• *The Conquest of Mexico*. Films for the Humanities and Sciences, 2001. 35 minutes. Provides portraits of both Hernan Cortés and the Aztec civilization that he conquered, along with an examination of the military campaign masterminded by Cortés.

• *Conquistadores*. Four-part series. PBS Home Video, 2001. 60 minutes each. Examines the Spanish leaders who conquered the Aztec and Inca empires, laying the foundation for the Spanish Empire in the Americas.

• *The Ottoman Empire*. Films for the Humanities and Sciences, 1996. 47 minutes. Examines the emergence of the Ottoman Empire from 1453 to the sixteenth century, including good coverage of Ottoman interaction with Christian Europe.

**ADDITIONAL BEDFORD/ST. MARTIN’S RESOURCES FOR CHAPTER 13**

**PowerPoint Maps, Images, Lecture Outlines, and i>clicker Content**

These presentation materials are downloadable from the Media and Supplements tab at bedfordstmartins.com/strayer/catalog, and they are available on an Instructor’s Resource CD-ROM. They include ready-made and fully customizable PowerPoint multimedia presentations built around lecture outlines that are embedded with maps, figures, and selected images from the textbook and are supplemented by more detailed instructor notes on key points. Also available are maps and selected images in JPEG and PowerPoint format; content for i>clicker, a classroom response system, in Microsoft Word and PowerPoint formats; the Instructor’s Resource Manual in Microsoft Word format; and outline maps in PDF format for quizzing or handouts. All files are suitable for copying onto transparency acetates.

**Documents and Essays from Worlds of History: A Comparative Reader, Fifth Edition**

The following documents, essays, and illustrations to accompany Chapter 13 are available in the following chapters of this reader by Kevin Reilly:

Chapter 15:

• Nicholas D. Kristof, *1492: The Prequel*

• Christopher Columbus, *Letter to King Ferdinand and Queen Isabella*
Chapter 16:
- Bernal Diaz, *The Conquest of New Spain*
- *The Broken Spears: The Aztec Account of the Conquest of Mexico*
- Bartolomeo de Las Casas, *The Devastation of the Indies*

Chapter 18:
- *Qing Law Code on Marriage*

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The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. Each chapter contains specific testing exercises, including a multiple-choice self-test that focuses on important conceptual ideas; a flashcard activity that tests students on their knowledge of key terms; and two interactive map activities intended to strengthen students’ geographic skills. Instructors can monitor students’ progress through an online Quiz Gradebook or receive email updates.

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