Learning Objectives

In this chapter, students will focus on:

- The reasons Europeans began to embark on voyages of discovery and expansion
- How Portugal and Spain acquired their overseas empires, and how they differed
- Dutch, British, and French expansion, and its affect on Africa, India, southeast Asia, China, and Japan
- How European expansion affected both the conquerors and the conquered
- The relationship between European expansion, and political, economic, and social developments in Europe
- Mercantilism, and its relationship to colonial empires

Lecture Outline

I. On the Brink of a New World
   A. Motives
      1. Fantastic lands
         a. The Travels of John Mandeville (14th century)
      1. Economic motives
         a. Access to the East
         b. The Polos
      2. Religious Zeal
   B. Means
      A. Centralization of political authority
      B. Maps
         1. Ptolemy’s *Geography* (printed editions available from 1477 on)
      C. Ships and Sailing
         1. Naval technology
         2. Knowledge of wind patterns
   II. The Development of a Portuguese Maritime Empire
      A. Prince Henry the Navigator (1394 – 1460)
      B. The Portuguese in India
         1. Bartholomeu Dias (c. 1450 – 1500)
2. Vasco da Gama (c. 1460 – 1524)
   a. Reaches India by rounding Cape of Good Hope
3. Alfonso d’Albuquerque (1462 – 1515)
   a. Commercial – Military bases

C. In Search of Spices
   1. Portuguese expansion
   2. Reasons for Portuguese success
      a. Guns
      b. Seamanship

IV. Voyages to the New World
   A. Christopher Columbus (1451 – 1506)
      1. Reached the Bahamas (Oct. 12, 1492)
      2. Additional voyages (1493, 1498, and 1502)
   B. Additional Discoveries
      1. John Cabot
      2. Pedro Cabral
      3. Amerigo Vespucci
   C. Ferdinand Magellan (1480 – 1521)
      1. Circumnavigates the Earth
   D. Treaty of Tordesillas (1494)

V. The Spanish Empire in the New World
   A. Early Civilizations in Mesoamerica
      1. The Maya
      2. The Aztecs
   B. The Spanish Conquest of the Aztec Empire
      1. Hernan Cortés (1485 – 1547)
      2. Moctezuma (Montezuma)
      3. Aztec Empire overthrown

VI. The Spanish Empire, Continued
   A. The Inca and the Spanish
      1. Pachakuti
      2. Inca buildings and roads
      3. Francisco Pizarro (c. 1475 – 1541)
      4. Smallpox
      5. Incas overthrown (1535)
   B. Administration of the Spanish Empire
      1. Encomienda
      2. Viceroy
      3. The Church

VII. Africa: The Slave Trade
   A. Origins of the Slave Trade
      1. Sugar cane and slavery
   B. Growth of the Slave Trade
      1. Up to 10,000,000 African slaves taken to the Americas between the Sixteenth and Nineteenth Centuries
2. The Middle Passage: high death rate during transit
3. Prisoners of war

C. Effects of the Slave Trade
   1. Depopulation of African kingdoms
   2. Political effects of slave trade
   3. Criticism of slavery
   4. Abolition and the Quakers

VIII. The West in Southeast Asia
   A. Portugal
   B. Spain
   C. The Dutch and the English
   D. Local Kingdoms (Burma, Siam, and Vietnam)

IX. The French and the British in India
   A. The Mughal Empire
   B. The Impact of the Western Powers
      1. Portugal
      2. England
      3. The Dutch and the French
      4. Sir Robert Clive
      5. The East India Company
      6. Battle of Plassey (1757)

X. China & Japan
   A. China
      1. Ming Dynasty (1369 – 1644)
      2. Qing Dynasty
      3. Western inroads
         a. Russia
         b. England
         c. Limited contact
   B. Japan
      1. Shogun Tokugawa Ieyasu (1543 – 1616)
      2. Opening to the West
         a. The Portuguese
         b. Initially visitors welcomed
         c. Catholic missionaries
         d. The Dutch

XI. The Americas
   A. Spain and Portugal
   B. The West Indies
      1. The British and the French
      2. The “Sugar Factories”
   C. North America
      1. The Dutch
         a. New Netherlands
2. The English  
   a. Jamestown (1607)  
   b. Thirteen Colonies  
3. The French  
   a. Canada  

XII. The Impact of European Expansion  
A. The Conquered  
   1. Latin America  
   2. Catholic Missionaries  
B. The Conquerors  
   1. Opportunities for women  
   2. Economic Effects  
      a. Gold and silver  
   3. Exchange of plants and animals  
   4. Impact on European Lifestyle  
      a. Chocolate, coffee and tea  
   5. European Rivalries  
   6. New Views of the World  
      a. Gerardus Mercator (1512 – 1594) and his map  
   7. Psychological Impact  

XIII. Toward a World Economy  
A. Economic Conditions in the Sixteenth Century  
   1. Inflation  
B. The Growth of Commercial Capitalism  
   1. Joint stock trading companies  
   2. New economic institutions  
      a. The Bank of Amsterdam  
      b. Amsterdam Bourse (Exchange)  
   3. Agriculture  

XIV. Mercantilism  
A. Total volume of trade unchangeable  
B. Economic activity = war through peaceful means  
C. Importance of bullion and favorable balance of trade  
D. State Intervention  

XV. Overseas Trade and Colonies: Movement Toward Globalization  
A. Devastating effects to local populations in America and Africa  
B. Less impact in Asia  
C. Multiracial society in Latin America  
D. Ecology  
E. Catholic Missionaries  
   1. Conversion of native populations  
   2. Hospitals, orphanages and schools  
   3. The Jesuits in Asia  
   4. Conversions in China  
   5. Japan
Lesson Plan

AP Standards

1. Intellectual and Cultural History
   - Changes in religious thought and institutions
   - Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   - Impact of global expansion on European culture

2. Political and Diplomatic History
   - Relations between Europe and other parts of the world: colonialism, imperialism
   - The extension and limitation of rights and liberties
   - Relationship between domestic and foreign policies
   - Efforts to restrain conflict: treaties, diplomacy, international organizations

3. Social and Economic History
   - The character of, and changes in, agricultural production and organization
   - Commercial practices: mass production, consumption, economic and social impact
   - Competition: interdependence in national and world markets
   - Private and state roles in economic activity

Suggested Time
2 traditional classes or 1 block — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 14 at www.academic.cengage.com/history/spievogel.

Glossary

**Audiencias:** advisory group who assisted the viceroy in governing Spanish territories in the New World.

**Capital:** material wealth used or available for use in the production of more wealth.

**Conquistadors:** “conquerors.” Leaders in the Spanish conquests in the Americas, especially Mexico and Peru, in the sixteenth century.
**Encomienda**: a system that allowed Spanish settlers to collect tribute and use the labor of Native Americans.

**Joint-stock company**: a company or association that raises capital by selling shares to individuals who receive dividends on their investment while a board of directors runs the company.

**Mercantilism**: an economic theory that held that a nation’s prosperity depended on its supply of gold and silver and that the total volume of trade is unchangeable; therefore, advocated that the government play an active role in the economy by encouraging exports and discouraging imports, especially through the use of tariffs.

**Middle passage**: journey of slaves from Africa to America; the middle portion of the triangular trade.

**Portolani**: detailed navigational charts used by sailors for voyages in European waters; they were of little use for overseas voyages.

**Price revolution**: the dramatic rise in prices (inflation) that occurred throughout Europe in the sixteenth and early seventeenth centuries.

**Triangular trade**: economic exchange between Europe, Africa and America.

**Viceroy**: chief civil and military official over Spanish possessions in the New World.

See interactive Flashcards for Chapter 14 at www.academic.cengage.com/history/spielvogel.

**Lecture and Discussion Topics**

1. The Age of Encounter: Why the West?
2. The Age of Discovery: The Iberian Scramble for the World.
3. Economic and Political Expansion in the New World.
5. The Long-Term Socioeconomic Consequences of European Discovery of the New World.
Group Work Suggestions and Possible Projects

1. Have students examine various maps in order to familiarize themselves with the “New World” of the late 1400s and 1500s.

2. Have students do oral reports from their research on one of the Spanish or Portuguese explorers. Be sure to have them determine the reason(s) or motives for the explorer's venture.

3. Suggest students discuss and debate the relationship between economic and non-economic causes and motives as Europeans encountered the non-Western world.

4. Have students debate the issue of whether the New World could have become economically profitable for the West without the resources of the Africa slave trade.

5. Suggest that selected students research the reasons for the Chinese and Japanese responses to Western incursions into their territories and present their findings to the class.

6. In a panel discussion, have students explore and examine the possible reasons why the first era of globalization was largely the result of European initiative rather than Chinese or Arabic or some other non-Western state or society.

7. Have students debate the advantages and disadvantages which the Europeans and the non-Europeans gained from the Columbian exchange.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

Media Menu


Handout Masters & Black Line Transparency Masters

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

Test Bank

For an online Test Bank, see Chapter 14 in Instructor Resources at www.academic.cengage.com/history/spielvogel.
Suggested Readings

See comprehensive list of suggested readings at the end of Chapter 14.

Web Exercises

See Internet Exercises for Chapter 14 at www.academic.cengage.com/history/spielvogel.

Document Based Questions

Directions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.
Question: Using the documents and illustrations, analyze the motivations for European expansion and assess exploration’s effects on both the conquerors and the conquered. What motivated European exploration and in what ways did these voyages affect both the Europeans and the peoples they encountered?

Background: During the late 14th and early 15th centuries, Portugal and Spain, and later England, France, and the Netherlands, sponsored voyages of exploration. The contact the Europeans made with people in Asia, Africa and the Americans would have a profound impact on all of these culture.

Part A Questions

A. Document: The Portuguese Conquest of Malacca
   - Who are the Portuguese attacking in this selection?
   - What are the two reasons Alburquerque gives for the attack?

B. Document: Columbus Lands in the New World
   - How does Columbus describe the natives?
   - What does Columbus identify as the main goal of the King?
   - What else motivated the financing of Columbus’ voyage?

C. The Spanish Conquistador: Cortes and the Conquest of Mexico
   - How does Cortes describe Tenochtitlan?
   - What does Cortes find surprising about Tenochtitlan and why?
   - Why does Cortes emphasize the wealth of Tenochtitlan?

D. Document: Las Casas and the Spanish Treatment of the American Natives
   - For what purposes are the Spanish using the native people in this selection?
   - How do the Spanish treat their native workers?
   - Why is Las Casas particularly horrified by the way some of the natives die?
   - Why might Las Casas have exaggerated his account?

E. Document: The Atlantic Slave Trade
   - How do the slave traders initiate the trade?
   - How do the slave traders treat the slaves during the middle passage?
   - What happens to the captives once they reach the Antillies?
   - Who is the author of this account? Why might this make him more or less believable?
   - What long term political, economic, and social effects did the transatlantic slave trade have on African communities?

F. Document: West Meets East: An Exchange of Royal Letters
   - For what does King of France thank the King of Tonkin?
• What request does the King of France make to the King of Tonkin?
• According to the King of Tonkin, how do his people treat strangers?
• What answer does the King of Tonkin give to the King of France’s request?
• What similarities and differences do you notice in the content, tone, and diction of these letters?

G. Document: An Imperial Edict to the King of England
• How does Qianlong characterize Lord Macartney’s visit?
• What requests of King George III does Qianlong deny and why?
• What evidence does Qianlong give of the superiority of China?
• What is the tone of Qianlong’s response to King George III?

H. Document: The Mission
• What seems to be the focus of this mission in Paraguay?
• What effect does the ban on private property have on the native people?
• How do the Jesuits keep the native people happy?
• Why were the women forbidden to sew?
• Who is the author of this account? Why might this make him more or less believable?

I. Map 14.3: The Columbian Exchange
• What items came to Europe from the New World?
• What items came to the New World from Europe?

J. Illustration: A Seventeenth Century World Map
• How does this map compare to “Ptolemy’s World Map?”
• How did the discovery of new peoples affect the worldviews of the Europeans?