

## Key Concepts 1450-1750

### Topic 3.1 Empires Expand

#### Learning Objective A

Explain how and why various land-based empires developed and expanded from 1450 to 1750.

A. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.

B. Land empires included the Manchu in Central and East Asia; the Mughal in South and Central Asia; the Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.

C. Political and religious disputes led to rivalries and conflict between states.

#### ILLUSTRATIVE EXAMPLES

State rivalries:

- Safavid–Mughal conflict
- Songhai Empire’s conflict with Morocco

### Topic 3.2 Empires: Administration

#### Learning Objective B

A. Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.

B. Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources.

C. Rulers continued to use religious ideas, art, and monumental architecture to legitimize their rule.

D. Rulers used tribute collection, tax farming, and innovative tax-collection systems to generate revenue in order to forward state power and expansion.

#### ILLUSTRATIVE EXAMPLES

Bureaucratic elites or military professionals:

- Ottoman devshirme
- Salaried samurai
- Religious ideas:
  - Mexica practice of human sacrifice
  - European notions of divine right
- Songhai promotion of Islam
- Art and monumental architecture:
  - Qing imperial portraits
  - Incan sun temple of Cuzco
  - Mughal mausolea and mosques
- European palaces, such as Versailles
- Tax-collection systems:
  - Mughal zamindar tax collection
  - Ottoman tax farming
  - Mexica tribute lists
  - Ming practice of collecting taxes in hard currency

### Topic 3.3 Empires: Belief Systems

#### Learning Objective C

Explain continuity and change within the various belief systems during the period from 1450 to 1750.

A. The Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity.

B. Political rivalries between the Ottoman and Safavid empires intensified the split within Islam between Sunni and Shi’a.

C. Sikhism developed in South Asia in a context of interactions between Hinduism and Islam.

### Topic 3.4 Comparison in Land-Based Empires

### **Learning Objective D**

Compare the methods by which various empires increased their influence from 1450 to 1750.

#### **REVIEW: UNIT 3 KEY CONCEPTS**

- A. The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.
- B. In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.
- C. Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.
- D. Imperial expansion relied on the increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres.
- E. Land empires included the Manchu in Central and East Asia; Mughal in South and Central Asia; Ottoman in Southern Europe, the Middle East, and North Africa; and the Safavids in the Middle East.
- F. Political and religious disputes led to rivalries and conflict between states.

### **Topic 4.1 Technological Innovations from 1450 to 1750**

#### **Learning Objective A**

Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.

- A. Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.
- B. The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible.

#### **ILLUSTRATIVE EXAMPLES**

Innovations in ship design:

- Caravel
- Carrack
- Fluyt

European technological developments influenced by cross-cultural interactions with the Classical, Islamic, and Asian worlds:

- Lateen sail
- Compass
- Astronomical charts

### **Topic 4.2 Exploration: Causes and Events from 1450 to 1750**

#### **Learning Objective B**

Describe the role of states in the expansion of maritime exploration from 1450 to 1750.

- A. New state-supported transoceanic maritime exploration occurred in this period.

#### **Learning Objective C**

Explain the economic causes and effects of maritime exploration by the various European states.

- A. Portuguese development of maritime technology and navigational skills led to increased travel to and trade with Africa and Asia and resulted in the construction of a global trading-post empire.
- B. Spanish sponsorship of the voyages of Columbus and subsequent voyages across the Atlantic and Pacific dramatically increased European interest in transoceanic travel and trade. Northern Atlantic crossings were undertaken under English, French, and Dutch sponsorship, often with the goal of finding alternative sailing routes to Asia.

### **Topic 4.3 Columbian Exchange**

#### **Learning Objective D**

Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.

A. The new connections between the Eastern and Western Hemispheres resulted in the exchange of new plants, animals, and diseases, known as the Columbian Exchange.

B. European colonization of the Americas led to the unintentional transfer of disease vectors, including mosquitoes and rats, and the spread of diseases that were endemic in the Eastern Hemisphere, including smallpox, measles, and malaria. Some of these diseases substantially reduced the indigenous populations, with catastrophic effects in many areas.

C. American foods became staple crops in various parts of Europe, Asia, and Africa. Cash crops were grown primarily on plantations with coerced labor and were exported mostly to Europe and the Middle East.

D. Afro-Eurasian fruit trees, grains, sugar, and domesticated animals were brought by Europeans to the Americas, while other foods were brought by African slaves. Populations in Afro-Eurasia benefitted nutritionally from the increased diversity of American food crops.

#### **ILLUSTRATIVE EXAMPLES**

Domesticated animals:

- Horses
- Pigs
- Cattle

Foods brought by African slaves:

- Okra
- Rice

#### **Topic 4.4 Maritime Empires Established**

##### **Learning Objective E**

Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.

A. Europeans established new trading posts in Africa and Asia, which proved profitable for the rulers and merchants involved in new global trade networks. Some Asian states sought to limit the disruptive economic and cultural effects of European-dominated long-distance trade by adopting restrictive or isolationist trade policies.

B. Driven largely by political, religious, and economic rivalries, European states established new maritime empires, including the Portuguese, Spanish, Dutch, French, and British.

C. The expansion of maritime trading networks fostered the growth of states in Africa, including the Asante and the Kingdom of the Kongo, whose participation in trading networks led to an increase in their influence.

#### **ILLUSTRATIVE EXAMPLES**

Asian states that adopted restrictive or isolationist trade policies:

- Ming China
- Tokugawa Japan

Indian Ocean Asian merchants:

- Swahili Arabs
- Omanis
- Gujaratis
- Javanese

##### **Learning Objective F**

Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.

A. Despite some disruption and restructuring due to the arrival of Portuguese, Spanish, and Dutch merchants, existing trade networks in the Indian Ocean continued to flourish and included intra-Asian trade and Asian merchants.

B. Newly developed colonial economies in the Americas largely depended on agriculture, utilized existing labor systems, including the Incan mit'a, and introduced new labor systems including chattel slavery, indentured servitude, and encomienda and hacienda systems.

#### **Learning Objective G**

Explain changes and continuities in systems of slavery in the period from 1450 to 1750.

A. Slavery in Africa continued in its traditional norms, including incorporation of slaves into households and the export of slaves to the Mediterranean and the Indian Ocean regions.

B. The growth of the plantation economy increased the demand for slaves in the Americas, leading to significant demographic, social, and cultural changes.

#### **Topic 4.5 Maritime Empires Maintained and Developed**

#### **Learning Objective H**

Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

A. Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.

B. Economic disputes led to rivalries and conflict between states.

#### **ILLUSTRATIVE EXAMPLES**

Competition over trade routes:

- Muslim–European rivalry in the Indian Ocean
- Moroccan conflict with the Songhai Empire

Increased peasant and artisan labor:

- Western Europe—wool and linen
- India—cotton
- China—silk

#### **Learning Objective I**

Explain the continuities and changes in networks of exchange from 1450 to 1750.

A. The Atlantic trading system involved the movement of goods, wealth, and labor, including slaves.

B. The new global circulation of goods was facilitated by chartered European monopoly companies and the global flow of silver, especially from Spanish colonies in the Americas, which was used to purchase Asian goods for the Atlantic markets and satisfy Chinese demand for silver. Regional markets continued to flourish in Afro-Eurasia by using established commercial practices and new transoceanic and regional shipping services developed by European merchants.

C. Peasant and artisan labor continued and intensified in many regions as the demand for food and consumer goods increased.

#### **Learning Objective J**

Explain how political, economic, and cultural factors affected society from 1450 to 1750.

A. Some notable gender and family restructuring occurred, including demographic changes in Africa that resulted from the slave trades.

B. The Atlantic trading system involved the movement of labor—including slaves—and the mixing of African, American, and European cultures and peoples, with all parties contributing to this cultural synthesis.

#### **Learning Objective K**

Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.

A. In some cases, the increase and intensification of interactions between newly connected hemispheres expanded the reach and furthered development of existing religions, and contributed to religious conflicts and the development of syncretic belief systems and practices.

#### **Topic 4.6 Internal and External Challenges to State Power from 1450 to 1750**

##### **Learning Objective L**

Explain the effects of the development of state power from 1450 to 1750.

A. State expansion and centralization led to resistance from an array of social, political, and economic groups on a local level.

B. Slave resistance challenged existing authorities in the Americas.

##### **ILLUSTRATIVE EXAMPLES**

Local resistance:

- Pueblo Revolts
- Fronde
- Cossack revolts
- Maratha conflict with Mughals
- Ana Nzinga's resistance (as ruler of Ndongo and Matamba)
- Metacom's War (King Philip's War)

Slave resistance:

- The establishment of Maroon societies in the Caribbean and Brazil
- North American slave resistance

#### **Topic 4.7 Changing Social Hierarchies from 1450 to 1750**

##### **Learning Objective M**

Explain how social categories, roles, and practices have been maintained or have changed over time.

A. Many states, such as the Mughal and Ottoman empires, adopted practices to accommodate the ethnic and religious diversity of their subjects or to utilize the economic, political, and military contributions of different ethnic or religious groups. In other cases, states suppressed diversity or limited certain groups' roles in society, politics, or the economy.

B. Imperial conquests and widening global economic opportunities contributed to the formation of new political and economic elites, including in China with the transition to the Qing Dynasty and in the Americas with the rise of the Casta system.

C. The power of existing political and economic elites fluctuated as the elites confronted new challenges to their ability to affect the policies of the increasingly powerful monarchs and leaders.

##### **ILLUSTRATIVE EXAMPLES**

Differential treatment of groups in society, politics, and the economy:

- Expulsion of Jews from Spain and Portugal; the acceptance of Jews in the Ottoman Empire
- Restrictive policies against Han Chinese in Qing China
- Varying status of different classes of women within the Ottoman Empire

Existing elites:

- Ottoman timars
- Russian boyars
- European nobility

#### **Topic 4.8 Continuity and Change from 1450 to 1750**

##### **Learning Objective N**

Explain how economic developments from 1450 to 1750 affected social structures over time.

##### **REVIEW: UNIT 4 KEY CONCEPTS**

A. The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and had a significant social impact on the world.

B. Knowledge, scientific learning, and technology from the Classical, Islamic, and Asian worlds spread, facilitating European technological developments and innovation.

C. The developments included the production of new tools, innovations in ship designs, and an improved understanding of regional wind and currents patterns—all of which made transoceanic travel and trade possible

D. Although the world's productive systems continued to be heavily centered on agriculture, major changes occurred in agricultural labor, the systems and locations of manufacturing, gender and social structures, and environmental processes.

E. The demand for labor intensified as a result of the growing global demand for raw materials and finished products. Traditional peasant agriculture increased and changed in nature, plantations expanded, and the Atlantic slave trade developed and intensified.

F. Empires achieved increased scope and influence around the world, shaping and being shaped by the diverse populations they incorporated.

G. Economic disputes led to rivalries and conflict between states