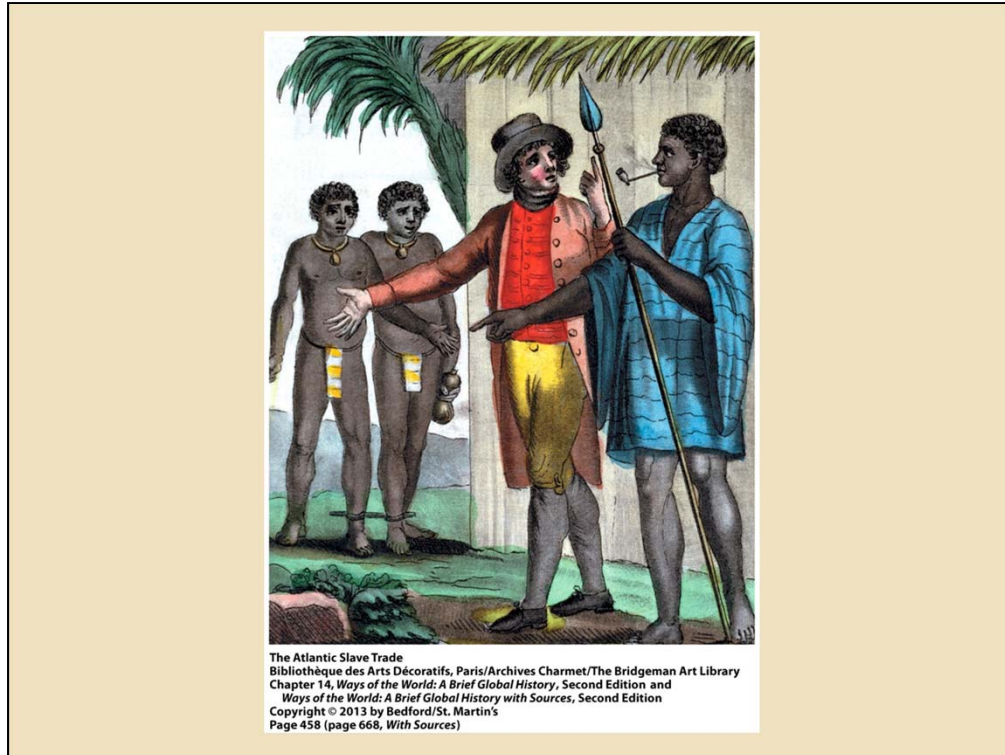


Robert W. Strayer

**Ways of the World: A Brief Global
History with Sources**
Second Edition

Chapter 14
Economic Transformations:
Commerce and Consequence, 1450–1750

Copyright © 2013 by Bedford/St. Martin's



1. Who are the men in this painting, and where are they?

This painting shows three Africans and a European, presumably in Africa. Specifically, this eighteenth-century French painting shows the trading port of Goree in what is now Dakar in Senegal. The vegetation in the background suggests a location outside of Europe. The African man on the right wears a shirt, holds a lance, and smokes a pipe. The two African figures to the left wear only loincloths, and one holds what looks like a bottle. Around their neck are rings that could be confused with necklaces, but given that their feet are shackled together, it is more likely that these are used to chain or tie them up. The two men are slaves. Based on his dress, the European seems to be wealthy.

2. What are the men in the front of the painting doing? What about the two in the background?

The African man holding the lance—an illustration of his force over the slaves—is engaged in a negotiation with the European trader over the sale of the two slaves. Neither man looks directly at the slaves; they only point their hands at them. Meanwhile, the slaves on the left look hapless and unsure of their fate.

3. What impression does this painting convey about the slave trade in Africa?

The painting suggests the willingness of Africans to engage in the slave trade themselves; it also shows the callous disregard for the human lives involved. Note the negotiating parties' disregard for the slaves in the background. At the same time, the shackled slaves look meek and submissive—a characterization that does not do justice to the women and men sold into slavery in the Atlantic trade.

I. Europeans and Asian Commerce

A. A Portuguese Empire of Commerce

1. Economic weaknesses but military strengths
2. Mombasa, Hormuz, Goa, Malacca, and Macao
3. "Trading post empire" and *cartaz* pass system
4. Entry into Asian trade
5. Decline after 1600

I. Europeans and Asian Commerce

A. A Portuguese Empire of Commerce

1. Economic weaknesses but military strengths: When the Portuguese made it into the Indian Ocean and entered the Indian ports, they soon discovered that their goods were not in demand, and they did not have the cash to buy the Asian items they desired. The Asian ports and the Asian economy as a whole were much wealthier than the Portuguese or other European economies. However, they also realized that Indian Ocean trade was generally unarmed. Thus they used their maneuverable ships and cannons to attack merchants and ports, taking what they wanted and establishing a series of ports for themselves as bases.

2. Mombasa, Hormuz, Goa, Malacca, and Macao: These Portuguese-controlled ports in East Africa, the Persian Gulf, India, Southeast Asia, and China gave the Portuguese entry into the Asian economy. They also served as naval bases to pursue their goals.

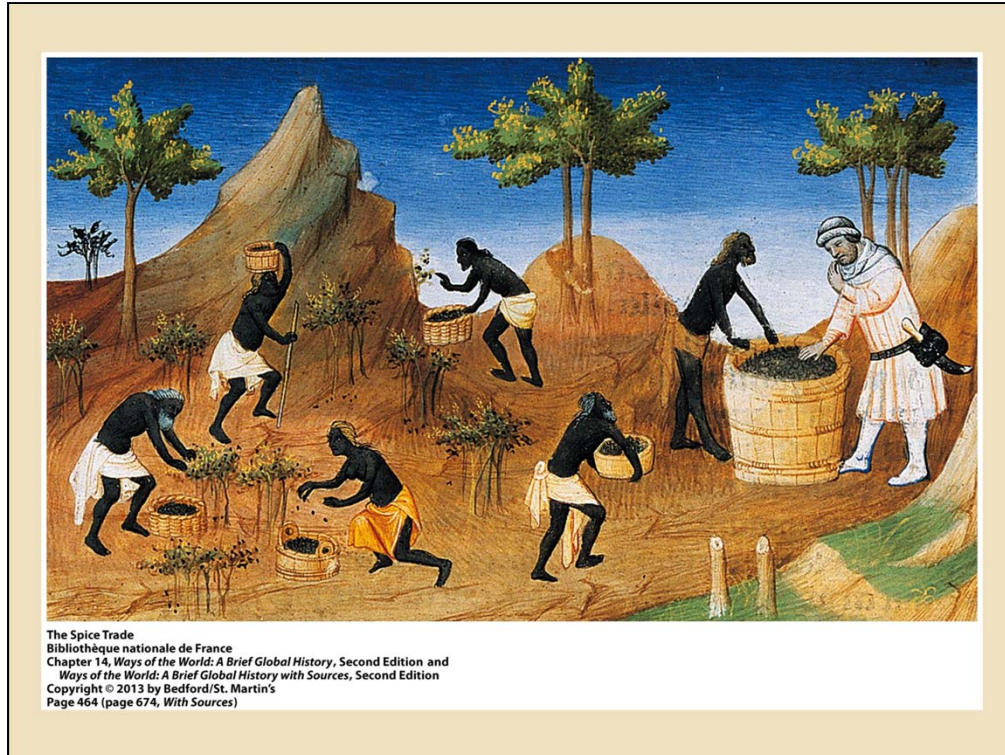
3. "Trading post empire" and *cartaz* pass system: Unlike the Spanish annexation of large tracts of land in the Americas, the Portuguese only seized this string of ports, creating what is known as a "trading post empire." From these ports, they tried to create a monopoly by forcing merchants (at the barrel of a cannon) to buy a *cartaz* pass. While this did make the Portuguese wealthy, they never established anything near to complete control of the Indian Ocean trade.

4. Entry into Asian trade: Soon the Portuguese realized that the real money was to be made not in exporting goods to Europe, and definitely not in trying to sell European goods in Asia, but by becoming a player in the existing Asian trade. Because it was mostly Portuguese men that traveled to the Indian Ocean, they quickly marry Asian women, producing a new Luso-Asian port culture.

5. Decline after 1600: Despite many successes, the trade post empire was poorly run and began to decline after 1600, just as other European powers began to make efforts to move into the Asian trade.



Map 14.1 Europeans in Asia in the Early Modern Era
 Chapter 14, *Ways of the World: A Brief Global History, Second Edition* and
Ways of the World: A Brief Global History with Sources, Second Edition
 Copyright © 2013 by Bedford/St. Martin's
 Page 462 (page 672, With Sources)



1. What are the people in this painting doing?

The six figures in white cloth draped around their waists are picking what look like small black berries (they are in fact peppercorns). The laborers collect the peppercorns to fill the large vat to the right, where a white man in full clothing, hat, and dagger seems to be tasting their crop.

2. What about this image suggests that this is part of the early modern period?

The white European figure on the right is a new addition to the spice trade, which had previously been occupied by Chinese, Arab, and South Asian people for centuries. Only in the fifteenth century did Europeans gain direct access to spices in the Indian Ocean.

3. Do you think the fully dressed man is a merchant or a slaveholder? Discuss.

The fact that the man is wearing a dagger could be a sign that he is willing to exercise force to control the workers. It is also notable that the workers in the field are both men and women, young and old. These two facts suggest that this European wielded the threat of force over the island natives.

I. Europeans and Asian Commerce

B. Spain and the Philippines

1. Lure of the Spice Islands
2. Magellan's voyage (1519–1521)
3. Spanish rule (1565–1898)
4. Mindanao and Islam as an ideology of resistance
5. Manila and the Chinese

I. Europeans and Asian Commerce

B. Spain and the Philippines

1. Lure of the Spice Islands: Spain posed the first challenge to the Portuguese spice trade. As the Spanish saw that Portugal began to generate wealth from the trade, the crown renewed efforts to establish a trade connection with Asia (Columbus' initial mission).
2. Magellan's voyage (1519–1521): Thanks to Ferdinand Magellan's ill-fated around-the-world voyage (he was killed in the southern Philippines but one of his officers brought the ships back to Portugal by continuing west), the Spanish had contact with the large Philippine archipelago.
3. Spanish rule (1565–1898): As the islands had no central government and as the Spanish came in with force and the pageantry of the Catholic church, they were able to win over many local leaders. The result was a relatively peaceful conquest. The Spanish were extremely successful in spreading the Catholic faith, which led to some disputations of traditional Filipino culture (role of women and a push toward larger settlements around a church rather than isolated villages).
4. Mindanao and Islam as an ideology of resistance: In the south, merchants had recently introduced Islam to the people of the large island of Mindanao. As this area resented Spanish rule and the spread of Catholicism, Islam served as an ideology of resistance.
5. Manila and the Chinese: This port city in the northwest became the focus of Spanish activity. Located close to the ports of southern China, more than 20,000 Chinese came to live in Manila. At times, tensions arose over their poor treatment by the Spanish, resulting in revolts and massacres, such as the one in 1603 when the Spanish killed some 20,000 Chinese.

I. Europeans and Asian Commerce

C. The East India Companies

1. Organized monopolies that could make war
2. Dutch seizure of the Spice Islands and Taiwan
3. British work with Mughals in India in textile trade
4. "Carrying trade" and bulk commodities

I. Europeans and Asian Commerce

C. The East India Companies

1. Organized monopolies that could make war: The British and Dutch represented a new threat to the Iberian trade in Asia. The northwestern Europeans benefitted from superior organization of their capital resources as well as their efficient and ruthless military compatibilities. In the seventeenth century, the Dutch in particular posed a major challenge to Portugal as they forced their way into the Asian trade.

2. Dutch seizure of the Spice Islands and Taiwan: The Dutch displayed their organization, determination, and ruthlessness when they seized the Spice Islands in order to establish a monopoly of cloves, mace, and nutmeg. In the Banda Islands, the Dutch killed, enslaved, or let starve some 15,000 inhabitants. They destroyed the crops of farmers who would not cooperate with their planned monopoly. Taiwan was less successful for the Dutch. When they took control of the islands in 1624, they found the local population insufficient for labor and encouraged migration from China. However, through this co-colonization, the Chinese population grew and the Chinese empire expelled the Dutch in 1662, making it a Chinese province.

3. British work with Mughals in India in textile trade: The Dutch were able not only to take the spice trade away from the Portuguese but they also kept the British out of it, forcing them to focus their activities on India. In India, the British were faced with the powerful Mughal Empire. They worked with the Mughals and established trading posts in Bombay, Calcutta, and Madras. The British merchants imported cotton textiles for their home economy.

4. "Carrying trade" and bulk commodities: Like the Portuguese before them, the British and Dutch discovered that they could make money in the inter-Asian trade carrying goods from one place to another. They also began to ship bulk items such as pepper, textiles, tea, and coffee, for a mass market. Later these trading posts would become formal colonial possessions.

I. Europeans and Asian Commerce

D. Asians and Asian Commerce

1. Limited European impact in Asia
2. Japan initially open but Tokugawa Shogun closed
3. Active Asians: Chinese, Southeast Asian women, Armenians, and Indians

I. Europeans and Asian Commerce

D. Asians and Asian Commerce

1. Limited European impact in Asia: Historians frequently stress new changes and can forget existing patterns and continuities. Asian trade remained largely an Asian affair. Europeans only controlled a few pieces of territory in the islands of Southeast Asia, and the powerful states of the mainland had nothing to fear from the small European fleets. Siam, for example, expelled troublesome French missionaries and colonists in 1688.
2. Japan initially open but Tokugawa Shogun closed: Japan provides an interesting case study in this era. When a civil war among the various daimyo lords wreaked havoc in the sixteenth century, many Japanese welcomed Europeans as sources of trade, new weapons, and a new faith (some 300,000 Japanese converted to Christianity). However, when a series of military leaders got the upper hand and established order under the Tokugawa Shogunate, they expelled the foreigners, executed the Japanese Christians, and forbid the Japanese from traveling abroad. Only the Dutch (who as Calvinists had little interests in missionary activities) were allowed to enter a single southern port to trade once a year.
3. Active Asians: Chinese, Southeast Asian women, Armenians, and Indians: While the Asian economy was still in the hands of Asian merchants, certain groups stood out for their entrepreneurial activity. Chinese merchants could be found throughout Southeast Asia, a region where indigenous Malay women played a prominent role in the local economy. Throughout Asia, Christian Armenians were active in the commerce that brought Asian goods west to Europe. In India, a number of merchant firms frequently held the upper hand in dealing with the British.

II. Silver and Global Commerce

- A. Discovery of Bolivian and Japanese silver deposits
- B. Spanish American silver to Manila and then China
- C. Chinese taxes paid in silver
- D. Potosí
- E. Rise and fall of Spanish economy

II. Silver and Global Commerce

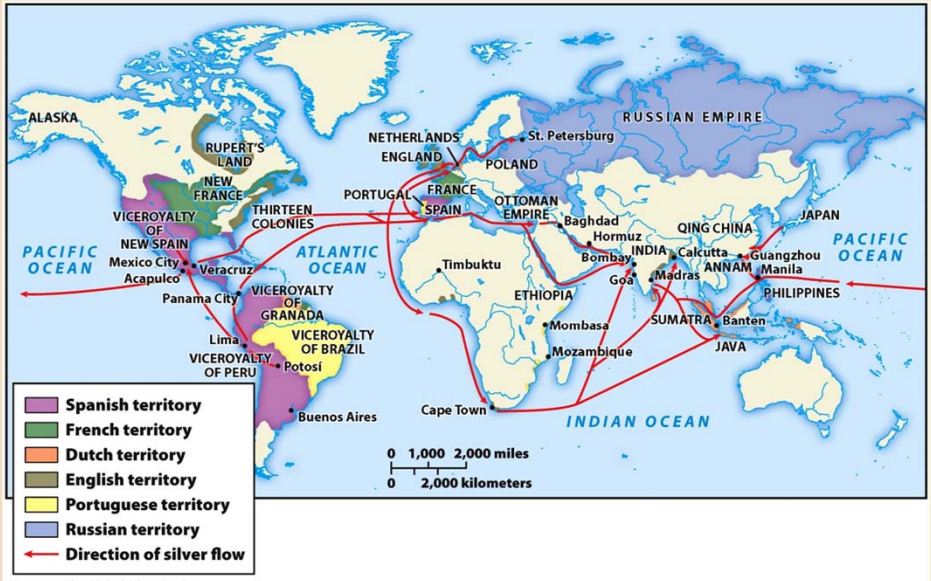
A. Discovery of Bolivian and Japanese silver deposits: In the sixteenth century, large silver deposits were discovered in Japan and what is now Bolivia. This set in motion a new and dynamic phase in world economic history.

B. Spanish American silver to Manila and then China: Silver from the Andes came to dominate global trade. Some estimate that 85 percent of the world's silver came from the Spanish American colonies. Spanish "pieces of eight" were a standard coin around the world. Much of Spain's silver flowed west to Manila where it was then spent on Chinese goods before it made its way into China proper. Silver that went toward Europe was frequently spent on Asian imports.

C. Chinese taxes paid in silver: The government decree that a centralized tax would be paid in silver dramatically increased demand for the precious metal in China.

D. Potosí: High in the Andes, this was the most important Spanish silver mine. The city had a fabulously wealthy elite and a massive impoverished population of laborers. Conditions were so bad in the mines that slaves were used and locals who were drafted into the mines were given a funeral before they left home. The impact of the mining industry was devastating to the local environment, causing pollution, deforestation, and flooding.

E. Rise and fall of Spanish economy: Ironically, the Spanish discovery of a massive silver mine had a long-term damaging impact on Spain. Silver generated inflation, and Spanish production could not compete with imports. Furthermore, the Spanish elite were aristocratic and disdainful of entrepreneurial activity, and Catholic fundamentalism did not welcome Jewish and Protestant merchants into the country. Once the price of silver fell in the seventeenth century, Spain quickly lost its dominant role within Europe.



Map 14.2 The Global Silver Trade
Chapter 14, *Ways of the World: A Brief Global History, Second Edition* and
Ways of the World: A Brief Global History with Sources, Second Edition
Copyright © 2013 by Bedford/St. Martin's
Page 469 (page 679, With Sources)

II. Silver and Global Commerce

F. “General crisis” of the seventeenth century

G. Japan’s silver management

H. Commercialization, specialization, and deforestation in China

I. China and India out-produce Europe

II. Silver and Global Commerce

F. “General crisis” of the seventeenth century: The influx of silver caused inflation around the world and destabilized many societies, leading to a “general crisis” from Europe to Southeast Asia.

G. Japan’s silver management: Japan did a much better job managing the impact of silver. The military leaders used the silver to win the civil war, establish order, close the borders, foster alliances with merchants, and protect the remaining forests. The Japanese population took measures to lower the birthrate. Together these moves averted an ecological crisis and fostered a flourishing commercialized economy. This laid the ground work for nineteenth-century industrialization.

H. Commercialization, specialization, and deforestation in China: With the government demanding silver for taxes, the Chinese population became increasingly entrepreneurial and commercialized. Many regions began to specialize their agriculture or craft production for export to a commercial economy. Unfortunately, this economic dynamism took a heavy toll on the forests and signaled an impending ecological problem that blocked further growth.

I. China and India out-produce Europe: In the global economy, Europeans could not out-produce their Asian rivals. Thus the Spanish elite in the Americas bought Chinese silk for substantially cheaper than Spanish silk, and British consumers preferred less-expensive Indian cottons to British textiles. Asia, and more specifically China, was thus the center of the world system.

III. The “World Hunt”: Fur in Global Commerce

- A. North American and Siberian fur sources
- B. European population growth and “Little Ice Age”
- C. European goods traded for American furs
- D. Impact on Native American societies
- E. Siberian furs to Europe, China, and the Ottomans
- F. Impact on Siberians

III. The “World Hunt”: Fur in Global Commerce

A. North American and Siberian fur sources: With the discovery of North America and the Russian penetration of Siberia, the world market gained access to massive populations of animals with desirable furs and skins.

B. European population growth and “Little Ice Age”: As Europe’s population grew, demands for furs and deer skins increased. As the region experienced a Little Ice Age, there was even more demand for furs to keep warm. This created the incentive for the Dutch to move into the Hudson Valley region and the French to explore the St. Lawrence in search of beaver furs, while in the southern colonies, the British exploited deer populations for their skins.

C. European goods traded for American furs: Few Europeans themselves hunted and trapped. Rather, they served as traders bringing European goods such as firearms and pots to posts where they bartered with Native American hunters.

D. Impact on Native American societies: Native Americans did most of the labor in the fur trade, but they were not forced and made rational market choices to get European goods. While the fur trade initially benefited some tribes and groups as they gained new wealth and new durable goods, the arrival of European diseases and alcohol both took a heavy toll. Due to the social dislocation, rivalries amongst tribes became more intense and resulted in brutal wars set against fearsome epidemics.

E. Siberian furs to Europe, China, and the Ottomans: As Russians moved into Siberia, they encountered a similar situation and used the indigenous people to collect furs for export to Europe, China, and the Ottoman Empire.

F. Impact on Siberians: The Siberians suffered from many of the same sources that wreaked havoc in North America. Disease took an especially fearsome toll, as did Russian taxes and heavy-handed tax collectors.



Map 14.3 The North American Fur Trade
 Chapter 14, *Ways of the World: A Brief Global History*, Second Edition and
Ways of the World: A Brief Global History with Sources, Second Edition
 Copyright © 2013 by Bedford/St. Martin's
 Page 474 (page 684, With Sources)

IV. Commerce in People: The Atlantic Slave Trade

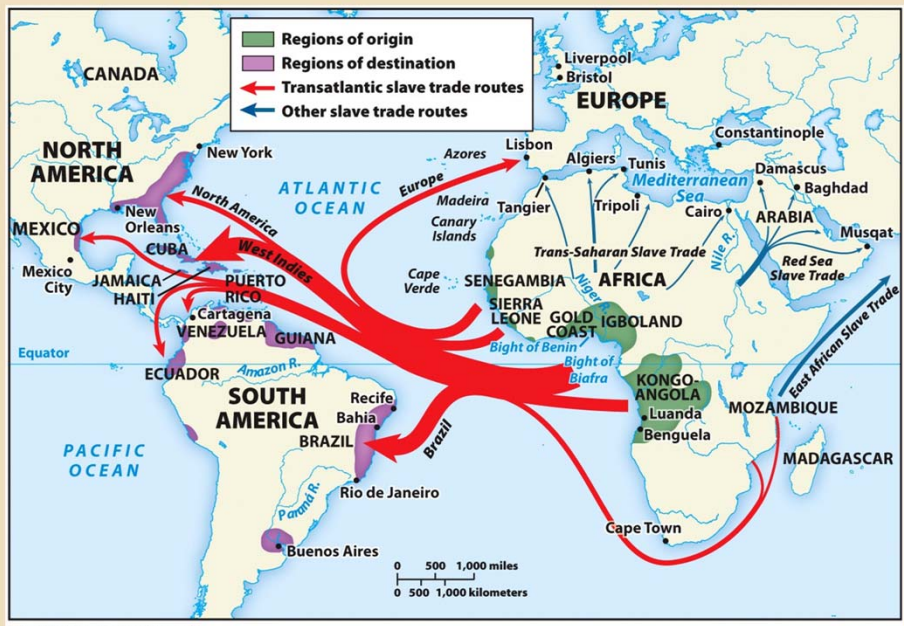
A. The Slave Trade in Context

1. Varieties of slaveries before 1500
2. Uniqueness of slavery in the Americas
3. Sugar and other plantation crops: tobacco and cotton
4. Why Africans?

IV. Commerce in People: The Atlantic Slave Trade

A. The Slave Trade in Context

1. Varieties of slaveries before 1500: Prior to the Atlantic slave trade, the Mediterranean and Indian Ocean were main centers of slavery with Russia and sub-Saharan Africa as important sources of slaves; so much so that "Slav" became the root word for "slave." Much of this trade was in the hands of Muslim merchants who preferred female to male slaves by a margin of two to one.
2. Uniqueness of slavery in the Americas: The Atlantic slave trade was unique for several reasons: scale and size as some 12.5 million Africans were sent on the Middle Passage and almost 2 million died before reaching the Americas; the slaves were primarily male and used overwhelmingly for plantation agriculture; slave status became hereditary; slaves had no rights at all; and the slaves were racially distinct "Africans."
3. Sugar and other plantation crops: tobacco and cotton: Europeans learned about sugar from Muslims, and the first Mediterranean sugar plantations used white slaves from Eastern Europe. Later tobacco and cotton would be grown as plantation crops for export to Europe and elsewhere.
4. Why Africans?: As the Great Dying made Native American labor scarce and Europeans had difficulty with the tropical environment and diseases, plantation owners had to look elsewhere for labor. Africa was geographically close, and the Portuguese had already discovered the existing African slave markets. The Pope sanctioned the slavery of Muslims and pagans. Racism also played a role. Europeans inherited some aspects of Islamic racism and surely developed their own type of racism.



Map 14.4 The Atlantic Slave Trade
 Chapter 14, *Ways of the World: A Brief Global History*, Second Edition and
Ways of the World: A Brief Global History with Sources, Second Edition
 Copyright © 2013 by Bedford/St. Martin's
 Page 477 (page 687, With Sources)

IV. Commerce in People: The Atlantic Slave Trade

B. The Slave Trade in Practice

1. African slave traders
2. European and Indian goods to African consumers
3. Where did the slaves come from?

IV. Commerce in People: The Atlantic Slave Trade

B. The Slave Trade in Practice

1. African slave traders: As Europeans would die from exposure to African diseases and as many African states had strong militaries, Europeans did not engage in slave raiding after an initial Portuguese effort. Instead, Europeans waited on the coasts for African slave traders to bring the human cargo from the interior. Without these African slave merchants, the Atlantic slave trade would have been impossible.

2. European and Indian goods to African consumers: African slave merchants were active consumers of European and Indian goods. They traded humans for weapons and other manufactured items but also for Indian Ocean cowry shells (used as currency and jewelry) and Indian cotton textiles.

3. Where did the slaves come from?: The humans who were turned into an export commodity were often prisoners of war, debtors, and criminals. The main source was the West African coast from present-day Mauritania to Angola. There was no pan-African identity at this time.

IV. Commerce in People: The Atlantic Slave Trade

C. Consequences: The Impact of the Slave Trade in Africa

1. Negative demographic and economic impact
2. Corrupting effect
3. Rising labor demands on women and polygamy
4. New opportunities for women
5. Options and choices for African states

IV. Commerce in People: The Atlantic Slave Trade

C. Consequences: The Impact of the Slave Trade in Africa

1. Negative demographic and economic impact: The loss of millions of people, primarily working-age men, slowed the growth of African populations and retarded economic development.
2. Corrupting effect: Involvement in the capture and sale of human beings had a corrupting effect on African societies, leading to reactions such as the Lemba cult.
3. Rising labor demands on women and polygamy: With fewer men, there were increased demands on women for agricultural labor. The numbers also made it possible for men to take more wives.
4. New opportunities for women: The merchants' activity of the trade did allow some women to find new niches as entrepreneurs.
5. Options and choices for African states: It is important to remember that Africans participated in a market and could choose to opt out. Benin, for example, engaged in trade but not the slave trade; its neighbor Dahomey, on the other hand, did enter the slave trade in a big way.

V. Reflections: Economic Globalization— Then and Now

- A. Similarities with the past but our lives are different**
- B. How old is globalization?**
- C. What is different about globalization today?**
- D. Globalization tied to empire and slavery**

V. Reflections: Economic Globalization—Then and Now

A. Similarities with the past but our lives are different: History offers a profound paradox. While we might find many similarities between our life and the past, there are fundamental differences.

B. How old is globalization? If we look at the history of globalization, we can trace its roots back very far in time.

C. What is different about globalization today? However, in today's world, globalization relies on instantaneous communication and rapid transportation. These were unimaginable in previous eras. Furthermore, the scale of globalization has increased dramatically.

D. Globalization tied to empire and slavery: We must acknowledge the historical connection between empire and slavery and the centuries-long process of globalization.



Visual Source 14.1 Tea and Porcelain in Europe
Erich Lessing/Art Resource, NY
Chapter 14, *Ways of the World: A Brief Global History with Sources*, Second Edition
Copyright © 2013 by Bedford/St. Martin's
Page 711



Visual Source 14.2 A Chocolate Party in Spain
Courtesy Museu de Ceràmica, Barcelona. Photo: Guillem Fernandez-Huerta
Chapter 14, *Ways of the World: A Brief Global History with Sources*, Second Edition
Copyright © 2013 by Bedford/St. Martin's
Page 713



Visual Source 14.3 An Ottoman Coffeehouse
Chester Beatty Library, Dublin, Ms 439, folio 9
Chapter 14, *Ways of the World: A Brief Global History with Sources*, Second Edition
Copyright © 2013 by Bedford/St. Martin's
Page 715



Visual Source 14.4 Clothing and Status in Colonial Mexico
Ornoz
Chapter 14, *Ways of the World: A Brief Global History with Sources*, Second Edition
Copyright © 2013 by Bedford/St. Martin's
Page 716