



Illustration from the *Padshahnama*, ca. 1630–1640 (bodycolour with gold on paper)/Royal Collection Trust © Her Majesty Queen Elizabeth II, 2014/Bridgeman Images

# Political Transformations

## Empires and Encounters

1450–1750

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“What he [Vladimir Putin] wants to do, you can just see the lust in his eyes, he wants to re-create the Russian empire, and this move on Crimea is his first step.” So said U.S. senator Bill Nelson in March of 2014, referring to the Russian president’s actions in seizing Crimea and in pressuring Ukraine to remain within a Russian sphere of influence. In reflecting on this very current political situation, the senator, and many others as well, invoked the Russian Empire, which had taken shape during the early modern era. In the same vein, commentators on the economic and political resurgence of twenty-first-century Turkey often refer to it as an effort “to rebuild the Ottoman Empire,” likewise a creation of the early modern era.<sup>1</sup> In such ways, the memories of these earlier empires continue to shape understanding of current events and perhaps to inspire actions in the present as well.

As these comments imply, empire building has been largely discredited during the twentieth and twenty-first centuries, and “imperialist” has become a term of insult rather than a source of pride. How very different were the three centuries (1450–1750) of the early modern era, when empire building was a global process! In the Americas, the Aztec and Inca empires flourished before they were incorporated into the rival empires of the Spanish, Portuguese, British, French, and Dutch, constructed all across the Western Hemisphere. Within those imperial systems, vast transformations took place: old societies were destroyed, and new societies arose as Native Americans, Europeans, and Africans came into sustained contact with one another for the first time in world history.

**The Mughal Empire** Among the most magnificent of the early modern empires was that of the Mughals in India. In this painting by an unknown Mughal artist, the seventeenth-century emperor Shah Jahan is holding a *darbar*, or ceremonial assembly, in the audience hall of his palace. The material splendor of the setting shows the immense wealth of the court, while the halo around Shah Jahan’s head indicates the special spiritual grace or enlightenment associated with emperors.

It was a revolutionary encounter with implications that extended far beyond the Americas themselves.

But European empires in the Americas were not alone on the imperial stage of the early modern era. Across the immense expanse of Siberia, the Russians constructed what was then the world's largest territorial empire, making Russia an Asian as well as a European power. Qing (chihng) dynasty China penetrated deep into Inner Asia, doubling the size of the country while incorporating millions of non-Chinese people who practiced Islam, Buddhism, or animistic religions. On the South Asian peninsula, the Islamic Mughal Empire brought Hindus and Muslims into a closer relationship than ever before, sometimes quite peacefully and at other times with great conflict. In the Middle East, the Turkish Ottoman Empire reestablished something of the earlier political unity of heartland Islam and posed a serious military and religious threat to European Christendom.

Thus the early modern era was an age of empire. Within their borders, those empires mixed and mingled diverse peoples in a wide variety of ways. Those relationships represented a new stage in the globalization process and new arenas of cross-cultural encounter. The transformations they set in motion echo still in the twenty-first century.

### SEEKING THE MAIN POINT

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 more striking?

### AP® EXAM TIP

Take good notes on the progression of European conquest of the Americas.

## European Empires in the Americas

Among the early modern empires, those of Western Europe were distinctive because the conquered territories lay an ocean away from the imperial heartland, rather than adjacent to it. Following the breakthrough voyages of Columbus, the Spanish focused their empire-building efforts in the Caribbean and then, in the early sixteenth century, turned to the mainland, with stunning conquests of the powerful but fragile Aztec and Inca empires. Meanwhile, the Portuguese established themselves along the coast of present-day Brazil. In the early seventeenth century, the British, French, and Dutch launched colonial settlements along the eastern coast of North America. From these beginnings, Europeans extended their empires to encompass most of the Americas, at least nominally, by the mid-eighteenth century (see Map 13.1). It was a remarkable achievement. What had made it possible?

### *The European Advantage*

Geography provides a starting point for explaining Europe's American empires. Countries on the Atlantic rim of Europe (Portugal, Spain, Britain, and France) were simply closer to the Americas than were any potential Asian competitors. Furthermore, the fixed winds of the Atlantic blew steadily in the same direction. Once these air currents were understood and mastered, they provided a far different maritime environment than the alternating monsoon winds of the Indian Ocean, in

### Guided Reading Question

#### ■ CONNECTION

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

## A MAP OF TIME

1453	Ottoman conquest of Constantinople
1464–1591	Songhay Empire in West Africa
1480	Russia emerges from Mongol rule
1494	Treaty of Tordesillas divides the Americas between Spain and Portugal
1501	Safavid Empire established in Persia/Iran
1519–1521	Spanish conquest of Aztec Empire
1526	Mughal Empire established in India
1529	Ottoman siege of Vienna
1530s	First Portuguese plantations in Brazil
1532–1540	Spanish conquest of Inca Empire
1550	Russian expansion across Siberia begins
1565	Spanish takeover of Philippines begins
1607	Jamestown, Virginia: first permanent English settlement in Americas
1608	French colony established in Quebec
1680–1760	Chinese expansion into Inner Asia
1683	Second Ottoman siege of Vienna
After 1707	Fragmentation of Mughal Empire

which Asian powers had long operated. European innovations in mapmaking, navigation, sailing techniques, and ship design—building on earlier models from the Mediterranean, Indian Ocean, and Chinese regions—likewise enabled Europeans to penetrate the Atlantic Ocean. The enormously rich markets of the Indian Ocean world provided little incentive for its Chinese, Indian, or Muslim participants to venture much beyond their own waters.

Europeans, however, were powerfully motivated to do so. After 1200 or so, European elites were increasingly aware of their region's marginal position in the rich world of Eurasian commerce and were determined to gain access to that world. Once the Americas were discovered, windfalls of natural resources, including highly productive agricultural lands, drove further expansion, ultimately underpinning the long-term growth of the European economy into the nineteenth and twentieth centuries. Beyond these economic or ecological stimuli, rulers were driven by the enduring rivalries of competing states. The growing and relatively independent merchant class in a rapidly commercializing Europe sought direct access to Asian wealth

### AP® EXAM TIP

Make a list of the powerful motivations for European exploration.



**Map 13.1** European Colonial Empires in the Americas

By the beginning of the eighteenth century, European powers had laid claim to most of the Western Hemisphere. Their wars and rivalries during that century led to an expansion of Spanish and English claims, at the expense of the French.

to avoid the reliance on Muslim intermediaries that they found so distasteful. Impoverished nobles and commoners alike found opportunity for gaining wealth and status in the colonies. Missionaries and others were inspired by crusading zeal to enlarge the realm of Christendom. Persecuted minorities were in search of a new start in life. All of these compelling motives drove the relentlessly expanding imperial frontier in the Americas. Summarizing their intentions, one Spanish conquistador declared: “We came here to serve God and the King, and also to get rich.”<sup>2</sup>

In carving out these empires, often against great odds and with great difficulty, Europeans nonetheless bore certain advantages, despite their distance from home. Their states and trading companies enabled the effective mobilization of both human and material resources. Their seafaring technology, built on Chinese and Islamic precedents, allowed them to cross the Atlantic with growing ease, transporting people and supplies across great distances. Their ironworking technology, gunpowder weapons, and horses initially had no parallel in the Americas, although many peoples subsequently acquired them.

Divisions within and between local societies provided allies for the determined European invaders. Various subject peoples of the Aztec Empire, for example, resented Mexica domination and willingly joined Hernán Cortés in the Spanish assault on that empire. In the final attack on the Aztec capital of Tenochtitlán, Cortés’s forces contained fewer than 1,000 Spaniards and many times that number of Tlaxcalans, former subjects of the Aztecs. After their defeat, tens of thousands of Aztecs themselves joined Cortés as he carved out a Spanish Mesoamerican empire far larger than that of the Aztecs. (See *Zooming In: Doña Marina*, page 558.) Much of the Inca elite, according to a recent study, “actually welcomed the Spanish invaders as liberators and willingly settled down with them to share rule of Andean farmers and miners.”<sup>3</sup> A violent dispute between two rival contenders for the Inca throne, the brothers Atahualpa and Huáscar, certainly helped the European invaders recruit allies to augment their own minimal forces. In short, Spanish military victories were not solely of their own making, but the product of alliances with local peoples, who supplied the bulk of the Europeans’ conquering armies.

Perhaps the most significant of European advantages lay in their germs and diseases, with which Native Americans had no familiarity. Those diseases decimated society after society, sometimes in advance of the Europeans’ actual arrival. In particular regions such as the Caribbean, Virginia, and New England, the rapid buildup of immigrant populations, coupled with the sharply diminished native numbers, allowed Europeans to actually outnumber local peoples within a few decades.

### *The Great Dying and the Little Ice Age*

Whatever combination of factors explains the European acquisition of empires in the Americas, there is no doubting their global significance. Chief among the consequences was the demographic collapse of Native American societies. Although precise figures remain the subject of much debate, scholars generally agree that the

#### AP® EXAM TIP

Know the factors that led to the Spanish conquest of the Aztec and Inca empires.

#### AP® EXAM TIP

A question about the demographic effects of European diseases on the Americas almost always appears on the AP® exam.

## Doña Marina: Between Two Worlds

In her brief life, she was known variously as Malinal, Doña Marina, and La Malinche.<sup>4</sup> By whatever name, she was a woman who experienced the encounter of the Old World and the New in particularly intimate ways, even as she became a bridge between them. Born around 1505, Malinal was the daughter of an elite and cultured family in the borderlands between the Maya and Aztec cultures in what is now southern Mexico. Two dramatic events decisively shaped her life. The first occurred when her father died and her mother remarried, bearing a son to her new husband. To protect this boy's inheritance, Malinal's family sold her into slavery. Eventually, she came into the possession of a Maya chieftain in Tabasco on the Gulf of Mexico.

Here her second life-changing event took place in March 1519, when the Spanish conquistador Hernán Cortés landed his troops and inflicted a sharp military defeat on Tabasco. In the negotiations that followed, Tabasco authorities gave lavish gifts to the Spanish, including twenty women, one of whom was Malinal.



Doña Marina (center left) translating for Cortés.

Described by Bernal Díaz, one of Cortés's associates, as "good-looking, intelligent, and self-assured," the teenage Malinal soon found herself in service to Cortés himself. Since Spanish men were not supposed to touch non-Christian women, these newcomers were distributed among his officers, quickly baptized, and given Christian names. Thus Malinal became Doña Marina. With a ready ear for languages and already fluent in Mayan and Nahuatl, the language of the Aztecs, Doña Marina soon picked up Spanish and quickly became indispensable to Cortés as an interpreter, cross-cultural broker, and strategist. She accompanied him on his march inland to the Aztec capital, Tenochtitlán, and on several occasions her language skills and cultural awareness allowed her to uncover spies and plots that might well have seriously impeded Cortés's defeat of the Aztec Empire. Díaz reported that "Doña Marina, who understood full well what was happening, told [Cortés] what

photo: Biblioteca Nacional Madrid/Giraudon/Bridgeman Images

pre-Columbian population of the Western Hemisphere was substantial, perhaps 60 to 80 million. The greatest concentrations of people lived in the Mesoamerican and Andean zones, which were dominated by the Aztec and Inca empires. Long isolation from the Afro-Eurasian world and the lack of most domesticated animals meant the absence of acquired immunities to Old World diseases such as smallpox, measles, typhus, influenza, malaria, and, later, yellow fever.

Therefore, when Native American peoples came into contact with these European and African diseases, they died in appalling numbers, in many cases losing up to 90 percent of the population. As one recent historian has noted, "It was as if the suffering these diseases had caused in Eurasia over the past millennia were concentrated into the span of decades."<sup>5</sup> The densely settled peoples of Caribbean islands

was going on.” In the Aztec capital, where Cortés took the emperor Moctezuma captive, it fell to Doña Marina to persuade him to accept this humiliating position and surrender his wealth to the Spanish. Even Cortés, who was never very gracious with his praise for her, acknowledged that “after God, we owe this conquest of New Spain to Doña Marina.” Aztecs soon came to see this young woman as the voice of Cortés, referring to her as La Malinche, a Spanish approximation of her original name. So paired did Cortés and La Malinche become in Aztec thinking that Cortés himself was often called “Malinche.”

More than an interpreter for Cortés, Doña Marina also became his mistress and bore him a son. But after the initial conquest of Mexico was complete and he no longer needed her skills, Cortés married Doña Marina off to another Spanish conquistador, Juan Jaramillo, with whom she lived until her death, probably around 1530. Cortés did provide her with several pieces of land, one of which, ironically, had belonged to Moctezuma. Her son, however, was taken from her and raised in Spain.

In 1523, Doña Marina performed one final service for Cortés, accompanying him on a mission to Honduras to suppress a rebellion. There her personal life seemed to come full circle, for near her hometown she encountered her mother, who had sold her into slavery, and her half brother. Díaz reported that they “were very much afraid

of Doña Marina,” thinking that they would surely be put to death by their now-powerful and well-connected relative. But in a replay of the biblical story of Joseph and his brothers, Doña Marina quickly reassured and forgave them, while granting them “many golden jewels and some clothes.”

In the centuries since her death, Doña Marina has been highly controversial. For much of the colonial era, she was viewed positively as an ally of the Spanish. But after independence, some came to see her as a traitor to her own people, shunning her heritage and siding with the invaders. Still others have considered her as the mother of Mexico’s mixed-race, or mestizo, culture. Should she be understood primarily as a victim or as a skillful survivor negotiating hard choices under difficult circumstances?

Whatever the judgments of later generations, Doña Marina herself seems to have made a clear choice to cast her lot with the Europeans. Even when Cortés had given her to another man, Doña Marina expressed no regret. According to Díaz, she declared, “Even if they were to make me mistress of all the provinces of New Spain, I would refuse the honor, for I would rather serve my husband and Cortés than anything else in the world.”

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

virtually vanished within fifty years of Columbus’s arrival. Central Mexico, with a population estimated at some 10 to 20 million before the Spanish conquest, declined to about 1 million by 1650. A native Nahuatl (nah-watl) account depicted the social breakdown that accompanied the smallpox pandemic: “A great many died from this plague, and many others died of hunger. They could not get up to search for food, and everyone else was too sick to care for them, so they starved to death in their beds.”<sup>6</sup>

The situation was similar in Dutch and British territories of North America. A Dutch observer in New Netherland (later New York) reported in 1656 that “the Indians . . . affirm that before the arrival of the Christians, and before the small pox broke out amongst them, they were ten times as numerous as they are now, and



that their population had been melted down by this disease, whereof nine-tenths of them have died.”<sup>7</sup> To Governor Bradford of Plymouth colony (in present-day Massachusetts), such conditions represented the “good hand of God” at work, “sweeping away great multitudes of the natives . . . that he might make room for us.”<sup>8</sup> Not until the late seventeenth century did native numbers begin to recuperate somewhat from this catastrophe, and even then, they did not recover everywhere.

**AP<sup>®</sup> EXAM TIP**

You need to know examples of the effects of environmental events on human history.

As the Great Dying took hold in the Americas, it interacted with another natural phenomenon, this time one of genuinely global proportions. Known as the Little Ice Age, it was a period of unusually cool temperatures that spanned much of the early modern period, most prominently in the Northern Hemisphere. Scholars continue to debate its causes. Some have suggested a low point in sunspot activity, leading to less intense solar irradiation of the earth, while others have argued that the chief cause was volcanic eruptions, whose ash and gases blocked the sun’s warming energy in the upper atmosphere. More recently, some scientists have linked the Little Ice Age to the demographic collapse in the Americas. The Great Dying, they argue, resulted in the desertion of large areas of Native American farmland and ended the traditional practices of forest management through burning in many regions. These changes sparked a resurgence of plant life, which in turn took large amounts of carbon dioxide, a greenhouse gas, out of the atmosphere, contributing to global cooling. Whatever the causes, shorter growing seasons and less hospitable weather conditions adversely affected food production in regions across the globe.

While the onset, duration, and effects of the Little Ice Age varied from region to region, the impact of a cooler climate reached its peak in many regions in the mid-seventeenth century, helping to spark what scholars term the General Crisis. Much of China, Europe, and North America experienced record or near-record cold winters during this period. Regions near the equator in the tropics and Southern Hemisphere also experienced extreme conditions and irregular rainfall, resulting, for instance, in the growth of the Sahara Desert. Wet, cold summers reduced harvests dramatically in Europe, while severe droughts ruined crops in many other regions, especially China, which suffered its worst years of drought in the previous five centuries between 1637 and 1641. Difficult weather conditions accentuated other stresses in societies, leading to widespread famines, epidemics, uprisings, and wars in which millions perished. Eurasia did not escape lightly from these stresses: the collapse of the Ming dynasty in China, nearly constant warfare in Europe, and civil war in Mughal India all occurred in the context of the General Crisis, which only fully subsided when more favorable weather patterns returned in the eighteenth century.

Nor were the Americas, already devastated by the Great Dying, spared the suffering that accompanied the Little Ice Age and the General Crisis of the seventeenth century. In central Mexico, heartland of the Aztec Empire and the center of Spanish colonial rule in the area, severe drought in the five years after 1639 sent the price of maize skyrocketing, left granaries empty and many people without water, and prompted an unsuccessful plot to declare Mexico’s independence from Spain.

Continuing drought years in the decades that followed witnessed repeated public processions of the statue of Our Lady of Guadalupe, who had gained a reputation for producing rain. The Caribbean region during the 1640s experienced the opposite condition—torrential rains that accompanied more frequent El Niño weather patterns—which provided ideal conditions for the breeding of mosquitoes that carried both yellow fever and malaria. A Maya chronicle for 1648 noted, “There was bloody vomit and we began to die.””

Like the Great Dying, the General Crisis reminds us that climate often plays an important role in shaping human history. But it also reminds us that human activity—the importation of deadly diseases to the Americas, in this case—may also help shape the climate, and that this has been true long before the twenty-first century.

## The Columbian Exchange

In sharply diminishing the population of the Americas, the Great Dying and the impact of the Little Ice Age created an acute labor shortage and certainly did make room for immigrant newcomers, both colonizing Europeans and enslaved Africans. Over the several centuries of the colonial era and beyond, various combinations of indigenous, European, and African peoples created entirely new societies in the Americas, largely replacing the many and varied cultures that had flourished before 1492. To those colonial societies, Europeans and Africans brought not only their germs and their people but also their plants and animals. Wheat, rice, sugarcane, grapes, and many garden vegetables and fruits, as well as numerous weeds, took hold in the Americas, where they transformed the landscape and made possible a recognizably European diet and way of life. Even more revolutionary were their animals—horses, pigs, cattle, goats, sheep—all of which were new to the Americas and multiplied spectacularly in an environment largely free of natural predators. These domesticated animals made possible the ranching economies and cowboy cultures of both North and South America. Horses also transformed many Native American societies, particularly in the North American West as settled farming peoples such

### AP® EXAM TIP

Be sure you know the definition of the Columbian exchange and its global economic, environmental, and cultural effects.



### Disease and Death among the Aztecs

Smallpox, which accompanied the Spanish to the Americas, devastated native populations. This image, drawn by an Aztec artist and contained in the sixteenth-century *Florentine Codex*, illustrates the impact of the disease in Mesoamerica. (Private Collection/Peter Newark American Pictures/Bridgeman Images)

as the Pawnee abandoned their fields to hunt bison from horseback. In the process, women lost much of their earlier role as food producers as a male-dominated hunting and warrior culture emerged. Both environmentally and socially, these changes were nothing less than revolutionary.

### Guided Reading Question

#### ■ CHANGE

What large-scale transformations did European empires generate?

#### AP® EXAM TIP

Make a chart of places in Africa, Asia, and Europe, and list the American plants that had a major impact.

In the other direction, American food crops such as corn, potatoes, and cassava spread widely in the Eastern Hemisphere, where they provided the nutritional foundation for the immense population growth that became everywhere a hallmark of the modern era. In Europe, calories derived from corn and potatoes helped push human numbers from some 60 million in 1400 to 390 million in 1900. Those Amerindian crops later provided cheap and reasonably nutritious food for millions of industrial workers. Potatoes, especially, allowed Ireland's population to grow enormously and then condemned many of the Irish to starvation or emigration when an airborne fungus, also from the Americas, destroyed the crop in the mid-nineteenth century. In China, corn, peanuts, and especially sweet potatoes supplemented the traditional rice and wheat to sustain China's modern population explosion. By the early twentieth century, food plants of American origin represented about 20 percent of total Chinese food production. In Africa, corn took hold quickly and was used as a cheap food for the human cargoes of the transatlantic trade. Scholars have speculated that corn, together with peanuts and cassava, underwrote some of Africa's population growth and partially offset the population drain of the slave trade.

Beyond food crops, American stimulants such as tobacco and chocolate were soon used around the world. By the seventeenth century, how-to manuals instructed Chinese users on smoking techniques, and tobacco had become, in the words of one enamored Chinese poet, "the gentleman's companion, it warms my heart and leaves my mouth feeling like a divine furnace."<sup>10</sup> Tea from China and coffee from the Islamic world also spread globally, contributing to this worldwide biological exchange. Never before in human history had such a large-scale and consequential diffusion of plants and animals operated to remake the biological environment of the planet.

Furthermore, the societies that developed within the American colonies drove the processes of globalization and reshaped the world economy of the early modern era (see Chapter 14 for a more extended treatment). The silver mines of Mexico and Peru fueled both transatlantic and transpacific commerce, encouraged Spain's unsuccessful effort to dominate Europe, and enabled Europeans to buy the Chinese tea, silk, and porcelain that they valued so highly. The plantation owners of the tropical lowland regions needed workers and found them by the millions in Africa. The Atlantic slave trade, which brought these workers to the colonies, and the sugar and cotton trade, which distributed the fruits of their labor abroad, created a lasting link among Africa, Europe, and the Americas, while scattering peoples of African origin throughout the Western Hemisphere.

This enormous network of communication, migration, trade, disease, and the transfer of plants and animals, all generated by European colonial empires in the

Americas, has been dubbed the “Columbian exchange.” It gave rise to something wholly new in world history: an interacting Atlantic world connecting four continents. Millions of years ago, the Eastern and Western hemispheres had physically drifted apart, and, ecologically speaking, they had remained largely apart. Now these two “old worlds” were joined, increasingly creating a single biological regime, a “new world” of global dimensions.

The long-term benefits of this Atlantic network were very unequally distributed. Western Europeans were clearly the dominant players in the Atlantic world, and their societies reaped the greatest rewards. Mountains of 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. The wealth of the colonies—precious metals, natural resources, new food crops, slave labor, financial profits, colonial markets—provided one of the foundations on which Europe’s Industrial Revolution was built. The colonies also provided an outlet for the rapidly growing population of European societies and represented an enormous extension of European civilization. In short, the colonial empires of the Americas greatly facilitated a changing global balance of power, which now thrust the previously marginal Western Europeans into an increasingly central and commanding role on the world stage. “Without a New World to deliver economic balance in the Old,” concluded a prominent world historian, “Europe would have remained inferior, as ever, in wealth and power, to the great civilizations of Asia.”<sup>11</sup>

## Comparing Colonial Societies in the Americas

What the Europeans had encountered across the Atlantic was another “old world,” but their actions surely gave rise to a “new world” in the Americas. Their colonial empires—Spanish, Portuguese, British, and French alike—did not simply conquer and govern established societies, but rather generated wholly new societies, born of the decimation of Native American populations and the introduction of European and African peoples, cultures, plants, and animals.

Furthermore, all the European rulers of these empires viewed their realms through the lens of the prevailing economic theory known as mercantilism. This view held that European governments served their countries’ economic interests best by encouraging exports and accumulating bullion (precious metals such as silver and gold), believed to be the source of national prosperity. In this scheme of things, colonies provided closed markets for the manufactured goods of the “mother country” and, if they were lucky, supplied great quantities of bullion as well. Mercantilist thinking thus fueled European wars and colonial rivalries around the world in the early modern era. Particularly in Spanish America, however, it was a theory largely ignored or evaded in practice. Spain had few manufactured goods to sell, and piracy and smuggling allowed Spanish colonists to exchange goods with Spain’s rivals.

### AP® EXAM TIP

Take notes on this very important explanation of some long-term effects of the Columbian exchange.

### AP® EXAM TIP

Make a chart of similarities and differences between European colonial rule in the Caribbean and North America and European colonial rule in South America.

But variations across the immense colonial world of the Western Hemisphere were at least as noticeable as these similarities. Some differences grew out of the societies of the colonizing power, such as the contrast between a semi-feudal and Catholic Spain and a more rapidly changing Protestant England. The kind of economy established in particular regions—settler-dominated agriculture, slave-based plantations, ranching, or mining—likewise influenced their development. So too did the character of the Native American cultures—the more densely populated and urbanized Mesoamerican and Andean civilizations differed greatly from the more sparsely populated rural villages of North America, for example.

Furthermore, women and men often experienced colonial intrusion in quite distinct ways. Beyond the common burdens of violent conquest, epidemic disease, and coerced labor, both Native American and enslaved African women had to cope with the additional demands made on them as females. Conquest was often accompanied by the transfer of women to the new colonial rulers. Cortés, for example, marked his alliance with the city of Tlaxcala (tlah-SKAH-lah) against the Aztecs by an exchange of gifts in which he received hundreds of female slaves and eight daughters of elite Tlaxcalan families, whom he distributed to his soldiers. And he commanded the Aztec ruler: “You are to deliver women with light skins, corn, chicken, eggs, and tortillas.”<sup>12</sup>

Soon after conquest, many Spanish men married elite native women. It was a long-standing practice in Amerindian societies and was encouraged by both Spanish and indigenous male authorities as a means of cementing their new relationship. It was also advantageous for some of the women involved. One of Aztec emperor Moctezuma’s daughters, who was mistress to Cortés and eventually married several other Spaniards, wound up with the largest landed estate in the valley of Mexico. Below this elite level of interaction, however, far more women experienced sexual violence and abuse. Rape accompanied conquest in many places, and dependent or enslaved women working under the control of European men frequently found themselves required to perform sexual services. This was tragedy and humiliation for native and enslaved men as well, for they were unable to protect their women from such abuse. Such variations in culture, policy, economy, and gender generated quite different colonial societies in several major regions of the Americas.

### *In the Lands of the Aztecs and the Incas*

The Spanish conquest of the Aztec and Inca empires in the early sixteenth century gave Spain access to the most wealthy, urbanized, and densely populated regions of the Western Hemisphere. Within a century and well before the British had even begun their colonizing efforts in North America, the Spanish in Mexico and Peru had established nearly a dozen major cities; several impressive universities; hundreds of cathedrals, churches, and missions; an elaborate administrative bureaucracy; and a network of regulated international commerce.

The economic foundation for this emerging colonial society lay in commercial agriculture, much of it on large rural estates, and in silver and gold mining. In both

#### AP® EXAM TIP

Remember these examples of how Amerindian women were treated by both native men and Europeans after European conquest.

#### Guided Reading Question

##### CHANGE

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

cases, native peoples, rather than African slaves or European workers, provided most of the labor, despite their much-diminished numbers. Almost everywhere it was forced labor, often directly required by colonial authorities. In a legal system known as *encomienda*, the Spanish Crown granted to particular Spanish settlers a number of local native people from whom they could require labor, gold, or agricultural produce and to whom they owed “protection” and instruction in the Christian faith. It turned into an exploitative regime not far removed from slavery and was replaced by a similar system, *repartimiento*, with slightly more control by the Crown and Spanish officials. By the seventeenth century, the *hacienda* system had taken shape by which the owners of large estates directly employed native workers. With low wages, high taxes, and large debts to the landowners, the *peons* who worked these estates enjoyed little control over their lives or their livelihood.

On this economic base, a distinctive social order grew up, replicating something of the Spanish class and gender hierarchy while accommodating the racially and culturally different Indians and Africans as well as growing numbers of racially mixed people. At the top of this colonial society were the male Spanish settlers, who were politically and economically dominant and seeking to become a landed aristocracy. One Spanish official commented in 1619: “The Spaniards, from the able and rich to the humble and poor, all hold themselves to be lords and will not serve [do manual labor].”<sup>13</sup> Politically, they increasingly saw themselves not as colonials, but as residents of a Spanish kingdom, subject to the Spanish monarch, yet separate and distinct from Spain itself and deserving of a large measure of self-government. Therefore, they chafed under the heavy bureaucratic restrictions imposed by the Crown. “I obey but I do not enforce” was a slogan that reflected local authorities’ resistance to orders from Spain.

But the Spanish minority, never more than 20 percent of the population, was itself a divided community. Descendants of the original conquistadores sought to protect their privileges against immigrant newcomers; Spaniards born in the Americas (*creoles*) resented the pretensions to superiority of those born in Spain (*peninsulares*); landowning Spaniards felt threatened by the growing wealth of commercial and mercantile groups practicing less prestigious occupations. Spanish missionaries and church authorities

#### AP® EXAM TIP

The *encomienda* system is a “must know” term for the AP® exam.



#### Racial Mixing in Colonial Mexico

This eighteenth-century painting by the famous Zapotec artist Miguel Cabrera shows a Spanish man, a *mestiza* woman, and their child, who was labeled as *castizo*. By the twentieth century, such mixed-race people represented the majority of the population of Mexico, and cultural blending had become a central feature of the country’s identity. (Museo de América, Madrid, Spain/Bridgeman Images)

**AP® EXAM TIP**

It is important to remember that “politics” is more than just government—it’s about who is in power in societies and relationships.

were often sharply critical of how these settlers treated native peoples. While Spanish women shared the racial privileges of their husbands, they were clearly subordinate in gender terms, unable to hold public office and viewed as weak and in need of male protection. But they were also regarded as the “bearers of civilization,” and through their capacity to produce legitimate children, they were the essential link for transmitting male wealth, honor, and status to future generations. This required strict control of their sexuality and a continuation of the Iberian obsession with “purity of blood.” In Spain, that concern had focused on potential liaisons with Jews and Muslims; in the colonies, the alleged threat to female virtue derived from Native American and African men.

From a male viewpoint, the problem with Spanish women was that there were very few of them. This demographic fact led to the most distinctive feature of these new colonial societies in Mexico and Peru—the emergence of a *mestizo* (mehs-TEE-zoh), or mixed-race, population, initially the product of unions between Spanish men and Indian women. Rooted in the sexual imbalance among Spanish immigrants (seven men to one woman in early colonial Peru, for example), the emergence of a mestizo population was facilitated by the desire of many surviving Indian women for the relative security of life in a Spanish household, where they and their children would not be subject to the abuse and harsh demands made on native peoples. Over the 300 years of the colonial era, mestizo numbers grew substantially, becoming the majority of the population in Mexico sometime during the nineteenth century. Such mixed-race people were divided into dozens of separate groups known as *castas* (castes), based on their racial heritage and skin color.

Mestizos were largely Hispanic in culture, but Spaniards looked down on them during much of the colonial era, regarding them as illegitimate, for many were not born of “proper” marriages. Despite this attitude, their growing numbers and the economic usefulness of their men as artisans, clerks, supervisors of labor gangs, and lower-level officials in both church and state bureaucracies led to their recognition as a distinct social group. *Mestizas*, women of mixed racial background, worked as domestic servants or in their husbands’ shops, wove cloth, and manufactured candles and cigars, in addition to performing domestic duties. A few became quite wealthy. An illiterate mestiza named Mencia Perez married successively two reasonably well-to-do Spanish men and upon their deaths took over their businesses, becoming in her own right a very rich woman by the 1590s. At that point, no one would have referred to her as a mestiza.<sup>14</sup> Particularly in Mexico, mestizo identity blurred the sense of sharp racial difference between Spanish and Indian peoples and became a major element in the identity of modern Mexico.

At the bottom of Mexican and Peruvian colonial societies were the indigenous peoples, known to Europeans as “Indians.” Traumatized by the Great Dying, they were subject to gross abuse and exploitation as the primary labor force for the mines and estates of the Spanish Empire and were required to render tribute payments to their Spanish overlords. Their empires dismantled by Spanish conquest, their religions attacked by Spanish missionaries, and their diminished numbers forcibly

**AP® EXAM TIP**

Look back at other empires in history. How were non-elites treated? Compare these examples from Latin America with others you’ve read about.

relocated into larger settlements, many Indians gravitated toward the world of their conquerors. Many learned Spanish; converted to Christianity; moved to cities to work for wages; ate the meat of cows, chickens, and pigs; used plows and draft animals rather than traditional digging sticks; and took their many grievances to Spanish courts. Indian women endured some distinctive conditions as Spanish legal codes generally defined them as minors rather than responsible adults. As those codes took hold, Indian women were increasingly excluded from the courts or represented by their menfolk. This made it more difficult to maintain female property rights. In 1804, for example, a Maya legal petition identified eight men and ten women from a particular family as owners of a piece of land, but the Spanish translation omitted the women's names altogether.<sup>15</sup>

But much that was indigenous persisted. At the local level, Indian male authorities retained a measure of autonomy, and traditional markets operated regularly. Both Andean and Maya women continued to leave personal property to their female descendants. Maize, beans, and squash persisted as the major elements of Indian diets in Mexico. Christian saints in many places blended easily with specialized indigenous gods, while belief in magic, folk medicine, and communion with the dead remained strong. Memories of the past also endured. The Tupac Amaru revolt in Peru during 1780–1781 was made in the name of the last independent Inca emperor. In that revolt, the wife of the leader, Micaela Bastidas, was referred to as La Coya, the female Inca, evoking the parallel hierarchies of male and female officials who had earlier governed the Inca Empire (see Chapter 12, pages 528–29).

Thus Spaniards, mestizos, and Indians represented the major social categories in the colonial lands of what had been the Inca and Aztec empires, while African slaves and freemen were less numerous than elsewhere in the Americas. Despite the sharp divisions among these groups, some movement was possible. Indians who acquired an education, wealth, and some European culture might “pass” as mestizo. Likewise, more fortunate mestizo families might be accepted as Spaniards over time. Colonial Spanish America was a vast laboratory of ethnic mixing and cultural change. It was dominated by Europeans, to be sure, but with a rather more fluid and culturally blended society than in the racially rigid colonies of British North America.

## *Colonies of Sugar*

Another and quite different kind of colonial society emerged in the lowland areas of Brazil, ruled by Portugal, and in the Spanish, British, French, and Dutch colonies in the Caribbean. These regions lacked the great civilizations of Mexico and Peru. Nor did they provide much mineral wealth until the Brazilian gold rush of the 1690s and the discovery of diamonds a little later. Still, Europeans found a very profitable substitute in sugar, which was much in demand in Europe, where it was used as a medicine, a spice, a sweetener, a preservative, and in sculptured forms as a decoration that indicated high status. Although commercial agriculture in the

### AP® EXAM TIP

It is essential that you read and understand this section on Latin American sugar colonies.



### Guided Reading Question

#### COMPARISON

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

#### AP® EXAM TIP

After reading these paragraphs, return to Chapter 5 (page 204) and compare Latin American slavery to that of earlier eras.

#### AP® EXAM TIP

You must know demographic features and effects of African slavery in the Americas and in Africa.

Spanish Empire served a domestic market in its towns and mining camps, these sugar-based colonies produced almost exclusively for export, while importing their food and other necessities.

Large-scale sugar production had been pioneered by Arabs, who had introduced it in the Mediterranean. Europeans learned the technique and transferred it to their Atlantic island possessions and then to the Americas. For a century (1570–1670), Portuguese planters along the northeast coast of Brazil dominated the world market for sugar. Then the British, French, and Dutch turned their Caribbean territories into highly productive sugar-producing colonies, breaking the Portuguese and Brazilian monopoly.

Sugar decisively transformed Brazil and the Caribbean. Its production, which involved both growing the sugarcane and processing it into usable sugar, was very labor-intensive and could most profitably occur in a large-scale, almost industrial setting. It was perhaps the first modern industry in that it produced for an international and mass market, using capital and expertise from Europe, with production facilities located in the Americas. However, its most characteristic feature—the massive use of slave labor—was an ancient practice. In the absence of a Native American population, which had been almost totally wiped out in the Caribbean or had fled inland in Brazil, European sugarcane planters turned to Africa and the Atlantic slave trade for an alternative workforce. The vast majority of the African captives transported across the Atlantic, some 80 percent or more, ended up in Brazil and the Caribbean. (See Chapter 14 for a more extensive description of the Atlantic slave trade.)

Slaves worked on sugar-producing estates in horrendous conditions. The heat and fire from the cauldrons, which turned raw sugarcane into crystallized sugar, reminded many visitors of scenes from Hell. These conditions, combined with disease, generated a high death rate, perhaps 5 to 10 percent per year, which required plantation owners to constantly import fresh slaves. A Jesuit observer in 1580 aptly summarized the situation: “The work is great and many die.”<sup>16</sup>

More male slaves than female slaves were imported from Africa into the sugar economies of the Americas, leading to major and persistent gender imbalances. Nonetheless, female slaves did play distinctive roles in these societies. Women made up about half of the field gangs that did the heavy work of planting and harvesting sugarcane. They were subject to the same brutal punishments and received the same rations as their male counterparts, though they were seldom permitted to undertake the more skilled labor inside the sugar mills. Women who worked in urban areas, mostly for white female owners, did domestic chores and were often hired out as laborers in various homes, shops, laundries, inns, and brothels. Discouraged from establishing stable families, women had to endure, often alone, the wrenching separation from their children that occurred when they were sold. Mary Prince, a Caribbean slave who wrote a brief account of her life, recalled the pain of families torn apart: “The great God above alone knows the thoughts of the poor slave’s heart, and the bitter pains which follow such separations as these. All that we love taken away from us—oh, it is sad, sad! and sore to be borne!”<sup>17</sup>



The extensive use of African slave labor gave these plantation colonies a very different ethnic and racial makeup than that of highland Spanish America, as the Snapshot on page 570 indicates. Thus, after three centuries of colonial rule, a substantial majority of Brazil's population was either partially or wholly of African descent. In the French Caribbean colony of Haiti in 1790, the corresponding figure was 93 percent.

As in Spanish America, a considerable amount of racial mixing took place in Brazil. Cross-racial unions accounted for only about 10 percent of all marriages in Brazil, but the use of concubines and informal liaisons among Indians, Africans, and Portuguese produced a substantial mixed-race population. From their ranks derived much of the urban skilled workforce and many of the supervisors in the sugar industry. *Mulattoes*, the product of Portuguese-African unions, predominated, but as many as forty separate and named groups, each indicating a different racial mixture, emerged in colonial Brazil.

The plantation complex of the Americas, based on African slavery, extended beyond the Caribbean and Brazil to encompass the southern colonies of British North America, where tobacco, cotton, rice, and indigo were major crops, but the social outcomes of these plantation colonies were quite different from those farther south. Because European women had joined the colonial migration to North

#### Plantation Life in the Caribbean

This painting from 1823 shows the use of slave labor on a plantation in Antigua, a British-ruled island in the Caribbean. Notice the overseer with a whip supervising the tilling and planting of the field. (*Breaking Up the Land*, from *Ten Views in the Island of Antigua*, 1823, color engraving by William Clark [fl. 1823]/British Library, London, UK/© British Library Board. All Rights Reserved/Bridgeman Images)

#### AP® EXAM TIP

**Compare slavery in Latin America and the Caribbean with slavery in British North America.**

**SNAPSHOT** Ethnic Composition of Colonial Societies in Latin America (1825)<sup>18</sup>

	Highland Spanish America	Portuguese America (Brazil)
Europeans	18.2 percent	23.4 percent
Mixed-race	28.3 percent	17.8 percent
Africans	11.9 percent	49.8 percent
Native Americans	41.7 percent	9.1 percent

America at an early date, these colonies experienced less racial mixing and certainly demonstrated less willingness to recognize the offspring of such unions and accord them a place in society. A sharply defined racial system (with black Africans, “red” Native Americans, and white Europeans) evolved in North America, whereas both Portuguese and Spanish colonies acknowledged a wide variety of mixed-race groups.

Slavery too was different in North America than in the sugar colonies. By 1750 or so, slaves in what became the United States proved able to reproduce themselves, and by the time of the Civil War almost all North American slaves had been born in the New World. That was never the case in Latin America, where large-scale importation of new slaves continued well into the nineteenth century. Nonetheless, many more slaves were voluntarily set free by their owners in Brazil than in North America, and free blacks and mulattoes in Brazil had more economic opportunities than did their counterparts in the United States. At least a few among them found positions as political leaders, scholars, musicians, writers, and artists. Some were even hired as slave catchers.

Does this mean, then, that racism was absent in colonial Brazil? Certainly not, but it was different from racism in North America. For one thing, in North America, any African ancestry, no matter how small or distant, made a person “black”; in Brazil, a person of African and non-African ancestry was considered not black, but some other mixed-race category. Racial prejudice surely persisted, for white characteristics were prized more highly than black features, and people regarded as white had enormously greater privileges and opportunities than others. Nevertheless, skin color in Brazil, and in Latin America generally, was only one criterion of class status, and the perception of color changed with the educational or economic standing of individuals. A light-skinned mulatto who had acquired some wealth or education might well pass as a white. One curious visitor to Brazil was surprised to find a darker-skinned man serving as a local official. “Isn’t the governor a mulatto?” inquired the visitor. “He was, but he isn’t any more,” was the reply. “How can a governor be a mulatto?”<sup>19</sup>

## Settler Colonies in North America

Yet another distinctive type of colonial society emerged in the northern British colonies of New England, New York, and Pennsylvania. Because the British were the last of the European powers to establish a colonial presence in the Americas, a full century after Spain, they found that “only the dregs were left.”<sup>20</sup> The lands they acquired were widely regarded in Europe as the unpromising leftovers of the New World, lacking the obvious wealth and sophisticated cultures of the Spanish possessions. Until at least the eighteenth century, these British colonies remained far less prominent on the world stage than those of Spain or Portugal.

The British settlers came from a more rapidly changing society than did those from an ardently Catholic, semi-feudal, authoritarian Spain. When Britain launched its colonial ventures in the seventeenth century, it had already experienced considerable conflict between Catholics and Protestants, the rise of a merchant capitalist class distinct from the nobility, and the emergence of Parliament as a check on the authority of kings. Although they brought much of their English culture with them, many of the British settlers—Puritans in Massachusetts and Quakers in Pennsylvania, for example—sought to escape aspects of an old European society rather than to re-create it, as was the case for most Spanish and Portuguese colonists. The easy availability of land and the outsider status of many British settlers made it even more difficult to follow the Spanish or Portuguese colonial pattern of sharp class hierarchies, large rural estates, and dependent laborers.

Thus men in Puritan New England became independent heads of family farms, a world away from Old England, where most land was owned by nobles and gentry and worked by servants, tenants, and paid laborers. But if men escaped the class restrictions of the old country, women were less able to avoid its gender limitations. While Puritan Christianity extolled the family and a woman’s role as wife and mother, it reinforced largely unlimited male authority. “Since he is thy Husband,” declared Boston minister Benjamin Wadsworth in 1712 to the colony’s women, “God has made him the Head and set him above thee.”<sup>21</sup> Women were prosecuted for the crime of “fornication” far more often than their male companions; the inheritance of daughters was substantially less than that of sons; few girls attended school; and while women were the majority of church members, they could never become ministers.

Furthermore, British settlers were far more numerous than their Spanish counterparts, outnumbering them five to one by 1750. This disparity was the most obvious distinguishing feature of the New England and middle Atlantic colonies. By the time of the American Revolution, some 90 percent or more of these colonies’ populations were Europeans. Devastating diseases and a highly aggressive military policy had largely cleared the colonies of Native Americans, and their numbers, which were far smaller to start with than those of their Mesoamerican and Andean counterparts, did not rebound in subsequent centuries as they did in the lands of the Aztecs and the Incas. Moreover, slaves were not needed in an agricultural economy

### AP<sup>®</sup> EXAM TIP

Previous AP<sup>®</sup> exams have asked questions about differences between the British American and Spanish/Portuguese colonies.

### Guided Reading Question

#### COMPARISON

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

### AP<sup>®</sup> EXAM TIP

Notice features of this paragraph that can help you improve your essays, such as the many specific examples, the comparisons, and the ranking of evidence.

dominated by numerous small-scale independent farmers working their own land, although elite families, especially in urban areas, sometimes employed household slaves. These were almost pure settler colonies, without the racial mixing that was so prominent in Spanish and Portuguese territories.

Other differences likewise emerged. 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. Although religion loomed large in the North American colonies, the church and colonial state were not so intimately connected as they were in Latin America. The Protestant emphasis on reading the Bible for oneself led to a much greater mass literacy than in Latin America, where three centuries of church education still left some 95 percent of the population illiterate at independence. By contrast, well over 75 percent of white males in British North America were literate by the 1770s, although women's literacy rates were somewhat lower. Furthermore, British settler colonies evolved traditions of local self-government more extensively than in Latin America. Preferring to rely on joint stock companies or wealthy individuals operating under a royal charter, Britain had nothing resembling the elaborate imperial bureaucracy that governed Spanish colonies. For much of the seventeenth century, a prolonged power struggle between the English king and Parliament meant that the British government paid little attention to the internal affairs of the colonies. Therefore, elected colonial assemblies, seeing themselves as little parliaments defending “the rights of Englishmen,” vigorously contested the prerogatives of royal governors sent to administer their affairs.

The grand irony of the modern history of the Americas lay in the reversal of long-established relationships between the northern and southern continents. For thousands of years, the major centers of wealth, power, commerce, and innovation lay in Mesoamerica and the Andes. That pattern continued for much of the colonial era, as the Spanish and Portuguese colonies seemed far more prosperous and successful than their British or French counterparts in North America. In the nineteenth and twentieth centuries, however, the balance shifted. What had once been the “dregs” of the colonial world became the United States, more politically stable, more democratic, more economically successful, and more internationally powerful than a divided, unstable, and much less prosperous Latin America.

#### AP® EXAM TIP

Take notes on this discussion of the reversal of relationships between the northern and southern continents.

#### PRACTICING AP® HISTORICAL THINKING

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?

## The Steppes and Siberia: The Making of a Russian Empire

At the same time as Western Europeans were building their empires in the Americas, the Russian Empire, which subsequently became the world's largest state, was beginning to take shape. When Columbus crossed the Atlantic, a small Russian

state centered on the city of Moscow was emerging from two centuries of Mongol rule. That state soon conquered a number of neighboring Russian-speaking cities and incorporated them into its expanding territory. Located on the remote, cold, and heavily forested eastern fringe of Christendom, it was perhaps an unlikely candidate for constructing one of the great empires of the modern era. And yet, over the next three centuries, it did precisely that, extending Russian domination over the vast tundra, forests, and grasslands of northern Asia that lay to the south and east of Moscow, all the way to the Pacific Ocean. Furthermore, Russians also expanded westward, bringing numerous Poles, Germans, Ukrainians, Belorussians, and Baltic peoples into the Russian Empire.

Russian attention was drawn first to the grasslands south and east of the Russian heartland, an area long inhabited by various nomadic pastoral peoples, who were organized into feuding tribes and clans and adjusting to the recent disappearance of the Mongol Empire. From the viewpoint of the emerging Russian state, the problem was security because these pastoral peoples, like the Mongols before them, frequently raided their agricultural Russian neighbors and sold many into slavery. To the east, across the vast expanse of Siberia, Russian motives were quite different, for the scattered peoples of its endless forests and tundra posed no threat to Russia. Numbering only some 220,000 in the seventeenth century and speaking more than 100 languages, they were mostly hunting, gathering, and herding people, living in small-scale societies and largely without access to gunpowder weapons. What drew the Russians across Siberia was opportunity—primarily the “soft gold” of fur-bearing animals, whose pelts were in great demand on the world market.

Whatever motives drove it, this enormous Russian Empire took shape in the three centuries between 1500 and 1800 (see Map 13.2). A growing line of wooden forts offered protection to frontier towns and trading centers as well as to mounting numbers of Russian farmers. Empire building was an extended process, involving the Russian state and its officials as well as a variety of private interests—merchants, hunters, peasants, churchmen, exiles, criminals, and adventurers. For the Russian migrants to these new eastern lands, the empire offered “economic and social improvements over what they had known at home—from more and better land to fewer lords and officials.”<sup>22</sup> Political leaders and educated Russians generally defined the empire in grander terms: defending Russian frontiers; enhancing the power of the Russian state; and bringing Christianity, civilization, and enlightenment to savages. But what did that empire mean to those on its receiving end?

### *Experiencing the Russian Empire*

First, of course, empire meant conquest. Although resistance was frequent, especially from nomadic peoples, in the long run Russian military might, based in modern weaponry and the organizational capacity of a state, brought both the steppes and Siberia under Russian control. Everywhere Russian authorities demanded an oath of allegiance by which native peoples swore “eternal submission to the grand tsar,”

#### Guided Reading Question

##### DESCRIPTION

What motivated Russian empire building?

#### AP® EXAM TIP

The AP® exam frequently includes questions about empire building throughout world history. Note this example of how the Russian Empire developed.



### Map 13.2 The Russian Empire

From its beginnings as a small principality under Mongol control, Moscow became the center of a vast Russian Empire during the early modern era.

#### AP<sup>®</sup> EXAM TIP

Remember that all empires levy taxes and interact with outside societies.

the monarch of the Russian Empire. They also demanded *yasak*, or “tribute,” paid in cash or in kind. In Siberia, this meant enormous quantities of furs, especially the extremely valuable sable, which Siberian peoples were compelled to produce. As in the Americas, devastating epidemics accompanied conquest, particularly in the more remote regions of Siberia, where local people had little immunity to smallpox or measles. Also accompanying conquest was an intermittent pressure to convert to Christianity. Tax breaks, exemptions from paying tribute, and the promise of land or cash provided incentives for conversion, while the destruction of many mosques and the forced resettlement of Muslims added to the pressures. Yet the Russian state did not pursue conversion with the single-minded intensity that Spanish authorities exercised in Latin America, particularly if missionary activity threatened political and social stability. The empress Catherine the Great, for example, established reli-

gious tolerance for Muslims in the late eighteenth century and created a state agency to oversee Muslim affairs.

The most profoundly transforming feature of the Russian Empire was the influx of Russian settlers, whose numbers by the end of the eighteenth century had overwhelmed native peoples, giving their lands a distinctively Russian character. By 1720, some 700,000 Russians lived in Siberia, thus reducing the native Siberians to 30 percent of the total population, a proportion that dropped to 14 percent in the nineteenth century. The loss of hunting grounds and pasturelands to Russian agricultural settlers undermined long-standing economies and rendered local people dependent on Russian markets for grain, sugar, tea, tobacco, and alcohol. Pressures to encourage pastoralists to abandon their nomadic ways included the requirement to pay fees and to obtain permission to cross agricultural lands. Kazakh herders responded with outrage: “The grass and the water belong to Heaven, and why should we pay any fees?”<sup>23</sup> Intermarriage, prostitution, and sexual abuse resulted in some mixed-race offspring, but these were generally absorbed as Russians rather than identified as distinctive communities, as in Latin America.

Over the course of three centuries, both Siberia and the steppes were incorporated into the Russian state. Their native peoples were not driven into reservations or eradicated as in the Americas. Many of them, though, were Russified, adopting the Russian language and converting to Christianity, even as their traditional ways of life—hunting and herding—were much disrupted. The Russian Empire represented the final triumph of an agrarian civilization over the hunting societies of Siberia and over the pastoral peoples of the grasslands.



### Guided Reading Question

#### CHANGE

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

#### AP® EXAM TIP

Remember that one of the historical thinking skills in AP® World History is “Patterns of Continuity and Change over Time.” This is a good example of demographic changes over time. Also note the comparison of Russian empire building in Siberia and Spanish empire building in the Americas.

#### The Cossacks

In the vanguard of Russian expansion across Siberia were the Cossacks, bands of fiercely independent warriors consisting of peasants who had escaped serfdom as well as criminals and other adventurers. Here the sixteenth-century Cossack warrior Yermak is shown leading his troops. (De Agostini Picture Library/akg-images)



## *Russians and Empire*

If the empire transformed the conquered peoples, it also fundamentally changed Russia itself. Within an increasingly multiethnic empire, Russians diminished as a proportion of the overall population, although they remained politically dominant. Among the growing number of non-Russians in the empire, Slavic-speaking Ukrainians and Belorussians predominated, while the vast territories of Siberia and the steppes housed numerous separate peoples, but with quite small populations.<sup>24</sup> The wealth of empire—rich agricultural lands, valuable furs, mineral deposits—played a major role in making Russia one of the great powers of Europe by the eighteenth century, and it has enjoyed that position ever since.

Unlike its expansion to the east, Russia's westward movement occurred in the context of military rivalries with the major powers of the region—the Ottoman Empire, Poland, Sweden, Lithuania, Prussia, and Austria. During the late seventeenth and eighteenth centuries, Russia acquired substantial territories in the Baltic region, Poland, and Ukraine. This contact with Europe also fostered an awareness of Russia's backwardness relative to Europe and prompted an extensive program of westernization, particularly under the leadership of Peter the Great (r. 1689–1725). His massive efforts included vast administrative changes, the enlargement and modernization of Russian military forces, a new educational system for the sons of noblemen, and dozens of manufacturing enterprises. Russian nobles were instructed to dress in European styles and to shave their sacred and much-revered beards. The newly created capital city of St. Petersburg was to be Russia's "window on the West." One of Peter's successors, Catherine the Great (r. 1762–1796), followed up with further efforts to Europeanize Russian cultural and intellectual life, viewing herself as part of the European Enlightenment. Thus Russians were the first of many peoples to measure themselves against the West and to mount major "catch-up" efforts.

But this European-oriented and Christian state had also become an Asian power, bumping up against China, India, Persia, and the Ottoman Empire. It was on the front lines of the encounter between Christendom and the world of Islam. This straddling of Asia and Europe was the source of a long-standing identity problem that has troubled educated Russians for 300 years. Was Russia a backward European country, destined to follow the lead of more highly developed Western European societies? Or was it different, uniquely Slavic or even Asian, shaped by its Mongol legacy and its status as an Asian power? It is a question that Russians have not completely answered even in the twenty-first century. Either way, the very size of that empire, bordering on virtually all of the great agrarian civilizations of outer Eurasia, turned Russia, like many empires before it, into a highly militarized state, "a society organized for continuous war," according to one scholar.<sup>25</sup> It also reinforced the highly autocratic character of the Russian Empire because such a huge state arguably required a powerful monarchy to hold its vast domains and highly diverse peoples together.

### AP® EXAM TIP

Russia's "westernization" process in this—and the next—era is a common topic on the AP® exam.

Clearly, the Russians had created an empire, similar to those of Western Europe in terms of conquest, settlement, exploitation, religious conversion, and feelings of superiority. Nonetheless, the Russians had acquired their empire under different circumstances than did the Western Europeans. The Spanish and the British had conquered and colonized the New World, an ocean away and wholly unknown to them before 1492. They acquired those empires only after establishing themselves as distinct European states. The Russians, on the other hand, absorbed adjacent territories, and they did so at the same time that a modern Russian state was taking shape. “The British had an empire,” wrote historian Geoffrey Hosking. “Russia *was* an empire.”<sup>26</sup> Perhaps this helps explain the unique longevity of the Russian Empire. Whereas the Spanish, Portuguese, and British colonies in the Americas long ago achieved independence, the Russian Empire remained intact until the collapse of the Soviet Union in 1991. So thorough was Russian colonization that Siberia and much of the steppes remain still an integral part of the Russian state.

## Asian Empires

Even as West Europeans were building their empires in the Americas and the Russians were expanding across Siberia, other imperial projects were likewise under way. The Chinese pushed deep into central Eurasia; Turko-Mongol invaders from Central Asia created the Mughal Empire, bringing much of Hindu South Asia within a single Muslim-ruled political system; and the Ottoman Empire brought Muslim rule to a largely Christian population in southeastern Europe and Turkish rule to largely Arab populations in North Africa and the Middle East. None of these empires had the global reach or worldwide impact of Europe’s American colonies; they were regional rather than global in scope. Nor did they have the same devastating and transforming impact on their conquered peoples, for those peoples were not being exposed to new diseases. Nothing remotely approaching the catastrophic population collapse of Native American peoples occurred in these Asian empires. Moreover, the process of building these empires did not transform the imperial homeland as fundamentally as did the wealth of the Americas and to a lesser extent Siberia for European imperial powers. Nonetheless, these expanding Asian empires reflected the energies and vitality of their respective civilizations in the early modern era, and they gave rise to profoundly important cross-cultural encounters, with legacies that echoed for many centuries.

### AP® EXAM TIP

As you read this section, compare the features of the expansion of land-based empires such as Russia and China to those of the expansion of sea-based empires such as Spain in the Americas.

## Making China an Empire

In the fifteenth century, China had declined an opportunity to construct a maritime empire in the Indian Ocean, as Zheng He’s massive fleet was withdrawn and left to wither away (see Chapter 12, pages 507–9). In the seventeenth and eighteenth centuries, however, China built another kind of empire on its northern and western frontiers that vastly enlarged the territorial size of the country and incorporated

a number of non-Chinese peoples. Undertaking this enormous project of imperial expansion was China's Qing, or Manchu, dynasty (1644–1912). Strangely enough, the Qing dynasty was itself of foreign and nomadic origin, hailing from Manchuria, north of the Great Wall. Having conquered China, the Qing rulers sought to maintain their ethnic distinctiveness by forbidding intermarriage between themselves and the Chinese. Nonetheless, their ruling elites also mastered the Chinese language and Confucian teachings and used Chinese bureaucratic techniques to govern the empire. Perhaps because they were foreigners, Qing rulers went to great lengths to reinforce traditional Confucian gender roles, honoring men who were loyal sons, officials, and philanthropists and women who demonstrated loyalty to their spouses by resisting rape or remaining chaste as widows.

### Guided Reading Question

#### DESCRIPTION

What were the distinctive features of Chinese empire building in the early modern era?

For many centuries, the Chinese had interacted with the nomadic peoples, who inhabited the dry and lightly populated regions now known as Mongolia, Xinjiang, and Tibet. Trade, tribute, and warfare ensured that these ecologically and culturally different worlds were well known to each other, quite unlike the New World “discoveries” of the Europeans. Chinese authority in the area had been intermittent and actively resisted. Then, in the early modern era, Qing dynasty China undertook an eighty-year military effort (1680–1760) that brought these huge regions solidly under Chinese control. It was largely security concerns, rather than economic need, that motivated this aggressive posture. During the late seventeenth century, the creation of a substantial state among the western Mongols, known as the Zunghars, revived Chinese memories of an earlier Mongol conquest. As in so many other cases, Chinese expansion was viewed as a defensive necessity. The eastward movement of the Russian Empire likewise appeared potentially threatening, but this

### Chinese Conquests in Central Asia

Painted by the Chinese artist Jin Tingbiao in the mid-eighteenth century, this image portrays Machang, a leading warrior involved in the westward extension of the Chinese empire. The painting was commissioned by the emperor himself and served to honor the bravery of Machang. (Pictures from History/CPA Media)



danger was resolved diplomatically, rather than militarily, in the Treaty of Nerchinsk (1689), which marked the boundary between Russia and China.

Although undertaken by the non-Chinese Manchus, the Qing dynasty campaigns against the Mongols marked the evolution of China into a Central Asian empire. The Chinese, however, have seldom thought of themselves as an imperial power. Rather, they spoke of the “unification” of the peoples of central Eurasia within a Chinese state. Nonetheless, historians have seen many similarities between Chinese expansion and other cases of early modern empire building, while noting some clear differences as well.

Clearly the Qing dynasty takeover of central Eurasia was a conquest, making use of China’s more powerful military technology and greater resources. Furthermore, the area was ruled separately from the rest of China through a new office called the Court of Colonial Affairs. Like other colonial powers, the Chinese made active use of local notables—Mongol aristocrats, Muslim officials, Buddhist leaders—as they attempted to govern the region as inexpensively as possible. Sometimes these native officials abused their authority, demanding extra taxes or labor service from local people and thus earning their hostility. In places, those officials imitated Chinese ways by wearing peacock feathers, decorating their hats with gold buttons, or adopting a Manchu hairstyle that was much resented by many Chinese who were forced to wear it.

More generally, however, Chinese or Qing officials did not seek to assimilate local people into Chinese culture and showed considerable respect for the Mongolian, Tibetan, and Muslim cultures of the region. People of noble rank, Buddhist monks, and those associated with monasteries were excused from the taxes and labor service required of ordinary people. Nor was the area flooded with Chinese settlers. In parts of Mongolia, for example, Qing authorities sharply restricted the entry of Chinese merchants and other immigrants in an effort to preserve the area as a source of recruitment for the Chinese military. They feared that the “soft” and civilized Chinese ways might erode the fighting spirit of the Mongols.

The long-term significance of this new Chinese imperial state was tremendous. It greatly expanded the territory of China and added a small but important minority of non-Chinese people to the empire’s vast population (see Map 13.3). The borders of contemporary China are essentially those created during the Qing dynasty. Some of those peoples, particularly those in Tibet and Xinjiang, have retained their older identities and in recent decades have actively sought greater autonomy or even independence from China.

#### AP® EXAM TIP

You must know features of the Qing (Manchu) dynasty for success on the AP® exam.



**Map 13.3** China's Qing Dynasty Empire

After many centuries of intermittent expansion into Central Asia, the Qing dynasty brought this vast region firmly within the Chinese empire.

**AP® EXAM TIP**

Pay attention to these important effects of Chinese expansion in the era ca. 1450–ca. 1750.

Even more important, Chinese conquests, together with the expansion of the Russian Empire, utterly transformed Central Asia. For centuries, that region had been the cosmopolitan crossroads of Eurasia, hosting the Silk Road trading network, welcoming all the major world religions, and generating an enduring encounter between the nomads of the steppes and the farmers of settled agricultural regions. Now under Russian or Chinese rule, it became the backward and impoverished region known to nineteenth- and twentieth-century observers. Land-based commerce across Eurasia increasingly took a backseat to oceanic trade. Indebted Mongolian nobles lost their land to Chinese merchants, while nomads, no longer able to herd their animals freely, fled to urban areas, where many were reduced to begging. The incorporation of inner Eurasia into the Russian and Chinese empires “eliminated permanently as a major actor on the historical stage the nomadic pastoralists, who had been the strongest alternative to settled agricultural society since the second millennium B.C.E.”<sup>27</sup> It was the end of a long era.

### *Muslims and Hindus in the Mughal Empire*

If the creation of a Chinese imperial state in the early modern era provoked a final clash of nomadic pastoralists and settled farmers, India’s Mughal Empire hosted a different kind of encounter—a further phase in the long interaction of Islamic and Hindu cultures in South Asia. That empire was the product of Central Asian warriors, who were Muslims in religion and Turkic in culture and who claimed descent from Chinggis Khan and Timur (see Chapters 11 and 12). Their brutal conquests in the sixteenth century provided India with a rare period of relative political unity (1526–1707), as Mughal emperors exercised a fragile control over a diverse and fragmented subcontinent, which had long been divided into a bewildering variety of small states, principalities, tribes, castes, sects, and ethno-linguistic groups.

The central division within Mughal India was religious. The ruling dynasty and perhaps 20 percent of the population were Muslims; most of the rest practiced some form of Hinduism. Mughal India’s most famous emperor, Akbar (r. 1556–1605), clearly recognized this fundamental reality and acted deliberately to accommodate the Hindu majority. After conquering the warrior-based and Hindu Rajputs of northwestern India, Akbar married several of their princesses but did not require them to convert to Islam. He incorporated a substantial number of Hindus into the political-military elite of the empire and supported the building of Hindu temples as well as mosques, palaces, and forts. (See Working with Evidence, Source 13.1, page 590.) But Akbar acted to soften some Hindu restrictions on women, encouraging the remarriage of widows, discouraging child marriages and *sati* (the practice in which a widow followed her husband to death by throwing herself on his funeral pyre), and persuading merchants to set aside special market days for women so as to moderate their seclusion in the home. Nur Jahan, the twentieth and favorite wife of Emperor Jahangir (r. 1605–1627), was widely regarded as the power behind the

#### Guided Reading Question

##### CHANGE

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

**AP® EXAM TIP**

Develop comparison skills by making a chart of religious policies of major empires in this chapter.

throne of her alcohol- and opium-addicted husband, giving audiences to visiting dignitaries, consulting with ministers, and even having a coin issued in her name.

In directly religious matters, Akbar imposed a policy of toleration, deliberately restraining the more militantly Islamic *ulama* (religious scholars) and removing the special tax (*jizya*) on non-Muslims. He constructed a special House of Worship where he presided over intellectual discussion with representatives of many religions—Muslim, Hindu, Christian, Buddhist, Jewish, Jain, and Zoroastrian. His son Jahangir wrote proudly of his father: “He associated with the good of every race and creed and persuasion. . . . The professors of various faiths had room in the broad expanse of his incomparable sway.”<sup>28</sup> Akbar went so far as to create his own state cult, a religious faith aimed at the Mughal elite, drawing on Islam, Hinduism, and Zoroastrianism and emphasizing loyalty to the emperor himself. The overall style of the Mughal Empire was that of a blended elite culture in which both Hindus and various Muslim groups could feel comfortable. Thus Persian artists and writers were welcomed into the empire, and the Hindu epic *Ramayana* was translated into Persian, while various Persian classics appeared in Hindi and Sanskrit. In short, Akbar and his immediate successors downplayed a distinctly Islamic identity for the Mughal Empire in favor of a cosmopolitan and hybrid Indian-Persian-Turkic culture.

Such policies fostered sharp opposition among some Muslims. The philosopher Shaykh Ahmad Sirhindi (1564–1624), claiming to be a “renewer” of authentic Islam in his time, strongly objected to this cultural synthesis. The worship of saints, the sacrifice of animals, and support for Hindu religious festivals all represented impure intrusions of Sufi Islam or Hinduism that needed to be rooted out. In Sirhindi’s view, it was primarily women who had introduced these deviations: “Because of their utter stupidity women pray to stones and idols and ask for their help. This practice is common, especially when small pox strikes, and there is hardly a woman who is not involved in this polytheistic practice. Women participate in the holidays of Hindus and Jews. They celebrate Diwali [a major Hindu festival] and send their sisters and daughters presents similar to those exchanged by the infidels.”<sup>29</sup> It was therefore the duty of Muslim rulers to impose the sharia (Islamic law), to enforce the *jizya*, and to remove non-Muslims from high office.

This strain of Muslim thinking found a champion in the emperor Aurangzeb (ow-rang-ZEHB) (r. 1658–1707), who reversed Akbar’s policy of accommodation and sought to impose Islamic supremacy. While Akbar had discouraged the Hindu practice of sati, Aurangzeb forbade it outright. Music and dance were now banned at court, and previously tolerated vices such as gambling, drinking, prostitution, and narcotics were actively suppressed. Dancing girls were ordered to get married or leave the empire altogether. Some Hindu temples were destroyed, and the *jizya* was reimposed. “Censors of public morals,” posted to large cities, enforced Islamic law.



The Mughal Empire

#### AP® EXAM TIP

Features of Akbar’s rule over the Mughal Empire sometimes appear on the AP® exam.

Aurangzeb's religious policies, combined with intolerable demands for taxes to support his many wars of expansion, antagonized Hindus and prompted various movements of opposition to the Mughals. "Your subjects are trampled underfoot," wrote one anonymous protester. "Every province of your empire is impoverished. . . . God is the God of all mankind, not the God of Mussalmans [Muslims] alone."<sup>30</sup> These opposition movements, some of them self-consciously Hindu, fatally fractured the Mughal Empire, especially after Aurangzeb's death in 1707, and opened the way for a British takeover in the second half of the eighteenth century.

Thus the Mughal Empire was the site of a highly significant encounter between two of the world's great religious traditions. It began with an experiment in multicultural empire building and ended in growing antagonism between Hindus and Muslims. In the centuries that followed, both elements of the Mughal experience would be repeated.

**AP® EXAM TIP**

Remember that an empire that unites South Asia is the exception to the norm.

**AP® EXAM TIP**

Return to Chapter 9 and compare features of those Islamic caliphates with features of this Islamic empire.

### *Muslims and Christians in the Ottoman Empire*

Like the Mughal state, the Ottoman Empire was also the creation of Turkic warrior groups, whose aggressive raiding of agricultural civilization was now legitimized in Islamic terms. Beginning around 1300 from a base area in northwestern Anatolia, these Ottoman Turks over the next three centuries swept over much of the Middle East, North Africa, and southeastern Europe to create the Islamic world's most significant empire (see Map 13.4). During those centuries, the Ottoman state was transformed from a small frontier principality to a prosperous, powerful, cosmopolitan empire, heir both to the Byzantine Empire and to leadership within the Islamic world. Its sultan combined the roles of a Turkic warrior prince, a Muslim caliph, and a conquering emperor, bearing the "strong sword of Islam" and serving as chief defender of the faith.

Gaining such an empire transformed Turkish social life as well. The relative independence of Central Asian pastoral women, their open association with men, and their political influence in society all diminished as the Turks adopted Islam, beginning in the tenth century, and later acquired an empire in the heartland of ancient and patriarchal Mediterranean civilizations. Now elite Turkish women found themselves secluded and often veiled; slave women from the Caucasus Mountains and the Sudan grew more numerous; official imperial censuses did not count women; and orthodox Muslim reformers sought to restrict women's religious gatherings.

And yet within the new constraints of a settled Islamic empire, Turkish women retained something of the social power they had enjoyed in pastoral societies. From around 1550 to 1650, women of the royal court had such an influence in political matters that their critics referred to the "sultanate of women." Islamic law permitted women important property rights, which enabled some to become quite



### Map 13.4 The Ottoman Empire

At its high point in the mid-sixteenth century, the Ottoman Empire encompassed a vast diversity of peoples; straddled Europe, Africa, and Asia; and battled both the Austrian and Safavid empires.

wealthy, endowing religious and charitable institutions. Many women actively used the Ottoman courts to protect their legal rights in matters of marriage, divorce, and inheritance, sometimes representing themselves or acting as agents for female relatives. In 1717, the wife of an English ambassador to the Ottoman Empire compared the lives of Turkish and European women, declaring, “’Tis very easy to see that they have more liberty than we have.”<sup>31</sup>

Within the Islamic world, the Ottoman Empire represented the growing prominence of Turkic people, for their empire now incorporated a large number of

### Guided Reading Question

#### ■ SIGNIFICANCE

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



Arabs, among whom the religion had been born. The responsibility and the prestige of protecting Mecca, Medina, and Jerusalem—the holy cities of Islam—now fell to the Ottoman Empire. A century-long conflict (1534–1639) between the Ottoman Empire, espousing the Sunni version of Islam, and the Persian Safavid Empire, holding fast to the Shia form of the faith, expressed a deep and enduring division within the Islamic world. Nonetheless, Persian culture, especially its poetry, painting, and traditions of imperial splendor, occupied a prominent position among the Ottoman elite.

The Ottoman Empire, like its Mughal counterpart, was the site of a highly significant cross-cultural encounter in the early modern era, adding yet another chapter to the long-running story of interaction between the Islamic world and Christendom. As the Ottoman Empire expanded across Anatolia, its mostly Christian population converted in large numbers to Islam as the Byzantine state visibly weakened and large numbers of Turks settled in the region. By 1500, some 90 percent of Anatolia’s inhabitants were Muslims and Turkic speakers. The climax of this Turkic assault on the Christian world of Byzantium occurred in 1453, when Constantinople fell to the invaders. Renamed Istanbul, that splendid Christian city became the capital of the Ottoman Empire. Byzantium, heir to the glory of Rome and the guardian of Orthodox Christianity, was no more.

In the empire’s southeastern European domains, known as the Balkans, the Ottoman encounter with Christian peoples unfolded quite differently than it had in Anatolia. In the Balkans, Muslims ruled over a large Christian population, but the scarcity of Turkish settlers and the willingness of the Ottoman authorities to accommodate the region’s Christian churches led to far fewer conversions. By the early sixteenth century, only about 19 percent of the area’s people were Muslims, and 81 percent were Christians.

Many of these Christians had welcomed Ottoman conquest because taxes were lighter and oppression less pronounced than under their former Christian rulers. Christian communities such as the Eastern Orthodox and Armenian Churches were granted considerable autonomy in regulating their internal social, religious, educational, and charitable affairs. Nonetheless, many Christian and Jewish women appealed legal cases dealing with marriage and inheritance to Muslim courts, where their property rights were greater. A substantial number of Christian men—Balkan landlords, Greek merchants, government officials, and high-ranking clergy—became part of the Ottoman elite, sometimes without converting to Islam. Jewish refugees, fleeing Christian persecution in a Spain recently “liberated” from Islamic rule, likewise found greater opportunity in the Ottoman Empire, where they became prominent in trade and banking circles. In these ways, Ottoman dealings with the Christian and Jewish populations of their empire broadly resembled Akbar’s policies toward the Hindu majority of Mughal India. In another way, however, Turkish rule bore heavily on Christians. Through a process known as the *devshirme* (devv-shirr-MEH) (the collecting or gathering), Ottoman authorities siphoned off

**AP® EXAM TIP**

The number of AP® exam questions about the Ottoman Empire’s political, social, and economic features have increased in recent years. Also note that the interactions between Muslims and Christians in the Ottoman Empire are an important topic.



### The Ottoman Siege of Vienna, 1683

In this late seventeenth-century painting by the Flemish artist Frans Geffels, the last Ottoman incursion into the Austrian Empire is pushed back with French and Polish help, marking the end of a serious Muslim threat to Christian Europe. (Wien Museum Karlsplatz, Vienna, Austria/Erich Lessing/Art Resource, NY)

many thousands of young boys from Christian families into the service of the state. (See Zooming In: Devshirme, page 586.)

Even though Ottoman authorities were relatively tolerant toward Christians within their borders, the empire itself represented an enormous threat to Christendom generally. The seizure of Constantinople, the conquest of the Balkans, Ottoman naval power in the Mediterranean, and the siege of Vienna in 1529 and again in 1683 raised anew “the specter of a Muslim takeover of all of Europe.”<sup>32</sup> (See Working with Evidence, Source 13.2, page 593.) One European ambassador reported fearfully in 1555 from the court of the Turkish ruler Suleiman:

He tramples the soil of Hungary with 200,000 horses, he is at the very gates of Austria, threatens the rest of Germany, and brings in his train all the nations that extend from our borders to those of Persia.<sup>33</sup>

Indeed, the “terror of the Turk” inspired fear across much of Europe and placed Christendom on the defensive, even as Europeans were expanding aggressively across the Atlantic and into the Indian Ocean.

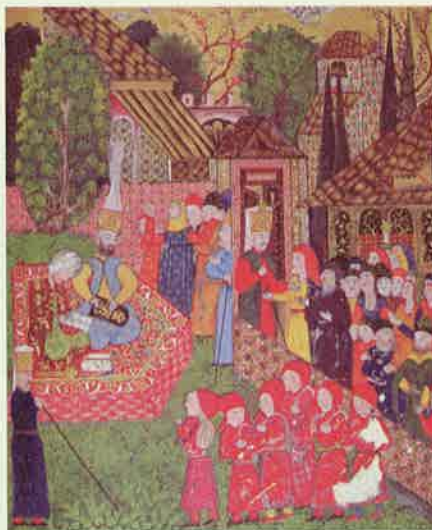
### AP® EXAM TIP

The Muslim conquest of Constantinople was a major turning point in the political and cultural history of Europe, North Africa, and Southwest Asia.

## Devshirme: The “Gathering” of Christian Boys in the Ottoman Empire

Every few years, Ottoman official recruiters descended on rural Christian villages in the Balkan provinces of the empire, mostly among Serbs, Greeks, and Albanians. There they required the village priest to present the birth records of the village and to assemble boys of about ten to eighteen years of age. Then they selected a certain number of these boys, dressed them in red uniforms, and marched them off to Constantinople. Once the boys arrived, they were circumcised, converted to Islam, given a Muslim name, and enrolled in a long training program to prepare them for administrative or military positions within the Ottoman government.

This was the *devshirme*, or “gathering,” of Christian boys, a distinctive practice that began in the mid- to late fourteenth century when the rapid expansion of the Ottoman Empire required more soldiers and officials. It extended a much older Islamic tradition of using prisoners captured in war as slave soldiers. The *devshirme* enabled the sultan to create a cadre of civil and military officials personally loyal to and dependent upon him,



Ottoman officials selecting Christian boys, in red, for the *devshirme*.

thus avoiding reliance on the Turkish nobility. Boys with the greatest potential received a prestigious education, lasting some fourteen years, in Arabic, Turkish, and Persian languages; mathematics; Islamic studies; horsemanship; weaponry; and more. They were tracked into civil administrative careers, often in the palace itself. Others entered a rigorous training for military service and generally ended up in the Janissary corps, an elite military unit responsible directly to the sultan.

Technically, the *devshirme* recruits were slaves, but they were quite different from ordinary purchased slaves. They were absorbed into Ottoman society in distinctive

and privileged roles, and some of them were able to rise to very prominent positions, including that of grand vizier, the chief adviser to the sultan himself. One such official recalled that he was taken “weeping and in distress,” but also reported with some pride that “a shepherd may be [transported] to a sultan’s domain.”<sup>34</sup>

photo: From the “Süleymanname” (Mss Hazine, 1517 f. 31v.), 1558 (ink and gold leaf on vellum)/Topkapi Palace Museum, Istanbul, Turkey/Bridgeman Images

### AP® EXAM TIP

Pay close attention to examples of diplomatic relationships in the era ca.1450–ca.1750.

But the Ottoman encounter with Christian Europe spawned admiration and cooperation as well as fear and trembling. Italian Renaissance artists portrayed the splendor of the Islamic world. (See Working with Evidence, Chapter 12, page 536.) The sixteenth-century French philosopher Jean Bodin praised the religious tolerance of the Ottoman sultan in contrast to Christian intolerance: “The King of the Turks who rules over a great part of Europe safeguards the rites of religion as well as any prince in this world. Yet he constrains no-one, but on the contrary permits everyone to live as his conscience dictates.”<sup>35</sup> The French government on occasion found it useful to ally with the Ottoman Empire against their common enemy of Habsburg Austria, while European merchants willingly violated a papal ban on selling firearms to the Turks. Cultural encounter involved more than conflict.

So prestigious were such positions—or so desperate were impoverished Christians—that some Christian families voluntarily offered their sons to the recruiters, and some free Muslim families schemed to get their children into the exalted ranks of the *devshirme*.

Yet there is little doubt that the *devshirme* system brought great suffering to the empire's Christian subjects and was widely hated and resisted. In 1395, an Eastern Orthodox metropolitan, or archbishop, named Isidore Glabas from Thessaloniki in Greece delivered a scathing public sermon denouncing the practice, no doubt reflecting the views of his parishioners. "My eyes are filled with tears and can no longer bear to see my beloved ones," he began. Then he outlined the various ways that the *devshirme* brought grief to his people: their children were "forced to change over to alien customs and to become a vessel of barbaric garb, speech, impiety, and other contaminations, all in a moment." His words reflected the Greeks' view of Turks as "barbarians" and their fear that their children might be subjected to castration as eunuchs or exposed to the homosexuality widely regarded as a part of Janissary life. Furthermore, according to the archbishop, the *devshirme* threatened the continuity of family life, for a father "will not have his son to send him to his grave in fitting manner." And who, he asked, would not "lament his son because a free child becomes a slave?" Worst of all, in the archbishop's view, was the danger to the immortal soul of a Christian

boy who was circumcised and converted to Islam, for "he is shamefully separated from God and has become miserably entangled with the devil, and in the end will be sent to darkness and hell with the demons."<sup>36</sup>

It was no wonder then that Ottoman Christians deployed many strategies to avoid the *devshirme*. Some communities required their boys to formally marry at a very young age; parish priests might conveniently lose names from the parish registries; families sometimes fled to avoid the recruiters; Eastern Orthodox Christians on occasion appealed to the pope or to Catholic military orders for help, "lest we lose our children." On several occasions, villagers murdered the recruiters and many times sought to bribe them.

By the mid-seventeenth century, the *devshirme* system had been largely abandoned, as recruitment to these positions was opened to free Muslim Turks. But the memory lingered well into the twentieth century as an irritant in the conflicted relations of Greeks and Turks. A song recently sung in northern Greece recalled the memory: "Be Dammed, Emperor, thrice be damned. . . . You catch and shackle the old and the archpriests, in order to take the children as janissaries. Their parents weep, their sisters and brothers, too."<sup>37</sup>

**Questions:** How might you summarize the origins and outcomes of the *devshirme* system? How does this practice alter your understanding of slavery?

## REFLECTIONS

### The Centrality of Context in World History

World history is, to put it mildly, a big subject. To teachers and students alike, it can easily seem overwhelming in its detail. And yet the central task of world history is *not* the inclusion of endless facts or particular cases. It is rather to establish contexts or frameworks within which carefully selected facts and cases take on new meaning. In world history, every event, every process, every historical figure, and every culture, society, or civilization gain significance from their incorporation into some larger context or framework. Contextual thinking is central to world history.

**AP® EXAM TIP**

In this section the author says it is essential to understand historical context if you wish to understand world history, and that understanding is precisely what the AP® exam will test. Now that you are about halfway through this text, consider the political (e.g., empire building), social (e.g., relations between governments and religions), and economic (e.g., the empires' policies on trade) connections and comparisons that you have made thus far.

The broad outlines of European colonization in the Americas are familiar to most American and European students. And yet, when that story is set in the context of other empire-building projects of the early modern era, it takes on new and different meanings. Such a context helps to counter any remaining Eurocentrism in our thinking about the past by reminding us that Western Europe was not the only center of vitality and expansion and that the interaction of culturally different peoples, so characteristic of the modern age, derived from multiple sources. How often do we notice that a European Christendom creating empires across the Atlantic was also the victim of Ottoman imperial expansion in the Balkans?

This kind of contextualizing also allows us to see more clearly the distinctive features of European empires as we view them in the mirror of other imperial creations. The Chinese, Mughal, and Ottoman empires continued older patterns of historical development, while those of Europe represented something wholly new in human history—an interacting Atlantic world of Europe, Africa, and the Americas. Furthermore, the European empires had a far greater impact on the peoples they incorporated than did other empires. Nowhere else did empire building generate such a catastrophic population collapse as in the Americas. Nor did Asian empires foster the kind of slave-based societies and transcontinental trade in slaves that were among the chief outcomes of Europe's American colonies. Finally, Europe was enriched and transformed by its American possessions far more than China and the Ottomans were by their territorial acquisitions. Europeans gained enormous new biological resources from their empires—corn, potatoes, tomatoes, chocolate, tobacco, timber, and much more—as well as enormous wealth in the form of gold, silver, and land.

Should we need a motto for world history, consider this one: in world history, nothing stands alone; context is everything.

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## Chapter Review

### What's the Significance?

Cortés, 557	<i>yasak</i> , 574
Doña Marina, 557–60	Qing dynasty empire, 578–80
the Great Dying, 557–60	Mughal Empire, 580–82
Little Ice Age and General Crisis, 560–61	Akbar, 580–81
Columbian exchange, 561–63	Aurangzeb, 581
<i>peninsulares</i> , 565	Ottoman Empire, 582–87
<i>mestizo</i> , 566	Constantinople, 585
<i>mulattoes</i> , 569	<i>devshirme</i> , 586–87
plantation complex, 569	
settler colonies, 571–72	
Siberia, 573	

## Big Picture Questions

1. The experience of empire for conquered peoples was broadly similar whoever their rulers were. Does the material in this chapter support or challenge this idea?
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?
3. Have a look at the maps in this chapter with an eye to the areas of the world that were not incorporated into 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?

## Next Steps: For Further Study

Jane Burbank and Frederick Cooper, *Empires in World History* (2010). Chapters 5–7 of this recent work describe and compare the empires of the early modern world.

Jorge Canizares-Esguerra and Erik R. Seeman, eds., *The Atlantic in Global History* (2007). A collection of essays that treats the Atlantic basin as a single interacting region.

Alfred W. Crosby, *The Columbian Voyages, the Columbian Exchange, and Their Historians* (1987). A brief and classic account of changing understandings of Columbus and his global impact.

John Kicza, *Resilient Cultures: America's Native Peoples Confront European Colonization, 1500–1800* (2003). An account of European colonization in the Americas that casts the native peoples as active agents rather than passive victims.

Charles C. Mann, *1493: Uncovering the New World Columbus Created* (2011). A global account of the Columbian exchange that presents contemporary scholarship in a very accessible fashion.

Peter Perdue, *China Marches West: The Qing Conquest of Central Eurasia* (2005). Describes how China became an empire as it incorporated the non-Chinese people of Central Asia.

Willard Sutherland, *Taming the Wild Fields: Colonization and Empire on the Russian Steppe* (2004). An up-to-date account of Russian expansion in the steppes.

"Discover the Ottomans," <http://www.theottomans.org/english/index.asp>. A series of essays and images that traces the history of the Ottoman Empire over six centuries.

"1492: An Ongoing Voyage," <http://www.ibiblio.org/expo/1492.exhibit/Intro.html>. An interactive Web site based on an exhibit from the Library of Congress that provides a rich context for exploring the meaning of Columbus and his voyages.

## WORKING WITH EVIDENCE

## State Building in the Early Modern Era

The empires of the early modern era were the projects of states, though these states often made use of various private groups—missionaries, settlers, merchants, mercenaries—to achieve the goals of empire. Such imperial states—Mughal India, the Ottoman Empire, France, and the Inca Empire, for example—were invariably headed by kings or emperors who were the source of ultimate political authority in their lands. Each of those rulers sought to govern societies divided by religion, region, ethnicity, or class.

During the three centuries between 1450 and 1750, all of these states, and a number of non-imperial states as well, moved toward greater political integration and centralization. In all of them, more effective central bureaucracies curtailed, though never eliminated, entrenched local interests; royal courts became more elaborate; and the role of monarchs grew more prominent. The growth of empire accompanied this process of political integration, and perhaps helped cause it. However, efforts at state building differed considerably across the early modern world, depending on variations in historical backgrounds, the particular problems and circumstances that each state faced, the cultural basis of political authority, and the policies that individual leaders followed.

The documents that follow allow us to examine this state-building effort in several distinct settings. Two of them were written by monarchs themselves and two by outside observers. What similarities and variations in this process of state building can you notice as you study the documents? How did these early modern states differ from the states of later centuries or those of today? To what extent was government personal rather than institutional? In what ways was power exercised—through coercion and violence, through accommodation with established elites, through the operation of new bureaucratic structures, or by persuading people that the central authority was in fact legitimate?

## Source 13.1

## The Memoirs of Emperor Jahangir

The peoples of India had only rarely experienced a political system that encompassed most of the subcontinent. Its vast ethnic and cultural diversity and the division between its Hindu and Muslim peoples usually generated a

fragmented political order of many competing states and principalities. But in the early modern era, the Mughal Empire gave to South Asia a rare period of substantial political unity. Source 13.1 offer excerpts from the memoirs of Jahangir, who ruled the Mughal state from 1605 to 1627, following the reign of his more famous father Akbar (see pages 580–81). Written in Persian, the literary language of the eastern Islamic world, Jahangir's account of his reign followed the tradition of earlier Mughal emperors in noting major events of his lifetime, but it departed from that tradition in reflecting personally on art, politics, family life, and more.

- Why do you think Jahangir mounted such an elaborate coronation celebration for himself?
- In what ways did Jahangir seek to ensure the effective authority of the state he led?
- In what ways was Jahangir a distinctly Muslim ruler? In what respects did he and his father depart from Islamic principles?
- Based on these selections, what concrete problems of governance can you infer were facing Jahangir?

## JAHANGIR

### *Memoirs*

1605–1627

**A**t the age of thirty-eight, I became Emperor. . . . As at the very instant that I seated myself on the throne, the sun rose from the horizon; I accepted this as the omen of victory, and as indicating a reign of unvarying prosperity. Hence I assumed the titles of . . . the world-subduing emperor, the world-subduing king.

On this occasion I made use of the throne prepared by my father, and enriched at an expense without parallel for the celebration of the festival of the new year. . . . Having thus seated myself on the throne of my expectations and wishes, I caused also the imperial crown, which my father had caused to be made after the manner of that which was worn by the great kings of Persia, to be brought before me, and then, in the presence of the whole assembled Emirs, having placed it on my brows, as an omen auspicious to the stability and happiness of my reign, kept it there for the space of a full astronomical hour. . . .

For forty days and forty nights I caused the . . . great imperial state drum, to strike up, without ceasing, the strains of joy and triumph; and . . . around my throne, the ground was spread by my directions with the most costly brocades and gold embroidered carpets. Censers [containers for burning incense] of gold and silver were disposed in different directions for the purpose of burning odoriferous drugs, and nearly three thousand camphorated wax lights . . . illuminated the scene from night till morning. Numbers of blooming youths, beautiful as young Joseph in the pavilions of Egypt, clad in dresses of the most costly materials . . . awaited my commands, rank after rank, and in attitude most respectful. And finally, the Emirs of the empire . . . covered from head to foot in gold and jewels, and shoulder to shoulder, stood round in brilliant array, also waiting for the commands of their sovereign. For forty days and forty nights did I keep open to the world these scenes of festivity



and splendor, furnishing altogether an example of imperial magnificence seldom paralleled in this stage of earthly existence. . . .

I instituted . . . special regulations . . . as rules of conduct, never to be deviated from in their respective stations.

1. I remitted [canceled] altogether to my subjects three sources of revenue taxes or duties. . . .

2. I directed, when the district lay waste or destitute of inhabitants, that towns should be built. . . . I charged the Jaguir–daurs [local rulers granted a certain territory by the emperor], or feudatories of the empire, in such deserted places to erect mosques and substantial . . . stations for the accommodation of travelers, in order to render the district once more an inhabited country, and that wayfaring men might again be able to pass and repass in safety.

3. Merchants traveling through the country were not to have their bales or packages of any kind opened without their consent. But when they were perfectly willing to dispose of any article of merchandise, purchasers were permitted to deal with them, without, however, offering any species of molestation. . . .

5. No person was permitted either to make or sell either wine or any other kind of intoxicating liquor. I undertook to institute this regulation, although it is sufficiently notorious that I have myself the strongest inclination for wine, in which from the age of sixteen I have liberally indulged. . . .

6. No person [official] was permitted to take up his abode obtrusively in the dwelling of any subject of my realm. . . .

7. No person was to suffer, for any offense, the loss of a nose or ear. If the crime were theft, the offender was to be scourged with thorns, or deterred from further transgression by an attestation on the Koran.

8. [High officials] were prohibited from possessing themselves by violence of the lands of the subject, or from cultivating them on their own account. . . .

10. The governors in all the principal cities were directed to establish infirmaries or hospitals, with competent medical aid for the relief of the sick. . . .

11. During the month of my birth . . . the use of all animal food was prohibited both in town and country; and at equidistant periods throughout the year a day was set apart, on which all slaughtering of animals was strictly forbidden.

[H]aving on one occasion asked my father [Akbar] the reason why he had forbidden any one to prevent or interfere with the building of these haunts of idolatry [Hindu temples], his reply was in the following terms: “My dear child,” said he, “I find myself a powerful monarch, the shadow of God upon earth. I have seen that he bestows the blessings of his gracious providence upon all his creatures without distinction. Ill should I discharge the duties of my exalted station, were I to withhold my compassion and indulgence from any of those entrusted to my charge. With all of the human race, with all of God’s creatures, I am at peace: why then should I permit myself, under any consideration, to be the cause of molestation or aggression to any one? Besides, are not five parts in six of mankind either Hindus or aliens to the faith; and were I to be governed by motives of the kind suggested in your inquiry, what alternative can I have but to put them all to death! I have thought it therefore my wisest plan to let these men alone. Neither is it to be forgotten, that the class of whom we are speaking . . . are usefully engaged, either in the pursuits of science or the arts, or of improvements for the benefit of mankind, and have in numerous instances arrived at the highest distinctions in the state, there being, indeed, to be found in this city men of every description, and of every religion on the face of the earth.”

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Source: *The Memoirs of the Emperor Jahangir*, translated from the Persian by Major David Price (London: Oriental Translation Committee, 1829), 1–3, 5–8, 15.

## Source 13.2

**An Outsider's View of the Ottoman Empire**

Under Suleiman I (r. 1520–1566), the Ottoman Empire reached its greatest territorial extent and perhaps its golden age in terms of culture and economy (see Map 13.4, page 583). A helpful window into the life of this most powerful of Muslim states comes from the writings of Ogier Ghiselin de Busbecq, a Flemish nobleman who served as a diplomat for the Austrian Empire, which then felt under great threat from Ottoman expansion into Central Europe. Busbecq's letters to a friend, excerpted in Source 13.2, present his view of the Ottoman court and his reflections on Ottoman military power.

- 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?
- How did he define the differences between the Ottoman Empire and Austria? What do you think he hoped to accomplish by highlighting these differences?
- What sources of Ottoman political authority are apparent in Busbecq's account?
- What potential problems of the Ottoman Empire does this document imply or state?

OGIER GHISELIN DE BUSBECQ

*The Turkish Letters*

1555–1562

**O**n his [Suleiman's] arrival we were admitted to an audience. . . . His air [attitude], was by no means gracious, and his face wore a stern, though dignified, expression. On entering we were separately conducted into the royal presence by the chamberlains, who grasped our arms. This has been the Turkish fashion of admitting people to the Sovereign ever since a Croat, in order to avenge the death of his master . . . asked Amurath [an earlier Sultan] for an audience, and took advantage of it to slay him. After having gone through a pretense of kissing his hand, we were conducted backward to the wall opposite his seat, care being taken that we should never turn our backs on him. . . .

The Sultan's hall was crowded with people, among whom were several officers of high rank. Besides these there were all the troopers of the Imperial guard and a large force of Janissaries; but there was not in all that great assembly a single man who owed his position to aught save his valor and his merit. No distinction is attached to birth among the Turks. . . . In making his appointments the Sultan pays no regard to any pretensions on the score of wealth or rank, nor does he take into consideration recommendations or popularity. . . . It is by merit that men rise in the service, a system which ensures that posts should only be assigned to the competent. . . . Those who receive the highest

offices from the Sultan are for the most part the sons of shepherds or herdsmen, and so far from being ashamed of their parentage, they actually glory in it, and consider it a matter of boasting that they owe nothing to the accident of birth. . . .

Among the Turks, therefore, honors, high posts, and judgeships are the rewards of great ability and good service. If a man be dishonest, or lazy, or careless, he remains at the bottom of the ladder, an object of contempt; for such qualities there are no honors in Turkey! This is the reason that they are successful in their undertakings, that they lord it over others, and are daily extending the bounds of their empire. These are not our ideas, with us [Europeans] there is no opening left for merit; birth is the standard for everything; the prestige of birth is the sole key to advancement in the public service. . . .

[T]ake your stand by my side, and look at the sea of turbaned heads, each wrapped in twisted folds of the whitest silk; look at those marvelously handsome dresses of every kind and every color; time would fail me to tell how all around is glittering with gold, with silver, with purple, with silk, and with velvet; words cannot convey an adequate idea of that strange and wondrous sight: it was the most beautiful spectacle I ever saw.

With all this luxury, great simplicity and economy are combined; every man's dress, whatever his position may be, is of the same pattern; no fringes or useless points are sewn on, as is the case with us, appendages which cost a great deal of money, and are worn out in three days. . . . I was greatly struck with the silence and order that prevailed in this great crowd. There were no cries, no hum of voices, the usual accompaniments of a motley gathering, neither was there any jostling; without the slightest disturbance each man took his proper place according to his rank. . . .

On leaving the assembly we had a fresh treat in the sight of the household cavalry returning to their quarters; the men were mounted on splendid horses, excellently groomed, and gorgeously accoutred. And so we left the royal presence, taking with us but little hope of a successful issue to our embassy.

The Turkish monarch going to war takes with him over 40,000 camels and nearly as many baggage mules, of which a great part, when he is invad-

ing Persia, are loaded with rice and other kinds of grain. . . . The invading army carefully abstains from encroaching on its magazines [supplies] at the outset. . . . The Sultan's magazines are opened, and a ration just sufficient to sustain life is daily weighed out to the Janissaries and other troops of the royal household.

From this you will see that it is the patience, self-denial, and thrift of the Turkish soldier that enable him to face the most trying circumstances. . . . What a contrast to our men! Christian soldiers on a campaign refuse to put up with their ordinary food, and call for thrushes, beccaficos [small birds], and such like dainty dishes! If these are not supplied they grow mutinous and work their own ruin; and, if they are supplied, they are ruined all the same. For each man is his own worst enemy, and has no foe more deadly than his own intemperance, which is sure to kill him, if the enemy be not quick.

It makes me shudder to think of what the result of a struggle between such different systems must be; one of us must prevail and the other be destroyed. . . . On their side is the vast wealth of their empire, unimpaired resources, experience and practice in arms, a veteran soldiery, an uninterrupted series of victories, readiness to endure hardships, union, order, discipline, thrift, and watchfulness. On ours are found an empty exchequer, luxurious habits, exhausted resources, broken spirits, a raw and insubordinate soldiery, and greedy generals; there is no regard for discipline, license runs riot, the men indulge in drunkenness and debauchery, and, worst of all, the enemy are accustomed to victory, we, to defeat. Can we doubt what the result must be? The only obstacle is Persia, whose position on his rear forces the invader to take precautions. The fear of Persia gives us a respite, but it is only for a time. When he has secured himself in that quarter, he will fall upon us with all the resources of the East. How ill prepared we are to meet such an attack it is not for me to say.

*[In the following passage, Busbecq reflects on a major problem of the Ottoman state, succession to the throne.]*

The sons of Turkish Sultans are in the most wretched position in the world, for, as soon as one

of them succeeds his father, the rest are doomed to certain death. The Turk can endure no rival to the throne, and, indeed, the conduct of the Janissaries renders it impossible for the new Sultan to spare his brothers; for if one of them survives, the Janissaries are forever asking largesses. If these are refused, forthwith the cry is heard, “Long live the brother!” “God preserve the brother!”—a tolerably broad

hint that they intend to place him on the throne. So that the Turkish Sultans are compelled to celebrate their succession by imbruing their hands in the blood of their nearest relatives.

Source: Charles Thornton Forester and F. H. Blackburne Daniell, *The Life and Letters of Ogier Ghiselin de Busbecq* (London: C. Kegan Paul, 1881), 114–15, 152–56, 219–22.

### Source 13.3

## French State Building and Louis XIV

Like their counterparts in the Middle East and Asia, a number of European states in the early modern era also pursued the twin projects of imperial expansion abroad and political integration at home. But consolidating central authority was a long and difficult task. Obstacles to the ambitions of kings in Europe were many—the absence of an effective transportation and communication infrastructure; the difficulty of acquiring information about the population and resources; the entrenched interests of privileged groups such as the nobility, church, town councils, and guilds; and the division between Catholics and Protestants.

Perhaps the most well-known example of such European state-building efforts is that of France under the rule of Louis XIV (r. 1643–1715). Louis and other European monarchs, such as those in Spain and Russia, operated under a set of assumptions known as absolutism, which held that kings ruled by “divine right” and could legitimately claim sole and uncontested authority in their realms. Louis’s famous dictum “*L’état, c’est moi*” (“I am the state”) summed up the absolutist ideal. Source 13.3 illustrates at least one way in which Louis attempted to realize this ideal.

Written by Louis himself, this document focuses on the importance of “spectacle” and public display in solidifying the exalted role of the monarch. The “carousel” described here was an extravagant pageant, held in Paris in June 1662. It featured various exotic animals, slaves, princes, and nobles arrayed in fantastic costumes representing distant lands, as well as many equestrian competitions. Unifying this disparate assembly was King Louis himself, dressed as a Roman emperor, while on the shields of the nobles was that grand symbol of the monarchy, the sun.

- What posture does Louis take toward his subjects in this document?
- How does he understand the role of spectacle in general and the carousel in particular?
- 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?

LOUIS XIV

*Memoirs*

1670

It was necessary to conserve and cultivate with care all that which, without diminishing the authority and the respect due to me, linked me by bonds of affection to my peoples and above all to the people of rank, 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 toward them in other matters. That sharing of pleasures, which gives people at court a respectable familiarity with us, touches them and charms them more than can be expressed. The common people, on the other hand, are delighted by shows in which, at bottom, we always have the aim of pleasing them; and all our subjects, in general, are delighted to see that we like what they like, or what they excel in. By this means we hold on to their hearts and their minds, sometimes more strongly perhaps than by recompenses and gifts; and with regard to foreigners, in a state they see flourishing and well ordered, that which is spent on expenses and which could be called superfluous, makes a very favorable impression on them, of magnificence, of power, of grandeur. . . .

The carousel, which has furnished me the subject of these reflections, had only been conceived at first as a light amusement; but little by little, we were carried away, and it became a spectacle that was fairly grand and magnificent, both in the number of exercises, and by the novelty of the costumes and the variety of the [heraldic] devices. It was

then that I began to employ the one that I have always kept since and which you see in so many places . . . it ought to represent in some way the duties of a prince, and constantly encourage me to fulfill them. For the device they chose the sun, which . . . is the most noble of all, and which, by its quality of being unique, by the brilliance that surrounds it, by the light that it communicates to the other stars which form for it a kind of court, by the just and equal share that the different climates of the world receive of this light, by the good it does in all places, ceaselessly producing as it does, in every sphere of life, joy and activity, by its unhindered movement, in which it nevertheless always appears calm, by its constant and invariable course, from which it never departs nor wavers, is the most striking and beautiful image of a great monarch.

Those who saw me governing with a good deal of ease and without being confused by anything, in all the numerous attentions that royalty demands, persuaded me to add the earth's globe, and for motto, *nec pluribus impar* (not unequal to many things): by which they meant something that flattered the aspirations of a young king, namely that, being sufficient to so many things, I would doubtless be capable of governing other empires, just as the sun was capable of lighting up other worlds if they were exposed to its rays.

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Source: Robert Campbell, *Louis XIV* (London: Longmans, 1993), 117–18.

**Source 13.4****An Outsider's View of the Inca Empire**

Pedro de Cieza de León (1520–1554), a Spanish chronicler of the Inca Empire of the early sixteenth century, came to the Americas as a boy at the age of thirteen. For the next seventeen years, Cieza took part as a soldier in a number of expeditions that established Spanish rule in various parts of South America. Along the way, he collected a great deal of information, especially about

the Inca Empire, which he began to publish on his return to Spain in 1550. Despite a very limited education, Cieza wrote a series of works that have become a major source for historians about the workings of the Inca Empire and about the Spanish conquest of that land. The selection that follows focuses on the techniques that the Incas used to govern their huge empire.

- How would you describe Cieza's posture toward the Inca Empire? What in particular did he seem to appreciate about it?
- Based on this account, what difficulties did the Inca rulers face in governing their large and diverse realm?
- What policies or practices did the Inca authorities follow in seeking to integrate their empire?
- Some modern observers have described the Inca Empire as "totalitarian" or "socialist." Do such terms seem appropriate? How else might you describe the Inca state?
- How does Cieza's relationship to the Inca Empire compare to that of Busbecq to the Ottoman Empire?

PEDRO DE CIEZA DE LEÓN

### *Chronicles of the Incas*

ca. 1550

The Incas had the seat of their empire in the city of Cuzco, where the laws were given and the captains set out to make war. . . . As soon as one of these large provinces was conquered, ten or twelve thousand of the men and their wives, or six thousand, or the number decided upon were ordered to leave and remove themselves from it. These were transferred to another town or province of the same climate and nature as that which they left. . . . And they had another device to keep the natives from hating them, and this was that they never divested the natural chieftains of their power. If it so happened that one of them committed a crime or in some way deserved to be stripped of his power, it was vested in his sons or brothers, and all were ordered to obey them. . . .

One of the things most to be envied in these rulers is how well they knew to conquer such vast lands. . . .

[T]hey entered many lands without war, and the soldiers who accompanied the Inca were

ordered to do no damage or harm, robbery or violence. If there was a shortage of food in the province, he ordered supplies brought in from other regions so that those newly won to his service would not find his rule and acquaintance irksome. . . .

In many others, where they entered by war and force of arms, they ordered that the crops and houses of the enemy be spared. . . . But in the end the Incas always came out victorious, and when they had vanquished the others, they did not do them further harm, but released those they had taken prisoner, if there were any, and restored the booty, and put them back in possession of their property and rule, exhorting them not to be foolish and try to compete with his royal majesty nor abandon his friendship, but to be his friends as their neighbors were. And saying this, he gave them a number of beautiful women and fine pieces of wool or gold. . . .

They never deprived the native chieftains of their rule. They were all ordered to worship the

sun as God, but they were not prohibited from observing their own religions and customs. . . .

It is told for a fact of the rulers of this kingdom that in the days of their rule they [the Incas] had their representatives in the capitals of all the provinces. . . . They served as head of the provinces or regions, and from every so many leagues around the tributes were brought to one of these capitals. . . . This was so well organized that there was not a village that did not know where it was to send its tribute. In all these capitals the Incas had temples of the sun, mints, and many silversmiths who did nothing but work rich pieces of gold or fair vessels of silver. . . . The tribute paid by each of these districts where the capital was situated, and that turned over by the natives, whether gold, silver, clothing, arms, and all else they gave, was entered in the accounts of the [quipu-] *camayocs*, who kept the quipus and did everything ordered by the governor in the matter of finding the soldiers or supplying whomever the Inca ordered, or making delivery to Cuzco; but when they came from the city of Cuzco to go over the accounts, or they were ordered to go to Cuzco to give an accounting, the accountants themselves gave it by the quipus, or went to give it where there could be no fraud, but everything had to come out right. Few years went by in which an accounting of all these things was not made. . . .

When the Incas set out to visit their kingdom, it is told that they traveled with great pomp, riding in rich litters set upon smooth, long poles of the finest wood and adorned with gold and silver. . . .

So many people came to see his passing that all the hills and slopes seemed covered with them, and all called down blessings upon him. . . .

He [the Inca] traveled four leagues each day, or as much as he wished; he stopped wherever he liked to inquire into the state of his kingdom; he willingly listened to those who came to him with complaints, righting wrongs and punishing those who had committed an injustice. . . .

[T]hese rulers, as the best measure, ordered and decreed, with severe punishment for failure to obey, that all the natives of their empire should know

and understand the language of Cuzco, both they and their women. . . . This was carried out so faithfully that in the space of a very few years a single tongue was known and used in an extension of more than 1,200 leagues; yet, even though this language was employed, they all spoke their own [languages], which were so numerous that if I were to list them it would not be credited. . . .

[The Inca] appointed those whose duty it was to punish wrongdoers, and to this end they were always traveling about the country. The Incas took such care to see that justice was meted out that nobody ventured to commit a felony or theft. This was to deal with thieves, ravishers of women, or conspirators against the Inca; however, there were many provinces that warred on one another, and the Incas were not wholly able to prevent this. By the river [Huatanay] that runs through Cuzco justice was executed on those who were caught or brought in as prisoners from some other place. There they had their heads cut off, or were put to death in some other manner which they chose. Mutiny and conspiracy were severely punished, and, above all, those who were thieves and known as such; even their wives and children were despised and considered to be tarred with the same brush. . . .

[I]n each of the many provinces there were many storehouses filled with supplies and other needful things; thus, in times of war, wherever the armies went they draw upon the contents of these storehouses, without ever touching the supplies of their confederates or laying a finger on what they had in their settlements. And when there was no war, all this stock of supplies and food was divided up among the poor and the widows. These poor were the aged, or the lame, crippled, or paralyzed, or those afflicted with some other diseases. . . . If there came a lean year, the storehouses were opened and the provinces were lent what they needed in the way of supplies; then, in a year of abundance, they paid back all they had received.

## DOING HISTORY

## 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?
- 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?
- 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 power and authority related? What are the advantages and disadvantages of each, from the viewpoint of ambitious rulers?
- 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.
- 5. Comparing insiders’ and outsiders’ accounts:** What differences do you notice between the two passages written by monarchs themselves and the two composed by foreign observers? What advantages and limitations do these two types of sources offer to historians seeking to use them as evidence?