1. ch. 13 East Asia
   a. China: Ming Dynasty (1368-1644)
      i. fall of the Yuan (Mongol) dynasty of China
         (1) economic decline of the North
         (2) still discrimination against Chinese South
         (3) through to Ming and Sixteenth-century World
         (4) last Mongol emperor flees back to Mongolia
      ii. First Ming dynasty
          (1) relocated for a while to Nanjing in Southern China
          (2) Hongwu, first emperor of Ming dynasty
             (a) asserts power at first by massacring scholars
          (3) Artisans and scholar-bureaucrats responsible more for resurgence
              of China under early Ming than emperors
      iii. Early Ming Era
          (1) 14th century: Hongwu attempts to forbid eunuchs role in
               government (fails)
             (a) note: reason for utilizing eunuchs in Government
          (2) 15th century: Yongle (Hongwu’s son)
             (a) moves capital back to Beijing, expands
             (b) enlarges Grand Canal
             (c) rebuilds/expands Great Wall
          (3) 15th century: naval expansion
             (a) invasions, diplomatic, commercial ventures to Vietnam,
                 Malay area, etc. to south
             (b) Great flotilla of eunuch Zheng He across Southeast Asia,
                 Indian Ocean all the way to East Africa
             (c) voyages end, 1433
                (i) sense that neighbors to the North more of a threat by
                    land
                (ii) than any of the regions reached by water
                (iii) ships are dismantled
          (4) Importance of Confucian-trained scholar-bureaucrats in running
              the Empire
             (a) eunuchs and the court
                (i) some scholar-bureaucrats
                (ii) many just seeking low-level jobs (even self-
                     castrating themselves to obtain these)
             (b) Civil service exams
                (i) wonder of the world
                (ii) over time become very stylized and formal; decline
                     as effective tool to identify effective bureaucrats
   iv. Ming Society, Scholarship, and Culture
(1) Market towns
   (a) expanded population means expanded network of towns tied by trade
(2) Literacy high even in a society dominated by peasants
   (a) merchants, farmers, scholar-bureaucrats all highly literate
(3) Greatest achievement is in porcelain
   (a) exported to Japan and Holland

v. Ming and the Sixteenth-century World
(1) Export trade
   (a) supposed to be limited to certain ports
      (i) one for Japan, one for Indonesia, etc.
   (b) in fact dominated by smugglers both Asian and European
   (c) influx of silver from South America by Spanish, Dutch, etc.
      leads to highly monetized economy (as opposed to barter)
(2) European encounters
   (a) Portuguese
      (i) banned from 1517 to 1557
      (ii) Matteo Ricci, a Jesuit, travels from Lisbon 1578
   (b) Jesuits
      (i) have to dress like the Confucian scholar-bureaucrats of China to get court access
      (ii) Chinese more interested in their secular knowledge than in their religious missionary works
         1) like clocks
(3) Decline in late (17th century) Ming Dynasty
   (a) military in disarray from 1600s
   (b) civil service exams increasingly formal and inefficient

2. ch. 16 Global Encounters
a. Iberian Golden Age (background)
i. By 1503, Pepper in Lisbon cost 1/5 amount that in Venice
   (1) effect of new trading route
   (2) going south around Africa was result of Portugal (and Spain) being shut out of the East-West trade that went through Middle East by Muslims, Venetians, and others
ii. Why Spain and Portugal were able to expand
   (1) technology from the East: compass, astrolabe, and lateen (triangular) sail
      (a) adopted to heavier Atlantic-based ships
      (b) fitted with heavy brass cannons
   (2) harnessing counterclockwise winds of Southern Atlantic to enable sailing west to get back home from African coast
   (3) advancing European cartography
iii. Rival claims
   (1) Portugal
      (a) Prince Henry “the Navigator” (important from mid-15th
century) promotes
(i) naval observatory
(ii) conquers port in Morocco
(iii) exploration down African coast to Senegal/Guinea

(b) Later
(i) Bartolomeu Dias, Cape of Good Hope, 1488
(ii) Vasco da Gama, India, 1497-99

(2) Spain
(a) from *Reconquista* (Spain, Granada, -1492) to
*Conquistadores* (New Spain, Spanish America, 1492-)
(i) Columbus’s voyage to “Japan”

(3) Treaty of Tordesillas, 1494

b. Portuguese Empire
i. Pepper, cinnamon
ii. Sea-trade-based empire
   (1) Gold Coast (1471), Cape of Good Hope, Straits of Hormuz (1509),
       Calicut and Goa
   (2) not land-based
   (3) war with existing Muslim traders

c. Portuguese in West Africa
i. Gold Coast
   (1) Elmina (the mine), Portuguese port from 1482
ii. Kingdom of Benin
   (1) brass not gold
   (2) at first bans slave trade
      (a) later supplies Portugal with slaves to compete with
          surrounding tributaries
      (b) Slave Coast
iii. Kongo farther south

d. Growth of New Spain
i. from Cuba and Caribbean to Mexico
   (1) conquering Aztec Empire (1519-1521)
      (a) Hernando Cortes and followers take advantage of split
          between Aztecs and tributary peoples
ii. from Mexico to Philippines
   (1) from 1571, Manila from 1580
   (2) mass conversions of Philippinos to Catholicism in 17th century
   (3) dependent on
      (a) silver flotillas from Mexico
      (b) Chinese merchants for porcelain, etc. from China
iii. Francisco Pizarro and conquest of Inca kingdom in Peru (1531-1542,
     1572)

e. Iberian Systems in the New World
i. Deeper penetration and settlement than Portuguese in Africa and Asia
   (1) Viceroyalties established in Mexico and Peru
ii. Economies

(1) Plantations
   (a) from Canary Islands, to West Indies, to land around Caribbean basin
   (b) Increasing monoculture (one crop) based on slave labor
       (i) Portuguese sugar plantations
           1) on Atlantic Islands (Madeira, Cape Verde, etc.)
           2) in Brazil from 1550s
   (2) Gold and silver mines, especially Potosí (Peru)
       (a) Importance of silver fleets to wealth of Europe and East-West trade from 1550s
       (b) Importance of sugar trade from 1600s

iii. Beginnings of Northern European Expansion

f. Commercial revolution

i. Europe swamped by (post-)Columbian Exchange and Asian goods
   (a) most are borrowed and then planted in Old World
       (i) potatoes, tomatoes
   (b) others continue to be imported
       (i) fish from the Grand Banks
       (ii) coffee, tea, chocolate (coffeehouses in England from 1650s)
       (iii) furs
       (iv) silver
   (2) from Mediterranean as center of European trade to North Sea
       (a) from Atlantic and Baltic

ii. Dutch Empire

(1) Dutch part of Spanish Empire which is linked with Portugal dynastically, 1580-1640
(2) As part of their independence war against Spain, Dutch move to control East Indies trade
    (a) take over many Portuguese factory/forts on African and Indian coasts
(3) Dutch East India Company from 1602
    (a) joint-stock company
(4) Java, Moluccas
    (a) dominance in spice trade
    (b) dominance for a while in slave trade

iii. English Empire

(1) Importance of Jamaica and Caribbean
    (a) also fish from Newfoundland coasts
    (b) Virginia less important economically, similarly New England
(2) (English) East India Company from 1600
3. ch. 17 Absolutism and Limited Central Power
   a. Capitalism and the Forces of Change
      i. More Columbian Exchange
         (1) importance of tropical crops in European diet
            (a) rice, coffee, cocoa, tea, sugar
      ii. Capitalist ventures
         (1) joint-stock companies
            (a) East India companies (see above)
         (2) state Banks
            (a) Amsterdam (1609)
            (b) London (England, 1694)
         (3) stock exchanges
            (a) London (1698)
            (b) Parisian Bourse (1720, 1724)
         (4) slave trade centers
            (a) Bourdeaux
            (b) Liverpool
      iii. Free enterprise (roots of industrial revolution)
         (1) Agricultural revolution of 17th-18th centuries
            (a) mainly crop rotation, use of manure, and enclosure
            (b) England and lowlands across the Channel
         (2) Industrious revolution
            (a) domestic (putting-out) system
         (3) Mercantile (trade) revolution
            (a) long-distance and medium-distance trade
            (b) banks and stock exchanges (see above)
               (i) boom-and-bust crises
                  1) Mississippi Company scheme crisis Paris
                     (1719-1720)
                  2) South Sea Bubble boom-and-bust, London,
                     (1720)
   b. Social Crises during the Capitalist Revolution (skip for now)
   c. Louis XIV: Sun King
      i. absolutism
         (1) Based on Divine Right theory
            (a) based on religious teachings/Bible
               (i) example, Louis XIV’s Bishop Jacques-Benigne
                  Bossuet (trans. English 1707)
         (2) As asserted by Bourbon kings, Louis XIII and Louis XIV
            (a) Louis XIII (reigns 1610-, assumes control when 15 from
                1617-1643)
               (i) Importance of Cardinal Richelieu
               (ii) assert power over nobles and over Huguenots (that
his father, Henri IV had tolerated)
1) Estates-General ceases to meet from 1614-
(iii) expand France to its “natural” border: the Rhine
River
(b) Louis XIV (reigns 1643-, assumes formal control from
1653-, direct control from 1661-1715)
(i) series of rebellions, the Fronde, in 1640s when he is young
1) learns never to trust the nobles, the people, Paris
(ii) establishes Versailles palace outside Paris
1) forces nobles to spend large portion of each year under his watch at Versailles
(iii) resumes war against Habsburgs and Netherlands to consolidate (expand) boundaries
(iv) revokes religious toleration of Huguenots passed by grandfather
1) quarters troops on unrepentant Protestants
(3) Functioning of Absolutism under Louis XIV
(a) Promotes mercantilism under finance minister, Jean-
Baptiste Colbert
(i) bullionism
(b) Reforms army
(i) wars against Dutch 1670s, Dutch-English-Habsburgs (9 Years War, 1689-97, Spanish Succession, 1701-1713)
(ii) glory of Europe (under threat after defeat at Blenheim by England-Savoy armies, 1704)
(c) Reforms navy
(i) move from Mediterranean galleys to Atlantic sailing ships
1) supports French colonial empire
d. Other states based on French absolutism (skip for now)
e. Holland and England
i. Dutch experiment
1) First modern republic (bases as above)
ii. England: 1603-1700s
1) Crown vs. Parliament from 1603?
(a) well, perhaps not, but King Charles I gets annoyed with Parliament and tries to rule without one (no House of Commons, no House of Lords) from 1629-1640
(b) attempts to force Scottish (Presbyterian) Church under an Anglican (Church of England) Prayer Book leads to Scottish rebellion
(c) need for money for army forces Charles to call a new
(d) Parliament from 1640 demands increasing changes in limiting right of king to tax, change religion, even govern wars

(e) Country splits between Royalists and Parliamentarians
   (i) Civil Wars, 1642-1646, 1648
   (ii) radical ideas flourish with Parliamentarian success

(f) Trial and Execution of Charles, 1649
   (i) establishment of Republic, 1649-1660
   (ii) Move to military dominance by Oliver Cromwell
   (iii) death of Cromwell, 1658 leads to anarchy and demands for restoration of monarchy, lords, and bishops

(2) Restoration and “Glorious” Revolution
   (a) Charles II (son of Charles) restored 1660
      (i) Restoration of some absolutist powers
      (ii) Opposition to Charles muted because of memory of civil war, dictatorship, and anarchy

   (b) Succession of James II (brother of Charles II) in 1685
      (i) increasingly absolutist
      (ii) admires Louis XIV’s France (mother sister of Louis XIV)
      (iii) converted to Catholicism 1670s, pushing to allow Catholics in government, son born in 1688 to be raised Catholic

   (c) Invasion by William of Orange (Dutch) and Mary (son-in-law and Protestant daughter of James II) 1688
      (i) slow desertion by English Protestants from James’s to William’s army
      (ii) James flees (to France)
      (iii) William and Mary offered crown jointly, but limited (constitutional) monarchy
         1) simultaneously offered Bill of Rights, 1689 (to prevent repetition of what James II did)
         2) Mutiny Act, 1689 (forces annual calling of Parliament to enforce law in army)
         3) Triennial Act 1694 (new elections every three years)

(3) Whigs and Tories (skip for now)

f. Diplomacy and War in the Age of Absolutism
   i. Westphalia to Utrecht
      (1) Louis XIV’s diplomacy and wars (see above)
         (a) War of Spanish Succession, 1701-13
            (i) Rule of Britain (England unites with Scotland, 1707) and Queen Anne
construction of Grand (anti-French) Alliance
importance of Treaty of Utrecht (1713)
1) Bourbons allowed on both French and Spanish (Louis XIV’s grandson) thrones
2) Britain gains
   a) important ports in Canada, Caribbean, Mediterranean
   b) asiento
      i) slave trade into Spanish America
      ii) yearly shipload of imports to Porto Bello

Utrecht to Paris
(1) wars over colonial interests
(2) War of Jenkins’ Ear, 1739-48
   (a) and War of Austrian Succession, 1740-48
(3) 7 Years War, 1756-63
   (a) increasing important of Prussia

Economic Challenges
i. Public finance crises (1720s, see above, otherwise skip this section for now)

Louis XV (skip for now)
i. see http://www.ux1.eiu.edu/~nekey/syllabi/2560/early_week8outline.pdf

ch. 18 New Ideas (first two sections only) [note: I have added to this outline based on lectures I have on Scientific Revolution and the Enlightenment]
a. Revolution in Science
i. Aristotelian-Xtian Cosmos
ii. Copernicus to Galileo
   (1) N. Copernicus, *On the Revolution of Heavenly Bodies* (1543)
   (2) G. Galilei, *Dialogue on Two Systems of the World* (1632)
iii. Towards Scientific Method and Newtonian Synthesis
   (1) Sir F. Bacon (1561-1626), inductive method of experiment
   (2) R. Descartes (1596-1650), *Discourse on Method* (1641), deductive method of logical breakdown into component parts and use of math
iv. Sir I. Newton (1642-1727), *Principia Mathematica* (1687)
   (1) synthesis of two methods
   (2) single, simple, verifiable laws of motion
v. Popularity of Science: Impact on Society (world as knowable, thus manageable)
   (1) scientific societies/role of the State
   (2) towards world of a public sphere outside the religiously focused universities (salons in Paris; coffeehouses in London)
   (3) applied science (trade and industry)
   (4) impetus for the Enlightenment
b. Sciences of Society (Reason and the Enlightenment)

i. Scientific Reasoning: a new faith

1. value of Reason, as opposed to? (Bible, Aristotle, Custom [law])
2. old bases shattered by:
   a. Newton's *Principia* (1687), rational laws of universe
   b. Locke's *Two Treatises* (1690), gov't changed based on reason
   c. Locke's *Essay Concerning Human Understanding* (1690), psychology of individual based on *tabula rasa* (what influences what we know?)

ii. Laws of Human Society (search for Newtonian laws of society)

1. science of wealth
   a. discussion of common traits (Adam Smith's "self-interest" to Jefferson's "pursuit of happiness")
   b. physiocrats *laissez faire, laissez passer* (Let men act freely, let goods move freely)
      i. wealth based on agricultural production and agricultural improvement based on free trade of agriculture
   c. Smithian economics, anti-mercantilist (building block = self-interest)

2. science of government
   a. Locke's *Two Treatises* (building block = man's property in and rights in his own labor)
   b. gov't contract based on reason and perceived benefit, not Xtrianity or ancient laws
   d. Jefferson, "Declaration" (1776)

iii. *Ecrasez l'infame* (Attack on Conventions and Progress)

1. against priestcraft and faith
2. Voltaire and attack on “artifice, convention, custom” but especially anything based on anything other than observation or deduction
3. *Encyclopedie*, Leibniz, and Condorcet (1793)
   a. against the closed, corporate world (guilds) and to liberate the individual instead.
   b. not against the state
      i. need a strong monarch to put agenda through
      ii. need to liberate the individual (the problem and the potential of the modern world is that they did so)

4. Use of the salons (esp. Paris), reading networks, debating chambers and publishing societies
   a. correspondence and a “party of humanity”? Voltaire’s *Letters on England*, 1733; Montesquieu’s, *Lettres Persanes*, 1721

iv. International responses (it was international, but skip for now)
5. ch. 19 Africa (first section only)
   a. Atlantic Slave Trade
      i. Portuguese lose out to the Dutch
         (1) Portuguese retain Angola
         (2) Dutch in Elmina from 1637 (see above)
      ii. English and French also move into Gold Coast
         (1) British expansion into slave trade in 18th century
             (a) stimulus of Treaty of Utrecht
         (2) Seven Years’ War, besides other fronts, fought over slave trade off African coast
      iii. Middle Passage (see also Equiano)
      iv. African kingdoms and slave trade
         (1) relation between centralized African states and tributary, clan-/family-based societies on fringes of these states
         (2) kingdoms trade slaves for firearms, cloth, and cowrie shells (basic currency in area)
             (a) (had earlier traded slaves with Arab merchants across the Sahara for salt and other goods)
         (3) Asante Kingdom (Gold Coast), Benin (see above), and Kongo