

AP* World History Study Guide and Graphic Organizers - Unit 3: Early Modern Era, 1450 CE - 1750 CE

1. Europe and its colonies

AP* students are required to know the major events surrounding the rise of European countries (monarchies) and the establishment of European colonies in the Americas, Africa, and Asia

Country	Major events in Europe	Structure of its colonies
Spain	<ul style="list-style-type: none"> - Expulsion of Muslims and Jews living in Spain - Reconquista: pushed Muslim influence out of Spain by reconquering Spain from the Muslims - Exploration: Christopher Columbus; Ferdinand Magellan - Unification of Spain under Ferdinand and Isabella; strengthening of centralization and authority of the monarchy - Inquisition: persecution of non-Catholics in Spain - Established colonies in the Americas and the Pacific Ocean - Economy: rise in wealth with acquisition of colonies; inflation from gold and silver brought into Spain by Spanish conquistadors; eventual decline in wealth as Spanish monarchs and nobles don't invest money in Spain, but rather spend it on luxury goods 	<ul style="list-style-type: none"> - Caribbean: first land claims; Columbus - Mexico: Cortez conquers Aztecs with help from: superior weapons; diseases carried by his soldiers; the conquered peoples paying tribute to the Aztecs; legend of Quetzalcoatl - Andes: Pizarro conquers Incas with help from: superior weapons; civil disorder already in place; diseases carried by his soldiers - Other land conquests: Southwest USA; Chile, Argentina, Peru, etc. - Religion: missionaries often followed conquistadors to convert the native peoples; established Churches and schools to educate and Christianize the natives - Treaty of Tordesillas: Spain gets west of the line - Political Structure: Council of Indies governs colonies (sanctioned by the monarchy); viceroalties = provinces, with a viceroy to govern each; grew into a large bureaucracy - Economic Structure: encomienda = large land grants with natives to work the lands granted to Spanish settlers in the colonies; basically like slavery; agriculture and mining for precious metals - Social Structure: peninsulares, creoles, mestizos, mulattos - Patriarchy with traditional roles for women
Portugal	<ul style="list-style-type: none"> - State sponsored university for navigation and shipping techniques - Exploration: voyages along coast of Africa; across Indian Ocean to India and Spice Islands - Established colonies in the Americas and trade cities in Africa and Asia - Centralization and strengthening of the monarchy 	<ul style="list-style-type: none"> - Treaty of Tordesillas: Portugal gets lands east of line (includes Brazil) - Port cities established along the coast of Africa, India, and in the Spice Islands - Brazil: plantation economy; slave labor first by natives, then by Africans - Social Structure: Portuguese on top, followed by natives, followed by Africans - Religion: Jesuit missionaries established to convert natives
England	<ul style="list-style-type: none"> - Parliamentary Monarchy after Civil War and Glorious Revolution - England rose to power in Europe, especially after the Spanish Armada - Naval dominance of Oceans 	<ul style="list-style-type: none"> - joint stock companies established to fund voyages and colonial settlements - Jamestown: first permanent British settlement in North America; established to find gold and silver, eventually produced profits through plantation cash crops like tobacco - Plymouth: Puritan settlement attempting to establish a religious community

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England	<ul style="list-style-type: none"> - Entered wars to support the rights of Protestant monarchs - Religion: strict sects of Protestantism (Puritans) arose and were persecuted by more liberal nobles and monarch; Puritans sought religious freedoms in the colonies 	<ul style="list-style-type: none"> - Political Structure: colonies allowed a degree of independence; formed their own councils to make decisions (town hall meetings, House of Burgesses) - Economic Structure: broad range of economic activity including plantations, trapping, lumber harvesting, fishing, trade, etc. - Social Structure: no nobility established, but natives and Africans had inferior status - Patriarchy
France	<ul style="list-style-type: none"> - Absolute monarchy, elimination (failure to convoke) the parliament (Estates-General); rule by divine right - Strong standing military for expansion purposes - High taxes to support military campaigns - Louis XIV: palace of Versailles, moves court out of Paris, limits power of nobles, works to centralize government - Economy: mercantilism = maintain favorable balance of trade by taking in as much gold/silver as possible and trying not to buy foreign goods - Social structure: nobles of the robe and the sword; peasants; clergy 	<ul style="list-style-type: none"> - Established colonies in North America and the Caribbean: Canada, Haiti, etc. - Established trading posts in India - Social Structure: not as defined as Spanish and Portuguese; mostly male settlers to conduct business; not a large French population living in colonies - Economic Structure: mostly trading and gaining natural resources such as fish and lumber; in Haiti a plantation system did develop with use of slave labor

Why you should know this: The establishment of European colonies and trading posts around the globe allowed Europeans to rise in global power status. Moreover, the political, social, and economic structures implemented in the European colonies had a profound impact on the development of those regions during and after the Colonial Era. You will be asked specific questions about the establishment and structures of the colonies, as well as questions about the events in Europe themselves. You may even be given an essay question in which you compare colonial structures or trace changes over time in the colonies or in Europe

Example:

1. Compared to the Spanish empire, that of the Portuguese
 - a. Developed a more egalitarian society
 - b. Was more global in its extent
 - c. Was less influenced by the Roman Catholic Church
 - d. Developed a better relationship with Indian inhabitants
 - e. Was more strictly controlled by the government in Europe

To answer this question, you would need to know specific information about the development of the Spanish and Portuguese colonies. (B) should immediately stand out as the correct answer because the Portuguese developed colonies and port cities in more extensive areas than the Spanish.

2. The Ottoman Empire

AP* Students must know about the rise, stagnation, and eventual decline of the Ottoman Empire. The rise and stagnation happens in Unit 3, while the fall happens in Unit 5

1) The Rise of the Ottomans

- a) Mongol invasions in 13th century led to collapse of Abbasids and Seljuk Turks
- b) Ottomans migrated into Anatolia, established an Empire there and began to expand into Balkans and Southwest Asia
- c) Conquered Constantinople, converted Hagia Sophia into a mosque
- d) Conquered Syria, Egypt, North Africa

2) The Height of Ottoman power

- a) Dominant naval force until 16th century
- b) Threat to Europe (Austria) in 17th century
- c) Military structure: janissaries = Christian boys captured by Ottomans and trained as soldiers
- d) Patriarchy: women subordinate to men, had to wear veil, and elite women were increasingly secluded

3) Stagnation

- a) Too big to rule effectively
- b) Heavy taxes resented by peasant class
- c) Inflation (a result of inflation in Europe)
- d) Declined in technological advances
- e) Failure to adopt Western techniques in recognition of their superiority

Why you should know this: You will be asked questions about the Ottoman Empire and may be asked to compare their rise to power and characteristics to other empires of the era

Example:

1. The Ottoman Empire
 - a. Weakened because its technology fell behind that of Europe
 - b. Unlike the Mughal empire, was not a gunpowder empire
 - c. Was unsuccessful in controlling European territory
 - d. Reached its height around 1750
 - e. Prohibited the use of forced labor

You would need to know the causes of the stagnation of the Ottomans to answer this question. (A) is the correct choice.

3. Early Modern Asia

The AP* curriculum includes knowledge of the developments in Early Modern Asia (China, Japan, India). The main focus is on the political and cultural structures in place and resistance to European interference in an effort to preserve traditions.

Country	Major Events	Interactions with Europe
	- 1526: Babur founds Mughal Empire with use of gunpowder	- As Mughal rule failed to

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Mughal India	<ul style="list-style-type: none"> power - Akbar brings most of India under Mughal control, tried to outlaw Hindu practice of sati and end purdah (confinement to the home for women) - Political Structure: increasing centralization - Religion: early Mughal leaders urge cooperation between Hindu and Muslim; later leaders tended to try to suppress Hinduism - Culture: art/architecture a blend of Muslim and Hindu; Taj Mahal - Centralization broke down as later Mughal rulers misused money and failed to foster good relations between Muslims and Hindu 	<ul style="list-style-type: none"> control the southern parts of India; the British, French, and Portuguese established port cities and trading posts along the coast - Mughal rulers allowed the development of these trade posts because and formed alliances with European traders in exchange for the Europeans helping the Mughals maintain control over India
China	<ul style="list-style-type: none"> - 1368-1644: Ming Dynasty - Scholar-gentry reestablished with renewal of Civil Service Exams - Neo-Confucianism gains popularity and exerts influence over government - Patriarchy continues - Neo-Confucian scholars convince Ming rulers to stop funding expeditions into the Indian Ocean - Later Ming rulers were incompetent and failed to repair irrigation - Fell to Manchu invaders who formed the Qing dynasty (1644) 	<ul style="list-style-type: none"> - 16th century: Jesuits allowed to enter China - Europe attempts to trade with China, but China does not express interest in European goods
Japan	<ul style="list-style-type: none"> - 1603: Tokugawa Shogunate; centralized authority returns - Western technology transforms warfare in the country - Tokugawa's attempt to revive traditional Japanese culture by outlawing many Western practices (Christianity, use of guns, etc.) 	<ul style="list-style-type: none"> - 1543: Portuguese sailors wash ashore - Portuguese and Dutch continue to send ships into Japan - Christian missionaries began to arrive; allowed at first, but later seen as a threat to Tokugawa authority - 1630: Japanese prohibited from sailing abroad; foreign trade only allowed in certain cities - Dutch trade continued in Nagasaki, Dutch learning has significant impact on Japanese scholars

Why you should know this: You will be asked specific questions about the major events of these nations as well as identify ways in which these nations interacted with the West (the main theme of this Unit). These questions may come in the form of multiple choice, or in the form of an essay in which you either compare reactions to Europeans or track change in attitudes toward the West.

Example: Analyze changes in attitudes toward Western merchants and missionaries in East and South Asia during the Early Modern Era

To answer this question, you would need specific knowledge of how nations reacted to Europeans as well as why they reacted this way. You would also need to understand changes in these attitudes at different points in the time period.

4. The Rise of Russia

AP* students will need to know how the modern nation of Russia began, and how early Russia attempted to make contacts with the West. Particularly important is the knowledge of the influence of the West on Russian cultural, political, and economic structures

- 1) End of Mongol Rule
 - a) 1480: Mongols expelled
 - b) Beginnings of absolute monarchy (Ivan III, Ivan IV)
- 2) Rise of Russia
 - a) Expansion into Eastern Europe (Poland, Ukraine, Kiev) and Central Asia (Siberia)
 - b) Cossacks (Kossacks) sent to settle new lands
 - c) Large minorities: nomadic remnants, Muslims
 - d) Romanov dynasty comes to power with support of boyars (Russian nobles)
 - e) State control of Orthodox Church
- 3) Russia under the Romanovs
 - a) Peter the Great: Westernization campaign
 - i) War with Sweden for more territory on the Baltic Sea
 - ii) Forced changes among nobles to be more like the West
 - iii) Construction of St. Petersburg
 - iv) Political Structure: absolute monarchy, secret police
 - v) Economic structure: agriculture based on serf labor
 - b) Catherine the Great: continued to Westernize
 - i) Serfs lost status and freedoms under Catherine
 - ii) Encouraged Enlightenment ideas
 - iii) Realigned courts and laws to be more like West
 - iv) Expansion into Crimea (Balkans)

Why you should know this: You will be asked specific questions about the history of Russia after the end Mongol rule. You will also be asked to analyze the ways in which Russia attempted to Westernize and the impact of these changes. You may also be asked to compare Russia and other Early Modern nations in Asia.

Example:

1. Both the Russian empire and Ming China
 - a. Became increasingly more traditional after the expulsion of the Mongols
 - b. Improved the position of women in the period 1450-1750
 - c. Established policies that were a reaction to the Mongol presence in central Asia
 - d. Cooperated with the established religions in their respective countries

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e. Enjoyed a surge of renewed industrial growth after the collapse of the Mongol empire
Knowing the general trend in Asia after the collapse of Mongol rule that brought a renewal of interest in technological advances would help you identify the correct answer choice (E).

5. Patterns of Trade in the Early Modern Era

AP* Students are required to be aware of the development of new trade patterns in this era, as well as continuities from the previous era.

- 1) Trading companies
 - a) Often government-sponsored
 - b) British East India Company, Dutch East India Company
 - c) Successful companies brought back exotic products in bulk quickly and inexpensively
 - i) Consumerism: link between the start of trading companies and the increase in purchase of goods from the "Indies" and the Americas
(1) Coffee, tea, silk, porcelain, sugar
 - ii) Capitalism: link between the start of trading companies and capitalism = economic system based on the private ownership of property and investment for profit
- 2) European Explorations
 - a) New inventions and knowledge about the world fostered longer/farther voyages
 - b) Europeans began to trade in the Indian Ocean, eventually overcoming Muslim domination
 - c) Trend of dominations: Portugal, Spain, England (shared with Dutch in Indian Ocean) vs. France
 - d) Competition often led to outbreak of fighting (India, Caribbean, North America)
- 3) Columbian Exchange
 - a) Major exchange of goods, ideas, and diseases between the Western and Eastern Hemisphere
 - i) Tobacco, potatoes, corn, smallpox, coffee, sugar, rice, bananas, cattle, horses, sheep, pigs, influenza
 - b) Consequences: lots of new products = better quality of life; diseases killed as much as 90% of native population
- 4) Expanse of European trade networks
 - a) Europeans had plugged into all major trade networks of the time and had created their own new networks
 - b) Trading cities/outposts in Africa and Asia
- 5) Regions not connected to global trade
 - a) China: not interested in European products
 - b) Japan: only limited trade opportunities (Dutch only, one city, twice a year)
 - c) Russia: remained outside for a long time (Romanovs bring Russia into networks)
 - d) Ottoman Empire: not interested
 - e) Mughal: focus on maintaining control over India rather than trading with Europe

Why you should know this: You will be asked specific questions about world trade patterns in the Early Modern Era. It is highly probable that you will be asked to analyze through comparison or

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change over time these world trade patterns, with specific emphasis on the growth of trade in the Atlantic and the entrance of Europeans in the Indian Ocean

Example:

1. The region with the greatest number of colonial and commercial competitors was
 - a. The western coast of Africa
 - b. Indonesia
 - c. The Caribbean islands
 - d. The Philippines
 - e. Japan

Knowing where and how the nations of the Early Modern World were involved in world trade patterns will help you select the correct response (B), where Muslim, European, Indian, and Southeast Asians competed for trade of spices

6. Systems of Slavery

The use of slave labor was the basis of many economies during the Early Modern Era and beyond. You need to know where and how slavery was used throughout the world.

European Colonies	Africa
<ul style="list-style-type: none"> - Portugal the first country to initiate slave trade - Portuguese sugar plantations on the Canary Islands off the coast of Africa were the first destinations of slaves - Demand for African slaves after death of natives in the Americas; particularly for West African agricultural peoples (familiar with farming techniques required on the plantations) - Triangle trade: manufactured goods from Europe to Africa in exchange for slaves; slaves to Americas (Middle Passage) in exchange for raw materials/resources; raw materials to Europe in exchange for manufactured goods - Many Africans died during the Middle Passage; conditions on ships were extremely 	<ul style="list-style-type: none"> - existed in Africa for a long time before the Portuguese started the slave trade to the Americas - female slaves valued as house servants and members of harem - slaves were prisoners of war, captives from slave raids, those in debt - Eastern African cities traded with the interior of Africa for slaves to send to the Middle East and increasingly slaves on European plantations in Asia - Dutch colony in South Africa: dependent on slave labor (used Asian slaves first, then African slaves)

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Consequences of Slave Systems

- shifts in population as slaves made numbers in the colonies rise quickly
 - blending of cultures and cultural influences
- dependence on slave labor for large plantations causes huge profits, but stagnation of economic expansion/progress
 - death of billions of people worldwide
- European interference and increasingly pressing demand for slaves caused tribal conflicts and political instability in Africa
 - Slavery existed worldwide
 - Rise of importance of trans-Atlantic trade
- Dependence on trade with Europeans for many African nations

Why you should know this: You will be asked questions about slave systems and the impact of the trans-Atlantic slave trade. You may also be asked to compare slavery with other labor systems, such as serfdom in Russia and Japan.

Example:

1. The trans-Atlantic slave trade
 - a. Produced average mortality rates of over 50 percent along the Middle Passage
 - b. Carried the majority of slaves to North America
 - c. Increased after the establishment of sugar plantations
 - d. Was separate from triangular trade patterns
 - e. Carried more women than men

You should know that the slave trade across the Atlantic increased dramatically after the establishment of sugar plantations, which required a substantial amount of laborers to work the fields.

7. Cultural and Intellectual Developments in Europe

Because Western Europe rose to the position of dominant world region in this time period, AP students are required to know the characteristics of the cultural and intellectual developments that also had an impact on the places Europe dominated

1) The Reformation

- a) Martin Luther: questioned Church practices and broke with the Catholic Church, founded Lutheranism
- b) Calvinism
- c) Counter-Reformation: Catholic response to the Reformation
 - i) Council of Trent
 - ii) Index of Forbidden Books
 - iii) Jesuits: organization of priests focused on the spread of Catholicism through education and politics
- d) Reformation popular because it meant no more submission to Pope
- e) Many saw the corruption in the Church at the local level and turned to Protestantism to fulfill their spiritual needs

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- f) Printing press: both sides were able to publish works to promote their cause
 - g) Protestants tended to favor commerce more than Catholics did
 - h) Especially popular in the Northern European countries: England, Sweden, Germany
- 2) Scientific Revolution
- a) New discoveries through the use of Scientific method
 - b) Heliocentric universe model; increased/improved knowledge about the human body
 - c) Discoveries in physics and engineering allow improvements in technology
 - d) Discoveries in chemistry and biology foster inventions and better health/sanitation
 - e) Significance: a new way of thinking, the questioning of traditionally accepted values and ideas; many new inventions, beginnings of Industrial Revolution
- 3) Enlightenment
- a) Started with the questioning of traditional values about politics, religion, social structure
 - b) Enlightenment thinkers called philosophes
 - c) Enlightenment goals: increased toleration for religions, limitations on government
 - d) New political and economic ideas: democracy, capitalism, free-market economy
 - e) Women work in vain to gain rights and social status, but Enlightenment did not generally lead to an improvement in the status of women

Why you should know this: You will be asked questions about the significance and impact of these events on European society and the world in general as the ideas developed as a result of these events spread. You may also need to know specific information about these events to use as background/examples in an essay.

Example:

1. Which of the following is NOT a finding of the Scientific Revolution or the Enlightenment?
 - a. Planetary motion
 - b. Heliocentric theory
 - c. Moveable type
 - d. The circulatory system
 - e. The social contract

You should be able to quickly identify (C) as the correct choice, as moveable type came from China, from before the Enlightenment.