




The First Global Age (1450 to 1750 CE)

➤ A THUMBNAIL VIEW

- As a result of the search for a faster way to the trade routes of the Indian Ocean, the Americas were included in the global trade network, and the process of true globalization began. The European nations gained access to Asian trade routes and attempted to control them. Interaction between Europeans and Native Americans set off the Colombian Exchange of goods, disease, and cultures, which spread throughout the world.
- Improvements in and the spread of shipping technologies and gunpowder weapons allowed European countries to begin to exercise a more prominent role in world affairs.
- Native American people died by the millions due to their exposure to previously unknown European diseases. African people were forcibly transported across the Atlantic Ocean to fill the need for forced labor on plantations.
- New social structures emerged like those in the Americas based on race. Those with pure European blood were considered the highest status socially and politically, and those with Native American or African blood were considered the lowest. While few women exerted power publicly, women of the harem in the Ottoman Empire wielded considerable power behind the scenes.
- In Europe, the Renaissance and Reformation challenged previously accepted beliefs and the power of the Roman Catholic Church. In other parts of the world, such as China, reaffirmation of more traditional beliefs was viewed as the key to stability.
- European Empires such as Spain and Portugal stretched their power overseas to conquer and control the newly encountered Americas. At the same time, dominant land-based empires such as the Ottoman, Mughal, and Qing grew powerful.

▶ AP EXPERT TIP

Create a list of key terms like *nation-state* and even common words like *commerce* and quiz fellow classmates on their meaning. This is not an exam you can cram for. There is literally too much information. Start reviewing early—at least six weeks out. A glossary of some key terms appears in the back of this book.

➤ IMPACT OF COMMUNICATION—GROWTH OF A WORLD ECONOMY

European Exploration

As discussed in the last chapter, the Ming dynasty had extensively explored the Indian Ocean from 1405 to 1433 CE, but under pressure from conservative forces, it decided to halt the voyages and destroy the ships. The Indian Ocean continued to be a thriving trade route, however, with participants such as **Arabs, Indians, Malays**, and others. So when the European powers entered Indian Ocean trade, they were not so much creating this vibrant trade route as inserting themselves into an existing one. But when they did so, the world shifted from a primarily Asian-centered economy to a global economy.

As Europe emerged from its more isolated and self-sufficient period, the desire to explore came with it. The major motivations for this exploration included the search for resources and for new trade routes to Asian markets and the desire to spread Christianity. The Asian goods that Europe received such as **pepper, ginger, cloves, and nutmeg** were very expensive. Europeans wanted to gain direct access to these trade items and cut out the middleman who controlled overland trade routes between Asia and Europe. Additionally, **the Ottoman conquest of Constantinople in 1453** destroyed the last vestiges of the Byzantine Empire, solidifying Muslim influence in the region and making it less friendly to European traders. The acquisition of technology from China and the Muslim world helped the Europeans expand their seagoing capabilities with such innovations as the sternpost rudder, triangular lateen sails, magnetic compass, and astrolabe. The early leader in exploration was Portugal, which established sugar plantations on islands in the Atlantic off the coast of Africa, but many other expeditions would follow.

Explorers and Accomplishments

- **Bartolomeu Dias (Portugal) in 1488:** Rounded Cape of Good Hope at the tip of Africa and entered the Indian Ocean.
- **Christopher Columbus (Spain) in 1492:** Sailed west to reach Asia and instead reached the Bahamas. Sailed around Caribbean.
- **Vasco de Gama (Spain) in 1497:** Reached Calicut in India by rounding Africa.
- **Magellan (Spain) in 1519–1522:** Sailed around South America to the Philippine Islands (where he was killed); his men sailed back through the Indian Ocean and were the first to circumnavigate the globe.

TRADING-POST EMPIRES

The initial goal of European powers in exploring the Indian Ocean was not to conquer but rather to control the lucrative trade. They wanted to force merchant ships to trade in fortified trading sites and to pay duties for the privilege. By the mid-1500s, Portugal had 50 trading posts from West Africa to East Asia, but by the late 1500s, its power began to decline. This small country with its small population could not sustain a large seaborne empire.

The English and the Dutch quickly took Portugal's place as the dominant powers with their faster, cheaper, and more powerful ships. Additionally, they used **joint stock companies**, in which investors rather than the crown funded the expeditions.

COLOMBIAN EXCHANGE

The inclusion of the Americas in the global trade network, following the voyages of Columbus, set off the global diffusion of plants, food, crops, animals, humans, and diseases known as the Colombian Exchange. The most devastating effect of this diffusion was the spread of **smallpox** to the Americas, to which the native people had no immunity. The Aztec Empire lost 95 percent of its population within a century and, in this weakened state, was controlled by

its Spanish conquerors. Between 1500 and 1800, 100 million people died from the spread of disease to the Americas. The **diffusion of food crops and animals** also revolutionized life around the world, leading to an increase in the nutritional value of diets and a population increase worldwide.

ROLE AND IMPACT OF SILVER

Silver, the most abundant American precious metal, was responsible for stimulating a truly global trade network. The two areas rich in silver were Mexico and the Potosi mines in the Andes, which employed large numbers of Native American laborers (often forced). Driven by China's desire for silver, this mining industry powered the Spanish economy and stimulated the world economy. It was used to trade for silk and porcelain in Asia, and it financed Spain's powerful army and bureaucracy; in order for the Spanish to purchase Chinese goods at that time, they needed to use American silver.

ROLE AND IMPACT OF SUGAR

Another influential product of this time period was sugar. The cultivation and production of sugar involved a complex use of land, labor, buildings, animals, capital, and technical skills. It required both heavy labor (for planting and harvesting the cane) and specialized skills (for the sugar-making process). Because smallpox had wiped out so many native peoples in the Americas, enslaved Africans became the main labor force. These slaves worked under very harsh conditions—mistreatment, extreme heat, and poor nutrition—leading to significant disease and death. These sugar plantations were, in all aspects, proto-factories in that they were financed and organized to create a single product in a complex manufacturing process that took place in one area (resembling the future manufacturing processes of the Industrial Revolution). Certainly the lessons learned from the sugar plantations would be assimilated by generations of European businessmen and eventually translated into the textile industry, thus kicking off the Industrial Revolution of the 19th century.

Traveling Goods

Europe to the Americas

Wheat
Sugarcane
Cotton
Horses
Cattle
Pigs
Sheep
Goats
Chickens

The Americas to Africa, Asia, and Europe

Maize
Potatoes
Beans
Tomatoes
Peppers
Peanuts
Avocados
Pineapples
Tobacco

➤ THE DEVELOPMENT OF STATES

Ottoman Empire (early 1300s to 1923)

The Ottoman Empire got its start as a band of seminomadic Turks who migrated to northwest Anatolia in the 13th century, but through military might and gunpowder weapons, it turned into a major political power. An elite fighting force of slave troops made of Christian boys (called **janissaries**) led the military. In 1453 CE, the Ottomans captured Constantinople and named it Istanbul. Under the leadership of sultans such as **Mehmed** and **Suleyman**, a centralized absolute monarchy ruled. In the capital city Istanbul, the cathedral **Hagia Sophia** was converted to a grand mosque. The sultan's concubines and female relatives resided in the harem and wielded political power. Concubines, who were often slaves, were educated in reading, the Koran, sewing, and music, and played a significant role in state politics. The sultan's mother, who was given the title Queen Mother, exercised considerable power as an advisor to the throne. The empire reached its peak in the mid-1600s, but as European military and naval technology outpaced theirs, the Ottomans were ill equipped to compete. The Ottoman empire continued to exist until it was finally broken apart after World War I.

Mughal India (1523 to mid-1700s)

India was conquered by Babur, who established the Mughal Empire. Babur, a descendant of Turkic nomads, began his conquest of India in 1526, and his grandson **Akbar** created a religion called the Divine Faith in which he combined elements of Islam and Hinduism to promote religious unity. He encouraged intermarriage, he **abolished the jizya** (non-Muslim tax), and he promoted Hindus to high-ranking government jobs. His descendants, Jahangir and Shah Jahan, were also **great patrons of the arts**. Mughal architecture often blended Persian and Hindu traditions by using Islamic domes, arches, and minarets, along with Hindu ornamentation. The most famous example of Mughal architecture is the **Taj Mahal**. Shah Jahan's son seized the throne and pushed to extend Muslim control to all of India. He also sought to rid India of Hindu influences (bringing back the non-Muslim tax), and his many wars drained the treasury. Peasant uprisings and revolts by both Muslim and Hindu princes weakened the empire.

Songhay (1464 to 1591)

In the 1400s, the West African state of Songhay emerged to take power over the weakened Mali Empire. Its leader, Sunni Ali, consolidated his empire by appointing governors to oversee the provinces, building a hierarchically commanded army, and creating an imperial navy to patrol the Niger River. The lucrative **trans-Saharan trade** flowed through the city of Gao, which brought salt, textiles, and metal in exchange for gold and slaves. After Sunni Ali, all Songhay emperors were **Muslims** who supported mosques, schools, and the Islamic university at **Timbuktu**. As Europeans began making inroads into Africa, the Songhay Empire began to lose control; the empire went into decline and was defeated by the Moroccans in 1591.

Kongo (around 1300s to 1600s)

In the 14th century, the Kongo emerged as a **centralized state** along the west coast of central Africa. In 1482, a small **Portuguese** fleet arrived and initiated **commercial relations**, and within a few years the Portuguese had developed a close political and diplomatic relationship with the king. The king converted to **Christianity** in an effort to improve commercial and diplomatic relations. The interaction brought wealth and foreign recognition to Kongo, but it eventually led to its decline. The Portuguese brought textiles, weapons, and craftsmen there, and they wanted gold, silver, and ivory. They especially wanted slaves, though, and in exchange for weapons, they began **slave raids** with the cooperation of local leaders. These dealings undermined the king's authority, and Kongo was defeated in war with the Portuguese in 1665.

Spanish and Portuguese Overseas Expansion/Empire (1500s to early 1800s)

Although Spanish conquistadors led the way in the conquest of the Americas, the Spanish crown was not far behind. The two major areas of the empire—New Spain (Mexico) and New Castile (Peru)—were each governed by a **viceroys**, who was responsible to the Spanish king. In 1494, the Treaty of Tordesillas divided the Americas in half: the Spanish controlled the west, and the Portuguese controlled the east. The social result of the conquest of the Americas was a multicultural and ethnically mixed population. The **peninsulares**, the highest social class, came directly from the Iberian Peninsula, and their descendants were the **Creoles**. The mix of Europeans and Native Americans were the **mestizos**, and the mix of European and Africans were the **mulattoes**. At the bottom of the social order were the Native Americans, Africans, and the mixed class of **zambos**. Economically, the empire thrived with silver mining, farming, stock raising, and craft production. Right behind the conquistadors came the **missionaries**, who hoped to spread Christianity.

Qing Dynasty (1644 to 1911)

A nomadic people from lands to the north east of China, the **Manchu**, took over as the Qing dynasty. China thus came under the rule of foreigners for the second time. The Manchu had made a conscious effort to mimic Chinese culture generations before this and, unlike the Mongols, bolstered many aspects of Chinese government, including using the Confucian civil service exam system. Like the Mongols, however, the Manchu wanted to preserve their own ethnic and cultural identity, so they forbade intermarriage between Manchu and Han Chinese and forbade the Chinese from traveling to Manchuria and from learning their Manchu language.

Russian Empire (1480 to 1917)

Ivan III, a grand prince of Moscow, stopped paying tribute to the Mongols and, in 1480, began building an empire for himself. He established a strong central government ruled by an absolute monarch, the **czar**, who was also the head of the **Russian Orthodox Church**. The czar received his authority from God. After a reign of terror by Ivan the Terrible, the **Romanov family** came to power, and it ruled Russia for the next 300 years. **Peter the Great**, who reigned from 1682 to 1725, was fascinated with **Western technology** and instituted a policy of forced and rapid modernization. He constructed the capital city, **St. Petersburg**, as his window to the West.

Japan: Tokugawa Shogunate (1603 to 1867)

After a period of civil war and disorder, **Tokugawa Ieyasu** established the Tokugawa Shogunate in 1603. He increased his control over the **daimyos**, insisting that they spend every other year at the **capital, Edo (now Tokyo)**. Japanese were forbidden from going abroad and from constructing large ships. Europeans were expelled from Japan, and foreign merchants were not allowed to trade in Japanese ports (the only exception was a small number of Chinese and Dutch ships). Despite all these restrictions, the Japanese **economy grew**, as agricultural production increased and the samurai became government administrators. Christianity had made some important inroads in Japan by 1580, with 150,000 Japanese Christian converts, but the government ended these missions. The **Dutch merchants** continued to be the principal source of information about Europe.

➤ ORGANIZATION OF SLAVERY AND INDENTURED SERVITUDE

Atlantic Slave Trade

The forced migration of over 15 million Africans to the New World was one of the most significant outcomes of both the Age of Exploration and the Columbian Exchange that followed. Slavery had existed in Africa since ancient times: tribes would often take prisoners from neighboring tribes and enslave them. African law did not recognize private property, so land did not equal wealth. Control over human labor was what equaled wealth. The spread of Islam also established new trade routes across the northern part of the continent that took enslaved Africans to the Middle East.

By the time Europeans ventured into sub-Saharan Africa, the slave traffic had been well established for 500 years. The Portuguese explored the west coast of Africa in the 1500s, establishing trade relations with various tribes, and after they secured a piece of the New World in Brazil, they brought slaves from Africa for their newly established **plantations**. The slave trade had become **transoceanic**, and profits from it encouraged other Europeans to enter the business.

By the mid-1600s, competing stations and fleets brought thousands of enslaved Africans monthly across the ocean. This ocean journey, known as the **Middle Passage**, consisted of a four- to six-week trip below decks in cramped quarters. The death toll en route was considerable, and many Africans died upon arrival at the tropical fields of South

America. For most African slaves, the end destinations were either Brazil or the sugar plantations in the Caribbean. The **triangular trade** that developed sent European manufactured goods (firearms, in particular) to Africa for slaves, slaves to the Caribbean and American mainland, and American products back to Europe.

As more enslaved people were brought to the coast, African kingdoms reoriented their economies to trade with the Europeans. Some African societies benefited economically from the trade, but several experienced severe population loss. Also, many slaves were traded for guns, and the addition of firearms led to an increase in political conflict in Africa.

Plantation societies were located in the most tropical regions of the Americas, cultivating **cash crops** such as sugar, tobacco, cotton, or coffee. The goal of the plantation was to gain as much profit as possible from the export of these cash crops. Though many of the enslaved Africans were Christianized by the Europeans, they retained parts of their language and culture. A unique cultural synthesis occurred as African music, dress, and mannerisms mixed with Spanish and indigenous cultures in the Americas.

Encomienda System

The early Spanish settlers in the Americas and the Caribbean needed to recruit a great deal of labor. In fact, the **encomienda system** gave them the **right to demand labor** in the mines and fields from native peoples. The laborers were worked hard and punished severely. Cortez and Pizarro brought this system to the American mainland. On the **haciendas** (large estates), Native Americans were often abused; as a result, Spanish officials replaced the encomienda system with the **repartimiento system**. This system compelled Native American communities **to supply labor** for Spanish mines and farms, but it limited their work time and it compensated them with wages. Many communities, however, were required to send groups of laborers to work on state projects. In Peru, for instance, the labor system called **mita** mobilized thousands of Native Americans to work in the silver mines. They were paid wages, but there were also many abuses.

Russian Serfdom

After the Mongol rule of Russia, many free peasants fell into **great debt** and were forced to become serfs on large estates. The Russian government encouraged this process beginning in the 1500s because it was a way to satisfy the nobility and to **regulate the peasants** at the same time. As new territories were added to the empire, serfdom extended along with it.

A 1649 act proclaimed that serfs were born into their status and could not escape it. Serfs could be bought and sold, gambled away, and punished by their masters. Whole villages could be sold to supply manufacturing labor. Serfs who were illiterate and poor had to pay high taxes and owed extensive labor service to their landlords in the form of agriculture, mining, or manufacturing.

➤ CULTURAL AND INTELLECTUAL CHANGES

European Renaissance (beginning in the 1400s)

Changes and tensions in the 15th century led to new ways of thinking about the nature of humanity and the world. The changes took place slowly, starting on the Italian peninsula. The Crusades had brought Southern Europe into contact with Arab culture, and this stimulated an interest in other cultures and trade. Scholars were uncovering long-forgotten **Roman and Greek** written works that fired the minds of intellectuals. This intellectual reorientation

became known as the Renaissance, or “rebirth.” The **rebirth** referred to the reappearance of ancient approaches to understanding the world.

Renaissance Italy was a patchwork of feudal domains—lands belonging to the Roman Catholic Church, kingdoms, and city-states. Famous noble families such as the Medicis had grown wealthy as merchants, since Italy was perfectly located for receiving goods from the Middle East and Asia. This lucrative trade with the **Islamic** and **Byzantine cultures** allowed wealthy Italians to become patrons of painters, sculptors, and scientists. The period was also a celebration of the Roman past; classical architecture and engineering were re-examined and relearned.

At the heart of the Renaissance was an intellectual movement called humanism, which focused on worldly subjects rather than on the religious issues that had occupied medieval scholars. Humanists believed that education should stimulate an individual’s creative powers.

Hallmarks of the Renaissance

- A new view of man as a creative and rational being
- A rediscovery of ancient Greco–Roman knowledge
- Unparalleled accomplishments in literature, music, and art
- A celebration of the human individual

A new human ideal was created as the concept of a multifaceted “**Renaissance man**” emerged. Perhaps the best example of such a learned and talented individual was **Leonardo da Vinci**. As an artist, scientist, musician, architect, and engineer, he combined the talents of many men into one person.

Protestant Reformation (beginning in the 1500s)

Just as the Renaissance inspired an era of intellectual and artistic exploration, it also created an atmosphere that encouraged debate and criticism of the existing order. The most powerful institution of the day was the Catholic Church, headquartered in Rome. It had held great power over king and peasant alike for centuries and had grown large, wealthy, and corrupt. Practices such as selling forgiveness and salvation began to offend even those in the priesthood.

A movement to reform the Church grew out of these concerns. In 1517, in the German domain of Wittenburg, an obscure priest named **Martin Luther** posted a list of issues that he believed the Church should address. The main issues raised by those who would reform the Church were the following:

- Divisions within the Papacy, in which more than one Pope claimed authority
- Religious traditions and rituals that were not derived from the Scriptures (such as purgatory, pilgrimages, and worship of the saints)
- Corrupt practices such as the sale of indulgences (forgiveness) and religious relics
- Church finances and income
- Lack of piety in the priesthood

Martin Luther’s views unleashed a storm of controversy that eventually split the Catholic Church. It also divided Europe between those loyal to the Pope in Rome and those who broke away to form other churches. Luther was excommunicated from the Church but was protected by sympathetic German princes. The German lands were divided among hundreds of small kingdoms, nominally ruled over by the Holy Roman Emperor, in this case Charles V

Outcomes of the Protestant Movement

- A redrawing of the religious map of Europe, with mostly Protestants in the north and Catholics in the south
- A decline in the power of the Roman Catholic Church
- Further power struggles between the citizenry and monarchs; in England, when radical Protestants took over the Parliament, civil war erupted and the king was arrested and later publicly beheaded.
- A series of wars that would pit Catholics and Protestants against each other for the next 200 years

of Spain, a staunch Catholic. Many of the northern German princes resented having to support both an “emperor” who was not German and the Church. Siding with Luther for both religious and political reasons, these princes were called Protestants. The German region was divided into two armed camps, Catholics and Protestants. The resulting **Thirty Years War** (1618–1648) devastated the German lands but ended in a treaty that made each ruler sovereign over his own state and, thus, with the power to choose what religions could be worshiped in his state. The sovereignty of the state became the model for future nation-state relations.

The Protestant movement spread from central Europe to the Netherlands, Switzerland, Scandinavia, France, and Denmark. The English King Henry VIII, once a staunch supporter of the Catholic Church, fell away from the Church after a dispute with the Pope and, with the help of his Parliament, created a new Church of England of which the English monarch was the head.

Enlightenment (beginning in the 1700s)

The Enlightenment is known for its outpouring of **intellectual** and **philosophical thought**. It was centered in France, as that kingdom was the cultural heart of Europe at the time.

Great Thinkers

- **John Locke (England):** Thought all people are born with natural rights and should be free.
- **Voltaire (France):** Said freedom of speech should be permitted.
- **Montesquieu (France):** Urged tolerance and a government segmented into parts that shared power.

A new emphasis on free thought led to the **questioning of traditional authority**. Both the Church and the monarchy were being challenged, and the political radicalism of the Enlightenment would cause great anxiety in the courts of Europe.

As a result of the Roman Catholic mission to China, Jesuits brought back **Chinese knowledge to Europe**. The Confucian civil service exams influenced European rulers, and the rational morality of Confucianism appealed to Enlightenment philosophers.

Scientific Revolution

During the 17th and 18th centuries, a transformation that we call the Scientific Revolution occurred in Europe. This was a logical follow-up to the Renaissance, as more and more people wished to investigate the many mysteries of nature. The Scientific Revolution was primarily a period of intense experimentation and discovery in fields ranging from medicine to engineering.

Part of the revolutionary approach of scientists was the view that the world functions as a machine. Plants, for example, absorb light and release gas, while the human body processes food and turns it into energy. The Scientific Revolution took place over many decades, but it is usually associated with the famous discoveries of people such as Galileo, Francis Bacon, and Isaac Newton.

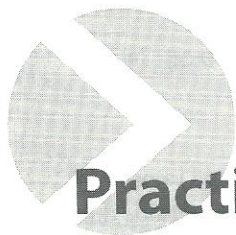
The Environment

During this time frame, human societies continued to exert mastery over their environment. Perhaps the most significant event was the discovery of the Americas and the resultant Columbian Exchange of crops between the New and

Old Worlds. New foods like the **potato**, which was introduced to Europe from the Americas, had a huge impact on food production and population increases. In the Americas, entire landscapes were stripped to build plantations that grew mostly cash crops like **sugarcane** and **coffee**. This led to a degradation of the topsoil and loss of vegetative cover, thus encouraging flooding and mudslides. The raising of cattle and pigs led to dramatic changes in the landscape; forests were cut for the former, while the latter, with vast feral populations, may have been responsible for the transmission of diseases in the North American regions initially explored by the Spanish. The introduction of horses to the Americas had a significant impact on many Native Americans as they left farming to become nomads, following and hunting the plains-roaming buffalo herds. Of course the most dramatic exchange was that of diseases. Smallpox, measles, and other diseases to which the natives of the Americas had no immunity devastated their populations; some estimates are as high as **90 percent mortality rates**.

The loss of Native Americans played a direct role in their inability to fend off European advancement and also led to the importation of enslaved Africans to work on plantations. Climatically, the Little Ice Age, a several-hundred-year period of cooler temperature, had dramatic impacts on human society. Although no one is in agreement on the exact timing, the period generally lasted from about the late 15th century to the mid-18th century. As temperatures fell, growing seasons shortened, and some types of crops, particularly grains in the north, failed completely. The freezing of rivers and harbors often had dramatic results on warfare, allowing armies to cross what were normally barriers to their movement. At the same time, the harsh conditions took a toll on living conditions in the field, often depleting an army's strength before it could be effective.

A glimmer of awareness of the need to manage natural resources can be seen in the Tokugawa laws in Japan to restrict timbering operations and plant new trees when old ones were cut and in Louis XIV's forestry program to manage France's timber resources. Although these programs were mainly economically motivated, the idea that a nation's resources should be managed by the state would play an important role in the development of future environmental management programs.



Practice Section

➤ CONTINUITY AND CHANGE-OVER-TIME QUESTION

Directions: Answer the following question: You should spend five minutes organizing or outlining your essay. Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence
- Addresses all parts of the question
- Substantiates its thesis with appropriate historical evidence
- Analyzes the process of change over time and/or continuity

Choose ONE of the regions below and analyze the changes and continuities in its involvement and roles in **trade** from 600 to 1750 CE.

- *China*
- *Sub-Saharan Africa*
- *South Asia*
- *Middle East*

➤ HOW TO APPROACH THE QUESTION

The continuity and change-over-time (CCOT) question **asks what has changed and what has not**. Here, you must be as detailed as possible with your knowledge of the material. Being good at historical interpretation is not enough; you also need to know history.

Organizing Your Essay in Five Minutes

CCOT questions include a definite time span for analysis. The time span may have the same division dates as the main structural periods for the course: 8000 BCE, 600 CE, 1450 CE, 1750 CE, 1914 CE, and the present. In your green question booklet, you will want to sketch a quick time line and fill in some notes about what happened. Think about breaks in this stretch of time that represented departures from what happened before. Also think about what did *not* change. Start by reading the question, then underline the parts that are most important.

Continuity refers to those aspects that remained the same during the entire stretch of the time period. In this way, it is the *opposite* of the word *change*. The best way to organize your thoughts for the CCOT question is to construct a crude time line in the green question booklet. Remember that the readers do not look at the green booklet when scoring—they look only at the pink answer booklet. Putting together a time line might take a minute or two, but it is helpful.

In your time line notes, you will want to write about social changes that happened. How did gender, family, work, and class structures change? **Do not forget to mention what has stayed the same.** Jot down at least two ideas about continuities throughout this time period.

Core Point Scoring

The CCOT Essay uses a 7-point basic core point system, with an additional expanded core of 2. The 7 points of the basic core are divided among five tasks: two of the tasks count for 2 core points, with a partial credit of 1 point awarded in some instances.

POINTS TASK

- 1 Has acceptable thesis.
- 2 Addresses all parts of the question.
 - (1) (Addresses most parts of the question.)
- 2 Substantiates thesis with appropriate historical evidence.
 - (1) (Partially substantiates thesis with appropriate historical evidence.)
- 1 Uses global historical context effectively to explain change over time and/or continuity.
- 1 Analyzes the process of change over time and/or continuity.
- 7 *Subtotal for all basic core points*
- 2 Possible expanded core points (for excellence)
- 9 *Total possible points for the CCOT*

Do You Have a Thesis?

Your initial task is to present a clear thesis statement. Do not simply restate the question; you must state, instead, the specifics about change and continuity. A strong thesis will deal both with what changed and what stayed the same. Also, in your analysis, be sure to mention the reasons for the changes and continuities.

Do You Go Beyond the Basic Requirements?

Once a CCOT essay has met all 7 basic core points, it is eligible for up to 2 additional points. These points are awarded for excellence above the basic core point standards. Indicators of excellence might include the following:

- A clear and analytical thesis
- An abundance of evidence
- Particularly sophisticated connections to global processes
- Clear chronology with the use of dates associated with events
- Links to a rich variety of events, ideas, and trends
- Deep and even coverage of all parts of the question
- A thorough discussion of continuity in addition to change

Final Notes on How to Write the CCOT

DO:

- Read the question several times so that you understand the tasks required.
- Draw a quick time line in order to organize your thoughts.
- Write a thesis statement that uses the terms of the question while providing analysis.
- Describe in a paragraph the situation at the starting point of the time span.
- Focus on continuities, not just changes.

- Make sure the continuities cover the entire time span of the question.
- Bring in a discussion of the big-picture context of these changes through global processes.
- Mention facts—remember, content is king.

DON'T:

- Discuss events that are not related to the question.
- Include long sections of material outside the time span of the question.
- Focus only on changes and not on continuities.
- Include continuities that apply to only one part of the time span.

➤ CONTINUITY AND CHANGE-OVER-TIME QUESTION: SAMPLE RESPONSE

Between 600 and 1750 CE, China was continuously an integral player in the expanding global trade network. However, it simultaneously regressed from being the enthusiastic leader in an expansive world economy to playing more of a supporting role. This transition was partly self-imposed as its worldview and view of itself shifted, though the incorporation of the Americas by Europe into the global economy also caused a decline in China's centrality (even geographic) and dominance. However, while China may have grown more detached from the trade network, it was too strong and influential to ever disassociate completely.

The beginning of these thousand years in history was strong for China. The Tang dynasty was established around the year 600 CE, and it prospered agriculturally (three-field system), politically (civil service examinations), and technologically. These factors combined created a strong, stable China based on a Confucian traditional foundation, allowing for a strong economy to arise. Between 600 and 1450 CE, China was truly the world leader in trade. It increased its presence in and then came to dominate the Indian Ocean and the South China Sea, building connections with the Middle East and Southeast Asia, respectively.

This maritime advancement was made possible by new naval technologies developed under the Tang and Song dynasties, such as the magnetic compass and improved ships. Gunpowder, another technological improvement, would make its way through the trade network to the Middle East and aid the later establishment of Islamic empires and to Europeans, who used firearms to help conquer the Americas. Another change that took place during this earlier period was an increase in industrialization. Especially under Song rule, new port cities were built where Arab and Persian merchants became somewhat assimilated into Chinese society. Larger cities and more expansive trade cycles necessitated the development of new economic systems in China, and paper money, banking, and a "flying cash" system all were established. Also, trade increase leads inevitably to interaction increase, and new religions, such as Buddhism, integrated themselves into Chinese culture. Buddhism blended with the consistently prominent Confucianism to create a new type of Confucianism known as Neo-Confucianism, which had profound political consequences. Throughout this period, China continued using the Silk Road as a means of relations with the Mediterranean world, and Chinese luxury items such as porcelain and silk were in high demand. Closer to the end of this period, the Yuan dynasty (Mongol rule) was replaced by the Chinese Mings, who radically altered China's position as the most dominant global trader.

From around 1450 to 1750, China separated itself from the global market significantly. The beginning of this movement was marked by the closing of many ports and the destruction of ships and travel records by the Ming (though the following Qing dynasty similarly regulated trade). These actions were very consequential, for China

lost its dominance in Indian Ocean and Pacific trade, allowing Arabs, Persians, and Europeans to grow politically and economically stronger. China self-imposed this isolation because it feared foreign influence after being under Mongol control and because it was ethnocentric and found little value in foreign goods. This attitude, along with the decrease in technological development (Chinese Confucianism, still prominent, favored government stability over technological innovation), greatly reduced China's previous enthusiastic trade participation and allowed a rising Europe to dominate the world in an age of colonization. Still, China remained consistently important to global trade, greatly due to the desire for Chinese luxury goods. Europeans extracted silver (the new global commodity) from the Americas and used it to pay for Chinese products. Japan paid China with silver as well. While the Chinese were exporting porcelain, silk, and spices as before, they did not import many products but rather used silver as their currency. The Chinese consumption of silver (which eventually led to severe dependency-based economic problems) kept them an active member of global trade, for they were too great and influential a country to ever completely detach. However, China lost its desire to steer the world economy and in doing so handed the reins over to Europe.

China was always important to global trade during the years 600 to 1750, though its dominance and desire to incorporate foreign ideas and products decreased. These years in history are best defined by the establishment of a truly global economy, especially with the inclusion of the Americas. China's regression in trade impacted not only its society but also European society. China closed the door to the Western world (though remained connected) and allowed Europe to become the most influential and powerful area in the global economy and the world.