

Expansion of Europe 15th-17th Century

HDS104



**University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development**

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ISBN: 978-021-423-2

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, iPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

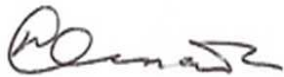
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre’s provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

A handwritten signature in black ink, appearing to read 'Bayo Okunade', with a stylized flourish at the end.

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About this course manual

Expansion of Europe 15th-17th Century HDS104 has been produced by University of Ibadan Distance Learning Centre. All course manuals produced by University of Ibadan Distance Learning Centre are structured in the same way, as outlined below.

How this course manual is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Margin icons.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into Study Sessions. Each Study Session comprises:

- An introduction to the Study Session content.
- Study Session outcomes.
- Core content of the Study Session with a variety of learning activities.
- A Study Session summary.

- Assignments and/or assessments, as applicable.
- Bibliography

Your comments

After completing Expansion of Europe 15th-17th Century we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course Overview

Welcome to Expansion of Europe 15th-17th CenturyHDS104

This course examined extensively how European countries expanded their dominations beyond their territories to the hinterlands of Africa, Asia and Americas, covering the period of 15th -17th centuries. Thus, the rationale behind this course is to expose students to the various activities that transpired before, during and after European Expansionists, as they forcefully acquired, controlled dominated, and subverted the peaceful co-existence that was in vogue in these affected areas.

The first session discussed extensively on the economic and political developments in Europe that disposed European states and peoples to embark on an outwards expansion to hitherto unknown lands. The second session move some steps away by looking at how the spirit of the renaissance that characterized Europe during the era under discourse must have considerably shaped the attitude of Europeans towards exploration.

The next three sessions discussed how curiosity became a major feature of period of enlightenment which marked the development of an inquisitive mind –set. All over Europe, the urge was to fuse with a number of other factors in initiating over two centuries of great explorations and exploitation of other peoples territories by European states and peoples. Also discussed in the sessions were those tools that assisted them in carrying out this mission. Between the mid fifteenth century and late seventeenth century, Europeans visited almost all the regions of the globe accessible by sea. These voyages of discovery were facilitated and/or made possible due to two crucial elements; the technical changes in the instruments for and skill of navigation and the financial backing it received. All these became the focus of the next two sessions.

Of all the European states involved in the maritime explorations between the 15th and the 17th centuries, Portugal was the first to embark on such a venture, followed by Spain, France, England and Netherland. Thus, session eight, nine and ten seek to find out the

circumstances that enabled these countries play such pioneering roles.

Session eleven captured Europe's relations with other parts of the globe during the Age of Exploration and its far-reaching consequences on world history. Thus, the session presents how this phenomenon has transformed the political, economic, demographic and socio-cultural landscape of world affairs.

Course outcomes

Upon completion of Expansion of Europe 15th-17th Century HDS104, you will be able to:



Outcomes

- *Give* detail account of how Portugal, Spain, Holland, France and England championed the course of European expansion in the 13th and 17th centuries.
- *Identify* and explain major motives describing the basis of European expansion.
- *Describe* and explain the tools that aided European voyages between the fifteen and the seventeenth centuries.
- *Give* detail reasons why finance is very essential in the course of European expansion and who provided the required fund.
- *Describe* in details the various activities of Portuguese sponsored explorers and their voyages of discoveries.
- *critically examine* the impact of European expansion

Getting around this course manual

Margin icons

While working through this course manual you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this course manual.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
<i>Activity</i>	<i>Assessment</i>	<i>Assignment</i>	<i>Case study</i>
			
<i>Discussion</i>	<i>Group Activity</i>	<i>Help</i>	<i>Outcomes</i>
			
<i>Note</i>	<i>Reflection</i>	<i>Reading</i>	<i>Study skills</i>
			
<i>Summary</i>	<i>Terminology</i>	<i>Time</i>	<i>Tip</i>

Study Session 1

Europe on the Eve of Expansion

Introduction

In this study session, you will learn about the expansion of Europeans to other lands. This session discussed extensively on the economic and political developments in Europe that disposed European states and peoples to embark on an outwards expansion to hitherto unknown lands.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 1.1 Describe how Portugal, Spain, Holland, France and England championed the course of European expansion in the 13th and 17th centuries.

Terminology

Feudalism	The dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (villeins or serfs) were obliged to live on their lord's land and give him homage, labour, and a share of the produce, notionally in exchange for military protection.
Reconnaissance	A military observation of a region to locate an enemy or ascertain strategic features.

1.1 Conceptualizing Expansion of Europe

By the term expansion in this course, we are referring first to the expansion in knowledge of the Europeans about the existence of other habitable parts of the globe hitherto unknown to them. Furthermore, it goes beyond mere discovery to the exercise of influence and eventually colonization of these discovered areas about which very little was known before the wake of these

discoveries. As we shall see, the effort at effective occupation of the newly discovered lands was to become necessary in order to maximize the gains of discovery. Apart from the increase in knowledge and occupation of hitherto unknown territories, the expansion of Europe can also be viewed from the perspective of the spread of European culture to other lands.



In looking at the nations that were involved in the expansion of Europe between the fifteenth and seventeenth centuries, five of them stood out. They are Portugal, Spain, Holland, France and England. These five, were active in several continents, where they acquired several possessions in terms of territories. Amongst the areas covered are Africa, Asia, North America, The West Indies, South America and the Far East.

1.1.1 Situation in Europe by 15th Century

Perhaps at this juncture, it will be pertinent to examine the general situation in Europe on the eve of European reconnaissance and eventually expansion. This is important because our period 15th to 17th century focuses on the era during which the foundation for European domination over other parts of the world was laid.

Before the 15th century, Europeans had little or no knowledge about certain areas that they eventually travelled to trading and conquering the inhabitants of these areas or strongly influencing the people's way of life.

By the 11th century Europe had already developed trading links with the Orient carried out through maritime and inland routes. In this trade, the Mediterranean was the high way which linked different inland routes with services of middlemen. While Europeans sought for goods such as silk, spices, perfumes, ivory

wines and carpets, they exchanged these for mainly European textile products.

In 1300 AD, Europe began to face economic difficulties arising from bad climate and the accompanying drop in agricultural production. There was also the growing cost of prosecuting wars of expansion and internal consolidation which were rampant during this period. The financial burden for these wars largely fell on the peasants who over time became over-stretched and financially exhausted. This situation generated what has been referred to as the 'crisis of feudalism'. A situation in which the peasantry in Europe had been subjected to the highest form of exploitation and taxation such that nothing more could be done to further extract any financial resources from them. It therefore became apparent that the ruling class had to look elsewhere in their search for an alternative solution.

The way out of this economic malady, it was felt, lay in the discovery of new frontiers for the purpose of generating additional surpluses either in form of agricultural product or articles of trade such as gold and silver. This panacea to Europe's economic crisis meant the ceasing and redistributing of resources available beyond the frontiers of Europe. Achieving this would necessarily have to be by force, and this would logically mean an increase in the production of instruments of war and the training of soldiers and sailors. It will also require the financing and maintenance of military operations outside Europe. The successful achievement of this solution enabled Europe to live beyond its means and has since then sought to maintain and even improve its standard by further entrenching its predatory economic activities on the other parts of the world.

Furthermore, the financial commitment required to embark on voyages of discovery was beyond the capacity of single merchants or groups of them. It was at this stage that the state came in and provided the initial arms and ships and the official protection against competition. To reciprocate this gesture from the crown, the sailor-merchants brought in most of their plundering to the crowns and loaned money to them. Suffice it to note that at the close of the Fourteenth century some European countries were beginning to look outside Europe and dreamt dreams of acquiring the supposedly huge wealth that lay beyond their frontiers.

Again, by the beginning of the fifteenth century, Islamic religion was the most expanding religion and had swept into Europe. In fact the Mediterranean littoral was completely taken over by the Muslims, such that it would be appropriate to describe the Mediterranean Sea as a Muslim lake. The consequence of the Muslim presence, along the Mediterranean coast was its disruption of Europe's age long trade with the Orient. European merchants

and ships were made to pay very high tariff and different fees for their use of the route. This of course hiked prices up and made things difficult for European Merchants. It was therefore necessary that an alternative route be sought to the East or for Europe to rise in arms against the Muslims.

This last solution, was not possible, because most European states had been weakened by the earlier series of wars embarked upon while consolidating their states. Moreover, Europe faced the threat of the Muslims who had fallen under the leadership of the Ottoman Turk then championing the course of expanding the frontiers of Islam. Therefore, apart from the almost economic amputation of the Orient from Europe, there was also a religious and political dimensions to the threat posed by the followers of Mohammedan faith. The re-emergence of Muslims was regarded as the continuation of an on-going process of military and religious rivalry between Christian Europe and the Muslims for which several crusades had already been fought.

ITQ

Question

What were the first major difficulties encountered by European Explorers to the hinterlands during the course of European expansion?

Feedback

These were problems of bad climate coupled with drop in Agricultural Production over time.

It will be appropriate at this juncture to take snapshots of what the situation was like in the various countries that championed the European expansion.

Portugal which became independent in the twelfth century and later pioneered the expansionist drive was a poor agrarian country of less than a million citizens by the beginning of the fifteenth century. She had earlier on suffered several invasions and dominations (of the Moors and Castile), she finally shook off the cloak of the Castilian authority. Lacking in sufficient hinterland for agricultural purposes, due to her location on the coastal strip of Iberian Peninsula, Portuguese citizens were largely fishermen and merchants. They supplied Europe with fish and salt and traded in olive oil, wines, dyes and grains. Due to their historical experiences of fighting to maintain their independence in the face of the Castilian annexation, the Portuguese became very pugnacious. Thus by the beginning of our period, they had already examined the possibilities of using the high seas and oceans as a means of

expansion; especially as she is placed at a strategic position of departure through the seas.



Note

Portuguese occupation in the early 13th century include; agrarian economy, fishing and merchants. Their major exports include; fish, salt, olive oil, wines, dyes and grains.

The union of the Aragon and Castile kingdoms (Ferdinand and Isabella) which began in 1469 was to produce a powerful Spain that was able to re-conquer Granada - the last vestige of Muslim occupation of Spain – in 1492. Due to the problems of pushing the Muslims away from the Iberian Peninsula and that arising from the new fusion of hitherto independent states, the attention of the leaders was geared towards internal consolidation rather than maritime exploration.

While Aragon produced good sailors, traders and map-makers whose activities were largely limited to the Mediterranean, Castile had more interest in the Atlantic Ocean. This interest resulted in the successful occupation of Canary Islands at 1475. The combination of Castilian seamanship and courage, coupled with the skills of Aragon Navigators produced the likes of Christopher Columbus.

The Dutch, before the end of the fourteenth century, had dominated the Sea borne trade between the Baltic and Western Europe. As a people, they generated substantial part of their income from fishing. Though, not a mainly seafaring population, their activities and geographical position made it imperative that they depend on the seas and it was only a matter of time for them to master the use of the seas.



Tip

- Dutch main occupation in the early 13th century was fishing.
- England Economy in the 13th century was mainly agrarian. And their major production was production of Wools.

By the thirteenth century England was an agrarian country that looked inwards in order to raise her gross domestic product. She produced the finest wool in Europe. However, at the wake of our period, she began to manufacture wool instead of raw export of wool. This change in gear meant an outward orientation of the economy such that the bulk of her produce will have to be exported. This logically meant the construction of new ships and

engagement of more sailors in order to enhance trade and widen English commercial operations.

Like England and Holland, the French entered the race for discoveries because of the power, prestige and wealth such adventure bestowed on successful European nations. Also the Spanish and Portuguese exclusive claim to new found land and sea routes was detested by other European countries that had ambitions of embarking on territorial expansion of furthering of their trading activities.

France, having achieved political centralisation and some measure of economic stability without dependence on foreign credits, concentrated on home grown agriculture surpluses for income. However, as earlier mentioned, because of the monopolistic claims of Spain and Portugal and not wanting to be left behind by her European neighbours, France had began to look outwards during our period.

ITQ

Question

Can you name the five major Countries that championed the course of European expansion in the 15th and 17th centuries?

Feedback

These Countries were Portugal, Spain, Holland, France and England.

Study Session Summary



Summary

In this study session, you have learned that:

1. Europe at the beginning of the fourteenth century largely looked inwards as agricultural communities, and those who looked outwards did so largely for trading purposes with their immediate neighbours.
2. With the passage of the time, the profit motive in many merchants increased and it became necessary to look for other sources of wealth outside their frontiers.
3. In attempting to tap the resources of the yet undiscovered lands of riches, the capital of financiers and the political backing of the state were required.
4. While the finance was largely provided by the merchant class, the nobility and the crown provided the political

coverage.

5. The governments of these Countries, initially authorized these expansions, later encouraged and subsequently sought to control them due perhaps to the profits that was supposedly accruing from the explorations.

Assessment



Assignment

Discuss the major activities that characterized European expansion to the hinterlands.

Bibliography



Reading

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Study Session 2

Attitudes and Motives for Expansion

Introduction

This study session moves some steps forward from previous session by looking at how the spirit of the renaissance that characterized Europe during the era under discourse must have considerably shaped the attitude of Europeans towards exploration. Curiosity was a major feature of this period of enlightenment which marked by the development of an inquisitive mind –set. All over Europe, the urge was to fuse with a number of other factors in initiating over two centuries of great explorations and exploitation of other peoples territories by European states and peoples. These factors remain the major focus of this study session.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

2.1 Identify and explain major motives describing the basis of European expansion

Terminology

Nobles	A person relating to, or belonging to social class.
Lords	A person who acts in a superior and domineering manner towards (someone)

2.1 Motives for European Expansion



Tip

- The desire for wealth
- The desire to explore
- The desire to spread the Catholic faith to the natives

Various reasons have been adduced in explaining why Europeans embarked on overseas ventures from the fifteenth century. Primary amongst these are the economic and religious reasons. Before venturing into these two critical factors, it will be pertinent to briefly examine the prevailing attitude in Europe at the time.

It is important to note that the renaissance which began in Italy had spread to other parts of Europe at the beginning of the 15th century. A major feature of the renaissance was the fact that it stimulated a genuine curiosity in the minds of people and with this came the passion for classical learning. The spirit of curiosity was a leading characteristic of the renaissance. The men of the era were interested in absorbing knowledge rather than digesting it; to amass rather than to select. It was largely this attitude that galvanised them to conquer new frontiers. This curiosity that was spurred by the renaissance was shared not only by scholars but by princes and men of action. It is therefore the case that in some ways the voyages of discovery were part of a general urge to learn more which had come with the renaissance. It was this situation coupled with the two critical factors mentioned earlier that explain the causes for the European Expansion.

The twin factors of economy and religion were proclaimed by great explorers and statesmen of the period in very unequivocal terms. Bartholomew Diaz, in a frank observation declared that he and his colleagues went “to the Indies to serve God and his majesty, to give light to those who were in darkness and to grow rich as all men desired to do”. In the same vein Vasco da Gama after his arrival at Calicut proclaimed to his Indian hosts that he had come in search of Christians and spices. The economic motive would be better understood against the happenings in Europe and their perception of other undiscovered lands.

The major motives explaining the basis of European expansion are; Economic, Religious, Knowledge motives.

The principal sources of wealth were land and labour. The most attractive way of becoming wealthy was to own these factors of production. However land and labour in Europe before the fifteenth century were concentrated in the hands of nobles and kings who as manorial lords owned lands occupied by a diligent and docile peasantry. Thus the only opportunity for ambitious men to own or expand their estate was acquisition of land outside Europe. Therefore, nobles who wished to expand their estates or middle class merchants and adventurous farmers who wished to be their own masters by avoiding the harsh obligation imposed by feudalistic Europe embarked on the seizure of land outside Europe. It is for this reason that Madeira, Canary Islands and Azores (all off the Northwest African coastline) were captured and plantations set up. The experiment was an economic success as Madeira became

an exporter of sugar and wine while Azores bred excellent livestock. These successes spurred rumours of further lands to be discovered and acquired in the Atlantic for the purposes of profitable economic ventures.

Furthermore, a less obvious source of wealth was investment in long distance trade. The most valued commodities of Eastern origin were spices, silk, ivory and precious stones which were exchanged for high quality textiles from Europe. The Mediterranean waterway through which the trade was carried out was dominated by Italian merchants (Venetians and Genoese). This maritime trade was the envy of other European nations and Portugal anxiously looked forward to such lucrative trade. Possessing a seafaring population and a commercial class that was emancipated from sticking to feudalism, they were willing to venture into the Atlantic Coast to trade in lucrative commodities such as gold, spices and sugar. They had to turn to the Atlantic as an alternative because the Mediterranean was well guided by Italian monopolists with a formidable naval force. Added to the Italian maritime monopoly was the appearance of Muslims in the Mediterranean. Again, their fishing activities from which they are renowned, took them into the Atlantic and Icelandic waters. Fishing was therefore one of their principal interest in the Northwest Coast of Africa.

In turning to the Atlantic, the Portuguese and later their Spanish neighbours were encouraged by the information gathered as regards the riches thought to be in West African kingdoms of the Guinea forest. By 1375, a Spanish Jew had drawn the map of Africa that was to become famous in Europe. At the centre of the map was the figure of a Negro monarch (Mansa Musa) and it went further to indicate that gold was so abundant in the land that the king was "the richest and most noble in all the land". This representation fired the imagination of the Spaniards and other European. Though gold filtered into Europe, this was through Muslim middlemen who were regarded as hostile. It was therefore the ambition of people like prince Henry of Portugal to by pass them and get at the source directly.

The search of gold occupied a prime place because of its scarcity in Europe. It was therefore felt that a monopoly of its source will automatically bring with it wealth and power. The search for an alternative route will therefore imply a change from its Caravan source to Caravel.

Another major motive for European overseas ventures in the 15th century was their religious zeal. This manifested in their desire to check the excesses of the Muslims incursions into areas previously occupied by Europeans and also the possibility of converting unbelievers to Christianity. Given the Muslims occupation of the

Mediterranean and their growing strength, there was need for a reliable ally to march and if possible ward off the Muslim menace. The East was seen as a possible place to find such an ally because it was felt that it was populated by Christians. It was believed that Prester John, a saintly Christian ruler somewhere in the East who had so much riches and very large army could be approached for assistance against the Muslims. However when news of a non-existent Prester John in Asia filtered into Europe by the thirteenth century, it was assumed that he must be somewhere in Africa, particularly Abyssinia.

The essence of this legend and its importance to us is that it remained a source of speculation and inspiration for voyages of exploration. It was also felt that Islamic religion will be checked if the Muslims abode along the Mediterranean could be circumvented and attacked from the rear. It is in the light of the above that the voyages were regarded in certain circles as a continuation of the crusades. Christopher Columbus and Henry the Navigator were considerably influenced by this religious factor.

ITQ

Question

Which of the following was not part of the motives explaining reasons for European expansion?

- (A) Economic motives
- (B) Religious motives
- (C) Need to explore so as to acquire more knowledge
- (D) Political motives

Feedback

D- Political motives

ITQ

Question

What was the hallmark of curiosity spirit characterising renaissance period in Europe?

Feedback

The need to absorb knowledge

Study Session Summary



Summary

In this Study Session, you have learned that:

1. The economic and religious motives explaining reasons for European expansion.
2. That neither of them nor even both of them adequately explains why Europeans embarked on missions of discovery and expansion.
3. What adequately explains it is a collage of factors of the reawakening associated with renaissance, the economic and the religious factors.
4. These three, coupled with a favourable disposition of Europeans and developments around them propelled them into centuries of exploration and exploitation of lands hitherto unknown to them.

Assessment



Assignment

- 2.1 List and explain briefly motives behind the expansion of European Countries to the hinterlands

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Study Session 3

Tools of Discovery

Introduction

Having discussed the motives of European expansion, our next focus is on those tools that assisted them in carrying out this mission. Between the mid fifteenth century and late seventeenth century, Europeans visited almost all the regions of the globe accessible by sea. These voyages of discovery were facilitated and/or made possible due to two crucial elements; the technical changes in the instruments for and skill of navigation and the financial backing it received. Thus, our major focus in this study session is to find out in details what these technical instruments are and the sources of the finances with which the voyages were sponsored.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 5.1 Describe and explain the tools that aided European voyages between the fifteen and the seventeenth centuries.
- 5.2 Give detail reasons why finance is very essential in the course of European expansion and who provided the required fund.

Terminology

Navigation	The process or activity of accurately ascertaining one's position and planning and following a route.
Bearing	A person's way of standing or moving

3.1 Technical Tools – Maps Ships & Guns

By technical tools, we are referring to the ships, maps, charts and guns that were of significant importance to European explorers of our period of discourse. The era between the second half of the fifteen century and the end of the seventeenth century marked a rapid expansion of geographical knowledge and the application of science and technology in enhancing the instruments of navigation.

In the post-1400 years, several break-through in technological development were made that positively impacted on the efforts of Europeans at overseas ventures.

There was the concentration of Europeans on the study of geography and astronomy with particular emphasis on how it could be useful in solving practical problems of navigation. There was improvement in the knowledge of chart making with the aid of astronomers and geographers. Through their contributions, Europeans became more aware of the fact that the earth is spherical rather than flat. It must be noted that it was Greek geographers such as Ptolemy and several Arab geographers that corrected the notion of the earth been flat. For our purpose these wrong notions about the nature of the earth that was erased, further emboldened sailors to venture far into the high seas, as their earlier fears of falling off the surface of the earth became a thing of the past. Furthermore the new charts that were drawn, guided sailors at sea and made it possible for them not to stick to the coastlines for the sake of getting their bearing.

As a consequence of this improvement in geographical knowledge, sailors could now afford to lose sight of land while they relied on estimates of latitudes and longitudes which helped voyagers in determining distance from north to south. This coupled with the perfection of the compass which had been in use since the thirteenth century contributed immensely to the work of European expansionist.

Ships represented another valuable tool of discovery. The application of science and technology radically altered its efficiency, capacity, speed and functions. The Ships used before fifteenth were usually not big enough to carry large numbers and lacked adequate space to carry food for a long voyage or bear substantial cargo. Moreover, they depended on rowers and had limited range in the ocean. Consequently most of these ships could not withstand storms and the strong winds in the Atlantic Ocean. This made them unsuitable for exploration.

However, in the fifteenth there was considerable development of skill in building ships and in handling the new larger ships. By the sixteenth century, European ships that were hitherto inferior to those from the Eastern terms of design and workmanship had been greatly improved to become the best in the world in terms of seaworthiness, endurance, capacity and fighting power. Unlike the clumsy ships of pre-1400, the new sailing vessels could cope with strong Atlantic winds, had more space for seamen and cargoes. The designs, which were a product of oriental and European ideas, were modified constantly, in response to the experiences of seamen and what they needed in the high sea.

Indeed the ascendancy and domination by Europeans of other peoples of the world can be linked with their development of the ship. This is so when cognisance of the fact is taken that for a long time, the sea remained one of the most important ways of moving cargo and fighting forces from one part of the globe to another. It is therefore not surprising that with the development of other efficient and effective means of mobility such as the aircraft, the importance of the sea as a major highway diminished and so did the status of European nations in the world politics.

Another vital tool for overseas expansion was the gun. Guns were needed to subjugate uncooperative autochthonous peoples of the different areas expanded to or to fortify established settlements. Naval gunnery thus helped voyagers to fight their way through hostile regions like the case of Cortes in Mexico, or the encounters with Arabs at the Indian Ocean.

The development of firearms, especially as it affects naval gunnery gave European sailors great advantages over very civilized groups. It also instilled in them a courageous spirit, since they knew that they were well equipped; as they became able to defend and defeat even groups that were superior to them in terms of numbers.

Although gunpowder was not a European invention, by the end of the fourteenth century firearms were being manufactured all over Europe and by the fifteenth century artillery had emerged as an important weapon of war. The invention of artillery greatly revolutionized naval warfare. Before its invention, fighting men on board a ship often sought to kill as many men on the enemy ship as possible. The implication was that the ships had to be close to each other. However, with the invention, most European ships began to carry this weapon. Exactly, when this started is shrouded in obscurity, but we do know that with it, there was a change in naval tactics as Europeans now sought to use their artillery in sinking enemy vessels from a distance instead of aiming at the foot-soldiers on board. Furthermore, it made it possible to sail close to the coast and from the coastline, bombard hostile or uncooperative groups, without disembarking from the ship. Lastly it made it possible for few Europeans to take on overwhelming populations of such groups of people in a confrontation. The artilleries were usually mounted between decks with the sides of the ship pierced in such a way as to provide opening for shooting. From the round - pot opening that made for only straight firing, the subsequent ships were modified in such a way that the range covered by the artillery was much wider in scope. The technical superiority in ships and guns and the judicious application of both ensured the continuous development in European exploration and the permanence of its results.

ITQ**Question**

Which of the following was not among the technical tools that aided European expansion in the 1400s?

- (A) Ships
- (B) Maps
- (C) Charts
- (D) Satellite

Feedback

Answer is D – Satellite

3.2 Financial Tool

Overseas expansion therefore meant an increase in the scale and intensity of war and logically, the production of armaments. It also demanded for the training of soldiers, sailors and in maintaining military outposts in places where they had established forts.

Providing for all these would require a lot of finance and this brings us to the last important tool of discovery which is the issue of financial backing. The saliency of this last factor lies in the fact that it formed the bedrock of adapting technological innovations and ideas to the building of ships and manufacturing of artilleries. It must be borne in mind that in Europe of our period, there was serious primitive accumulation of capital in such a way that it was concentrated in very few lands



Tip

Two major sources of finance to the European Explorers in the 17th century were: government and firms/companies.

There were just two avenues open to voyagers who needed financial backing. The first was government finance i.e. the court often personified by the King and the second is that provided by commercial firms and companies. It must be noted that before the fifteenth century some European states like Italy had set up firms constituted mostly by wealthy merchants who had interest in trading with the cities around the Mediterranean. This example was later followed by Portugal, Spain, Holland and England. These firms were the ones that later came up to finance the explorations. For

example, the Dutch East Indian company contributed in financing several voyages.

With regards to government support, it can be said that without the backing of the rulers of the European states, most of the expeditions would not have taken place. Prince Henry, sponsored, substantial number of the voyages down the African coastline. The voyage of Bartholomew Diaz was undertaken under King John II (1481-1495) who provided the financial backing. The Spanish government financed Columbus' trips while England augmented the finances of John Cabot for his expedition to the Americas and same for Hawkins for a trip to the Guinea coast.

ITQ

Question

Why do we refer to financial tool as the bedrock of adapting technological innovations and ideas of European expansion?

Feedback

This is because, without financial tool, European expansion won't have been successful.

Study Session Summary



Summary

In this Study Session, you have learnt that;

1. Between the mid fifteenth century and late seventeenth century Europeans visited almost all the regions of the globe accessible by sea.
2. These voyages of discovery were facilitated and/or made possible due to two crucial elements; the technical changes in the instruments for and skill of navigation and the financial backing it received.
3. Technical tools employed were ships, maps, charts and guns.

Assessment



Assignment

- 3.1 Identify and discuss the technical tools that facilitated European efforts to reach new lands during the age of discovery.
- 3.2 Examine the contention that finance remains the most important tool of discovery during the age of discovery.

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Study Session 4

The Portuguese Pacesetters

Introduction

Of all the European states involved in the maritime explorations between the 15th and the 17th centuries, Portugal was the first to embark on such a venture. This study session therefore exposes you to the circumstances that enabled the Portuguese play such a pioneering role.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

1. Identify the salient roles played by Prince Henry the Navigator in shaping Portuguese involvement in overseas exploration.
2. Describe in details the various activities of Portuguese sponsored explorers and their voyages of discoveries.

Terminology

Voyage	A long journey involving travel by sea or in space.
Exploration	The action of exploring (investigation, study, observe etc.) an unfamiliar area.

4.1 Prince Henry - The Navigator



In our examination of the pacesetting efforts of the Portuguese in European attempts at overseas expansion between 1400 and 1498, the towering influence of Prince Henry otherwise known as the navigator in determining the pace and direction of early voyages cannot be sidelined. It would therefore be appropriate to start with the contributions of Henry, for only with this background would the pioneering efforts of Portugal during the age of reconnaissance would become clear. Put differently, the contributions of Prince Henry made it possible for the Portuguese to pioneer European overseas expansion during our period.

Two views exist as regards the place of Prince Henry in the history of Portuguese expansion some think that his role has been exaggerated while others opine that he deserves the emphasis placed on him. No one can however deny that he made a major contribution to the history of European exploration.

Prince Henry was one of the sons of King John I of Portugal. It is a truism that Henry did not travel beyond Ceuta in Morocco and yet the appellation the 'Navigator' has become synonymous with his name. This is perhaps in recognition of the Prince as the prime mover of explorers, the planner, financier and supervisor of several voyages that were embarked upon during his lifetime. When the

impact of these voyagers he stimulated is taken into cognisance, then it will not be too surprising why he is so named, the navigator.

It was his determination which launched Portugal on a century of voyaging, discovery conquering on a scale unprecedented in world history. A noble by birth and also in spirit, he was brave in heart and had a fantastic vision geared towards deeds which would improve and expand the glory of Portugal and Christendom. In 1415 when Henry was just twenty-one years, his father led a Portuguese expedition across the straight and captured a Muslim stronghold at the Moroccan seaport of Ceuta. To the king, while the expedition was partly aimed as a striking blow against the Muslims, it was also to offer his sons who were to be knighted, an opportunity to win their spurs in real battle.

For young Henry, the Ceuta expedition afforded him an opportunity to further study Africa, its peoples, trade routes and collect information about its resources. He received reports about the gold trade of the Moors and sought to determine the extent of *Mohammedian* power in Africa. For the purpose of European expansion, the occupation of Ceuta represents a novel situation in which an European nation possessed an overseas territory. In undertaking the administration and defence of the seaport, they had begun a process of European colonization.

It has been argued that the experiences and information gathered at Ceuta by Prince Henry was a powerful tonic and stimulant which fired his imagination and conditioned his aspirations for the rest of his lifetime. For the first time, he was brought face to face with the Muslim world. Ceuta also pointed the way down the African coastline and he was filled with the limitless possibilities awaiting his countrymen, if only they had the initiative and leadership to take the advantage of the opportunity.

Having learnt from the Moorish prisoner about the caravan routes of the rich trading centres on the Gambia and the gold coast, Henry aspired to outflank the great western shoulder of Africa to reach the Guinea. Also, he recognised that he had to outflank the Guinea to reach the southern end of Africa and perhaps, Africa itself to reach the Indies. It is from this perspective that Henry's African voyages and subsequent exploration of Guinea were the immediate consequences of the conquest of Ceuta.

Before the fall of Ceuta, Portuguese explorations had been casual activity of voyages into the unknown, had been sporadic, unplanned and occasional. Records pertaining to such discoveries were either scanty or non-existent. But with the emergence of Henry into the scene, things began to change. Henry laid down a definite geographical policy, made a systematic and continuous campaign for exploration. Furthermore, he made discovery an art and science and made exploration of new lands a national interest.

By 1419 when he was made the governor of Algarve, a southern province of Portugal, Henry proceeded to Sagres, a city at the southern tip of his southern province. Here at Sagres, he established the now famous academy for navigation. In the course of establishing the school, he assembled talented seamen, cartographers, astronomers, shipbuilders, geographers and experts from different professional callings that had something to contribute to the enhancement of the voyages he sponsored. In bringing these experts together, he did not limit himself to the Portuguese alone but invited Italians, Castilians, Danes and even Arabs who wished to serve.

From his school of navigation, he selected his captains, and had them well instructed. He updated his maps with each new discovery and this aided future explorers. As a result, Sagres Academy became the melting pot of ideas all over Europe and helped voyages of discovery to gain momentum. The Academy distinguished itself in two main areas. These are in the art of shipbuilding and map making. A lot of chart drawing was done at Sagres to the benefit of many sailors. As for the ships made in Sagres, Cadamosto noted that the ships emanating from Portugal became reputed as the best in Europe. Of course the designs of these ships were in most cases drawn at Sagres.

The actual proof of the accomplishment of the Sagres Academy is exemplified by the *Henrician* voyages and the colonial development which resulted from them. Henry's first enterprise was the conquest and the colonisation of the Atlantic Islands. It is true that the Islands of Madeira and Azores had probably been visited by Genoese in the middle of the fourteenth century yet the effective colonisations of the two Islands are credited to Henry.

ITQ

Question

In what year was Prince Henry became the governor of Algarve?

Feedback

Answer: 1419

4.2 The Portuguese Voyages of Discovery

By the time of Henry's death in 1460, about two thousand of the African coastlines had been discovered. In 1434, Gill Eannes rounded Cape Bojador after much persuasion from Prince Henry. Hitherto, no exploration had gone beyond the cape for the imagined danger that lay beyond the cape. This fear stemmed from the erroneous belief that all whites who went beyond the cape would

turn to Negroes because of the scorching tropical sun. To some others, there was the notion of the sea beyond the cape being boiling hot and so injurious to sailors. It is against this background that the successful rounding of the cape represents a shattering of a psychological obstacle that had all along kept sailors in check. The shattering of this myth, threw the Atlantic, south of the Cape, open to explorations as more explorers now had the courage to embark on voyages down the coast. It is therefore not surprising that the following year Alfonso Baldaya (one of Prince Henry's sailors) covered over four hundred miles beyond Cape Bojador. By 1436 the Portuguese had reached Rio de Ouro (River of Gold)

The 1440s also marked significant leap in the Portuguese exploration venture. They got to Cape Blanco and later proceeded to discover the mouth of Senegal and Gambia. In 1442 Cape Verde Islands was sighted and a year earlier, Goncalves had made another break through by bringing back from south of Cape Bojador, some gold dust and Negro captives. This was again psychologically uplifting as more people got convinced about the enormous riches that lay in the bosom of Africa. As for the capturing of Negroes, it ushered in four centuries of man's inhumanity to man in the name of slave trade. The trip of Goncalves subsequently engendered the flow of trade especially as regards gold and slaves, and this increased so much that Henry ordered the building of a fort and ware house at Arguin Island in 1448 – arguably the first European overseas slaving station in Africa.

By 1443, Nuno Tristan reached Arguin Bay and in 1444 Diniz Diaz had extended the frontiers so far explored to Cape Verde. Between 1448 and 1455 there was a lull in exploratory activities, perhaps due to certain domestic problems in Portugal. However, by 1455 voyagers resumed and after that year two notable voyages were undertaken by Henry sponsored Venetian voyager named Cadamosto. Cadamosto got to the mouth Senegal and kept a detailed account of the country and its inhabitants. In 1460, the year Prince Henry died, one of his captains discovered the river and mountains of Sierra Leone.

ITQ

Question

Which of the following was not among the talents assembled by Prince Henry his establishing his academy of voyage? (A) Seamen (B) Cartographers (C) Astronomers (D) geographers (E) Entrepreneurs

Feedback

Answer: E – Entrepreneurs

With these discoveries during the life time of Prince Henry, the Portuguese were now sure that they had found a sea route to the land of Guinea which until then they had only heard of from the Moors. They also felt that it was only a matter of time before they rounded the southernmost part of Africa and found a new sea route to the East. In short, the Portuguese had succeeded in their gold hunt but were yet to realise the dream of meeting a Prester John who probably who also live on the other side of the African continent. As for trade, the benefits that accrued from the discovery made Henry obtain from the king the sole right of visiting and trading in the Guinea coast. Henry gave this a religious tint when he obtained papal confirmation of his monopoly of converting negroes to Christianity. It needs to be emphasised that though trading along the coast developed from which trade took its cue, slave trade along the African coastline only became very significant with the discovery of America and the development of their Atlantic Islands.

Henry died on the 13th of November 1460 at Sagres. He was a man that devoted his life and resources patronizing discovery and gathering geographical data to aid more discoveries. His pioneering efforts in charting the path of exploration opened the way for his successor and subsequently laid the foundation for ground voyages. No doubt, Henry's judicious use of his monopoly in financing both foreign and Portuguese explorers is a pointer to his determination and his achievements are eloquent testimonies of his greatness.

Commenting on his place in the history of Navigation, Raymond Beazley opined that if Columbus gave Castile and Aragon a new world in 1492, if Da Gama reached India in 1498, if Diaz rounded the cape of tempest and if Magellan made the circuit of the globe, their teacher and master was Henry the Navigator.

There was a pause in Portuguese exploration for nearly 10 years after Henry's death. To his supporters, this was a strong proof of the void caused by his death. While some others argue that he squandered so much on exploration that he threw the state treasury into bankruptcy and so the economy needed some period of recuperation. Given that he squandered so much on exploration, this does not efface his remarkable achievements. With his death, the monopoly held by him reverted to the crown.

ITQ

Question

In what year was Cape Verde Island sighted by Portuguese explorers?

Feedback

It was sighted in 1442

Study Session Summary



Summary

In this Study Session, You have learnt that;

1. Prince Henry played important roles in the Portuguese quest for overseas ventures.
2. Henry became not just a motivator of explorers but the sponsor of many voyages of discovery down the African coastline.
3. More importantly, the quality of learning and knowledge produced in Sagres especially with regards to exploration issues, laid a solid foundation for the entire Europe's age of discovery.
4. Before the close of the 15th century, the Portuguese pioneers had effectively established substantial progress in the exploration of hitherto unexplored lands.
5. They not only established their presence in the places they got to, but began the process of colonisation of these areas.
6. The nature of the Portuguese activities in their newfound land shall be the subject of our next discussion.

Assessment



Assignment

- 4.1 Highlight and discuss the salient roles played by Prince Henry the Navigator in shaping Portuguese involvement in overseas exploration.
- 4.2 Explain in details the various activities of Portuguese sponsored explorers and their voyages of discoveries.

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Study Session 5

Portuguese Overseas Empires

Introduction

This study session will explain in details why Portuguese were not just the pioneers in the exploration of other lands hitherto unknown, in the fifteenth and sixteenth centuries. They founded Empires and missions in three different parts of the world. Our major focus in this study session shall be centred on the establishment of Portuguese empires in the Africa, Far East, and South America.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 1.1 Explain the main motives behind the establishment of Portuguese empire in the East.
- 1.2 Discuss the nature of Portuguese activities in their African empire
- 1.3 Explore the various activities that laid the foundation of Portuguese empire in Brazil

Terminology

Empire	An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.
Imperialism	Policy of extending a country's power and influence through colonization, use of military force, or other means.

5.1 Portuguese Presence in the Far East

Let us start by looking at the establishment of Portuguese empire in the East. For two main reasons, the Portuguese decided to establish an empire in the Far East. Firstly there was the desire to ensure exclusive control of the newly found sea routes to the East. Secondly the Portuguese wanted to eliminate all rivals from the

lucrative spice trade of the East. The pursuit of the first objective was important because the spice trade had been in the hands of the Arabs. It was to achieve this objective that Vasco da Gama embarked on the third voyage to the Far East in 1502 with a militarily equipped team. The Portuguese bombarded the town of Calicut which soon capitulated. This commenced the foundation of Portuguese Empire in the area.

Portuguese interest in the spice trade deserves attention. The importance of spice to the European nations during this period cannot be over emphasized. Spices cannot be over emphasized. Spices were required in Europe as preservation ingredient. It was used for preserving meat. Until the seventeenth century Europe could not produce enough feed for her cattle in winter. Animals were therefore slaughtered and preserved with spice in autumn so that there would be meat for consumption in winter. It is true that Portugal had salt but this could not be depended upon because it was not in sufficiently large quantity. Hence, Europe had to find alternative sources where spice could be found in abundance. This was in the Far East. These spices included pepper produced in India, East Indies and West Africa, Cinnamon produced in Ceylon and Ginger from China.

Between 1502 and 1509, Portuguese plan of empire building gradually unfolded. Up to 1509 they concentrated on forcing their way into the spice and other traders of Indian Ocean. During this period, Portuguese empire was under Francisco de Almeida. He was appointed Viceroy in charge of Portuguese imperial interest in the Indian Ocean in 1505. But the degree of success achieved by Almeida was limited.



Note

Portuguese Explorers established their empire in the far East for two main reason; the need to control the newly found sea routes to east , and the need to eliminate their rivals from competing with them in the Spice trade.

However, after 1509, when Afonso de Albuquerque (1509-1515) became the Governor- General, a more ambitious phase began in the process of exploiting the resources of the Far East. Under him the Portuguese sought to control the oriental commodities and the trade in them, to dominate the strategic localities and trade routes through the building of fortresses and also to establish naval bases where Portuguese ships could refill. In dealing with their opponents, the Portuguese had two overwhelming advantages. First was that of able leadership and second, they had military and naval superiority.

Albuquerque laid solid foundation for Portuguese empire in the Far East. His first move was to give the Empire a suitable capital. For this purpose, in 1510 he wisely selected Goa, a flourishing trading and shipbuilding city located on the west coast of India. Two factors determined this choice of Goa. First, Goa already had a tradition of shipbuilding which made it a good naval base. This becomes more so when it is realised that the city had a sheltered harbour. Secondly as a flourishing commercial centre the city would contribute significantly to the economic activities of the Portuguese in the area.



Tip

The major Spices that were produced in the far East prior to the establishment of Portuguese empire are; Pepper in India and East Indies, Cinnamon in Ceylon, and Ginger in China.

After the establishment of the capital, Albuquerque next move was against Malacca which was strategic and of great importance in the trade of the coast. This is because it controlled the flow of goods through the straits of Malacca both from China and from the East India Island. Malacca was subdued in 1511 and a fort was subsequently built there. With the capture of Malacca, the Portuguese now controlled the western terminus of the Chinese trade.

Apart from trade the Portuguese also showed interest in spreading Christianity to the Far East. Until the coming of the Portuguese the Far East was in the hands of the Moslems. But the Portuguese conquest introduced Christianity to the area. The first Christian order to preach in the area was the Franciscan who established a base in Goa in 1502. They were followed by the Jesuits and the Dominicans. Under them, the work of evangelisation progressed steadily. Many converts were won often at the cost of martyrdom. In the Portuguese settlements the mixed population resulting from inter-marriage of Portuguese and Asians formed Christian communities which exist to date.

After a less successful expedition in the red sea zone in 1513, Albuquerque last expedition was in 1515 against Ormuz. This was located on the mouth of the Persian Gulf. It was one of the greatest markets in the world for Eastern products. Albuquerque established Portuguese influence there. His authority was acknowledged through the payment of tribute and a Portuguese fort was built there. In November 1515, he returned to India where he finally died in December of the same year.

The tenure of Albuquerque, as Governor-General of Portuguese empire in the Far East was a golden one. He was an achiever and is clearly manifested by his accomplishments. He established Portuguese influence and domination in the Indian Ocean. As a soldier he distinguished himself through the successful expeditions he undertook. In addition, his ingenuity was responsible for the considerable stability experienced during his tenure. After his demise, Portuguese governors in the Far East were men of lesser ability. Nonetheless, they succeeded in maintaining some measure of control and this enabled Portugal to keep her empire intact till the early years of the 17th century when the Dutch wrestled it from them.

ITQ

Question

Which Portuguese activity laid the foundation for the establishment of Portuguese empire in the East?

Feedback

The Portuguese bombardment of the town of Calicut commenced the foundation of Portuguese Empire in the area.

5.3 Portuguese Interest in Africa

The Portuguese established bases in two parts of Africa, the West coast and the coast of East Africa. On the West coast, the Portuguese were interested in tapping the economic resources on the land of the Guinea. These resources included gold dust, slaves and pepper. By 1448, Portuguese trading voyages to the coast had begun. Factories were established at Arguin Islands and this traded in Gold dust, slaves, ostrich feathers and gun. After 1475, the volume of trade increased. This was sequel to the voyage of Gomes which revealed the Ivory of Ivory Coast and the gold of El-Mina (Gold Coast). These items were adequately exploited.

In 1481, Portuguese trade in Guinea was declared a royal monopoly. Rigorous measures were taken to ensure the preservation of this monopoly. A fleet of royal vessels patrolled the coast. Not only that, crews of the ships of other nations caught trading off the Guinea were treated as pirates and put to death. Portuguese kings exploited this monopoly by granting contract to trading syndicates to conduct the trade of particular regions e.g. Upper Guinea, El-Mina and Sao Tome. For this they paid a yearly rent in cash or slaves.

ITQ**Question**

The Capital City of Portuguese Empire in the East was located in _____

Feedback

The City of Goa.

The Portuguese derived much wealth from the trade in the Guinea. Considerable quantities of Gold dust were taking to Portugal yearly. The slave trade also flourished and in the 16th century demand in the New World caused the extension of sources of supplies from the Guinea to the coast of Angola and the island of Sao Tomé. For this they paid a yearly rent in cash and slaves. The slaves were taken to Brazil and the West Indies. The exact number involved is not known, but indicates are that a considerable number of people were sold.

From the West Coast of Africa, we move to East and Central African region where the Portuguese also established bases. Between 1482 and 1485, the Portuguese established bases on the coast of Central Africa by making treaties with the paramount rulers of the Congo. But like in West Africa, no intensive settlements were established. They merely concentrated on the development of the slave trade. Slaves were taken from Central African coast to Brazil where they provided forced labour for the sugar plantations. Apart from Central Africa, the Portuguese established bases at Sofala in 1505 and Mozambique in 1508 on the East African coast. The Portuguese were attracted to this area by the desire to acquire gold which they thought was in large quantities there. Unfortunately, the hope of acquiring Gold remained unfulfilled.

ITQ**Question**

Name the two bases where Portuguese Empires were established in Africa

Feedback

West Coast and East Africa

ITQ

Question

What form of measure put in place by the Portuguese Explorers preventing other Explorers from invading in their acquired territories?

Feedback

Royal monopoly was introduced so as to prevent intruders from invading their territory.

5.3 The Portuguese Empire in Brazil

A Portuguese voyager Pedro Alvares Cabral found Brazil in 1500 on his way to India. But during the first half of the 16th century very little colonization took place there. At the time, no gold was discovered there. The only commodity of value was Brazil wood or logwood from which a red dye was obtained. However, the introduction of sugarcane to the country was of great importance. This was facilitated by the fertility of the soil and also by the availability of cheap negro labour which was used exclusively on the plantations. Consequently, Brazil became one of the first of the newly discovered lands to produce sugar for the European market. It did not lose its lead until the opening up in the second half of the seventeenth century of the sugar plantations of the West Indian Islands.

ITQ

Question

Brazil under the empire of Portuguese explorers in the 16th and 17th centuries was known for the production of which commodity?

Feedback

Brazil under Portuguese empire was known for the production of Sugar cane.

Study Session Summary



Summary

In this Study Session, you have learnt that;

1. By 1600 the Portuguese did not just get to Africa, the Far East and South America, but had established significance presence in all these areas.
2. They succeeded in establishing significant economic and political interests in all these areas and caused considerable attention of other European nations to be focused in them in later years.

Assessment



Assignment

- 5.1 Describe the main cause of the establishment of Portuguese empire in the East.
- 5.2 Explain the salient features of Portuguese activities in their African empire?
- 5.3 Discuss briefly activities that led to the establishment of Portuguese empire in Brazil

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Study Session 6

Spanish Voyages and Discovery of the New World

Introduction

Interestingly, the Spanish, neighbours of the Portuguese, caught the bug of overseas exploration almost at the same time with the Portuguese pioneers. They not only visited the areas discovered by the Portuguese but made new discoveries. Amongst their several discoveries, that of America which was then referred to as the New World is regarded as one of their land mark discovery in the 16th century. All these and more shall be our focus in this study session.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 6.1 Discuss the contributions of Christopher Columbus to European discovery.
- 6.2 Describe which other personalities apart from Columbus, on behalf of Spain, that involved overseas explorations and what was the nature of their activities?

Terminology

Circumnavigation	to go completely around (as the earth) especially by water; also : to go around instead of through
Expedition	a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war.

6.1 The Spanish Involvement: Christopher Columbus Explorations



Christopher Columbus was an Italian explorer, navigator, colonizer and citizen of the Republic of Genoa. Under the auspices of the Catholic Monarchs of Spain, he completed four voyages across the Atlantic Ocean.

For most part of the 15th century, the Spaniards were engaged in war with the Muslims who had conquered part of their country. Therefore, Spain had shown little interest in maritime discovery and exploration. In 1492 however, the Muslims were expelled from Spain and this made it possible for the country to think of the wider question of overseas expansion.

The man who changed the attitude of Spain to overseas exploration and expansion was Christopher Columbus. It is true that the Portuguese took the lead in overseas expansion but their journeys

had taken them largely to the East, covering most of the African coast. Yet there was the thinking that it was possible to reach the East by going westwards. The accomplishment of this expectation is due to the exploratory activities of the hardworking and brave Columbus (1451-1506). This was because Columbus was the first person to try the western route to reach the Far East.

Christopher Columbus was born in Genoa, Italy in 1451. By 1479 he had settled in Portugal. He had the idea that by sailing westward, China could be reached. To this end, he sought the financial backing of King John II (1481-1495) of Portugal to undertake an exploration to confirm his idea. When no positive response came from Portugal, Columbus moved to Spain in 1484. He spent the next eight years seeking support of Ferdinand and Isabella, the two leaders of Spain. Columbus stated that his voyage, if successful, would expand the influence of Christianity and promote the power and glory of Spain. It was difficult to get the support of Queen Isabella. But it was finally given in 1492. A royal charter was granted by Isabella giving Columbus the title of admiral and one tenth of all the profits derived from the exploration.

Starting from 1492, Columbus made four voyages. On his 1st voyage, he made use of three vessels. From Spain, Columbus left for a place believed was very close to Japan. By 12th October, 1492 (10 weeks of journey) he arrived at a place he still believed was very close to Japan. In actuality the place was an Island in the Bahamas. Later in October he reached Cuba which he declared was part of the main land of Cathay (China). Besides Cuba, Columbus founded a colony in the neighbouring Island of Hispaniola (Haiti). He also sighted San- Salvador. Columbus named the people of these Islands `` Indians'' and the area itself as Indies for he was sure the land he had found was a part of Asia not very far away from India. After these discoveries, Columbus started on his return home in January 1493 arriving Spain in March. He announced that he had found a route to the Indies. His less Spaniard supporters believed him, but not so the more he experienced Portuguese.

In September 1492 Columbus set out on his second voyage. His objective was to develop the colony he had established in Hispaniola and to continue westward to Japan and India. During this trip, Columbus found more islands notably the Virgin Islands and the Islands of Puerto Rico. After spending 1495 and part of 1496 in Hispaniola where he tried to rally the colonists and assert Spanish authority over the indigenes, he returned to Spain leaving instructions to search for gold deposits. He promised to return the following year with a larger fleet.

Although Columbus made discoveries during the second voyage, the expedition was a failure as far as progress to Japan and India was concerned. His 3rd voyage was made in 1498. During this

voyage, he found Trinidad and sighted the mainland of South America but gave them little attention. He was in all probability unaware that what he found was a new continent. He probably regarded it as an extension of Asia. On reaching Hispaniola, he found his enemies in control and the colony in uproar. The details of what happened to Columbus after this incident should not delay us. It is suffice to note that he undertook his 4th and last voyage in 1502/1503 and by this time he was no longer the Admiral and the Governor of the lands he had discovered. He remained unshaken in his belief that Asia was not far off. During the last voyage Columbus was looking for a strait leading to the East from the western limits of his previous discoveries. He did not locate this strait until his death in 1506.

The significance of the contribution of Christopher Columbus to voyages of discovery has been a subject of debate. Some writers rank him as one of the greatest names of the age of discovery while others feel that his achievement has been exaggerated. The latter view severely criticise Columbus' geographical ideas and seamanship. It is argued, for instance, that what he discovered was different from what he hoped for and that he did not even recognise that he had found new lands. Not only this, it is argued that as an administrator he was a failure. For instance, he could not adequately administer the colony he established. Above all, it is said that Columbus died disgraced, unnoticed and a disgruntled man even though he was wealthy.

Some of these opinions are valid yet it will be unfair to deny Columbus an important place in the history of European exploration. The truth is that he deserves a special place in European overseas exploration. No doubt, Columbus was a difficult character, obstinate, secretive and overbearing. However, judged by results, his achievement was outstanding. In the first place, he dispelled the terrors of unknown ocean and led the way to the new world. The explorers of the other nations who followed Columbus were only carrying on the work he had begun. Many after him concentrated their efforts on the search for a water passage that will lead through to the new lands and riches of the Far East. In the second place, it was mainly as a result of Columbus's initiative that Spain turned to the sea. The long term effect of this was that Spain later replaced Portugal as the foremost exploring nation.

Note that it is a misconception to assert that Columbus discovered America. What he did was to reveal to the Europeans the existence of continents and islands which were already inhabited. He did not discover a new world. He established contact between two worlds, both already in existence.

ITQ

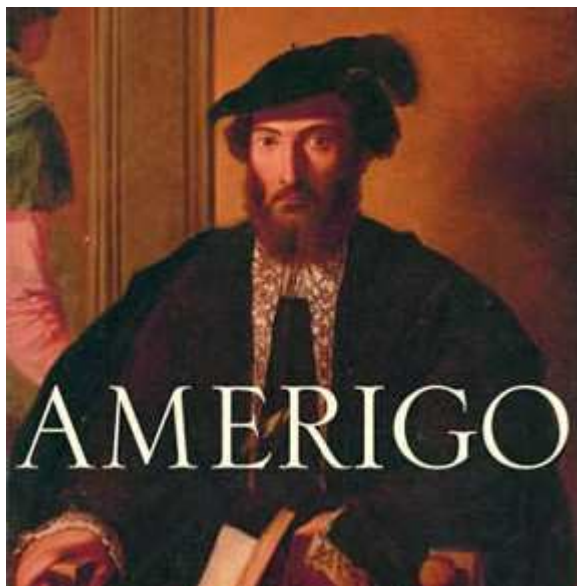
Question

In what year was Prince Henry became the governor of Algarve?

Feedback

Answer: 1419

6.2 Explorers after Columbus



The work started by Columbus was continued by other explorers in Spain after his death. One of the explorers was Amerigo Vespucci. Although the geographical reasoning of Columbus had rejected that his discoveries formed part of a new continent, it was the voyages and writings of Vespucci which developed the idea that a 'New World' or continent lay between Asia and Europe. Vespucci was an Italian, born in 1451. He came to Spain in 1492 and took active interest in navigation and exploration. He made two notable voyages in 1499 and 1501 to the "New World". He popularised this in the accounts of his voyages. He it was, who popularised in his writings the term "New World". Hence, America was derived from the name Amerigo Vespucci.

Undoubtedly one other noble explorer after Columbus was Ferdinand Magellan. He accomplished the task of finding a western sea route to the Far East. Magellan was born in 1480. In 1517, he left the service of Portugal where he had acquired immense experience to Spain. By this time, the Spaniards were already in the Caribbean but their discoveries had as yet yielded them only moderate profits. Hence, they were still interested in the trade of

the Far East. It is therefore not surprising that the Spanish government accepted the offer of the services of Magellan, an experienced Portuguese who proposed to find a western route through the southern extremity of South America to Spice Island in the Far East.

The expedition of Magellan left Spain with five ships in September 1519. Forging ahead in spite of difficulties, Magellan reached the Landrones in March, 1521 and a few weeks later, the Island of Samar and Cebu, belonging to the Philippine group. Unfortunately shortly afterwards Magellan and a number of his men were killed on 27th April 1521 while taking part in a local war in the land of Mactan. Although he died, his aim had been achieved. The East had been reached by sailing west from Europe. In the end, only one out of the five ships that began the expedition returned to Spain with eighteen ``thin and hungry`` men after a voyage which lasted for three years.

The voyage of Magellan was a remarkable achievement in the history of navigation. This is because Magellan was able to accomplish what Columbus attempted in vain. Not only this, the voyage was significant in that it resulted in the circumnavigation of the world. This had an important geographical implication. It increased human knowledge and understanding of the world.

ITQ

Question

Can you identify any two explorers who lived after Columbus in Spain?

Feedback

You are likely to have mentioned Amerigo Vespucci and Ferdinand Magellan

Study Session Summary



Summary

In this Study Session, you have learnt that;

1. The Spanish involvement in voyages of exploration offered added a new fillip to the European overseas ventures in the fifteen and sixteen centuries.
2. The westwards quest and eventual discovery of the New World marked a significant turning point during this Age of Discovery.

3. It must be noted that the dedication of individuals such as Christopher Columbus, Amerigo Vespucci, Ferdinand Magellan, etc to the exploration activities contributed immensely to the Spanish success in the age of exploration.

Assessment



Assignment

- 6.1 Highlight the major contributions of Christopher Columbus to overseas exploration.
- 6.2 Compare and contrast between Columbus and other two personalities that emerged after him.

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Study Session 7

The Spanish Empire in the New World

Introduction

The focus of this study session centres on how, through war, the Spaniards consolidated their presence and eventual colonisation of what came to be regarded as America and its environs. After the Spaniards reached the new world, they went ahead to possess the land discovered in the New World. This was after they met autochthonous peoples who had developed very sophisticated civilizations and were already domiciled in the area. Find out what transpired between these people and the Spaniards explorers in this study session.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 7.1 Explain how the efforts of Cortes and Pizarro culminated into the emergence of the new world under the Spanish empire.
- 7.2 Give detailed account of how economic activities in the old Mexico and Peru under Spanish empire metamorphosed from mining to agriculture and back to mining.

Terminology

Autochthonous	An inhabitant of a place who is an indigenous rather than descended from migrants or colonists.
Conquistadors	A conqueror, especially one of the Spanish conquerors of Mexico and Peru in the 16th century.

7.1 Spanish Empire in Central and South America

By the mid 16th century all major centres of indigenous American civilisation had fallen under Spanish control. Two major factors made the conquest and creation of Spanish empire in the New

World a success. First is the belligerent nature of Castilians as manifested in the activities of *conquistadors* like Cortes and Pizarro; and secondly, is the doggedness with which the Catholic missionaries from Spain tried to proselytize, educate and civilise the inhabitants of the New World.

In examining the establishment of the Spanish empire, the location of gold and silver deposits coupled with the availability of Indian labour determined the settlement of Europeans in the New World. These same factors logically led to the urbanisation of mining centres with its attendant consequences on the indigenous population. Gold was first discovered in Hispaniola then in Cuba and Puerto Rico respectively. In the same sequence, the colonisation of these areas took place.

The Spanish empire building process began with Columbus' occupation of Hispaniola; though his era as the governor of the territory was an unsuccessful one, the era of his successors- Bobadilla and Nicolas de Ovando were much more eventful. Ovando who had full powers to hire and fire as well as to expel troublesome Spaniards succeeded in consolidating Spanish control of the territory. It was from Hispaniola that other Islands such as Jamaica(1509) and Cuba(1511-1514) were occupied by the Spanish.

However the major colonisation of the mainland of central and southern America took place between 1520-1535 with conquest of notable places like Mexico and Peru by the Conquistadores. After 1536, the Spanish royal authority became much more felt in the areas conquered. It must be noted that it was essentially, the cities of American mainland that the Spanish Conquistadores concentrated upon, while the more interior and economically unrewarding areas largely remained autonomous.



Note

- The original occupants of Mexico and Peru before their conquest were the AZTEC dominated by Inca.
- Hernando Cortes and Pizzaro spearheaded the conquest of Peru and Mexico.

The conquest of Mexico, which was then ruled by a warlike group known as Aztec and Peru then dominated by the Inca, boldly illustrates the apogee of Spanish colonial appropriation in the New World. Just as Hispaniola served as a launching part on the attack on Cuba, in like manner was Cuba the base from which Spanish subjugation eventual control of Mexico took place. The conquest of Peru and Mexico were spearheaded by two great military commanders- Hernando Cortes and Pizzaro.

Cortes, who embarked on taking Mexico in 1519, exploited the internal dissention necessitated by oppositions of certain coastal groups that suffered from Aztec domination. Cortes thus found in these groups willing Indian collaborators with which he joined forces. After an initial success, he established a town known as Vera Cruz by August by 1519 and assumed the title of Governor and Commander. This implied his declaration of autonomy from the Cuban governor's control-Velasquez. By the end of the year Cortes had reached Mexico but attempts at establishing an effective control had to wait for a more urgent business. This was the warding off of a rival expedition sent from Cuba by Velasquez who did not take kindly to Cortes declaration of autonomy. After successfully stamping out his rivals from the coast he returned for a final onslaught on Mexico which fell to his superior fire power in 1521.

With the capture of Mexico all oppositions were quelled. It remains to add that Cortes' assistant –Alvarado further extended Spanish control over Maya rulers of Guatemala and San Salvador. The territorial conquest of Alvarado and Cortes resulted in what came to be known as ``New Spain'' i.e. the area from Mexico to the Isthmus of Panama in Central America.

If Cortes was the conqueror of Central America, Pizarro can be credited with the same feat in South America. After the appointment of Captain General and Governor of Peru in 1528, Pizarro proceeded to make his Governorship of Peru a reality in 1530. He launched his attack from Panama and captured Cruzco the capital of Peru. Like the Aztec, the Inca rulers had been weakened by civil war and with their unsophisticated weapons, could not stop Pizarro's march on their empire. Towards the end of 1533 the Inca Empire had fallen prey of another Spanish conquistador, who proceeded to shift the capital from Cruzco to Lima- a patch of territory close to the coast in commemoration of a new administration of the area.

The determination and bravery of the Conquistadors gave Spain the privilege of controlling the most populous area of central and South America. Having examined the extent of Spanish empire in Central and South America, we can now proceed to examine their economic activities.

ITQ

Question

What were the major factors that made conquest and creation of Spanish empire in the New World a success?

Feedback

- a) The quarrelsome nature of the Castilians
- b) The doggedness efforts of the Catholic missionaries to educate and civilise the inhabitants of the New World.

7.2 Spanish Economic Activities

The first major economic activity of the Spanish Conquistador was mining. While they depended on the Indian population for their food requirements and Spanish settlers paid full attention to the search and exploitation of gold in the Caribbean Islands initially occupied. In places like Hispaniola and elsewhere in other Islands, gold was mined either from shallow surface digging or more often worked from the sand and gravel of streams.

This method of extracting gold required the involvement of large number of people and in this the Indian population were used. However, the brazen slave labour exploitation meted out on the Indians, the outbreak of epidemics such as small pox coupled with the famine that plagued the communities proved too tough for the Indian population to bear. Thus their population dropped from the one million mark in 1492 to barely one hundred thousand by 1510.

It was this deprivation of labour for the mines that turned the interest of the minority Spanish settlers to agriculture, raising of livestock and later the growing of sugar cane with negro slave labour from Africa. However, most of the Spanish settlers on the islands crossed over to American main lands of Mexico and Peru in the search for more profitable gold mines and Indian cheap labour to mine it and in continuation of the quest for a channel to the East.

For some scholars, the capital accumulation derived from the practice of agriculture i.e. (introduction of pigs and cattle from Europe and crops like citrus and sugar cane) provided the finance for large scale and more sophisticated mining methods. In their various conquest bids, a lot of gold was amassed by the conquerors.

ITQ

Question

Can you name the two major Castilians whose efforts culminated into what came to be known as 'New Spain'.

Feedback

'New Spain' emerged through the activities of Cortes and

Alvarado.

However, the occupation of certain main land territories in Mexico and Peru marked the turning point in the main economic activity from the search for gold and the practice of agriculture, to the beginning of silver mining. For, in the territories occupied Zacatecas 1543 and Guanajuato 1545 (both not of Mexico and Cerro Rico in Potosi 1545) where later to be situated some of the richest silver deposit in the world. The discoveries reinstated mining as the major economic activity, while silver was soon to replace gold as the major Spanish American export for Europe.

Hitherto, Europe before 1540 produced more silver than Spanish America. But by the second half of the sixteenth century, the change in fortune had occurred. Potosi and Zacatecas were to become the nerve centres for the colonial economy-based on silver.

The centres of mining became urbanised with large Spanish settler population. Consequently, Spanish courts were set up to check the attendant social vices coterminous with urbanisation. The Spanish crown established its authority after 1535 and got one fifth of all precious metals produced in Spanish America. The domination of silver production continued till much after the 1590s when its production level rose astronomically.

Other products exported from Spanish America included hide, tobacco, indigo and sugar to Europe. Of course the least product was to attract considerable black slave labour in its production, and these contributed significantly to the Spanish American economy by the end of the seventeenth century.

ITQ**Question**

In One sentence, what transpired in the then American Island under the Spanish empire that changed the focus of the Spanish explorers from mining to agriculture, fishing and pastoral farming?

Feedback

The outbreak of endemics such as small pox, and famine which depopulated the brazen Indian population.

Study Session Summary



Summary

In this Study Session, you have learnt that:

1. As in most colonial ventures during this period, primary to the Spanish presence and occupation of parts of Central and South American cities was the desire to sequestrate the gold and silver resources of the indigenous peoples.
2. The process of conquest produced prominent Spanish warriors whose efforts resulted in the successful Spanish occupations and administration of conquered areas.

Assessment



Assignment

- 7.1 In what ways have the efforts of Cortes and Pizarro culminated into the emergence of the new world under the Spanish empire? Discuss
- 7.2 Present a gory picture of how economic activities in the old Mexico and Peru under Spanish empire metamorphosed from mining to agriculture and back to mining.

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Study Session 8

England, France and Holland and Expansion

Introduction

Having being impressed by the achievements of the Portuguese and the Spaniards in their overseas expansion, England, France and Holland felt they should also participate in the struggle for overseas possessions and the riches. Interestingly, this study session shall be discussing extensively on the three basic factors that impelled these Countries (England, France and Holland) to engage in overseas expansion.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

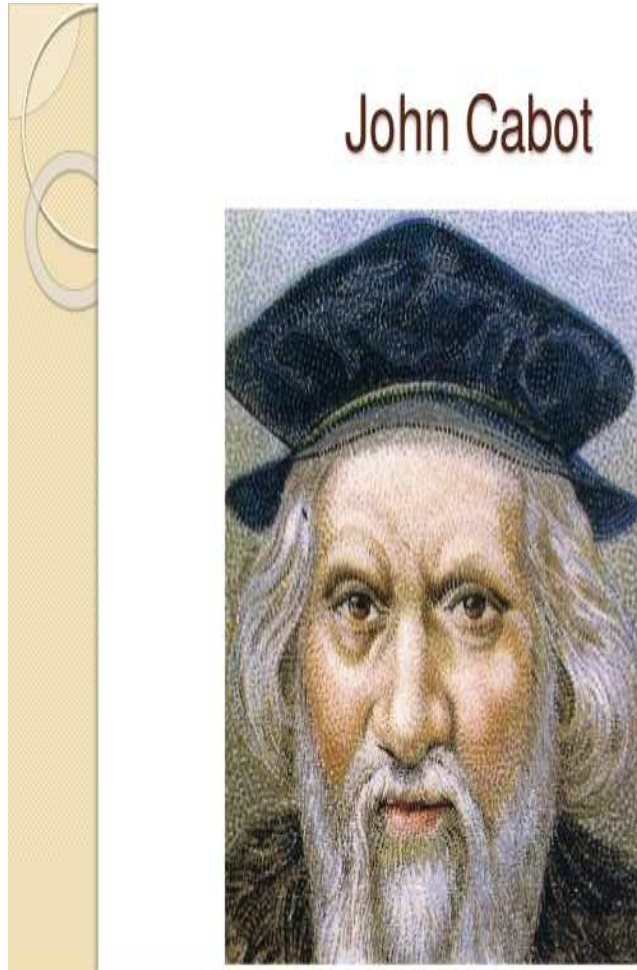
- 8.1 Examine the involvement and achievements of English explorers to the quest for European overseas adventures between the 15th and the 17th centuries.
- 8.2 Assess the reasons that propelled France and Holland into overseas exploration.

Terminology

Negroes	A member of a dark-skinned group of peoples originally native to Africa south of the Sahara.
Adventure	An unusual and exciting or daring experience

8.1 English Expedition in their quest for Overseas Expansion

John Cabot was an Italian navigator and explorer whose 1497 discovery of parts of North America under the commission of Henry VII of England.



Starting from 1480, expeditions had been set out from England to find the island of 'Brazil' thought to be situated in the Atlantic west of Ireland. But a more ambitious phase began in England's overseas expansion in 1496 and the man who gave the lead in this respect was John Cabot. His primary objective was to reach Cypangu, Cathay (China) and hence the Spice Islands. Cabot was born in 1450 in Genoa, Italy. Early in life, he had sailed and travelled in the eastern Mediterranean and the Red Sea area. He had acquired some wealth from the Spice trade of the Near East and was convinced of the possibility of finding an alternative sea route for the expansion of this wealth. Between 1484 and 1490, John Cabot left Italy and came to England with his three sons, one of whom was Sebastian. Sebastian later became a reputable navigator.

In 1496, John Cabot received from Henry VII letters authorizing him to undertake his voyage of discovery. Cabot's expedition was to be done through the exploration of the North Atlantic Ocean.

John Cabot made two voyages. The first was in May 1497 wherein he reached Cape Breton, took possession of the island in the name of Henry VII. Thereafter he sailed along the southern shores of new found land where he noticed the abundance of great cod and thought the place to be north east coast of Asia. Consequently, Cabot returned to England an excited man and reported to Henry VII that he had located a place on the coast of Asia. Henry VII was greatly delighted by Cabot's achievement. Hence, he granted him twenty Euros a year and supported that another expedition be undertaken by Cabot to locate Cypango. Cabot's second voyage was in May 1498. Although the result of the voyage is still a matter of controversy among historians, it is believed that Cabot reached the main land of North America in neighbourhoods of Nova Scotia. But this expedition of 1498 was a failure with regards to locating a north Atlantic route to the Far East.

The voyages of John Cabot were followed in the early decades of the sixteenth century by a number of other voyages from Bristol. Among these were those of William Hawkins in 1530. William Hawkins made several voyages to Brazil. He called at the Guinea Coast on his way where he traded in Ivory and log wood. Also between 1553 and 1555, he got to Wyndham and Guinea Coast which at the time were in Portuguese hands. These English voyages brought back pepper, ivory and gold dust in spite of the vehement protests from the Portuguese.

But of these voyages, that of John Hawkins, the son of William Hawkins were of decisive importance in the relations of England and Spain in the Caribbean. John Hawkins made voyages in 1562, 1564/65 and 1567-1568. He was a shrewd adventurer with remarkable organising ability. He was aware that the Spanish colonists in the West Indian Islands needed slaves to work on their plantations. On his first voyage, John Hawkins got slaves from Sierra Leon on the West African Coast. He took about 400 Negroes which he sold to the Spanish Colonist in Hispaniola. Philip II of Spain forbade his subjects to trade with Hawkins. But Hawkins was defiant. He successfully made his second voyage where again he sold slaves to Spanish colonists in the New World. Hawkins last voyage undertaken in 1567/ 68 encountered considerable difficulty with Spaniards. He was drawn into a war with the Spaniards and only managed to avoid being killed.

In 1577, Francis Drake continued English voyage of discovery. Drake's voyages had two objectives. First was to weaken Spain by seizing their treasure. Second, it was believed that a southern

continent existed stretching westwards from the southern shores of the Strait of Magellan. Drake's objective was to explore this supposed land mass and find out the possibilities of colonizing and trading with it. It was this assignment that Drake sought to carry out when between 1577 and 1580; he succeeded in making a voyage round the world. This was to strike a decisive blow to the Spanish and Portuguese claim to exclusive right in discovery and empire.

ITQ

Question

Can you highlight five explorers that contributed significantly to the British empire in the overseas expansion mission

Feedback

Some of these explorers were: John Cabot, William Hawkins, John Hawkins, Francis Drake, and Robert Thorne.

Cabot himself died during one of the voyages. Yet the voyages of exploration never stopped. The cod fishes of the newfound land Banks which Cabot found were later to yield economic returns to European countries which exploited them. Indeed, a flourishing trade grew up between Europe and the Newfoundland. Aside from the notable voyages of John Hawkins and Francis Drake, the British sought to find an alternative route to the East either by a North West or North East passage. In 1527, Robert Thorne, a Bristol merchant persuaded King Henry VIII to send out an expedition to discover this passage. Thorne's efforts yielded little positive result. But in 1553, a number of merchant adventurers decided to send out an expedition to find a North East route. An expedition of three ships only left Deptford in May 1553. Again, very little progress towards the discovery of a North East passage was made by this expedition. In the 16th century, much theoretical knowledge for and against the existence of water passages through America to the Far East was displayed in learned pamphlets and treatises.

ITQ

Question

Can you identify the major exports of English Voyages to England?

Feedback

English Voyages brought back Pepper, Ivory and gold dust to England.

8.2 France and Holland Experience in Overseas Expansion

One of the advocates of water passage was Sir Humphrey Gilbert who in a discourse argued that America was a great island and that since Magellan had found a strait in the south, a similar one must surely exist in the north. This idea led to a renewed effort by England and other rising maritime nations of Holland and France to discover the water passage. England reasoned that if she was able to discover the route, it would be possible for her to establish monopoly over it by right of first discovery.

He was Martin Frobisher. He made three voyages to the North Atlantic in 1576, 1577 and 1578. On the 1st voyage, Martin reached the southern tip of Baffin Island after which he returned to England with some quantity of gold. On the 2nd voyage in 1577 he was still looking for the North Atlantic strait that would lead to the Far East. He could not locate it before he returned home with 200 tons of ore. The last voyage was undertaken in 1578.

When all the attempts at finding a North East passage had failed, the English now turned their interest in the North West passage. John Davis, an experienced navigator continued the search for a North West passage. He made three voyages in 1585, 1586 and 1587 to find the North West passage. But like Frobisher, the hope of Davis locating a North West strait remained unfulfilled.

In 1523, France joined in the search for a water passage to the Far East through the North Atlantic. In that year, an Italian Giovanni da Verrazano in the service of king Francis 1 of France made a voyage with the purpose of reaching China. He achieved little success because he did not go beyond the east coast of Newfoundland.

However, French man Jacques Cartier in his voyages made important discoveries. He made three voyages in 1534, 1535 and 1541 seeking to locate a water passage to the Far East. Although Cartier did not locate the passage, his discovery and exploitation of St Laurent Estuary was important in which it aided further discovery by French explorer in the early seventeenth century.

The Dutch also made several notable attempts to get a north east sea route to China. Voyages were sent out in 1594, 1595 and 1596. Spitzbergen and other arctic islands were found, but little progress eastwards was made.

ITQ

Question

Who were the English navigators, whose attempts at locating a North West strait remained unfulfilled?

Feedback

Martin Frobisher and John Davis

Study Session Summary



Summary

In this Study Session, you have learnt that;

1. All the European nations discussed in this chapter were propelled by similar reasons to venture overseas.
2. The major reasons were to boost their political power, enhance their national pride and improve their economic fortunes.
3. In the process of achieving the above objectives, a number of their explorers became prominent actors in the quest for expansion of Europe. John Cabot, William & John Hawkins, Francis Drake, Giovanni de Verrazano, Jacques Cartier, etc were major explorers that were dominant during this era.
4. They all sought alternative routes to the East and succeeded in discovering new found lands that Europeans had hitherto not been to.
5. In their ventures, they expanded European knowledge of areas that were unknown to them and also established European presence in these areas.

Assessment



Assignment

- 8.1 Discuss the achievements of English explorers between 15th and 17th centuries.
- 8.2 Highlight reasons that propelled France and Holland to join the struggle for overseas exploration.

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Study Session 9

European Competition for the Asian Trade

Introduction

Having learnt that Portugal, Spain, France, England and Holland competed for the Asian trade during the age of exploration in the previous study session, it is worthy to note that, by the middle of the sixteenth century a situation had arisen in which Western Europe was divided into two groups. Thus, this study session shall focus essentially on these groups (the pioneers of discovery and Empire and the new group). Also, this session shall discuss extensively on the national rivalries and the struggle for political and economic power, which led to a challenge by the 'have-nots' to the monopoly of discovery and wealth of the 'haves'.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 9.1 Explain how Portugal competed with other European countries for the Asian trade and why they lost some of their old territories to these countries.
- 9.2 Highlight those factors that worked for other European nations in their quest at wresting power from the two super power countries for Asian trade.

Terminology

Charter	A written grant by the sovereign or legislative power of a country, by which a body such as a borough, company, or university is created or its rights and privileges defined.
Medieval	Relating or likened to the Middle Ages, especially in being cruel, uncivilized, or primitive.

9.1 European Presence in Asia

9.1.1 Portuguese Experience

Western European rulers were determined to find new trade routes that were independent of the already existing ones. The Portuguese spearheaded the drive to find oceanic routes that would provide cheaper and easier access to South and East Asian goods. This chartering of oceanic routes between East and West began with the unprecedented voyages of Portuguese and Spanish sea captains. Their voyages were influenced by medieval European adventurers, who had journeyed overland to the Far East and contributed to geographical knowledge of parts of Asia upon their return. In 1488, Bartholomeu Diaz rounded the southern tip of Africa under the sponsorship of Portugal's John II, from which point he noticed that the coast swung northeast. Although his crew forced him to turn back, he was pleased with the prospect of soon finding a sea route to India and named the tip as the Cape of Good Hope. Later, starting in 1497, Portuguese navigator Vasco Da Gama made the first open voyage from Europe to India. In 1520, Ferdinand Magellan, a Portuguese navigator in the service of Spain, found a sea route to the Pacific Ocean.

Early in the 16th century Afonso de Albuquerque (left) emerged as the Portuguese colonial viceroy that was most instrumental in consolidating Portugal's holdings in Africa and in Asia. He understood that Portugal could wrest commercial supremacy from the Arabs only by force, and therefore devised a plan to establish forts at strategic sites which would dominate the trade routes and also protect Portuguese interests on land. In 1510, he seized Goa in India, which enabled him to gradually consolidate control of most of the commercial traffic between Europe and Asia, largely through trade; Europeans started to carry on trade from forts, acting as foreign merchants rather than as settlers. In contrast, early European expansion in the "West Indies", (later known to Europeans as a separate continent from Asia that they would call the "Americas") following the 1492 voyage of Christopher Columbus, involved heavy settlement in colonies that were treated as political extensions of the mother countries. Lured by the potential of high profits from another expedition, the Portuguese established a permanent base south of the Indian trade port of Calicut in the early 15th century. In 1510, the Portuguese seized Goa on the coast of India. The Portuguese soon acquired a monopoly over trade in the Indian Ocean.

Portuguese viceroy Afonso de Albuquerque (1509–1515) resolved to consolidate Portuguese holdings in Africa and Asia, and secure

control of trade with the East Indies and China. His first objective was Malacca, which controlled the narrow strait through which most Far Eastern trade moved. Captured in 1511, Malacca became the springboard for further eastward penetration; several years later the first trading posts were established in the Moluccas, or "Spice Islands," which was the source for some of the world's most hotly demanded spices. By 1516, the first Portuguese ships had reached Canton on the southern coasts of China. By 1557, the Portuguese gained a permanent base in China at Macau, which they held until 1999. The Portuguese, based at Goa and Malacca, had now established a lucrative maritime empire in the Indian Ocean meant to monopolise the spice trade. The Portuguese also began a channel of trade with the Japanese, becoming the first recorded Westerners to have visited Japan. This contact introduced Christianity and fire-arms into Japan.

Also, Portuguese explorers were establishing a very different sort of commercial empire in the Indian Ocean. This system was based on trade and war, rather than on taking large amounts of land and dominating its people. At first the Portuguese had no competition: the Chinese had called their fleets home; Indian and Arab ships did not carry guns; and other European nations had not yet entered the field. By the early 16th century the Portuguese had established a string of strategic bases, including Hormuz at the tip of the Persian Gulf, Goa on the western coast of India, and the Straits of Molucca, the gateway between the Indian Ocean and the China Sea. From these bases, the Portuguese could control and monitor the sea-going trade of the entire region. Portuguese power, however, was entirely naval, and they were unable to threaten the internal strength of land-based empires. Moreover, when larger European nations arrived in the area, Portuguese naval supremacy vanished.

ITQ

Question

Which country was the first recorded Westerners to have visited Japan among the European exploring nations?

Feedback

Portugal

9.1.2 Spanish, Dutch and France Expeditions

The energies of Spain, the other major colonial power of the 16th century, were largely concentrated on the Americas, not South and East Asia. But the Spanish did establish a footing in the Far East in the Philippines. After 1565, cargoes of Chinese goods were transported from the Philippines to Mexico and from there to

Spain. By this long route, Spain reaped some of the profits of Far Eastern commerce. Spanish officials converted the island to Christianity and established some settlements, permanently establishing the Philippines as the area of East Asia most oriented toward the West in terms of culture and commerce.

The lucrative trade was vastly expanded when the Portuguese began to export slaves from Africa in 1541; however, over time, the rise of the slave trade left Portugal over-extended, and vulnerable to competition from other Western European powers. Envious of Portugal's control of trade routes, other Western European nations — mainly the Netherlands, France, and England— began to send in rival expeditions to Asia. In 1642, the Dutch drove the Portuguese out of the Gold Coast in Africa, the source of the bulk of Portuguese slave labourers, leaving this rich slaving area to other Europeans, especially the Dutch and the English. Rival European powers began to make inroads in Asia as the Portuguese and Spanish trade in the Indian Ocean declined primarily because they had become hugely over-stretched financially due to the limitations on their investment capacity and contemporary naval technology. Both of these factors worked in tandem, making control over Indian Ocean trade extremely expensive.

Portuguese decline in Asia was accelerated by the attacks on their commercial empire by the Dutch and the English, which began a global struggle over empire in Asia that lasted until the end of the Seven Years' War in 1763. The Netherlands revolt against Spanish rule facilitated Dutch encroachment of the Portuguese monopoly over South and East Asian trade. The Dutch looked on Spain's trade and colonies as potential spoils in war. When the two crowns of the Iberian Peninsula were joined in 1581, the Dutch felt free to attack Portuguese territories in Asia. By the 1590s, a number of Dutch companies were formed to finance trading expeditions in Asia. Because competition lowered their profits, and because of the doctrines of mercantilism, in 1602 the companies united into a cartel and formed the Dutch East India Company, and received from the government the right to trade and colonise territory in the area stretching from the Cape of Good Hope eastward to the Strait of Magellan.

In 1605, armed Dutch merchants captured the Portuguese fort at Amboyna in the Moluccas, which was developed into the first secure base of the company. Over time, the Dutch gradually consolidated control over the great trading ports of the East Indies. Control over the East Indies trading ports allowed the company to monopolise the world spice trade for decades. Their monopoly over the spice trade became complete after they drove the Portuguese from Malacca in 1641 and Ceylon in 1658. Dutch East India

Company colonies or outposts were later established in Atjeh (Aceh), 1667; Macassar, 1669; and Bantam, 1682. The company established its headquarters at Batavia (today Jakarta) on the island of Java. Outside the East Indies, the Dutch East India Company colonies or outposts were also established in Persia (now Iran), Benghal (now Bangladesh and part of India), Siam (now Thailand), Guangzhou (Canton, China), Taiwan (1624–1662), and southern India (1616–1795). In 1662, Zheng Chenggong (also known as Koxinga) expelled the Dutch from Taiwan. Further, the Dutch East India Company trade post on Dejima (1641–1857), an artificial island off the coast of Nagasaki, was for a long time the only place where Europeans could trade with Japan.

ITQ

Question

What accounted for the success of other European countries apart from Portugal and Spain in their efforts at making inroads into Asian continent during the 15th and 17th centuries?

Feedback

Both Portuguese and Spanish trade in the Indian Ocean declined primarily because they had become hugely over-stretched financially due to the limitations on their investment capacity and contemporary naval technology.

Study Session Summary



Summary

In this Study Session, you learnt that;

1. The Portugal and Spain not only pioneered but dominated European overseas venture initially.
2. During this era of dominance they monopolized the dividends of their expansion.
3. The desire of other nations to participate and benefit from the expansion resulted in intense rivalry amongst the various European nations.
4. The late arrivals to the expansion scene had to forcefully engage themselves by attacking the outposts of the already established nations.

Assessment



Assignment

- 9.1 Account for the Portuguese competition with other European countries for the Asian trade.
- 9.2 Identify factors that gave rise to the success of other European nations in their quest at wresting power from Portugal and Spain for Asian trade.

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Study Session 10

Rival Empires in the Americas

Introduction

Until the end of the 15th century, Europeans had no idea that North and South America existed. Their eventual discoveries by later arrivals in the European exploration scene intensified national rivalries. Thus, the focus of study session will be on the Atlantic power struggle, including Spain, Portugal, and France, competed for colonial territory and vastly increased their wealth. We shall also look into how these economic developments have exposed other countries to renaissance ideas and gave them the resources to rival Italy in cultural expansion.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

- 10.1 Examine the nature and extent of European rivalry in the Americas and the numbers of countries that participated in the struggle.

Terminology

Encomienda	a grant by the Spanish Crown to a colonist in America conferring the right to demand tribute and forced labour from the Indian inhabitants of an area.
Sailor	a person whose job it is to work as a member of the crew of a commercial or naval ship or boat, especially one who is below the rank of officer.

10.1 Europeans in Americas

10.1.1 Portuguese in Americas

The Portuguese began a race to build a commercial empire in the early 15th century by exploring the coast of West Africa. There they established a trade in gold and slaves; by the 16th century African slaves were commonplace throughout southern and

western Europe. Other trade items encouraged exploration of other areas. In the North Atlantic Ocean, an enormously valuable trade in fish encouraged boats of all European nations to search for fishing grounds farther from Europe. Spices drew explorers around the tip of Africa to Southeast Asia. Europeans, lacking refrigeration, needed spices to preserve the meat they ate. By trading directly with the East, Europeans could avoid costly customs duties, or taxes, charged by the rulers of every country between Egypt and Europe for letting spice shipments pass through.

A pivotal point in European expansion occurred at the end of the 15th century. In 1492 Italian navigator Christopher Columbus sailed west across the Atlantic in an effort to reach Asia by a new route. Basing his voyage on his calculation of the earth's size (an estimate that turned out to be wrong), Columbus reached the Caribbean islands off what would later be called North and South America. On that journey as well as others that followed, Columbus claimed the areas and established outposts for Spain, which financed his voyages. Although at first he insisted the area was part of Asia, Columbus eventually realized that he was exploring what he called a "New World," as yet unknown to Europeans. In late 1497 Portuguese navigator Vasco da Gama rounded the Cape of Good Hope at the southern tip of Africa and in the spring of 1498 became the first European to reach India by a sea route. Columbus's and da Gama's explorations helped spur a vast movement towards exploration and European colonialism during the 16th century.

ITQ

Question

Who was the first European to reach India through a sea route?

Feedback

Vasco da Gama

10.1.2 Spaniards in Americas

Within a few years, Spanish *conquistadors* (conquerors) overwhelmed the powerful Aztec and Inca Empires in what are now Mexico and Peru. These conquistadors claimed the land for Spain, and settlements were soon established. This was the beginning of the Spanish Empire, which became the most powerful empire of its day. Individual Spanish settlers received large areas of land called *encomiendas*, as well as the right to control the labor of the people who lived on the land. On these *encomiendas*, the Spaniards raised cattle and sheep, but the most important product of New Spain, as the Spaniards called their claims in the Americas,

was silver. The indigenous people, overseen by the Spaniards, mined silver in the mountains of Peru and in Mexico, often at great risks that resulted in death. The silver that reached Spain helped finance that country's trade with other European nations, and it fueled massive inflation in the price of goods that lasted until well after 1600 throughout Europe. Much of the silver from the New World ended up in India and China. Europeans could not sell their goods in Asia, because Asian manufactured goods, particularly textiles, were more advanced than those of the Europeans. For this reason, Europeans used the gold and silver acquired from their colonies to pay for Asian spices, silk, and cotton cloth.

Meanwhile, the Portuguese were starting settlements in Brazil. Like the Spaniards in other parts of the Americas, they took over land and forced the native population to work it.

ITQ

Question

What was the most important commodity being exported by the Spanish explorers in the Americas?

Feedback

Silver

10.1.3 Dutch in Americas

In 1609 the Dutch sailors aboard a ship called the Half-Moon, reached by an English sailor Henry Hudson landed along the North American Coast. Hudson claimed the area for the Dutch. The Dutch quickly became interested in the North American fur trade. They built trading posts with Native Americans at present day New York. They also started the settlement of New Amsterdam of Manhattan Island eventually the Dutch colony called New Netherland.

ITQ

Question

Who championed the course of Dutch sailors which led to the establishment of Dutch empire called 'New Netherland'?

Feedback

Henry Hudson

10.1.4 British in Americas

England began exploration during the same period as the Dutch. Besides looking for a route to Asia, England hoped to find riches in the New World. But Spain controlled the gold and silver of the

former Aztec and Inca empires. The English queen sent a sailor named Francis Drake to the Americas to steal gold and silver from Spanish ships called *galleons*. The Spanish were furious with the English for their raids. In 1588, Spain sent 130 ships to attack England. The fleet called the Spanish Armada was part of Spain's large, experienced navy. But the English with their faster ships and better guns defeated the Spanish Armada. Spain no longer ruled the seas, and it allowed England to gain power. In 1600, England granted a charter to the East India Company to establish overseas commercial and trade interests. The English government granted the company a monopoly of English trade with the "East Indies," which the company eventually stretched to include the lucrative opium trade in China. Similar companies were established for the trade with Africa, Virginia, and elsewhere in the Americas. The first English colony in North America was established on Roanoke Island, off the North American coast. This colony failed and the English did not attempt further exploration and colonization in the Americas until 1604, after they made peace with Spain. During the 17th century, the English established colonies in the Caribbean and North America that became the foundations of the British Empire. In the West Indies, the English established sugar plantations, and in 1655 they conquered the Spanish colony of Jamaica, the first English colony taken by force. The English established a string of colonies along the eastern seaboard of North America.

ITQ

Question

Where was the first English colony established in North America?

Feedback

It was established on Roanoke Island, off the North American coast

10.1.5 French in Americas

French explorer Jacques Cartier formally claimed the land in eastern Canada for the French. Cartier had reported to a group of French fur companies that there were a great many furbearing animals in northern North America. These fur companies paid for the major attempt the French made to settle America. They hired Samuel de Champlain to lead the effort. In 1608, Champlain established Quebec-the first settlement for the French. He also explored the Lawrence River. He also mapped Lake Ontario and Lake Huron, two of the five Great Lakes. In what is now New York, Champlain found another lake- which he named it after himself- Lake Champlain. Champlain became known as Father of "New

France". Champlain and French settlers tried to accept Native American ways. Because of this attitude some Native Americans became strong allies of the French.

In 1673 explorer Louis Joliet and Jesuit missionary Jacques Marquette reached the Mississippi River and travelled down it as far as the Arkansas River. In 1682 Rene-Robert Cavelier Sieur de La Salle explored the Great Lakes, founded Louisiana and reached the mouth of the Mississippi River to the Gulf of Mexico. La Salle claimed all the land of the Mississippi valley for France. He named the area Louisiana in honour of King Louis XIV. The French government set up a network of military forts. The Forts, combined with close ties between French settlers and many Native American groups, put France in a strong position. It could easily defend its empire against Spain and other European countries. The English faced competition in upper North America as the French colonized parts of what is now Canada. In 1608 French explorer Samuel de Champlain founded the colony of Québec as a fur-trading centre, strengthening French control of the St. Lawrence River. The French were also interested in converting the native peoples to Christianity, and they used the fur trade to fund their missionary activities. As the French gained more control in North America, they developed a rivalry with England that would come to a head during the 18th century.

ITQ

Question

Where was the first French settlement established, and who championed the course?

Feedback

The first French settlement was established in Quebec and was championed by Samuel de Champlain.

Study Session Summary



Summary

In this Study Session, you learnt that;

1. The most strenuous efforts made by Spain and Portugal to keep their monopoly of empire intact came under severe attacks in the sixteenth century by France, England and Holland who answered this refusal to let them trade freely by damaging attacks on the trade and wealth of the Spanish and Portuguese Empires.
2. In the seventeenth century they founded their own Empires which gave them trading bases, tropical wealth and lands for

settlement.

Assessment



Assignment

10.1 Discuss the view that economic rather than other factors gave rise to European rivalry in the Americas?

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Study Session 11

Impact of European Expansion

Introduction

Europe's relations with other parts of the globe during the Age of Exploration had far-reaching consequences on world history. Thus, this study session presents how this phenomenon has transformed the political, economic, demographic and socio-cultural landscape of world affairs. It is against this background that this Study Session sets out to examine these consequences.

Learning Outcomes



Outcomes

When you have studied this session, you should be able to:

11.1 Describe the impact of European expansion

Terminology

Subordination	Belonging to a lower or inferior class or rank.
Periphery	The external boundary of any surface or area.

11.1 Impact of European Expansion

11.1.1 Political Impact

Politically, nations in Europe set up empires overseas. Europeans also fought many wars trying to take colonized lands from one another thus intensifying hatred, suspicion and distrust amongst these countries. Many great civilizations in the Americas (Aztecs, Incas, Maya and so on) and Africa were destroyed. European principles of law and systems of government were imposed on the subjugated peoples and conquered lands. Between 1492 and 1885, Europe's continental power and reach were unchallenged by any

other area of the world. For Africa, she had to resist the bitter European occupation and dismemberment in the nineteenth and twentieth centuries. The political domination of Africa and indeed other parts of the world that were dominated was to enable Europeans further exploit the resources of the newfound lands and to protect their investments in these places.

What were the political relations between the European mother countries and their colonies? The general picture is one of subordination to the political direction of the mother country, even in the English colonies of North America and the West Indies, where representative institutions were set up. The best example of centralized control by the mother country is seen in the Spanish Empire, where the Council of the Indies sent from Spain to the Viceroy in Spanish America a never-ending stream of detailed orders on matters great and small. Similar control from the centre was exercised by France over her colonies. The control was accepted by the colonists, though discontent with, and even open criticism of the situation began to grow with time. Two important factors, however, kept the colonies loyal; they depended on their mother countries for defence and for markets. It is also imperative to note that conventions, customs and rules of international relations were also laid during this period.

ITQ

Question

What were the major factors that made colonies under the European domination to accept centralized system of governance?

Feedback

The two major factors that made these colonies to accept centralized governance were:

- a) Dependence on their mother countries for defence and for markets;
- b) Conventions, customs and rules of international relations were also laid during this period.

11.1.2 Economic Impact

We begin this section by noting that a major reason for the European overseas venture in the 15th century was the desire to improve the economic fortunes of the individuals and states that embarked on this venture. The exploitation of the resources of the areas they got to was twofold. First was the exploitation of the mineral and agricultural resources of the areas they got to some of

which were eventually colonised. Second was the exploitation of the human resources available in these areas. In this wise, the Africans and the Amerindians were worse hit. In the Europeans quest to maximize the land resources of the areas they got to, they required cheap labour. For this reason they embarked on trade in humans beings which lasted for over three centuries. The exploitation of human and material resources of the indigenous peoples led to inextricable nexus of these areas as peripheries to the economy of the colonizing metropolitan powers. It is therefore apt to surmise that the disproportionate economic relationship between Europe and most of the eventually colonized areas was laid during this period.

The exchange of products between European countries and their colonies changed economic relations around the world. European countries saw their colonies as a way to get rich. Countries in Europe became very rich and companies were started for the purposes of trade. New products were brought to Europe. Banking grew across Europe as hundreds of tons of gold, silver and other precious metals and minerals were taken out of the Africa, Asia and the Americas to enrich Europe. Other items becoming important in global trade were the sugarcane and cotton crops of the Americas. Millions of Africans were uprooted during this time and sent across the ocean to the Americas and the Caribbean, making Europeans who held plantations and businesses in those places rich and powerful. A new middle class of merchants and bankers gained power in Europe.

The new trans-oceanic links and their domination by the European powers led to the Age of Imperialism, where European colonial powers came to control most of the planet. The European appetite for trade, commodities, empire and slaves greatly affected many other areas of the world. Spain participated in the destruction of aggressive empires in America, only to substitute for its own and forcibly replaced the original religions. The pattern of territorial aggression was repeated by other European empires, most notably the Dutch, Russian, French and British.

In coastal Africa, local states supplied the appetite of European slave traders, changing the complexion of coastal African states and fundamentally altering the nature of African slavery, causing impacts on societies and economies deep inland. The Atlantic slave trade developed after Europeans began exploring and establishing trading posts on the Atlantic (west) coast of Africa in the mid-15th century. The first major group of European traders in West Africa was the Portuguese, followed by the British and the French. In the 16th and 17th centuries, these European colonial powers began to pursue plantation agriculture in their expanding possessions in the New World (North, Central, and South America, and the Caribbean

islands), across the Atlantic Ocean. As European demand grew for products such as sugar, tobacco, rice, indigo, and cotton, and as more New World lands became available for European use, the need for plantation labour increased.

African states already involved in slave trading, supplied the Europeans with African slaves for export across the Atlantic. Africans tended to live longer on the tropical plantations of the New World than did European laborers (who were susceptible to tropical diseases) and Native Americans (who were extremely susceptible to “Old World” diseases brought by the Europeans from Europe, Asia, and Africa). Also, enslaved men and women from Africa were inexpensive by European standards. Therefore, Africans became the major source, and eventually the only source, of New World plantation labor.

The Africans who facilitated and benefited from the Atlantic slave trade were political or commercial elites—generally members of the ruling apparatus of African states or members of large trading families or institutions. African sellers captured slaves and brought them to markets on the coast. At these markets European and American buyers paid for the slaves with commodities—including cloth, iron, firearms, liquor, and decorative items—that were useful to the sellers. Slave sellers were mostly male, and they used their increased wealth to enhance their prestige and connect themselves, through marriage, to other wealthy families in their realms.

The Africans who were enslaved were mostly prisoners of war or captives resulting from slave raids. As the demand for slaves grew, so did the practice of systematic slave raiding, which increased in scope and efficiency with the introduction of firearms to Africa in the 17th century. By the 18th century, most African slaves were acquired through slave raids, which penetrated farther and farther inland. Africans captured in raids were marched down well-worn paths, sometimes for several hundred miles, to markets on the coast.

From the mid-15th to the late-19th century, European and American slave traders purchased approximately over 20 million slaves from West and west central Africa. A small percentage of these slaves, particularly in the early years of the trade, were sent to Europe, especially to Spain and Portugal. Most, however, were shipped across the Atlantic for sale in Portuguese-administered Brazil; the British, French, Dutch, and Danish islands of the Caribbean; Spanish-controlled South and Central America; and the British North American mainland (later the United States and Canada). The Atlantic crossing, known as the Middle Passage, was nightmarish for slaves, who were poorly fed, subject to abuses at the hands of the crew, and confined to cramped storage holds in

which diseases spread easily. Historians estimate that between 1.5 and 2 million slaves died during the journey to the New World.

Also, the structure of the economic relationship between Europe and other lands in which they exploit the raw materials from these areas and provide them with finished goods also became entrenched. These raw materials span through agricultural products to mineral resources. This structure has continued to endure up till the present day.

ITQ

Question

The exploitation of the resources of the areas affected by European overseas was in twofold, kindly name them.

Feedback

- a) Exploitation of their mineral and agricultural resources, and
- b) Exploitation of their available human resources.

11.1.3 Socio-Cultural Impact

Religion and Language

Some of the most significant cultural changes Europeans effected in places they conquered were in religion and language. Christians set out to convert people to their religion. Missionaries went to Asia and Africa, and they also worked to convert American Indians to Christianity. In some places, their religion blended with native traditions to create new kinds of religious practices. The Portuguese conquests opened the way for a great missionary effort by the Catholic Church in the East. The first Christian Order to reach India were the Franciscans, who had established themselves at Goa and Cochin by 1520. The Dominicans and Jesuits followed. A notable example was St. Francis Xavier, the 'Apostle of the Indies' as he was called. In a number of Portuguese settlements in the East, the mixed populations resulting from the intermarriage of Portuguese and Asians formed Christian communities which still exist. The point in emphasis is the fact that Christianity was brought to new lands and peoples. It must also be noted that as early as the 15th century, Christianity had been introduced into West Africa. Prominent amongst the places that missionary activities operated in was the ancient empire of Benin.

In addition to spreading Christianity, missionaries ran schools. They taught their European languages such as Spanish, Portuguese,

English, French and Dutch, the language of the Netherlands. This also entailed the introduction of their knowledge system and its production processes and conveyance. It is this that is today styled Western education.

Cultural exchanges

Indian merchants involved in spice trade took Indian cuisine to Southeast Asia, notable present day Malaysia and Indonesia, where spice mixtures and curries became popular. European people intermarried with the Indians, and popularized valuable culinary skills, such as baking, in India. The Portuguese also introduced vinegar to India, and Franciscan priests manufactured it from coconut toddy. European forms of dressing, architecture, food and so on were also transferred to other parts of the globe

After Columbus' arrival in the Americas, the animal, plant, and bacterial life of these two worlds began to mix. This process, first studied comprehensively by American historian Alfred Crosby, was called the Columbian Exchange. The Columbian Exchange had dramatic and lasting effects on the world. New diseases were introduced to Amerindian populations that had no prior experience of them. The results were devastating. These populations also were introduced to new weeds and pests, livestock, and pets. New food and fibre crops were introduced to Eurasia and Africa, improving diets and fomenting trade there. In addition, the Columbian Exchange vastly expanded the scope of production of some popular drugs, bringing the pleasures—and consequences—of coffee, sugar, and tobacco use to millions of people around the globe.

ITQ

Question

Who was the first Christian command to reach India?

Feedback

The first Christian commands to reach India were 'the Franciscans'.

11.1.4 Introduction of Diseases

Soon after 1492, sailors inadvertently introduced these diseases—including smallpox, measles, mumps, whooping cough, influenza, chicken pox, and typhus—to the Americas. The Native Americans had no such immunities. Adults and children alike were stricken by wave after wave of epidemic, which produced catastrophic mortality throughout the Americas. In the larger centres of highland Mexico and Peru, millions of people died. On some Caribbean islands, the Native American population died out completely. In all,

between 1492 and 1650, perhaps 90 percent of the first Americans had died. This loss is considered among the largest demographic disasters in human history. By stripping the Americas of much of the human population, the Columbian Exchange rocked the region's ecological and economic balance. Ecosystems were in tumult as forests re-grew and previously hunted animals increased in number. Economically, the population decrease brought by the Columbian Exchange indirectly caused a drastic labour shortage throughout the Americas, which eventually contributed to the establishment of African slavery on a vast scale in the Americas.

By 1650, the slave trade had brought new diseases, such as malaria and yellow fever, which further plagued Native Americans. They also had another disease, probably a form of tuberculosis that may or may not have been similar to the pulmonary tuberculosis common in the modern world. Native Americans also apparently suffered from a group of illnesses that included two forms of syphilis. One controversial theory asserts that the venereal syphilis epidemic that swept much of Europe beginning in 1494 came from the Americas; however, the available evidence remains inconclusive.

ITQ

Question

Can you point out how the introduction of Columbia Exchange indirectly affected American economy in the 16th and 17th centuries?

Feedback

The introduction of Columbia Exchange brought about population decrease leading to labour shortage throughout the Americas.

11.1.5 Introduction of Crops and Animals

Before Columbus, the Americas had plenty of domesticated plants. By the time Columbus had arrived, dozens of plants were in regular use, the most important of which were maize (corn), potatoes, cassava, and various beans and squashes. Lesser crops included sweet potato, papaya, pineapple, tomato, avocado, guava, peanuts, chili peppers, and cacao, the raw form of cocoa. Within 20 years of Columbus' last voyage, maize had established itself in North Africa and perhaps in Spain. It spread to Egypt, where it became a staple in the Nile Delta, and from there to the Ottoman Empire, especially the Balkans. Maize appeared in China in the 16th century and eventually supplied about one-tenth of the grain supply there. While maize and potatoes had the greatest world historical importance of the American crops, lesser crops made their marks as well. In West Africa, peanuts and cassava provided new foodstuffs.

Cassava, a tropical shrub native to Brazil, has starchy roots that will grow in almost any soil. In the leached soils of West and Central Africa, cassava became an indispensable crop. Today some 200 million Africans rely on it as their main source of nutrition. Cacao and rubber, two other South American crops, became important export items in West Africa in the 20th century. The sweet potato, which was introduced into China in the 1560s, became China's third most important crop after rice and wheat. It proved a useful supplement to diets throughout the monsoon lands of Asia. Indeed, almost everywhere in the world, one or another American food crops caught on, complementing existing crops or, more rarely, replacing them. By the late 20th century, about one-third of the world's food supply came from plants first cultivated in the Americas.

The Europeans brought wheat, barley, and rye. They also brought Mediterranean plantation crops such as sugar, bananas, and citrus fruits, which all had originated in South or Southeast Asia. At first, many of these crops fared poorly; but eventually they all flourished. After 1640, sugar became the mainstay of the Caribbean and Brazilian economies, becoming the foundation for some of the largest slave societies ever known. The production of rice and cotton, both imported in the Columbian Exchange, together with tobacco, formed the basis of slave society in the United States. Wheat, which thrived in the temperate latitudes of North and South America and in the highlands of Mexico, eventually became a fundamental food crop for tens of millions of people in the Americas.

When it came to animals, however, the Native Americans borrowed eagerly from the Europeans. The Columbian Exchange brought horses, cattle, sheep, goats, pigs, and a collection of other useful species to the Americas. Before Columbus, Native American societies in the high Andes had domesticated llamas, alpacas, dogs, turkeys and guinea pigs. Of all the animals introduced by the Europeans, the horse held particular attraction. Native Americans first encountered it as a fearsome war beast ridden by Spanish conquistadors. However, they soon learned to ride and raise horses themselves. Cattle, sheep, pigs, and goats also proved popular in the *Americas*. Within 100 years after Columbus, huge herds of wild cattle roamed many of the natural grasslands of the Americas. Wild cattle, and, to a lesser degree, sheep and goats, menaced the food crops of Native Americans, notably in Mexico. Eventually ranching economies emerged, based variously on cattle, goats, or sheep. The largest ranches emerged in the grasslands of Venezuela and Argentina, and on the broad sea of grass that stretched from northern Mexico to the Canadian prairies. Native Americans used the livestock for meat, tallow, hides, transportation, and hauling.

Along with plants and animals, Europeans introduced their ideas, culture, and technology to the places they explored. People in Asia, Africa and the Americas all learned new ways of living and working.

ITQ

Question

Which crop became Chinese third most important crop after rice and wheat during the age of European exploration?

Feedback

Sweet Potato

11.1.6 Spread of Geographical Knowledge

Even though much of the travel during the Age of Exploration was done in an effort to find new trade routes, it did have a significant impact on geography. By travelling to different regions around the globe, explorers were able to learn more about areas like Africa and the Americas. In learning more about such places, explorers were able to bring knowledge of a larger world back to Europe. In addition to just learning about the presence of the lands themselves, these explorations often brought various new species (important to biogeography) and new cultures of people to light. For example Capt. Cook's voyages brought back a significant amount of information from previously unvisited parts of the world. Methods of navigation and mapping also improved as a result of the travels of people like Prince Henry the Navigator. Prior to his expeditions, navigators used traditional portolan charts which kept them tied to the shoreline. Among the many goals of his expeditions were to develop a new nautical chart so future sailors could sail out of sight of land. He did so, creating one of the first nautical maps. This would later be refined by explorers like Vasco Da Gama, Columbus, and Cabral.

The Age of Exploration served as a stepping stone for geographic knowledge. It allowed more people to see and study various areas around the world which increased geographic study, giving us the basis for much of the knowledge we have today.

ITQ

Question

Prior to the expedition periods, _____ was the charting course that was in vogue.

Feedback

Portolan charts

11.1.7 Spread of European Technology

The European explorations of the 15th-17th centuries also introduced new technologies. They took guns and steel to parts of Africa. In the Americas, they introduced guns and steel, as well as ways to use the wheel. Europeans also introduced the idea of using animals as technology. They brought horses, which were good for transportation and for carrying heavy loads. Oxen could be used to plough fields. People also learned to make candles from cow fat. European ideas also changed industries in the Americas. For example, animals were used to carry silver from mines. The introduction of sheep and sugarcane also created new industries. People began to make new kinds of textiles and to grow sugarcane on plantations, or large farms.

ITQ**Question**

List any three technology introduced by the explorers during the age of exploration

Feedback

Your list will likely include: guns steel, wheel, and use of animals

11.1.8 Demographic Impact

A large stream of migrants developed, moving from Europe (Spain, Portugal, England, France and the Netherlands) to the new colonies in Northern and Southern America. Unfavourable circumstances in the form of bad hygiene, lack of proper nutrition, climate and disease all took their toll on the lives of migrants both while travelling to and while residing in the colonies. As a result, many more migrants were needed in order to be able to sustain the colonial organizational system and economy. Partly to satisfy this need, a second migration stream was set in motion by colonial powers, taking many slaves from Africa to America in order to perform manual labour in the colonies. The migration of Europeans to America also had an effect within Europe as many people seeking work moved towards the harbours from where the (transatlantic) ships left. Also, the Europeans that left for America to earn more money than they did at home left behind jobs which were taken by labourers coming from poorer countries. Some colonial powers, England for instance, sent their dissidents to the colonies. This decision was successful from both a commercial and a religious standpoint, yet it led to a revolution against colonial

rule. France on the other hand did not allow Huguenots -skilful sailors and merchants- to migrate to New France and in doing so hindered the economic development of the colonies.

ITQ

Question

What were the unfavourable circumstances experienced by the new colonies in Northern and Southern America following a large stream of migrants that developed during the age of exploration?

Feedback

Some of the unfavourable circumstances experienced by these new colonies include; bad hygiene, lack of proper nutrition, climate and disease.

Study Session Summary



Summary

In this Study Session, you have learnt that;

1. The expansion of Europe to other parts of the world had lasting legacies as it brought about the transfer overseas of European cultures –their languages, religion, principles of law and government, scientific knowledge and its application to the needs of society thus revolutionizing the course of the history of mankind.

Assessment



Assignment

The Age of Discovery left indelible footprints on world history”. Assess this assertion with relevant examples.

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