EUROPEAN COLONIZATION AND THE TRANS-ATLANTIC TRADE

Ms. Luco
IB History
SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th century.

a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
LEARNING OBJECTIVES

You will be able to describe the system of mercantilism in order to explain the importance of colonies to European countries.
KEY VOCABULARY

• **Columbian Exchange**— the two-way exchange of goods, plants, animals, diseases, ideas, and people between the Americas and Europe/Africa

• **Mercantilism** — economic policy under which a nation accumulates wealth by exporting more goods than it imports

• **Navigation Acts** — British trade laws enacted by Parliament during the mid – 1700s that regulated colonial commerce

• **Triangular Trade** — three way pattern of trade that involved England, English colonies in the Americas and West Africa
North American Population – about 10-20 million
- Ongoing research and debate – difficult to estimate exact numbers

Hundreds of distinctive cultures of American Indians with a variety of lifestyles fine-tuned to the geographical features of the region

Natural world was transformed by thousands of years of human habitation

Colonists encountered communities with deep roots who viewed Europeans as invaders and called upon tradition to defend their homelands

“Columbus did not discover a new world. He established contact between two worlds, both already old.”
—J.H. Parry
EUROPE BEFORE 1492

- Mostly agricultural - **Feudalism**
- Mostly Christian under Roman Catholic Church
  - Religious persecution
- **Black Death (14th c.)** shrunk population by 1/3.
  - Shrinking economy
- **Monarchs** emerged as seat of power
  - Supported by rising **merchant class**
- Commerce and trade continued to expand during **Renaissance**
WHAT DROVE EXPLORATION/colonization?

1. Guns
   - Advances in military technology

2. Gold, God, and Glory
   - Value placed on wealth (gold)
   - European Christianity rationalized conquest (God)
   - Economic gain, competition among European powers (glory)

3. And Germs
   - Disease aided conquest – mass population loss
   - Smallpox, influenza, bubonic plague, etc.
AGE OF EXPLORATION
(15\textsuperscript{th} – MID 17\textsuperscript{th} C.)

- Portuguese explorers
  - New inventions: \textit{caravel, astrolabe}
  - Established the Atlantic slave trade

- Christopher Columbus
  - Start of Spanish conquests and \textit{Columbian Exchange}
  - Destruction of Taino society

- Amerigo Vespucci
  - \textit{Mundus Novus} or “New World”
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<th>Spanish</th>
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SPANISH COLONIES

- Contacts between Spanish and native people based on CONQUEST
  - Encomienda system: forced labor of native people
  - Drastic reduction of population
  - Autonomy, local decision-making
  - Intermarriage
  - Mixed-ancestry groups – development of race-based caste system
Social Structure of the Spanish Colonies

Most Power

Peninsulares
People born in Spain

Creoles
People of European descent born in the colonies

Mestizos
People of mixed Native American and European descent

Mulattoes
People of mixed African and European descent

Least Power

Native Americans and People of African descent

Most People

Source: Goldberg and DuPré, *Brief Review in Global History and Geography*, Prentice Hall, 2002 (adapted)

Which conclusion about Spanish colonialism in the Americas can be drawn from this diagram?
FRENCH COLONIES

- Contact between French and native people based on COMMERCE
- Jacques Cartier
  - Commissioned to find Northwest Passage
  - Claimed Canada for France
- North Atlantic fishing, hunting, and fur trade
- Coureurs de bois - fur traders
- Best relationship with Native Americans (comparatively)
DUTCH COLONIES

- Contact between French and native people based on COMMERCE
- Netherlands (Holland)- highly commercial and urban
- Dutch East India Company
- Henry Hudson 1609
  - Settlement of Manhattan island
  - New Amsterdam
- Commercial alliance with Iroquois Confederacy
ENGLISH COLONIES

- Contact with natives based on **DOMINATING** and **CONQUERING**
- Colonists and American Indians lived in strictly separate societies
“Frontiers of Inclusion”

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English and Dutch ➔

“Frontiers of Exclusion”

← Spanish and French
ENGLISH COLONIES

Reasons for colonization:
- Religious, political, or economic opportunity
  - Changes in the English economy
  - Social changes/ Religious conflict
  - Competition with Spain

Colonies would offer:
- Bases to raid Spanish ports
- Markets for English goods
- Freedom from reliance on Asian trade
- Relief from overcrowding in English cities
- Resources that could be extracted for manufacturing
Mercantilism

- An economic theory based on reducing a country’s imports while expanding its exports in order to maximize wealth
- Based on the idea that centralized control of the economy was essential to a country’s wealth
- Belief that the best way to become a stronger nation was to acquire the most wealth
TRANS-ATLANTIC TRADE/
TRIANGULAR TRADE

- Sugar, tobacco, and cotton to Europe
- Slaves to the Americas
- Textiles, rum and manufactured goods to Africa
NAVIGATION ACTS (1663)

- Laws designed to keep English colonies from competing with their mother country

- 3 criteria:
  1. All goods shipped to or from North America had to travel on English ships
  2. Any imported goods from Europe had to be processed through an English port
  3. Most colonial resources could only be exported to England

- Bad news for colonists?
- Good news for England?
MERCANTILISM OR NOT?

( ) Government imposes very strict controls on a colonial economy
( ) Discourages Colonies from producing manufactured goods
( ) Individuals free to buy from any country
( ) Government doesn't control the economy but does regulate to make sure everyone participates fairly
( ) Individual free to produce whatever they want
( ) Encourage to buy goods from the mother country
( ) Trade with other countries is restricted
( ) Free Trade
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“If the might and eminence of a country consist in its surplus of gold, silver, and all other things necessary or convenient for its subsistence, derived, so far as possible, from its own resources (colonies and conquered territories included), without dependence upon other countries, and in the proper fostering, use, and application of these, then it follows that a general national economy (Landes-Oeconomie) should consider how such a surplus, fostering, and enjoyment can be brought about, without dependence upon others, or where this is not feasible in every respect, with as little dependence as possible upon foreign countries, and sparing use of the country's own cash.”

-Philipp Wilhelm von Hornick

_Austria Over All if Only She Will_
MERCANTILISM SCENARIO CARDS
HOMEWORK

Read Philip Wilhelm von Hornick’s “Nine Principal Rules of National Economy”. Highlight and annotate as you read. Be prepared to discuss the reading next class.

- Highlight – Key words and phrases that define each rule
- Annotate – Take margin notes, write questions you still have, or define unknown words
- Be prepared to discuss – the positive and negative effects of mercantilism for the mother country and for the colonies