Unit 1: Interaction of People in the 14th and 15th Centuries

SC State Standard: Standard MWH-1
The student will demonstrate an understanding of the major factors that facilitated exchanges among groups of people and how exchanges influenced those people in the fourteenth and fifteenth centuries.

Enduring Understanding
Physical geography, ideas, warfare, and financial institutions have shaped the interaction within and among regions around the world. To understand how the interaction of these forces in the fourteenth and fifteenth centuries led to the development of modern societies, the student will utilize the knowledge and skills set forth in the following indicators:

Indicators
• MWH-1.1 Describe the diffusion of people and goods between Europe, Asia, and Africa during the fourteenth and fifteenth centuries to show the networks of economic interdependence and cultural interactions.
• MWH-1.2 Explain the impact of the Crusades and the Renaissance on European exploration, including the significance of humanism, the revival of learning, and the transfer of knowledge about sailing and ancient philosophy from the Arabs to the Europeans.
• MWH-1.3 Analyze the reasons for European interest in Africa, including the significance of the struggle between Muslim and Christian leaders in the Mediterranean and European interest in finding new trade routes to Asia.
• MWH-1.4 Evaluate the impact of the collapse of European feudal institutions and the spread of towns on the transmission of goods, people, and ideas in Europe.
• MWH-1.5 Explain how the development of banks in Europe influenced the transfer of goods throughout Europe.
• MWH-1.6 Evaluate the role the Ming emperors played in extending Chinese influence over East Asia.

Social Studies Literacy Skills for the Twenty-First Century
• Examine the relationship of the present to the past and use knowledge of the past to make informed decisions in the present and to extrapolate into the future.
• Trace and describe continuity and change across cultures.
• Represent and interpret Earth’s physical and human systems by using maps, mental maps, geographic models, and other social studies resources to make inferences and draw conclusions.*
• Compare the ways that different economic systems answer the fundamental questions of what goods and services should be produced, how they should be produced, and who will consume them.

UNIT VOCABULARY:

<table>
<thead>
<tr>
<th>GROUP 1</th>
<th>GROUP 2</th>
<th>GROUP 3</th>
<th>GROUP 4</th>
<th>GROUP 5</th>
</tr>
</thead>
<tbody>
<tr>
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<td>archipelago</td>
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<td>khanate</td>
<td>Shinto</td>
<td>patronage</td>
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<td>Golden Hoard</td>
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<td>tributary system</td>
<td>shogun</td>
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<td>Pax Mongolia / Mongolica</td>
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<td>Code of Bushido</td>
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<td>eunuch</td>
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<td>• commercial revolution</td>
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<td>• Joan of Arc</td>
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NOTES

I. European Transformation during the 1300 and 1400
   a. Restructuring of European economic, social, and political institutions
      i. Economic
         1. Before fall of Roman Empire, small landowners already selling off land holdings to larger
            estates
            • Many people left urban for rural protection
            • Trade continued to decline – political order disintegrated
         2. Early part – towns shrink in size
         3. 500-1500 Middle Ages – Medieval
         4. 500-1000 Dark Ages – judgmental, inaccurate
         5. Manorialism/Feudalism – European social, economic, political system
            • Estates – fiefs/manors
            • Form of unfree agricultural labor
            • Method of harnessing peasant labor
               i. Ensure steady food supply
               ii. Different than slavery
                  1. Can not be bought or sold
                  2. Could pass on property to heirs
            • Peasants lived on manor – in exchange for place to live and protection
               i. Gave lord part of crops
               ii. Number of days each month performed services on lord’s land
            • Manors remarkably self-sufficient
               i. food harvested
               ii. clothing and shoes made
               iii. “Great Clearing” – work together to cut down forests
               iv. Scientific advances helped manors succeed
                  1. Three-field system – fall harvest, spring, fallow
                  2. Led to food surplus, at times
                  3. But…tools rather crude
                     a. Moldboard plow in 9th century able turn soil
         6. Gradually skilled serfs started trading with the rest of the world
            • Chipped away at social stratification
            • Banking began – towns and cities gain momentum
            • Middle Class emerges – craftsmen/merchants
               i. People lured to towns – hope of making money
               ii. 11th century – Europe re-entering the world
      ii. Renewed economic growth
         1. Caused by:
            • Rise of towns
            • Use of money rather than barter
            • Labor shortage from plague
            • Enclosure of open fields
            • Peasant rebellions
         2. Signs of changing economics
            • Knights improved military effectiveness
            • Created middle class
            • Improved agricultural techniques > population growth
• Vikings became Christians, settled, stopped invading > relative security
• France – palace schools to educate local children
• Landlords extended holdings
  i. Sometimes paid serfs for these new lands
3. High Middle Ages
  • ***Renewal of economic/intellectual vigor and tendency toward centralized political authority led to new era in Europe
  • Increased Eurasian trade
  • Growth of banking
  • Towns regulated business/collected taxes
  • New warfare technology - gunpowder and cannon made castles obsolete
  • Decline in number of serfs on manor
    i. Some serfs received wages
    ii. Others fled to towns
    iii. Serf in town for year and a day considered a free person

SUMMARY
I. European Transformation during the 1300 and 1400

i. Social
   1. Feudalism – social class
      a. King power over kingdom
      b. Nobles – granted land in exchange for military service/loyalty to king
      c. Nobles divided land among vassals
      d. Vassals divide to subordinate vassals
      e. Peasants then worked the land of these subordinate vassals
      f. Everyone fulfills obligations to vassals
         i. Military
         ii. Food production
   2. Status defined by birth – Lord > knight > merchant > artisan > peasant
   3. Power determined by land ownership
   4. Feuds develop – have etiquette – chivalry
      a. Rules of engagement
      b. Honor system – promoted mutual respect
      c. Most lords and knights followed this code of chivalry
      d. Songs/legends provided examples – King Arthur’s Round Table
      e. Chivalry more myth than reality
   5. Peasant rights
      a. Peasants became tied to land – literally couldn’t leave without permission
      b. Not quite slaves, but not entirely free
      c. “Imprisonment” on land made them quite highly-skilled
         i. Needed to be self-sufficient
   6. Role of Women
      a. Traditional roles of homemaker/childcare provider
      b. Code of chivalry reinforced women as weak/subordinate
      c. Convents offered women opportunities
         i. Service in communities
      d. Women in towns a bit more freedom
         i. Allowed to participate in trade/craft guilds
   7. Male-dominated
      a. Land = power, only males can inherit
      b. Primogeniture – eldest son
      c. Noblewomen few powers – though elevated through literature
      d. Education limited to domestic skills
      e. Regarded essentially as property – protected and displayed
         i. Needed feminine traits – beauty/compassion

SUMMARY
I. European Transformation during the 1300 and 1400
   i. Political
      1. Small feudal kingdoms
      2. Extreme decentralization
         a. No single ruler able to provide unity
      3. Few cultural and technological advancements
      4. Great Migration of Germanic and Asiatic
         a. Some settled permanently
         b. Kingdoms tended to be unsophisticated/short-lived
         c. As Barbarian tribes became less nomadic, played key roles
      5. Lords only have direct contact with king when called to service
         a. Normally lord in charge of his own land
         b. Disputes erupted between lords – the term “feud”
      6. Era characterized by local power struggles
         a. Settled through battle or marriages
      7. Emergence of regional governments
         a. Not until 800s/900s did true nations – centralized states unite
         b. Common ethnic, linguistic, cultural heritage
         c. Holy Roman Empire – Charlemagne (768-814)
            i. 800 CE crowned emperor – Charles the Great
               1. For protecting Church
               2. Established papal authority over kings
               3. Cemented relationship between rulers/Church
            d. Franks – overran Gaul – Germanic tribe
               i. 5th century converted to Christianity
            ii. Carolingian Dynasty
               1. Charles Martel – stopped Muslims 732
               2. Frankish royalty allies with Pope
                  a. Symbiotic relationship between Church/king
            e. England
               i. Alternative form of feudalism
               ii. Norman invasion of 1066
                  1. Duke of Normandy – William the Conqueror
                  2. Viking descent – transplanted his form of feudalism
                  3. Instead of vassal form of feudalism
                     a. All vassals owe allegiance to monarch
               iii. Successors started
                  1. Paid bureaucracy
                  2. Royal court system
                  3. Single system of laws
                  4. Jury system
                  1. Unique
                     a. Limitations on monarch
                     b. One of earliest parliamentary governments
                  2. 1215 nobles wanted to control tax policies of King John
                     a. Forced to sign Magna Carta
                     b. No taxation without consent
                     c. No arbitrary arrest
d. Guarantee of justice to all
e. Monarchy not above the law
f. Entitled nobility to basic rights
g. Later interpreted that all social classes get these rights

3. 1265 – first English parliament
   a. House of Lords – clergy and nobility
   b. House of Commons – urban elite class
   c. Used power of purse to control monarchs – needed money to go to war

f. Northern Italy/Germany – gained prominence by 10th century
   i. Wanted to connect with classical empire of Rome
   ii. Territory – Holy Roman Empire
      1. Voltaire “neither holy, nor Roman, nor an empire”
      2. Fraction of the size
      3. Italy still run by city-states
      4. Germany still run by feudal lords
      5. Provided a measure of unity during Middle Ages, but...
         a. Delayed unification of Germany and Italy until 19th century ***

SUMMARY
I. European Transformation during the 1300 and 1400
   i. Cultural
      1. East vs. West
         a. Byzantine Empire
         b. Greek language
         c. Blended Greek and Roman elements
         d. Icon – painted images of Christian saints, Virgin Mary and Jesus
         e. Architecture with domes
         f. More in common with Persia
         g. Mastery of mosaic art
         h. Under Justinian – trade and arts flourish
            i. Hagia Sophia
      2. West
         a. Only in Spain, was Greek/Roman learning maintained – by Muslims in Spain
         b. Development of vernacular languages
         c. Mystery plays
         d. Few literary works – stories about saints
         e. Development of polyphonic music, chants for religious ceremonies
         f. Return to stone for buildings – some Romanesque copies
   3. High Middle Ages
      a. Increased urbanization – still nothing like China
      b. Rise of universities
      c. Gothic architecture – cathedrals tall spires/arched windows with stained glass
         i. Muslim designs + Western architectural technology
   4. Technology
      a. Mechanical clock – China 750 > Europe/Italy 14th century
      b. Paper – along Silk Road – taught by Persians > Italians first
      c. Printing press – block printing China 8th Century
         i. Johan Gutenberg – 1436 – mass production of text critical
         ii. Raised literacy rates
         iii. Spread information
         iv. Increased impact of new ideas/scientific theories
         v. Encouraged expansion of universities/libraries
         vi. Key Role in Renaissance/Reformation/Scientific Revolution
      d. Spectacles/eye glasses – lenses originally for astronomers
         i. 1285 Florentine invented first spectacles
      e. Firearms/Gunpowder – 3 century BCE made
         i. Used as firearm/cannon in 9th century
         ii. 1252 – made it to Europe
   5. Philosophy
      a. Scholastism – reconcile logic and faith
      b. logic, senses, scientific learning vs. dogma
      c. Saint Thomas Aquinas – most brilliant Italian monk – Summa Theologica
      d. Also influenced by Muslim/Jewish thinkers
   6. Music and Literature
      a. Gregorian chants – simple chant without instruments
      b. Later secular music – love and adventure
         i. troubadours and minstrels made popular 11th/12th century
1. Favorite subjects – heroic legends – knights, Roland, El Cid
   c. Literature – Latin language of elite
      i. Poetry began being written in vernacular – local language
      ii. More literature available to more people
   d. Universities
      i. Initially under Church influence
      ii. Havens for learning, discussion, exchange of ideas

7. Architecture
   a. Byzantine/Middle East methods > castle building
   b. Cathedrals – higher degree of skill
      i. Required immense amounts of money
      ii. Could take a century to build
   c. Styles
      i. Romanesque – thick walls, small windows, square blocky building
      ii. Gothic – tall, slender spires, ornate carvings, large stained-glass windows, flying buttresses to support weight of walls

8. Similarities to Japanese feudalism
   a. Knights to samurai – vassals who served in lord’s military force
   b. Followed an honor code – chivalry
      i. In contrast to bushido – chivalry was two-sided contract between vassal/lord
      ii. Started 800s after division of Holy Roman Empire vs. started in opposition to power of the Fujiwara
      iii. King, queen, emperor vs. Emperor as puppet ruler, shogun as real power
      iv. Hereditary/deposed length of service vs. emperor hereditary/deposed, but shogun > force/intrigue
      v. Ruler>Vassal>Vassal>Knight
      vi. Emperor>provincial aristocrat>vassal warrior chief>samurai
      vii. Large population engaged in agriculture vs. small agriculture population
      viii. Bushido applied to both men and women of samurai class
     ix. Chivalry only followed by knights
I. European Transformation during the 1300 and 1400
   a. Black Death – Bubonic Plague
      i. Carried from Asia on ships
      ii. Effects
         1. Loss in faith
         2. Localized mob violence against lepers/Jews
         3. Wages skyrocketed – supply and demand
         4. Preoccupation with death art
         5. Medieval doctors lost prestige
         6. Certain saints venerated as able to stop plague
         7. Landowners raised rents to make up for cost
            a. Led to peasant revolts
         8. Widespread fear/social upheaval
         9. If plague didn’t kill you, irrational choices would
   b. The Crusades
      i. Reasons for crusades
         1. convert nonbelievers
         2. crush Christian movements Church deemed heretical
         3. protect against attacks by foreigners
         4. Genuine religious fervor
         5. Geopolitical conflict between Europe and Middle East
         6. Europeans desire to become more involved in trade
         7. Personal ambitions – gain wealth and land
         8. Racial and religious prejudice
      ii. Period of stability after 1000 CE led to increased trade/higher agricultural output
         1. Population boom tripled number
      iii. Pope encouraged military expeditions to reclaim Holy Land
         1. 1059-1212 – take control from Muslims
         2. First Crusade – Jerusalem taken, but then lost
            a. Muslims agreed to allow Christians to journey to holy sites
      iv. Ripple effects through Europe
         a. Luxury items created demand for Asian goods
         b. Italian city-states grew wealthy
         c. Merchant class arost that supported stable monarchies – wanted trade protected
         d. Church in Rome became more politically involved/powerful
         e. Europe stimulated by technology/prosperity of Middle East
         f. Women given more influence – cared for estates
            i. Some even went on Crusades
         g. Some of the Crusades merely huge migration of people
   v. Renewed interaction between Europe and Central Asia
      1. Following Crusades
         a. Sugarcane, spices, luxury goods – porcelain, glassware, carpets
         b. Unbalanced trade – East showed little interest in Western goods
         c. 4th Crusade – Venice merchants actually raid Constantinople
         d. Power to monarchs to collect taxes for armies
         e. encouraged growth of merchant/artisan class
         f. exposed Europeans to learning
         g. gave Europeans better sense of geography
h. Venice/Genoa other wealthy trading cities
   i. developed internal trading routes
j. Bad effects
   i. Muslim/Christian hostility
   ii. Encouragement of anti-Semitism
   iii. Undermining of Byzantine Empire
       1. Worsens East/West relations

SUMMARY
I. European Transformation during the 1300 and 1400
   1. Renaissance = re-birth of classical culture
      i. the birth of a NEW spirit of self awareness
      ii. sense of relief after a disastrous 14th century
      iii. sense of self assertion & celebration of the human spirit / potential
         1. Artistic achievement
      iv. Renaissance can be dated as 1350-1550, and broken down into three distinct phases:
         v. Phase 1: 1350-1400: declining population, rediscovery of classical knowledge
         vi. Phase 2: 1400-1500: artistic / literary achievements, population recovered, govt. stabilized
         vii. Phase 3: 1500-1550: Fr. / Sp. Invasions spread the Renaissance to all of Europe
      a. Environment:
         i. Italian cities never totally disappeared as the had in the rest of Europe
            1. Late Middle Ages Italian cities represented 25% of the population
            2. By 1500 7/10 of the largest cities were Italian
            3. Developed into City-States, cities function as centers of political and ecclesiastical power
               a. Countryside developed around the city
         ii. Rural Society: Landownership / sharecropping distinguished the social structure (80% subsistence farmers)
         iii. Urban Society: divided by occupation
            1. Monopolies were standard (guilds)
      iv. Economic change in the early Renaissance
         1. Black Death
            2. Over production, aggregate demand declined, prices declined, labor supply declined, wages increased
               b. standard of living increased for the poor
               c. wealthy consumption pattern became increasingly conspicuous (lack of motivation for investment, heightened sense of mortality)
               d. Consumption of luxuries placed a higher value on skilled craftsmen (creativity)
      b. Family Unit:
         i. Primary economic unit, as well as a grouping of relatives
            a. Marriage was a political / economic transaction
               i. Patronage, dowry and status were primary considerations
                  a. Men married in their thirties (social dysfunction), women in late teens
                  b. Married women lived in a constant state of pregnancy (family interests)
                     a. Wealthy hired help, poor experienced high mortality rates
                        a. Life for the poor improved (but was still fairly terrible)
                        b. Health increased - due to increased grain supply relative to population and new foods
                        c. Starvation remained rare - died from disease before you could starve
            a. Renaissance Art
               a. Art represented a combination of individual talent and predominat social ideals
                  a. Leading edge of society
                     i. Driven by societal demands
                     ii. Civic architecture - govt.
                     iii. Portrait painting - reflected the importance of individuals (prestige)
               b. Elite patronized the arts (investment & prestige) and the skill craftsmen (practical) whob produced it
               c. Renaissance Art can be broken down into three mediums: Architecture, sculpture and
Most artists worked in all three mediums

b. Architecture:
   i. Designed and built by Renaissance Artists (great buildings increased one's fame and prestige)
   ii. Middle Ages: Gothic Architecture, pointed arches, vaulted ceilings, slender spires, large windows, flying buttresses.
   iii. Goal was to overwhelm the viewer with the power and might of god.
   iv. Renaissance: reincorporation of classical features
   v. Brunelleschi - combined gothic and classical architecture
      1. Florence Cathedral

c. Sculpture
   i. Donatello: created a flowing sense of reality, especially in the robes and clothes of his subjects
   ii. Judith Slaying Holofernes (1455), demonstrated perspective and is free standing

d. Painting
   i. Massaccio: used light and shading to create perspective, increased the display of human emotion (the human experience became the subject of the painting)
      1. The Expulsion of Adam and Eve (1425)
      2. The Holy Trinity (1425)
   ii. Piero Della Francesca
      1. The Resurrection (1463) - displayed technical innovations
   iii. Botticelli: famous for classical themes and bright colors
      1. The Birth of Venus (1478)
      2. Spring (1478)
   iv. Leonardo da Vinci: Great master famous for observation of detail and use of perspective
      1. The Last Supper (1495-98)
      2. La Giocada (Mona Lisa)
   v. Michelangelo
      1. Pieta: sculpture of Madonna, new representation
      2. David: union of classical sculpture and Renaissance style
      3. Sistine Chapel: overwhelming accomplishment, portrays a narrative of the Christian creation myth
      4. Saint Peter's Basilica: Begun by Bramante, finished by Michelangelo

e. Renaissance Ideals
   i. Humanism: reaction to an intellectual world that was centered on the church doctrine
   ii. Secular outlook, NOT NECESSARILY anti-religious
      1. Emphasis on human achievement
   iii. Studied and taught “humanities” – liberal arts
      1. Applied their ideas to spiritual / secular world
      2. Petarch: “father of Humanism” – Cicero
      3. Bruni: Greek scholar who advanced Platonic ideals
      4. Alberti
      5. Valla: Philology
f. Humanists and classical studies
   i. Byzantine scholars (fleeing Muslim expansion) were influential
   ii. Developed new standards for studying classical texts and new educational standards
      1. Liberal Arts: rhetoric, grammar, moral philosophy, philology and history
         a. intent: boost the abilities of the individual to reason and think
   iii. Philology: study of words, their origins and correct usage provided the first challenge of humanist thought to the Church intellectual tradition
   iv. Valla disproved the Donation of Constantine (tax exemption of the church)
II. The Development of Empires in Africa during the 13th and 14th Centuries

1. African Societies: Diversities and Similarities
   
   A. Introduction
   
   1. Diverse – large centralized states to stateless societies
      a. Differences in geography, language, religion, politics
   
   2. Universalistic faiths penetrated continent
      b. but…universal states/religions don’t characterize history

   B. Stateless societies
   
   1. organized around kinship and other forms of obligation
   2. council of families
      a. or...secret societies of men/women
   3. little concentration of authority
      a. government – not a full-time job
      b. after internal dispute, you can always leave and form new village
   4. Unable to
      a. mobilize for war
      b. organize large building projects
      c. create stable conditions for long distance trade

   C. Common Elements in African Societies
   
   1. Even though different, similarities existed
      a. language – Bantu migration
      b. thought
      c. religion – animistic religion
         1. power of natural forces
         2. ritual and worship
         3. dancing, drumming, divination, and sacrifice
         4. witchcraft
         5. cosmology – how universe worked
         6. belief in creator deity
         7. saw selves as first settlers, land meant more than economic usefulness
         8. link of deceased ancestors
   
   2. Economies
      a. North Africa – fully involved in Mediterranean trade – quite different than rest
      b. Settled agriculture and skilled metalwork had spread
      c. Market life key for men and women
      d. Professional merchants controlled trade
   
   3. Population – least known – by 1500 – 30 to 60 million people
D. Arrival of Islam

1. Land conquered and reconquered by Phoenicians, Greeks, Romans, Vandals
   a. Cyrene and Carthage became huge trading centers

2. 640-700 CE – Muslim followers spread across Africa
   a. by 670, controlled Ifriqiya – Tunisia > Africa
      1. Arabs called n.east Africa > Ifriqiya and west – Maghrib
   b. When Abbasid dynasty united – many conversions

3. 11th century – Almoravids – ultra-conservative - reformers
   a. launched jihad – holy war to purify, spread, protect faith
   b. Almohadis – also reformers
      1. Return to original teachings of Muhammad

4. Why attractive?
   a. Egalitarian teachings – all Muslims are equally
   b. Reinforced African kings authority
   c. Equal footing with Arab invaders
   d. …but
      1. Disparity between law and practice

E. The Christian Kingdoms: Nubia and Ethiopia

1. Islands of Christianity left behind

2. Christian Egyptians – Copts
   a. Traded with Byzantine Empire
   b. Eventually split with empire – doctrinal and political issues
      1. What differences
   c. Muslim invaders allowed them to keep religion – tolerance
      1. Met resistance in Kush/Nubia – couldn’t push Islam further

3. Axum > Ethiopia – most important African Christian outpost
   a. Cut off, surrounded by pagans, influenced by Jewish/pagan immigrants
   b. Dynasty appeared – build rock sculptures
   c. Traced origins to marriage of Solomon and Sheba – Bible
   d. Maintained its brand of Christianity – isolated
   e. in 1542 Portuguese expedition pushed back Muslim invaders
      1. But…couldn’t push Catholic faith, remained isolated

SUMMARY
II. The Development of Empires in Africa during the 13th and 14th Centuries

2. Kingdoms of the Grasslands

A. Introduction
   1. Three coasts – Atlantic, Indian, savanna on edge of Sahara
   2. Edge of desert
      1. Gold found
      2. Camels improved trade
         a. Sahel – grassland belt – best place to live – centers of trade
      3. African states emerge as trade intermediaries
      4. Location makes them open to droughts and attack
      5. 10th century Ghana rose to power through taxing salt, gold exchange

B. Sudanic States
   1. Patriarch or council of elders
      a. Power over subordinate communities
      b. Collect taxes, tribute, military support
   2. States emerge – Ghana, Mali, Songhay
      a. Power over subordinate communities
      b. Collect taxes, tribute, military support
      c. States emerge – Ghana, Mali, Songhay
   3. African states emerge as trade intermediaries
   4. Location makes them open to droughts and attack
   5. 10th century Ghana rose to power through taxing salt, gold exchange

C. The Empire of Mali and Sundiata, the “Lion Prince”
   1. Mali – 13th century – Malinke broke away from Ghana
      a. Rulers supported Islam – encouraged obedience to ruler
         1. built mosques
         2. attended public prayers
         3. supported preachers
      b. juula – traders
      c. Sundiata – Sunjata – brilliant leader
         1. Lion Prince – expanded Mali
         2. Originator of social arrangements – divided into clans – castelike
            a. 16 free to bear arms, 5 religious, 4 blacksmiths
         3. Created peace through loyalty, severely punished crimes
            a. Security of traders key to survival
            b. Ibn Batuta – Arab traveler – noted impressive security
      d. Mansa Musa – 1324 trip to Mecca – awesome, impressive
         1. passed out gold – devalued
         2. brought back Ishak al-Sahili architect – great Mosque of Jenne

D. City Dwellers and Villagers
   1. Cities flourished – Timbuktu and Jenne
      a. Mosque, library, university
      b. Book trade
      c. Difficult life – soil sandy and shallow
         1. Clearing land done communally
         2. Polygamy for the purpose of having more labor
      d. irrigation in Timbuktu

E. The Songhay Kingdom – middle Niger Valley
   1. “masters of the soil” and “masters of the waters”
   2. 1370, Songhay broke from Mali – gold trade
   3. Sunni Ali – ruthless, tactical commander
      a. Expanded borders, created administration
   4. Mid-16th century Songhay dominated Sudan
   5. Familiar pattern – created unique brand of Islam
      a. pagan/Muslim beliefs both believed
          1. fusion, priests still need to work with local spirits
          b. local interpretation of Muslim law
          c. woman mixed freely in public, no veil
      6. Downfall when Muslim army from Morocco came down > this led to revolts
      7. Muslim role in city
         a. Came as merchants – joined communities
         b. Though minorities, became elite
            1. Located throughout west Africa, but no Islamicized state
         c. Intermarriage took place

F. Political and Social Life
   1. Large states represented goals of elite family/group
   2. Islam served many groups
      a. Common religion/law united
      b. Trust to merchants
      c. leaders took names emir/caliph to reinforce authority
      d. as advisors/scribes – Muslims helped with administration
3. Adjustment
   a. Women
   1. Many societies matrilineal
      a. But... Sharia... Islamic law says it must be patrilineal
      b. Many visitors shocked at African women’s equality
   2. Impact of slavery – 4.8 > 7 million traded
      a. Always existed, Muslims brought it to new heights
         1. Muslims saw slavery as process in conversion
         b. Used as servants, laborers, soldiers, administrators, eunuchs, concubines
            1. Led to desire to enslave women and children
            2. Children of slave mothers freed
               a. Need for more slaves

SUMMARY
III. Asia during the 13th and 14th Centuries
   a. The Mongol empires
      i. Rise
         1. Mongols – epitome of nomadic culture
         2. Superb horsemen and archers
         3. Could have been a world power earlier
            a. Rivalries between tribes/clans prevent unification
            b. Remained isolated
         4. Genghis Khan – Chingiss Khan – “Limitless strength” + “ruler”
            a. military/organizational skills
            b. largest empire ever
            c. Mongol invasion 1234
            d. Spanned Pacific Ocean to eastern Europe
      5. Military Organization
         a. Organization based on decimal system
            i. Tjumen (Division) – 10,000, Mingghan (Regiment) – 1,000
               1. Leaders appointed by khan
            ii. Jaghun (Company) – 100 men, Arben (Squad) – 10 men
               1. elected by men
            b. Efficient/meritocratic approach
               i. Leaders chosen for ability/not family relations
      6. Why successful?
         a. Choices – die in fight, house burned down, burn religious buildings – or give in
         b. Ruthless warriors, highly organized, highly mobile
         c. 90 miles a day vs. Roman 25 miles a day
         d. Bows range of 300 yards
         e. Armies divided into organized units – light, heavy cavalry + scouts
         f. Motivated
            i. Genghis punished traitors
            ii. Rewarded courage generously
         g. Stealthy – network of spies
         h. Goals clear – surrender or entire village destroyed
         i. Adept at cultural borrowing
      7. Military innovations
         a. armor made of lacquered wood and silk
         b. use of feints and flanking maneuvers
         c. concentrated light rations for troops on horseback
      8. Strategy
         a. When coming up to city, promised to spare inhabitants
         b. If they disagreed, they’d slaughter every human and animal – destruction total
         c. Rapid success and brutality spread quickly
         d. Unparalleled military achievements and ruthlessness
      9. Split into hordes – independent empires
         a. Golden Horde – conquered Russia
         b. Kublai Khan ruled China
         c. Destroyed cities, ruthless warriors
      ii. Largest single empire in human history
          1. Period of peace – Pax Mongolia
         iii. Conquered Areas
1. Once settled developed
   a. Law code
      i. Yasa – borrowed from several cultures
   b. Written language
      i. Turkik language of Uighur
   c. New religious practices
      i. Sometimes adopted religions of those they conquered
         1. Buddhism and Islam
   d. Better technology – social and cultural advancements
      i. Used paper currency taken from China
         ii. Postal system – message carried on horseback – yam – Pony Express
2. After death of Genghis Khan – brief period of calm while sons organized holdings
3. Under Ogodei – son – extended into China/Korea and then to Eastern Europe
4. Failure in Eastern Europe – Ogodei’s nephew Batu led
   a. overextended – too far from home
   b. unfamiliar terrain – forests, mountains
   c. fortresses/castles slowed advance
   d. Batu forced to return after Ogodei’s death
   e. Did conquer Russia and parts of Bulgaria, Hungary, Romania
      i. Called Golden Horde – “orda” = “camp”
5. Failure in Japan – 1274/1281
   a. Violent storms
6. Khubilai Khan – shifted power from Domain of the Great Khan to Yuan Empire – China
   a. New Dynasty called Yuan – 1278-1369
   b. Policy of segregation between Mongols and Chinese
      i. Marriage forbidden
   c. Abolishing examination system for choosing government officials
      i. Often appointed non-Chinese for posts
   d. Extended the Grand Canal linking cities
iv. Fall
1. Hardly lasted 3 to 4 generations
2. Not able administrators
3. Overspending led to inflation
4. “One can conquer an empire on horseback, but one cannot govern that empire from horseback.”
5. After Kublai Khan died, leadership weak/ineffective
   a. Rivalry among successors destabilized – who would be successor?
   b. Empire divided among generals
6. Russia overthrown by rise of Russia
7. Ottoman Turks replaced them in Asia

SUMMARY
III. Asia during the 13th and 14th Centuries

a. The Mongol empires

i. Impact
   1. Once domain established – relative peace – Pax Mongolica
      a. notion of peacefulness an exaggeration
   2. Allowed for exchange of goods, ideas, culture from different regions
      a. Biggest impact – conduit for cultural exchange
   3. Civilization based on territory and conquest, not culture
      a. culture of killing, maiming, destroying
      b. Mongol Empire, not Mongol Civilization
      c. In many cases, stifled growth
      d. Illiterate – no need for arts/sciences
      e. Mongol religion – no place among great faiths
   4. Silk Road flourished
      a. Cities like Samarkand, with oases, bazaars, markets became commercial centers
         i. Merchants, travelers, pilgrims, missionaries all passed through
   5. Some assimilated
      a. Persia became Muslim
   6. China – Kublia Khan
      a. dismissed Confucian scholars
      b. forbade marriage between Mongols and Chinese
      c. Wouldn’t allow Chinese to learn Mongol language
      d. Key...not allowed to Mongolize – kept own culture
         i. 1368 – kicked out – Ming Dynasty under traditional Chinese practices
   7. Major consequences
      a. Russia – conquered by illiterate Mongols – didn’t unify, develop like European neighbors
      b. World trade, cultural diffusion, awareness
         i. Touched nearly all major civilizations
         ii. World would never again be disconnected

ii. Summary effects
   1. nations formed and destroyed
   2. nations had social, cultural and political characteristics shaped by decades of rule
   3. much of Eurasian landmass united/connected by political, economic, cultural links
   4. Effects on Afro-Eurasia
      a. Facilitation of trade
         i. Exchange of products
            1. Brought wealth to merchants
            2. Enriched exchange of ideas from east to west
            3. Developed uniform economic and trade policies
            4. Paper money (Chinese invention) used in parts
         ii. New trading posts
            1. Men on horseback – station to station
            2. Encouraged Europeans to pursue voyages of exploration
   5. Pax Mongolica
      a. For about a century, two continents united
      b. Adapted legal conventions from some of conquered people
      c. Mongols convert to/adopt local religions
   6. Spread of bubonic plague
a. Flea/plague infested rats eating off Mongol grain feedsacks
b. Followed trade routes
c. 25 million in China, 1/3 of Europe
   i. final blow to manorialism
d. Plague devastated areas and took 100 years to return population/economic vigor
III. Asia during the 13th and 14th Centuries
   a. China
      i. influence on surrounding areas and its limits
         1. Neighboring peoples became tributary states
         2. Forced to kow-tow – prostrate self
         3. Intensified Chinese perception as superior to all foreigners
         4. Rural populations attracted to China’s system
   ii. Japan
      1. Geography
         a. Four main islands
         b. Relatively isolated
            i. Rate of exchange limited
            ii. Only in recent centuries has it allowed Western influence
      2. Political
         a. Yamato clan – first, only dynasty to rule
            i. Current emperor descendant of original
         b. 7th Century – Prince Shotoku
            i. Borrowed bureaucratic legal reforms from China
            ii. Called Taika Reforms – enacted after death – borrowed from China
               1. Chinese characters in written language
                  a. but...did not work with Japanese language
               2. Buddhism
               3. Court etiquette from the Tang dynasty
               4. Chinese architecture
               5. Confucian literary classics
               6. Organization of government into departments/ministries
               7. law codes
               8. tax system
               9. art, literature, music
            iii. Modeled new capital after Tang capital
            iv. *** adopted Chinese beliefs, but rejected
               1. Confucianism
               2. civil service examination
               3. In Japan, education not nearly as important as birth
                  a. Nobility hereditary, not earned
            v. Buddhism threatened provincial leaders
               c. After 794 – capital moved – power of aristocratic families increased
                  i. Emperor became figurehead, power with Fujiwara family
                     1. Unlike Mandate of Heaven – emperor can’t be overthrown
                  ii. Eventually power spread, fighting over control of small territories
                  iii. Heian Period – “city of peace”
                     1. Further isolation of emperor – kept in seclusion
                     2. Regional clansmen vie for kwampaku = ruler for emperoro
                     3. Rise of powerful clans/families with private armies
               d. 1192 – power goes to Shogun – chief general
                  i. After Gempei Wars – peasants vs. Samurai
                  ii. Military state established
                  iii. Daimyo – huge landowner – samurai – part warrior/part nobility
                  iv. Divided land to lesser vassals/samurai
3. Economic
   a. Peasants/artistans exist to serve the samurai
      i. Gradually became serfs– bound to the land
   b. Hierarchy based on a land for loyalty exchange

4. Social
   a. Early on – Shinto religion
      i. “way of the gods”
      ii. kami – nature and all the forces of nature
      iii. goal – become part of kami by following rituals/customs
      iv. encourages obedience/proper behavior
      v. Yamato claimed descendant from sun goddess
   b. Buddhist Missionaries – brought Chinese culture
      i. Most adopted Buddhism – kept Shinto
   c. Under Fujiwara had Golden Age
      i. Men started to write poetry, women more toward prose
      ii. Development of more unique Japanese culture
      iii. Lady Murasaki – Tale of Genji – epic about love/court life
   d. Women
      i. Written in the Japanese kana - syllabary
         1. But...adored in Europe, lost all freedom in Japan
   e. Code of Bushido – chivalry “Way of the Warrior”
      i. Loyalty, courage, honor
      ii. Expected to commit suicide if he fails to uphold code
         1. Seppuku – hari kari - disembowelment
      iii. Four Cardinal Virtues
         1. Fidelity
         2. Virility – fearlessness
         3. Truthfulness/sincerity
         4. Simplicity
      iv. Samurai dress, hairstyles, swords distinctive
   f. Art under shogunate
      i. sketches done with ink
      ii. tea ceremony
         1. tranquility, ritual
      iii. decorative gardens
         1. Related to philosophical/religious principles
         2. cultivation of bonsai trees
         3. Arrangement of rock gardens
      iv. Haiku verses – triple lines – 17 syllables
         1. simplicity, peacefulness, emphasis on insight/enlightenment
   v. Noh drama

SUMMARY
III. Asia during the 13th and 14th Centuries
   a. China
      i. Korea
         1. Political
            a. Tang forces withdrew in exchange for tributary arrangement
               i. Silla kingdom vassal of China
               ii. Willingly performed kowtow
         2. Economic
            a. Tribute allowed Korea to participate in trading network/education systems
         3. Social
            a. Writing adapted and made suitable to Korean
            b. Confucian classics read by Korean scholars
            c. Art
               i. Porcelain manufacture
                  1. Celadon bowls – characteristic pale green color
      ii. Vietnam/Southeast Asia
         1. Geography
            a. Successful rice paddy method
               i. Wet method better than dry method
         2. Political
            a. Highly valued independence, not willing to become tributaries
               i. Fierce desire to distinguish themselves as unique
            b. Smaller kingdoms – Khmer domain strongest – Cambodia today
               i. Built some of most extensive temple complexes – Angkor Wat
                  1. Dedicated to Hindu God – Vishnu
               ii. Empire extended to Thailand, Laos, Vietnam – declined in 1400 CE
            c. Vietnam periodically absorbed into dynastic China
               i. Invaded by Tang Dynasty
               ii. 939 established independent kingdom
               iii. Succumbed to Ming power in 1408
               iv. 1428 pushed out for last time
         3. Economic
            a. Before Qin, already carrying on trade
               i. Song China and Malaya
        4. Social
            a. Differences with China, had cultural identity
               i. Unique spoken language
               ii. Lived in villages, not urban areas
               iii. Society based on nuclear family, not extended family
               iv. Women enjoyed more privileges
            b. Eventually accepted Chinese traditions of
               i. agricultural/irrigation techniques
               ii. Confucian veneration for ancestors
               iii. extended family structure
        5. Women more autonomy than other Asian cultures
            a. Famous Trung sisters – helped defend land against Chinese invasion
               i. National heroines
               ii. Active in local commerce, proved able merchants
IV. Asia during the 13th and 14th Centuries

a. China – Rule of the Ming

   a. Why did the Yuan Dynasty (Mongols) Fall?
      - Yuan Mandate of Heaven lost
      - Famine, floods, rebellions all caused people to believe the Mongols had lost the
        Mandate of Heaven or the t’ien ming
      - The Hongjinjun peasant army (army with red scarf in the head) was one of the
        important powers in overthrowing the Yuan Emperor

   b. MING POLITICS
      - Capital moved to Beijing in 1421.
      - Forbidden City built for Emperors
      - Time of greatest wealth in Chinese history
      - last native Emperors in Chinese history.
      - first to deal with Europeans arriving
      - Population of about 100 million
      - Centralized authority
      - Emperor directly ruled rather than use chief ministers as Mongols had
      - New modernized and traditionally Chinese code of laws written
      - Civil service exam re-instated Chinese scholarship
      - Careful records kept (census, hereditary social hierarchy) and used to control peasants
        and strengthen kingdom

   c. Ming Chinese Naval Power
      - expeditions sailed to E Asia, SE Asia, India, the Persian Gulf, the Middle East and
        E. Africa.
      - China was the world’s greatest commercial naval power
      - 62 ships 27,000 crew led by Admiral Zheng He from 1405 - 1433
        including navigators, explorers, sailors, doctors, workers, Muslim teachers, and
        soldiers.
      - Treasure ships, 416 ft long
      - Horse ships, carrying tribute goods 339 ft
      - Troop transports, 220 ft long
      - Fuchuan warships, five-masted, 165 ft long
      - Patrol boats, eight-oared 120ft
      - Water tankers, with 1 month supply of fresh water. 415 ft
      - Modern historians suggest the ship size is exaggerated and say largest was probably
        about 250 ft long
      - Ming fleet extended Chinese influence

   d. Tribute System
      - Tribute commitments from 35 countries
      - Fought pirates
      - In 1435 Confucian scholars convinced emperor Hongxi that the voyages were
        wasteful, encouraged foreign ideas, and would ruin China

   e. MING Economy
      - China continued its shift from agricultural and rural to commercial and urban
      - Porcelain production and painting (China) became VERY important
      - China, marked by the Ming style of blue painting on a white ceramic background sold
- to Europe in exchange for silver from S. America
- Commercial port cities including Beijing, Nanjing, Yangzhou, Suzhou, Guangzhou, Xian and Chengdu formed to trade with Japan and Europe
V. Asia during the 13th and 14th Centuries
   a. China – Rule of the Ming
      
      a. Agricultural Developments
         
         – food production and new farming tools improved nutrition for peasants and city dwellers
         – stocking the rice paddies with fish, which fertilized the rice.
         – peasants grew cash crops, such as cotton for clothing, indigo for clothing dyes, and sugar cane.
         – dramatic population growth, largely due to increased food supply on account of the agricultural revolution.
      
      b. Rice
         
         – Champa rice introduced from southeast Asia:
         – grown in a little over half the growing season
         – much larger harvests.
         – crop rotation
           1. fields could be kept continuously in cultivation
           2. while still maintaining their fertility
      
      c. Reforestation of China
         
         – Hong-wu’s most aggressive agricultural project involved reforestation beginning in the 1390’s.
           1. Nanjing was reforested with 50 million trees in 1391; these trees became the lumber that built the naval fleet put together by Yung-lo in the early 1400’s. All in all, over one billion trees were planted in this decade in a reforestation project that greatly replenished both the timber and the food supply.
      
      d. Ming Industrial Development
         
         – textiles, paper, silk, and porcelain traded with Japan, Europe (especially Spain), India, SE Asia and Indonesian islands for
         – firearms, and American goods such as sugar, potatoes, and tobacco.
         – In exchange for raw goods such as silver—probably half the silver mined in the Americas from the mid-1500’s to 1800 ended up in China
         – technological boom in every area from silk looms to paper manufacture to the development of new machines for planting, growing, and harvesting crops.
      
      e. Tea Time
         
         – The Dutch imported tea from China and started the English and European love of tea
         – Dutch East India Tea Company and later the British East India Tea Company become powerful and wealthy from this trade
         – Trading tea to China was more profitable than trading silver to China as the Spanish had done
      
      f. MING Religion/Philosophy
         
         – Neo-Confucianism
         – Matteo Ricci (Italian) the first Christian missionary started nearly 300 Catholic churches but
Christian influence condemned in late Ming and early Qing

- Muslims and Buddhists continued to grow in influence as well

g. MING Social Life

- Cultural Renaissance
  1. New art, literature and musical styles especially in opera
  2. GREAT china dishes sold for huge profit to Europe
- Still emphasizes landscape and nature scenes

h. MING Intellectual Life

- Literacy increased and books became cheaper because of the printing press and a stable govt
- Yongle Dadian was regarded as the biggest and earliest encyclopedia in the world.
- A man named Wan Hoo even tried to fly to the sky by sitting in a chair propelled by gunpowder sticks. Unfortunately, he failed.

i. MING Great Wall

- Great Walls had been built in earlier times, most of what is seen today was either built or repaired by the Ming. The brick and granite work was enlarged, the watch towers were redesigned and cannons were placed along the wall

j. MING Art

- Terrific art
- China and sculpture important
- Painting and other visual arts
- Drama and poetry
- Ming Vases
  1. Blue and white design that is common for Ming china

k. MING DYNASTY DECLINE

- Corruption of the court officials and the domination of the eunuchs. In that period, both the exploitation from the ruling class and natural disasters caused the rebellions that racked the country in the 17th century and
  a. The aggressive military expansion of the Manchus.
- By 1643 the government was bankrupt from fighting and the peasants were broke because of the constant taxes imposed to pay the armies to fight

l. The MING ends

- Northern Chinese Manchu slowly grew in power until they threatened the Ming Dynasty
- Ming military grew weak so Ming often used Manchu to stop the “barbarians” from taking China
- One leader, Manchu rebel Li Zicheng, eventually decided to take China rather than protecting it. He entered Beijing in 1644 as he did so the last Ming emperor, Chongzhen, hanged himself on a tree overlooking the forbidden palace

SUMMARY
IV. The Middle East During the 13th and 14th Centuries

1. The Byzantine Empire
   A. Origins of the Empire
      1. 4th century CE – eastern capital Constantinople - Constantine
         a. elegant buildings
         b. Christian churches
         c. Greek becomes used language – Latin looked at as inferior
         d. High levels of commerce
         e. Recruited armies from barbarians
         f. Emperor kept separate
   B. Justinian’s Achievements
      1. 533 – a “moron” tried to reconquer western territory
      2. Successes
         a. Rebuilding Constantinople – architecture – Hagia Sophia
         b. Codification of Roman Law
            i. reduced confusion
            ii. organized empire
            iii. spread Roman legal principles
         c. W/ general Belisarius – conquered N. Africa
      3. Failures
         a. Unable to take/hold Italian empire
         b. Westward expansion weakened his empire
            1. Persian forces attacked from East
            2. New tax pressure
   C. Arab Pressure and the Empire’s Defenses
      1. New focus after Justinian – defending boundaries
         a. Withstood invasions of Arab Muslims in 7th century
            1. Greek fire devastated Arab ships
            2. Even though victory, but...
               1. constant threat on borders
               2. new economic burdens
               3. less power for farmers > greater power to aristocratic generals
      2. Slavic kingdoms – Bulgaria – pushed on empire
         a. Marriages and military success helped unite regions
         b. 1014 – Bulgaroktonos – defeated Bulgaria
            1. Became most powerful monarch on earth
            2. Capital city had awesome buildings, entertainment
   D. Byzantine Society and Politics
      1. Similar to early China
         a. ordained by God – head of church and state
         b. passed religious and secular laws
         c. Elaborate court rituals
            1. Kept separate
            2. Immobilized rulers, prevented innovativeness
      2. ...but, women held imperial throne
         a. Theodora – daughter or emperor, but refused to marry heir, sister did
            1. Forced to live in monastery
            2. Claimed control in 70
               a. Checked power of unruly nobles
b. Limited bureaucratic corruption
c. Severely retaliated against political enemies

3. Maintaining order
   a. Bureaucrats
      1. Trained in Greek classics, philosophy and sciences
      2. Recruited from all social classes
   b. Officials close to emperor – eunuchs
   c. Provincial leaders appointed from center
   d. Spies everywhere
   e. Military organization
      1. Recruit and offer land
      2. Military leaders could gain regional power
   f. Economically – hands on
      1. Controlled food prices/regulated trade
      2. Prices kept artificially low for urban rich
      3. Trade – silk production, luxury goods – only China’s could compete
         a. But merchants didn’t gain a lot of prestige, power

4. Cultural life
   a. Relatively conservative – little innovation
   b. Art and architecture
      1. adapted Roman domed buildings
      2. religious mosaics
      3. icon painting
         a. blue and gold backgrounds + richly dressed figures
         b. brilliance of heaven
         c. led to iconoclast movement – should they be destroyed

E. The Split Between East and West
   1. Different focus
      a. East economic orientation, link to Asia more than Europe
   2. Disagreement
      a. papal attempts to interfere over icons
      b. Charlemagne claims to be Roman emperor
      c. Rituals in Latin, not Greek
      d. pope as first bishop
      e. religious art
      f. celibacy for priests
   3. 1054 Schism – split between Roman Church and Eastern Orthodox

F. The Empire’s Decline
   1. Invasion – 11th century – Seljuk Turks
      a. Cut off source of tax revenue
      b. Cut off food supplying territory
   2. Creation of independent Slavic kingdoms
   3. During Crusades – Italian merchant cities – Venice – gained trading advantages
   4. 1453 – Turkish sultan brought army w/ artillery
   5. Importance
      a. Anchored vital corner of Mediterranean
      b. Key trading contacts
      c. Maintained classical learning
      d. Spread Christian learning

SUMMARY
I. Interregional networks and contacts and the Interaction of People in the 13th and 14th Centuries
   a. Development and shifts in interregional trade, technology, and cultural exchange
      i. Buying/trading goods big incentive for interactions
      ii. If self-sufficient, you can life in isolation
      iii. If you lack a resource, two options
         1. Take or trade
      iv. Major trade routes
         1. Mediterranean – western Europe, Byzantine Empire, Islamic Empire
         2. Hanseatic League
            a. Baltic/North Sea Regions
            b. 1241 banded together
               i. Common trade practices
               ii. Fight off pirates/foreign governments
               iii. Establish a trade monopoly
               iv. 100 cities joined league
            c. Impact
               i. substantial middle class in Northern Europe
                  1. Drive changes in future centuries
               ii. Precedent for large, European trading operations
                  1. Affected Dutch/English
      v. Silk Road
      4. Land routes of Mongols
      5. Trade between China/Japan
      6. Trade between India/Persia
      7. Trans-Sharan routes – west Africa/Islamic Empire
   v. Trade aided by
      1. better boats/roads
      2. monetary systems
      3. lines of credit
      4. accounting – record keeping, money management key
         a. Keeping records establishes business relationship
         b. Once you have relationship, you can consider investment
         c. International business the next step
   vi. Role in cultural diffusion
      1. Religions and languages spread
      2. Literature and art spread
      3. Plague spread
         a. Bubonic plague – Black Death – Asia 14th century
         b. Eventually 1 out of 3 in Europe
         c. Led to decline of feudal society
   vii. Global Trade Network
      1. Global Network not controlled by one entity
         a. Interconnected, highly-independent parts
         b. Managers at each site
         c. No one managing it, but everyone (accept Americas) involved
      2. After 1200 – world interconnected
         a. Europe to Islamic World/Russia
         b. Islamic World > India, Africa, China
         c. India > China/East Africa
b. **Trans-Sahara trade**
   i. Ghana – “land of gold”
      1. Arab traders
         a. Helped spread Islamic faith
         b. Expanded knowledge of Africa
      2. Economy regulated by monarchy
         a. Gold production controlled
            i. Overproduction caused value to decline
      3. Exports
         a. Salt, Honey, slaves, ivory
         b. Gold
            i. After 1200, Europe mints gold coins – value increases
            ii. Primary supplier of gold to world
      4. Imports – more useful metals
         a. Copper, horses, textiles, figs, iron
      5. Absorbed by Mali
   ii. Mali
      1. Dominant empire until 1350 CE
      2. Already nominally Muslim, now greater numbers converted
      3. Mansa Musa
         a. Greatest of the Malian kings
         b. Libraries and Islamic schools throughout kingdom
         c. Mosques
         d. Timbuktu – regional cultural center for West Africa, capital
         e. 1324 Pilgrimage to Mecca
            i. Entourage of 50,000, many adorned with gold
            ii. Wealth paraded for thousands of miles
         f. After 1350 provinces began to proclaim power, split up

**SUMMARY**

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34
I. Interregional networks and contacts and the Interaction of People in the 13th and 14th Centuries
   
   c. Indian Ocean trade
      
      i. Persians and Arabs dominated
         1. Arabs controlled west
         2. Middle zone controlled by various Indian kingdoms
         3. East zone controlled by China
      
      ii. Trade routes connected ports in western India to Persian Gulf
           1. Then connected to East Africa
           2. 6000 miles
      
      iii. Travel
           1. Resilient to larger waves
           2. Understand the monsoon season/direction of winds
           3. Routes relatively safe
              a. Mediterranean always had to worry about warfare
      
      iv. Marriage
           1. Sailors married local women at end of routes
           2. Cultures intermix
              a. Foreign wives created bilingual/bicultural families
      
      v. Goods
           1. From Africa – ivory, animal hides, forest-related goods, gold, slaves
           2. From Middle East – textiles, carpets, glass, Arabian horses
           3. From India – gems, elephants, salt, cotton cloth, cinnamon
           4. From China – silk, porcelain, paper – Japan – silver
      
      vi. China during Ming Dynasty
           1. Refocused trade in early 15th century on Indian Ocean trade
              a. Display glories of Middle Kingdom
           2. Indian Ocean and Persian Gulf/Red Sea
           3. Expeditions led by Zheng He – Chinese general of Muslim faith
              a. Forced to return – jealous of notoriety of Zheng He
              b. Wanted to use money to protect against nomadic invasions
              c. Chinese junks – huge boats
           4. Focused from then on regional trade
      
   d. Silk routes
      
      i. Connected China to Mediterranean since era of Roman Empire
      ii. Used heavily 1200-1600 – reign of the Mongols
      iii. Products
           1. Much more than silk
           2. Porcelain
           3. Paper
           4. Military technology
           5. Buddhism, Islam, Christianity
           6. Food
      
      iv. East met West via Silk Road
      v. Any discussion about international trade must include Silk Road
      vi. Marco Polo
           1. Went with Venetian dad and brother to Asia
           2. Returned home and wrote book
3. Noticed fascinating topics
   a. banking system – paper money/letters of credit
   b. black rock (coal) for fuel
   c. highways linking cities
   d. Express messengers to carry news throughout empire
V. Interregional networks and contacts and the Interaction of People in the 13th and 14th Centuries
   a. Missionary outreach of major religions
      i. Christianity
         1. Remained in Africa – Ethiopia and Egypt
            a. Egypt allowed to exist under Islamic empire
            b. Myth of Ethiopian wealth led to Prestor John myth
               i. Led to exploration later on
   b. Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam
      i. North and East Africa
         1. Christianity
         2. In spite of Muslim influence
         3. Ethiopia
            a. St. Mark preached to East Africans during Roman period
            b. Strong Christian traditions
            c. Coptic monasticism
         4. Egypt
            a. Allowed by Muslims to worship freely
         5. Many preferred rule under Muslims to former Christians
         6. Cheaper and more religious tolerance
         7. Unique linguistic, architectural and artistic version of Christianity
   c. Growth and role of cities
      i. Growth of cities
         1. As populations grew, people needed to spread out
            a. Made more crowded conditions on manor/in cities
         2. Creation of guilds – labor groups that maintain monopoly
            a. Restricted membership, established prices/quality standards
         3. Cities become larger, more opportunities
            a. Pulled more from the countryside
            b. Cities also grew because they were established as centers of civilization
               i. Constantinople – built to be city center
         4. Capitals created to create aura of rising empire
            a. Islamic Empire moves to Baghdad
            b. Japan moves to Heian
            c. Mongols built Smarkand
         5. Location of universities
         6. Leads to more cultural diffusion
            a. People who would have never interacted, now interact
         7. Encouraged specialization of labor
            a. shopkeepers, artisans, tradespeople, laborers
         8. Pilgrimages – constantly on move
            a. Rome/Constantinople attracted to huge cathedrals
            b. Islamic trip to Mecca most significant
               i. From vast reaches of Islamic empire to Mecca
               ii. Think of Mansa Musa
         9. Growth of cities due to increased trade
            a. Towns located near rivers/waterways
            b. Became marketplaces where goods could be sold
         10. But...overcrowded, polluted, people lived in abject poverty
         11. Benefit – immunity from feudal obligations
12. Urbanization in high Middle Ages
   a. Service providers/craftspeople set up businesses in towns – stimulates growth
      i. Barbers, blacksmiths, coopers (barrels), jewelers, tanners, innkeepers, wine/beer merchants
   b. Cities had to plan growth, regulate business, collect taxes
   c. Wealthy towns in Italy invested in new buildings/statuary for beautification

<table>
<thead>
<tr>
<th>SUMMARY</th>
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</table>

V. Interregional networks and contacts and the Interaction of People in the 13th and 14th Centuries
   a. Was there a world economic network in this period?
      i. By 1200 CE, the world was very interconnected
         1. Europe trading with Islamic world and Russia
         2. Islamic world trading with Africa, India, China
         3. India trading with China, East Africa
         4. China trading with Japan/S. East Europe
         5. So…goods could go from England to Persia to India to Japan or
            a. Muscovy to Mali
         6. not controlled by one entity/one trading organization
            a. Web of interconnected parts
            b. Lots of managers at each site
      ii. But…is it direct/indirect trade
          1. Many intermediaries
          2. Europe dependent on Silk Road/nomadic leaders
             a. Can be shut down easily due to ruling parties
          3. The Americas? Australia? Southern Africa? If 3 of 7 continents not involved…?
   b. What are the issues involved in using cultural areas rather than states as units of analysis?
      i. Political boundaries
         1. Yes, they might have centralized government, but…different people forced to live together
         2. More centralized you get, the more organized you are, but…cultures oftentimes keep people united more than government
         3. Political boundaries oftentimes based on convenient geographic factors, but don’t take cultural differences into account
      ii. Cultural Boundaries
         1. During post-classical era – easier to write about regions in terms of cultural areas
            a. Muslim World
            b. Jewish Community
         2. Religion a good way to divide
            a. Christian sphere, Islamic sphere, Hindu sphere, Buddhist sphere
            b. but…some overlap (Confucianism and Buddhism)
            c. and…some are quite different (Eastern Europe vs. Western Europe)
         3. Consider grouping the world into cultures that interacted vs. cultures that didn’t

SUMMARY
## Europe in the 13th and 14th centuries

**Directions:** Fill in the graphic organizer below using your notes. You may use bulleted information to answer the questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>My Interpretation</th>
<th>What the Class Says</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which do you think is more significant in the European recovery, technology or self-governing cities? What other factors might have contributed to the recovery?</td>
<td></td>
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<tr>
<td>Why was feudalism the most important economic development during the Middle Ages?</td>
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<tr>
<td>How did feudalism affect social stratification during the Middle Ages?</td>
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<tr>
<td>Feudalism paved the way for the development of our modern European nations. How did this take place?</td>
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<tr>
<td>Question</td>
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<td>What the Class Says</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Describe the cultural changes that took place in western Europe during the Middle Ages. How did these changes impact Europe after feudalism fell?</td>
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<tr>
<td>What was the impact of the Bubonic Plague on Europe?</td>
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<tr>
<td>Were the Crusades more important for Europe or the Muslim world? Support your claim.</td>
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<tr>
<td>The Renaissance revolutionized the culture in Europe. How did Renaissance ideas impact the political and economic systems in Europe also?</td>
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</tbody>
</table>
**Africa in the 13th and 14th centuries**

**Directions:** Fill in the graphic organizer below using your notes. You may use bulleted information to answer the questions.

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<th>Question</th>
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<tbody>
<tr>
<td><strong>Describe the Northern Trading Kingdoms of Africa</strong></td>
<td></td>
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<tr>
<td>Mali/Sundiata</td>
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<td>Songhay</td>
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<tr>
<td>Sudanic</td>
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<tr>
<td><strong>Describe the common elements of African societies.</strong></td>
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<tr>
<td><strong>How did the African Societies differ?</strong></td>
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</table>
Asia in the 13th and 14th centuries

Directions: Fill in the graphic organizer below using your notes. You may use bulleted information to answer the questions.

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<tr>
<td>How did the Mongol’s create a powerful empire?</td>
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<tr>
<td>Based on their widespread travels, what impact did the Mongols have on the areas they invaded?</td>
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<tr>
<td>How did China influence the following areas?</td>
<td>Japan</td>
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<td></td>
<td>Korea</td>
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</table>


Vietman

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<tr>
<th>How did the Ming Dynasty change how China was ruled?</th>
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<table>
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<tr>
<th>What major developments took place during the rule of the Ming?</th>
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</table>
Middle East in the 13th and 14th centuries

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<tr>
<td>Describe the makeup of the Byzantine Empire.</td>
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<tr>
<td>How did the Byzantine Empire differ from the kingdoms that developed in western Europe?</td>
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<tr>
<td>How was the Byzantine Empire similar to the kingdoms in western Europe?</td>
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</table>
### Interaction of People in the 13th and 14th Centuries

**Directions:** Fill in the graphic organizer below using your notes. You may use bulleted information to answer the questions.

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<tr>
<td><strong>Describe the following major trade routes</strong></td>
<td>Hanseatic</td>
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<td></td>
<td>Trans-Sahara</td>
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<td></td>
<td>Indian Ocean</td>
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<tr>
<td></td>
<td>Silk</td>
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<tr>
<td><strong>How did the growth of cities affect an area?</strong></td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Was there a world economic network in the 1200 and 1300's? Explain</td>
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