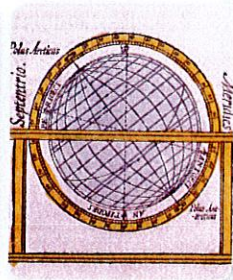


# STATE OF THE WORLD

## A World on the Point of Global Integration



**W**hen Christopher Columbus and his crew sailed across the Atlantic Ocean in 1492, the world's peoples were no strangers to long-distance travels and meetings, nor were cross-cultural interactions and exchanges foreign experiences for them. Peoples of the world's three major geographic zones—the eastern hemisphere, the western hemisphere, and Oceania—had been dealing for thousands of years with counterparts from different societies. Even as they built their own distinctive political, social, economic, and cultural traditions, the inhabitants of these different geographic zones also engaged the larger world beyond their own societies. Their interactions were often hostile or unpleasant, taking the form of raids, wars, campaigns of imperial expansion, or transmissions of epidemic diseases. Yet their engagements also took more peaceful and beneficial forms, as trade, missionary activity, technological diffusion, and the spread of agricultural crops linked peoples of different societies.

Until 1492, however, long-distance travels and cross-cultural interactions took place mostly within the world's three broad regions. With rare and fleeting exceptions, peoples of the eastern hemisphere, the western hemisphere, and Oceania kept to their own parts of the world. They rarely possessed nautical technologies that would have enabled them to cross the earth's oceans regularly and carry on sustained relationships with peoples across the waters. Even when sufficient nautical technologies were available, the costs, dangers, and uncertain prospects of transoceanic voyaging mostly discouraged mariners from making efforts to venture beyond their own zones.

Developments during the era 1000 to 1500 were the immediate context for efforts to cross the world's largest bodies of water. Even as they carried out brutal campaigns of conquest, peoples of nomadic pastoral societies forged links between settled agricultural societies throughout Eurasia and created a demand for continuing relationships, particularly commercial relationships. While Turkish and Mongol peoples wielded more influence than any of their nomadic ancestors in Eurasia, Muslim Arab and Persian merchants drew the societies of sub-Saharan Africa increasingly into interaction with others of the eastern hemisphere. The region of the eastern hemisphere with the most to gain from transoceanic voyaging was western Europe, which otherwise had few good routes providing access to lands to the south and east. Thus, even though mariners from China, India, Persia, the Pacific islands, and other lands also possessed effective nautical technologies, it is not surprising that western European peoples most energetically and most systematically explored opportunities to establish maritime networks of travel, transport, trade, communication, and exchange.

In the year 1500 the world stood on the brink of a new era in the experience of humankind. Peoples of the world's three major geographic zones—the eastern hemisphere, the western hemisphere, and Oceania—were poised to enter into permanent and sustained interaction. The results of their engagements were profitable and beneficial for some peoples but difficult or disastrous for others. It is impossible to comprehend them except in context of the acceleration of cross-cultural interaction in the era 1000 to 1500.

## PART

## 5

## THE ORIGINS OF GLOBAL INTERDEPENDENCE, 1500 TO 1800


**AP** FOCUS ON THEMES

- Theme 1: Interaction Between Humans and the Environment
- Theme 2: Development and Interaction of Cultures
- Theme 3: State Building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures

The enormous change that drives the study of AP World History in Period 4 is the permanent interconnection of the eastern and western hemispheres. Even though the Columbian voyages from ca. 1450 to ca. 1750 and their consequences were huge, the empires and states of east Asia, south Asia, southwest Asia, and the Middle East remained powerful and wealthy. Remember that western Europeans always wanted to go east to gain access to those luxury goods. Your main task in this period is to recognize how the goods and peoples of the Americas were integrated into the trade routes and peoples of Afro-Eurasia, and vice versa. Again, look for “syntheses” (mixings) as well as continuities or themes from previous periods.

Around the world, rulers of empires and states of varying sizes were pursuing strategies of centralization. Kings and emperors were trying to take the power to make laws, war, and taxes away from noblemen and give it instead to government officials (bureaucrats) whom the rulers appointed. Because bureaucrats were appointed, they were exceedingly loyal to the ruler. This worked particularly well when rulers gave these bureaucrat jobs to foreigners, thereby undercutting the power of native nobles. Rulers used art, architecture, and religious ideas to reinforce (legitimize) their quests for power. They used tax

money from farmers and merchants to pay for many of these signs of power. And of course, there were wars within and between these powerful empires because of the desire for power and wealth. Be prepared to explain and compare techniques various rulers used to centralize their powers.

The increasingly wealthy western Europeans craved the luxury goods that were traded—and the tax revenue they represented—in the Indian Ocean basin and other Afro-Eurasian trade routes to which they had been introduced in the aftermath of the crusades. The creation of the Ottoman empire in 1453 disrupted European access to this trade and these goods, and sent governments, private investors, and merchants scrambling for sailing routes to bypass the powerful Ottomans. Using technology, tools, ship design, and mapping borrowed from the classical, Islamic, and Asian worlds, western Europeans sailed relatively safely around Africa, and into the Indian, Atlantic, and Pacific oceans. Western Europeans were by no means the only peoples capable of maritime exploration, but they had the luck to stumble upon the Americas and eventually the force to take them over.

Royal chartered monopoly companies controlled trade in this period. Study how they competed with each other for business, access to luxury goods, colonies, and influence in governments. Most of these chartered companies set up

business offices (trading posts, or “factories”) in Asian, African, and (some) American lands. Remember that these companies were the new, minor players on the centuries-old Eurasian and African trade routes.



There were huge implications in the metamorphosis to a global world. The new connections between the hemispheres resulted in the Columbian exchange: a global exchange of biological goods. You must be able to track the positive and negative effects of this massive exchange of peoples, plants, animals, and diseases across time and place, right to the present day. Along with biological goods, religions in this period spread with increased and intensified contacts: Islam to new settings in Asia and Africa, Christianity (in many forms after the Reformation) to the Americas, and Buddhism within Asia. In addition, mixed or syncretic forms blossomed from the interconnections of old and new belief systems. Silver from new Spain—the life blood of both the European and Asian economies for centuries—and profits from sugar, the main American plantation crop, enriched the purses of Europeans, Asians, and Africans alike from tax-collecting governments to investors to ship and warehouse owners and slave traders. The global world brought the blending of peoples—Africans, Europeans, Asians, and indigenous peoples of the Americas—resulting in new ethnic and racial groups.

Even though trade seems to have dominated the economy in this period, the world’s economic and productive systems were still heavily agricultural. New crops, larger populations, emerging markets, and new business practices transformed traditional peasant-farmer agriculture, increased the demand for labor, and fueled the global need for raw materials and finished products. AP students may be asked to compare labor sources and practices, especially forced or coerced labor (slaves, serfs, *mita*, indentured, or impressed). You will

need to ask and answer questions such as: Who wanted the labor? How did they pay for it? Who worked, and who decided who worked? Who profited from the labor?

As is obvious, global conquests and new money-making opportunities resulted in newly important and wealthy individuals, particularly businessmen and investors, who wanted power and influence in their societies. And, because their new-found wealth and position shifted the traditional social and economic structure, they tended to challenge the established land-based elites. Astute rulers took advantage of this conflict and played one group off the other. It was mostly men who traveled and profited from these global trade routes, but women were also key players. Study the roles women played in the new global landscape: they were mothers of mixed-ethnicity children in the Americas; they were the main merchants in southeast Asia; they helped run family businesses; and they took over important ruling functions when men disappeared, such as in west Africa. In the AP World History course, we use the terms “new social and political elites” and the “restructuring of racial and gender hierarchies” to describe this profound rearrangement of social, racial, and gender positions.

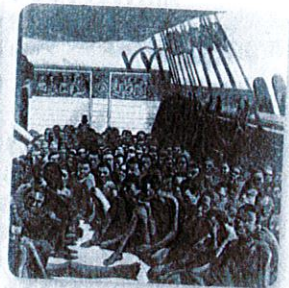
Exploration, trade, and conquest required money. Rulers came up with different ways to collect taxes and generate revenue so that they could continue to expand and consolidate their own power over their large states. In AP World History, you’ll be asked how some rulers managed to massively expand their empires and what the consequences of these expansions were for the conquerors and the conquered. Be ready to compare the strategies of those who acquired huge land-based empires (China, India, Ottomans, Russians) and those who established maritime empires (European states). And of course, all the competition over land and trade routes caused wars, revolts, and significant resistance to state power. As of ca. 1750, AP World History was much more modern, more global, and more complex.

#### AP THINKING ABOUT THEMES

1. What distinguished this early modern period from the period 1000–1500, and from the modern period after 1800?
2. What were some of the global processes of the early modern era that affected peoples all over the world?

# STATE OF THE WORLD

## Changing Views of the World, Changing Worldviews



Whether signaled by a young Mexican woman serving as an interpreter for Spanish conquerors or by the sounds of chiming clocks in China, novel cross-cultural experiences—on both an intimately human and a coldly technological level—symbolized the intense global transformations taking place in the early modern world. One of the most stunning alterations after 1500 involved the very way humans could now envision a world so perilously and profitably interconnected. Mariners and voyagers from as far afield as east Asia, the Ottoman empire, and western Europe charted the vast expanses of the world's oceans and opened up new human vistas on a world where two previously isolated hemispheres coexisted in an ever-tightening web of global interaction. Detailed maps of the Americas, Oceania, the Indian Ocean basin, and western Africa added to the world's cartographic knowledge and stood as two-dimensional emblems of this changed view of the world—and of the changed worldviews impelled by that new world understanding.

Few societies could withstand the impulses of change emanating from this new, globally intertwined world. Western Europeans in the vanguard of global voyaging in the early modern era consolidated their global influence by establishing empires and settler colonies in the Americas and by setting off a complex process of voluntary and forced human migrations that changed both the world and the worldviews of those involved. Indigenous Americans and Pacific Islanders suffered mass die-offs from epidemics and the consequent dimming of their strength, while the African slaves who replaced them as laborers likewise had their worldviews rudely adjusted during their forced migrations through the Atlantic Ocean basin. And, as the far-flung travels of Thomas Peters suggested, Africans experienced exposure to a complex mixture of worldviews shaped by indigenous African, American, and European ideologies. In this early modern era of interconnectedness, worldviews took on an increasingly cross-cultural cast.

The imperative to change in this era had both external global and internal cultural elements. This was nowhere more evident than in western European societies, where intercontinental outreach was matched by an internal questioning of traditions, whether religious, intellectual, or political. In the age of revolution after 1750, the external and internal pulses of change in Europe would collide and provide it with even more explosive global power. The prosperous societies in the early modern era, such as China, Japan, and the Islamic empires, succeeded in shielding their traditions and their worldviews from the intensifying impulses of change through much of this period. The chimes of those clocks in China, however, served as harbingers of a more deafening weapons technology that threatened imperial intrusion and the further altering of worldviews.

# PART

# 6

## AN AGE OF REVOLUTION, INDUSTRY, AND EMPIRE, 1750 TO 1914



### AP FOCUS ON THEMES

- Theme 1: Interaction Between Humans and the Environment
- Theme 2: Development and Interaction of Cultures
- Theme 3: State Building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures

One of the fascinating aspects of history is that none of it occurs in a vacuum and no single element or event is isolated from another. AP World History calls your attention to themes and key topics, and your mission is to begin to see the interconnectedness in history. For example, the industrial revolution resulted in migration and changes in labor systems which, in turn, led to shifts in gender roles. As you continue to study these last chapters, focus on the relationship that the themes have with each other, and reflect on earlier historical events to gain a better perspective on what led people to this new era.

AP Period 5, ca. 1750–ca. 1900, is considered the first modern period in AP World History because the ideas and actions from the intellectual, political, and economic revolutions of this time reoriented the way people interacted, and formed the foundation of many of our modern world systems. Historians don't use the term *revolution* lightly. It implies a dramatic 180-degree change. With a shift this dramatic, historians pay very close attention, particularly when one revolution seems to trigger others.

The powerful divergence of intellectual ideas of this period is called the Enlightenment. The ideas of the

eighteenth-century Enlightenment were based on the earlier scientific revolution which advocated relying on reason and experimentation, rather than tradition or religion, to analyze how the universe worked. Philosophers interested in government took those principles and argued that all men were born equal, and therefore all men should have a say in governing themselves, rather than following the ideas of people born into certain families who claimed a divine right to rule. The globalization of these Atlantic world ideas about equality and human rights, structures of governments, and nationalism has held significant influence from the eighteenth century to the present day.

In the eighteenth and early nineteenth centuries, there were several successful political and social revolutions in the Atlantic world. North and South American colonists won independence from their European masters and experimented with republican forms of government. Slavery was questioned and eventually abolished in the Americas, and suffrage (the right to vote) was eventually extended to all men and all women. Wealth and talent gradually replaced birth and land ownership as markers of success and power. AP students will

need to compare the political and social revolutions in the United States, France, Haiti, and Latin America in terms of their causes, participants, and outcomes.



Economic change, rather than political, caused the other revolution in this era, and is known as the industrial revolution. Like the Neolithic revolution ca. 8000 B.C.E., this was a huge shift in how people supported themselves. Northwest European countries and the United States, followed by Japan, were the first industrialized economies, and you will need to explain why that was. You will be expected to know how and by whom goods were produced, transported, and financed. You will also have to understand the varying ways the industrial revolution in different parts of the world changed the lives of people in different social classes, ages, and gender. This is a huge topic, and one for which AP students are often asked to compare, or to trace changes and continuities over time.

The creation of industrialized economies had a ripple effect in international relations. Industrialized countries needed access to cheap raw materials, a low-wage labor force, and markets for their manufactured goods, so they used their new technologies to accumulate colonies in Africa and Asia to supply their needs. This second round of acquiring colonies, often called nineteenth century imperialism, tightened the web that the Columbian voyages had begun almost four centuries before. Colonial people were not merely passive victims. They often fought overtly to the death trying to hold on to their independence. Some colonists were covert in their resistance, using techniques that would undermine the imperialists while appearing to be acquiescent. AP students will be

asked to evaluate how the lives, economies, governments, and environments of colonial peoples were changed by these colonial incursions, and how the colonists resisted.

Rulers of well-established empires such as the Ottoman, Qing China, Russia, and the Japanese Tokugawa shogunate had to decide whether or how much to industrialize in order to compete militarily or economically with the west. Some feared industrialization because of the foreign influences that would accompany it. Others wanted to embrace industrialization to be able to compete with and join western capitalist economies. The tension of all these forces often led to deep political, social, and economic divisions within these societies at the crossroads.

Industrialization, increasing global integration (globalization), and imperialism changed the patterns of human migration in this period. As family and community sizes expanded, and despite increased food production and improved medical conditions, there was often not enough land or work to accommodate the growing populations. Migration occurred on a different scale than seen in earlier chapters as rural workers moved to urban areas to work in industrial economies. Migration also occurred on a transnational scale as workers chose to move or were forced to move—many in search of work. Often migration occurred within an imperial system when, for example, indentured servants from British India went to work in the British Cape Colony. Historians study why people migrated, and what happened to the lands they left and the lands to which they moved. We also look at how governments attempted to regulate migrants, and what happened when different cultures lived and worked together.

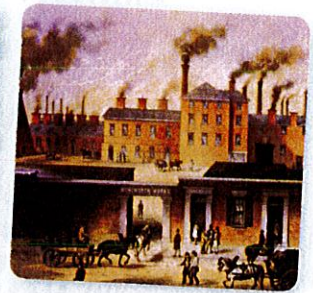
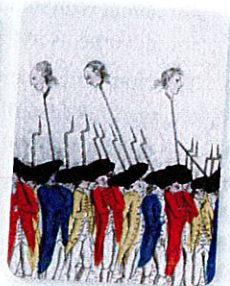
By about 1900, many human patterns and interactions are recognizably modern—we can see the roots of our own world in the revolutionary changes of the eighteenth and nineteenth centuries.

#### AP THINKING ABOUT THEMES

1. Cite the factors that allowed Europeans to assume global dominance between the late eighteenth and twentieth centuries.
2. How did the revolutions, industrialization, and imperialism influence non-Europeans?

# STATE OF THE WORLD

## The World Turned Upside Down



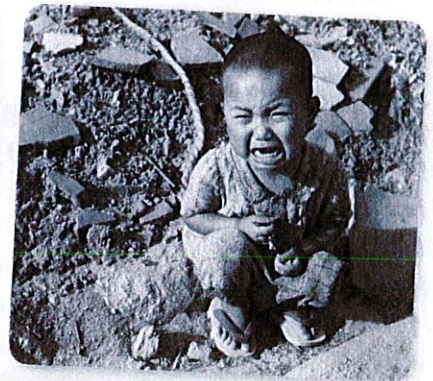
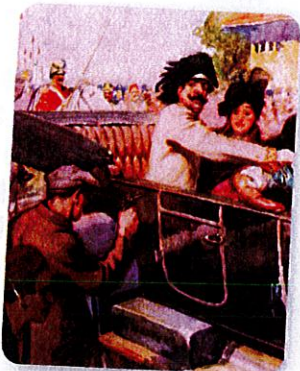
**A**t the 1781 British surrender to colonial American troops in Yorktown, the British band reputedly played the march “The World Turned Upside Down.” Whether that is a true story or not, the tune’s title offered an appropriate commentary on how the state of the world was indeed experiencing dramatic changes, not just by political revolutions, but also by industrialization and the new imperialism. When the much-underrated colonial and guerrilla forces defeated the brash, imperial army of Great Britain, the most powerful nation in the world, that world did indeed seem upside down. A subject population of the British empire had bested its rulers and overthrown monarchy in favor of a republican form of government.

As “the people” became the source for national sovereignty in much of the Atlantic basin, revolution brought about the beheading of a king and a queen in France and the elevation of slaves to the status of national leaders in Haiti. Throughout Europe, the Caribbean, and Latin America, old governments fell under the pressure of revolutionary ideals and a new sort of nationalism. Similarly, the economic transformations linked to industrialization contributed to a world seemingly upended, whereby machines, factories, and inanimate sources of power and energy ruled over human life and nature. Industrialization likewise promoted mass migrations of Europeans and Asians to the Americas, literally repositioning human populations across hemispheres. Migrants, indigenous peoples, freed slaves, and women agitated for their democratic rights and equality in these new industrial and expansionist national states, but most of the world did not immediately undergo revolution inspired by Enlightenment ideals of liberty, equality, and popular sovereignty.

Some of the oldest, most prestigious, and most powerful territories in the world, from the Ottoman empire and Africa to Russia, China, and Japan, found themselves challenged by the upstart new imperialists in Europe and the United States, their sovereignty and freedom impinged upon by the powerful combination of nationalism, industry, and militarism. Resistance to this world turned upside down persisted, however. On the foundation of thoroughgoing reform, Japan managed to attain parity with European empires. Colonial subjects from India to Africa engaged in large-scale rebellion and small acts of resistance. What North American colonists began in the late eighteenth century, colonial peoples in Africa and Asia finished in the twentieth century. After Europe imploded from within during two cataclysmic world wars, colonized peoples would turn the world upside down once again.

## PART

## 7

CONTEMPORARY GLOBAL REALIGNMENTS,  
1914 TO THE PRESENT
**AP** FOCUS ON  
THEMES

- Theme 1: Interaction Between Humans and the Environment
- Theme 2: Development and Interaction of Cultures
- Theme 3: State Building, Expansion, and Conflict
- Theme 4: Creation, Expansion, and Interaction of Economic Systems
- Theme 5: Development and Transformation of Social Structures

One of the greatest difficulties in studying the recent past is that enough time hasn't passed for historians to gain a perspective on the long-term significance of recent events and see the big picture. Another related difficulty is the superabundance of information. So, without a sense of long-term significance in a world filled to the brim with print, audio-visual, and computer-based information, how can historians determine what is and what is not important? One of the ways world historians try to make sense of the recent past is to tie events to the themes and key concepts of the early eras of human history. So, as you go through this last period of world history look for themes and concepts, and be certain to stay global—don't focus exclusively on the west.

Rapid scientific advances in the twentieth century altered everything from how we understand the universe to how food is grown—and have created a multiplicity of paradoxes. **Science has made huge advances in extending the span of human life at the same time that it has produced technologies that threaten to destroy the delicate ecologies on which human life depends.** Advances in transportation and communication networks have made obsolete the concept of geographic distance and have enabled international trade, migration, communication, and the spread of diseases at both amazing and alarming rates. All these modern marvels and

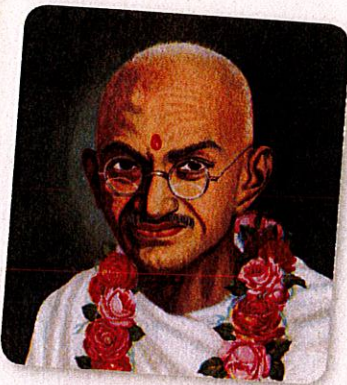
conveniences are continuities of themes you have followed since the beginning of the course.

From the time the first humans migrated, traveled, and traded, there have been cultural exchanges. Look for ways in which both popular and “high” cultures have become increasingly global as communication networks get exponentially faster and available. Music, film, social networking sites, cell phones, and sports can reach and engage people on a global scale if they have access to necessary technologies, but not everyone has embraced the increasing globalization of culture. Many fear that embracing a global or common culture threatens the viability of their own culture, and that its unique characteristics and traditions will lose their value. As you read these chapters, look for the conflicts that have some basis in ridding one's culture of “others.” Did they succeed, and what did it cost them to wage such a conflict?

Global industrial capitalism dominates the world's twentieth century economy, yet benefits of this economic system are not evenly distributed. As you study this period, scrutinize the distribution of wealth in the global economy, particularly with regard to regions, nations, and colonies. The popularity of socialist and communist ideas stem from discontent with industrial capitalism's inequities. As the nature of production changes, examine how labor does or does



not change. On a more local scale, how have economic and political roles of women and ethnic or racial minorities changed in families, business, and politics in the twentieth



and twenty-first centuries? In addition to those changes, analyze changes and continuities in social structures—who have the greatest advantages, and who are at the greatest disadvantages?

The global conflicts of the twentieth century are only one-third of the AP curriculum in this modern era, so don't dwell exclusively on these wars. AP students should focus on the causes and results of the two world wars, not on singular battles. Explore the "total war" aspects of these conflicts on the home fronts in great detail, since the all-consuming involvement of peoples on all continents changed the shape of much of the global community. Twentieth-century wars and modern military technologies frequently led to ethnic genocides, enormous wartime casualties, and demands to change the dominant political power structures. The ensuing Cold War and independence and de-colonization movements were intertwined. The U.S. and U.S.S.R. represented the new global balance of power, and AP students should be able to link postwar conflicts in Asia, Africa, and Latin America to competing superpowers' conflicts.

Some nations, especially in Asia and Africa, opposed aligning with the power blocks of either the Soviet Union or

United States. You will need to explain the alternative positions offered by groups such as the Nonaligned Movement. International governing organizations like the UN, humanitarian organizations like the World Health Organization (WHO), and economic institutions like the IMF (International Monetary Fund), the European Union, and even Coca-Cola facilitated transnational or multinational economies, not merely nation-based ones.

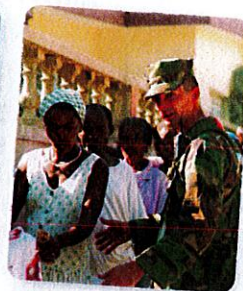
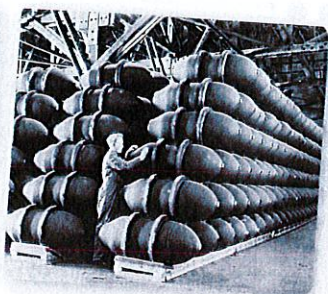
Globalization, in its many forms, is not a new phenomenon: AP students know it starts in the fifteenth century, although its roots go back much further. You have analyzed the effects of the intensification of transregional networks of communication and exchange since ca. 600 B.C.E. In the twentieth and twenty-first centuries, one of the criticisms of globalization is that it comes at the expense of national or cultural identity. Some people see increasing global contact as the homogenization or the destruction of their indigenous cultures or beliefs. Others protest against the economic inequalities or unevenness of the global economy, while still others focus on the destructive effects of the spread of modern technologies on the environment. There have been both peaceful and violent protests against globalization. AP students will need to be able to analyze peoples' actions in their proper historical, national, and cultural contexts. This is the challenge that historians have always faced: how to tell a story so that it does justice to the people who lived it, to the time and the context in which it took place, and to where on the globe it occurred.

#### AP THINKING ABOUT THEMES

1. Provide some examples of historical developments that preceded the intense violence of the two world wars in the twentieth century.
2. Give your opinion about whether you think that the globalization of the contemporary period represents a radical break with the past, or is simply an acceleration of existing patterns. Be prepared to support your assertion.

# STATE OF THE WORLD

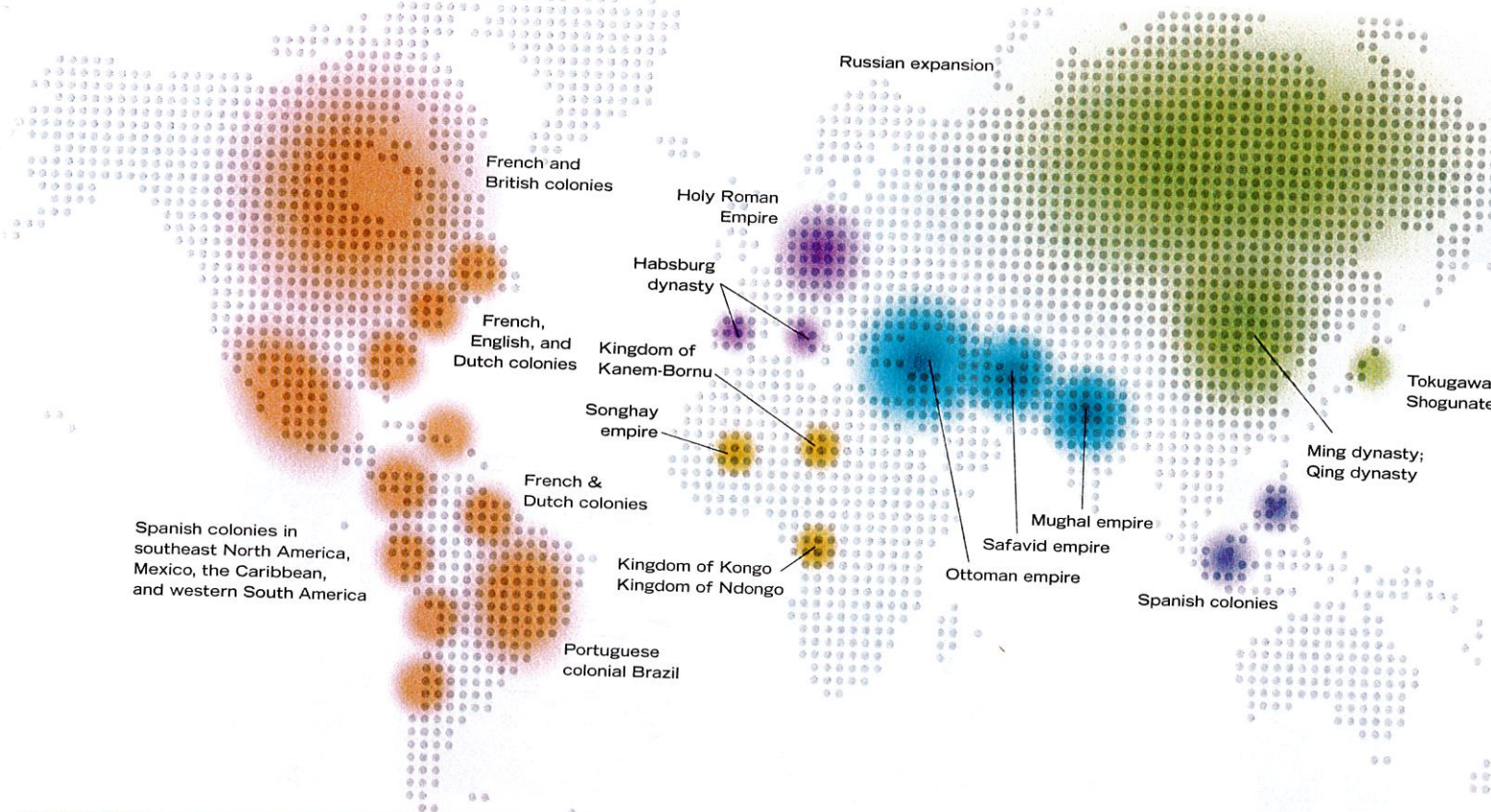
## A World Destroyed / A World Reborn



**T**he global history of the twentieth century catalogued staggering numbers of human deaths and massive amounts of material destruction. It was, to date, the world's most violent century, and that violence announced itself in assassinations of figures as diverse as the Austro-Hungarian Archduke Francis Ferdinand and the nationalist Indian hero Mohandas Gandhi. Those assassinations also symbolized the forces responsible for destroying the world as it had existed at the turn of the century: world wars of unprecedented scope and horror and the final dismantling of colonial empires in a process of decolonization that was at once liberating and sobering for those seeking national independence. Tens of millions of soldiers and civilians on both sides of mighty European and global alliances died often horrid deaths, from weapons as mundane as guns to those as bewilderingly new and appallingly destructive as the atomic bombs that demolished Hiroshima and Nagasaki. The imperial and industrial power amassed by European and North American states dissipated as a result of the human and economic cost of world wars and the relatively short-lived cold war that followed those wars. That power also diminished as colonial peoples in Asia and Africa fought for their freedom and independence and thus destroyed as surely as the world wars had the global domination of imperial nations.

The geopolitical alliances that had shaped wars and divided peoples from the time of the Great War through the cold war evaporated one by one, leaving in their wake a seemingly borderless world of both promise and peril. No longer contained by European imperial hegemony, newly independent nations from India to Ghana, from Indonesia to Vietnam, contributed to the rebirth of a world free of empire. The tearing down of literal barriers between people, such as the Berlin Wall, was matched by the fall of figurative barriers between peoples as ushered in by the process of globalization. The disintegration of the world as it existed at the beginning of this era of contemporary global realignments led to a new sort of integration at the end of the century and into the twenty-first century, led by technological and economic forces that broke through national boundaries and connected the world's peoples through a complex web of communications, transportation, and economic interconnectedness. Resisted by some, and criticized by many, globalization has nonetheless remade the world and undermined old divisions, underscoring in its own way the commonality of human experience.

Destruction and disaster have not disappeared in the twenty-first century, and indeed, vast natural disasters have devastated societies and reminded humans of their vulnerability to the forces of nature—a vulnerability that ties twenty-first-century humans to their earliest ancestors. The devastating Haitian earthquake of 2010 and the Japanese earthquake and tsunami in 2011 have suggested anew that fragility of human existence. What is different about these natural disasters is the new globalized world, wherein intricate networks of communications and transportation can be used to support and help those humans in desperate need, wherein the world's common humanity can be reasserted and reaffirmed, and wherein massive destruction can be countered to some extent by a human cooperation little witnessed at the beginning of this era of contemporary global realignments.



China: Ming dynasty, 1368–1644 C.E.  
 Russian expansion, 1462–1795 C.E.  
 Japan: Tokugawa Shogunate, 1600–1867 C.E.  
 China: Qing dynasty, 1644–1911 C.E.  
**CENTRAL & EAST ASIA**

Holy Roman Empire & Habsburg dynasty (including Spanish and Austrian territories), ca. 1519–1648 C.E.  
**EUROPE**

Ottoman empire, 1289–1923 C.E.  
 Safavid empire, 1501–1722 C.E.  
 Mughal empire, 1526–1858 C.E.  
**SOUTH & SOUTHWEST ASIA**

Songhay empire, 1464–1591 C.E.  
 Decline of Swahili city-states after Portuguese raids, 1497–1505 C.E.  
 Kingdom of Ndongo, early 16th century to 1671 C.E.  
**AFRICA**

Kingdom of Kanem-Bornu, 9th century to 19th century C.E.; Kingdom of Kongo, 1396–1910 C.E.

Spanish colonies in Mexico, the Caribbean, southeast North America, and western South America, 1492–18th century  
 Portuguese colonial Brazil, 1500–1822 C.E.  
 French, English, and Dutch colonies in North America, ca. 1600–late 18th century  
**THE AMERICAS**

Spanish colonies in the Pacific, 1500–1800 C.E.  
**OCEANIA**



