

CHAPTER OUTLINE

I. Introduction

- A. Since the voyages of Columbus, the interconnection of cultures and peoples has taken place on a global scale.

II. The First Americans

A. The Settling of the Americas

1. "Indians" settled the New World between 15,000 and 60,000 years ago, before the glaciers melted and submerged the land bridge between Asia and North America.

B. Indian Societies of the Americas

1. North and South American societies built roads, trade networks, and irrigation systems.
2. Societies from Mexico and areas south were grander in scale and organization than those north of Mexico.
 - a. North American Indians lacked the technologies Europeans had mastered, such as metal tools and machines, gunpowder, and the scientific knowledge necessary for long-distance navigation.

C. Mound Builders of the Mississippi River Valley

1. Built approximately 3,500 years ago along the Mississippi River in modern-day Louisiana, a community known today as Poverty Point was a trading center for the Mississippi and Ohio River Valleys.
2. Near present-day St. Louis, the city known as Cahokia, which flourished with a population of 10,000 to 30,000 around 1200 CE, featured large human-built mounds.

D. Western Indians

1. Hopi and Zuni ancestors settled around present-day Arizona and New Mexico, built large planned towns with multiple-family dwellings, and traded with peoples as far away as Mississippi and central Mexico.
2. Indians in the Pacific Northwest lived primarily by fishing and gathering, whereas on the Great Plains, the Indians hunted buffalo or lived in agricultural communities.

E. Indians of Eastern North America

1. Indian tribes living in the eastern part of North America sustained themselves with a diet of corn, squash, and beans and supplemented it by fishing and hunting.
2. Native Americans believed sacred spirits could be found in living and inanimate things such as animals, plants, trees, water, and wind. This idea is known as animism.
3. Tribes frequently warred with one another; however, there were also many loose alliances.
4. Indians saw themselves as one group among many; the sheer diversity seen by the Europeans upon their arrival was remarkable.

F. Native American Religion

1. Religious ceremonies were often directly related to farming and hunting.
2. Those who were believed to hold special spiritual powers held positions of respect and authority.
3. Indian religion did not pose a sharp distinction between the natural and the supernatural.

G. Land and Property

1. The idea of owning private property was foreign to Indians.
2. Indians believed land was a common resource, not an economic commodity.
3. Wealth mattered little in Indian societies and generosity was far more important.

H. Gender Relations

1. Women could engage in premarital sex and choose to divorce their husbands, and most Indian societies were matrilineal.
2. Because men were often away on hunts, women attended to the agricultural duties as well as the household duties.

I. European Views of the Indians

1. Europeans felt that Indians lacked genuine religion.
2. Europeans claimed that Indians did not “use” the land and thus had no claim to it.
3. Europeans viewed Indian men as weak and Indian women as mistreated.

III. Indian Freedom, European Freedom

A. Indian Freedom

1. Europeans concluded that the notion of freedom was alien to Indian societies.
2. Europeans concluded that Indians were barbaric because they were *too* free.
3. European understanding of freedom was based on ideas of personal independence and the ownership of private property—ideas foreign to Indians.

B. Christian Liberty

1. Europeans believed that to embrace Christ was to provide freedom from sin.
2. “Christian liberty” had no connection to later ideas of religious tolerance.
3. In the premodern world, religion permeated every aspect of people’s lives.
4. A person’s religion was closely tied to his or her economic, political, and social position.

C. Freedom and Authority

1. Europeans claimed that obedience to law was another definition of freedom; law was liberty’s salvation.
2. Under English law, women held very few rights and were submissive to their husbands.

D. Liberty and Liberties

1. Liberty came from knowing one’s place in a hierarchical society and fulfilling duties appropriate to one’s rank.
2. Numerous modern civil liberties (such as freedom of worship and of the press) did not exist.

IV. The Expansion of Europe

A. Chinese and Portuguese Navigation

1. Chinese admiral Zheng He led seven naval expeditions into the Indian Ocean between 1405 and 1433, even exploring East Africa on the sixth voyage.
2. Caravel, compass, and quadrant made travel along the African coast possible for the Portuguese in the early fifteenth century.

B. Portugal and West Africa

1. Africa was a wealthy continent, and the search for African gold drove the early explorers.
2. The Portuguese established trading posts, “factories,” along the western coast of Africa.
3. Portugal began colonizing Atlantic islands and established sugar plantations worked by slaves.

C. Freedom and Slavery in Africa

1. Slavery was already one form of labor in Africa before the Europeans came.
2. Europeans traded textiles and guns for African slaves; this greatly disrupted African society.
3. By the time Vasco da Gama sailed to India in 1498, Portugal had established a vast trading empire.

D. The Voyages of Columbus

1. Both commercial trade and religious conversions motivated Columbus.

2. Christopher Columbus, an Italian, got financial support from King Ferdinand and Queen Isabella of Spain.
3. In the same year, 1492, the king and queen completed the *Reconquista*, ordering all Muslims and Jews to convert to Catholicism or leave the country.

V. Contact

A. Columbus in the New World

1. Columbus landed on Hispaniola in 1492, and colonization began the next year.
2. Nicolas de Ovando established a permanent base in Hispaniola in 1502.
3. Amerigo Vespucci sailed along the coast of South America between 1498 and 1502, and the New World came to be called America.

B. Exploration and Conquest

1. News could now travel quickly, especially with the invention of Johann Gutenberg's movable-type printing press in the early 1400s.
2. John Cabot had traveled to Newfoundland in 1497, and soon many Europeans were exploring the New World.
3. Vasco Núñez de Balboa trekked across Panama and was the first European to see the Pacific Ocean.
Ferdinand Magellan led an expedition to sail around the world.
4. Two Spanish conquistadores, Hernán Cortés and Francisco Pizarro, led devastating expeditions against the Aztec and Inca civilizations, respectively, in the early 1500s.

C. The Demographic Disaster

1. The Columbian Exchange transferred not only plants and animals but also diseases, such as smallpox and influenza.
2. The native populations were significantly depleted through wars, enslavement, forced conversion to Christianity, and disease.

VI. The Spanish Empire

A. Governing Spanish America

1. Spain established a stable government modeled after Spanish home rule and absolutism.
 - a. Power flowed from the king to the Council of the Indies to viceroys to local officials.
2. The Catholic Church played a significant role in the administration of Spanish colonies.

B. Colonists in Spanish America

1. Gold and silver mining was the primary economy in Spanish America.
 - a. Mines were worked by Indians.
 - b. Many Spaniards came to the New World for easier social mobility.

C. Colonists and Indians

1. Indian inhabitants always outnumbered European colonists and their descendants in Spanish America.
 - a. *Peninsulares* were people of European birth.
2. Spanish America evolved into a hybrid culture—part Indian, part Spanish, and, in places, part African.
 - a. Mestizos were persons of mixed Indian and Spanish origin.

D. Justifications for Conquest

1. To justify their claims to land that belonged to someone else, the Spanish relied on cultural superiority, missionary zeal, and violence.

E. Spreading the Faith

1. A missionary element existed from the Church's long holy war against Islam and was renewed with the

Protestant Reformation in the sixteenth century.

2. National glory and religious mission went hand in hand, with the primary aim of the Spaniards being to transform the Indians into obedient Catholic subjects of the crown.
3. Not only diseases contributed to massive deaths but also brutal conditions of forced labor.
 - a. Many Spanish colonialists saw no contradiction between serving God and enriching themselves.
 - b. The souls to be saved could also be a labor force in the gold and silver mines.

F. Las Casas's Complaint

1. Bartolomé de Las Casas wrote about the injustices of Spanish rule toward the Indians.
2. Las Casas insisted that Indians were rational beings and Spain had no grounds to deprive them of land or liberty.
3. He believed that "the entire human race is one," but favored African slavery.
4. *Voices of Freedom* (Primary Source document feature)
 - a. Las Casas, *History of the Indies* (1528)
 - b. His book helped to establish the Black Legend that Spain was a uniquely brutal colonizing power.

G. Reforming the Empire

1. Las Casas's writings encouraged the 1542 New Laws, which forbade Indian enslavement.
2. In 1550, Spain abolished the *encomienda* system and replaced it with the *repartimiento* system.

H. Exploring North America

1. In what would become the future United States, Spain established the first permanent colony on the island of Puerto Rico (1508).
 - a. Juan Ponce de León, the leader of the colony, found gold.
 - b. Most other later European settlements did not have gold.
2. Large Spanish expeditions traveled through Florida, the Gulf of Mexico region, and the Southwest (1520s–1540s).
3. These expeditions, particularly Hernando de Soto's, brutalized Indians and spread deadly diseases.

I. Spanish Florida

1. Florida, the first present-day U.S. continental area colonized by Spain, had forts as early as the 1560s to protect Spanish treasure fleets from pirates.
 - a. St. Augustine was colonized in 1565.
 - b. In 1566, the Spanish traveled far north to establish Santa Elena in present-day South Carolina.
2. Spanish missionaries sought to convert Indians, without much success.
3. As late as 1763, Spanish Florida had only 4,000 inhabitants of European descent.

J. Spain in the Southwest

1. In 1598, Juan de Oñate led settlers into present-day New Mexico.
2. Oñate destroyed Acoma, a centuries-old Indian city, in response to an attack.

K. The Pueblo Revolt

1. In 1680, Pueblo Indians, led by Popé, rebelled against the Spanish colonists in present-day New Mexico for forcing the Indians to convert to Christianity.
2. *Voices of Freedom* (Primary Source document feature)
 - a. The "Declaration of Josephe" (1681) is the deposition of a Native American who witnessed the Pueblo Revolt in New Mexico.

VII. The French and Dutch Empires

A. French and Dutch settlements became more dependent than the English on Native Americans as trading and military allies, providing Indians with more power and freedom in dealing with these settlements.

B. French Colonization

1. The French were hoping to find gold and the Northwest Passage to the Pacific but found only what they considered a barrier: a large North American continent.
2. Samuel de Champlain founded Quebec in 1608, and others explored and claimed the entire Mississippi Valley for France.
3. Relatively few French colonists arrived in New France; most were *engagés* (indentured servants) who returned home when their contracts expired. The white population in 1700 was only 19,000.

C. New France and the Indians

1. With few settlers, France needed friendly relations with the Indians.
2. The Jesuits converted Indians but did not try to change much of the Indian culture and allowed them to retain some of their traditional religious practices.
3. The French prided themselves on adopting a more humane policy toward the Indians than Spain, yet their contact still brought disease and their fur trading depleted the native animal population.
4. On the upper Great Lakes, relative equality existed between the French and Indians.
 - a. The *métis* were children of Indian women and French men.
 - b. It was more common for the French to adopt Indian ways than for Indians to become like the French.

D. The Dutch Empire

1. In 1609, Henry Hudson sailed into New York Harbor and claimed the area for the Netherlands.
2. Dutch traders established Fort Orange (near modern Albany) in 1614, and the Dutch West India Company settled colonists on Manhattan Island in 1626.
3. The Netherlands dominated international commerce in the early seventeenth century.

E. Dutch Freedom

1. The Dutch prided themselves on their devotion to liberty; freedoms of the press and of private religious practice were unique to the Dutch.
2. Amsterdam was a refuge for many persecuted Protestants and Jews.

F. Freedom in New Netherland

1. New Netherland was a military post. It was not governed democratically, but the citizens possessed rights.
2. Slaves had "half-freedom" in that they were given land to support their families.
3. Women had more rights and independence in New Netherland than in other European colonies; they could go to court, borrow money, and own property.

G. The Dutch and Religious Toleration

1. New Netherland was a remarkably diverse colony; eighteen different languages were spoken in New Amsterdam.
2. The Dutch were more tolerant in religious matters than other European countries, but they still had an official religion, the Dutch Reformed Church.
3. Governor Petrus Stuyvesant denied open practice of other religious faiths.
4. No one in New Netherland was forced to attend the Dutch Reformed Church or executed for different religious beliefs.

H. Settling New Netherland

1. Cheap livestock and free land after six years of labor were promised in an attempt to attract settlers.
2. A plan was adopted to offer large estates to *patroons*, shareholders who agreed to transport tenants for agricultural labor.

I. New Netherland and the Indians

1. The Dutch came to trade, not to conquer, and were determined to treat the Indians more humanely, although conflict was not completely avoided.
2. Dutch authorities recognized Indian sovereignty over the land and forbade settlement until it had been purchased.

J. Borderlands and Empire in Early America

1. A borderland is a “meeting place of peoples where geographical and cultural borders are not clearly defined.”
2. Boundaries between empires, and between colonists and native peoples, constantly shifted.
 - a. In some areas, the Indians were weakened.
 - b. At the edges, European power was unstable, and no set pattern of cultural interactions emerged.
3. Indians often wielded power and pitted Europeans against each other.

SUGGESTED DISCUSSION QUESTIONS

- Compare the following precontact societies: Aztec, Inca, Cahokia, and the ancestors of the Hopi and Zuni. What similarities and differences defined the development and culture of these indigenous peoples?
- How did Indians and Europeans conceive of and practice religion?
- The Europeans’ understanding of freedom based on ownership of private property had little meaning to most Indian societies. What values were far more important than individual autonomy to most Indian communities, and why?
- Evaluate “Gold, God, and Glory” as reasons for the European conquest of the Americas. Did one factor outweigh another in motivating the Europeans? How did Europeans justify the conquest?
- The European conquest of the New World enhanced interaction among cultures on a global scale. Discuss this interaction and how it affected both the Europeans and the Indians. Be sure to discuss the demographic consequences for indigenous populations.
- Bartolomé de Las Casas became a voice of freedom for the Indians in Spanish America. Explain what experiences motivated him to speak out. What kind of influence did his actions exert on the Spanish, Indians, and African slaves? In what sense was his understanding of freedom limited by his background and origins?
- Compare the Spanish colonies with the French and Dutch colonies. Think about factors such as economies, freedoms, religion, government structure, and intermarriage. How did the French and Dutch learn from Spanish experiences in the Americas?
- Imagine you are an attorney accusing Spain of human rights violations in a sixteenth-century world criminal court. Draw on the *Voices of Freedom* pieces in this chapter to help you prepare your closing argument. What do you imagine Spain’s defense attorney would argue regarding Spanish and Indian interactions?
- Discuss the borderlands area of New France. What roles did the French settlers, missionaries, trappers, and various Indian tribes play in the development of the borderlands of New France?

SUPPLEMENTAL WEB AND VISUAL RESOURCES

American Beginnings

<http://nationalhumanitiescenter.org/tserve/divam.htm>

<http://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm>

<http://nationalhumanitiescenter.org/pds/tblibrary.htm>

The National Humanities Center. Teacher Serve: An Interactive Curriculum Enrichment Service for Teachers. Two sections: one on religion and the national culture and one on the environment in American history. Toolbox Library offers a plethora of primary sources, discussion questions, additional online sources, and talking points.

Caribbean Amerindians

<http://indigenouscaribbean.wordpress.com/articles/issues-in-indigenous-caribbean-studies/>

Issues in Indigenous Caribbean Studies is an online collection of academic papers.

Columbian Exchange

www.nhc.rtp.nc.us/tserve/nattrans/ntecoindian/essays/columbian.htm

The National Humanities Center chronicles the Columbian Exchange with help from Alfred Crosby.

Conquistadores

www.pbs.org/conquistadors

This is a two-volume PBS Home Video. Host Michael Wood travels the routes that the Spanish conquistadores took in the sixteenth century. Cortés and the Pizarro brothers are highlighted.

Images of Pre-Columbian America

https://hort.purdue.edu/newcrop/Hort_306/

Hosted by Purdue University, this site offers more than fifty photographs of ancient artifacts.

1492: An Ongoing Voyage

www.ibiblio.org/expo/1492.exhibit/Intro.html

This exhibit, hosted by the Library of Congress, provides a variety of resources and information about Columbus and the consequences of his voyage.

The Mound Builders

<http://www.crt.state.la.us/louisiana-state-parks/historic-sites/poverty-point-state-historic-site/index>

The Louisiana State Department of Culture, Recreation and Tourism, Office of State Parks, offers this website for the Poverty Point Historic Site.

www.cr.nps.gov/archeology/feature/builder.htm

The National Park Service's archaeology site features a time line, artifacts, "delta voices," and more from the mound builders.

The Mystery of Chaco Canyon

https://solsticeproject.org/Chaco_Films_Videos/The_Mystery_of_Chaco_Canyon/

A full-length documentary film (56 min.) about the most impressive Native American archaeological site in North America.

The Pueblo Revolt of 1680

www.pbs.org/weta/thewest/resources/archives/one/pueblo.htm

This PBS site offers useful information about the Pueblo Revolt. Also linked is information on the PBS documentary *The West*, the first volume of which covers the Pueblo Revolt.