COLONIZATION, TRIANGLE TRADE, AND THE COLUMBIAN EXCHANGE
To establish a colony in; settle
Spain, England, France, Portugal, and the Netherlands all compete for colonies and trade around the world.
Explorers, conquerors, missionaries, merchants, and adventurers sought to claim new lands to colonize.
This competition for land, settlement, trade, and exploration led to the growth of imperialism and mercantilism.
WHEN: 1492 TO MID-1700’S

- 1492: Spanish expedition led by Christopher Columbus inadvertently discovers N. America
- Large-scale European exploration and colonization soon follows
WHERE: “NEW” WORLD/NORTH & SOUTH AMERICA/WESTERN HEMISPHERE
WHAT...IMPERIALISM

• Policy of extending rule or authority of an empire (often by force) over foreign countries – OR- of acquiring and holding colonies.

• Colonialism is a form of imperialism
• Mercantilism: Export more than you import, and acquire gold and silver to make up the difference
  – Wealth is finite; if you gain wealth, it’s at the expense of someone else losing wealth.
  – A nation could gain wealth if its colonies provided raw materials to the mother country to make and sell manufactured goods.
WHAT...TRIANGLE TRADE

- Triangle-shaped series of Atlantic trade routes linking Europe, Africa, and the Americas
  - **1<sup>st</sup> leg**: European goods (guns, cloth, cash) are brought to Africa
  - **2<sup>nd</sup> leg**: Middle Passage – slaves are transported from Africa to the Americas.
  - **3<sup>rd</sup> leg**: Sugar, molasses, cotton, rum are shipped from the Americas to Europe.
ANOTHER WAY TO VIEW TRIANGULAR TRADE
WHO...SPANISH COLONIZERS

- Conquistadors, missionaries, and settlers established colonies, claiming the land and its people for their king and Church.
- Resistance was met with force (violence).
- New culture emerged that reflected European, Native American, and African traditions.

Information

Twenty hunting greyhounds...were unleashed and fell upon the Indians at the cry of “Tomalo!” (“Get them!”). Within an hour they had preyed on one hundred of them. As Indians were used to going completely naked, it is easy to imagine what the fierce greyhounds did, urged to bite naked bodies and skin much more delicate than that of the wild boars they were used to...
1600’s: France, the Netherlands, England, Portugal, and others join Spain in settling the Americas.

By 1700’s: France and England control large parts of N. America.
HOW WERE THE EUROPEANS ABLE TO CONQUER THE MUCH LARGER POPULATION OF NATIVE AMERICANS?

• European imperialists were outnumbered by Native Americans, but they had many advantages:
  
  – Weaponry: guns, cannons, metal armor
  – Horses
  – Immunity/resistance to disease
HOW WERE THE EUROPEANS ABLE TO CONQUER THE MUCH LARGER NATIVE AMERICAN POPULATION?

- Diseases
  - 1492-1650: 90% of the Native American population died.
  - Smallpox, measles, mumps, whooping cough, influenza, chicken pox, typhus.
OUTCOME: MARKET ECONOMIC SYSTEMS

- **Mercantilism** (the accumulation of wealth by acquiring gold and silver) and the increasing wealth acquired from colonial possessions encouraged the growth of capitalism (an economic system characterized by profit motive, private ownership, free markets, supply and demand and competition)

- **Origins of “Globalization”**
  - Connectedness of world economies
Slavery has existed in Africa and around the world since ancient times. The Transatlantic slave trade was different:

- Involved many more people than before
- Slaves were treated much harsher than before
- Race and racism = major factors in determining who would be a slave

Africans were captured in warring raids or kidnapped and taken to the port by African slave traders.

Exchanged for iron, guns, gunpowder, mirrors, knives, cloth, and beads brought by boat from Europe.
Above: Archival image of the slave trade depicting East African slaves taken aboard HMS Daphne.
OUTCOME: THE COLUMBIAN EXCHANGE

- The widespread transfer of animals, plants, culture, human populations, communicable diseases, technology, and ideas between the “New World” (the Americas) and the “Old World” (Afro-Eurasia) in the 15th and 16th centuries.
OUTCOME: CULTURAL EXCHANGES (VIA COLUMBIAN EXCHANGE)

How do the Columbian Exchange and global trade affect me?
PROJECT IDEAS?

The Shame of College Sports

A litany of scandals in recent years have made the corruption of college sports constant front-page news. We profess outrage each time we learn that yet another student-athlete has been taking money under the table. But the real scandal is the very structure of college sports, wherein student-athletes generate billions of dollars for universities and private companies while earning nothing for themselves. Here, a leading civil-rights historian makes the case for paying college athletes—and reveals how a spate of lawsuits working their way through the courts could destroy the NCAA.

Sanctions lifted after Iran found in compliance on nuclear deal