

PART 6 — *Migration: Free People and Slaves*

14 DEMOGRAPHY AND MIGRATION 1500 1750

THE MOVEMENT OF PEOPLES AROUND THE EARTH

COMMENTARY

Chapter 14 comprises its own section -- *Migration: Free Peoples and Slaves* —focusing on the core period of the great movement of peoples within Eurasia and across the oceans that began with the Turks and the Mongols in the 13th century (see Chapter 12) and continued through the huge emigration of Europeans to the New World in the 18th and 19th. Five different migrations and their results are examined in the chapter. The first four are movements of peoples: the migration of nomadic Turks and Mongols, culminating in the consolidation and expansion of the **Ottoman, Safavid, and Mughal** empires; the establishment of European — principally English— settlement colonies in the Americas, southern Africa and the **Antipodes** (Australia and New Zealand); the internal migrations to the great imperial capitals of Istanbul, Isfahan, Delhi, and London; and the forced migration of some ten million Africans to the mines and plantations of America via the **slave trade**. The fifth migration was the **Columbian Exchange** or cross-migration of plants, animals, and diseases between the Old and New worlds. These topics are examined using the techniques of **demography**, the quantitative study of aggregate population patterns (birth and death rates, life expectancy, urban growth, etc.) by social scientists, in order to illustrate how historians try to determine the cumulative effects of the great population shifts of the period.

The three Asian empires examined in the chapter shared several common features. All were multiethnic monarchies, dominated by a nomadic warrior elite, exhibiting varying degrees of cultural adaptation and **syncretism**. All were Muslim in religion, but included sizable non-Muslim populations, as well as dissident Islamic groups. All three developed social and political institutions from what had essentially been a tribal, warrior society: none ever really established a peaceful system of royal succession, for example, and the physical layout of the Safavid and Mughal capitals was modeled on that of a nomadic military camp. Finally, all three had to deal simultaneously with the problems of urbanization and economic change, as well as the arrival of aggressive European traders.

The expansion of Europe and the coerced **diaspora** of Africans represent the most obvious examples of the great migration of peoples, plants, animals and microbes that took place during the period c. 1500-1800. Everywhere the Europeans settled, they imported Eurasian crops (sugar, cotton, wheat), animals (horses, cattle, sheep) and farming methods. They also brought new diseases (smallpox, plague, influenza, and others), against which the native peoples of the Americas, South Africa, Australia and New Zealand had no natural immunity. The **indigenous** populations of those areas were decimated by disease, the loss of farming and hunting lands to the Europeans, the rigors of forced labor in mines and on plantations, and merciless warfare by the invader-settlers. To replace the lost labor of the native population, the Europeans brought millions of African slaves to work the sugar, tobacco and cotton plantations of the New World. At the same time, the European population began to grow rapidly, stimulated in part by the intensive cultivation of new crops such as potatoes and **maize** (corn) from the Americas and the economic development that was partially a consequence of colonization. This European population boom, in turn, triggered a number of other consequences, two of which were increased **urbanization** and further, massive, overseas emigration.

A number of questions relating to these topics are addressed in this and succeeding chapters. How well did the nomadic Turkish and Mongol warriors adapt to their new roles? What were the characteristic features and role of the new urban centers in Asia and Europe? What factors motivated European settlement and the brutal European treatment of the peoples of Africa, the Americas, and the Antipodes? Where and how did the slave traders acquire their cargoes? Where were most of the slaves sent, and what conditions did they experience in shipment and after their arrival? And what, ultimately, were the cumulative demographic, economic, and political consequences of these five migrations within each of the five continents and on global developments up to the present day?

CHAPTER OUTLINE

A. Demography: What is It and What are Its Uses?

B. Asian Migrations, 1250-1600

1. The Ottoman Empire, 1300-1700
 - a. Ottoman origins and expansion
 - b. Mehmed the Conqueror
 - c. Suleiman the Magnificent
 - d. Demographics of the Ottoman Empire
 2. India: the Mughal Empire, 1526-1750
 - a. Muslim predecessors in India
 - b. Babur: a descendant of two conquerors
 - c. Akbar's reign: How Do We Know?
 - i. PROFILE: Akbar the Great
 - ii. Cultural synthesis and religious toleration
 - d. Demographics of the Mughal Empire
 3. Safavid Persia, 1500-1700
 4. China: the Ming and Manchu dynasties, 1368-1750
 - a. The Manchu (Qing) Dynasty
 - b. Demographics of Qing China
- C. Global Population Growth and Shift
1. Table: World Population Growth
 2. Fernand Braudel and the *Annales* School of History
- D. The Expansion of Europe, 1096-1750
1. Trade and colonization
 - a. Plantation colonies in the Caribbean
 - b. Settler colonies in North America
 2. FOCUS: The Columbian Exchange
 3. The Antipodes: Australia and New Zealand, 1600-1900
 - a. Early explorers: Tasman and Cook
 - b. Penal colonies in Australia
 - c. Maoris and English in New Zealand
 4. South Africa, 1652-1902
- E. Slavery: Enforced Migration, 1500-1750
1. Origins and development of the slave trade
 2. How many slaves? How Do We Know?
 - a. Philip Curtin, *The Atlantic Slave Trade: a Census* (1969)
 - i. The plantation economy
 - ii. Demographics of the slave trade
 - iii. Curtin's conclusions
 - b. SPOTLIGHT: Slavery — The Plantation System
 3. Reinterpreting the slave trade: important questions
 - a. What was the nature of slavery and the slave trade in Africa before the coming of the Europeans?
 - b. Who controlled the slave trade in Africa, Africans or Europeans?
 - c. What were the long-term effects of the slave trade on African development?
- F. Cities and Demographics
1. Delhi/Shahjahanabad
 2. Isfahan
 3. Istanbul/Constantinople
 4. London

G. What Difference Does It Make?

IDENTIFICATION TERMS

For each term, students should be able to provide an identification or definition, an approximate date, a geographical location (if relevant) and —most important— a concise explanation of its significance in the context of the chapter. Terms that appear in the *Study Guide* are listed in **bold** font in the first column.

Shah Jahan

Aborigines and Maoris

Suleiman the Magnificent

historical demography

Osman

gazis and *janissaries*

Quakers

Abel Tasman

the Antipodes

Isfahan
Columbian Exchange
Captain James Cook
Babur
Istanbul
***Annales* School**
Senegambia:
Fernand Braudel
Philip Curtin

Mehmed the Conqueror
Lepanto
Mughal Empire
Akbar the Great
Safavids
Shah Abbas
Qianlong
Plymouth
New Amsterdam

Cape Town
Khoikoi and San
Saint-Domingue
plantation economy
Songhay Empire
Delhi and Agra
Shahjahanabad
Ibn Khaldun
London

LEARNING OBJECTIVES

After reading and studying Chapter 14, students should be able to:

1. Understand the basic concepts, tools and terms of the study of historical demography.
2. Compare the origins, characteristics, institutions and decline of the Ottoman, Mughal and Safavid Empires.
3. Identify and explain the internal developments in Europe from 1500 to 1700 that contributed to the shift in the balance of economic, political and military-technological power from Asia to Europe.
4. Trace the evolution of the slave trade in Africa and discuss the important historical questions relating to the trade.
5. Explain the Columbian Exchange.
6. Compare and contrast the nature of Asian and European capitals in the 17th century; and understand how their differences reflected importance political and economic differences in the respective societies.

SUGGESTIONS FOR LECTURE TOPICS

1. Introduce the field of historical demography and discuss its importance to historical studies. Discuss quantitative methods and also the basic precepts and methodology of Fernand Braudel and the *Annales* School.
2. Compare the three great Muslim Empires of the 15th-17th centuries, with respect to their origins, institutions, leaders, relations with Europe, reasons for decline, etc.
3. Discuss the political, economic, demographic and military developments in 16th and 17th century Europe that began to tip the balance of world power in Europe's favor.
4. Explain the development of the African slave trade, with particular reference to important historiographical issues and the arguments of prominent historians such as Philip Curtin, Paul Lovejoy and John Thornton.
5. Compare and contrast the reasons for the growth of London and the relative decline of Asian capitals such as Delhi, Isfahan and Istanbul.

TOPICS FOR ESSAYS AND CLASS DISCUSSIONS

1. The text attributes much of the success of the Mughal Empire under Akbar to the emperor's policy of cultural syncretism. What is syncretism? What forms did this policy assume under Akbar, and how did it contribute to his success in ruling India?
2. Describe the essential elements of the plantation system. In what respects did it, as Philip Curtin has argued, represent elements of both medieval European feudalism and the capitalist factory system?
3. By 1900, the number of Europeans (in Europe and elsewhere) was greater, relative to other peoples, than it had been at any other time or would be at any time in the future. What were some of the reasons for this?
4. According to Philip Curtin, Rather than sustaining the regular excess of deaths over births typical of tropical America, the North American colonies developed a pattern of natural growth among the slaves. (*The Atlantic Slave Trade: a Census*, p. 73.) Discuss the possible reasons for this difference.
5. Debate: Discuss the various historical opinions regarding the effects of the slave trade on Africa and African development. What role did Africans and African states play in the trade? Is it fair to argue, as some have done, that slavery and the slave trade were essentially African inventions?
6. Group work: Compare the observations of the Arab historian and social philosopher Ibn Khaldun (p. 455) with the actual historical life-cycle of the three Muslim empires discussed in this chapter. In what respects does he appear

to have been accurate in his observations, even though he wrote several centuries before the height of the power of the Ottomans, the Mughals and the Safavids?

7. How did the growth and development of London differ from that of other imperial capital cities discussed in the chapter? In what respects, according to E.A. Wrigley, might London's growth during the seventeenth century have been a significant factor in giving birth to the industrialization of the eighteenth century (Spodek, p. 473).
8. Using the map and graphs on pp. 464, 465 and 469, locate and identify the principal slave settlement areas and those areas which were the principal sources of slaves. Which areas imported the most slaves? Does the information on the map and graph support the arguments regarding slavery and the Atlantic slave trade made by historians Philip Curtin and John Thornton? Why or why not? What is the significance of their respective arguments for our understanding of the Atlantic slave trade?

TEXT RESOURCES (Spodek, 2nd ed.)

Timetables, charts and graphs:	Migration, 1370-1930	(p. 451)
	World population totals and distribution	(pp. 454-5)
	European Migration to North America	(p. 458)
	Major trends of the Atlantic slave trade	(p. 465)
	Destinations of the Atlantic slave trade	(p. 469)
Large photographs or illustrations:	Siege of Beograd by Mehemed II	(p. 446)
	The Defeat of Pir Padishah by Shah Rukh in 1403	(p. 452)
	Attacks on the borders by land and sea (China)	(p. 453)
	Captain James Cook's crew refitting <i>H.M.S. Endeavor</i>	(p. 460)
	Slaves fell ripe sugar	(p. 466)
	Engraving of the <i>Brookes</i> slave ship	(p. 467)
Maps:	Eurasian Empires, 1300-1700	(p. 445)
	Ottoman and Mughal Empires	(p. 447)
	British settlement in Australia, New Zealand & South Africa	(p. 461)
	The African slave trade	(p. 464)
	Constantinople (Istanbul), late sixteenth century	(p. 472)
SPOTLIGHT:	Slavery: the Plantation System	(pp. 466-7)
PROFILE:	Akbar the Great	(pp. 449-50)
FOCUS: 454-5)	Fernand Braudel and the <i>Annales</i> School of History	(pp.
	The Columbian Exchanges of Plants, Animals, and Disease	(p. 457)
SOURCES: 470)	Ibn Khaldun on Urban Life in the Fourteenth Century	(p.

ADDITIONAL PRIMARY SOURCES (*Documents Set & www.prenhall.com/Spodek*)

- 14-1 The Ottomans: empire-builders at the crossroads of three continents [from *The Present State of the Ottoman Empire*]
- 14-2 Shah Abbas the Great: the resurgence of the Persian Empire [from *History of Shah Abbas the Great*]
- 14-3 Mughal Apogee: Akbar the Enlightened [from Abu Fazl Allami, *The Aini Acbari*]
- 14-4 Dynastic change in China tears a family apart
- 14-5 The British encounter Maori: a sailor's impressions [James Burney, *With Captain Cook in the Pacific*]
- 14-6 The cancer of slavery: a manumitted poet reminisces [*Juan Francisco Manzano: Autobiography of a Slave*]
- www The Original Refugees : The Plight of the Huguenots

AUDIO-VISUAL RESOURCES (videos, DVDs, CD-ROM, and websites]

African-American Mosaic: <http://www.vmedia.com/books/www2/data/sec3/subsec3/list11.htm> [website]

This site contains texts or original source documents, etchings, photographs and recordings covering 500 years of African-American history from the beginnings of the slave trade to the civil rights movement.

Anatolia Through the Ages: http://yarra.vicnet.net.au/~focus/civi_mn1.htm [website]

This Australian website surveys the history of the Anatolian Peninsula from 8000 B.C.E through the Hittites, Persians and Ottoman Turks to 1923.

Found Voices -- the Slave Narratives: ABC News. [video; 22 minutes, color]

Narrated by Ted Koppel, the ABC News program presents interviews with ex-slaves recorded in the 1930s and 1940s. Contains descriptions of slave life, the Civil War, emancipation and Reconstruction.

Museum of Slavery in the Atlantic: <http://squash.la.psu.edu/~plarson/smuseum/homepage.html> [website]

This site contains a wealth of information about all aspects of slavery and the slave trade: accurate statistics, historical narratives, biographies and more.

The Ottoman Empire: Films for the Humanities & Sciences. [video; 47 minutes, color]

Using contemporary sources and images, scholars commentaries and analysis, and modern maps, this film surveys the history, structure and culture of the Ottoman Empire at its zenith from c. 1453 to the 17th century. Part of the Ancient Civilizations series.

Suleyman the Magnificent: Metropolitan Museum of Art and the National Gallery of Art, 1987 [video]

Film biography of the great Ottoman Sultan. Surveys his life and role in the expansion of the Empire.