

A Chinese watercolor portrays Matteo Ricci with European objects, including a model of the universe. A geography book that Ricci translated into Chinese is shown at the top.


WITNESS HISTORY  AUDIO

A Jesuit in China

In 1583, a young Jesuit priest arrived in China. He had studied Chinese and immediately impressed Chinese rulers with his fluency as well as his knowledge of European science. Matteo Ricci recognized that the Chinese would not accept a European religion “unless it be seasoned with an intellectual flavoring.” In his nearly 30 years in China, Ricci translated five European books into Chinese. Ricci adopted Chinese dress and established friendships with Confucian scholars. When he died in 1610 at age 58, he was buried near the emperor. Much of Europe’s knowledge about China came from Ricci’s writings.

Focus Question How were European encounters in East Asia shaped by the worldviews of both Europeans and Asians?

Encounters in East Asia

Objectives

- Describe European contacts with Ming China.
- Understand the Manchu conquest and its impact on European trade.
- Analyze the factors that led Korea to isolate itself from other nations.
- Summarize Japan’s attitudes toward foreign trade and how they changed over time.

Terms, People, and Places

Macao	Qing
Guangzhou	Qianlong
Matteo Ricci	Lord Macartney
Manchus	Nagasaki

Note Taking

Reading Skill: Understand Effects Fill in a chart like the one below with effects of European contacts in East Asia.

European Contacts in East Asia		
China	Korea	Japan
•	•	•



Portuguese ships first reached China from their base in Malacca in 1514. To the Chinese, the Portuguese, like other foreigners, were barbarians. Europeans, by contrast, wrote enthusiastically about China. In 1590, a visitor described Chinese artisans “cleverly making devices out of gold, silver and other metals,” and wrote with approval: “They daily publish huge multitudes of books.”

European Contact With Ming China

European interest in China and other parts of East Asia continued to grow. The Ming, however, had no interest in Europe—since, as a Ming document proclaimed, “our empire owns the world.”

The Ming Limit Trade The Portuguese wanted Chinese silks and porcelains, but had little to offer in exchange. European textiles and metalwork were inferior to Chinese products. The Chinese therefore demanded payment in gold or silver. The Ming eventually allowed the Portuguese a trading post at **Macao** near Canton, present-day **Guangzhou** (GWAHNG joh). Later, they let Dutch, English, and other Europeans trade with Chinese merchants. Foreigners could trade only at Canton under the supervision of **imperial** officials. When each year’s trading season ended, they had to sail away.

Vocabulary Builder

imperial—(im PIHR ee ul) *adj.* relating to an emperor or empire



Seeking Converts Portuguese missionaries arrived in China along with the traders. In later years the Jesuits—from Spain, Italy, and Portugal—arrived. Most Jesuits had a broad knowledge of many subjects, and the Chinese welcomed the chance to learn about Renaissance Europe from these scholars. The brilliant Jesuit priest **Matteo Ricci** (mah TAY oh REE chee) made a particularly strong impression on the Chinese. Still, Ricci and other priests had little success spreading their religious beliefs in China. They did, however, become important sources of information for Europeans who knew little about China.

- ✓ **Checkpoint** Why did Ming China demand that Europeans pay for goods with gold or silver?

The Manchu Conquest

By the early 1600s, the aging Ming dynasty was decaying. Revolts erupted, and Manchu invaders from the north pushed through the Great Wall. The **Manchus** ruled a region in the northeast, Manchuria, that had long been influenced by Chinese civilization. In 1644, victorious Manchu armies seized Beijing and made it their capital.

● INFOGRAPHIC

TRADE AMONG EUROPE, AFRICA, AND ASIA

Merchants and traders followed on the heels of the European explorers, establishing trading posts and ports throughout the Eastern Hemisphere. Within a few years, European ships carrying valuable goods were crisscrossing the waters of Europe, Africa, and Asia.





Founding the Qing Dynasty The Manchus set up a new dynasty called the **Qing** (ching). The Manchus won the support of Chinese scholar-officials because they adopted the Confucian system of government. For each top government position, the Qing chose two people, one Manchu and one Chinese. Local government remained in the hands of the Chinese, but Manchu troops stationed across the empire ensured loyalty.

Two rulers oversaw the most brilliant age of the Qing. Kangxi (kahng shee), who ruled from 1661 to 1722, was an able administrator and military leader. He extended Chinese power into Central Asia and promoted Chinese culture. Kangxi's grandson **Qianlong** (chyahn lung) had an equally successful reign from 1736 to 1796. He expanded China's borders to rule the largest area in the nation's history. Qianlong retired after 60 years because he did not want to rule longer than his grandfather had.

Spreading Peace and Prosperity The Chinese economy expanded under both emperors. New crops from the Americas, such as potatoes and corn, had been introduced into China. These crops boosted farm output, which in turn contributed to a population boom. China's population rose from 140 million in 1740 to over 300 million by 1800. The silk, cotton, and porcelain industries expanded. Internal trade grew, as did the demand for Chinese goods from all over the world.





Emperor Qianlong wrote a letter to King George III denying Britain's request for more trading rights and permanent ambassadors. How does Emperor Qianlong's language express his view that China is superior to Britain?

Primary Source

“As to your entreaty to send one of your nationals . . . to my Celestial Court, this request is contrary to all usage of my dynasty and cannot possibly be entertained. . . .

I have but one aim in view, namely, to maintain a perfect governance and to fulfill the duties of the State: strange and costly objects do not interest me. . . . Our dynasty's majestic virtue has penetrated unto every country under Heaven, and Kings of all nations have offered their costly tribute by land and sea. As your Ambassador can see for himself, we possess all things. I set no value on objects strange or ingenious, and have no use for your country's manufactures.”



Rejecting Contact With Europeans The Qing maintained the Ming policy of restricting foreign traders. Still, Europeans kept pressing to expand trade to cities other than Guangzhou. In 1793, **Lord Macartney** arrived in China at the head of a British diplomatic mission. He brought samples of British-made goods to show the Chinese the advantages of trade with Westerners. The Chinese, who looked on the goods as rather crude products, thought they were gifts offered as tribute to the emperor.

Further misunderstandings followed. Macartney insisted on an audience with the emperor. The Chinese told Macartney he would have to perform the traditional kowtow, touching his head to the ground to show respect to the emperor. Macartney refused. He also offended the Chinese by speaking of the natural superiority of the English. The negotiations faltered.

At the time, Qianlong's attitude seemed justified by China's successes. After all, he already ruled the world's greatest empire. Why should he negotiate with a nation as distant as Britain? In the long run, however, his policy proved disastrous. In the 1800s, China would learn that its policy of ignoring Westerners and their technology would have undesired consequences.



Checkpoint How did the Qing respond to Britain's diplomatic mission?

Korea Chooses Isolation

Before the 1500s, Korean traders had far-reaching contacts across East Asia. A Korean map from the 1300s accurately outlines lands from Japan to the Mediterranean. Koreans probably acquired this knowledge from Arab traders who came to Korea.

In 1592, and again in 1597, the Japanese invaded Korea. The Japanese were driven out in 1598, but the invasions proved disastrous for Korea. Villages were burned to the ground, famine and disease became widespread, and the population decreased. Then, in 1636, before the country was fully recovered, the Manchus invaded Korea. When the Manchus set up the Qing dynasty in China, Korea became a tributary state. It was run by its own government but forced to acknowledge China's supremacy.

Devastated by the two invasions, Korean rulers adopted a policy of isolation, excluding foreigners except the Chinese and a few Japanese. When European sailors were shipwrecked on Korean shores, they were imprisoned and held as spies. Although Korea had few contacts with much of the world for almost 250 years, Koreans on tribute missions brought back maps as well as books on scientific discoveries. This was also a great age for Korean arts and literature.



Checkpoint Why did Korea become isolated?

Foreign Traders in Japan

Unlike the Chinese or Koreans, the Japanese at first welcomed Westerners. In 1543, the Portuguese reached Japan, followed by the Spanish, Dutch, and English. They arrived at a turbulent time, when Japanese daimyo were struggling for power. The daimyo quickly adopted Western firearms which may have helped the Tokugawa shoguns centralize power and impose order.



Jesuits, such as the Spanish priest Francis Xavier, found the Japanese curious about Christianity. A growing number of Japanese adopted the new faith. The Japanese also welcomed the printing press the Jesuits brought. The Tokugawa shoguns, however, grew increasingly hostile toward foreigners. After learning that Spain had seized the Philippines, they may have seen the newcomers as threats. They also worried that Japanese Christians—who may have numbered as many as 300,000—owed their **allegiance** to the pope, rather than to Japanese leaders. In response, the Tokugawas expelled foreign missionaries. They brutally persecuted Japanese Christians, killing many thousands of people.

By 1638, the Tokugawas had turned against European traders as well. Japan barred all European merchants and forbade Japanese to travel abroad. To further their isolation, they outlawed the building of large ships, thereby ending foreign trade. In order to keep informed about world events, they permitted just one or two Dutch ships each year to trade at a small island in **Nagasaki** harbor.

Japan remained isolated for more than 200 years. Art and literature flourished, and internal trade boomed. Cities grew in size and importance, and some merchant families gained wealth and status. By the early 1700s, Edo (present-day Tokyo) had a million inhabitants, more than either London or Paris.

Checkpoint Why did the Tokugawas turn against Europeans?

Bringing Trade and Christianity

This 1600s decorative screen shows Japanese people meeting a Portuguese ship carrying European goods and missionaries. *Did the presence of missionaries help or hurt European-Japanese trade relations?*

Vocabulary Builder

allegiance—(uh LEE juns) *n.* loyalty or devotion to a cause or person

SECTION 4 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1441

Terms, People, and Places

- Place each of the key terms, people, or places listed at the beginning of the section into one of the following categories: politics, culture, government, or geography. Write a sentence for each term explaining your choice.

Note Taking

- Reading Skill: Understand Effects**
Use your completed chart to answer the Focus Question: How were European encounters in East Asia shaped by the worldviews of both Europeans and Asians?

Comprehension and Critical Thinking

- Analyze Credibility** Reread the quotation from the Ming document on page 461. Do you think its characterization of China is credible? Explain.
- Draw Inferences** What do Qing China's trade policies with Europeans in the 1700s tell you about the state of the Qing economy?
- Make Comparisons** Why did both Japan and Korea respond to increased foreign contact by going into isolation?
- Synthesize Information** Why did Japan allow limited contact with the Dutch, but not with the Spanish or Portuguese?

Writing About History

Quick Write: Write a Conclusion Write a sentence to conclude a biographical essay about Matteo Ricci. Read the information about Ricci in this section. Then construct a broad summary sentence that covers the main point you want to make about his life. For example, if your thesis is that Ricci believed Chinese culture to be superior to European culture, you would include that point in your summary sentence.

Progress Monitoring OnlineFor: Self-test with vocabulary practice
Web Code: naa-1451**Causes of European Exploration**

- Desire for Asian luxury goods such as spices, gold, and silks
- Motivation to spread Christianity
- Strategic need to gain more direct access to trade
- Desire to gain glory for country
- Renaissance curiosity to explore new lands
- Competition with other European countries

Important European Explorers

Explorer	Accomplishment
Vasco da Gama (Portugal)	Sailed around Cape of Good Hope; established ports on Indian Ocean
Christopher Columbus (Spain)	Sailed west across Atlantic Ocean to Caribbean
Vasco Núñez de Balboa (Spain)	Crossed Panama, reaching Pacific Ocean
Ferdinand Magellan (Spain)	Circumnavigated the globe

European Footholds in the Eastern Hemisphere

Country	Date	Foothold	Reason for Interest
Portugal	1502	Calicut, India	Spices
Portugal	1510	Goa, India	Military and commercial base
Portugal	1511	Malacca, Southeast Asia	Center of sea trade
Spain	1521	The Philippines	Center of sea trade
Portugal	1589	Mombasa, East Africa	Hub of international trade
Netherlands	1652	Cape Town, southern Africa	Strategic port for repairing and resupplying ships
Great Britain	1757	Northeastern India	Spices, trade goods

Major Asian Dynasties and Empires

Ruler	Location	Description	European Contact
Mughal empire	India	Major trading empire	After two centuries of peace and prosperity, civil war between Muslim and Hindu princes weakened empire; European powers took control in 1700s
Ming dynasty	China	Prosperous dynasty that had sponsored overseas exploration	Allowed some trade with Europeans and sought out European learning; revolts in the 1600s led to overthrow by the Manchus
Qing dynasty	China	Powerful dynasty that expanded China's borders and promoted Chinese culture	Increasingly restricted European trading rights
Choson dynasty	Korea	Chinese-influenced Confucian state	Had few contacts with the outside world except for China and Japan

**Europe, Africa, and Asia
1415–1796**1492
Christopher Columbus reaches the Caribbean.1498
Portuguese explorer Vasco da Gama rounds Africa and reaches India.1522
Magellan's expedition circumnavigates the globe.**Chapter Events
Global Events**

1450

1453
The Ottoman Turks take Constantinople, ending the Byzantine empire.

1500

1500
The kingdom of Kongo thrives in Africa.

1550

1556
Akbar begins the Mughal reign in India.

Chapter Assessment

Terms, People, and Places

1. Define **cartographer**. How did Prince Henry encourage the work of cartographers?
2. Write a sentence or two that shows why scurvy was a problem for sailors who **circumnavigated** the globe.
3. What was the role of European **plantations** in the growth of slavery?
4. Define **outpost**. Why were European outposts important in the development of overseas empires?
5. Why did European trading companies organize armies of **sepoys** in India?
6. How did the Asante kingdom use **monopolies** to keep its power?

Main Ideas

Section 1 (pp. 446–451)

7. How did European interest in the spice trade lead to the discovery of new routes and lands?

Section 2 (pp. 452–456)

8. How did new sea routes lead to an expanded European presence in Africa?
9. What legacy did the Portuguese leave in Africa?

Section 3 (pp. 457–460)

10. How did Portugal gain dominance of the spice trade?
11. How did the Dutch use their foothold in Cape Town to develop an overseas trade empire?
12. What effect did European trade have on the Mughal empire?

Section 4 (pp. 461–465)

13. Summarize European attempts to establish trade and missions in East Asia.
14. Why were East Asians generally resistant to European trade and ideas?

Chapter Focus Question

15. How did European voyages of exploration lead to European empires in the Eastern Hemisphere?

Critical Thinking

16. **Predict Consequences** What might have happened if Asian explorers, rather than Europeans, had first reached the Americas?
17. **Geography and History** How did Japan's geography allow the Tokugawas to maintain a long period of isolation?
18. **Draw Conclusions** Did missionaries hurt or help European attempts to establish trade in Asia? Explain your answer.
19. **Analyze Visuals** The woodcut below was made in 1555 by a Swedish geographer. What does it tell you about European knowledge of the world before the age of exploration?



20. **Recognize Cause and Effect** How did competition among European countries affect overseas exploration and conquest?

● Writing About History

In this chapter's four Section Assessments, you developed skills for writing a biographical essay.

Writing a Biographical Essay Many great Europeans, Africans, and Asians shaped the history of our global age. Write about one of the following important people in a biographical essay: Ferdinand Magellan, Afonso I, Afonso de Albuquerque, Emperor Qianlong, or Matteo Ricci. Consult page SH18 of the Writing Handbook for additional help.

Prewriting

- Choose the person who interests you the most. Take notes about this person and his role in shaping the age of global exploration.

- Draw conclusions about the person you have chosen. Think about how you can turn these conclusions into main points for your essay.

Drafting

- Write an introduction and a thesis statement. Your thesis statement should summarize the main point you want to make about the person you chose.
- Write the body text, introducing details and evidence that support your thesis statement. Then write a conclusion.

Revising

- Use the guidelines for revising your essay on page SH19 of the Writing Handbook.