The Spanish Colonial System

Topics of Discussion

I. Why important?
II. When was it set up?
III. Three main lines of conquest
IV. Problems of the New Empire
V. Imperial Solutions
VI. African slave trade
VII. Triangular Trade
VIII. Columbian Exchange
Our Lady of the Victory of Málaga, Luis Niño
The Spanish Colonial System

I. Why is it Important?

A. First European Atlantic empire
B. Largest European Atlantic empire
C. Wealthiest European Atlantic empire
D. Made Spain the most powerful state in Europe during the 16th century.
First permanent European settlement in the New World:

Santo Domingo, 1496

Columbus’s second voyage
III. Three main lines of conquest

A. First, subjugation of the Caribbean islands and coastal areas
1. Columbus (1492-1504) in the Caribbean
2. Balboa’s penetration of Panama and his discovery of the Pacific
3. Ponce de Leon's discovery of the Florida mainland.

B. Second wave stimulated by rumors of vast treasures in interior
1. Hernan Cortes conquered the Aztec empire in Mexico (1519-21).
2. Cabeza de Vaca circled the northern Gulf of Mexico (1528-36).
3. Hernando de Soto discovered the Mississippi River (1539-41).
4. Coronado traveled through Arizona, New Mexico, Colorado, Oklahoma (1540-42).

C. Third wave focused on Andes Mountains in South America
Led by Francisco Pizarro, who conquered the Incan empire by murdering their leader, after extracting a ransom of over twenty tons of pure gold and silver, and destroying their army and nobility. In 1535, he began the new central city of Lima.
IV. Problems of the Empire

A. “Bloody” chaos, constant confusion

B. Conquistadors did not take orders well

C. The Catholic Church and the possibility of political decentralization

D. Space, time, ocean
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V. Imperial Solutions

A. Centralized Colonial Government:
   Council of the Indies (1524)

B. Stable Relationship between Church and State:
   Patronzto Real de Indias (1508)

C. The Social makeup of Spanish America:
   1. Major Imperial Officeholders (Peninsular Spaniards)
   2. Creoles (American-born leaders with Spanish parents)
   3. Racially mixed persons
   4. Amerindians
   5. Africans and African Americans
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V. Imperial Solutions

Representation of a Peninsular Spanish family during the Latin American colonial period.

The family of José de Iturrigaray, Spanish Viceroy of Mexico, 1805.
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V. Imperial Solutions

Representation of a Creole property owner during the Latin American colonial period.
Representation of a Mestizo child during the Latin American colonial period.

The term originally applied only to the children resulting from the union of one European and one Amerindian parent.

Painting by Miguel Cabrera, Mexican painter, XVIII.
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V. Imperial Solutions

Representation of a **Castizo** child during the Latin American colonial period.

The term applied to the children resulting from the union of a European and a Mestizo.

Painting by Miguel Cabrera, Mexican painter, XVIII.
VI. The African Slave Trade

A. 12 million forced migrants from 1440s-1860s

B. Prince Henry the Navigator of Portugal c. 1443
1444, Portugal brought cargoes of Africans to work as slaves on the sugar plantations of Madeira.

C. Carlos I of Spain (1504-1556)
1516, during the reign of Carlos I, enslaved Africans were brought to the Caribbean for the first time.

D. Elizabeth I of England (1558-1603)
Elizabeth was a major investor in the slave trade. She sponsored John Hawkins to bring slaves from Africa to sell to the Spanish colonies.

E. Louis XIV of France (1643-1715)
Louis XIV supplied nearly half of the finances needed by the French Guinea Company to commence its African trade.
Map 4-4  THE AFRICAN SLAVE TRADE, 1440–1867
VI. The African Slave Trade

African slaves

Mining and washing gold before delivering to a Spanish overseer.
### VIII. Columbian Exchange

<table>
<thead>
<tr>
<th><strong>New World crops</strong></th>
<th><strong>Old World crops</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>maize (corn)</td>
<td>rice</td>
</tr>
<tr>
<td>white potatoes</td>
<td>wheat</td>
</tr>
<tr>
<td>sweet potatoes</td>
<td>barley</td>
</tr>
<tr>
<td>peanuts</td>
<td>oats</td>
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<tr>
<td>tomatoes</td>
<td>rye</td>
</tr>
<tr>
<td>squash</td>
<td>turnips</td>
</tr>
<tr>
<td>pumpkin</td>
<td>onions</td>
</tr>
<tr>
<td>pineapples</td>
<td>cabbage</td>
</tr>
<tr>
<td>papaya</td>
<td>lettuce</td>
</tr>
<tr>
<td>avocados</td>
<td>peaches</td>
</tr>
<tr>
<td>manioc (cassava)</td>
<td>pears</td>
</tr>
<tr>
<td>cocoa - chocolate</td>
<td>sugar</td>
</tr>
</tbody>
</table>

http://www.nhc.rtp.nc.us/tserve/nattrans/ntecoin/essays/columbian.htm
### VIII. Columbian Exchange

<table>
<thead>
<tr>
<th>New World domesticated animals</th>
<th>Old World domesticated animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>dogs</td>
<td>dogs</td>
</tr>
<tr>
<td>llamas</td>
<td>horses</td>
</tr>
<tr>
<td>guinea pigs</td>
<td>donkeys</td>
</tr>
<tr>
<td>fowl (a few species)</td>
<td>pigs</td>
</tr>
<tr>
<td></td>
<td>cattle</td>
</tr>
<tr>
<td></td>
<td>goats</td>
</tr>
<tr>
<td></td>
<td>sheep</td>
</tr>
<tr>
<td></td>
<td>barnyard fowl</td>
</tr>
</tbody>
</table>

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VIII. Columbian Exchange

**New World domesticated diseases**
- syphilis
- possibly tuberculosis

**Old World diseases**
- smallpox
- malaria
- yellow fever
- measles
- cholera
- typhoid
- bubonic plague

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