

The Global Market from and to the Americas

Between the years 1540 and 1760 two floats of ships left from Spain to Latin America and then back, 'La Flota' and 'El galeón Manila'. Those ships were the envoys of the so-called 'Columbian exchange'. The movement of foods and peoples between the so called 'new' and 'old' worlds brought tremendous historical changes.

'El galeón Manila' was made of mahogany and it was Spain's largest ship. It would depart from Manila in the Philippines, on to Japan and down the West coast to the Americas. It carried Spanish goods to Veracruz, then overland to Acapulco and then back to Spain stopping on the way in Havana (Cuba), and again in Manila before arriving to Seville, its final destination.

The market in Manila was known as the 'Parián' and it was the richest and most varied market in the world. Traders from China, India and West Africa met in Manila to trade spices, silks, foods and slaves. From Spain they brought Mexican silver pesos. Mexican pesos were the main currency all over India, China and the West coast of Africa until World War II!! The market was so well known that Mexico City started its own market following the model and even gave it the same name.

The Columbian Exchange

From Europe to the Americas: wheat, grapes and olives
Horse, cows, pigs, chickens, sheep, goats and ox

Wheat, grapes and olives are popular everyday foods, plus they have a religious dimension. Since Spain conceived its presence in the Americas as a 'religious mission' it follows that these foods were in high demand for religious reasons as well. The grapes that existed in the New World were not suited to make wine.

Domesticated animals were not only a source of food, but also had effects on agricultural techniques, especially ox. Apparently, Spaniards let pigs loose throughout the islands to assure that there would be food in case of a shipwreck.

Most slaves arrived directly from Africa to Latin America and were brought mainly by the Portuguese. Under the treaty of 'Asiento' (part of the Treaty of Tordesillas) the Portuguese became the exclusive provider of slaves. Slaves who left Spain from the Americas were first brought to Spain by the Portuguese. The colonial government of Spain faced a dilemma about which slaves to bring to the Americas. They could either send 'bozales' who had recently arrived to Spain from Africa and did not know the culture and/or language, or they could send the 'acculturated' slaves, who had lived in Spain for a longer period of time. Many of the slaves arriving to Latin America had experience with tropical agriculture and brought with them jams and sweet potatoes. They must have brought quite a few because today the citizens of Puebla, Mexico are called 'camoteros' and so is their football team!!.

From the Americas to Europe: potatoes, corn, chocolate (Aztec word is chocolatl), tomato (Aztec word 'tomatl'), avocados (Nahua word 'ahuacatl') and most kinds of beans. Lamas and turkey.

The potato especially swept all over Europe, becoming the main food source in Ireland, and the base for Russian Vodka. Corn was introduced to Spain initially as food for animals, facilitating domestic production of animals. Chocolate became extremely popular, partly because of the rumors about its aphrodisiac properties. Also from the Americas arrived new varieties of chiles and quinine, a protection against malaria.

From Asia to Europe and the Americas: silk, rice and especially spices (nutmeg, cloves and some of the hottest Chiles are introduced from the Philippines).

The influence of Asia on the Americas left many traces. The traditional Mexican suit of 'china poblana' originates in the slaves that were brought from India to the Philippines and would depart from there to the Americas in the Manila galleon, specifically to Puebla, Mexico.

By the 1540s we can already speak of a global market. The dream of English pirates off the coast of Florida was to get to the 'Galeón Manila'. This boat was a floating treasure, so much that it was said that those who worked in it made so much profit that they would retire after one trip.

Source: Notes from talk by Dr. William Beezley
Center for Latin American Studies
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Worksheet #1

A. The largest ship made by Spain was 1. _____.
 It was made of 2. _____. Its would make 3. _____ trips
 per year, starting at 4. _____, passing through 5.
 _____ and arriving at 6. _____.

B. Place the following list of merchandise in the chart bellow:

Beans, chocolate, hot chili peppers, silk, ox, lama, squash, chocolate, jams, avocado,
 turkey, rice, sheep, horse, tomato, wheat, corn, grapes, olives, sweet potato, pigs, spices.

From the Americas	From Europe	From Asia	From Africa

C. What is the Treaty of *Asiento* and what did it establish? _____

D. What can you say about these three pictures after reading the text? (write your answers on the back of the worksheet).



Population Distribution in the Americas

Part A

Where did most of the population arriving to the Americas settle? What did it have to do with food? What grows where explains in many occasions population distribution in the Americas.

Zone 1: Zona Caliente (Altitude 3,500)

By 1600 it was clear that the population throughout the Caribbean and Venezuela had changed dramatically. The indigenous populations were almost completely annihilated, and Europeans were dying in high numbers from Malaria and Yellow Fever. Because of their higher resistance to these diseases, Africans became the main population group in these areas. The Caucasian population would only rise once a year, with the arrival of the Manila galleon. The economy in this area relied mainly on plantation agriculture, mostly sugar. There was also some chocolate production in Veracruz and later on it would become a banana zone.

Zone 2: Tierra Templada (Altitude 8,500)

This is the temperate zone, where most capital cities in Latin America are located. This is no coincidence. The Tierra Templada is the region where Europeans wanted to be. At this altitude there were good conditions for growing wheat, olives and grapes and for animal grazing. Europeans could reproduce their homeland at this altitude. The majority of the population in these areas was probably indigenous, followed by blacks and Europeans. Within one generation the largest number was mixed. The European families relied economically on plantations. This is a region of big haciendas. For the most part, Europeans owned these haciendas, where the black slaves worked as overseers, and most labor was indigenous.

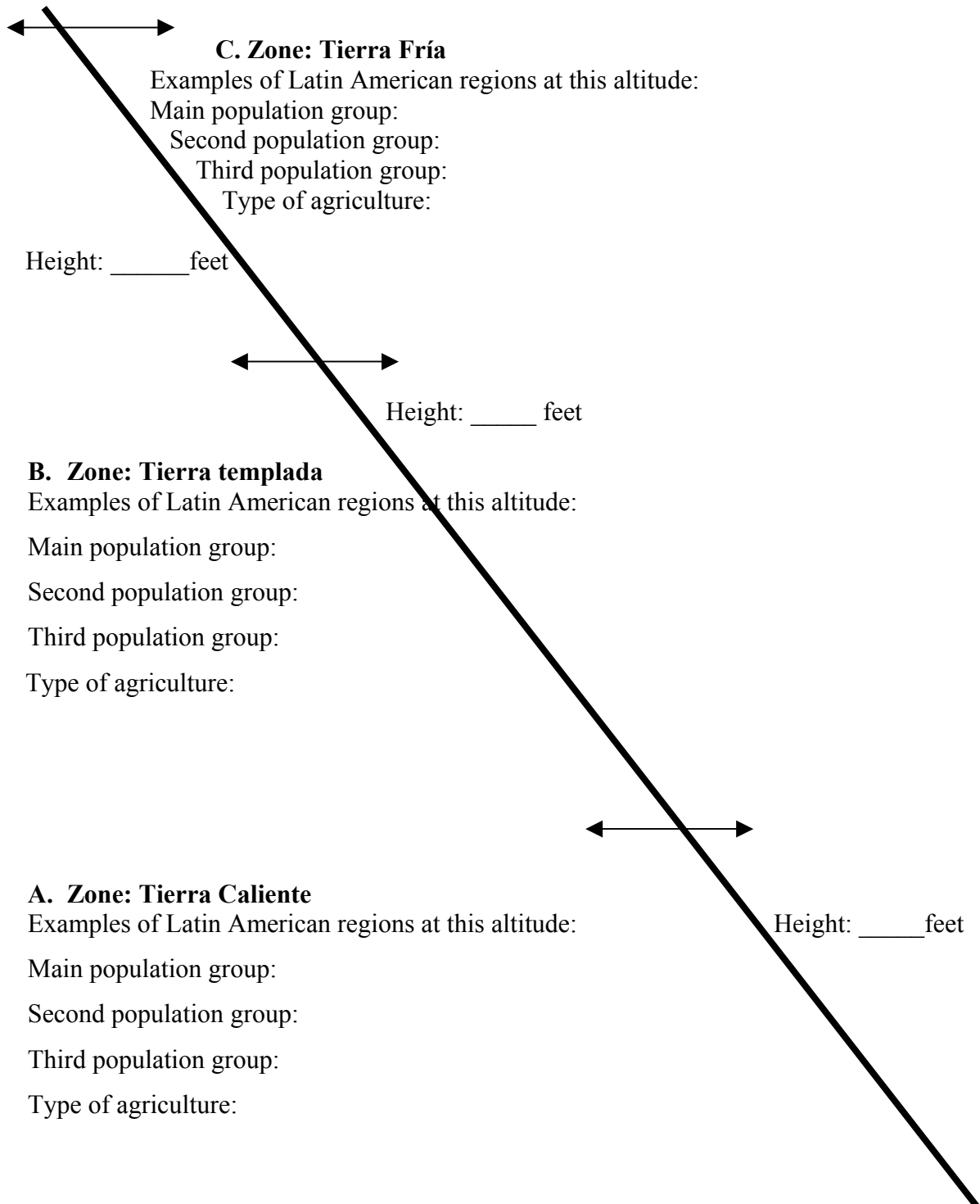
Zone 3: Tierra Fría (Altitude above 8, 500)

These cold areas became an escape destination for indigenous and slaves. At this level, agriculture is scarce, so the population relied mostly in subsistence agriculture and indigenous agricultural practices. Diseases such as small pox and measles were not so virulent at these heights. However, we should not think that these populations have lived removed from European influence (i.e. the hats that the indigenous peoples wear in Bolivia).

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Worksheet #2

With the information you have read, fill in each section of the chart below:



Population Distribution in the Americas

Part B

Spaniards attempted to register everybody who went to the Americas and document their background. An institution known as the 'Casa de Contratación' was in charge of recruiting and meticulously documenting the background of each traveler. Even assuming that some people were able to get through unrecorded, historians still know with a 95% degree of accuracy who went to the Americas. It is estimated that from 1492 to 1821 the population of Spaniards in the Americas never reached above 55,000. What impact could that small number have amongst the large numbers of indigenous population? A possible explanation is that black slaves, in order to survive, joined the Spanish traditions strengthening the Spanish influence. The population that arrived from Spain came from different areas of Spain at different times, adding to the creation of regional cultural variation in the Americas.

Between 1492 and 1510 (the period known as the Antillian period), five thousand Spaniards lived in the Americas. For a variety of historical reasons, these people were almost exclusively from the Spanish region of Andalucía. The cultural characteristics of Andalusian society would bring to the Americas a whole set of attitudes typical of Southern Spain and the Moorish influence: enclosed patios, food practices, music, dance and language.

Between 1520 and 1539 the population arriving to the Americas from Spain, although still a majority from Andalucía, includes a large number from the Southwest region of Extremadura (i.e. Francisco Pizarro and Hernán Cortés were both from this region). Most of this population settles in Peru and the reign of Nueva Granada (today Venezuela and Colombia).

Between 1540-1559 there is an increase in elite Spaniards arriving from the Northeastern region of Castilla, although Andalucía is still the main exporter of Spaniards to the Americas.

Most of the Spaniards who arrived to Chile were from the Spanish region of Old Castille, and those arriving to the region of the Río de la Plata were mainly from the Spanish regions of Galicia and the Basque Country.

Because of these settlement patterns different language, culture and food patterns developed in each region, mixing with the specific indigenous populations where they settled.

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After the reading, please answer the following:

1. Where are most Spaniards that arrive to Latin America from? Why is the origin of the Spaniards who arrive important?

2. How many Spaniards lived in the Americas between 1492 and 1510? What was the highest population of Spaniards in the Americas between 1520 and 1821? Why do we know and what does this mean? How accurate is this number?

3. Match each region in Spain with its correspondent region in Latin America.

Andalucía

Perú

Castilla León

Chile

País Vasco

Río de la Plata

Extremadura

Caribe & Venezuela

Galicia

4. Discussion question: How accurate do you think the terms 'old' and 'new world' are to refer to Europe and the Americas respectively?

Cocoa! Chocolate! Chocolatl!

For the Aztecs cocoa:

- Was a drink. They sometimes prepared it with vanilla and/or chili!
- Was a currency. Aztecs used chocolate to pay their taxes!
- Was a sun screen The oily layer floating in the chocolate drink was used to protect the skin against the sun.

In the Aztec world cocoa had religious significance:

- Cocoa was believed to be of divine origin: the cocoa tree was a bridge between earth and heaven.
- Human sacrifices to propitiate God or sun were first sanctified by giving him chocolate.
- Cocoa beans were given to priest's assistants at children's coming of age ceremonies.
- During marriage ceremonies, the couple drank a symbolic cup of chocolate and exchanged cocoa beans.
- Aztecs believed that drinking chocolate gave mortals some of Quetzalcoatl's (God of learning and the wind) wisdom.

What do you use chocolate for? _____

Source: 'Chocolate use in early Aztec cultures' International Cocoa Organization
<http://www.icco.org/questions/aztecs.htm>

Charlie's Chocolate Choices

Handout#3

Chocolate, chocolate, for chocolate's sake,

Give me chocolate so I can make

Chocolate liver, chocolate peas,

Chocolate biscuits, if you please.

Chocolate squash with chocolate chicken,

Make a meal that's finger lickin'.

Chocolate donuts, chocolate bars,

Chocolate cakes and chocolate stars.

I want these all for my desserts

I'll eat until my stomach hurts.

Alas, there is not near enough

For me to make all of this stuff.

So now I know that I must choose;

I'll make just one, the next I'll lose.

Would you dream of chocolate like Charlie, or would you choose another food? Write a short poem to your favorite food:

Is your favorite food from the New or the Old world? Explain.

Handout #4

Your name: _____

Worksheet for group: _____

What I already knew	What I learned	Questions I have for the group

What did you especially like about this group's presentation? _____

What do you think they could have done better? _____

Recommended Sources

Davis, Sharryl and James Davis. *Seeds of Change: The Story of Cultural Exchange After 1492*. (Book)

Pilcher, Jeffrey. *!Qué vivan los tamales!* (Children's book).

Millstone, Erik and Tim Lang. *The Atlas of Food: Who Eats What, Where and Why* (Book)

<http://www.mythinglinks.org/ip~cacao.html>

Presents the history of cocoa and a variety of different links to topics related to chocolate.

<http://www.gti.net/mocolib1/kid/food2a.html>

A variety of lesson plans on different topics, including food.

<http://www.hystoria.net/Secciones/articulos/galeonmanila.htm>

The history in Spanish of the Manila galeon. Includes pictures.

<http://www.athenapub.com/chocolat.htm>

A brief history of chocolate, the food of the gods

<http://www.mythinglinks.org/ip~maize.html>

A brief history of corn