

The background features a light beige gradient with several overlapping geometric lines. A white line forms a large frame at the top, with a vertical line extending down to a red rectangle. A brown line forms a smaller frame below it, also with a vertical line extending down to the red rectangle. A horizontal brown line is positioned to the left of the red rectangle. The text 'LESSON 6' is centered within the white frame, and the main title is centered within the red rectangle.

LESSON 6

The spice trade,
European
domination
and regional
response

Subject	History/Social Studies
Topic	The spice trade in Southeast Asia from the sixteenth to eighteenth centuries: How did the Europeans control the spice trade and what was the local response?
Level	Lower secondary
Key idea	From the sixteenth to the eighteenth centuries, European powers pushed and fought wars to ascertain a dominant position in the spice trade and secure economic, political and military power. This sparked local response and resistance, and led to the decline of port cities.
Key concepts	'Age of Commerce' Middlemen Monopoly State-backed monopoly Entrepôt Profit, supply and demand Imperialism, mercantilism and colonialism
No. of periods/lessons	1 period (1 period is approximately 50 minutes)
Facilities needed	Sources and handouts for distribution
Prerequisite knowledge	Students should have covered Lesson 5: Spice, rice and the economic histories of Southeast Asia.

Learning objectives

By the end of the lesson, the students will be able to:

KNOWLEDGE	SKILLS	ATTITUDES
<ol style="list-style-type: none"> 1. Identify the major European powers that were involved in the spice trade from the fourteenth to eighteenth centuries. 2. Explain the extent of European involvement. 3. State the imperatives that motivated the European powers. 	<ol style="list-style-type: none"> 1. Engage in the analysis of sources to extract information about the competing interests between the Europeans and local peoples, and look at maps to learn the extent of European involvement in Southeast Asia. 	<ol style="list-style-type: none"> 1. Develop a basis for understanding encounters, conflicts. 2. Appreciate the multidirectional flows of influence between Southeast Asia and Europe.

Section	Lesson Development	Resources	Rationale
<p>Introduction [10 minutes]</p>	<p>1. Introduction</p> <p>1.1 Recap the information required from the previous lesson.</p> <p>1.2 Explain that from the sixteenth to eighteenth centuries, Southeast Asia remained connected to the rest of the world and its global trade continued to grow, but the dynamics became more complex.</p> <p>1.3 Previously, the Europeans had served as middlemen and were merely one among many groups of traders in the region. In the sixteenth, seventeenth and eighteenth centuries however, the Dutch and the British began to seek more dominant positions in the trade.</p> <p>1.4 Pause and ask the students to think about why the Europeans were motivated to control the spice trade. Elicit answers from the students.</p>		<p>The recapitulation of the previous lesson and the use of introduction by the teacher helps to set the context for students.</p>
<p>Development [25 minutes]</p>	<p>2. Group work: Jigsaw activity</p> <p>2.1 Explain that the students will examine the Portuguese, Dutch and British efforts to control spice trade in Southeast Asia in the sixteenth and eighteenth centuries.</p> <p>2.2 Distribute Handout 1. Assign each student to two groups – the <i>Assigned Group</i> (e.g. using numbers one to four) and the <i>Home Group</i> (using letters of the alphabet A to D). There will be four <i>Assigned Groups</i> and four <i>Home Groups</i> because there are four sets of sources about the Portuguese, the Dutch, the British and the local response (Source 1 – Source 15). A simple way to do this is to put the students in four assigned groups first: A to D (one group for each set of sources). Then number the students in each group; make it clear they will be the ‘teachers’ in the new numbered groups.</p> <p>2.3 Students’ first task in the <i>Assigned Group</i> is to study the sources assigned to the group. As they study the sources, they should note their findings in their graphic organizers and discuss with members of their <i>Assigned Group</i> to ensure that they have not missed any important information, as they will be introducing the content to the peers of their <i>Home Group</i>.</p>	<ul style="list-style-type: none"> • Source 1 – Source 15 (the sources should be printed out and set up in different areas of the classroom) • Handout 1: Jigsaw activity <p>Notes:</p> <ul style="list-style-type: none"> • If time is limited, less sources can be used, ideally representing a variety of situations and perspectives. • Sources can be enlarged or more copies can be made to prevent overcrowding. 	<p>The jigsaw activity helps students to develop collaboration skills and enables them to piece together a fuller picture of the complex relationships shaping that period of Southeast Asian history.</p>

Section	Lesson Development	Resources	Rationale
	<p>2.4 After the <i>Assigned Groups</i> have gained a solid understanding of the materials they will be presenting, ask the students to move into their Home Group. Each member will now take turns to present the information they had learned in their Assigned Group.</p> <p>2.5 Each group shares their findings with the class.</p> <p>2.6 Supplement and enhance students' knowledge with information from the introductory essay if necessary.</p>		
<p>Closure [15 minutes]</p>	<p>3. Conclusion</p> <p>3.1 Distribute Handout 2. Point out that in his work, the historian Immanuel Wallerstein argued that Southeast Asia prior to 1750 was peripheral to – or existed alongside, separate from – European trade, and implied the region from 1600 to 1750 stayed basically unchanged by the European contact.</p> <p>3.2 Explain that it is common for historians to disagree on issues because they may have access to different sources, and interpret events and sources differently.</p> <p>3.3 Ask the students how they interpret the information acquired from Lessons 5 and 6. Do they agree with Wallerstein's claim?</p> <p>3.4 Students discuss this with their group members.</p> <p>4. Suggested home extension activities</p> <p>4.1 Students write a report about why they would agree or disagree with Wallerstein's claim.</p> <p>4.2 Encourage the students to do additional readings to enhance their understanding.</p>	<ul style="list-style-type: none"> • Handout 2: Synthesizing knowledge 	<p>The report helps students to synthesize the knowledge they have acquired from Lesson 5 and Lesson 6 and enables teachers to evaluate if students have gained an understanding about interconnectedness between Southeast Asia and the West, and Western impact on the region.</p>

Sources and handouts

Glossary

The East Indies:	a term that has been used to refer to the islands of Southeast Asia, especially the Malay Archipelago.
Entrepôt:	a port where goods are imported, exported, stored and traded.
Expedition:	a voyage taken for the purpose of exploration.
Factory:	a base for traders in a foreign country.
Monopoly:	when one group, company or country controls all the trade in a good or commodity.
Profit:	a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.
The Spice Islands:	the Maluku Islands or the Moluccas, which are an archipelago within Indonesia. They have been known as the Spice Islands due to the nutmeg, mace and cloves that were originally found there.
Trading Station:	a place or establishment where the trading of goods took place.
Treaty/treaties:	Formally concluded and ratified agreements between states.

Group A: Portuguese trade flows and actions in Southeast Asia during the sixteenth century

Source 1: Portuguese ports and trading factories* in Southeast Asia

With the discovery of a prime source of spice, namely the Spice Islands in the East Indies, also known as the Maluku Islands or the Moluccas, where nutmeg, mace, and cloves were originally found, the Portuguese were able to establish control over the lucrative spice trade. They 'lost no time in consolidating their position in the East Indies. They were securely entrenched at Malacca and effectively commanded the strait, and they built forts at Amboyna, Halmahera, Celebes, Ternate and Tidore, where they had spice trading factories.' (Parry, p. 202)

Sources:

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Reid, Anthony. 1990. 'An Age of Commerce in Southeast Asian History', *Modern Asian Studies*, Vol. 24, No.1 (Feb. 1990) pp. 1-30.

Vocabulary

Consolidate: to strengthen.

The East Indies: a term that has been used to refer to the islands of Southeast Asia, especially the Malay Archipelago.

Effectively: completely.

Entrenched: well established; difficult to move or force out.

Factory: a base for traders in a foreign country.

Lucrative: well-paid, profitable.

Source 2: Extent of Portuguese control

By establishing control over Melaka on the southwest coast of the Malay peninsula in 1511, the Portuguese not only secured a monopoly over a thriving spice trading centre, and particularly over the trade of clove, nutmeg and mace from the Moluccas and the Banda Islands, but they were also able to levy custom tariffs on all ships sailing on the East Indian waters. As Tomé Pires purportedly stated, 'whoever is lord of Malacca (Melaka) has his hand on the throat of Venice' (Wright, p. 39) whose dominance over the spice trade the Portuguese had long sought to undercut.

Through strategic treaties such as with the Sultan of Brunei, the Portuguese were able to secure new trade access, particularly for pepper, as well as favourable shipping routes from Melaka to the Moluccas. As a result of this monopolistic control, 'the price of pepper and other spices began to soar in all parts of Europe and resentment grew as strong against the Portuguese as it had grown against the Middle East monopolists before them. Other European powers sought a means of breaking the grip of Portugal on the spice trade of the Orient, and intrepid mariners presented themselves at the courts of Europe with plans which would carry them to the Spice Islands and open a way for these powers to share in the great spice wealth of the East' (Parry, p. 203).

Sources:

Lieberman, Victor. 1993. 'Local Integration and Eurasian Analogies: Structuring Southeast Asian History, c.1350–1830'. *Modern Asian Studies*, Vol. 27, No. 3, pp. 475–572.

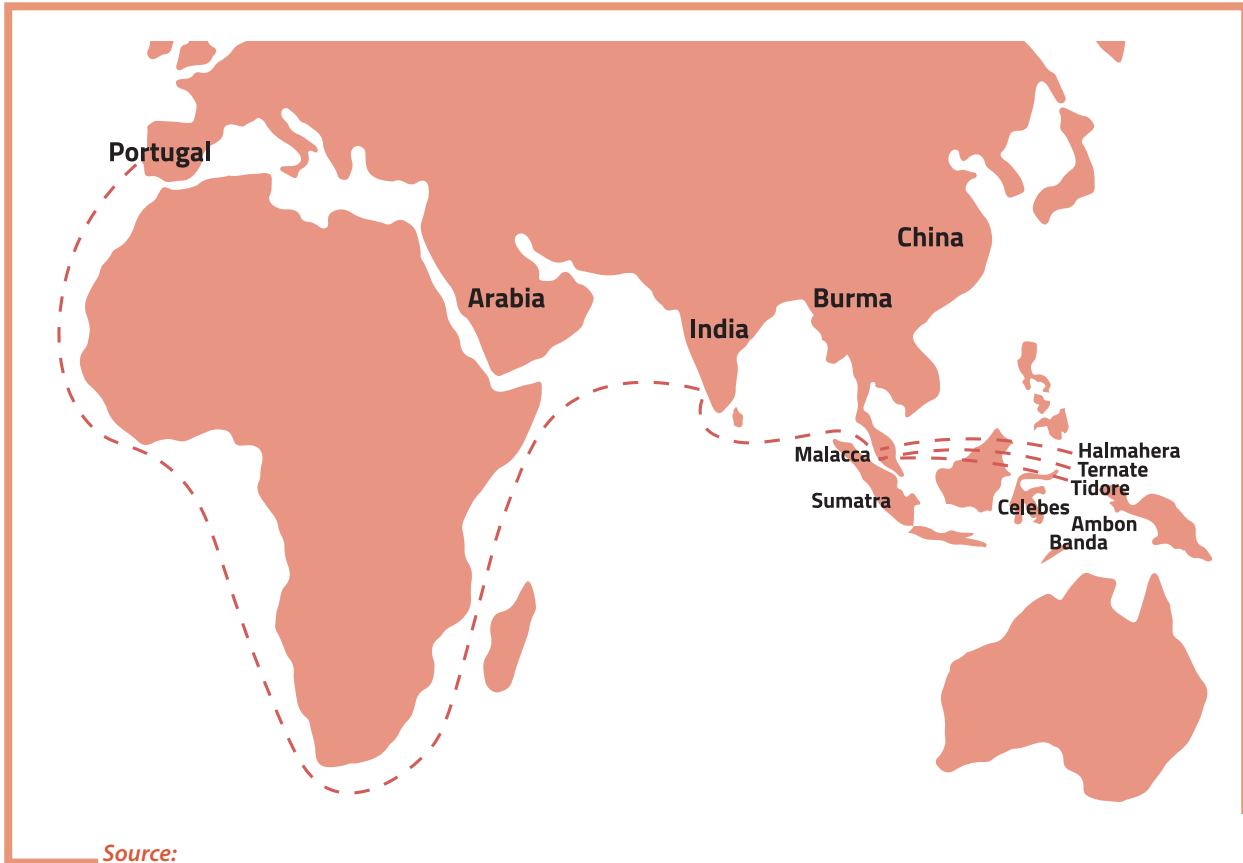
Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190–207.

Wright, Clifford. 2007. 'The Medieval Spice Trade and the Diffusion of the Chile'. *Gastronomica*, Vol. 7, No. 2, pp. 35–43.

Vocabulary

Custom tariffs:	taxes imposed on goods when transported across international borders.
Grip:	control.
Monopoly/monopolistic:	when one group, company or country controls all the trade in a good or commodity.
Purportedly:	supposedly.
Soar:	to rise.
Thriving:	successful.
Tomé Pires:	a Portuguese apothecary to the Prince of Portugal and envoy to China who wrote the first written account of the Spice Islands.
Undercut:	to make weaker.

Source 3: Portuguese trade flows in Southeast Asia (sixteenth century)



UNESCO/M.S.Kittipaisalsilp. Adapted from blank world map www.clker.com/clipart-blank-world-map-large-.html

Group B: Dutch control of the spice trade in Southeast Asia in the sixteenth and seventeenth centuries

Source 4: The beginning of Dutch control

Other European countries were also competing for their share of the lucrative spice enterprise. While the British were more focused on India, the Dutch directed their attention to the Spice Islands. In 1596, a Dutch expedition led by Cornelius Van Houtman brought back three shiploads of pepper and nutmeg. It 'fired the imagination of the people at home and stimulated the merchants of Amsterdam into immediate action. The pepper and cinnamon of Sumatra, Java and Borneo; the cloves of Ternate, Tidore, Amboyna and other islands of the Moluccas; the nutmeg and mace of the Banda Islands – all were now within reach. In the year 1598, no less than five expeditions left Holland for the East Indies ...' (Parry, p. 204). It was reported that 'in 1599 Dutch investors were getting a 400 percent return on their investment in spices' (Wright, p. 39). The Dutch expeditions 'made a good impression on the native sultans, opened trading stations, and generally laid the foundation for the future control of the East Indies by the Dutch' (Parry, p. 204).

Source:

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Wright, Clifford. 2007. 'The Medieval Spice Trade and the Diffusion of the Chile'. *Gastronomica*, Vol. 7, No. 2, pp. 35-43.

Vocabulary

Cornelius Van Houtman:	a Dutch explorer who discovered a new route from Europe to Indonesia that begun the Dutch spice trade in Southeast Asia.
Enterprise:	a project or undertaking, a business or company.
Expedition:	a voyage taken for the purpose of exploration.
Fire:	to excite.
Investment:	the act of putting money, effort, time, etc. into something to make a profit or get an advantage.
Lucrative:	well-paid, profitable.
Shipload:	products filling up a ship.
Trading station:	a place or establishment where the trading of goods took place.

Source 5: Dutch control in the seventeenth century

Through treaties and contracts, the Dutch were able to secure long-term and, subsequently exclusive, access to important sources of spice (Masselman, p. 451), and by 1600, together with the British, had captured 80 per cent of the black pepper trade. To protect their interests, the British established the British East India Company in 1600. The Dutch merchants in Amsterdam responded to the competition by forming their own Dutch East India Company in 1602, eventually gaining control over key spice producing regions. With their centralized operations, larger capital investment, and 'through a combination of brutal assaults and sustained naval patrols, the Dutch East India Company succeeded where the Portuguese had failed in establishing an effective monopoly over the production and distribution of Moluccan spices' (Lieberman, p. 76).

By 1621, they had consolidated their control to a point where they could change the name of Jacatra [Jakarta] to Batavia.

Sources:

Masselman, George. 1961. 'Dutch Colonial Policy in the Seventeenth Century', *The Journal of Economic History*, Vol. 21, No. 4 (Dec. 1961), pp. 455-468.

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Reid, Anthony. 1990. 'An Age of Commerce in Southeast Asian History', *Modern Asian Studies*, Vol. 24, No.1 (Feb. 1990) pp. 1-30.

Vocabulary

- Centralized: bring (activities) together in one place.
- Contracts: Written or spoken agreements between individuals or businesses.
- Exclusive: restricted to the person, group, or area concerned.
- Monopoly: when one group, company or country controls all the trade in a good or commodity.
- Treaty/treaties: Formally concluded and ratified agreements between states.

Source 6: Dutch attempt to limit the supply of spices

With monopoly over nutmeg and mace, the Dutch 'immediately sought to reduce supplies reaching Europe to about half those peak levels, with prices correspondingly high' (Reid, p. 14). On all islands, except those of Amboyna and Ternate in the Moluccas, and the Banda islands, clove and nutmeg trees were ordered extirpated. This 'wilful destruction of trees, which required years to bring their spices to fruition, reduced the production of cloves, nutmeg and mace to one-fourth of that before the coming of the Dutch to the Indies. This was the Dutch method of creating a scarcity of these fragrant and highly desirable spices to force their prices up in European markets for the benefit of the directors and shareholders of the Dutch East India Company' (Parry, p. 205). To keep supply low, on Banda islands where nutmeg was grown, 'every year on Neira... large heaps like haystacks are burned. The fire sometimes burns for eight days... The oil flows to the sea like a sizable stream' (Pollmer, p. 63). Through this active manipulation of the spice market, 'by the mid-seventeenth century, the Dutch were able to sell spices in Europe at about 17 times, and in India at about 14 times, the price for which they had bought them in Maluku, with none of profit at all passing into Asian hands' (Reid, p. 11). As Henry Hobhouse notes, 'until about 1670, the Dutch East India Company was the richest company in the world... it helped to finance the heyday of Dutch civilization: Rembrandt, Vermeer, Frans Hals, Vondel, Grotius, Spinoza...!' (Pollmer, p. 64).

Sources:

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Pollmer, Udo. 2000. 'The Spice Trade and Its Importance for European Expansion', *Migration & Diffusion*, Vol. 1, No. 4, pp. 58-70.

Reid, Anthony. 1990. 'An Age of Commerce in Southeast Asian History', *Modern Asian Studies*, Vol. 24, No.1 (Feb. 1990) pp. 1-30.

Vocabulary

- Extirpated: pulled up by the roots, destroyed.
- Fruition: production.
- Haystack: a pile of hay/grass, typically with a pointed top.
- Heap: a pile, a group of things lying one on another.
- Heyday: a period of great success.
- Scarcity: lack, shortage.
- Manipulation: the act of controlling or influencing (a person or situation) cleverly or unscrupulously.
- Wilful: intentional.

Group C: British attempts to break the Dutch hold on the spice trade, seventeenth to eighteenth centuries

Source 7: British attempts at breaking the Dutch hold on the spice trade

With the formation of the British East India Company, the British sought to undermine Dutch control over the lucrative spice market. An expedition was dispatched in 1603 that brought back enough pepper to England to break the Dutch hold on the market (Parry, p. 205). It was reported that 'a shipload of cloves purchased in the Spice Islands for £2,948 in 1606, brought the sum of £36,287 when sold in England two years later' (ibid). The British, however, were more focused on India, leaving the Dutch as 'the undisputed masters of the East Indies, reaping the wealth of a great spice monopoly' (ibid).

Sources:

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Reid, Anthony. 1990. 'An Age of Commerce in Southeast Asian History', *Modern Asian Studies*, Vol. 24, No.1 (Feb. 1990) pp. 1-30.

Vocabulary

Dispatch:	to send.
Expedition:	a voyage taken for the purpose of exploration.
Lucrative:	well-paid, profitable.
Reap:	to harvest, to gather.
Shipload:	products filling up a ship.
Undermine:	to lessen the effectiveness, power, or ability of.
Undisputed:	not called into question; accepted.

Source 8: How the Dutch monopoly was broken

As a result of various factors, 'halfway through the eighteenth century, the tide of fortune began to change for the Dutch East India Company' (Parry, p. 206). The spread of pepper growth and introduction of spice plants into British and French colonies along with declining profits due to oversupply, smuggling, and piracy all impacted Dutch trading monopoly. Demands also shifted to other commodities such as textiles and tea, making them more lucrative. With consolidated control over India, 'the English pioneered the sale of Indian cloths in Europe and by the middle of the century these had replaced pepper as the premier item of England's Asian trade' (Reid, p. 17). By the end of the seventeenth century, 'Indian textiles represented more than half of Dutch cargoes' (Reid, p. 17). The industrial revolution also brought scientific, industrial and technological advent, as well as new demands for raw materials that spurred colonial acquisition of territories and changed the global balance of power.

Sources:

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Reid, Anthony. 1990. 'An Age of Commerce in Southeast Asian History', *Modern Asian Studies*, Vol. 24, No.1 (Feb. 1990) pp. 1-30.

Vocabulary

Acquisition:	an asset or object bought or obtained.
Balance of power:	a situation in the world in which major states have roughly equal power.
Industrial revolution:	process of change from an agrarian economy to one dominated by machines and industry that began in Britain in the eighteenth century.
Lucrative:	well-paid, profitable.
Monopoly:	when one group, company or country controls all the trade in a good or commodity.
Profit:	a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.
Smuggle:	to traffic, to import or export goods secretly, in violation of the law and / or without payment of legal taxes.
Textiles:	fabrics, cloth.
Tide:	flow, trend.

Source 9: The rise of the British

About eight years after their occupation of that Malayan island, the British successfully transplanted clove trees from the Moluccas to Penang.

By 1799, 'the ascendancy of the British had progressed to such a degree that the Dutch East India Company was dissolved, and the affairs of the Company were taken over by the Dutch government' (Parry, p. 206). As P.J. Marshall notes, 'by the early eighteenth century the British Company was overtaking the Dutch as the largest supplier of Europe with Asian commodities' (Marshall, p. 30).

Sources:

Marshall, P.J. .1975. 'British Expansion in India in the Eighteenth Century: A Historical Revision'. *History*, Vol. 60. No. 198, pp. 28-43.

Parry, John. W. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Vocabulary

Ascendancy: dominant power or influence.

Dissolve: to cancel, terminate.

Transplant: to uproot, to move.

Group D: Local peoples' response to European control during the sixteenth and eighteenth centuries

Source 10: Resistance against the Portuguese

As 'the novel elements of European naval warfare introduced by the Portuguese soon lost their surprise value' (Reid, p. 8), the Portuguese were not very successful in protecting their interests. Local resistance was fierce, and over time local powers such as Aceh, Japara [Java] also began to work in greater concert against the Portuguese (Reid, p. 8), while 'Muslim Javanese and Malay traders defied Portuguese attempts to establish monopoly of Moluccan spices' (Reid, p. 8). After 1550, 'following the loss of their principal east Indonesian stronghold in Ternate to a revived Islamic coalition, 'the inhabitants of Maluku refused to give cloves to the Portuguese, and sold them to the Javanese, who in turn sold them at [Portuguese] Melaka' (Reid, p. 14).

Sources:

Parry, John. W. 1955. 'The Story of Spices'. *Economic Botany*, Vol. 9, No. 2 (Apr. – Jun., 1955), pp. 190-207.

Reid, Anthony. 1990. 'An Age of Commerce in Southeast Asian History', *Modern Asian Studies*, Vol. 24, No.1 (Feb. 1990) pp. 1-30.

Vocabulary

Novel: new.

Surprise value: the value of something unexpected.

Concert: acting jointly.

Coalition: a temporary alliance for combined action.

Stronghold: a place where a particular cause is strongly defended.

Source 11: Resistance from Aceh and other traders

With control over Melaka, which had emerged as an important spice trading centre, the Portuguese were able to monopolize the clove trade of the Moluccas and the nutmeg and mace trade of the Banda Islands but they were not able to neutralize local resistance, particularly from Java and Aceh, or block other shipments to Europe and the Middle East. Already in 1536, the Portuguese conceded that 'an immense swarm of prahus' laden with pepper had eluded their patrols and left Calicut for the Red Sea' (Reid, p. 8). By 1560s, the 'Muslim routes had revived...to the point where they took as much pepper and spice to the Mediterranean as they ever had, and in general more than the Portuguese' (Reid, p. 9). An uprising in the Moluccas and the loss of the Portuguese fort at Ternate in 1574 to Muslim opposition marked the beginning of the decline of Portuguese dominance.

Sources:

Boxer, C.R. 1969. 'Portuguese Reactions to the Revival of the Red Sea Spice Trade and the Rise of Atjeh, 1540–1600', *Journal of Southeast Asian History*, Vol.10, No. 3, pp. 415–428

Lieberman, Victor. 1993. 'Local Integration and Eurasian Analogies: Structuring Southeast Asian History, c.1350–1830', *Modern Asian Studies*, Vol. 27, No. 3, pp. 475–572.

Vocabulary

- Dominance: power and influence over others.
- Monopolize: when one group, company or country controls all the trade in a good or commodity.
- Neutralize: to make something ineffective, to disarm.
- Opposition: resistance or dissent.
- Prahus: a type of sailing boat originating in Malaysia and Indonesia.
- Revive: to gain new strength.
- Swarm: a large or dense group.

Source 12: Local response to European control of the spice trade

In the sixteenth and seventeenth centuries, the Muslim ports of Banten in west Java, Makassar in south Sulawesi, and Brunei in north Borneo also sought to capitalize on the dispersal of trade by establishing or enlarging their own entrepôts. With their centralized operations, larger capital, and military superiority on land as well as at sea, the Dutch had a yet more dramatic impact. Through a combination of brutal assaults and sustained naval patrols, the Dutch East India Company succeeded where the Portuguese had failed in establishing an effective monopoly over the production and distribution of Moluccan spices. When the recently ascendant state of Makassar sought to defy the new system, the Dutch went on to destroy that remarkably innovative mercantile center from 1666 to 1669. Not long thereafter, the wealthy pepper entrepôt of Banten in West Java suffered a similar fate.

Source:

Lieberman, Victor. 1990. 'Wallerstein's System and the International Context of Early Modern Southeast Asian History'. *Journal of Asian History*, Vol. 24, No. 1, pp. 70-90.

Vocabulary

- Ascendent: rising, becoming more powerful.
- Capitalize: take the chance to gain advantage.
- Defy: to challenge, to resist.
- Dispersal: spread over a wide area.
- Entrepôt: a port where goods are imported, exported, stored and traded.
- Mercantile: related to trade.
- Monopoly: when one group, company or country controls all the trade in a good or commodity.
- Superiority: advantage, dominance.

Source 13: Aceh as a threat to the Portuguese

Melaka's principal enemy for most of the 130 years that it was a Portuguese possession was the north Sumatran sultanate of Aceh. By 1585, an account of the series of Acehnese sieges of Melaka that took place during the early 1570s showed that Aceh represented a formidable threat to the position of the Portuguese not only in Melaka but throughout Southeast Asia and beyond.

Aceh's location at the northern most tip of Sumatra gave it a decisive strategic advantage over Pedir and its other neighbours, since this not only enabled it to win control of the entry to the Straits, but also provided it with a direct line of maritime communication with the western half of the Indian Ocean. By 1585, it had become the chief commercial rival of the Portuguese and their most implacable enemy in the region.

Source:

Villiers, John. 2001. 'Aceh, Melaka and the 'Hystoria dos cercos de Malaca' of Jorge de Lemos'. *Portuguese Studies*, Vol. 17, Homage to Charles Boxer, pp. 75-85.

Vocabulary

Chief:	main.
Formidable:	strong, impressive.
Implacable:	unstoppable.
Maritime:	of or about the sea.
Siege:	when enemy forces surround a town and cut off supplies.

Source 14: Makassar as a threat to the position of the Dutch

The Kingdom of Makassar achieved an increasingly dominant position in South Sulawesi after the middle of the sixteenth century. Initially the Dutch attempted to negotiate with the Makassarese people in order to secure their position. They asked the sultan to refrain from trading with the Spice Islands but his refusal led to a Dutch blockade. The conflict continued until 1637, when Makassar was finally persuaded to recognize the Dutch East India Company's interests, but the terms of the treaty were not accepted and the Dutch again attempted to obtain the necessary assurances. The Makassarese once more refused, and reasserted their right to trade with Seram and Ambon, which was then in revolt. This rebuff resulted in a declaration of war by the Dutch in October 1653 in which they repeated the blockade of Makassar's harbour.

Source:

Carey, Daniel. 2003. 'The Political Economy of Poison: The Kingdom of Makassar and the Early Royal Society'. *Renaissance Studies*, Vol. 17, No. 3, Special Issue: Asian Travel in the Renaissance (September 2003), pp. 517-543.

Vocabulary

- Assert: do something to show you have power.
- Blockade: organizing ships to close a port to prevent other ships to enter or exit and cut off supplies to a city or area.
- Rebuff: strongly reject an offer.
- Treaty: Formally concluded and ratified agreement between states.

Source 15: Local response and resistance to European control of the spice trade



Source:

UNESCO. Adapted from blank world map www.clker.com/clipart-blank-world-map-large-.html

Handout 1: Jigsaw activity

Key Questions: How did the Europeans control the spice trade in Southeast Asia and what was the local response?

During the last lesson, we learned how Southeast Asian societies were transformed by the connections established by the spice trade from the fourteenth to sixteenth centuries.

Between the sixteenth to eighteenth centuries, Southeast Asia remained connected to the rest of the world and its global trade continued to grow, but the dynamics (the forces that affect a system) became more complex. Previously, the Europeans served as middlemen and were merely one among many groups of traders in the region. In the sixteenth, seventeenth and eighteenth centuries, however, the Portuguese, Dutch and the British began to seek more dominant positions in the trade.

In this lesson, we will learn about the Portuguese, Dutch and British efforts to control the spice trade in Southeast Asia in the sixteenth to eighteenth centuries and the local peoples' response to this change in dynamics in the region.

Instructions for jigsaw activity:

- 1.** You will be working in two groups for this activity: your *Assigned Group* and your *Home Group*.
- 2.** Follow the instructions of your facilitator and move to your *Assigned Group*. Your task is to study the sources assigned to you in that group. As you read and study the sources, note your findings in your graphic organizer.
- 3.** When prompted by your facilitator, move into your *Home Group*.
- 4.** In a jigsaw activity, you hold only a piece of the puzzle to the bigger picture. In your *Home Group*, all the members will come together to 'piece together' a clear picture of European control of the spice trade in Southeast Asia and the local responses to these actions.
- 5.** As members of your *Home Group* share what they have learned from their assigned groups, record what they share in your graphic organizer to complete the 'picture'. When you are sharing what you have learnt with your *Home Group*, make sure they are on task and completing their 'picture' as well.



1. Where were the Portuguese forts and spice trading factories in the East Indies?

5. In which parts of Southeast Asia did the Portuguese meet resistance from the locals?

2. Which parts of Southeast Asia had trade links with the Portuguese? Can you locate them on the map?

6. What did the Muslims ports of Banten, Makassar and Brunei do in response to Dutch control?

3. What did the Dutch do to limit the supply of spices? Why was there a need to limit the supply?

7. How did the kingdom of Aceh respond to Portuguese control?

4. How did the British break the Dutch monopoly?

8. How did the sultanate of Makassar respond to Dutch control?

Handout 2: Synthesizing knowledge

In his books, historian Immanuel Wallerstein argued in 1974 that Southeast Asia prior to 1750 was unimportant to European trade and the European impact on Southeast Asia was minimal.

How do you interpret the information acquired from Lessons 5 and 6? Would you agree with Wallerstein’s claim?

Discuss this with your group members and as homework, write a report about why you would agree or disagree with Wallerstein’s claim. You might want to do additional research to support your claim. **(Note:** It is actually common for historians to disagree on issues because they may interpret events and sources differently.)

Yes, I agree with Wallerstein’s claim because...	No, I don’t agree with Wallerstein’s claim because...

Sources:

Wallerstein, I. 1974. *The Modern World-System, vol. I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. New York: Academic Press.

Wallerstein, I. 1980. *The Modern World System, vol. II: Mercantilism and the Consolidation of the European World-Economy, 1600–1750*. New York: Academic Press