

May 12, 2010

Name _____

**WORLD HISTORY II: The Rise of the East
Final Examination**

General Instructions:

- 1) In the space provided at the right of each question put the letter equivalent to the most likely answer.
- 2) If you come to a question that you do not immediately know the answer to, then move on to the other questions, then come back to the one(s) you did not know at first.
- 3) For questions that you are not sure of, make the best guess that you can. In this test wrong answers are *not* subtracted from the number of right answers. Don't leave any question unanswered. A pure guess has a 20% chance of being right; a blank has 0% chance of being right.
- 4) Keep your wits about you and don't panic. You should be able to figure out the correct answer to most questions. And if there are some you can't figure out, just relax because it is possible others will not have it right either.
- 5) *Disclaimer:* While the questions for this exam have been well researched, the answers have not. Any so-called objective test has elements of subjectivity (and ambiguity) about it. If you feel that there are two or more possible answers for any question, write a brief note in the margin explaining why you think so. We will take your note into consideration when correcting the exam.
- 6) *Rules:* For the possible answers that have an arrow (→) and blank lines following it, fill in the blank lines with an appropriate answer. In most cases, that answer will be "wrong" in regard to the question asked, but in around 20% of the cases, the answer that you fill in will be the correct answer to the question.

Questions:

1. According to the lectures, modern Western thinking is mostly a result of
 - (A) whatever we hear from reports on CNN by Wolf Blitzer.
 - (B)→
 - (C) the Five Pillars of Islam mixed in with sayings from the Qu'ran and the Hadith.
 - (D) the Four Noble Truths and the Eightfold Path of Buddhism.
 - (E) a combination of mathematics and reasoning that came out of the Middle Ages.
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2. According to the lectures, Scholasticism, a method of thinking developed by the Scholastics, or schoolmen, relied mainly on
 - (A) the application for scholarships by members of the clergy;
 - (B) the songs of the troubadours to determine the value of their work;
 - (C) a large-scale debate, as depicted in *The Name of the Rose*, between Franciscans and papal emissaries over whether Christ owned a purse;
 - (D) a belief that reason and faith constitute two harmonious realms in which the truths of faith and reason complement each other;
 - (E) a weathervane to determine what the politically correct view was.

3. In the reading on Eleanor of Aquitaine in *Makers of World History*, available on the course website, it is most accurate to say that the selections from William of Tyre and John of Salisbury characterize Eleanor this way:
 - (A) a foolish woman who betrayed her vows of marriage to Louis VII by dallying with her cousin Raymond of Antioch in the Holy Land.
 - (B) a proto-feminist who refused to be ordered around by her husband Louis VII of France.
 - (C) smarter than her husband, King Louis VII, who pretty much ran the day-to-day activities of France while her husband was away on the Crusades in the Holy Land.
 - (D) a co-ruler in every way with her husband, King Louis VII of France, who turned to her for advice on all important state matters.
 - (E) a saint who upbraided Louis VII, her husband, for dallying with Raymond of Antioch when he was on a Crusade in the Holy Land.

4. According to the lectures, the eastern half of the Roman Empire (Byzantium) outlasted the western half of the Roman Empire by about a thousand years mainly because
 - (A) the Germanic tribes invaded the west but not the east;
 - (B) the tax base was smaller in the east;
 - (C) the western emperors in the sixth century were too strong;
 - (D) Constantinople occupied a militarily defensible and economically strategic position;
 - (E) Byzantium had a superior culture.

5. According to the textbook, long before the Byzantine decline after the 11th century, Orthodox missionaries helped Byzantium
 - (A) to extend its trade and culture northward, creating a new zone of civilization in Eastern Europe.
 - (B) to turn back to the West toward Rome in order to become part of the emerging western European civilization.
 - (C) to increasingly seek isolation, thus becoming the last bastion of Hellenism.
 - (D) to extend its influence into Africa, where its culture and commerce soon rivaled that of the Muslims.
 - (E) to undergo restructuring of its economy and adopt a new openness to political discussion within its society.

6. The sixth-century mosaics of the Church of San Vitale in Ravenna, depicted and described in *The Human Record: Sources of Global History*, edited by Andrea and Overfield show
- (A) the courts of the Emperor Justinian and his wife the Empress Theodora.
 - (B) the *qibla* (directional pointer to Mecca) of the Mesquite mosque.
 - (C) the palace of the Emperor Charlemagne in Aix-la-Chapelle.
 - (D) the “Holy Family” in contemporary dress as a carpenter’s family working in the workshop.
 - (E) the fall of the Roman Empire as the result of taxes that were too high.
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7. According to the video *Medieval Conflict: Faith and Reason*, part of James Burke’s “The Day the Universe Changed” series, besides preserving ancient Greek culture, another significant achievement of Byzantium was
- (A) developing an advanced system of dialectical reasoning before that of Scholasticism in western Europe.
 - (B) creating a governmental system based on the idea of the complete separation of Church and State, embodied in the theory of “two swords.”
 - (C)→
 - (D) equal status for women at all levels of society, as is indicated in the memoirs of the Empress Anna Comnena.
 - (E) the codification of Roman law, the *Corpus Juris Civilis*, later discovered near Bologna, where it was utilized by Irnerius, a teacher of the liberal arts.
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8. According to the textbook, which of the following statements concerning urbanization within the Byzantine Empire is most correct?
- (A) Constantinople controlled the economy and grew to enormous size, but other cities were relatively small.
 - (B) Constantinople began to decline in population in the later years of the Byzantine Empire and was surpassed by the growth of other urban centers.
 - (C) Like China, the Byzantine Empire was heavily urbanized with many cities numbering more than 100,000.
 - (D) Most people in the Byzantine Empire lived in five great cities: Constantinople, Nicaea, Smyrna, Rome, and Athens.
 - (E) The Byzantines knew they were in trouble when Norsemen from Scotland opened a MacDonald’s in downtown Constantinople.
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9. All of the following statements about the Byzantine bureaucracy are true according to the textbook *except*
- (A) Many of the officials closest to the emperor were eunuchs.
 - (B) Aristocrats predominated, but could be recruited from all social classes.
 - (C) An elaborate system of spies maintained loyalty to the government.
 - (D)→
- (E) Bureaucrats had to pass civil service exams similar to those of the Chinese scholar-administrators but based on the Aristotelian classics. _____
10. In the lectures, I presented the following interpretation of Kievan Rus':
- (A) Everything the textbook says about Kievan Rus' is correct and should be believed without question.
 - (B) Kievan Rus' represents a four-way synthesis of agriculture from the indigenous Slavs, political arrangements from the Steppe nomads, commercial interests from the Vikings, and religious culture from Byzantium.
 - (C) Kievan Rus' exhibited no outside influence since the Slavs did everything on their own.
 - (D) The term Rus' is just another name for Russia and can be used interchangeably with it.
 - (E) All the Rus' sold themselves into slavery and that's why they were replaced by Ukrainians. _____
11. According to the video, *Maya: The Blood of Kings*, part of the "Lost Civilizations" series, the archaeologist Eric Thompson, who dominated Mayan studies until his death in 1975,
- (A) was a patron and supporter of the work of Iurii Knorosov, the Russian linguist whose discoveries helped break the code of the Mayan written language.
 - (B) found the codices that Fray Diego de Landa was supposed to have burned in 1562.
 - (C) interpreted the red dripping from the fingers of the captives in the murals at Bonampak, discovered by Giles Healey in 1946 as paint from a pot that they had dipped their hands in.
 - (D) was the first to discover the Mayan ruins at Copan.
 - (E)→ _____

12. According to the textbook, which of the following explanations is the *primary* one for the abandonment of Mayan cities and the collapse of classic Mayan civilization around A.D. 900?
- (A)→
- (B) Internal peasant revolt, accompanied by the peasant farmers to serve and feed the political and religious elites.
- (C) Agricultural exhaustion and an inability to support the overpopulation.
- (D) Evidence of disease and the possibility that as much as half of the population was wiped out, perhaps from unrecorded European contact.
- (E) Continual warfare and incursions from neighboring indigenous peoples of Mesoamerica, especially the Putun tribe.
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13. In the lectures, I used the term “pulsating galactic polities” to refer to this aspect of the political life of the Maya:
- (A) The Mayan priests would make predictions and advise the king on the basis of astronomical observations of the relative brightness of various stars and galaxies.
- (B) The Mayan priests would take the pulse of sacrificial victims from various satellite villages around the city in order to determine the political attitudes within those communities.
- (C) This was the name given to the annual convention of the chiefs of the various Mayan cities would get together once a year.
- (D) These were the stars of the Mayan ball game, who were then allowed to advise the chief on political matters.
- (E) These were the various city-states of Mayan civilization, like Tikal, Copan, Palenque, that would supercede each other in dominance within the area.
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14. According to the textbook, statements about the Mayan culture are true *except*
- (A) They possessed a sophisticated calendrical system based on both a sacred cycle and the solar year.
- (B)→
- (C) The universe of the Maya cosmos consisted of cardinal points and a center each dominated by a god who supported the sky.
- (D) There were numbers of city-states in Mayan civilization that engaged in virtually constant warfare.
- (E) The Maya used different agricultural systems including irrigation, swamp drainage, and artificially constructed “ridged fields” to support themselves economically.
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15. According to the textbook, after several centuries of economic and social change, by the later Middle Ages, western Europe embraced many contradictory groups of principles. Which of the following is *not true*?
- (A) If a serf managed to live in the city for one year and one day, the serf became a free person.
 - (B) Artisan guilds provided group protectionism and most artisans were comfortable forgoing individual profit for job security and group welfare by joining a guild.
 - (C)→
 - (D) Women's monastic groups provided an alternative to marriage and the veneration of Mary and other female religious figures gave women real cultural prestige, counterbalancing the Biblical emphasis on Eve as the source of human sin.
 - (E) The royal government backed the artisan guilds, protecting them with laws.
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16. According to the textbook, what was the attitude of the Tang emperors toward the Confucian scholar-gentry?
- (A) The Tang continued to support and patronize the growth of Buddhism in China at the expense of the Confucian scholar-gentry.
 - (B) The Tang supported the resuscitation of the Confucian scholar-gentry, often at the expense of the aristocracy.
 - (C) The Tang feared the development of the scholar-gentry and continued to support the nomadic aristocracy of China.
 - (D) Confucianism continued to wane during the Tang Dynasty and was only resuscitated under the Song.
 - (E) The Tang emperor alienated the Confucian scholar-gentry by calling them scholar-bureaucrats, which led them to abandon him for a Song (Sung).
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17. According to the lectures, in sharp contrast to the views expressed in the textbook, the administration of China from the Han Dynasty through the Yuan Dynasty was marked by
- (A) centralization and unified imperial control;
 - (B) democratic government with a bicameral legislature;
 - (C) a constitutional monarchy with a unicameral legislature;
 - (D) authoritarian government with a rubber-stamp legislature;
 - (E) decentralization and a dual system of military and civilian governors.
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18. The video *The Genius That Was China*, Part I, which was shown in class, described all of the following developments as being important for the success of the statecraft of the Chinese Empire *except* for
- (A) control of the rivers for irrigation;
 - (B) paper and printing to issue and distribute decrees;
 - (C) written examinations to maintain the quality of the scholar-administrators;
 - (D) a constitution that delineated a system of checks and balances and a bicameral legislature;
 - (E) Confucianism as a unifying ideology.
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19. According to the textbook, what was the primary difference between the Chinese relationship to Japan and Chinese impact on Korea and Vietnam?
- (A) Japan never received Confucianism from China unlike Korea and Vietnam, which did.
 - (B) Unlike the other regions, Japan retained the Confucian bureaucracy throughout the post-classical period.
 - (C) Japan rejected Buddhism in favor of strictly Japanese animism, which Korea and Vietnam did not.
 - (D)→
 - (E) The Chinese relationship to Japan was more a love-hate relationship as opposed to China's relationship with Korea and Vietnam, which was more a hate-love relationship.
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20. In the lectures, I emphasized an unusual point concerning the traditional Japanese view of their position in regard to the rest of the world, which was:
- (A) It was Japan's destiny to rule the world.
 - (B) The Japanese tended to see themselves on the periphery of the center of civilization, which lay in China.
 - (C) The Japanese saw themselves as the center of civilization, and all other people were barbarians.
 - (D) The Japanese thought of their country as a safe haven for immigrants and those seeking political asylum from repressive governments around the world.
 - (E) The Japanese saw themselves as the great innovators who provided invention after invention to be exported abroad and spread throughout Asia, Europe, and Africa.
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21. The main interpretation regarding the impact of Shintoism and Buddhism on Japanese life, as stated in the video *Buddha in the Land of the Kami*, was that
- (A) Buddhism ripped the social fabric and natural development of Japan that it had enjoyed under Shintoism.
 - (B) The Shinto reaction to the introduction of Buddhism led to disharmony and extravagant claims of individualism.
 - (C) Shintoism has given the Japanese creativity and a sense of harmonious order while Buddhism taught patience and self-effacement within the collective.
 - (D) neither Buddhism nor Shintoism has had much impact on the Japanese psyche or outlook.
 - (E)→
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22. According to the textbook, what was the immediate impact of the imperial Japanese court move to Heian-Kyoto?
- (A) Buddhism ceased to play a major role in Japanese society.
 - (B) The scholar-gentry was able to assert itself through the state's acceptance of a formal examination system modeled on the Chinese bureaucracy.
 - (C) The government contracted a huge debt as a result of moving expenses that it was never quite able to pay off.
 - (D) Shintoism was formally suppressed following the marriage of the Empress Koken to a former monk.
 - (E) The aristocracy was restored to counterbalance the power of the Buddhist monasteries and took over most of the positions in the central government.
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23. According to the lectures, Lady Sarashina, the anonymous Japanese courtier who was given a name in the twentieth century by the historian Ivan Morris, was notable because
- (A) she rose from a low caste to marry into the aristocracy, which is evidence of upward social mobility in Heian Japan.
 - (B) she raised 10 children who went on to be successful politically and artistically.
 - (C) she met Marco Polo and had a long correspondence with him.
 - (D) she wrote a work called the *Genji Monogatari* in the tenth century, thus establishing herself as one of Japan's leading literary figures.
 - (E) she wrote a memoir in the eleventh century, which provides a source for women's life in Japanese culture during the Heian period.
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24. In *The Pillow Book*, a tenth-century book of thoughts, one of the episodes the author Sei Shonagon describes is
- (A)→
- (B) her meeting with the “Shining Prince” and their subsequent torrid affair.
- (C) the time she spent as a Buddhist nun when she had to shave her head and chant mantras for penitence.
- (D) her outsmarting a high court official when he tried to humiliate her by asking her what the next lines of a certain Chinese poem were.
- (E) her charity work for the poor about whom she felt great compassion.
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25. According to the textbook, which of the following statements concerning the status of women during the era of the *daimyos* is most accurate?
- (A) Women’s status among the elite certainly improved during the era of the warlords, as they gained rights to inheritance.
- (B) Women often participated in martial training during the era of the warlords, thus improving their social status.
- (C) Women achieved full social equality with men in all respects.
- (D) While daughters of the *bushi* often received some martial training, under the *daimyos* women were excluded from inheritance and treated as defenseless appendages of their warrior fathers or husbands.
- (E) While the status of women among the artisan and merchant classes declined, the status of women among the warrior elite probably improved marginally.
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26. According to the textbook, which of the following statements concerning the Korean bureaucracy under the influence of China is most accurate?
- (A) With the establishment of the Confucian examination system, advancement within the civil service was almost exclusively by test scores rather than by birth.
- (B) Although Korea emulated the Chinese bureaucratic structure, this particular regional satellite never created a Confucian examination system as a means of qualification.
- (C) Korean government depended more on a warrior elite than administrative sophistication, so a formal bureaucracy was never established.
- (D) The Koreans reversed the Chinese examination system so that the person taking the exam was given the answers and then had to come up with the appropriate questions, which they called *Jeopardy*.
- (E) Korea established a Confucian examination system on the Chinese model, but admission to the bureaucracy was almost exclusively by birth and family connections rather than test scores.
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27. According to the textbook, which of the following statements can be considered correct in comparing the lives of Chinese, Japanese, Korean, and Vietnamese women?
- (A) Vietnamese women had more social freedom than Chinese, Japanese, or Korean women.
 - (B)→
 - (C) Japanese women had more social freedom only when they played *kemari*, a Japanese form in soccer in the Heian period.
 - (D) Korean women had more social freedom than women in any other society in the world at the time.
 - (E) Only Chinese women who moved to Japan had more social freedom.
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28. According to the lectures, which of the following statements most correctly describes the interaction between the Mongols and Chinese society before the conquest?
- (A) The Mongols' interaction with Chinese society was primarily one of raiding and pillage.
 - (B) The Mongols only interacted with Chinese society when natural calamity within the Mongols' ecology forced them into the territories of Chinese civilized society.
 - (C)→
 - (D) The Mongols maintained regular contacts with the farming and town-dwelling populations of China to purchase manufactured goods and food.
 - (E) The Mongols were uncouth and backward barbarians, whose brutality and delight in destruction posed a constant threat to the very existence of Chinese civilization.
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29. According to the textbook, what was the religious policy of the Mongol Empire under Chinggis (Genghis) Khan?
- (A) He was converted to Islam late in his life.
 - (B) He was converted to Shintoism when he married and Buddhism when he died.
 - (C) He was converted to Christianity by a Nestorian priest, but no one ever found out about it.
 - (D) He followed the shamanistic beliefs of his ancestors, but all religions were tolerated within his empire.
 - (E) Under the influence of his wife, Buddhism became the state religion of the Mongol Empire.
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30. According to the lectures, the main advantage of the nomadic short stirrup, which the Mongols used, over the long stirrup that Europeans used was that
- (A) the horse archer could stand in the saddle and thus aim more accurately.
 - (B) it saved on leather because not so much was needed to make a shorter stirrup.
 - (C) it was more convenient for the Mongols who had short legs.
 - (D) the rider could bend his legs so that he could rest his arms on them during long rides.
 - (E) the rider could jump from his horse more easily.
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31. In the video *Mongol Hordes: Storm from the East*, a Mongol warrior is shown putting on a silk shirt in preparation for battle. Although it was subsequently challenged by an experiment conducted by Matt Reid, the explanation given in the video for this practice is that
- (A) If the Mongol is killed in battle, he is already dressed for the grave.
 - (B) The Mongols wanted to flaunt their wealth that they had acquired throughout their conquests.
 - (C) The Mongols warriors wanted to display the fact that they had converted to Christianity and received a silk shirt when they did, except for those who received a cotton shirt when the missionaries ran out of silk ones.
 - (D)→
- (E) Chinggis Khan's motto was "Think like a champion, act like a champion, dress like a champion."
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32. In the lectures, besides the tactics of feigned retreat, signaling by flags, reflex bows, and superior horse-riding skills, another aspect of Mongol warfare that is often overlooked was emphasized as contributing to their many victories:
- (A) they had guns, which they acquired from the Chinese, while their opponents did not.
 - (B) The Mongols were the first to develop amphibious assault tactics, which they were able to use repeatedly even in the desert.
 - (C) They were able to formulate long-range strategies based on excellent intelligence gathering about the enemy.
 - (D) They brought a marching band with them into battle, which whipped their soldiers into a frenzy with ecstatic poundings on drums.
 - (E)→
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33. According to the textbook, how did the political center of Islam change after the Mongol invasions, especially those of Hulegu in 1258 and Tamerlane in 1401?
- (A)→
- (B) The center of Islam passed with the withdrawal of the invaders into the steppes of central Asia.
- (C) Baghdad became a provincial backwater, supplanted by Cairo to the east and soon thereafter Istanbul to the north.
- (D) The political center of Islam was removed to sub-Saharan Africa.
- (E) The political center of Islam was moved to Sarai, the capital of the Qipchaq Khanate.
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34. Marco Polo in *The Travels* described the role of women in Mongol society, a description that the selection from William of Rubruck in *The Human Record* would seem to confirm, which was that
- (A) Mongol women tended to all commercial concerns, buying and selling, and all the needs of their husbands and households, including putting up and taking down the yurts or gers.
- (B) Mongol women were secluded from the men, living in separate yurts or gers, and could be seen only by close relatives.
- (C) Mongol women developed a shadow culture of literacy, writing letters to each other as well as long romantic stories to while away the hours of inactivity.
- (D) Mongol women allowed to engage fully in all aspects of Mongol life, except for riding horses, which was reserved for the men.
- (E) Mongol women were sedentary, remaining in one locality while the men were nomadic traveling with the herds from winter to summer pasturage and back.
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35. According to the textbook, what was the Yuan policy with respect to religion during the Mongol occupation of China?
- (A) Like the Chinese dynasties, over time the Yuan adopted Confucianism as the primary ideology of the state.
- (B) Because it was closer to the animism practiced by the Mongols on the steppes, the Yuan adopted Taoism as the state religion.
- (C) Despite their desire to remain separate, the Yuan emperors were converted to Buddhism under the influence of Chabi, Kubilai Khan's wife.
- (D) The Yuan, like their ancestors, insisted on religious toleration.
- (E) Kubilai Khan practiced no religious beliefs himself, and instituted agnosticism as the religion of the empire.
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36. According to the lectures, the most significant contribution of the Mongols during this period was
- (A) the creation of a peaceful trading area throughout most of Asia and into eastern Europe (the *Pax Mongolica*).
 - (B) the spread of shamanism to places it had never been before.
 - (C) the destruction of old cities, which had turned into slums and eyesores.
 - (D) the building of a naval fleet that conquered Japan.
 - (E) introducing footbinding to the Chinese women.
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37. All of the following were methods employed by Kubilai Khan to maintain the separation of Mongols and Chinese, according to the textbook, *except*
- (A) Chinese were forbidden to serve at any level of the Yuan administration.
 - (B)→
 - (C) Mongols were forbidden to marry ethnic Chinese.
 - (D) Only families from nomadic families were selected for the imperial harem.
 - (E) Friendships between Mongols and Chinese were discouraged.
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38. In *The Adventures of Ibn Battuta*, Ross E. Dunn describes Ibn Battuta's attitude toward China when he visited there in 1346. Which of the following statements best describes that attitude?
- (A) China is the fountainhead of technological and religious innovation and the *Dar al-Islam* could learn much from it.
 - (B) Chinese religion, a blend of Confucianism, Taoism, and Buddhism is far superior to Islam in terms of ethics and morality.
 - (C)→
 - (D) Although prosperous, China was beset by many blameworthy things as the result of paganism, which troubled him so much that he stayed indoors most of the time so he would not have to see them.
 - (E) He found China to be backward in every way, a country impoverished both materially and spiritually, only slightly better than the Europeans.
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39. Ma Huan, in *The Overall Survey of the Ocean's Shores*, excerpted in *The Human Record* described the areas of Malacca, Sumatra, India, and the Persian Gulf, as the result of his accompanying
- (A) Marco Polo on his travels across Asia to Cathay.
 - (B) Ibn Battuta on his journeys throughout the *Dar al-Islam*.
 - (C) Chingiz Khan in his conquests of the Central Asian kingdom of the Khorezm Shah.
 - (D) the seventh-century Buddhist monk Xuanzang (Hsuan-tsang) in his search for sacred texts.
 - (E) the admiral Zheng He during his later expeditions through the waters of Southeast Asia and the Indian Ocean.
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40. According to the textbook, which of the following statements concerning the cessation of state-sponsored trade by the Ming Dynasty is most accurate?
- (A) The cessation of trade severely damaged the internal economy of China and produced the inevitable peasant revolutions that overthrew the Ming Dynasty.
 - (B) The end of international trade signaled a general decentralization of government in Ming China.
 - (C) Because of the Chinese dependence on imports from abroad, the decision to end the state-sponsored expeditions was particularly critical in initiating cultural decline.
 - (D) In Chinese terms, it was the brief trading flurry initiated under the Yuan and continued in the early part of the Ming that was unusual, not its cessation.
 - (E) The Ming stopped state-sponsored trading expeditions throughout Asia and beyond to the east coast of Africa because their ships were too small and their navigation technology inferior.
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41. According to the lectures, each dynasty in Chinese history was known for something outstanding. One dynasty that was known for its intellectual and cultural achievements was
- (A) The Tang Dynasty wherein over 3000 poets existed, including the Buddhist Wang Wei, the Daoist Li Bo, and the Confucian Du Fu.
 - (B) The Yuan Dynasty, set up by the Mongols who adapted Confucian teaching and ritual and practiced religious toleration.
 - (C) The Ming Dynasty, which means "bright" because they were naturally enlightened.
 - (D)→
 - (E) The Han Dynasty, in which Confucianism gained imperial approval and the administration set up under the Qin was established.
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42. Although medieval Europe was influenced tremendously by China and adopted many of its innovations, discoveries, and inventions, China in return was never really influenced by medieval Europe, according to the lectures, because
- (A) Medieval Europe had nothing to offer except for plague and movies starring Sean Connery.
 - (B) Medieval Europeans kept everything secret.
 - (C) The Chinese government had a sense of overall indifference toward things outside China because of a combination of cultural pride and concern about losing something essential if it accepted outside influence.
 - (D) Fear that MacDonaldis would outdo Wok-n-the Box as the number one Chinese fastfood chain.
 - (E)→
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43. In the reading on Murasaki Shikibu from *Makers of World History*, available on the course website, Ivan Morris argues that
- (A)→
 - (B) Murasaki Shikibu was a mythical person who never really existed and that *The Tale of Genji* was most likely written by a group of different authors.
 - (C) we can find ample evidence about Murasaki in court documents of the time, so we do not have to rely on her diary or *The Tale of Genji* to find out information about her.
 - (D) her diary and *The Tale of Genji*, being a work of fiction, provides the historian little evidence about Murasaki.
 - (E) while we have few facts about Murasaki's life, the diary and *The Tale of Genji* do provide ample evidence about her knowledge and her experience of the world.
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44. According to the lectures, St. Francis of Assisi is most significantly known for which of the following:
- (A) for insisting that a city be named in his honor where little cable cars would climb halfway to the stars.
 - (B) for preaching to the Birds that they should be grateful to God for their talent for playing basketball.
 - (C) his reverence for his "Lady of Poverty" in wanting to be the poorest man alive.
 - (D) for his proclamation that "one does not have to imitate Christ to be a Christian".
 - (E) for advocating that rich people can too get to heaven as long as they are not too attached to their wealth.
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45. In the reading on Joan of Arc in *Makers of World History*, available on the course website, two friars, Martin Ladvenu and Isambert de la Pierre, who witnessed her trial and execution are agreed that the questioning by the Bishop of Beauvais and the other interrogators
- (A) was too easy because they let her off the hook politically.
 - (B)→
 - (C) was designed to show that the English had no jurisdiction of Joan.
 - (D) was designed to show that the king of France, Charles VII, had no jurisdiction over Joan.
 - (E) was a model of good interrogation techniques for prosecutors of other accused heretics.
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46. According to the lectures, the most western part of the Mongol Empire, the Ulus of Jochi (a.k.a. Qipchaq Khanate) should not be called *the Golden Horde* because
- (A) the roofs of the buildings were covered in silver not gold.
 - (B) although the Horde had plenty of iron, copper, bronze, manganese, and nickel, it did not have any gold.
 - (C)→
 - (D) it implies there was a civilization there with beautiful cities and high cultural attainments.
 - (E) it replaced the Golden Horde, which had been there earlier at the time of the classic Mayan city states.
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47. In the section “How to Succeed in Business,” excerpted from *The King’s Mirror* in *Sources of the Western Tradition*, ed. Marvin Perry et al., the author, a thirteenth-century merchant, places special emphasis on
- (A) creating a monopoly through unfair practices and by flooding the market with inferior products.
 - (B) secretly trading with the Muslims in order to gain an advantage over the competition.
 - (C) traveling to China in order to obtain the latest fashions in porcelains and silks.
 - (D) being accompanied by an armed band of Viking marauders to protect one from being robbed.
 - (E) Christian religious observance and conducting oneself according to moral and ethical standards.
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48. In the video *The Wheel of Fortune*, part of the “Connections” series, James Burke explains the importance of the verge-and-foliot system for Western society from the thirteenth century on because
- (A) it allowed for the invention of the mechanical clock, which meant one could tell the time of day whether the sun was shining or not.
 - (B) it allowed for the invention of the overshot water wheel, which meant that vertical motion could be turned into horizontal motion for operating wind bellows.
 - (C) it allowed for the invention of the undershot water wheel, which meant grain could be ground even when water levels in the river were low.
 - (D) it allowed for the improvement of the loom and a resulting increase in the production of frilly knickers.
 - (E) it allowed for increased food production as crops were transplanted when they were on the verge of foliating.
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49. According to the textbook, which of the following was *not* an international economic difficulty experienced by the West by 1400?
- (A) Western elites were accustomed to increasing consumption of Asian luxury products, such as silks, sugar, perfumes, jewels, and spices.
 - (B) Trade with Asia had ceased as a result of the Mongol conquests.
 - (C) Western trade for luxuries had to be paid for in gold, establishing a negative balance of trade.
 - (D)→
 - (E) The rise of the Ottoman Empire and its capture of ports in the Eastern Mediterranean provided the opportunity for Muslims to serve as the middlemen in the trade with the East.
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50. Rægine Pernoud, in her book, *Those Terrible Middle Ages! Debunking the Myths* (2000), originally published as *Pour en finir avec le Moyen Age* (1977), used Bernard of Clairvaux’s metaphor that in regard to the ancient philosophers, “We are dwarfs who have climbed on the shoulders of giants,” to indicate that
- (A) Medieval writers not only knew the works of classical authors but used them “to see further” whereas Renaissance writers aspired to do no more than imitate them.
 - (B) Medieval writers were of small stature who thought the classical authors were very tall.
 - (C) Medieval writers were not as talented as Renaissance writers, who took the thoughts of the classical authors and used them in new and inventive ways to create the modern world.
 - (D) Bernard was sending a message to Abelard to be more humble in relation to his seniors, the fathers of the Church.
 - (E)→
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51. According to the lectures, the relationship of the later Rus' principalities to the Mongol-Tatar overlordship was
- (A)→
 - (B) covert guerilla warfare on the part of the Rus' princes engaging in sabotage and espionage activities to deplete and exhaust the Mongol-Tatar presence.
 - (C) characterized by the absence of influence of the Mongols on the Rus' principalities, since, as Nicholas Riasanovsky wrote, "One does not get aspirin from a headache."
 - (D) one of broad borrowing by the Rus' princes from the Mongol-Tatars in the areas of military weaponry, strategy, and tactics as well as a number of administrative practices.
 - (E) one of open warfare that led to the overthrow of the Tatar yoke by the Rus' princes in the name of the Russian people.
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52. According to the lectures, which of the following was not a principal characteristic of Renaissance humanism?
- (A) Advocacy of a liberal education rather than technical mastery of certain subjects.
 - (B) Stress on Latin as a means to unlock the storehouse of ancient wisdom.
 - (C) Emphasis on the possibility of human improvement through education.
 - (D) Recovery of the ancient texts that provide the historical underpinnings of Western religion, philosophy, and science.
 - (E) Denial of traditional religious values.
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53. According to the lectures, the art of the Byzantine Empire, from which Italian Renaissance art broke away, was characterized by
- (A) the use of perspective so as to create a sense of depth and three-dimensionality to its paintings.
 - (B)→
 - (C) a heavy emphasis on the expression of anguish, particularly in scenes involving Christ on the cross and on the faces of the women after he is taken down from the cross.
 - (D) increased use of themes from ancient Greece and Rome even to the point of using the same model for Aphrodite, the goddess of love, and for the Virgin Mary.
 - (E) the use of a lot of red and orange.
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54. According to the reading on Petrarch, available on the course website, Morris Bishop ascribes to Petrarch many “firsts,” among which were all the following *except*
- (A) the first traveler who traveled just for the joy of it.
 - (B) the first book collector.
 - (C)→
 - (D) the first autobiographer since the ancient world.
 - (E) the first professor of Greek language and literature at the University of Padua.
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55. In the lectures, I described the theory of Hans Baron, which he espoused in his book *The Crisis of the Early Italian Renaissance*, a theory that stated
- (A) the Florentinians developed a special sense of civic pride and defenders of liberty when the Duke of Milan failed to take their city with his army in 1402.
 - (B) when the black death first struck Italy, cutting the population in half and making everyone twice as rich, people needed something to invest in, so they invested in .com IPOs.
 - (C) Donatello created a crisis when he sculpted his statue of David, because he represented David after the battle rather than before the battle as Michelangelo was to do about 100 years later, thus resolving the crisis.
 - (D)→
 - (E) the Italian city-states were in competition with the Ottoman Empire, which led them to compete on the level of trying to determine which one of them had the better art and architecture.
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56. In his *Oration on the Dignity of Man (Sources of the Western Tradition)*, Pico della Mirandola describes God as saying to man:
- (A) “Build it and they will come.”
 - (B) “Go into Egypt and free the people of Israel.”
 - (C) “You may make yourself in whatever shape you would prefer.”
 - (D) “I know when you are sleeping, I know when you are awake. I know when you’ve been bad or good, so be good for goodness sake.”
 - (E) “Throw away your books and scholarship for it is only through tears and suffering that one may achieve salvation.”
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57. On the basis of the lectures and readings, what would you say, in general, was the Renaissance men's view of educated women:
- (A) they should be encouraged to contribute to, and be given an equal place in, society.
 - (B) they should have a voice in the political and commercial affairs of the towns and cities.
 - (C) they should not be encouraged in any manner but be placed on a pedestal as pure objects of adoration.
 - (D) they should be allowed to add a social touch to the household, but otherwise remain subservient to men in all respects.
 - (E) they should be given tenure at the universities through affirmative action programs.
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58. In the video *Point of View*, shown in class, James Burke emphasized the importance of the following event for the development of perspective in painting:
- (A) Giotto's breaking away from the stylized Byzantine representation of the Madonna and Child by painting the folds of the robes in a more nature manner.
 - (B) Donatello's statue of David, which was the first nude statue since the ancient world.
 - (C) Botticelli's painting of Venus in which he used the same face that he used to paint the Virgin Mary.
 - (D) Brunelleschi's painting of the Baptistry by using a mirror and the mathematics of Toscanelli.
 - (E) the synthesis of the northern European crucifixion with the Byzantine Christ Pantocrator.
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59. On the basis of the lectures, which of the following statements concerning Cahokia, the main city of the Mississippian culture from the 10th through the 14th centuries, *cannot* be supported by the archaeological evidence?
- (A) The inhabitants fed themselves solely by means of hunting animals and gathering wild berries and nuts, since they lacked rudimentary agricultural skills.
 - (B) It was the center of a large trade network stretching from the Great Lakes to the Gulf of Mexico.
 - (C) It was surrounded by a 2-mile-long wooden palisade.
 - (D) It was the most populous city in North America before Philadelphia in 1800 developed a larger population.
 - (E)→
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60. Throughout this course the instructor kept emphasizing three criteria of historical study, which he thought it important for you to remember. These three criteria are correspondence, coherence, and conceptual elegance, and they refer to the three levels of historical investigation, which are:
- (A)→
 - (B) the palaeolithic, the neolithic, and the geolithic.
 - (C) making things up to see if anyone will believe it, practicing read-write history, and expressing generalized unsubstantiated opinions based on untested preconceptions.
 - (D) finding out what the majority of historians believe, writing it down, and saying that you believe the same thing.
 - (E) acceptance of whatever is in the textbook because otherwise it would not have been published; agreeing with whatever the instructor of the course says, otherwise he or she will mark you down on your papers and exams; and believing that history happened exactly the way it is presented in movies and TV mini-series because you saw it with your own eyes.
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61. Optional: If you wish, you may make up a multiple-choice question that you think should be asked on an exam of this type. If it is appropriate to the material and if you answer it correctly, I will give you one additional correct answer on the multiple-choice part. I will also use the best questions in future exams. But no one-word answers please.
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