

WORLD HISTORY II: The Rise of the East
Sample Questions for Final Exam

1. According to the textbook (2nd ed., p. 327; 3rd ed., 353; 4th ed., p. 325), the significance of the Byzantine Empire included all of the following except (A) the empire's ability to survive for almost a thousand years after the fall of Rome. (B) the importance of the empire's capital at Constantinople as a major urban center. (C) the ability of the empire to spread its cultural and political influence over a wide area including pre-Islamic Syria, pre-Turkic Anatolia, the Balkans, Ukraine, Belarus, and Russia. (D) the empire's conquest of the Ottoman Empire, thus, preventing the Turks from entering Europe. (E) the preservation of ancient Greek learning, much of which was passed on to western Europe at the time of the Renaissance.

2. 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.

3. Many textbooks assert that the Byzantine emperor exercised secular control over the Eastern Church (often called Caesaropapism), whereas the Western Church was independent of secular control, but in the lectures, I argued that the Christian Church in the eastern half of the former Roman Empire differed from the Christian Church in the western half in that (A) the Byzantine Empire had many fewer doctrinal and theological controversies than did the Western Church. (B) The Western Church was more theologically sophisticated than the Church in the Byzantine Empire. (C) lacked bishops as part of the ecclesiastical hierarchy. (D) the secular ruler was supposed to work in harmony with the ecclesiastical ruler to decide matters together that concerned the external Church organization. (E) it watched its diet more carefully and exercised more regularly.

4. According to the lectures, the "force" that held Byzantine society together, much like the more modern force of nationalism, was the idea that (A) all men, being Christian, are equal; (B) there should be only one empire to rule all Christian people, to protect and aid the Church; (C) terror, applied forcefully yet discriminately, will insure unity; (D) the South will rise again; (E) we should all hang together or, most assuredly, we will all hang separately.

5. According to the lectures, all of the following were points of dispute that contributed to the split between the Western Catholic and Eastern Orthodox Churches except (A) the exact relationship among the members of the Trinity, that is, the Father, the Son, and the Holy Ghost; (B) whether purgatory exists; (C) whether Jesus Christ is divine or not; (D) whether to allow the use of the local, vernacular languages in the church service and Scripture; (E) how decisions concerning theology were supposed to be made.

6. According to the lectures, what was the primary difference between Christian monks in the early Eastern and Western Churches? (A) Monks in the Eastern Church devoted little attention to scholarship, but fulfilled a major social role in the community and the Church. (B) Monks in the Eastern Church were more likely to engage in scholarship than those in the Western Church. (C) Monasticism, in general, was virtually unknown in the East whereas it spread rapidly in the West. (D) Monasteries in the East owned almost no property or land, but monasteries in the West rapidly accumulated estates. (E) Monasteries in the East tended to be of the communal type whereas monks in the West tended to live alone or in small groups of two or three.

7. According to the textbook (2nd ed., p. 334; 3rd ed., p. 361; 4th, p. 332, with a modification from the lectures), what was the result of the conflict over the use of religious images in the Orthodox Church? (A) Like the Muslims, the Orthodox Church banned subsequent use of religious images in favor of non-representational art. (B) Because of the popular reaction in favor of icons, the Orthodox Church restored their use, but the close relationship between Church and State was broken. (C) After a long and complex battle, icon use was gradually restored (although not statues), while the tradition of harmony between the basileus and patriarch was also reasserted. (D) Because of the strong resistance of the monks, icon use was restricted to those regions of the Empire where the monasteries had little influence. (E) Artists of the Byzantine Empire attempted to make their paintings, mosaics, and statues as lifelike as possible so people would worship their art rather than God.

8. According to the textbook (2nd ed., p. 332; 3rd ed., p. 364; 4th ed. pp. 335–336), 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.

9. According to the textbook (2nd ed., p. 334; 3rd ed., p. 360; 4th ed., pp. 331–332) 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) After 1204, Constantinople was abandoned as all the inhabitants of the city sailed to Byzantium.

10. In the lectures, I presented the following interpretation of the early Rus' principalities (9th–13th centuries): (A) Everything the textbook says about the early Rus' principalities is correct and should be believed without question. (B) the early Rus' principalities represent 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) the early Rus' principalities 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 early Rus' principalities sold themselves into slavery and that's why they were replaced by Ukrainians.

11. The video "Maya: The Blood of Kings" shown in class focused on excavations in Tikal and Copan, which reveal (A) a society founded by Egyptians who built the pyramids, or perhaps Phoenicians; (B) an agricultural society that believed in human blood sacrifice for fertile crop yields; (C) cities that were the largest in the world at the time; (D) a community that produced nothing of its own and had to import everything via trade; (E) little new that we did not know before ca. 1950 about the Maya.

12. 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 supersede each other in dominance within the area.

13. In the tenth century, the Maya seemed to abandon their cities, which has led to much speculation as to why. In the lecture, all of the following were discussed as possible reasons why the Maya abandoned their cities except (A) change in climate that the Maya could not adapt to; (B) agricultural exhaustion resulting in lower food output; (C) lead pipes that led to lead poisoning in the leaders; (D) internal revolt with the food producers overthrowing the ruling elite; (E) devastating inter-city wars.

14. According to the textbook (2nd ed., p. 189; 3rd ed., p. 207; 4th ed., p. 178), which of the following characteristics of the Mayan calendar was different from other Mesoamerican calendrical systems? (A) recurring cycles of different length; (B) cycles of 52 years were regarded as sacred; (C) the “long count” created a fixed date of origin—3114 B.C.; (D) belief in great cycles of creation and destruction of the universe; (E) calendar system and sophisticated astronomical observations were made possible by a vigesimal system of mathematics.

15. According to the textbook (2nd ed., p. 235; 3rd ed., p. 254; 4th ed., p. 229), which of the following statements about early Buddhism in China is most accurate? (A) The Chinese imposed some of their own values on Buddhism such as the importance of maintaining families and political loyalty to the state. (B) The Indian Buddhist who entered China separated themselves from Chinese traditions and established regional communities that remained independent of the Chinese state. (C) Chinese Buddhism bore no resemblance to Indian Buddhism. (D) Daoists saw the emergence of Chinese Buddhism as an opportunity to overthrow the fundamental trend in China toward Confucianism. (E) Buddhism in China, unlike Christianity in Europe, was unable to provide cultural cohesion at a time when political links had broken down.

16. According to the textbook (2nd ed., p. 235; 3rd ed., p. 254; 4th ed., p. 229), what was one of the main causes of the demise of the Sui dynasty in China? (A) Moral degeneration and loss of the virtues of the Republic. (B) Financial collapse caused by expansion into Korea and central Asia. (C) Overthrow by a combination of landholders and Buddhist monks. (D) Invasion from southeast Asia. (E) Failure to repair the Great Wall or dig new canals.

17. According to the textbook (2nd ed., p. 236; 3rd ed., p. 254; 4th ed., p. 231), what was the status of Buddhism in India following the fall of the Gupta empire? (A) It continued to decline in the face of the Gupta preference for Hinduism and the dislike of the succeeding military rulers for Buddhist principles. (B) Buddhism declined, but retained a presence in India as it was adopted by the Hun invaders, who liked the pronouncedly otherworldly tone of the Buddhists. (C) Buddhism was resurrected as a major religion in India because it was adopted by many of the regional leaders who sought to buttress their authority. (D) Buddhism replaced Hinduism as the primary religion of the Indian population, although it was outlawed by the ruling military princes. (E) Buddhism was welcomed into India by the *shakti* who assumed human form in order to greet the Buddha.

18. In the selection “The Deeds of Sultan Firuz Shah,” found in *The Human Record* (pp. 262–264), the Sultan of Delhi Firuz Shah Tughluq (1351–1388) describes his accomplishments, including his policy toward the Hindus: (A) He made Hinduism the state religion and suppressed all idol-worshippers and Muslims. (B) He forbade the harsh punishment of Hindus in general but destroyed their temples and put up Islamic mosques instead. (C) He attempted to create a synthesis of all religions in his realm including Islam, Christianity, Hinduism, and Buddhism. (D) He forbade toleration of Hinduism under any circumstances and decreed their forced conversion to Christianity. (E) He attempted to outlaw the practice of *Sati* (lit. “virtuous woman”) wherein a widow threw herself onto her husband’s funeral pyre, but otherwise allowed Hindus to worship as they pleased without any coercion.

19. According to the textbook (2nd ed., p. 237; 3rd ed. pp. 256–257; 4th ed., p. 232), what was the impact of the reassertion of Hinduism on the caste system of India? (A) The caste system was simplified following the demise of the Gupta empire. (B) The caste system remained important, but was not extended to the new invaders or to other regions. (C) The caste system was restricted to northern India, where only the new invaders were added. (D) The caste system became more complex as both invaders and the residents of southern India were added. (E) The old caste system was demolished and replaced by a new caste system identical in every way to it.

20. According to the textbook (2nd ed., p. 237; 3rd ed., p. 257; 4th ed., p. 232), what was the impact of the Islamic challenge on Hinduism? (A) Hinduism disappeared in India and was replaced by Islam. (B) Hinduism recognized the Islamic emphasis on monotheism and replaced its various deities with a single divinity—Devi. (C) Hindu leaders strengthened their emphasis on religious and popular devotion, playing down intellectual interests. (D) Hindu leaders introduced the Islamic pantheon of gods into the Hindu patterns of worship and cult rituals. (E) Hindu leaders opposed popularization of the religion by declaring that all religious texts must be written in Sanskrit, not the vernacular languages such as Hindi.

21. According to the textbook (2nd ed., p. 238; 3rd ed., p. 257; 4th ed., p. 232), what was the impact of Islamic influence on the Indian economy? (A) The trade with Islamic territories actually improved the already vibrant Indian economy. (B) Indian merchants soon wrested control of the Indian Ocean from the Muslims and gained a commercial superiority over Islam. (C) Arab merchants successfully wrested control of the Indian Ocean from Tamil merchants and damaged the commercial dynamism of India. (D) Indian commerce entered a period of prolonged decline from which it failed to emerge until the twentieth century. (E) Islam disrupted the caste system of India with its message of spiritual equality to the extent that people were no longer doing the work that they traditionally did but other work with which they were unfamiliar.

22. According to the textbook (2nd ed., p. 393; 3rd ed., p. 423; 4th ed., p. 395), which of the following statements concerning the period immediately after the fall of the Han Dynasty in China is *not* true? (A) Despite the political chaos, the Great Wall continued to serve as a barrier to the penetration of nomadic peoples. (B) Trade and city life declined as the central government dissipated. (C) With mainly Buddhist exceptions, thought degenerated into the quest for magical cures and the elixir of immortality. (D) Nomadic peoples raided and conquered across the north China plain. (E) Technology stagnated as few new inventions can be dated to this period.

23. According to the textbook (2nd ed., p. 393; 3rd ed., p. 424; 4th ed., p. 396), the most important consideration that made possible the rapid revival of empire under the Tang (T'ang) Dynasty (618–907) was (A) the abandonment of Confucianism in favor of the more widely practiced Buddhism; (B) the brevity of the period of political dislocation; (C) the willingness of the Tang to abandon traditional approaches to government; (D) the preservation in the many kingdoms of the Confucian traditions that had been central to Chinese civilization; (E) the generation of wealth created by the discovery of an orange powder that, when mixed with water, created a delicious fruit drink.

24. According to the textbook (2nd ed., p. 396; 3rd ed., p. 427; 4th ed., p. 398), which of the following statements concerning the geographical extent of the Tang Empire is most accurate? (A) The Tang extended the empire in all directions except westward, where the Turks remained entirely independent of the Chinese emperor. (B) The Tang Empire was unable to recover the territorial extent of the Han, but did recover northern areas from the nomads. (C) The Tang Empire incorporated India and southeast Asia as well as the areas north of the Yellow River plain. (D) The Tang built an empire that was far larger than that of the early Han, an empire whose boundaries in many directions extended beyond the borders of modern China. (E) The Tang expanded their empire throughout the Pacific Basin to include areas of North, South, and Central America, which explains why the Maya abandoned their cities.

25. According to the textbook (2nd ed., p. 396; 3rd ed., p. 427; 4th ed., p. 398), 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).

26. According to the textbook (2nd ed., p. 396; 3rd ed., p. 427; 4th ed., p. 398), which of the following statements concerning entry into the Chinese bureaucracy during the Tang Dynasty is most accurate? (A) Although a higher percentage of candidates received office through the examination system than during the Han Dynasty, birth continued to be important in securing high office. (B) Under the Tang, family connections ceased to be of significance, as all candidates received office based on their score in the examination system. (C) Although the examination system continued to be monitored, almost all officials received positions as a result of family connections. (D) The examination system was eliminated during the Tang Dynasty, and only members of the imperial family served in the bureaucracy. (E) The system of family connections was replaced with an open admissions policy and an examination system consisting of two multiple-choice tests, one counting 10%, the other counting 30% of the final grade.

27. According to the textbook (2nd ed., p. 398; 3rd ed., p. 431; 4th ed., pp. 401–402), what proved to be the most damaging attack on Buddhism’s popularity with the people during the early Tang Dynasty? (A) The Buddhists’ insistence on rebellion against the emperor. (B) The Confucians’ successful campaign to convince the emperor that the Buddhist monastic establishment represented an economic threat. (C) The aristocracy’s concern that the growing Buddhist monastic establishment was monopolizing land that otherwise would belong to them. (D) The entry of nomadic invaders who were Islamic during the ninth century. (E) When Buddha left China for Japan where he received a more welcome reception from the *kami*.

28. According to the textbook (2nd ed., p. 399; 3rd ed., p. 432; 4th ed., p. 402), what was the impact on Confucianism of the Tang Dynasty’s repression of the Buddhists? (A) Confucianism emerged as the central ideology of Chinese civilization until the twentieth century. (B) Confucianism emerged in a strengthened condition, but still remained behind Buddhism in the sense of providing a basis for the intellectual rationale of Chinese civilization. (C) Because the Confucian scholar-gentry were associated with the persecution, Confucianism failed to generate much popular support outside the imperial government. (D) Confucianism, like Buddhism, declined in popularity, and its place was taken by Taoism. (E) The Confucian scholar-gentry was racked with guilt and as penance they all converted to Buddhism.

29. According to the textbook (2nd ed., p. 402; 3rd ed., p. 435; 4th ed., p. 405), which of the following statements most accurately describes the position of the scholar-gentry under the Song (Sung) Dynasty (960–1279)? (A) The Confucian scholar-gentry continued to exist, but the examination system weakened noticeably causing the imperial bureaucracy to depend more and more on the aristocracy. (B) The ascendancy of the scholar-gentry over its aristocratic and Buddhist rivals was fully secured in the Song era. (C) The Song emperors came to rely increasingly on the military as defense of the borders placed less emphasis on the role of intellectual ideology and more on warfare. (D) The Song continued to rely on the Confucian scholar-gentry, but more rigorous examination systems resulted in fewer men entering the civil service as a result of education. (E) The scholar-gentry were repressed by the Buddhists, who, racked with guilt, all converted to Confucianism as penance.

30. 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. _____
31. According to the textbook (2nd ed., p. 405; 3rd ed., p. 437; 4th ed., pp. 407–408), which of the following was *not* an economic development during the period of commercial expansion during the Tang and Song dynasties? (A) trade increasingly carried by Chinese ships and sailors. (B) enlarged market quarters found in all cities and major towns. (C) growing sophistication in commercial organization and forms of credit. (D) motivation to sustain overseas expansion and military domination of the seas to the south and west. (E) the best ships in the world equipped with watertight bulkheads, sternpost rudders, oars, sails, compasses, bamboo fenders, and gun powder-propelled rockets for self-defense, which led to Chinese sailors and merchants becoming the dominant force in the Asian seas east of the Malayan peninsula. _____
32. According to the textbook (2nd ed., p. 408; 3rd ed., p. 441; 4th ed., p. 411), which of the following statements concerning the status of women in the Tang-Song era is most accurate? (A) Tang-Song law recognized no women’s rights. (B) The condition of women in general improved during the Tang-Song era. (C) The assertion of male dominance within the family and beyond was especially pronounced in the thinking of the Neo-Confucian philosophers. (D) Women achieved full social equality with men in all respects. (E) The spread of Buddhism provided women with greater opportunities and career alternatives within the monastic movement. _____
33. According to the textbook (2nd ed., p. 408 3rd ed., p. 442; 4th ed., p. 412), in what way did footbinding serve to diminish the independence of Chinese women by the end of the Song era? (A) Because footbinding could only be afforded by the elite, poorer women were assigned to a lower social status. (B) Footbinding sufficiently crippled women to effectively confine their mobility to their household. (C) As footbinding was required in order to practice certain professions, Chinese women found that occupational alternatives were diminished. (D) Footbinding, although considered socially attractive, was condemned by Neo-Confucians who used the practice as a means of relegating Chinese women to subordinate roles. (E) Footbinding evolved into high-heel shoes, thus making Chinese women dependent on the fashion industry. _____
34. 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. _____

35. The video “The Genius That Was China,” Part I, which was shown in class, attributes the discovery of gunpowder (Chinese snow) to Taoist scholars who were (A) seeking a relationship between the inner alchemy of the body and the outer alchemy of elements; (B) trying to get a bigger bang for the buck; (C) commissioned by the emperor to invent firecrackers; (D) studying the works of Roger Bacon where he described how to make gunpowder; (E) trying to find something that would scare their cross-town rivals, the Confucianists.

36. According to the lectures, which of the following statements concerning leadership succession in Mongol society is most correct? (A) The Mongols recognized two royal families, and all leaders were the oldest males of the lineages. (B) Mongols often recognized the leadership of females who traced their descent from female deities. (C) Mongol leadership was based on patrilineal descent from the Quriltai tribe. (D) Any adult male of the “white bone” family was eligible to be elected khan by the *quriltai* and could hold that position for as long as they could keep it. (E) They developed a system of written examinations to determine who should be the leader.

37. According to the textbook (2nd ed., p. 445; 3rd ed., p. 482; 4th ed., p. 451), lectures, and video “The Mongol Horde: Storm from the East,” what tactic on the field of battle was frequently employed by Mongol forces? (A) frontal assault by massed cavalry followed by an infantry advance on foot; (B) massed artillery barrage followed by infantry attacks on the flanks; (C) trench warfare followed by suicidal attacks “over the top” through noman’s land; (D) massed phalanxes that were 6 men deep and 200 men across that were excellent at defense but not so good on offense; (E) feigned flight to draw the enemy out followed by heavy cavalry attacks on the flanks.

38. According to the textbook (2nd ed., p. 446; 3rd ed., p. 483; 4th ed., p. 452), what was the religious policy of the Mongol Empire under 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 Börte, Buddhism became the state religion of the Mongol Empire.

39. Marco Polo in *The Travels* described the role of women in Mongol society, a description that the selection from William of Rubruck entitled “Journey to the Land of the Tartars” in *The Human Record* (pp. 411–414) 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.

40. According to the textbook (2nd ed., p. 448; 3rd ed., p. 486; 4th ed., p. 455), what accounts for the growing political dominance of Moscow under Mongol rule? (A) Moscow was the only Russian city that was not destroyed during the invasion. (B) As the city located farthest south in Russia, Moscow was better able to benefit from renewed trade under the Mongols. (C) Moscow became the capital of the Golden Horde (Khanate of Qipchak). (D) The Muscovite princes were the only ones who refused to give in to the Mongols. (E) The princes of Moscow collected tribute for the Mongol khans and Moscow became the seat of the head of the Orthodox Church. _____
41. In contrast to the textbook (2nd ed., p. 449; 3rd ed., p. 487; 4th ed., p. 456), which stated that the reason the Mongols did not pursue the conquest of western Europe was the death of Khan Ogedei in Qaraqoram (Karakorum), which precipitated a struggle for the succession, the lectures proposed another possible reason: (A) the Mongols were defeated at the battle of Bratislava by King Bela of Hungary and allied knights of eastern Europe; (B) attacks by Tamerlane on the southern limits of the territories of the Qipchaq Khanate interrupted the Mongol assault; (C) after finding out that the plains of Hungary were not large enough to support their vast herds of horses, the Mongols had no further interest in Europe; (D) the Mongols overextended their supply lines, which reached all the way back to Qaraqorum; (E) the Pope had a meeting with Batu, the Mongol leader, and convinced him to turn back. _____
42. 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. _____
43. According to the textbook (2nd ed., p. 452; 3rd ed., pp. 490–491; 4th ed., p. 458), what was the status of Mongolian women during the Yuan Dynasty of China (1279–1370)? (A) Mongol women lost status as they fell under the social apparatus of the Confucian ideology. (B) Mongol women suffered social and political isolation as Mongol men adopted the preference for women who had undergone footbinding. (C) Mongol women were increasingly prevented from participating in hunting and martial activities, although they retained some influence in the household. (D) Mongol women increased their social status remarkably over what it had been in the yurts on the steppe. (E) Mongol women remained relatively independent, refused to adopt the practice of footbinding, and retained their rights in property. _____

44. According to the textbook (2nd ed., p. 452; 3rd ed., p. 492; 4th ed., p. 459), 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.

45. According to the video "The Mongol Horde: Storm from the East," which was shown in class, the Khitan scholar-administrator Yeh-lu Ch'u-ts'ai, who was captured by the Mongols, was instrumental in getting the Mongols to reverse their policy of turning the agricultural lands of northern China into grazing land, but the lectures suggested another contribution of his to the Mongols: (A) he introduced the Chinese marching band method of warfare; (B) he introduced the Chinese system of dual administration when he reformed Mongol administrative practices; (C) he introduced the Uighur alphabet in order to write the Chinese language; (D) he introduced Kubilai Khan to Chabi, his future wife; (E) he introduced the ginseng to the Mongols.

46. According to the lecture, 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.

47. According to the textbook (2nd ed., p. 463; 3rd ed., p. 502; 4th ed., p. 469), 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.

48. 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.

49. According to the lectures, the Japanese attitude toward Shintoism and Buddhism is that (A) neither is as good as Confucianism; (B) the Japanese are Shinto when they marry and Buddhist when they die; (C) these are two irreconcilable religions that will always be in conflict within the Japanese heart; (D) Buddhism is a higher form of Shintoism; (E) the kami of Shintoism did everything they could to prevent Buddha from coming to Japan.

50. According to the textbook (2nd ed., p. 417; 3rd ed., p. 450; 4th ed., p. 420), what was the central purpose of the Taika (Great Reform) of 646 in Japan? (A) to remake the Japanese monarch into a Chinese-style emperor; (B) to destroy the Confucian scholar-gentry in favor of a military aristocracy; (C) to increase the power of the Buddhist monastic structure; (D) to destroy the traditional peasant-conscript army; (E) to get the economy moving again by introducing a policy of openness in political matters.

51. According to the textbook (2nd ed., p. 417; 3rd ed., p. 451; 4th ed., p. 420), what was the immediate impact of the imperial 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) Chinese influence increased because Kyoto is closer to China than Nara is. (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.

52. 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 that provides an valuable source for women's life in Japanese culture during the Heian period.

53. According to the textbook (2nd ed., p. 418; 3rd ed., p. 452; 4th ed., p. 421), what appears to have been the primary concerns at the imperial Japanese court at Heian? (A) military exercise and civilian aerobics; (B) scientific research and technological innovation; (C) social conventions and poetry writing; (D) commercial activity and profit taking; (E) sports, especially sumo wrestling and baseball.

54. According to the video “Buddha in the Land of the Kami,” Kukai (d. 835), the Buddhist Shingon monk, is famous for (A) kidnapping the emperor and forcing him to issue orders if he ever hoped to regain his freedom; (B) producing illegitimate children with other members of the aristocracy who then occupied positions at court; (C) winning popular elections through cunning use of the media; (D) teaching that “only art can reveal perfection”; (E) making wooden ducks that floated better with saki on their backs.

55. According to the textbook (2nd ed., p. 419; 3rd ed., p. 454; 4th ed., p. 424), which of the following statements concerning the relationship of the imperial court to the provincial military elite (the *bushi*) in Japan during the later Heian period is most accurate? (A) The provincial military elite was kept in check by the continued development of the imperial peasant-conscript army. (B) The provincial military elite was rapidly subjected to the aristocratic armies of the imperial court. (C) In the absence of an imperial military force, law and order broke down leading both the emperor and high officials to hire provincial lords and their military retainers. (D) The emperor created an alliance with the Chinese that permitted him to crush the regional military lords. (E) The provincial military elite lost their status granted to them by the emperor and became bandits roaming the countryside and the streets of the capital.

56. In the section on Murasaki Shikibu in the handout from *Makers of World History*, Ivan Morris argues that (A) *The Tale of Genji* was written by Lady Sarashina in an attempt to have her father receive a commission in the capital. (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.

57. According to the textbook (2nd ed., p. 422; 3rd ed., pp. 455–456; 4th ed., p. 425), by the eleventh and twelfth centuries, what was the status of the Japanese court aristocracy? (A) They continued to dominate the imperial government and to depend on their alliance with the Buddhist monasteries. (B) Aristocratic families at the court depended on alliances with the provincial warrior elite in order to exercise any power. (C) The resuscitation of the emperor led to the destruction of the court aristocracy and the suppression of the regional warrior elite. (D) The court aristocracy succeeded by the eleventh century in setting aside the emperor in favor of regionalized government. (E) The court aristocracy, like their Chinese counterparts, adopted Confucianism and suppressed Buddhism.

58. According to the textbook (2nd ed., p. 425; 3rd ed., p. 458; 4th ed., p. 426), what was the relationship between the Ashikaga Shogunate (1336–1573) and the emperor? (A) The Ashikaga shoguns unseated the emperor at Heian and took the imperial title for themselves. (B) The Ashikaga shoguns swore fealty to the emperor at Kyoto and restored imperial authority. (C) The Ashikaga shoguns fought the emperor at Kyoto who refused to recognize their authority and drove him to the mountain town of Yoshino while setting up a puppet emperor in the old capital of Kyoto. (D) The Ashikaga shoguns brought the imperial family to Kamakura in order to more closely control their activities. (E) The emperor fought the Ashikaga shoguns at Kyoto who refused to recognize his authority and drove them to the mountain town of Yoshino while setting up puppet shoguns in the old capital of Kyoto.
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59. According to the textbook (2nd ed., p. 426; 3rd ed., p. 460; 4th ed., p. 428), 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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60. According to the textbook (2nd ed., p. 429; 3rd ed., p. 463; 4th ed., p. 432), 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, the satellite never created a Confucian examination system as a means of qualification. (C) Korean absolutism 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 rather than test scores.
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61. According to the textbook (2nd ed., p. 432; 3rd ed., p. 468; 4th ed., p. 436), which of the following was a critical factor in the failure of the Chinese to fold or assimilate the Vietnamese? (A) sporadic aristocratic revolts and the failure of Chinese cultural imports to make an impact on the peasantry. (B) the failure of the Chinese to introduce Buddhism. (C) the continued cultural impact of Indian culture in Southeast Asia, particularly among the Vietnamese. (D) the widespread destruction of the Vietnamese elite. (E) the inability of the ruling Vietnamese dynasties to establish a Chinese-style bureaucracy.
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62. According to the textbook (2nd ed., p. 434; 3rd ed., p. 469; 4th ed., pp. 438–439), following the assertion of Vietnamese independence from China in the tenth century, what aspects of Chinese culture were retained by the Vietnamese rulers? (A) They retained the Chinese family organization. (B) They retained the Chinese administrative system based on the Confucian examination system. (C) They retained a highly centralized administrative system manned by a powerful scholar-gentry group. (D) They successfully suppressed the peasantry on the Chinese model of suppression. (E) They conducted a great cultural revolution based on the Chinese model. _____
63. According to the textbook (2nd ed., p. 473; 3rd ed. p. 511; 4th ed., p. 477), the key theme of Polynesian culture from the seventh century to 1400 was (A) the adoption of Japanese civilization in the island societies. (B) the development of a uniform written script. (C) demographic contraction as a result of the world-wide epidemic of the fourteenth century. (D) spurts of migration and conquest that implanted Polynesian culture beyond the initial base in the Society Islands. (E) confinement to the Society Islands as a result of their limited ability to develop ocean-going sailing vessels. _____
64. According to the lectures, the Hanseatic League, which flourished from the thirteenth to the sixteenth centuries, was important in (A) a precursor to and model for the American and National Leagues; (B) encouraging commerce among cities around the Baltic and North seas; (C) holding together the Holy Roman Empire after the Treaty of Verdun in 843; (D) finally bringing about the downfall of Constantinople in 1453; (E) being a term used to designate the meeting place of German dignitaries. _____
65. 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 troubadors 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. _____
66. 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 get to heaven also as long as they are not too attached to their wealth. _____
67. According to the lectures and readings, courtly love can be described by each of the following *except* (A) love accompanied by great emotional expression but always at a distance; (B) overtly erotic while rejecting carnal lust and promiscuity; (C) lovers who always seemed to suffer the consequences; (D) devotion to the achievement rather than to the pursuit of seduction; (E) the writing of poetry about the virtues of the object of one’s affection. _____

68. 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. (pp. 222–224), 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.

69. According to the lectures, water power was the main source of energy in the Middle Ages. Two circumstances that led to the widespread use of water mills in the Middle Ages in Europe were (A) the absence of slaves and the presence of fast-flowing rivers; (B) the absence of presents and the presence of mind; (C) the absence of husbandry and the presence of wifery; (D) the absence of lords and the presence of vassals for carrying the water; (E) the absence of wind for the windmills and the presence of indoor plumbing.

70. According to the lectures, all of the following were the starting principles of the reformers of Cluny except: (A) rejection of secular control of the clergy; (B) strict observance of monastic rules and regulations; (C) creation of a more spiritual Church; (D) salvation of the soul; (E) resignation to a life of despair entirely without hope.

71. According to the lectures, statistical records reveal that during the period from 1300 to 1400 (A) the European economy experienced a dramatic spurt of growth as demand increased dramatically; (B) the number of European cities with populations over 50,000 inhabitants tripled; (C) Venetian and Genoese merchants lost their dominance over the pizza trade; (D) more women and fewer men engaged in mixed-gender marriages; (E) Europe’s population underwent a dramatic overall decline.

72. In the lectures a view about the origins of the Renaissance was emphasized that involved (A) the defeat of the Florentine forces by Milan; (B) the downfall of Constantinople to the Fourth Crusade; (C) the abdication of the Holy Roman Emperor; (D) the severity of population decline due to the Black Death; (E) the establishment of a trade monopoly in the eastern Mediterranean by Venice.

73. According to the lectures, the Medicis and Sforzas played a significant part in the Renaissance as (A) painters of everyday scenes; (B) rulers of Italian cities and patrons of culture; (C) scientists who furthered medical research; (D) military leaders whose conquests spread the Renaissance to northern Europe; (E) strolling troubadours who composed and sang bawdy rhymed ballads.

74. 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. _____
75. According to the lectures, the “concept of the whole man” as described by Leonardi Bruni and depicted in the portrait of Frederigo da Montefeltro, Duke of Urbino, emphasized participation in (A) sports, politics, and family life; (B) the community, scholarship, and family life; (C) military affairs, scholarship, and finances; (D) hockey, war, and politics; (E) gambling, carousing, and wenching. _____
76. 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. _____
77. On the basis of the lectures and readings, which of the following would you say was not true concerning the status of women during the Renaissance in Europe? (A) Women were thought to be clearly inferior beings. (B) Their primary role was to produce heirs. (C) Certain women made their mark in the world, but they were usually of royal descent. (D) Women could obtain divorces without much difficulty. (E) The daughters and sisters of rulers were often used as pawns in political marriages. _____
78. 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. _____
79. In the video “Point of View,” shown in class, James Burke described a downside to the Renaissance obsession with mathematical ratios: (A) regimented societies and social engineering; (B) being forced to study algebra in school; (C) paintings and buildings that all looked the same; (D) they were more interested in mathematics than they were in beauty; (E) it was difficult to tell which was the real door and which the optical illusion. _____

80. In the section on Eleanor of Aquitaine in the handout from *Makers of World History*, 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.

81. According to the textbook (2nd ed., p. 345; 3rd ed., p. 373; 4th ed., p. 345), which of the following statements concerning the impact of Christianity on western European animist religions, which believed in magic and supernatural spirits, is most accurate? (A) Christianity eradicated all traces of animism as the new religion became universal in western Europe. (B) The process of conversion produced a religious amalgam in which important traces of animism coexisted with Christianity. (C) Although Christianity made inroads, many areas of Europe retained purely animistic beliefs and rejected the new religion. (D) Small islands of animistic belief remained, but Christianity eradicated animism wherever the new religion was accepted. (E) Animism won out in western Europe preventing the introduction of Christianity to this day, which is why we have the Easter bunny.

82. According to the textbook (2nd ed., p. 347; 3rd ed., p. 376; 4th ed., p. 347), which of the following statements concerning the intellectual activity of the medieval West prior to the eighth century is most accurate? (A) Classical rational traditions were actively united with Christian mysticism to carve out a new intellectual world. (B) With the few literate people concentrated in monasteries, little was achieved other than copying older manuscripts. (C) Universities rapidly created a new intellectual climate in which logic was applied to matters of Christian doctrine. (D) All literacy and contact with the ancient culture was lost in the centuries following the fall of Rome. (E) Medieval western Europeans welcomed the invigorating intellectual contact they had with their Muslim neighbors.

83. According to the textbook (2nd ed., p. 348; 3rd ed., p. 377; 4th ed., p. 348), which of the following was *not* a benefit of the monastic movement in western Europe? (A) They disciplined the intense spirituality of the medieval West in order to promote Christian unity. (B) Many monasteries helped improve the cultivation of the land. (C) By copying ancient texts, monks preserved classical culture for later intellectual inquiry. (D) Their political organization provided the foundation for the political order established in France, Germany, and England. (E) They served lay people as examples of a holy life, adding to the spiritual focus that formed part of the fabric of medieval society.

84. According to the textbook (2nd ed., p. 349; 3rd ed., pp. 379–380; 4th ed., pp. 350–351), what was the impact of the improved economy after the tenth century on the social system of western Europe? (A) The improvements in the agricultural system retarded the development of towns and restricted social mobility. (B) Harsh serfdom became the rule throughout western Europe. (C) The increased pace of economic life created a less rigid structure. (D) Despite the improved economy, the rigid social system associated with feudalism continued to dominate western Europe. (E) Peasants attained higher social status than merchants and artisans.

85. According to the textbook (2nd ed., p. 353; 3rd ed., p. 383; 4th ed., p. 354), which of the following did *not* occur as a result of the crusades? (A) The Kingdom of Jerusalem was established for nearly a century in the Holy Land in 1099 with the capture of Jerusalem. (B) The fourth crusade resulted in the temporary conquest of Constantinople in 1202. (C) The crusades helped to open the West to new cultural and economic influences from the Middle East. (D) The crusades demonstrated a new Western cultural superiority to the rest of the world. (E) The crusaders established in Palestine, Lebanon, and western Syria a series of Christian forts, one of the most famous of which was the Krak de Chevalier.

86. According to the textbook (2nd ed., p. 353; 3rd ed., p. 383; 4th ed., p. 355), Pope Gregory VII (1073–1085) decreed the practice of lay investiture invalid. What was lay investiture? (A) the practice whereby aristocrats dressed in bishop's robes and attempted to rule in their place; (B) the practice of state appointment of bishops; (C) the practice of trying clerics in secular court. (D) the state's power to tax the clergy; (E) the practice of the Holy Roman Emperor Henry IV of laying in the snow of northern Italy (Canossa) the money he wanted to invest in the Church.

87. According to the textbook (2nd ed., p. 356; 3rd ed., p. 386; 4th ed., p. 357), in what way was the educational system of the West during the later Middle Ages different from that of China? (A) The West abandoned their classical heritage. (B) The universities were not tied into a single bureaucratic system. (C) In the West, there were no state bureaucracies to hire university graduates. (D) The West lacked a formal system of education. (E) In China, education was based on the trivium and quadrivium, whereas in the West the doctrines of Confucius prevailed.

88. Christine de Pizan, in her book, *The Book of the City of Ladies* (1405), takes issue with the writer Mathéolus, among others, and argues that (A) women should be allowed into the masonry guild so they can help build cities and cathedrals. (B) a city should be set aside for all ladies to reside in, whereas female commoners can reside in other cities. (C) Augustine was wrong when he said there were only two cities, the City of God and the City of Man. (D) God created women such bad creatures that they should be forced to reside segregated in a city of their own. (E) male writers have unfairly diminished the contributions that women have made to history and have unjustly denigrated women in general.

89. According to the textbook (2nd ed., pp. 359–360; 3rd ed., pp. 389–390; 4th ed., pp. 359–361), which of the following developments was *not* a result of the improved economy of the High Middle Ages? (A) urban growth allowed more specialized manufacturing and commercial activities, including banking. (B) Some peasants were able to throw off the most severe constraints of manorialism, becoming almost free farmers. (C) Rising trade permitted the redevelopment of commerce within the Mediterranean and beyond. (D) European merchants became more venturesome and wealthier than their Muslim counterparts. (E) The growth of trade and banking in the Middle Ages served as the genesis of capitalism in Western civilization. _____
90. According to the textbook (2nd ed., p. 361; 3rd ed., p. 391; 4th ed., p. 362), all of the following were functions of the merchant and artisan guilds *except* (A) limitation of membership so that all members would be guaranteed work; (B) regulation of apprenticeship to guarantee good training but also to make sure that no member would employ too many apprentices and so gain undue wealth; (C) discouraging new methods because security and a rough equality, not maximum individual profit, were the goals; (D) guaranteeing good workmanship so that consumers would not have to worry about shoddy products made by an unscrupulous profit seeker; (E) ensuring a free market economy so that the law of supply and demand could determine the price asked for a product. _____
91. 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. _____