

The Ascendancy of the West: 1450 to the Present
Sample Questions for Mid-Term Exam

1. According to the lectures, Gomes Eanes de Zurara (1404?–1474), otherwise known as Azurara, gave as the main reason, the root from which all the others came, the Portuguese prince Henry the Navigator wanted to pursue maritime exploration was (A) to gain knowledge of land that extended beyond the Canary Islands. (B) to find merchandise that might be brought to Portugal with great profit to the citizens there. (C) to gain knowledge of the strength of the enemy [i.e., Muslims] and to discover how far their power reached. (D) to find Christians to help against the enemies of the Catholic faith. (E) the astrological signs indicated that he would work at noble and courageous conquests.

2. According to James Burke in “The Day the Universe Changed,” when the Portuguese explored the west coast of Africa, they were initially reluctant to travel below the equator because (A) the North Star, which they used to navigate, was not visible from the southern hemisphere. (B) there was no gold to be found in southern Africa. (C) there were stories of Sea Monsters below the equator; (D) the sailors thought the world was flat and if one sailed too far one might fall off the edge. (E) the Spanish had already found a better route to India by going west around the world.

3. According to the lectures, Ferdinand of Aragon and Isabella of Castile were able to turn to financing the exploration of new trade routes only after (A) their marriage was recognized as legal by other monarchs. (B) they were anointed as Catholic king and queen by the pope. (C) the expulsion of the Moors and Jews from Spain in 1492. (D) the Portuguese showed the way. (E) they obtained R & D loans from the Fugger Bank.

4. According to the lectures, Christopher Columbus’ discovery of two continents previously unknown, or forgotten, to Europeans initially made Spain a wealthy and powerful nation because (A) those who followed him, like Cortés and Pizarro, found great quantities of precious metals (gold and silver). (B) Columbus found a source of the precious spices that were in such great demand in Europe. (C) the Spanish made use of the wealth of the New World to develop trade and industry at home. (D) the Portuguese were displaced in the valuable trade with the East Indies. (E) Spain then had a monopoly on the tourist trade to the New World.

5. According to the lectures, the Portuguese were able to establish their claim to Brazil as a result of (A) their doing the samba better than the Spanish could. (B) the proposed division of the world by Pope Alexander VI resulting in the Treaty of Tordesillas in 1494. (C) their search for the northwest passage. (D) the Indians’ knowledge of Portuguese. (E) Spain’s unwillingness to explore Brazil’s main river for fear of meeting amazons.

6. According to the lectures, the great quantities of gold and silver that flowed from the Spanish colonies in the New World into Spain ultimately (A) provided the capital for industrial and commercial expansion throughout Spain. (B) cost more than it was worth to bring to Spain from the colonies. (C) caused a decline in prices throughout Europe. (D) resulted in the ruin of agriculture and industry within Spain. (E) did not have much impact on the European economy.

7. According to McKay, *A History*, the Spanish missionary Las Casas convinced Charles V to import Africans to Brazil because of all the following *except* (A) the enslavement of Africans seemed more acceptable to the Church. (B) he believed they could endure better than the Indians. (C) the native Indians were not durable enough under such harsh conditions. (D) the native Indians revolted and refused to work as slave labor. (E) there was a shortage of labor in Brazil that could be alleviated by importing and enslaving Africans.

8. 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 marriages. (E) Europe's population underwent an overall decline.

9. 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.

10. 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.

11. 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.

12. 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.

13. In the excerpt from “The Prince”, as given in *Sources of the Western Tradition*, 6th ed., edited by Marvin Perry et al. (hereafter *Sources*), according to Machiavelli, the prince can avoid having his subjects hate him by above all things not (A) killing a man’s father. (B) taking their property. (C) being thought stingy. (D) fighting wars. (E) raising prices on the perfumes he sells.

14. 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.

15. 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.

16. 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.

17. According to the lectures, all of the following issues that were important during the Reformation were raised in the fourteenth century by the professor of theology at Oxford University, John Wycliff (1320–1384), *except* (A) turning away from the Church and toward the Bible as the prime source of authority. (B) arguing in favor of predestination over free will in regard to salvation. (C) rejecting indulgences as a means of setting souls free from Purgatory; (D) rejecting transubstantiation in favor of consubstantiation; (E) questioning whether the Church needed to abide by its guarantee of safe conduct to John Hus to come to the Council of Constance even though he was declared a heretic.

18. According to the lectures, Thomas á Kempis was a member of the Brethren of the Common Life who expressed the idea that (A) we should all live our lives as Christ lived his. (B) the Bible should be translated into Latin. (C) Martin Luther should be excommunicated. (D) God’s existence could be proved by the ontological argument. (E) we should cut taxes in order to stimulate the economy.

19. According to the lectures, which of the following phenomena *cannot* be considered a factor that contributed to the development of the Reformation? (A) the emergence of humanism and northern mysticism. (B) the desire of prelates within the Catholic Church to reform its ways. (C) the “Babylonian Captivity” of the fourteenth century when the King of France kidnapped the Pope and installed him in Avignon. (D) the Great Schism of 1378–1415 when there were two and sometimes three popes. (E) Luther’s Ninety-Five Theses.

20. According to McKay, *A History*, in the early sixteenth century, Catholic critics of the Church attacked all of the following *except* (A) Catholic doctrine on indulgences. (B) clerical immorality. (C) the ignorance of the parish clergy. (D) the problems of pluralism and absenteeism. (E) the divinity of Jesus Christ.

21. According to McKay, *A History*, Martin Luther’s attitude toward the peasants’ rebellion in Germany in 1525 showed him to be a (A) denier of the gods of Athens and corrupter of the youth. (B) man of great compassion who tried to intervene with the secular authorities to stop the slaughter. (C) strong supporter of secular authorities, who harshly crushed the rebellion. (D) strong supporter of the peasants and spiritual leader of the rebellion. (E) weak supporter of the idea of granting the peasants indulgences so they would not have to spend so much time in purgatory paying for their sin of rebelling.

22. According to McKay, *A History*, the German business classes were, in large part, attracted to the Reformation by (A) its effect on the political situation in northern Germany. (B) the idea that they would not have to pay tithes and ecclesiastical taxes. (C) its emphasis on reading and interpreting Scripture. (D) the new stature it gave to women and children. (E) it promised to raise taxes on only the top 2% of the population.

23. According to McKay, *A History*, Luther’s beliefs appealed to women for all of the following reasons *except* (A) all vocations had equal merit in the eyes of God. (B) abolition of confessions freed women from embarrassing personal narratives. (C) women were viewed as superior in authority in the household and were allowed to beat their husbands. (D) women were now allowed to become legal and honorable wives of priests to whom they had previously been concubines. (E) the home was exalted and regarded as the special domain of the wife.

24. In the excerpt “On Papal Power”, as given in *Sources*, Martin Luther argued that (A) the German princes should take that phrase as their motto when they fight the infidel Turks. (B) everyone should obey the orders of the papacy because the pope, when speaking *ex cathedra* (officially), is infallible. (C) the pope’s armies were stronger than the armies of the Holy Roman Emperor. (D) a free council should be called to institute Church reforms that the papacy was blocking. (E) he (Martin Luther) should be made pope, then everyone would see how real power was wielded.

25. According to McKay, *A History*, the majority of the German princes who adopted Lutheranism did so (A) for economic and political reasons. (B) for religious reasons. (C) to appease their subjects. (D) only with great reluctance. (E) because they liked Martin Luther as a person since he spoke their language. _____
26. According to McKay, *A History*, John Calvin and the town council of Geneva had Michael Servetus burned at the stake because Servetus (A) was a Catholic spy sent by the pope to disrupt the theocracy that Calvin had set up in Geneva. (B) disagreed with Calvin on the issue of the Copernican system, an issue over which Calvin would not tolerate disagreement. (C) had been condemned by the Inquisition and they figured that if he was a troublemaker there he would be a troublemaker here. (D) was a threat to society as the result of his rejection of child baptism and the Trinity. (E) had adopted the identity of a Basque peasant named Martin Guerre and married his beautiful wife Bertrande. _____
27. According to McKay, *A History*, the Anabaptists were so fanatically hated and bitterly persecuted by Catholics and other Protestants alike because they (A) believed in absolute pacifism and the strict separation of church and state. (B) believed in adult baptism and in rebaptizing believers who had been baptized as children. (C) practiced unusual rituals, like admitting women to the ministry. (D) believed that a church was a voluntary association of believers. (E) used to say “By their fruits you shall know them,” which really irked the Catholics and other Protestants who did not want to be known by their fruits, only their vegetables. _____
28. According to the lectures, Martin Luther’s attack on indulgences, as is evident from his writing of the 95 Theses, was prompted at least in part by (A) the fact that indulgences were a recent and radical innovation in the Church. (B) his belief that indulgences were valid only if they were not sold for money. (C) the Church’s own condemnation of the sale of indulgences. (D) good works have nothing to do with achieving salvation. (E) his jealousy of the successful marketing tactics that Tetzel introduced. _____
29. According to the class handout on Martin Luther, Erwin Iserloh argues that Martin Luther did not nail the 95 Theses to the church door in Wittenberg on October 31, 1517, while Hartmann Grisar presents the traditional Catholic view, which is that (A) Luther represented the best traditions of the Catholic Church, especially that of Thomas Aquinas. (B) Luther’s complaints should have been given a fair hearing by the Church leaders. (C) Luther was a bad monk and a troublemaker from the beginning. (D) Luther was good intentioned but misled in his zeal to become a Catholic saint. _____
30. Plagued for years by self-doubt about his own salvation, Luther, according to the lectures, finally concluded that guilt from personal sin could be overcome by (A) extreme ascetic practices. (B) good works and prayer, and buying indulgences from a monk named Tetzel. (C) faith alone. (D) entering a religious order, the Dominicans. (E) education and study. _____

31. According to the lectures, John Calvin's concept of predestination influenced his followers to (A) eat, drink, and be merry because their fate was already determined and they could do nothing about it. (B) exercise strict control over their own feelings and behavior and those of others. (C) surrender to self-doubt and despair and live passively, withdrawn from society. (D) submit unquestioningly to political authority, even if it violated the laws of God. (E) open up fortune telling establishments throughout Europe because they could predict the future.

32. According to the lectures, a major reason for the survival and success of the Roman Catholic Church during the Counter-Reformation was (A) its willingness to adapt its beliefs and practices to satisfy the demands of the Protestants. (B) a new sharing of authority in the Church between the pope and councils of bishops (conciliarism). (C) the winning back of parts of Germany and areas of eastern Europe, especially Poland, from Protestantism by the Jesuits (Society of Jesus). (D) its new spirit of freedom and openness, which appealed to the educated middle class. (E) its use of the revenues from indulgences to bribe Protestants to convert back to Catholicism.

33. According to the lectures, one of the main reasons for the English converting from Catholicism to Protestantism in the sixteenth century was (A) pressure from the French Hugenots to reform. (B) the extreme disgust of Pope Clement VII because the English refused to acknowledge the Treaty of Tordesillas. (C) Henry VIII's devoted following of the teaching of Martin Luther. (D) Henry VIII's wanting to divorce Catherine of Aragon because she did not produce a male heir. (E) the fact that the English liked their tea with sugar while the pope insisted that they had to drink it with lemon.

34. According to the lectures, a major reason for the growing power of monarchs during the early modern period in most of Europe was the fact that (A) the monarchs allied themselves with the military and/or bureaucracy to subdue the childish, selfish feudal nobility. (B) kings lost interest in religious affairs and stopped meddling with the churches in their countries. (C) the authority of kings often seemed the only alternative to the disruptive rationality of the scientists and philosophers. (D) royal government reduced taxes and ended forced military service; therefore, they gained popular support. (E) the nobility traded some of the power they obtained from their patronage networks to the monarch for the authority to control these networks better.

35. According to McKay, *A History*, Pope Clement VII did not grant Henry VIII's request for him to annul his marriage to Catherine of Aragon for all the following reasons *except* (A) Clement VII was an indecisive person. (B) he was distracted by the Lutheran revolt and the Habsburg-Valois wars. (C) he would have had to concede that the previous pope, Julius II, had erred, which would have given support to the Lutheran assertion that popes substitute their own evil judgments for the law of God. (D) Charles V, who was the nephew of Catherine, had just captured Rome in 1527. (E) annulling the marriage of someone who had received a papal dispensation to marry his brother's wife, although that marriage had never been consummated, was against Church law.

36. The description given in the lectures of the Elizabethan religious settlement between Protestants and Catholics that helped to form the Anglican Church coincides with all the following *except* (A) an example of Elizabeth's political ability. (B) a political-religious compromise. (C) a victory of moderate Protestantism. (D) a submission to the influence of Catholic Spain. (E) disliked by both Catholic and Protestant extremists.

37. According to the class handout on Elizabeth I (1533–1603), Sir Francis Bacon has a positive interpretation of Elizabeth I in arguing that England was very fortunate to have such a capable ruler, but James Anthony Froude presents a different interpretation: (A) Elizabeth was a coward, but, realizing that, was humble and, therefore, would not listen to flatterers. (B) Elizabeth was a puppet ruler who was used by Lord Burghley to seek revenge on the Spanish who had killed his brother. (C) England suffered defeat and ruin as the result of being ruled by a Protestant queen when what England needed was a Catholic king. (D) the great successes of Elizabeth's reign were the results of policies that were not her own.

38. According to McKay, *A History*, the statement "there are no privileges and immunities that can stand against a divinely appointed king" most accurately describes (A) the Stuart notion of absolutism. (B) the Stuart notion of constitutionalism. (C) the English Parliament's notion of democracy. (D) the English Parliament's notion of constitutionalism. (E) the democratic Stuart constitutionist notion of the absolutist English Parliament.

39. All of the following statements accurately fit the description of the Glorious Revolution of 1688 given in the lectures *except* (A) it established the joint monarchy of William and Mary. (B) it established a balance of power between the crown and the parliament. (C) it ended the threat of Catholic monarchy in England. (D) it was bloodless, that is no one was killed or wounded as a result. (E) it was another name for the French Revolution.

40. According to McKay, *A History*, a primary cause of the Glorious Revolution of 1688 in England was the (A) conflict over sovereignty between Charles II and Parliament. (B) fear of a Catholic dynasty being established in England as the result of the second wife of James II having a son. (C) economic dislocation that had resulted from the English civil war in which Charles I lost his head. (D) social mobility in England throughout the seventeenth century as more commoners became members of the gentry. (E) John Locke's writing of his *Second Treatise of Civil Government* in 1690, in which he argued that the people have natural right to rebel against a tyrannical government.

41. In the Polish-Lithuanian Commonwealth from the sixteenth through the eighteenth centuries, the term *liberum veto*, as described in the lectures, referred to (A) newly acquired freedom of speech among Poles based on the first article of the Bill of Rights. (B) a restriction on personal liberty in that members of the nobility (szlachta) were not allowed to draw their swords in the presence of the king. (C) the disbanding of the Polish parliament (the sejm) by the vote of a single delegate. (D) the freeing of the serfs according to a state decree. (E) the refusal of the rising middle class to accept the principles and tenets of liberalism. _____
42. According to the lectures, a possible major reason for the disappearance of Poland from the map of Europe by the end of the eighteenth century was (A) a conspiracy by anti-Polish mapmakers. (B) the failure of the Polish szlachta to reform the government and army. (C) the fact that all the Poles had migrated to Chicago. (D) Jan Sobieski's defeat of the Turks at the gates of Vienna in 1683. (E) Bishop Tomasz Ostrowski's selling out of Poland for a few pieces of silver. _____
43. The phrase "Paris is worth a Mass," as described in the lectures, might be paraphrased in its historical context as (A) Paris has about the same value as a Catholic church service. (B) it is worth converting to Catholicism to become king of France. (C) the "city of man" is as important as "the city of God". (D) the energy of the city of Paris is equal to its mass times the speed of light squared. (E) constant prayer is necessary to save the city from destruction. _____
44. Which of the following statements is least true about the Edict of Nantes issued by Henry IV in 1598 as described in the lectures: (A) it granted complete freedom to all religions in France. (B) it made Calvinism legal in France. (C) it gave certain rights to the Protestant minority, the Huguenots. (D) it allowed Protestants to hold public office. (E) it was Henry IV's attempt to reconcile French Catholics and Protestants. _____
45. According to the lectures, conflict between Catholic and Protestant princes in the German Empire was finally resolved by (A) the destruction of the last Protestant army and the exile of all Protestants to the extreme south. (B) the defeat of the emperor's forces and the emigration of most Catholics to Italy or France. (C) a compromise allowing each prince to determine the religion of his own territory (*cuius regio, eius religio*). (D) a compromise allowing for popular vote or plebiscite in each territory to determine the religious preference of the majority. (E) the emigration of all Protestants to the Balkans where they became followers of Shabtai Tzvi and converted to Islam. _____
46. According to McKay, *A History*, the Republic of the United Provinces of the Netherlands, which represents another model of the development of the modern constitutional state, can be described as (A) a centralized democracy. (B) a federated constitutional monarchy. (C) a confederation, that is, a weak union of strong provinces. (D) a centralized constitutional monarchy. (E) a decentralized federated democratic centralized absolute monarchy without a king. _____

47. According to McKay, *A History*, a republican form of government developed in the Netherlands in the seventeenth century because (A) experience with Spanish rule turned the Dutch against the institution of hereditary monarchy. (B) the country, because of poverty, could not supply the economic base for a powerful monarchy. (C) such a government was compatible with the agricultural economy of the nation. (D) the House of Orange, under the pressure of public opinion, renounced all claims to the throne. (E) no one wished to be king of a country that was below sea level.

48. According to McKay, *A History*, the popes of the sixteenth century resisted calls for a council to reform the Church for all the following reasons *except* (A) they were pre-occupied with political affairs in Italy, especially the security of the papal states. (B) they feared that calling a council to decide Church matters would result in a loss of power, revenue, and prestige for the papacy. (C) they were in awe of the difficulty of reforming so complicated a bureaucracy as the Roman curia. (D) they were relatively uninterested in theological disputes in “barbaric” Germany. (E) they were blind to the evils that existed in the Church.

49. According to the James Burke video, “The Day the Universe Changed,” shown in class, the Council of Trent’s accomplishments were (A) restricted to doctrinal matters. (B) negligible because of the failure to achieve reconciliation with the Protestants. (C) particularly notable in the area of promoting Baroque art in order to get people back into the churches. (D) impressive but had no lasting impact. (E) welcomed by the Protestants throughout Europe because they saw that the Catholic Church was really serious about getting its house in order.

50. According to McKay, *A History*, the defeat of the Spanish Armada in 1588 by the English (A) impeded the flow of silver from the New World to Spain. (B) ended Spanish attempts to subdue the revolt of the Netherlands. (C) prevented Spain from protecting its possessions in the New World. (D) saw “a century of Spanish pride and power” go down with it and the result was that “a spirit of defeatism and disillusionment crippled almost all efforts at reform”. (E) was a blessing for Spain because it soon rebuilt its navy with the result that the quality of the Spanish fleet improved and more silver reached Spain between 1588 and 1603 than in any other fifteen-year period.

51. According to the lectures, from the middle of the sixteenth century until the Revocation of the Edict of Nantes in 1681, the French Calvinists, called Huguenots, (A) were well organized, influential, and through their work as craftsmen and artisans contributed to the economic prosperity of France. (B) constituted a majority of the French population and thus were able to get laws passed to their benefit. (C) were confined mostly to the illiterate peasantry. (D) were confined mostly to the penniless nobility. (E) received very strong support from Catherine de Medici.

52. According to McKay, *A History*, most sixteenth- and seventeenth-century European writers, both Catholic and Protestant thought marriage should be (A) based on true love like a fairy tale romance. (B) like a contract based on mutual respect and trust. (C) like a contract based on financial considerations. (D) arranged by the parents of the bride and groom. (E) arranged by the Church in which hundreds of couples are married at the same time in Madison Square Garden.

53. According to McKay, *A History*, the Authorized Version of the Bible (a.k.a. the King James version) reflected the efforts of the Anglicans and Puritans (A) to stamp out Catholicism in England, Scotland, Wales, and Ireland. (B) to unite their two churches into one common church called Puritans (or maybe Anglitans). (C) to encourage lay people (i.e., people who are not priests or monks) to read the Bible. (D) to identify themselves with the English throne, in particular the Stuart notion of divine monarchy. (E) to get King James to read the Bible every Sunday morning on the radio whenever there was a newspaper strike.

54. According to McKay, *A History*, the main goal of Cardinal Richelieu's policies was (A) to reform the Catholic Church from within before a new religious protest split it again. (B) to decentralize the government in order to put more control in the hands of local administrators and petty provincial nobles. (C) to subordinate all groups and institutions to the monarchy. (D) to invoke the principle of popular sovereignty because vox populi vox dei (the voice of the people is the voice of God). (E) to limit the power and authority of the monarch through the establishment of a constitution, a legislature, and an independent judiciary.

55. According to McKay, *A History*, In response to their increasing economic difficulties Spanish monarchs of the seventeenth century resorted to (A) printing more paper money. (B) canceling the national debt on a number of occasions. (C) encouraging the development of industries and commercial activity within the country. (D) the confiscation and sale of church and monastic lands. (E) borrowing from the Social Security fund to make it appear that the yearly deficit was not as great as it was.

56. According to McKay, *A History*, French foreign policy under Cardinal Richelieu focused primarily on the (A) destruction of the fence of Habsburg territories that hemmed in France on the land sides. (B) destruction of the fence of English naval power that hemmed in France on the sea sides. (C) destruction of the economic power of the Low Countries that hemmed in France on the financial front. (D) destruction of the political power of France that hemmed in France on the social front. (E) protection of the province of Burgundy because Richelieu liked their dry red wine.

57. According to McKay, *A History*, the most striking feature of the social system in eastern Europe from the sixteenth through the eighteenth centuries was (A) a vigorous middle class that pushed for the principles of democracy and equal rights before the law. (B) a growing number of oppressed urban workers who frequently participated in strikes and work slowdowns. (C) a peasantry increasingly reduced to serfdom. (D) a politically strong yet economically weak nobility. (E) an economically strong yet politically weak nobility.

58. According to McKay, *A History*, the administration of justice in eastern Europe in the early modern period was generally (A) in the hands of the monarch's judiciary. (B) controlled by local landlords and members of the aristocracy. (C) the basis of the monarch's reforms. (D) based on customary law. (E) based on Roman law.

59. According to McKay, *A History*, eastern European towns lost their privileges that they enjoyed during the Medieval period in large part because (A) nobles were selling directly to foreign capitalists instead of selling their products to local merchants in the towns. (B) the peasants were again serfs and could not go to town to buy and sell in the marketplace. (C) monarchs created royal monopolies on trade, which excluded the towns. (D) the Black Death had depopulated the towns. (E) no one could keep track of where they had put them.

60. According to McKay, *A History*, a critical aspect of the Habsburg subjugation of Bohemia was the Battle of White Mountain (1620), which led to (A) an investigation by the House banking committee into "heads up" conveying of information by Habsburg officials concerning the White Mountain investment. (B) the introduction of economic and legal reforms, which anticipated the French Revolution. (C) the emancipation of the Bohemian serfs who then supported the Habsburgs. (D) the replacement of the Czech nobility with a motley band of aristocratic soldiers of fortune who had nothing in common with the Czech-speaking peasants. (E) the creation of a Disney theme park featuring Donald Duck as the Habsburg emperor.

61. All of the following characterize the reign of Louis XIV (1643–1715), as described in the lectures, *except* (A) a huge force of soldiers and police kept the peasants in check. (B) the Church supported the monarchy. (C) the old aristocracy, which enjoyed wealth and social prestige, worked with the king to exploit the peasantry. (D) at the death of Louis XIV the treasury was overflowing with wealth. (E) many Protestants fled the country.

62. According to the textbook and lectures, the palace at Versailles represented all of the following *except* (A) a palace carefully designed to epitomize the grandeur of Louis XIV's court. (B) an uncomfortable, foul-smelling place that at times was barely habitable. (C) the triumph of the Huguenot religion typified by the fact that the Calvinist cathedral was located by the king's chateau. (D) the seat of Louis XIV's government. (E) a closed society governed by strict rules of conduct and manners.

63. According to the handout in class from Sowards' *The Makers of the Western Tradition*, all of the following were measures Peter the Great (1689–1725) took to strengthen the Russian monarch's authority *except* (A) reforming the Russian army along Western lines of command, tactics and strategy, as well as and weaponry, and by founding the Russian navy. (B) establishing a constitution based on a system of checks and balances, like that of the United States. (C) following mercantilist policies in order to increase Russian industrial output. (D) reorganizing the nobility by tying status to rank within the civil and military service (Table of Ranks). (E) sending young Russian men to Europe to learn as much as they could about Western methods.

64. According to the lectures, the major work of Thomas Hobbes, *Leviathan*, which appeared in 1651, (A) claimed that the people should determine when the king had been unjust. (B) called for regulation of royal policies by a contract. (C) advocated a commonwealth tightly ruled by law and order and by an absolute sovereign. (D) justified the rights of Englishmen to limit royal authority. (E) argued that life in the natural state was one of friendly, civilized, and long.

65. According to McKay, *A History*, all of the following were causes of the Scientific Revolution of the seventeenth century, *except* (A) the long-term contributions of medieval intellectual life and medieval universities. (B) the recovery of works of Greek mathematics during the Renaissance improved European mathematics. (C) trying to solve the navigational problems of long sea voyages led to advances in knowledge. (D) better instruments led to the development of better ways of obtaining knowledge. (E) the overthrow of monarchies by scientists who were sick and tired of being dictated to by ignorant nincompoops.

66. According to the lectures, the great German astronomer Johannes Kepler, who had been hired by the great Danish astronomer Tycho Brahe to disprove the heliocentric theory of the great Polish astronomer Nicholas Copernicus, wound up proving that theory when he figured out that (A) "Geometry, coeternal with God and shining in the divine Mind, gave God the pattern... by which He laid out the World so that it might be Best and Most Beautiful, and finally most like the Creator". (B) Poles are always correct. (C) planets move in elliptical orbits. (D) love makes the world go round. (E) the universe is made up of crystalline spheres.

67. According to the lectures, Giordano Bruno was executed as a heretic in the year 1600 for teaching all the following ideas *except* (A) the earth moves around the sun. (B) the universe is infinite. (C) the stars are like the sun. (D) there exists many other worlds like our own in the universe. (E) one day we will have a Polish pope.

68. According to the James Burke video shown in class, one of the most important discoveries that Galileo Galilei made was that (A) the planets travel around the sun in elliptical orbits. (B) the heavenly bodies were not smooth, perfect spheres, as evidenced by his observations of the moon through a telescope. (C) the Church felt threatened by anyone having nearly identical first and last names. (D) the angle at which the Leaning Tower of Pisa leans is inversely proportional to its height. (E) if $M = \text{Morality}$, $B = \text{Benevolence}$, $S = \text{Self-Love}$, $I = \text{Interest}$, and $A = \text{Ability}$, then $M = (B + S) \times A = BA + SA$ and therefore $BA = M - SA = M - I$, and $M = (B - S) \times A = BA - SA$ and therefore $BA = M + SA = M + I$.

69. According to the course handout on Galileo, the twentieth-century Italian historian Giorgio de Santillana sees the injunction of 1616 telling Galileo not “to hold, teach, or defend it [the Copernican theory] in any way whatsoever, verbally or in writing” as a forgery concocted by the Vatican in 1633 to justify its condemnation, but the twentieth-century American historian Stilman Drake has another explanation: (A) the injunction of 1616 was really written by Edward De Vere, the Earl of Oxford, when he wasn’t writing Shakespeare’s plays. (B) the injunction of 1616 is an authentic document to be used only if Galileo refused Cardinal Bellarmine’s instruction to abandon Copernicus’ theory. (C) Galileo made an honest mistake and simply did not remember that he was not supposed to teach Copernicus’ views (Galileo’s explanation, “I forgot,” was not accepted by the Church). (D) Galileo misread the injunction of 1616 and thought it said that he was supposed to teach Copernicus’ views.

70. According to the lectures, Francis Bacon and Rene Descartes differed in their views of science in that (A) Bacon wanted science used for the material improvement of life, whereas Descartes saw no practical application at all. (B) Bacon stressed an inductive methodology based on data, whereas Descartes stressed deduction and abstract logic. (C) Bacon was critical of the ideas of Aristotle, whereas Descartes supported the views of Aristotle and the Church. (D) Bacon stressed the importance of mathematics, whereas Descartes largely ignored it in favor of the experimental method. (E) Descartes was cooked in a stove whereas Bacon is smoked in an oven.

71. According to the James Burke video shown in class, Isaac Newton’s theory of universal gravitation, as presented in his *Principia mathematica*, (A) had little effect on other scientists until the twentieth century. (B) explained once and for all time the cause and basic nature of gravity. (C) applied a single principle of physics to the mathematical description of all motion in the universe, both on earth and outside it. (D) reinforced the distinction between celestial and worldly physics. (E) was first thought of by Leibniz.

72. According to the lectures, Isaac Newton’s achievements had a profound influence on other scientists. Which of the following statements best describes the attitude of scientists after Newton? (A) There are some aspects of reality that men should not investigate. (B) There is nothing “natural”. (C) Scientific fields of study are independent and unrelated to social enterprise. (D) The world operates according to laws that can be discovered and understood by the minds of men. (E) There is nothing more to do since Newton has discovered it all.

73. Based on the lectures, which of the following statements would you say is most correct regarding the work and thought of Francis Bacon (1561–1621) (A) The existence of God cannot be proven and thus religion has no place in the new scientific method. (B) Matter and spirit are part of the same fundamental element. (C) Truth and knowledge can be established through data collection and inductive reasoning. (D) All objects are composed of tiny indestructible parts known as molecules and all motion is therefore molecular motion. (E) We should have faith in authority and believe in everything that has been written and published, for how else could it have been published.

74. Optional: On the exam there will be space for you to compose your own multiple-choice question on the basis of the material studied in this course, and answer it. Try to formulate your question according to the way you think it should be worded on an exam of this type. No one-word answers, please. If you answer your own question correctly, you will receive credit for it. I hope to use the best questions on future exams.
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