

4. What was the impact of the rivalry among European powers in the West African trade in the period 1450–1750?
 - (A) The long-established trade networks of West Africa were destroyed.
 - (B) The price demanded for African slaves rose sharply.
 - (C) Fearing European warfare in their territory, African leaders forged a military alliance.
 - (D) European rulers quickly laid claim to colonies in Africa to end conflicts with their rivals.
 - (E) African leaders were able to institute a ban on undesired imports of rum and tobacco from the Americas.
5. Angola is an example of
 - (A) a territory that banned the slave trade
 - (B) an African territorial conquest of the Ottoman Empire
 - (C) a trading “castle” of the Dutch East India Company
 - (D) an early European colony in Africa
 - (E) a successor kingdom to Mali in the western Sudan
6. What was one significant impact of environmental crises such as droughts in sub-Saharan Africa during this period?
 - (A) European attempts at sugar cultivation failed, thus fueling colonization of the Americas.
 - (B) African leaders became dependent on European agricultural imports, which drove the price of slaves downward.
 - (C) New crops brought to Africa from the Americas such as corn and potatoes failed to thrive.
 - (D) Many of those who fled stricken areas were given refuge by neighboring leaders, then forced into resettlement or sold into the slave trade.
 - (E) The Sahara Desert began expanding, which hampered the trans-Saharan trade and weakened links between Africa and the Islamic world.
7. Except for Morocco, North Africa was under the control of which power by the sixteenth century?
 - (A) Egypt
 - (B) the Ottoman Empire
 - (C) Portugal
 - (D) Ethiopia
 - (E) The Netherlands
8. The Moroccan defeat of the Songhai Empire was attributable to
 - (A) the Songhai Empire’s internal weakness
 - (B) Morocco’s powerful alliance with the Ottoman Empire
 - (C) the Songhai military’s inability to fight in the Sahara Desert
 - (D) the Songhai Empire’s depopulation as a consequence of the European slave trade
 - (E) the spread of new military technologies to the Moroccan kingdom

9. How did the European slave trade with Africa compare with the African slave trade with the Islamic world?
- (A) More women than men were taken as slaves by the Europeans, to repopulate the Americas, than were taken to the Islamic world.
 - (B) The European slave trade was driven more by religious motivation, as European Christians planned to convert enslaved Africans to Christianity.
 - (C) The Islamic world generally placed African slaves in less grueling types of labor.
 - (D) As the Islamic world's contact with Africa predated Europe's by several centuries, Muslim traders wound up taking far greater numbers of African slaves than European traders took.
 - (E) A much higher percentage of African slaves died on the harsh journey across the Sahara Desert than crossing the Atlantic by ship.
10. How did the Columbian Exchange affect Africa during this period?
- (A) New World crops such as maize, potatoes, and cassava brought a new source of food to famine-stricken areas of Africa.
 - (B) The demographics of Africa included significant numbers of Europeans and Americans by the end of the period.
 - (C) Large numbers of Africans succumbed to New World diseases to which they had never before been exposed.
 - (D) Livestock from the Americas such as cattle and horses transformed African pastoral practices.
 - (E) New World crops and agricultural practices required male labor and thus displaced the traditional female farmers of Central Africa.
11. African slavery in the Americas increased dramatically when
- (A) gold was discovered in Peru
 - (B) silver was discovered in Peru and Mexico
 - (C) sugar plantations were expanded in the West Indies
 - (D) drought caused the price of African slaves to drop
 - (E) cassava was introduced to Africa, thus significantly increasing the population
12. Factors that fueled the growing dependence of African slaves included all of the following EXCEPT
- (A) mortality rates in the tropics due to diseases—both native and imported
 - (B) Africans were relatively cheaper to purchase than Europeans or Asians
 - (C) African slaves would serve their masters longer than European indentured servants
 - (D) Europeans were not as attracted to the West Indies as they were to North America
 - (E) racial prejudice favored the use of Africans over other ethnic groups

4. What did the harem represent in Ottoman society?
 - (A) the takeover and conversion of non-Muslim territories
 - (B) the semi-isolation of Ottoman women from public life
 - (C) the system of land grants given to Turkish cavalymen by the sultan
 - (D) the use of military slaves to fight with guns rather than traditional bows and arrows
 - (E) the tax-exempt upper class of military and government officials

5. Which of the following was NOT a factor in the Ottoman crisis of the late sixteenth century?
 - (A) the growing influence of the Janissary corps
 - (B) the flood of New World silver into the global trade economy
 - (C) the rise of the rival Mughal Empire of India
 - (D) the sultan's decision to reclaim the land holdings of elite Turkish cavalymen
 - (E) the hiring of temporary soldiers to fight in military campaigns

6. What does the Ottoman passion for growing expensive tulips in the 1720s signify?
 - (A) the growing detachment of the Ottoman sultan from unrest within the empire
 - (B) an attempt to beautify Istanbul at the expense of taxpayers in rural areas
 - (C) Ottoman interest in scientific advancement, including botany and horticulture
 - (D) the efforts of Istanbul's elites to outdo their European rivals
 - (E) a temporary takeover of imperial power by the Janissary Patrona Halil, who chose a tulip as his symbol

7. Which of the following contributed the most to the unique character of Safavid Iran?
 - (A) cultural blending fostered by strong trade links with Europe, Asia, and Africa
 - (B) a religious and political mix of militant Shi'ite and mystical Sufi traditions
 - (C) a reliance on European Christian advisers in forming a strong central monarchy
 - (D) a renunciation of all elements of Iran's Persian legacy
 - (E) strong diplomatic ties to both the Ottoman and Mughal Empires

8. What was the most significant feature of the Safavid capital of Isfahan?
 - (A) its cosmopolitan blend of inhabitants
 - (B) its use of European city-planning techniques
 - (C) its similarity to the Ottoman capital of Istanbul
 - (D) its citizens' resistance to the spread of Shi'ite Islam
 - (E) its location at the center of the empire

9. Which of the following served as the foundation of the economy of the Safavid Empire?
- (A) exports of cash crops such as cotton
 - (B) the manufacture and trade of textiles and firearms
 - (C) subsistence farming and herding
 - (D) overland trade of rugs and silks
 - (E) taxes on trade in the empire's ports on the Arabian Sea
10. What brought about the end of the Safavid Empire?
- (A) conquest by their long-standing rivals, the Ottomans
 - (B) lack of support for the shah's central government
 - (C) an agricultural crisis leading to economic collapse
 - (D) civil war between rival Shi'ite and Sunni factions
 - (E) a voluntary merger with the growing Mughal Empire
11. The Venetians and Ottomans battled for two centuries because
- (A) the Crusades proved very profitable for the Venetian city-state
 - (B) the Muslim Ottomans and the Christian Venetians were natural enemies
 - (C) Venice saw itself as the natural protector of the Byzantine Empire
 - (D) trade through the Mediterranean was lucrative, and both regions wanted control
 - (E) the Ottomans refused to pay tribute to the Venetians in exchange for trading in the Mediterranean
12. The raya of the Ottoman Empire was known as the "flock of sheep" because
- (A) it was the minority of the Ottoman population
 - (B) referred to the Christian majority
 - (C) referred to tax-paying citizens of Jewish descent
 - (D) included the Muslim, Christian, and Jewish tax-paying population of the Ottoman Empire
 - (E) was composed of members of the military upper class
13. Why did cheap silver cause such a crisis in the Ottoman Empire?
- (A) Europeans suddenly had more buying power than comparable Ottoman subjects. This caused inflation.
 - (B) Cheap silver caused land prices to rise in the Ottoman Empire.
 - (C) Peasants were given cheap silver, which they used to buy muskets.
 - (D) Religious schools spent much of the cheap silver on missionary work.
 - (E) The Janissaries lost power as the landowners and cavalry gained power.
14. The major religious difference between the Ottomans and the Safavids was that
- (A) the Ottomans were Muslim while the Safavids were Nestorian
 - (B) the Ottomans were Sunni while the Safavids were Shi'ia
 - (C) the Ottomans had a large number of non-Muslim subjects while the Safavids were completely homogenous
 - (D) religion was imposed from the sultan in the Ottoman Empire, but each person had freedom of religion in the Safavid Empire
 - (E) Sufism was much more critical in the Ottoman Empire than in the Safavid Empire

4. What caused the period of civil war in Japan in the late 1500s?
 - (A) rivalries among landowning daimyo hoping to gain more power and territory
 - (B) disagreements among government officials over whether to allow trade with Europe
 - (C) the failed invasion of Korea and China by the warlord Hideyoshi
 - (D) the collapse of the Tokugawa Shogunate because of the destabilizing introduction of Christianity
 - (E) runaway inflation from the trade of goods for European silver
5. How did the Chinese and Japanese responses to Christianity compare?
 - (A) Both Chinese and Japanese peasants embraced Christianity as a welcome alternative to the hierarchical nature of Confucianism.
 - (B) Chinese peasants rejected the religion while the Japanese emperor forced it on the lower classes.
 - (C) The influence of Christianity was limited to the Chinese and Japanese middle classes, introduced to the religion through merchants.
 - (D) Emperors in both China and Japan banned Christianity by 1600 as a means of eliminating destabilizing threats to their power.
 - (E) Chinese elites welcomed Christian missionaries who accepted Confucian ancestor worship, but Japanese elites opposed Christianity's disruptive influence.
6. Which group faced the most significant challenges in maintaining its economic status in Tokugawa Japan?
 - (A) shoguns
 - (B) samurai
 - (C) daimyo
 - (D) merchants
 - (E) farmers
7. Which of the following is NOT a result of the growth of the Indian Ocean trade network in the fifteenth century?
 - (A) the spread of centralized rule into India
 - (B) rising literacy rates in the region
 - (C) the expansion of sultanates in Borneo and Sumatra
 - (D) increased conversion to Islam
 - (E) cultural blending in trade centers such as Malacca

8. What is the significance of the rivalry among European nations for dominance of the Indian Ocean trade in the sixteenth, seventeenth, and eighteenth centuries?
- (A) Warfare periodically broke out among the European powers for control of Indian Ocean islands.
 - (B) Price wars led to economic recession in most European countries.
 - (C) Muslim traders were able to exploit the conflict to retain control of key trade routes.
 - (D) The Dutch, followed by other European powers, moved from controlling trade to the production of goods, setting the stage for a transition to colonial control in the region.
 - (E) Finding the conflict draining on its resources, Britain abandoned trade activity in Asia to concentrate on developing its North American colonies.
9. What key factor allowed Babur to establish the Mughal Empire in India?
- (A) He displaced the Mongol rulers who retained control of the region in the 1500s.
 - (B) He ascended the throne peacefully as a descendant of Timur.
 - (C) He defeated the Delhi Sultanate after invading from Central Asia in 1526.
 - (D) He first took control of the key port of Calicut, then used wealth gained from trade to develop a powerful army and take the rest of India.
 - (E) He gained the military support of India's Hindu majority by promising rights and freedoms denied them by previous Muslim rulers in the region.
10. Which of the following is NOT an example of Akbar's genius in ruling the Mughal Empire?
- (A) He developed a large but well-organized government structure.
 - (B) He built a strong military that incorporated Hindu warriors as well as Muslims.
 - (C) He provided land grants to ensure the loyalty of government and military officials.
 - (D) He embraced aspects of various religions, including Islam, Hinduism, and Christianity, in a new "Divine Faith."
 - (E) He encouraged the Sikhs to abandon their militant ways and focus on peaceful coexistence with India's other religious groups.
11. Islam spread throughout Southeast Asia through all of the following EXCEPT
- (A) Sufi missionaries
 - (B) pilgrims making pilgrimages to Mecca
 - (C) merchants coming to Southeast Asia to trade
 - (D) intermarriage
 - (E) forced conversion through Jihad

12. The Dutch managed to wrestle Indian Ocean trade dominance from the Portuguese by
 - (A) creating joint stock companies which allowed for easier financing of economic expeditions
 - (B) missionaries taking positions in the local power structure that gave them control of supply
 - (C) developing new and secret navigation techniques that allowed them unrivaled domination for the next century
 - (D) creating well-armed castles from which they controlled the choke points off the island of Sumatra
 - (E) killing all the Portuguese whom they labeled as Corsairs
13. One method that the Tokugawa used to achieve Japanese unity was to
 - (A) force commercial integration by having daimyos take rice to the capital
 - (B) force political integration
 - (C) officially facilitate sake and porcelain exchanges
 - (D) foster economic integration, which happened naturally as daimyos frequently moved to Edo and traded their rice allotment at rice exchanges there
 - (E) elevate merchants over samurai to neutralize the power of the daimyos
14. The port of Nagasaki became the only area where
 - (A) samurai could take refuge
 - (B) Europeans could convert the Japanese to Christianity
 - (C) Japanese could learn about European innovations after the edicts forcing the expulsion of the Europeans
 - (D) daimyos had free rein
 - (E) the ronin could feel safe
15. The Macartney mission tried to change the dynamics between the Qing and the British by
 - (A) offering to buy tea, porcelain, and silk in exchange for silver
 - (B) willingly performing the kowtow in order to show that the British government was a tributary state to the Qing
 - (C) suggesting that the Russians, French, and Dutch share trading forts close to Beijing
 - (D) suggesting that new ports be opened and that goods other than silver be traded
 - (E) offering to continue the Canton system unchanged, even though the Qing emperor was fully aware that the Chinese were unable to enforce the system

5. Which of the following most frequently provided the opportunity to rise in social status in Europe during the period 1450–1750?
- (A) new business ventures or jobs in manufacturing and trade
 - (B) a university education
 - (C) marriage to someone from a higher class
 - (D) moving from urban to rural areas
 - (E) joining the priesthood
6. All of the following are true of the Columbian Exchange EXCEPT
- (A) Amerindians were exposed to diseases to which Europeans, Africans, and Asians had already developed immunities
 - (B) Old World livestock such as cattle and horses devastated the Amerindian cultures into which they were introduced
 - (C) it provided new dietary staples to Europeans, Africans, and Asians
 - (D) the social structure of the Americas became much more complex
 - (E) yellow fever killed a significant percentage of the European population of the tropical Americas
7. Theories of heliocentrism
- (A) upheld the beliefs of the ancient Greeks regarding the structure of the universe
 - (B) proved that the earth and other planets orbited in elliptical paths around the sun
 - (C) provided the impetus for Martin Luther and others to begin the Protestant Revolution
 - (D) changed prevailing views on the orbits and composition of the planets
 - (E) were initially proposed by Isaac Newton and fully developed by Galileo Galilei
8. Which of the following was NOT an important influence on the development of Enlightenment thought?
- (A) missionary activity in China
 - (B) the Scientific Revolution
 - (C) European colonization in the Americas
 - (D) the Protestant Reformation
 - (E) the Hundred Years War
9. Peter the Great is best known for
- (A) promoting Westernization in the Russian government, society, and economy
 - (B) restoring native Russian rule after the period of Mongol domination
 - (C) initiating Russian control over Siberia
 - (D) reducing legal restrictions on Russian serfs
 - (E) expanding Russian territory southward by defeating the Ottomans

10. By 1750, the world economy could best be described as
 - (A) consisting of fragmented regional trading networks
 - (B) linked by cooperative mercantilist policies
 - (C) centered on the agricultural output of the Columbian Exchange
 - (D) driven by trade centered on the Mediterranean Sea
 - (E) moving toward unification based on European maritime dominance

11. Peasants in Italy and Ireland
 - (A) were part of the global trade network, supplying maize and potatoes
 - (B) produced wheat for large European cities while eating potatoes and maize
 - (C) drank lots of wine and beer produced on the estates that they worked
 - (D) lived a better life than they had lived before because they could sell potatoes for cash
 - (E) exported wheat because it was seen as inferior to the new American crops such as maize and potatoes

12. One of the most visible environmental disasters of eighteenth-century Europe was
 - (A) air pollution caused by the burning of coal, which created a black fog in cities such as London
 - (B) the shortage of large trees for sail masts, a result of the building of so many large cathedrals
 - (C) deforestation caused by the new iron industry's sudden need for wood and a period of colder temperatures
 - (D) soil depletion and eventually famine caused by the emphasis on new crops such as potatoes
 - (E) famines caused by intense periods of either rain or drought

13. The roles of women in Europe
 - (A) continued to be inferior to those of men
 - (B) became more public as education became more available, a result of the Protestant Reformation
 - (C) were largely dependent on one's social class
 - (D) varied greatly from country to country
 - (E) all of the above

14. Political developments in France and England
 - (A) can be compared in the similar state religions both monarchies professed
 - (B) can be contrasted in the high war debts France accumulated while England fought few wars between 1450 and 1750
 - (C) can be compared in the similar opulence of the Versailles and Buckingham palaces
 - (D) can be contrasted in the relative powers of the French Estates General and the British Parliament
 - (E) can be compared in the powerlessness of the monarchy that both areas shared as a result of inept governance

Multiple-Choice Questions

- Which of the following statements correctly links the Aztec religious and political systems?
 - Aztec government was a pre-Columbian experimentation with democracy based on religious values.
 - The Aztecs used divination techniques to choose new kings.
 - Aztec leaders continually demanded tribute items and human sacrifices from conquered peoples.
 - Members of the Aztec ruling council were chosen from the priestly class.
 - The Aztecs considered Huitzilopochtli their only true king.
- Which of the following characteristics is NOT shared by the Aztecs and Inca?
 - a society based on the achievements of earlier peoples
 - an emphasis on territorial expansion through warfare
 - elaborate religious rituals that were believed vital to the continued functioning of the empire
 - impressive engineering projects completed without the use of the wheel
 - a reliance on pastoralism to support an ever-growing population
- The Treaty of Tordesillas
 - is an example of the diplomatic tactics Europeans used in negotiating with Amerindians
 - was the name of the charter given by the king of Spain to Cortés, allowing for the conquest of the Aztecs
 - brought about a peaceful conclusion to the Spanish takeover of the Inca
 - provided ground rules for the slave trade between Africa and the Americas
 - established territorial borders for Spanish and Portuguese colonization of the Americas
- Which of the following did NOT contribute to the sharp increase in African slaves shipped to the Americas between 1600 and 1750?
 - the high cost of land in the West Indies
 - outbreaks of smallpox and other diseases among Amerindians
 - European colonial takeover of African territory
 - mercantilist policies designed to maximize European profits in the American colonies
 - the short life expectancy of slaves on American plantations
- Social structure in Latin America
 - was based on the social structure of the Amerindians, with the Europeans simply imposing themselves at the top
 - lacked uniform characteristics and varied significantly within the region
 - quickly obliterated all aspects of native culture
 - enforced rigid taboos against cultural blending
 - evolved into a complex, yet hierarchical, mixture of European, Amerindian, and African cultures

6. How did mercantilist policies affect the economic system of colonial Latin America?
 - (A) Spain and Portugal actively promoted private enterprise in their colonies.
 - (B) The colonies were used as a market for manufactured goods shipped from Spain and Portugal.
 - (C) Mercantilism fostered the growth of open trading throughout the Western Hemisphere.
 - (D) Industrial exports from Latin America rose steadily throughout the colonial period.
 - (E) An influx of European currency caused severe inflation in the Latin American economy.
7. What is a key difference between the British and French colonial settlements in the West Indies and those of the Spanish and Portuguese elsewhere in the Americas?
 - (A) Spanish and Portuguese settlements developed a more complex social structure than that of the British and French settlements in the West Indies.
 - (B) British and French settlements relied far more on government involvement in the economy.
 - (C) The Spanish and Portuguese settlements depended on slave labor, while those of Britain and France allowed only indentured servitude.
 - (D) British and French settlements were more heavily influenced by the indigenous peoples there.
 - (E) Spanish and Portuguese settlements caused much more physical damage than the environmentally friendly sugar plantations of the Caribbean.
8. The English and French colonies in the New World were characterized by
 - (A) a dependence on slave labor similar to that found in the colonies of Spain and Portugal
 - (B) less hostile relations with the indigenous peoples of the Americas than the Spanish and Portuguese had
 - (C) the earlier development of urban commercial centers than the Spanish and Portuguese colonies
 - (D) a greater reliance on private investment for settlement and development than the Spanish and Portuguese colonies
 - (E) better agricultural opportunities because of a more temperate climate than the colonies of Spain and Portugal
9. Why did the planters of colonial Virginia switch from using indentured servants to using African slaves?
 - (A) Slaves represented a lower up-front cost than indentured servants.
 - (B) Most indentured servants had begun pursuing opportunities in the Caribbean rather than North America.
 - (C) Slaves were easier to train.
 - (D) Indentured servants from Europe were less resistant to New World diseases than African slaves.
 - (E) Slaves served as a better long-term investment than indentured servants.

