

Chapter 3 Quiz

Multiple-Choice Answers

1. (C)
While this question calls for fact retention, it may also require an ability to analyze the effects of policies. The first monarchs of a united Spain, Ferdinand and Isabella achieved that unity by conquering the remaining Muslim area of southern Spain. In an effort to promote cultural unity and establish a national identity, they defined *Spain* in terms of orthodox Catholicism. Those not fitting their definition of orthodoxy were condemned as disloyal or subversive. Two particular groups, Jews and Muslims who had converted to Christianity but retained old customs or dress, were forced into exile by Spanish authorities.
2. (B)
Portuguese navigators played a role in the explorations of the New World. If this fact is not known, there are other approaches. Consider clues that you may know: Portuguese is the language of Brazil, the largest nation in South America. Some elimination may also be done: (D) is obviously incorrect, since Italy was not finally united until 1870.
3. (D)
Desiderius Erasmus (1466–1536), also known as Erasmus of Rotterdam, was a Dutch humanist who hoped to reform the Church by seeking inspiration from Christianity in its earliest stages. To this end he published in 1516 an edition of the original Greek text of the New Testament, including notes and a new Latin translation, which he hoped could be used to inspire spiritual renewal. He corresponded with religious reformers yet took a moderate position and never broke away from the Roman Catholic Church.
4. (D)
There is nothing pagan in the painting (A), a Protestant heretic would not be called a saint (B), the ecstasy on Agatha's face does not (C) point to horrors of war, and though anatomy was a part of the schooling of artists, there is nothing to indicate (E) any relation between medicine and art in this painting. The Spanish-sounding name ("Zubaran") is a clue, but you also learned the tenets of the Counter-Reformation and the hallmarks of Baroque art.
5. (B)
Machiavelli wrote *The Prince*, a realistic look at the manner in which the ruler should govern his Renaissance state. Lorenzo Valla (A) was a humanist scholar of the Italian Renaissance who demonstrated that the "Donation of Constantine" was a forgery; Montaigne was a significant French humanist and philosopher of the late sixteenth century (C); while Grotius (D) was a Dutch legal theorist who wrote on international law,

particularly as it related to warfare. Huizinga (E) was a modern historian of the early modern period.

6. (B)
The Mongols defeated Russian forces in the 1240s and thereafter exacted tribute from Russia well into the fourteenth century when, at the Battle of Kulikovo in 1380, Dmitri Donskoi turned the tide against them. But it was not until Ivan III stopped paying tribute in 1480 that Muscovy effectively achieved sovereign independence for all the Russians from the Golden Horde. The subsequent actions of Ivan the Terrible, Mikhail Romanov, and Peter the Great were all enabled by the bold refusal of Ivan the Great (III) in 1480.
7. (C)
Both the hierarchical nobility (I) and the Roman Catholic Church (III) exerted a great deal of influence on society and politics throughout Europe. The Moors (II) had controlled much of the Iberian Peninsula, but their power had largely waned by the time of Early Modern Europe. Some nations pursued long-distance trade (IV), but its effects for much of society were relatively limited. Nationalism (V) increased in several countries during this time, particularly after the Hundred Years War.
8. (D)
Although England (A), Prussia (C), and Muscovy (E) all became among the dominant powers of Europe by about 1800, only France (B) exercised much power during the mid-fifteenth century. Sweden remained an outlier with relatively little regional power until the rise of the Swedish Empire in the mid-sixteenth century; however, this empire was short-lived, and Sweden's reach soon declined.
9. (A)
Chaucer's *Canterbury Tales* paid homage to English life (A). Erasmus (B) was an important Dutch humanist. Michelangelo (C), Machiavelli (D), and Shakespeare (E) were all Renaissance-era figures who explored other themes in their works.
10. (C)
The Renaissance was a flowering of arts and thought that took place mostly in Italy (C). Over time, its effects spread north and west as far as England (A), Portugal (D), and Spain (E). Renaissance artists included many aspects of classical Greek (B) art in their works.
11. (B)
Political and economic changes in Italy such as the rise of power of city-states (A) and economic development from trade in Northern Italy (D) helped kick-start the Renaissance, as did a cultural interest in reclaiming the glory of the Roman Republic (C). After the fall of the Byzantine Empire (E), fleeing scholars brought knowledge of Greek and Greek culture,

creating a hybrid of Greco-Roman styles that typified the Renaissance. Both Sixtus IV and Julius II (B) ruled the Church during the Renaissance.

12. (C)
Medieval art had worked to present idealized, rather than realistic, images; Renaissance artists preferred a more realistic vision of the world (C). Both medieval and Renaissance art employed religious themes to greater or lesser degrees. Appeal to the illiterate (B), asymmetry (D), and an avoidance of classicism (E) typified medieval, not Renaissance, art.
13. (D)
Shakespeare (D) is generally considered the finest English Renaissance writer. Dürer (A) was a German artist. Erasmus (B) was an important Dutch humanist. Manutius (C) was a Renaissance-era printer from Venice. El Greco (E) was Spanish.
14. (A)
Europeans were unaware of the potential resources—and even the existence—of the Americas (A) until after the Age of Exploration was under way. New naval instruments such the astrolabe and compass (B) eased long-distance sea travel, as did revived knowledge about the shape and size of the globe (D). The Borgias helped connect Spain and Italy through dynastic ties (C), spreading Italian ideas to the Iberian Peninsula. At the same time, the spread of the Turks led to higher tolls of goods shipped across the Silk Road and Black Sea (E).
15. (E)
The Columbian Exchange the transfer of goods, diseases, and wealth between Europe and the New World. This led to increased enslavement not of European peasants (A), but of Africans who had better natural immunities to smallpox and other European diseases that devastated Native American populations (B). The Columbian Exchange saw many new foods reach Europe (D) such as corn, tomatoes, and potatoes. The transfer of wealth also led to price increases that helped city dwellers make income gains even as they damaged the wealth and power of manorial lords (C).