

Chapter 14 Study Guide Key

European Empires in the Americas

1. What initiated early Western European Empires to expand? What role did geography play?

• maritime expansion, because the conquered territories lay an ocean away from the imperial heartland, rather than adjacent to it

- Countries on the Atlantic rim of Europe (Portugal, Spain, Britain, and France) were simply closer to the Americas than was any possible Asian competitor. They also understood winds and currents much different from monsoon winds in the Indian Ocean. (Original: p. 404; With Sources: pp. 626-628)

2. Why did the European merchant class seek direct access to Asian wealth?

- The merchant class wanted to avoid the reliance on Muslim middlemen that they found so distasteful. (Original: p. 406; With Sources: p. 628)

3. As population sharply diminished in the Americas, what did the “great dying” create?

- created an acute labor shortage and made room for immigrant newcomers—colonizers and enslaved Africans (Original: p. 407; With Sources: p. 629)

4. The silver mines in Mexico and Peru allowed the Spanish conquerors and other Europeans to buy massive amounts of what highly valuable commodities?

- Chinese tea, silk, and porcelain (Original: p. 408-9; With Sources: p. 631)

5. What was the Columbian Exchange?

- It was the enormous network of communication, migration, trade, the spread of disease, and the transfer of plants and animals between the Old and New Worlds. This was an interacting Atlantic world connecting four continents. (Original: p. 409; With Sources: p. 631)

6. Explain the theory of mercantilism.

- This view held that European countries' economic interests were best served by encouraging exports and accumulating silver and gold which represented prosperity. Colonies provided their mother countries with great quantities of bullion. (Original: p. 409; With Sources: p. 632)

7. What three kinds of economy were established by the new colonial societies among Native American cultures?

- settler-dominated agriculture
- slave-based plantations
- ranching or mining (Original: p. 410; With Sources: p. 632)

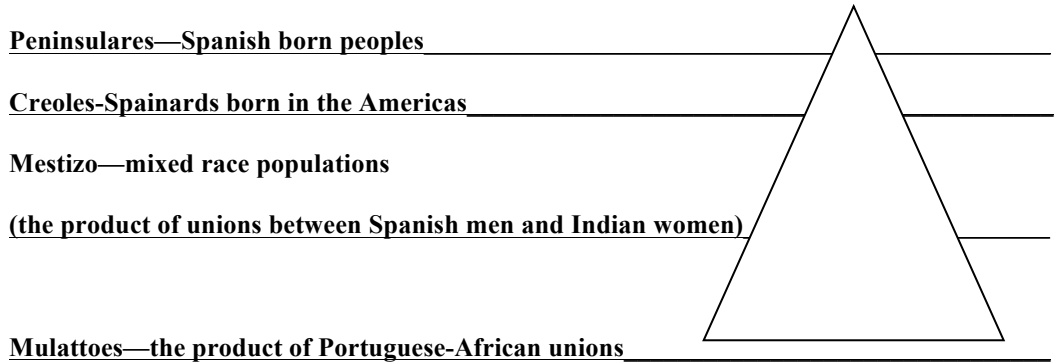
8. What was the economic foundation of colonial rule in Mexico and Peru? Who provided the labor?

- a) commercial agriculture; silver and gold mining
- b) forced labor and wage labor by native peoples (indigenous populations) (Original: p. 410; With Sources: p. 632)

9. How did this economic base shape the kinds of societies that arose there?

- A distinctive social order grew up, replicating the Spanish hierarchy while accommodating the racially and culturally different Indians and Africans, as well as growing numbers of racially mixed people. The society was dominated by Europeans. (Original: p. 410; With Sources: p. 632)

10. Draw a diagram of this social hierarchy and elaborate on the class structure.



Indians-indigenous peoples _____ (Original: p. 410-412; With Sources: pp. 632-634)

11. What happened to Native Americans’ religious beliefs in Mesoamerica and Peru when confronted with Catholicism?

Christian saints in many places blended easily with specialized indigenous gods, while belief in magic, folk medicine, and communion with the dead remained strong. Many gravitated toward the world of their conqueror, learned Spanish, and converted to Christianity. (Original: p. 412; With Sources: p. 634)

12. How did the plantation societies of Brazil and Caribbean differ from those of southern colonies in British North America? (Think economies, labor, and social standing.)

(Original: p. 412-415; With Sources: pp. 634-637)

Brazil/Caribbean	British North America
Sugar plantation economy	Plantation economy- tobacco, cotton, rice, indigo

Slave labor/harsh	Slave labor/less harsh
<p>Racial mixing took place;</p> <p>In Brazil, a person of African or non-African ancestry was not considered “black,” but some other mixed-race category. The perception of <i>color</i> in Brazil changed with the educational or economic standing of individuals.</p>	<p>A sharply defined racial system (with Black Africans, red Native Americans, and white Europeans)</p> <p>In North America, any African ancestry, no matter how small or distant, made a person “black.”</p>

13. As the third distinctive type of colonial society that emerged, what did the British colonists find in the Americas?

Because the British were the last of the European powers to establish a colonial presence in the Americas, they found that “only the dregs were left.” Lands they acquired were regarded as the unpromising leftovers of the New World. (Original: p. 415; With Sources: p. 637)

14. What is one major reason for the higher literacy rates in British colonies than in Spanish/Portuguese colonies?

The Protestant emphasis on reading the Bible for oneself led to a much greater mass literacy than in Latin America whereas the Catholic Church was far more focused on converting the natives to Christianity. (Original: p. 416; With Sources: p. 638)

15. How did the Russian Empire transform the life of its conquered people?

- Conquered people had to take an oath of loyalty to the Russian ruler.
- payment of tribute
- intermittent pressure to convert to Christianity
- devastating epidemics killed large populations

- the influx of Russian settlers
- loss of hunting grounds and pasturelands (for the nomads) to Russian agricultural settlers, which disrupted the local economy and left local populations dependent on Russian markets (Original: p. 419-420; With Sources: p.641)

16. Who were the Cossacks?

Cossacks were bands of fiercely independent warriors consisting of peasants who had escaped serfdom as well as criminals and other adventurers. They helped to expand Russia into Siberia. (Original: p. 419; With Sources: p. 641)

17. Compared to the Western Europeans, explain how the Russians acquired their empire.

Through conquest, settlement, exploitation, religious conversion, and feelings of superiority, the Russians, like those of Western Europe, recognized and distinguished themselves among their conquered and incorporated peoples. (Original: p. 420; With Sources: p. 642)

18. What were the major features of Chinese empire building in the early modern era of the 17th and 18th centuries?

- The Chinese vastly enlarged the territorial size of the country and incorporated a number of non-Chinese people
- A great military effort was undertaken to provide security for the huge region.
- Conquered regions were ruled separately from the rest of China through a new office called the Court of Colonial Affairs
- Like other colonial powers, the Chinese made active use of local notables.
- Chinese or Qing officials didn't seek to assimilate local people into Chinese culture and showed considerable respect for the Mongolian, Tibetan, and Muslim cultures of the region. (Original: p. 422-424; With Sources: pp. 643-645)

19. Chinese conquests, together with the expansion of the Russian Empire, transformed Central Asia.

What was it like before and after?

(Original: p. 423-424; With Sources: p. 645)

Eurasia Before	After under Russian or Chinese Rule
<ul style="list-style-type: none">• The region had been the cosmopolitan crossroads, hosting the Silk Road trade network.• Welcomed all of the major world religions.• Generated an enduring encounter between the nomads of the steppes and farmers of settled agricultural regions.	<ul style="list-style-type: none">• Became the backward and impoverished region known to 19th and 20th century observers.• Land-based commerce took a backseat to oceanic trade.• Indebted Mongolian nobles lost their land to Chinese merchants.• Nomads no longer were able to herd their animals freely and fled to urban areas where many were reduced to begging.• The incorporation of the heartland of Eurasian nomads into the Russian and Chinese empires eliminated the nomadic pastoralists who had been the strongest alternative to settled agricultural society since 200 B.C.E.

20. How did Mughal attitudes and policies toward Hindus change from the time of Akbar to that of Aurangzeb?

- Akbar—realized that Hindus made up the majority of the population of the Mughal Empire and let them keep their faith; incorporated many Hindus into the political-military elite of the empire; supported building of Hindu temples; imposed a policy of toleration retraining the more militantly Islamic ulama; removed the special tax on non-Muslims; and promoted a state religious cult that drew on Islam, Hindus, and Zoroastrianism.
- Aurangzeb—reversed Akbar’s policy of accommodation. He forbade the Hindu practice of sati, banned music and dance at the court, as well as banning gambling, drinking, prostitution, and narcotics. He destroyed some Hindu temples; reinstated the special tax on non-Muslims; and posted “censors of public morals” to large cities to enforce Islamic law. (Original: p. 424-425; With Sources: pp. 645-646)

21. What was the century-long conflict between the Ottomans and the Safavids?

The conflict expressed a deep and enduring division within the Islamic world, espousing the Sunni version of Islam by the Ottomans and the Persian Safavid Empire holding fast to the Shia form of Islam. (Sunnis vs. Shiites) (Original: p. 426; With Sources: p. 648)

22. Why was Byzantium no longer the “heir to the glory of Rome?”

In 1453, Constantinople fell to the Muslim Turks and renamed the city Istanbul. The Christian city became the capital of the Ottoman Empire. (Original: p. 427; With Sources: p. 648)

23. What were some of the ways that Christians had welcomed Ottoman conquest?

- Taxes were lighter and oppression was less pronounced under Ottoman rule.
- Christian communities were granted considerable autonomy in regulating their internal social, religious, educational, and charitable affairs.

- A large number of these Christians—Balkan landlords, Greek merchants, government officials, and high-ranking clergy—became part of the Ottoman elite without converting to Islam.
- Jewish refugees fleeing Christian persecution in a Spain recently “liberated” from Islamic rule, found greater opportunity in the Ottoman Empire, where they became prominent in trade and banking circles. (Original: p. 427; With Sources: p. 648)

24. In what other ways did Turkish rule bare heavily on Christians, including devshirme?

- Balkan Christian communities were required to hand over a quota of young boys, who were then removed from their families, required to learn Turkish, usually converted to Islam, and trained for either civil administration or military service in elite Janissary units. The empire itself represented an enormous threat to Christendom in general. The seizure of Constantinople, the conquest of the Balkans, Ottoman naval power in the Mediterranean, and the siege of Vienna in 1529 and 1683 raised anew “the specter of a Muslim takeover of all of Europe.” (Original: p. 427; With Sources: pp. 648-649)

25. What was the outcome of the Ottoman Siege of Vienna in 1683?

The last Ottoman incursion into the Austrian Empire was pushed back with French and Polish help, marking the end of a serious Muslim threat to Christian Europe. (Original: p. 428; With Sources: p. 649)

Explain the significance of the following:

Jizya—special tax levied on non-Muslims in Islamic states; the Mughal Empire was notable for abolishing the jizya for a time. (Original: p. 424; With Sources: p. 646)

Sati—the act of an Indian widow following her husband to death by throwing herself on his funeral pyre. (Original: p. 425; With Sources: p. 646)

Constantinople, 1453—Constantinople, the capital and almost the only outpost left of the Byzantine Empire, fell in 1453 to the army of the Ottoman sultan Mehmed II “the Conqueror;” an event that marked the end of Christian Byzantium. (Original: p. 427; With Sources: 648)

Devshirme—the tribute of boy children that the Ottoman Turks levied from their Christian subjects in the Balkans; The Ottomans raised the boys for service in the civil administration or in the elite Janissary infantry corps. (Original: p. 427; With Sources: p. 648)

Name _____ Per. _____

Strayer, *Ways of the World and Ways of the World: A Brief Global History with Sources*

Chapter 14, Study Guide, **Empires and Encounters, 1450-1750, Reading Quiz**

Choose the letter of the best answer. Each answer is worth 10 points.

- _____ 1. The racial system of which of the following regions was characterized by less racial mixing and less willingness to recognize the offspring of interracial unions than the other regions?
- (A) Brazil
 - (B) British North America
 - (C) The Caribbean
 - (D) Mexico
- _____ 2. Which of the following is a reason why Portugal, Spain, France, and Britain were the first to expand into the New World?
- (A) These lands had a long tradition of distant exploration.
 - (B) These lands were Muslim.
 - (C) These lands were on the Atlantic coast.
 - (D) These lands believed in ancient legends of a lost world across the ocean.
- _____ 3. The Spanish Empire in former Aztec and Inca lands
- (A) relied primarily on the import of African slaves for labor.
 - (B) failed to set up an elaborate administrative bureaucracy.
 - (C) possessed an economy based on commercial agriculture and mining.
 - (D) possessed strict social boundaries between races which made mixed race people rare.

_____ 4. What happened to Native Americans' religious beliefs in Mesoamerica and Peru when confronted with Catholicism?

- (A) They rejected Catholicism completely.
- (B) They blended their old customs easily into Catholic practices.
- (C) They only pretended to be Catholic when Europeans were around.
- (D) They completely abandoned their old religions, and embraced Catholicism entirely.

_____ 5. Which of the following statements about the systems of slavery in Brazil and British North America is true?

- (A) The importation of slaves ended earlier in Brazil than in North America.
- (B) More slaves were voluntarily set free by their owners in Brazil than in North America.
- (C) Slaves in Brazil had longer working lives on average and became self-reproducing after 1750.
- (D) Only slaves in North America worked on plantations.

_____ 6. The British colonies and the Portuguese/Spanish colonies in the Americas differed in that

- (A) more mixed-race families emerged in the British colonies.
- (B) Spanish colonists were far more numerous than British colonists.
- (C) the British colonists sought to escape European traditions, while Spanish/Portuguese colonists sought to recreate them.
- (D) the British colonization began a full 100 years before the Spanish/Portuguese colonization.

_____ 7. What is one major reason for the higher literacy rates in British colonies than in Spanish/Portuguese colonies?

- (A) Protestantism, which encouraged reading the Bible, was the dominant form of Christianity in the British colonies.
- (B) Paper was harder to maintain in the warm, humid Spanish/Portuguese colonies.

- (C) The British government invested massive funds into building libraries throughout North America.
- (D) Spanish/Portuguese colonizers did not attempt to teach Native Americans to speak or read Spanish/Portuguese.

_____ 8. Which of the following was a feature of China's rule over its newly acquired Central Asian territories that made the region more a separate part of its empire rather unified with the core of China?

- (A) A massive inflow of Chinese settlers
- (B) A concerted effort to assimilate the local populations into Chinese society
- (C) Genocide
- (D) The creation of a new office called the Court of Colonial Affairs

_____ 9. What was the consequence of the expansion of the Chinese and Russian Empires on the nomadic peoples of Central Asia?

- (A) The political independence and economic prosperity of nomadic peoples came to an end.
- (B) The local religious customs and languages were completely erased, replaced entirely by the customs of the conquerers.
- (C) A brief economic boom ensued, which encouraged many nomads to move to cities and buy houses.
- (D) They felt little impact; as long as they paid tribute, the nomadic peoples were mostly left alone.

_____ 10. Akbar's policy toward the Hindus of India is best described as

- (A) extermination.
- (B) religious tolerance and incorporation of Hindu elites.
- (C) massive efforts to convert Hindus to Islam.
- (D) holy war against Hindus.

Chapter 14 Reading Quiz Answer Key

1. B (Original: p. 414; With Sources: p. 637)
2. C (Original: p. 404; With Sources: p. 626)
3. C (Original: p. 410; With Sources: p. 632)
4. B (Original: p. 412; With Sources: p. 634)
5. B (Original: p. 415; With Sources: p. 637)
6. C (Original: p. 416; With Sources: p. 638)
7. A (Original: p. 416; With Sources: p. 638)
8. D (Original: p. 423; With Sources: p. 644)
9. A (Original: p. 424; With Sources: p. 645)
10. B (Original: pp. 424-425; With Sources: pp. 645-646)

Chapter 15 Study Guide Key

Europeans and Asian Commerce

1. What motivated European involvement in the world of Asian commerce?

- The desire for tropical spices, Chinese silk, Indian cottons, rhubarb for medicinal purposes, emeralds, rubies, and sapphires were in great demand.
- the general recovery of European civilization following the disaster of the Black Death in the early 14th century
- European resentment of the Muslim monopoly of the flow of Indian Ocean products to Europe, and the dislike of Venice's role as intermediary in the trade
- to continue the Crusades by joining with the mysterious Christian monarch Prester John
- the need to get gold and silver to pay for the Asian spices and textiles they desired (Original: p. 434-435; With Sources: pp. 674-675)

2. To what extent did the Portuguese realize their own goals in the Indian Ocean? (What did they create? Did they get to their goal? What was the outcome?)

Their original goal of creating a trading post empire that controlled the commerce of the Indian Ocean was at best only partially realized. They never succeeded in controlling much more than half the spice trade to Europe, and by 1600, their trading post empire was in steep decline. (Original: p. 437; With Sources: p. 677)

3. The Portuguese gradually blended into the local populations of their strongholds in the Indian Ocean Basin. What was one main difference between the Spanish colonization of the Philippines and the Portuguese?

The Spanish converted Filipinos to Christianity. (Original: p. 439; With Sources: p. 679)

4. To what extent did the British and Dutch trading companies **change the societies** they encountered in Asia?

(Original: p. 439-440; With Sources: pp. 679-680)

Dutch	British
<ul style="list-style-type: none"><li data-bbox="149 405 773 800">▪ The Dutch acted to control—not only the shipping but also the production of cloves, cinnamon, nutmeg, and mace. With much bloodshed, the Dutch seized control of a number of small spice-producing islands, forcing their people to sell only to the Dutch.<li data-bbox="149 1465 773 1791">▪ On the Banda Islands—the Dutch killed, enslaved, or left to starve virtually the entire population and then replaced them with Dutch planters, using a slave labor force to produce the nutmeg crop.	<ul style="list-style-type: none"><li data-bbox="823 405 1463 730">▪ They established—three major trading settlements in India during the 17th century: Bombay, Calcutta, and Madras. They secured their trading bases with the permission of Mughal authorities or local rulers.<li data-bbox="823 1493 1463 1740">▪ British traders focused on—Indian cotton textiles, and hundreds of villages in the interior of southern India became specialized producers for the British market.

<ul style="list-style-type: none">▪ Ultimately, the local economy of the Spice Islands was shattered by Dutch policies, and the people there were impoverished.	
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5. What was Japan's response to the Europeans whom they saw as a threat?

They expelled Christian missionaries and suppressed the practice of Christianity. This policy included the execution, often under torture, of some sixty-two missionaries and thousands of Japanese converts. Authorities also forbade Japanese from traveling abroad and banned most European traders, permitting only the Dutch, who weren't interested in spreading Christianity. (Original: p. 441; With Sources: p. 681)

6. Why was the silver trade so historically important?

Silver was the first commodity to be exchanged on a global scale sustaining a direct link between the Americas and Asia, and it initiated a web of Pacific commerce that grew steadily over the centuries.

(Original: p. 442; With Sources: p. 682)

7. What impact did the discovery of the world's largest silver mine at Potosi have on the Native American miners?

The city's miners worked in conditions so horrendous that some families held funeral services for men drafted to work the mines. Potosi was a portrait of hell. (Original: p. 443; With Sources: p. 683)

8. How did the discovery of the vast silver mines in South America affect Spain's position in Europe?

Spain was the envy of its European rivals during the 16th century. Spanish rulers could now pursue military and political ambitions in both Europe and the Americas far beyond the country's own resource base. (Original: p. 443; With Sources: p. 683)

9. In what ways did the Chinese response to the global silver economy differ from the Japanese response?

(Economic changes resulted in ecological devastation in China, but not in Japan.) (Original: p. 444; With Sources: p. 684)

Japan	China
<ul style="list-style-type: none">The shoguns allied with the merchant class to develop a market-based economy and to invest heavily in agricultural and industrial enterprises.	<ul style="list-style-type: none">In order to obtain silver needed to pay their taxes, more and more people had to sell something—either labor or their products.

<ul style="list-style-type: none">• Local and state authorities acted to protect and renew forests.• Families practiced late marriages, contraception, abortion, and infanticide.• The outcome was the dramatic slowing of Japan's population growth, the easing of an impending ecological crisis, and a flourishing, highly commercialized economy.	<ul style="list-style-type: none">• Areas that devoted themselves to growing mulberry trees, on which silkworms fed, had to buy their rice from other regions. The Chinese economy became more regionally specialized.• In southern China, this surging economic growth resulted in the loss of about half the area's forest cover as more and more land was devoted to cash crops.
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10. What may have increased the demand for furs in the early modern era?

A period of cooling temperatures and harsh winters known as the Little Ice Age (Original: p. 445;

With Sources: p. 685)

11. Describe the impact of the fur trade on **North American native societies**.

(Original: p. 447 With Sources: p. 687)

Positive Impact	Negative Impact
<ul style="list-style-type: none">• The fur trade did bring some benefits, including the trade of pelts for goods of real value.• It enhanced influence and authority for some Native American leaders.• It ensured the protection of Native Americans involved in the fur trade, for a time, from the kind of extermination, enslavement, or displacement that was the fate of some native peoples elsewhere in the Americas.	<ul style="list-style-type: none">• It exposed Native Americans to European diseases and generated warfare.• It left Native Americans dependent on European goods without a corresponding ability to manufacture the goods themselves.• It brought alcohol into Indian societies, often with destructive effects.

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12. How did the North American and Siberian fur trades differ from each other? What did they have in common?

- a) North American fur trades—Several European nations competed in North America and generally obtained their furs through commercial negotiations with Indian societies. No such competition accompanied Russian expansion across Siberia.
- b) Siberian fur trades—Russian authorities imposed a tax or tribute, payable in furs, on every able-bodied Siberian male between 18 and 50 years of age. To enforce payment, they took hostages from Siberian societies with death as a possible outcome if the required furs weren't forthcoming. Further, there was a large-scale presence of private Russian hunters and trappers, who competed directly with their Siberian counterparts.
- c) c. Both—trades were driven by the demands of the world market. Both Native Americans and Siberians suffered from new diseases and became dependent on the goods for which they traded furs. (Original: p. 449; With Sources: pp. 685-688)

13. What was slavery like in the Islamic world?

Preference was for female slaves; some slaves acquired prominent military or political status; most slaves in the pre-modern world worked in their owners' households, farms, or shops, with smaller numbers laboring in large-scale agricultural or industrial enterprises. (Original: p. 450; With Sources: p. 690)

14. What was distinctive about the Atlantic slave trade in the Americas?

- the immense size of the traffic in slaves and its centrality to the economies of colonial America
- New World slavery was largely based on plantation agriculture and treated slaves as a form of dehumanized property, lacking any rights in the society of their owners.
- Slave status throughout the Americas was inherited across generations, and there was little hope of eventual freedom for the vast majority.
- most distinctive was the racial dimension—slavery came to be identified wholly with Africa and with “blackness.” (Original: p. 450; With Sources: pp. 690-691)

15. What caused the Atlantic slave trade to grow? Why was slavery a source of labor?

The demand for sugar as a sweetener to replace honey and fruits established sugar plantations and sugar production that required huge capital investment, substantial technology, and huge amounts of labor to do the difficult work. Slaves worked for free. Because there were limitations to serf labor, and because of the immense difficulty and danger associated with the work, there was a general absence of wage workers to do the job. All of this pointed to slavery as a source of labor for sugar plantations.

(Original: p. 451; With Sources: p. 691)

16. Why did Africa become the primary source of slave labor for plantation economies of the Americas?

The supply of Slavic slaves were cut-off and no longer available; Native Americans quickly perished from European diseases; marginal Europeans were Christians and therefore supposedly exempt from slavery; and indentured servants were expensive and temporary. Africans were skilled farmers; they had some immunity to both tropical and European diseases; they weren't Christians; they were close at hand; and they were readily available in substantial numbers through African-operated commercial networks. (Original: p. 451; With Sources: p. 691)

17. What role did the Europeans play in the unfolding of the Atlantic slave trade?

- Europeans demanded slaves for trade.
- The entire enterprise was in the Europeans hands, from the point of sale on the African coast to the American plantations.
- Europeans tried to exploit rivalries to obtain slaves at the lowest possible cost, and guns they exchanged for the slaves may well have increased the warfare from which so many slaves were derived. (Original: p. 452; With Sources: p. 692)

18. What role did the Africans play in the unfolding of the Atlantic slave trade?

- From the point of initial capture to sale on the coast, the slave trade was normally in African hands.
- African merchants and elites secured slaves and brought them to the coast for sale to Europeans waiting on ships or in fortified settlements.
- Africans who were transported as slaves also played an unwilling and tragic role in the trade. (Original: p. 452; With Sources: p. 693)

19. What regions in the Americas had the largest destination of slaves in the 18th century?

The Caribbean and Brazil (Original: p. 454; With Sources: p. 694)

20. In what different ways did the Atlantic slave trade transform African societies?

- The Atlantic slave trade slowed Africa's population growth at a time when the populations of Europe, China, and other regions were expanding.
- The slave trade stimulated little positive economic change in Africa and led to economic stagnation.

- It led to political disruption, particularly for small-scale societies with little central authority. Some larger kingdoms, such as Kongo and Oyo, also slowly disintegrated because of the slave trade.
- However, in Benin and Dahomey, those African authorities sought to take advantage of the new commercial opportunities to manage the slave trade in their own interests. (Original: p. 455-456; With Sources: pp. 695-696)

Explain the significance of each of the following:

Ferdinand Magellan—Portuguese mariner who commanded the first European (Spanish) fleet to circumnavigate the globe (1519-1521) (Original: p. 438; With Sources: p. 678)

British / Dutch East India Companies—Private trading companies chartered by the governments of England and the Netherlands around 1600; they were given monopolies on Indian Ocean trade, including the right to make war and to rule conquered peoples. (Original: p. 439; With Sources: p. 679)

Daimyo—Feudal lords of Japan who ruled with virtual independence thanks to their bands of samurai warriors (Original: p. 441; With Sources: p. 681)

Samurai—the warrior elite of medieval Japan (Original: p. 441; With Sources: p. 681)

Shogun—a supreme military commander in Japan (Original: p. 441; With Sources: p. 681)

Tokagawa Shogunate—Military rulers of Japan who successfully unified Japan politically by the early 17th century and established a “closed door” policy toward European encroachment (Original: p. 441; With Sources: p. 681)

Manila—Capital of the Spanish Philippines and a major multicultural trade city that already had a population of more than 40,000 by 1600. (Original: p. 442; With Sources: p. 682)

Potosi—a city that developed in present day Bolivia and was the site of the world’s largest silver mine. (Original: p. 443; With Sources: p. 683)

African diaspora—the spread of African peoples across the Atlantic via the slave trade (Original: p. 449-450; With Sources: p. 690)

Middle Passage—the name given to the journey across the Atlantic undertaken by African slaves being shipped from Africa to the Americas (Original: p. 449-451; With Sources: pp. 689-691)

Strayer, *Ways of the World and Ways of the World: A Brief Global History with Sources*

Chapter 15, Global Commerce, 1450-1750, Reading Quiz

Choose the letter of the best answer. Each answer is worth 10 points.

- _____ 1. What was one main difference between the establishment of the British East India Company in Mughal India and the establishment of the Dutch East India Company in Indonesia?
- (A) The British learned the languages, customs, and traditions of the locals while the Dutch did not.
 - (B) The British used treaties with local Mughal rulers while the Dutch conquered their Indonesian colonies.
 - (C) The British encouraged intermarriage with elite local women while the Dutch took local women as concubines.
 - (D) The British had to send 50 percent of their profits back to the government in London, yet the Dutch only had to send a small percentage of money back.
- _____ 2. What was the attitude of Japanese *shoguns* toward Christian Europeans in Japan in the early seventeenth century?
- (A) They welcomed Europeans for their technological knowledge.
 - (B) They welcomed Europeans as teachers of Christianity, and converted.
 - (C) They violently expelled all but a few Europeans.
 - (D) They disliked Europeans, but knew they were powerless to keep Europeans out of Japan.

_____ 3. Which of the following statements best describes the relationship between the new European presence in the Indian Ocean and the already existing Asian commercial networks?

- (A) Europeans created a network that became just one among a number of thriving Asian commercial networks.
- (B) Europeans destroyed almost all Asian commercial networks, bringing trade largely to a halt.
- (C) Europeans gained access to commercial markets only where the local population converted to Christianity.
- (D) Europeans ended up gaining little for their efforts, eventually leaving Asia empty-handed.

_____ 4. Which of the following statements about the global silver trade is true?

- (A) It fundamentally transformed the Spanish economy, making it one of the most productive and commercialized kingdoms in the world.
- (B) It was the first direct and sustained link between the Americas and Asia.
- (C) It brought the downfall of the Tokugawa shoguns.
- (D) It was monopolized by the British.

_____ 5. In what way did the Chinese response to the global silver economy differ from the Japanese response?

- (A) The Chinese economy became diversified; the Japanese economy did not.
- (B) Chinese merchants began exporting goods to other lands; Japan did not.
- (C) Inflation destroyed the Chinese economy, but aided the Japanese economy.
- (D) Economic changes resulted in ecological devastation in China, but not in Japan.

_____ 6. Within the Islamic world,

- (A) most slaves were male.

- (B) some slaves acquired prominent military or political status.
- (C) nearly all slaves were drawn from southern Russia.
- (D) slavery was equated strongly with blackness.

_____ 7. Which of the following statements is true of the West African slave trade?

- (A) European merchants secured most of their slaves by seizing them in raids along the West African coast.
- (B) In general, European merchants waited on board their ships or in fortified port cities to purchase slaves from African merchants and elites.
- (C) Europeans possessed immunities to the diseases of the region, giving them an advantage in controlling the trade.
- (D) Africa's domestic economy benefited greatly from the slave trade.

_____ 8. What were the most common destinations in the Americas for West African slaves?

- (A) British North America and the United States
- (B) The Caribbean and Brazil
- (C) Mexico
- (D) Chile and Argentina

_____ 9. How did African slavery in the New World differ fundamentally from past instances of slavery in world history?

- (A) Black Africans had never before been enslaved.
- (B) Slavery previously was only practiced in the Middle East.
- (C) Slavery in the Americas was associated with race and plantation economies.
- (D) Slaves were usually not transported long distances.

_____10. How did the discovery of silver mines in Japan impact Japanese fortunes?

- (A) The ruling shogunate isolated Japan even more, fearing that greedy Europeans would conquer and enslave Japanese for their silver as they did in the Andes.
- (B) The ruling shogunate used the silver to buy a large military and luxury goods for the elites, but did nothing to help commoners.
- (C) The ruling shogunate wisely invested wealth from the mines to create a sustainable market-based economy and ecology.
- (D) The ruling shogunate disintegrated into civil war and anarchy as factions fought over control of the silver mines.

Chapter 15 Reading Quiz Answer Key

1. B (Original: p. 439-440; With Sources: pp. 679-680)
2. C (Original: p. 441; With Sources: p. 681)
3. A (Original: p. 441-442; With Sources: pp. 681-682)
4. B (Original: p. 442; With Sources: p. 682)
5. D (Original: p. 444-445; With Sources: pp. 684-685)
6. B (Original: p. 450; With Sources: p. 690)
7. B (Original: p. 452; With Sources: p. 692)
8. B (Original: p. 454; With Sources: p. 694)
9. C (Original: p. 450-451; With Sources: pp. 690-691)
10. C (Original: p. 444; With Sources: p. 684)

Chapter 16 Study Guide Key

The Globalization of Christianity

1. How was Christianity divided internally?

Internally, Christianity was divided between the Roman Catholics of Western and Central Europe and the Eastern Orthodox of Eastern Europe and Russia. (Original: p. 462; With Sources: p. 722)

2. Externally, how would you describe Christianity to the rest of the world and why?

It was on the defensive against an expansive Islam. Muslims had ousted Christian Crusaders from their toeholds in the Holy Land by 1300, and with the Ottoman seizure of Constantinople in 1453, they had captured the prestigious capital of Eastern Orthodoxy. By 1529, the Muslim Ottomans had advanced into the heart of Central Europe with the siege of Vienna. (Original: p. 462; With Sources: pp. 722-723)

3. What act launched the Protestant Reformation in 1517?

A German priest, Martin Luther, publicly invited debate about various abuses within the Roman Catholic Church by posting a document known as the Ninety-five Theses, on the door of a church in Wittenberg. (Original: p. 463; With Sources: p. 723)

4. What were some of the issues in the Church, of which people were critical?

- luxurious life of the popes
- corruption and immorality of some of the clergy
- the Church's selling of indulgences (Original: p. 463; With Sources: p. 723)

5. In what ways did Luther's understanding of his relationship with God challenge the Church's authority?

- He believed that salvation came through faith alone. Neither the good works of the sinner nor the sacraments of the Church had any bearing on the eternal destiny of the soul, for faith was a free gift of God.
- In general, the source of authority was not the teachings of the Church, but the Bible alone, interpreted according to the individual's conscience. All of this called into question the special position of the clerical hierarchy and the pope in particular. (Original: p. 463; With Sources: p. p. 723)

6. In what ways was the schism within the Catholic Church expressed politically, economically, and socially, including the role of women?

- It gave some kings and princes justification for their own independence from the Church and an opportunity to gain the lands and taxes previously held by the Church.
- It provided the urban middle classes a new religious legitimacy for their growing role in society.
- It was used by common people to express their opposition to the whole social order, especially in a series of German peasant revolts in the 1520s.
- The Reformation teachings and practices did not offer them a greater role in the church or society. In Protestant-dominated areas, the veneration of Mary and female saints ended, leaving the male Christ figure as the sole object of worship.
- Protestant opposition to celibacy and monastic life closed the convents, which had offered some women an alternative to marriage.
- The reading of the Bible for oneself stimulated education and literacy for women, but they were still subject to male supervision and had little opportunity to use their education outside of the home and family. (Original: p. 463-465; With Sources: pp. 723-725)

7. To where did Reformation thinking spread, thanks to the invention of the printing press, and what was the effect of its spread?

It spread to France, Switzerland, England, and elsewhere and splintered into a variety of churches—Lutheran, Calvinist, Anglican, Quaker, and Anabaptist. (Original: p. 465; With Sources: p. 725)

8. To what extent did the Thirty Years' War (1618-1648) have on French Society?

For more than thirty years, French society was torn by violence between Catholics and the Protestant minority known as Huguenots. The war-weary French monarch, Henry IV, issued the Edict of Nantes in 1598, which granted a substantial measure of religious toleration to French Protestants, hoping they would return to the Catholic Church. Nevertheless, more European religious conflict took shape in the Thirty Years' War, a Catholic-Protestant struggle that began in the Holy Roman Empire but eventually engulfed most of Europe. This destructive war brought violence, famine, and disease, and between 15 to 30 percent of the German population perished. Finally, the Peace of Westphalia (1648) ended the conflict, with some reshuffling of boundaries and an agreement that each state was sovereign, authorized to control religious affairs within its own territory. The unity of a Catholic Europe was now broken forever. (Original: p. 465; With Sources: p. 725)

9. How was European imperial expansion related to the spread of Christianity?

- Christianity motivated European imperial expansion and also benefitted from it.
- The Spanish and Portuguese viewed their movement overseas as a continuation of a long crusading tradition, which only recently had completed the liberation of their countries from Muslim control.
- Colonial settlers and traders brought their faith with them and sought to replicate it in their newly conquered homelands.
- Catholic missionaries actively spread the Christian message beyond European communities. Portuguese missionaries took the lead in Africa and Asia; Spanish and French missionaries were

most prominent in the Americas; Missionaries of the Russian Orthodox Church accommodated expansion of the Russian Empire by ministering to Russian settlers and trappers across Siberia. (Original: p. 467; With Sources: p. 727)

10. What were the two critical elements for the missionaries' success in Spanish America and in the Philippines?

- Their efforts were strengthened by a European presence experienced as military conquest, colonial settlement, missionary activity, forced labor, social disruption, and disease.
- A second factor was the absence of a literate world religion in these two regions. (Original: p. 467-468; With Sources: pp. 727-728)

11. Why were missionary efforts to spread Christianity so much less successful in China than in Spanish America?

- The political context was different. At no point was China's political independence or cultural integrity threatened by the handful of European missionaries and traders operating in the country. This was unlike Spanish America whose population had been defeated and their societies had been disrupted.
- In China, Europeans needed permission of Chinese authorities to operate in the country, whereas Spanish missionaries working in a colonial setting sought primarily to convert the masses, while in China, the Jesuits took deliberate aim at the official Chinese elite.
- Fundamentally, the missionaries offered little that the Chinese really needed. Confucianism for the elites and Buddhism, Daoism, and Chinese gods and spirits for the commoners adequately supplied the spiritual needs of most Chinese. (Original: p. 470-471; With Sources: pp. 730-731)

12. Africanized versions of Christianity emerged, such as Santeria and Vodou, in the New World. From what were these syncretic religions derived and how did the Europeans perceive these practices?

- They derived from West African traditions and featured drumming, ritual dancing, animal sacrifice, and spirit possession. Europeans perceived these practices as evidence of sorcery or witchcraft and attempted to suppress them. (Original: p. 473; With Sources: pp. 732-733)

13. What accounts for the continued spread of Islam in the early modern era?

- It depended on wandering Muslim holy men, Islamic scholars, and itinerant traders, none of whom posed a threat to local rulers. In fact, they offered literacy in Arabic, established informal schools, provided protective charms containing passages from the Quran, served as advisers to local authorities and healers to the sick, often intermarried with local people, and generally did not insist that new converts give up some of their older practices. Muslims offered a connection to the wider world of Islam. (Original: p. 473; With Sources: p. 733)

14. What accounts for the emergence of reform or renewal movements within the Islamic world, especially in the mid-eighteenth century in Arabia?

- This religious syncretism became offensive to the more orthodox, or traditional, Muslims. A young Muslim theologian, Abd al-Wahib, argued that the declining fortunes of the Islamic world were the result of a gradual process of decay that had crept in over the centuries, as Muslims allowed themselves to be drawn away from the essentials of the faith. He rejected the veneration of Sufi saints and their tombs, the adoration of natural sites, and even the respect paid to Muhammad's tomb at Mecca. He believed all of this was a dilution of the absolute monotheism of authentic Islam. (Original: p. 474; With Sources: p. 734)

15. Some Chinese Buddhists sought to make their religion more accessible to ordinary people, which bore some similarity to the thinking of whom?

It was Martin Luther, who argued that individuals could seek salvation by "faith alone," without the assistance of a priestly hierarchy. (Original: p. 475; With Sources: p. 735)

16. Describe the popular culture that emerged in the cities among the less well educated.

- Plays, paintings, short stories, and novels provided diversion and entertainment that were a step up from what could be found in teahouses and wine shops. (Original: p. 475; With Sources: p. 735)

17. A new cultural change was especially appealing to women. What did the bhakti movement and its practices provide for them?

- It provided an avenue for social criticism. This devotional form of Hinduism sought to achieve union with one or another of India's many deities through songs, prayers, dances, poetry and rituals. Its practitioners often set aside caste distinctions and disregarded rituals of Brahmin priests in favor of direct contact with the divine. This emphasis had much in common with the mystical Sufi form of Islam and helped to blur the distinction between these two traditions in India. (Original: p. 476; With Sources: p. 736)

18. From what did Sikhism evolve?

- It evolved from a peaceful religious movement, blending Hindu and Muslim elements, into a militant community. (Original: p. 477; With Sources: p. 737)

19. Who were the men that created the Scientific Revolution?

- Copernicus from Poland
- Galileo from Italy
- Descartes from France
- Newton from England (Original: p. 477; With Sources: p. 737)

20. What was the long-term significance of the Scientific Revolution and its applications to the affairs of human society?

- It altered ideas about the place of humankind within the cosmos and sharply challenged both the teachings and the authority of the Church.
- When applied to human society, scientific ways of thinking challenged ancient social hierarchies and political systems and played a role in the revolutionary upheavals of the modern era. (Original: p. 477; With Sources: p. 737)

21. Why did the Scientific Revolution occur in Europe rather than in China or the Islamic world?

(Original: p. 478-479; With Sources: pp. 738-739)

Europe	Islamic World	China
<ul style="list-style-type: none"> • Europe's historical development as a reinvigorated and fragmented civilization gave rise to conditions favorable to scientific enterprise. • Europeans had evolved including a legal system that guaranteed a measure of independence from the Church, universities, and other 	<ul style="list-style-type: none"> • Science was patronized by a variety of local authorities, but it occurred outside the formal system of higher education. Quranic studies and religious law held the central place, whereas philosophy and natural science were viewed with great suspicion. 	<ul style="list-style-type: none"> • Chinese education focused on preparing for a rigidly defined set of civil service examinations and emphasized the humanistic and moral texts of classical Confucianism. Scientific subjects were relegated to the margins of the Chinese educational system.

professional

associations. They

didn't have to operate

under the dictates of the

Church

- Western Europe was in a position to draw extensively upon the knowledge of other cultures, especially that of the Islamic world.
- In the 16th-18th centuries, Europeans had engaged in the Columbian Exchange and found themselves at the center of a massive new exchange of information of lands, peoples, animals, societies, and religions from around the world. These new concepts shook older

ways of thinking and opened up a new way of thinking.		
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22. What was revolutionary about the Scientific Revolution?

- To medieval thinkers—the earth was stationary and at the center of the universe and around it revolved the sun, moon, and stars embedded in ten spheres of transparent crystal. This coincided with the religious purpose of the Catholic Church because the entire attention of the universe was centered on the earth.
- Nicholas Copernicus’ argument—was that “at the middle of all things lies the sun” and the earth, and other planets, revolved around it. The earth was no longer the center of God’s attention.
- Johannes Kepler’s theory—showed that planets followed elliptical orbits, undermining the ancient belief that they moved in perfect circles.
- Galileo Galilei developed--an improved telescope, with which he observed sunspots, or blemishes, moving across the face of the sun. This called into question the traditional notion that no change or imperfections marred the heavenly bodies.
- Sir Isaac Newton formulated—the modern laws of motion and mechanics. Central to Newton’s thinking was the concept of universal gravitation. No longer were the heavens and the earth regarded as separate and distinct spheres, for the motion of a cannonball on earth or the falling of an apple from a tree obeyed the same natural laws that governed orbiting planets. (Original: p. 480; With Sources: pp. 739-741)

23. What did Enlightenment thinkers share?

The Enlightenment thinkers shared a belief in the power of knowledge to transform human society. They also shared a satirical, critical style, a commitment to open-mindedness and inquiry, and in various degrees a hostility to established political and religious authority. (Original: p. 482; With Sources: p. 742)

24. How did nineteenth century developments in the sciences challenge the faith of the Enlightenment?

- Darwin and Marx believed—strongly in progress, but in their thinking, conflict and struggle rather than reason and education were the motors of progress, The image of the tranquil, rational, and autonomous individual created by the Enlightenment was fading. Individuals of all species were now viewed as caught in vast systems of biological, economic, and social conflict.
- Sigmund Freud—applied scientific techniques to the operation of the human mind and emotions and in doing so cast further doubt on Enlightenment conceptions of human rationality. At the core of each person, Freud argued, lay primal impulses toward sexuality and aggression, which were only barely held in check by the thin veneer of social conscience derived from civilization. These developments were a far cry from the Enlightenment conception of the human condition. (Original: p. 484-485; With Sources: pp. 744-745)

25. In what way was European science received in Qing China?

The Chinese were interested in European astronomy and mathematics because those disciplines proved useful in predicting eclipses reforming the calendar, and making accurate maps of the empire.

European medicine held little interest to Chinese physicians before the 19th century.

Japan? After 1720, Japan lifted the ban on importing Western books. Japanese read texts in medicine, astronomy, geography, and mathematics, but since it had a policy of isolation from Western influence, European science would not assume a prominent place in Japanese culture until the mid-nineteenth century.

The Ottoman Empire? The Ottoman Empire's intellectual elites saw no need for a wholesale embrace of things European. There was already a rich tradition of Muslim astronomy. (Original: p. 485-486; With Sources: pp. 745-746)

Explain the significance of each of the following:

Council of Trent—the main instrument of the Catholic Counter-Reformation (1545-1563), at which the Catholic Church clarified doctrine and corrected abuses. (Original: p. 465; With Sources: p. 725)

Matteo Ricci—The most famous Jesuit missionary in China in the early modern period; active in China from 1582-1610. (Original: p.470 ; With Sources: p. 730)

Kaozheng—Literally, “research based on evidence”; Chinese intellectual movement whose practitioners emphasized the importance of evidence and analysis, applied especially historical documents. (Original: p. 475; With Sources: p. 735)

Guru Nanak—the founder of Sikhism (Original: p. 476; With Sources: p. 736)

Sikhism—the religious tradition of northern India that combines elements of Hinduism and Islam and proclaims the brotherhood of all humans and the equality of men and women (Original: p. 476; With Sources: p. 736)

Name _____

Per. _____

Strayer, Ways of the World and Ways of the World: A Brief Global History with Sources

Chapter 16, Religion and Science, 1450-1750, Reading Quiz

Choose the letter of the best answer. Each answer is worth 10 points.

- _____ 1. The Protestant Reformation offered women
- (A) more alternatives to marriage than were offered by the medieval Catholic Church.
 - (B) generally more opportunities to play an official role within their churches.
 - (C) more opportunity to use their education outside the home.
 - (D) fewer female objects of veneration.
- _____ 2. Which of the following is true of the Protestant Reformation?
- (A) It maintained its unity as it spread.
 - (B) The invention of the printing press facilitated its spread.
 - (C) The movement began in France.
 - (D) It discouraged independent reading of the scriptures.
- _____ 3. Which of the following groups had the greatest success in converting peoples to Christianity?
- (A) Jesuit missionaries in China
 - (B) Spanish Catholic missionaries in the Philippines
 - (C) Puritan missionaries in New England
 - (D) Portuguese missionaries in Africa
- _____ 4. Which of the following was a major difference between Protestants and Catholics in European colonies?

- (A) Catholics generally built churches while Protestants never did.
- (B) Catholics were generally more intent on converting native peoples than Protestants.
- (C) Catholics were generally more opposed to slavery than Protestants.
- (D) Catholics were focused on getting rich while Protestants generally were not.

_____ 5. How did Europeans commonly react to African slaves' syncretic religions, such as Santeria and Vodou?

- (A) They tolerated these religions.
- (B) They turned a blind eye to these religions.
- (C) They often participated in these religions.
- (D) They considered these religions to be satanic witchcraft and tried to suppress them.

_____ 6. The Wahhabi movement

- (A) began with a slave revolt in Brazil.
- (B) was a series of jihads in West Africa.
- (C) opposed religious blending or syncretism in Arabia.
- (D) supported the policies of religious tolerance enacted by Mughal emperor Akbar.

_____ 7. How might the Hindu practice of *bhakti* have threatened the social order in India?

- (A) It sought to revive Hinduism.
- (B) It set aside caste distinctions.
- (C) It encouraged foot-washing.
- (D) It emphasized the differences between Islam and Hinduism.

- _____ 8. Which of the following contributed most to the Scientific Revolution occurring in Europe rather than in China or the Islamic world?
- (A) The relative independence of European universities
 - (B) The superior libraries of Western Europe
 - (C) Europe's leadership in the fields of mathematics and medicine after 1000 C.E.
 - (D) The refusal of European scholars to separate the study of the natural order from that of philosophy and theology
- _____ 9. How does the Enlightenment compare to the Scientific Revolution?
- (A) The Enlightenment applied the idea of natural laws to human affairs rather than the physical universe.
 - (B) The Enlightenment refers to people's growing awareness of the Scientific Revolution.
 - (C) The Enlightenment inspired the Scientific Revolution.
 - (D) The Enlightenment was more mystical than the Scientific Revolution.
- _____ 10. Which of the following best describes the adoption of modern European science in China, Japan, and the Ottoman Empire during the early modern era?
- (A) All three societies adopted European advances in medicine.
 - (B) None of them showed any interest in European anatomical studies.
 - (C) All were primarily interested in European advances in theoretical science rather than in the practical applications of European scientific achievements.
 - (D) All were selective in their adoption of European science.

Chapter 16 Reading Quiz Key

1. D (Original: p. 464-465; With Sources: pp. 724-725)
2. B (Original: p. 465; With Sources: p. 725)
3. B (Original: p. 467-468; With Sources: pp. 727-728)
4. B (Original: p. 467; With Sources: p. 727)
5. D (Original: p. 472-473; With Sources: pp. 732-733)
6. C (Original: p. 474; With Sources: p. 734)
7. B (Original: p. 476; With Sources: p. 736)
8. A (Original: p. 478-479; With Sources: p. 738)
9. A (Original: p. 482-484; With Sources: pp. 742-744)
10. D (Original: p. 485-486; With Sources: pp. 745-746)