Smith test bank: Chapter 12

**What political, social, and religious forces led to the founding of the first European universities?**

1. The new institution of the university emerged out of a conflict between European
   1. monks and clerics
   2. kings and clerics\*
   3. professors and kings
   4. the Catholic and Orthodox churches

(p. 418)

1. Advanced education in both monasteries and cathedral schools centered on the Roman *trivium*, which consisted of
   1. history, oratory, and grammar
   2. rhetoric, religion, and chivalry
   3. logic, Latin, and rhetoric
   4. grammar, rhetoric, and logic\*

(p. 418)

1. The new religious order called the Cistercians emphasized education based on
   1. memorization, contemplation, and spiritual faith\*
   2. reasoning and logic
   3. the *quadrivium* of arithmetic, geometry, music, and astronomy
   4. rhetoric and oratory

(p. 418)

1. Ibn Rushd’s was persecuted and exiled because of
   1. his insistence that faith is incomplete without rational understanding\*
   2. his revocation of the life of a knight in favor of a life of learning
   3. his insistence on teaching science, known as the *quadrivium*
   4. his atheism

(p. 422)

1. A unified elite culture across western Europe, well beyond national boundaries, was fostered by
   1. universal study of the works of Aristotle
   2. schooling based on literacy in Latin\*
   3. a standard curriculum based on the Roman *quadrivium*
   4. changes in the self-image of the rising administrative and commercial classes

(p. 424)

1. Norman king William I’s Domesday Book was
   1. a record of the Anglo-Saxon law code
   2. the first epic poem written in English
   3. a census of the wealth and property of the English population\*
   4. a record of his conquest of the Anglo-Saxons

(p. 424)

1. With the rise of written vernacular languages, Latin
   1. continued as the language of liturgy and scholarship\*
   2. was used only for church masses
   3. disappeared from use
   4. was only taught so that the works of ancient philosophers such as Aristotle could be read

(p. 424)

**To what extent did Sunni and Sufi schools foster a common cultural and religious identity among Muslims?**

1. In the Islamic world, the task of teaching the faithful about matters of religion fell to the
   1. clergy
   2. caliphs
   3. hadith
   4. ulama\*

(p. 425)

1. Islamic education revolved around
   1. the master-disciple relationship\*
   2. a fixed curriculum
   3. Qur’an recitation
   4. Arabic grammar

(p. 426)

1. The Hanbalis were popular among the inhabitants of Baghdad who chafed under Seljuk rule because
   1. they rejected Seljuk patronage and refused to accept government positions\*
   2. they advocated for more egalitarian policies
   3. they permitted the consumption of alcohol
   4. of their strict interpretation of Islamic law

(p. 426-427)

1. The proliferation of madrasas between the tenth and thirteenth centuries
   1. defined the boundaries between church and state
   2. established boundaries between church and state for the first time
   3. blurred the boundaries between church and state\*
   4. reestablished boundaries between church and state that had been blurred by the caliphate

(p. 428)

1. Those who follow the mystical form of Islam that emphasizes personal experience of the divine over obedience to scriptures and Islamic law are
   1. Shi’a
   2. Sufis\*
   3. Sunni
   4. Seljuk

(p. 428)

1. To fulfill one’s religious duty in Islam, one had to
   1. attend a madrassa
   2. master the Qur’an in Arabic\*
   3. own a copy of the Qur’an
   4. learn to read and write Arabic

(p. 432)

**What political and religious forces contributed to the development of a common culture across India and Southeast Asia and its subsequent fragmentation into regional cultures?**

1. Beginning around 400 CE, \_\_\_\_\_\_\_\_\_\_ became a cosmopolitan secular language in use from Afghanistan to Java.
   1. Arabic
   2. Latin
   3. Sanskrit\*
   4. Persian

(p. 433)

1. From the tenth century onward, as royal power became increasingly tied to distinct territories in India, Sanskrit
   1. became the language of royalty
   2. was displaced by vernacular languages\*
   3. was relegated to use only in royal inscriptions
   4. continued to be used widely for poetry and literature

(p. 436)

1. Beginning in 1206, five dynasties ruled over the Delhi sultanate and imposed \_\_\_\_\_\_\_\_ rule over much of India.
   1. Muslim\*
   2. Hindu
   3. Buddhist
   4. Christian

(p. 437)

1. Sufi masters insisted that
   1. only Sufis were suitable to rule
   2. followers of Sufism were ill suited to rule, given their primary concern with spiritual matters
   3. all Muslims were representatives of god on earth
   4. it was the blessing of a Sufi saint that conferred sovereign authority on monarchs\*

(p. 437)

1. Islam ultimately spread across South Asia because of the missionary zeal of the
   1. Sunni
   2. Sufis\*
   3. Shi’a
   4. Delhi sultans

(p. 437)

1. The teachings of Nizam al-Din Awliya—forgive your enemies, enjoy worldly pleasures in moderation, and fulfill your responsibilities to family and society—were closely aligned with the basic principles of \_\_\_\_\_\_\_ social life.
   1. Muslim
   2. Hindu\*
   3. Buddhism
   4. Confucian

(p. 438)

1. Muslim and Hindu elites in India
   1. permitted intermarriage freely
   2. permitted intermarriage when the woman was of a lower caste than the man
   3. strictly forbade intermarriage across religious lines\*
   4. forbade intermarriage unless both bride and groom were of the same jati

(p. 438)

**To what extent did intellectual and educational trends in Song China influence its East Asian neighbors?**

1. Beginning with the Song dynasty, Chinese political life and literary culture were dominated by
   1. Confucian teachings
   2. state universities
   3. the civil service examination system\*
   4. Buddhist clergy

(p. 439-440)

1. Prior to the Song dynasty, China’s imperial governments recruited their officials mostly through
   1. a system of recommendations\*
   2. a civil service examination system
   3. a lottery
   4. a system in which sons inherited the jobs held by their fathers

(p. 439)

1. Under the Song dynasty, the final choice of successful candidates to be government officials rested with
   1. the test examiner
   2. the emperor\*
   3. the local Buddhist priest
   4. Confucian advisers to the emperor

(p. 439)

1. The original motivation behind the invention of printing in China was probably to
   1. spread the pronouncements of the emperor
   2. enable mass printing of the examination papers for the civil service exam
   3. standardize educational materials across the country
   4. mass produce religious texts and icons\*

(p. 442)

1. Developed in the 15th century, *han’gul* is
   1. a phonetic system for writing Japanese
   2. a type of Japanese poetry
   3. a native writing system for the Korean language\*
   4. the script used by female writers in Korea

(p. 444)

1. In China, literacy was
   1. a jealously guarded prerogative of the ruling class
   2. relatively common, fostered by the early development of printing and public schools\*
   3. reserved exclusively for Buddhist monks
   4. not considered a valuable skill

(p. 444)

**How did the relationship between political power and knowledge of writing in Mesoamerica differ from that in the other civilizations studied in this chapter?**

1. In ancient societies such as Egypt, writing and reading were skills
   1. reserved for rulers, priests, and administrators\*
   2. taught widely in public schools
   3. used only by merchants
   4. taught only in religious contexts

(p. 446)

1. The earliest writing in Mesoamerica was the script of the
   1. Olmec
   2. Maya
   3. Monte Albans
   4. Zapotec\*

(p. 446)

1. Evidence for the power of the visible word in Mesoamerican societies is the
   1. widespread use of papyrus
   2. regular destruction of monuments\*
   3. way virtually every stone block used in building construction was inscribed
   4. the absence of inscriptions

(p. 447)

1. Knowledge of the Maya hieroglyphic script died out after
   1. the Spanish banned the Maya language
   2. the Spanish language, which was easier to write, was introduced in Mesoamerica
   3. the Maya were conquered by the Aztecs
   4. the Spanish taught the Maya to write their language using the Roman alphabet\*

(p. 448)