

1. Which of the following states made important gains in the second wave of European conquests?

- a. c) Mexico
 - b. d) Spain
 - c. a) The Ottoman Empire
 - d. b) Belgium
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2. What effect did nineteenth-century imperialism have on migration in colonized lands?

- a. d) Imperialism led to the migration of millions of indigenous workers to work in mines or on European-financed plantations.
 - b. c) Most migrants were women, as Europeans only wanted to give jobs in mines and plantations to cheaper female laborers.
 - c. a) Restrictive policies made migration nearly impossible for most indigenous peoples.
 - d. b) Imperialism led to a massive African and Asian migration to Europe to supply labor for European factories.
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3. Which innovation in 1869 made it much easier and quicker for Europeans to reach Asia?

- a. b) Invention of new electricity-powered engines for both ships and trains
 - b. a) Completion of a trans-Asian railroad
 - c. d) Completion of the Suez Canal
 - d. c) Completion of the Panama Canal
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4. What role did Hindu leaders such as Swami Vivekananda see for Indian spirituality in the face of western culture?

- a. c) They believed Indian spiritual beliefs would co-exist peacefully with western culture.
 - b. d) They believed that Indian spiritual beliefs would outlast the temporary dominance of the West.
 - c. a) They believed Indian spiritual beliefs would be destroyed by western materialism.
 - d. b) They believed Indian spiritual beliefs could save the West from its own dangerous materialism.
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5. The European takeover of most of Africa is known as

- a. d) the "Trail of Tears."
 - b. a) the "Terror."
 - c. c) the "Pacification."
 - d. b) the "Scramble for Africa."
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6. Cultural reactions of indigenous peoples to European rule included

- a. d) little disruption in traditional ways of life for most people.
 - b. b) cooperation with the imperial power by many members of the indigenous ruling classes.
 - c. a) wholesale adoption of western culture by most people.
 - d. c) wholesale conversion to Christianity of most of the population.
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7. Which of the following statements is true about gender attitudes in nineteenth-century imperialism?
- a. c) Nearly half of European colonizers were women, and their strong, forceful role led to a rethinking of gender attitudes at home.
 - b. d) Native peoples condemned European colonizers as effeminate, mocking them for relying on superior technologies rather than bravery to win their battles.
 - c. a) European colonizers took pride in their “active masculinity” and defined subject peoples as soft and effeminate.
 - d. b) European colonizers welcomed men of other races as equals.
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8. Which of the following was a reason for Europe’s colonial expansion in the long nineteenth century?
- a. b) A desire to learn the manufacturing techniques of other countries
 - b. a) The need for markets to sell European manufactured products
 - c. d) The desire to establish equal trade relations with other countries
 - d. c) Europeans’ desire to escape repressive governments at home
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9. What is a Maxim gun?
- a. a) An automatic machine gun
 - b. c) A new variety of pistol with a revolving chamber
 - c. d) A heavy cannon, capable of firing shells, mounted on the deck of a gunboat
 - d. b) A breach-loading rifle
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10. Which East Asian country “joined the imperialist club” in the nineteenth century by seizing control of colonies?
- a. a) Siam
 - b. b) China
 - c. d) Japan
 - d. c) India
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11. Which colony can be described as suffering from a reign of terror in which millions of natives were forced to produce products for a European market and were killed and mutilated?
- a. c) India
 - b. d) New Zealand
 - c. b) The western United States
 - d. a) The Congo Free State
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12. Which of the following was a reason for the increasing sense of “African identity” that had developed by the end of the nineteenth century?
- a. a) There had always been a sense of common African identity, but increasing literacy made it more visible.
 - b. b) Africans from many lands were drawn together by a unified military effort against European imperialists.
 - c. d) Africans increasingly used the common ground of their religious beliefs to pull together against European imperialism.
 - d. c) Africans from many states increasingly felt a sense of common experience in the face of colonial oppression.
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13. Why did ordinary Europeans come to care whether their country gained new territories around the globe?
- a. c) Many Europeans became swept up in mass nationalism.
 - b. b) Most Europeans were naturally curious about other cultures around the world.
 - c. a) Profits from new territories were distributed equally among all Europeans.
 - d. d) Many Europeans were looking for new places to settle or take vacations.
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14. In what way could imperialism solve class conflicts within industrializing Europe?
- a. d) By introducing new religions and philosophies that made Europeans rethink the meaning of class
 - b. a) By bringing in foreign guest workers to perform heavy and undesirable labor
 - c. b) By providing markets for European manufactured goods and thus keeping workers within Europe fully employed
 - d. c) By teaching social responsibility to the European upper classes, who learned from other lands how to resolve their own class conflicts
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15. How were such small numbers of Europeans able to govern such huge and populous territories?
- a. a) By reinforcing the power of local rulers and thus earning their loyalty
 - b. c) By building railroads, thus traveling swiftly from place to place
 - c. b) By wiping out most of the local population through disease
 - d. d) By tricking local populations into thinking there were more Europeans than actually were present
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16. In what way was the nineteenth-century European notion of empire distinctive from earlier empires in world history?
- a. b) It included purposeful ethnic cleansing to make way for European settlers.
 - b. c) It included much greater penetration into the daily lives of subject peoples.
 - c. a) It included a massive effort to educate subject peoples as a means to improve their lives.
 - d. d) It included the use of native elites at top ranks of the civil service.
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17. Which of the following best characterizes the response of most Asian and African societies to European conquests in the nineteenth century?

- a. b) Most societies accepted their defeat gracefully.
 - b. c) Most societies gave in to domination after a short, decisive loss to European forces.
 - c. a) The responses covered a wide range, from active resistance to accommodation.
 - d. d) Most societies fought long, bloody, asymmetric wars against the European invaders.
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18. How did colonial economies in Africa change the role of women?

- a. b) New colonial economies led to greater economic prosperity for women, as new opportunities for trade opened up in most of the continent.
 - b. a) New colonial economies led to a great increase in women's workload in providing subsistence for their families.
 - c. d) New colonial economies gave women new economic power, as men carried out subsistence farming while women raised cash crops for sale.
 - d. c) New colonial economies tended to remove women from the workforce, as increasingly prosperous men imitated their European counterparts in keeping their women at home as a status symbol.
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19. Which of the following statements accurately describes the relationship between European colonial policies and core political values at home?

- a. d) There was an uneven spread of European political values in the colonies, with significant efforts in some areas but mixed success.
 - b. c) Europeans did not spread their political values in any meaningful way to their colonies.
 - c. a) They were the same.
 - d. b) European values led European colonizers to promote democracy in their colonies.
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20. Why did Australia, New Zealand, and Hawaii become settler colonies, in which Europeans became the vast majority of the population?

- a. c) These places had never had a lot of people in them.
 - b. a) The weather in these places was highly attractive to European/American settlers.
 - c. d) The native population in these places had been largely destroyed by European disease.
 - d. b) These places were easily accessible from Britain and the United States.
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21. Which of the following is a good example of a "settler colony" in the nineteenth century?

- a. a) Australia
 - b. d) Siam
 - c. c) China
 - d. b) Indonesia
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22. When European imperialists attacked, what was the fate of decentralized societies that did not have a strong ruler or government, such as the small kingdoms and chiefdoms of West Africa?
- a. a) They were easily incorporated into the new European colony.
 - b. c) They faced protracted, brutal warfare and mass destruction, village by village.
 - c. d) They managed to hide to convince Europeans that they were not there anymore.
 - d. b) They quickly formed organized central states to deal with the European invaders.
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23. In which of the following ways did the colonial experience change the attitudes of colonized peoples?
- a. a) It led to complete rejection of European values as people identified those values with oppression.
 - b. b) It caused little change in attitudes or faith structures, as people reaffirmed their traditional religions to sustain them in their suffering.
 - c. c) It led to a massive modernization of Asian and African societies.
 - d. d) It led many people to embrace European culture, in particular the elites.
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24. Which of the following statements is true about European imperialism?
- a. c) It led to European secular arrogance, as Europeans grew to despise the peoples they dominated.
 - b. a) It led Europeans to adopt many of the ideas and techniques of more advanced Asian societies.
 - c. b) It led to questioning of European society as Europeans encountered people they regarded as “noble savages” with more carefree, peaceful lives.
 - d. d) It led to the creation of new, hybrid peoples as Europeans freely intermarried with non-Europeans.
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25. In what ways did the new category of “tribe” benefit many Africans?
- a. d) It did not benefit Africans at all, only Europeans.
 - b. b) It allowed them to travel wherever they wanted.
 - c. a) It gave them the right to vote.
 - d. c) It gave them a support network when they had to migrate for work.
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26. What is “social Darwinism”?
- a. b) A belief that wealth should be distributed equally among all social classes, thus abolishing class distinctions
 - b. c) A belief in the evolution of species over time
 - c. d) A belief that superior Europeans will inevitably destroy or displace “unfit” races
 - d. a) A belief that more advanced races have a duty to bring other races up to their level of civilization
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27. Which of the following was a significant challenge to the spread of Christianity in Europe’s colonies?
- a. c) The policy in many regions of killing missionaries to keep them from spreading foreign teachings
 - b. d) The fact that Europeans avoided spreading Christianity, since it would force them to recognize native peoples as equals
 - c. a) A lack of missionaries willing to go abroad
 - d. b) Resistance to attempts to impose Christian cultural attitudes, including in matters of sexuality
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28. What was the Boer War (1899–1902)?

- a. d) A South African war between Britain and the descendants of Dutch settlers
 - b. b) A war between France and the West African empire of Samouri Toure
 - c. a) A war between Great Britain and the Zulu in South Africa
 - d. c) A British war for control of Australia
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29. Which of the following statements is true about colonial economies in the long nineteenth century?

- a. d) Local economies did not change significantly because of imperialism.
 - b. b) The economic position of farmers and artisans was badly eroded.
 - c. a) Imperial rule made colonial economies flourish, creating prosperity for all.
 - d. c) Imperial rule led to the creation of a large indigenous merchant class in most colonies.
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30. Which of the following were used to underpin European racism in the nineteenth century?

- a. a) “Scientific” methods that appeared to prove that European brains are larger than those of people in other parts of the world.
 - b. b) Nothing. In the nineteenth century, Europeans largely freed themselves from racism.
 - c. d) Social experiments in which non–Europeans were raised in European homes.
 - d. c) Careful analysis of the literature and other cultural products of non-European regions.
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