

The
Management
University
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UNDERGRADUATE UNIVERSITY EXAMINATIONS

SCHOOL OF MANAGEMENT AND LEADERSHIP

DEGREE IN BACHELOR OF EDUCATION ARTS

HIS 221: EUROPE BEFORE THE 19TH CENTURY

DATE: 10TH APRIL 2026

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. **Write all your answers in the Examination answer booklet provided**

QUESTION ONE

Read the following extract on renaissance and answer the questions that follow

The term 'Renaissance,' sometimes 'Renascence,' is derived from a French / Latin word meaning 'rebirth'. It refers to an experience of the European world that began from the 14th century and was characterized by a rebirth of learning, arts and culture. The people of this period felt that there was a sharp break between their own age and the 'Dark Ages' that had preceded them, and moreover, that there were similarities between their own civilization and that of the Greeks and Romans who had flourished between 400 B.C.E and 300 C.E. Later historians have sometimes agreed and sometimes disagreed with this point of view. Jules Michelet in his book 'La Renaissance' held that the two most significant features of this epoch were 'the discovery of the world, and the discovery of man'.

The Renaissance began in Italy. It lasted from around 1300 to 1600. Historically, it followed the mediaeval period and led into the Modern period which began with the Enlightenment. Politically, Mediaeval Europe was dominated by the Feudal Hierarchy. This meant that the peasants were subject to a landowner, who in turn would be subject to a higher lord and so on, all the way up to the King. In the field of learning, the Catholic Church was dominant, and all arts, sciences and philosophical learning were regarded as servants of Christian theology. Hence, mediaeval architecture expressed itself in Cathedrals, while mediaeval art expressed itself in the form of religious paintings. Even the ancient authors were read principally from the point of view of mastering the Latin language so as to study Theology which was taught in Latin. Scholasticism was the term used to describe this attitude and methodology, which was declining by the middle of the 14th century.

The Renaissance put an end to this subservience of the arts, sciences and philosophy. Beginning from the 14th century, there was an increasing tendency to study these subjects for their own sake and not merely as servants of theology. This led to a flowering of the arts and sciences and paved the way for the 'Modern' period in philosophy. This new-found independence in thought was also manifested in the

Protestant Reformation, which ended the Catholic Church's dominance in northern Europe. The feudal system was also collapsing during this period, partly due to the increasing number of urban dwellers and traders, who did not fit in with the land-based feudal hierarchy. Ultimately, all these changes amounted to a totally new vision of the human person through Renaissance Humanism. The revival of arts and learning was financed by the commercial revival of Europe through the rise of great banking families in Italy (particularly in the city of Florence) during the 14th century, followed by the discovery of the sea routes to India and America towards the end of the 15th century. The Renaissance transformed Mediaeval Europe beyond recognition. It resulted in the development of an intellectual independence that no longer took arguments from authority for granted but instead strove to explore and discover new frontiers in philosophy, science and technology. Hence it took Europe to the threshold of the Age of Reason. The period of the Renaissance was followed by that of the Enlightenment, during which the new attitudes, supported by new discoveries, gave birth to Modern Philosophy and Science which are characterized by their total independence from Theology.

Required:

- a) Discuss the characteristics of renaissance in Europe. **(5 marks)**
- b) Identify two major thinkers who represented the renaissance period and their contribution. **(4 marks)**
- c) Discuss five causes of Renaissance in Europe between 1300 and 1600 **(8 marks)**
- d) Assess the effects of Renaissance on classical philosophy, literature and art in Europe. **(8 marks)**

QUESTION TWO

- a) Explain three main ideas from martin Luther's teachings about reformation. **(6 marks)**
- b) Discuss the causes of the Protestant Reformation Movement in Europe. **(9 marks)**

QUESTION THREE

- a) Describe the significance of enlightenment in Europe. **(5 marks)**
- b) "The French Revolution of 1789 was inevitable." Assess the validity of this statement. **(10 marks)**

QUESTION FOUR

- a) Discuss the factors that led to the European Age of Exploration. **(6 marks)**
- b) Citing examples, examine the impact of European exploration in the world. **(9 marks)**

QUESTION FIVE

- a) Explain five causes of industrial Revolution in Britain. **(5 marks)**
- b) Citing lessons from the European experience, examine the measures that can be taken to promote industrialization in Africa. **(10 marks)**

QUESTION SIX

- a) Discuss five causes of the Agrarian Revolution in Britain. **(5 marks)**
- b) Examine the impact of agrarian Revolution in Britain. **(10 marks)**