

2008 AP® EUROPEAN HISTORY FREE-RESPONSE QUESTIONS

EUROPEAN HISTORY

SECTION II

Part C

(Suggested planning and writing time—35 minutes)

Percent of Section II score—27 1/2

Directions: You are to answer ONE question from the three questions below. Make your selection carefully, choosing the question that you are best prepared to answer thoroughly in the time permitted. You should spend 5 minutes organizing or outlining your answer. Write your answer to the question on the lined pages of the Section II free-response booklet, making sure to indicate the question you are answering by writing the appropriate question number at the top of each page.

Write an essay that:

- Has a relevant thesis.
 - Addresses all parts of the question.
 - Supports thesis with specific evidence.
 - Is well organized.
5. European women's lives changed in the course of the nineteenth century politically, economically, and socially. Identify and explain the reasons for those changes.
6. Analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe.
7. Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789–1815) led people to challenge Enlightenment views of society, politics, and human nature.

STOP

END OF EXAM

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Question 6

Analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe.

9–8 Points

- Thesis must be explicit and address causality (a factor can be a large development such as nationalism or Social Darwinism; an issue related to the economic or religious status of Jews; or an event, like the Dreyfus Affair).
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced. At least two factors are fully *analyzed* in terms of causality. Stronger essays in this category may discuss a third cause but in a more limited manner.
- Each major factor must be supported by at least one piece of specific evidence.
- Essay must refer to factors that can be firmly situated in the nineteenth century (some strong essays may contain relevant references to medieval/early modern precedents and effectively link those developments to developments in the nineteenth century).
- May contain errors that do not detract from the argument. (Example of major errors: Asserting that Jews did not possess political rights in Europe in the nineteenth century or were confined to ghettos and to a limited number of occupations. Examples of minor errors: Misidentifications related to Dreyfus's exact crime, his nationality, or the exact dates of the Dreyfus Affair.)

7–6 Points

- Thesis addresses causality, sometimes inconsistently.
- Organization is clear, effective in support of the argument but not consistently followed.
- Essay will address two factors adequately but may only fully *analyze* one factor in terms of causality. Essays in this category may address three factors but with limited development.
- Most factors must be supported by at least one piece of evidence.
- Essay must refer to factors that are firmly situated in the nineteenth century (some essays may contain relevant references to medieval/early modern precedents and may make some attempt at linking these developments to developments in the nineteenth century).
- May contain one major error or several minor errors that detract from the argument.

5–4 Points

- Thesis may be underdeveloped or not fully responsive to the question.
- Organization may be unclear or ineffective.
- Essay will address one factor but contain some imbalance; facts are *listed* rather than *analyzed*. Essay merely lists examples of anti-Semitism but does not attempt to assess factors that gave rise to it. Adequate effort is made to assess causality in one factor.
- Major factor must be supported by one piece of relevant evidence. Other factors may be addressed but will only be supported by general assertions.
- Essay must refer to one factor that can be firmly situated in the nineteenth century (some essays may contain references to medieval/early modern precedents but make no attempt to link these developments to developments in the nineteenth century).
- May contain errors or misleading generalizations that detract from the argument.

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Question 6 (continued)

3–2 Points

- May contain a weak or invalid thesis or a thesis that merely repeats/paraphrases the prompt. A weak or invalid thesis may deal only tangentially with the nineteenth century.
- Organization is unclear and ineffective.
- Essay may *list* one factor or primarily contains generalizations. Minimal effort is made to assess causality.
- Essay shows serious imbalance; most factors that could be discussed are neglected or treated cursorily. Essays in this category will often offer simplified or ahistorical generalizations about Jews as scapegoats, foreigners, and outsiders or may deal primarily with developments that fall outside the chronological parameters of the essay.
- Essay displays little, if any, specific knowledge of the nineteenth century.
- May contain several errors that detract from the argument.

1–0 Points

- No discernable attempt at a relevant thesis.
- Little discernable organization.
- Little or no relevant supporting evidence.
- Essay may not contain relevant reference to the nineteenth century (most essays in this category are entirely off topic).
- May contain numerous errors that detract from the argument. Many of these errors will relate to the inability of the essay to adequately work within the chronological parameters of the prompt.

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Question 6 Historical Background

Material in this section is derived from the following texts and other sources:

Kagan, *The Western Heritage* (9th edition, 2007)

Kishlansky, *Civilization in the West* (7th edition, 2008)

The nineteenth century, for the purposes of this question, should be defined as the period between 1789 and 1914. Responses may include references to events that occurred in the late-eighteenth century (Jewish Emancipation in the Hapsburg Empire or France) or the early-twentieth century (the Russian Revolution of 1905 or the later Russian pogroms).

- Jewish Emancipation.
 - Rise of political liberalism following the Enlightenment.
 - 1782: Joseph II placed Jews under same laws as Christians in Hapsburg Empire.
 - 1789: National Assembly in France recognizes Jews as French citizens.
 - Mixing of Jewish and Christian communities in Italy and Germany during the Napoleonic wars.
 - Post-1848: Germany, Italy, Low Countries, and Scandinavia all allow Jews to attain full citizenship.
 - 1858: Jews allowed to take seats in British Parliament.
 - 1867: Austria-Hungary extends full legal rights to Jews.
 - In Russia and Poland, “the traditional modes of prejudice and discrimination continued unabated until World War I” (Kagan, p. 780). This prompted many Jews to flee to seemingly freer Western European countries.
 - The elimination of social and political barriers led to the rise of Jews in a range of professions and financial industries.
 - This assimilation and economic success created a climate where it was possible for those who continued to view Jews as cultural outsiders to hold them accountable for the economic crises of the 1870s.
 - Students may note the example of the Rothschild family in both France and England; Lionel Rothschild (1808-79).
 - Students may also cite other examples of assimilated Jews including Felix Mendelssohn, Karl Marx, Sigmund Freud.
 - This tendency toward scapegoating contributed to a new wave of anti-Semitism.
- Anti-Semitism and the Russian Situation.
 - Discrimination and political disenfranchisement continued through the nineteenth century.
 - Outsider status and persistent discrimination, along with the tendency of authorities to blame Jews for the 1881 assassination of Tsar Alexander II and the Russian Revolution of 1905, led to pogroms in Kiev, Odessa, and Warsaw. These pogroms continued until 1917. This rise in popular anti-Semitism was generally ignored by the tsar, the police, and the state bureaucracy.
 - These large-scale attacks led to Jews fleeing from eastern to western countries.

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Question 6 Historical Background (continued)

- Rise of Zionism.
 - Some Jewish leaders in Central and Western Europe saw anti-Semitism as a problem with a political solution.
 - Reacting, particularly, to the Dreyfus case (1894) and to the Russian pogroms.
 - Became convinced that Europe was not safe for Jews.
 - Supporters of Zionism called for the creation of their own nation—a new Zion (the ancient biblical homeland).
 - Movement especially popular in Galicia (Poland), Russia, and the Hapsburg Empire
 - Theodor Herzl (1860–1904).
 - Austrian Jew born in Budapest.
 - Most important proponent of Zionism.
 - Witnessed anti-Semitism as journalist in France.
 - Wrote *The Jewish State* (1896).
 - Argued for a Jewish homeland in Palestine.
 - This ultimately aroused Christian and Islamic opposition; even some Jews worried that Zionism would enable charges that Jews were bad citizens.
 - For some anti-Semites, the existence of a Zionist movement allowed for the further development of notions of Jewish difference.

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Question 6 Historical Background (continued)

Timeline

Jewish Emancipation

- 1782: Jews placed under same laws as Christians in the Hapsburg Empire.
- 1789: National Assembly recognizes Jews as French citizens.
- 1858: Jews allowed to take seats in British Parliament.
- 1868: Austria–Hungary extends full legal rights to Jews.

Anti-Semitism and the Russian Situation

- 1881: Tsar Alexander II assassinated.
- 1905: Russian Revolution.
- 1881–1917: Periodic pogroms.

Jewish Migration from Russia and Eastern Europe to West

- 1868–1914: Two million Eastern European Jews move to Western Europe.
- 1889: Heinrich von Treitschke writes *Jews Among Us*.

The Nation-State and Nationalism

- 1871–90: Germany under Bismarck.
- 1889: Édouard Drumont creates the Anti-Semitic League in France.
- 1893: Christian Social Party founded in Austria.
- 1894: Dreyfus Affair (France).
- 1895: Karl Lueger elected Mayor of Vienna on an anti-Semitic platform.
- 1898: Émile Zola writes “J’Accuse.”

Race and Social Darwinism

- 1820–1903: Herbert Spencer.
- 1853–54: Arthur Gobineau publishes *Essay on the Inequality of the Human Races*.
- 1859: Charles Darwin publishes *On the Origin of Species*.
- 1871: Charles Darwin publishes *Descent of Man*.
- 1899: Houston Stewart Chamberlain publishes *Foundations of the Nineteenth Century*.

The Rise of Zionism

- 1896: Theodor Herzl publishes *The Jewish State*.