

AP[®] EUROPEAN HISTORY

2007 SCORING GUIDELINES

Question 2

Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930 to 1950.

8–9 Points

- Thesis is explicit and fully responsive to the question.
- Thesis is supported with substantial evidence and well-developed examples.
- Major topics suggested by the prompt are all covered at some length (militarism, Second World War, full 1930-50 period).
- Essay is well balanced and demonstrates understanding of the diversity of experience of European women during the entire period. (This is most commonly expressed through distinctions between or among nationality, region, or military alliances.)
- Analyzes at least two types of women's roles and or impacts on women (e.g., military, domestic, agricultural, or professional).
- Understands militarism as a prelude to the Second World War but need not deal explicitly with the concept.
- May contain errors that do not detract from the argument.

6–7 Points

- Contains a thesis that is responsive to the question.
- Each major assertion is supported by at least one piece of relevant evidence.
- All major topics suggested by the prompt are covered at least briefly.
- Essay is balanced and contains some understanding of the experiences of European women either chronologically or geographically. (This is most commonly expressed through discussion of either one geographic region, military alliance, or country through the entire time period or two geographic regions, military alliances, or countries through a portion of the time period.)
- Contains some analysis of types of women's roles or impacts on women (military, domestic, agricultural, or professional).
- May deal with militarism in a limited fashion.
- May contain an error that detracts from the argument.

4–5 Points

- Thesis is relevant but may not address militarism (addresses question with generally accurate but limited specific information).
- Contains a limited discussion of at least one portion of the time period with limited understanding of the diversity of women's experiences. (This is most commonly expressed through reference to one geographic region, military alliance, or country. May largely discuss Europe in general or deal exclusively with the Second World War.)
- Contains at least one specific reference to a type of women's role or impact on women (military, domestic, agricultural, or professional). Analysis may be limited.
- Essay shows some imbalance; may focus only on militarism or the Second World War.
- May contain errors that detract from the argument.

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Question 2 (continued)

2–3 Points

- No explicit thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective; does not support analysis.
- Offers very limited specific evidence concerning the experiences of European women; may cite only one nongeneric example.
- Conflates militarism and World War II.
- May contain numerous errors that detract from the argument.

0–1 Point

- No discernable attempt at a thesis.
- No discernable organization.
- Addresses the question only in general terms not specifically relevant to the period.
- Only notes that women worked and/or suffered without providing specific evidence.
- May contain significant errors that detract from the argument.

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Question 2 Historical Background

The peace settlement at the end of the First World War was more of a truce, or cease-fire, than a genuine “peace agreement.” The children of those who had fought the “Great War” would fight the Second World War, following a decade of virulent militarism. By the 1930s, several of the major powers were committed to overturning the Peace of Paris and thus began to rapidly increase military production (in violation of the terms of several treaties in some cases). The Great Depression of the 1930s provided further incentive for some European nations to begin militarization in earnest as a way of creating employment opportunities.

Between 1930 and the outbreak of the Second World War, every European country, including democratic ones, had concerns about what the falling birth rates would do to the supply of soldiers, if war should break out. Women were also trained, long before the outbreak of the war, in civil defense units, as every government expected future wars to involve a far more extensive use of airpower than previous ones. In the first half of the 1940s, during the hostilities, most nations had committed their civilian populations to “total war.” Even in nations such as Italy and Germany, where women of the early 1930s had been encouraged to remain at home, providing their nations with more numerous progeny, women began to enter the workforce, but usually only to increase agricultural production, while men engaged in battle. Their presence in industrial workplaces was still discouraged, especially in Germany. Women also contributed directly to the war effort by serving in field hospitals as nurses and medics or by transporting goods and weapons to the troops. In the Soviet Union, some women even participated in combat, most notably in the Soviet Air Force.

Following the war, many women remained active in the workforces of European countries, as the total devastation of many regions virtually required their participation in Europe’s reconstruction. In France and Italy, women finally gained the franchise in 1945, in recognition of their contributions to civil society, and their political rights.

Specific Information Relevant to Question 2

Note: The list that follows is suggestive, not prescriptive, and is not intended to be exhaustive. It is organized largely by geography, because this is the way many students approached the question with respect to specific examples, but other organizational structures are possible and were used by some students.

Russia

Night witches (combat pilots) and snipers; women in combat, resistance
Active in farms and factories in 1930s
Stalin reduced women’s rights in Russia from revolutionary gains
Holocaust
Starvation and food shortages (Leningrad, Stalingrad)
Women depicted in posters and art as motivators
Women utilized in the workplace to strengthen the state

Eastern Europe

Women remain in factories after war
Holocaust
In Balkans, women revert to prewar status and rights

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Question 2 Historical Background (continued)

Germany

Lebensborn program; women as breeders

Women on a pedestal; glorification of motherhood

Loss of positions in professions

Nazis do not want women to work, but they go to work in factories anyway, especially late in the war

Women as motivators through propaganda, including posters

Militarism seen as German rearmament

Suffering in concentration camps, bombing, occupation

Italy

Mussolini and “Battle for Births,” but birth rate goes down

No factory work wanted for women

Women gain rights after WWII

France

Suffrage won in 1945; women vote

Simone de Beauvoir, *The Second Sex*, after WWII

Resistance fighters: rescued British pilots, hid Jews, engaged in sabotage, and served as spies and messengers

Women lose jobs in the Depression

Britain

Women lose jobs after WWI (Depression era)

Women in factories again to manufacture various war materials

Sending children out of London during the Blitz

Propaganda posters as motivators

Nurses in Battle of Britain help wounded

Take over traditional male jobs owing to mobilization/military service/deaths of men

Role in food rationing, using substitutes, doing without items such as gasoline, rubber, and nylons

Women in noncombat military roles

European equivalents of “Rosie the Riveter” as role models and propaganda devices (note that Rosie herself is American and not appropriate)

Further rights, opportunities won to complement suffrage gained after WWI

Combat Areas

Threatened by bombing, military attacks

Serious shortages

Work in dealing with air raids; wardens in blackouts

Food shortages, starvation, family disruption

Jewish Women

Die in Auschwitz

Survive to tell stories

Protect their children

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Question 2 Historical Background (continued)

Aspects of Militarism

Stockpiling weapons/rearmament

Gearing up factories for war production

Societal acceptance of military mindset

Physical education programs for youth

Propaganda to promote nationalism/militarism: posters, film, print media

Cult of domesticity/baby production to create future soldiers

Nationalism

Development of technology for military purposes

Glorification of soldiers, war, and “masculine virtues”

Emphasis on role of women in supporting state/race/ideology

Reduction of women’s rights/opportunities

Many other examples were used, despite the appearance that they were drawn from experiences of Americans or Europeans during nineteenth-century or earlier wars, ranging from the Crimean War to World War I. These items were not considered as effective specific evidence, because they were not European or not responsive to the question, which dealt with the period 1930-50.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2A 1 of 2
2

In the ~~late~~ twentieth century, European women began to gain equal rights with men. ~~Women were allowed to vote.~~ A woman's suffrage movement became successful in much of Europe after WWI, and the modern feminist movement took off in the 1960s. Between these times was WWII and the rise of dictators in Europe. Between 1930 and 1950, dictators ~~used~~ used women to help accomplish their goals. World War II gave job opportunities to women, and women ~~probably~~ ^{directly} engaged in the war effort.

Dictators, such as Mussolini ^{Hitler} and Stalin, tried to use women to give them power over their nation's youth. Women were encouraged to stay home and raise children rather than work. ~~They~~ Mothers were celebrated. Hitler made a national holiday on his mother's birthday to celebrate Germany's mothers. Women were given awards on how many children they ~~was~~ had. ~~Stalin~~ Stalin used similar ideas later on, taking away many rights ~~of~~ given to women during the Bolshevik revolution. Since fascist/militarist dictators focused on recruiting youth to aid them in their rule over their country and its expansion, they needed to focus on the women that raised the youth as well. ~~The~~ Dictators took rights away from women and made them solely important as mothers.

World War I ~~put~~ ^{put} women into traditionally male jobs, ~~for the first~~ ~~time~~ however, ~~and~~ women lost opportunities until another world war brought them back. Many men were away from home fighting, and women were needed to do their former jobs. As in WWI, the war effort in WWII would have been impossible if it hadn't been for working women. Jobs in heavy industry ^{for example} were traditionally male but were taken over by women. This ~~was~~ industry ~~was~~ necessary for the war effort. World War II reaffirmed the idea that women could work at jobs that were ~~seen to be~~ ^{previously} exclusively male.

During World War II, many women ~~of all ages~~ ~~and~~ ~~countries~~ ~~occupied~~ by the Germans ~~back~~ fought their enemies directly. Many women took part in the Resistance in

2

Write in the box the number of the question you are answering on this page as it is designated in the exam.

France, for instance. They worked, like other resisters, to save British pilots shot down and to smuggle weapons and information. Women may even have been more successful than men as spies and messengers because they are often not suspected to be capable of such things. Women were even involved in sabotage attempts and open fighting. Women were just as involved as men in saving Jews from the Nazis, hiding them and smuggling them out of the country. Furthermore, the military was beginning to allow women to join in the early twentieth century. Women got chances to ~~work~~^{fight} in their country's armed forces ~~and help~~ or help them. Women were very involved in World War II and were shown to be able to fight like men.

While the rise of military dictators took rights from women, World War II offered new opportunities to women in Allied or occupied countries. This helped them to prove that they deserve equal rights with men and spurred the modern feminist movement.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2B 1 of 3

2

World War II was a time of ~~the~~ a rise in power throughout several European nations that ~~showed~~ showed dictatorship that only desired power. These powers all desired certain things for their own country and maintained new advances that were waiting to be used in war. When war did break out, armies were preparing for battle and men and women were seen as needed in defense of their country. Women during WWII were in some areas rejected with their help and other times required to give their help. Whether it be encouragement for men to go into battle or helping out militarily, ^{doing factory work,} or ^{even just} doing their best with duties as women ^{in the home with the absence of men,} their lives were impacted in the Second World War.

Women were often used as encouragement towards men to do things militarily. Certain advertisements encouraged women to persuade men to join forces and fight for their country militarily. Women were encouraged to provide an extra rearing for men. With the rise of armies all over Europe whether it be with the Soviets, the Nazis, or the allies, all needed that support and army in that war. All of these groups had different outlooks on how women should behave according to their own standards, but European women were often used as tools of encouragement

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for men to go and fight for their country.

Even though it was very rare for a woman to be able to participate in battle, women in some countries and regimes were encouraged to help out with the war themselves. Women were often used for the production of goods in factories due to ^{male} labor shortage due to them fighting in the war. Women were taking over certain duties within the home and factories with the absence of men. Women made items for the military in these factories that would help benefit their country in this time of war. What used to be an impossible job for women was now needed because of all the men that were fighting.

In the home things were changing as well because women had to take over the duties that men would usually take care of. However with their absence, women were now required to do such things tending the fields, taking care of the animals, chopping trees, etc. that were once not available for feminine care. Women were the backbone of the war because they were taking care of everything while men were gone. However, they were also being told by people such as the Nazis to remain their feminine selves and stay just a wife and mother. The Second World War however brought change for many and the need and desire for women.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2B 3 of 3
2

World War II needed not only the services that men had to offer, but women as well. With men being used in military, women were supporting them through and through. Whether it be the encouragement they could offer, or the services they could provide, women were changed because of their work and involvement in the war.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

2C 1 of 2
1 - 3

grow out of.

2. The rise of militarism resulting in World War II had an extremely important effect of increasing and broadening the role of women in European society. Prior to the outbreak of World War II, women in European ^{society} ~~societies~~ had not yet entirely gained equality with men. Women ~~had~~ still were relegated to the role of housewife where they were expected to provide for the men and children in their society. It was the outbreak of war and the movement of huge amounts of men to the front line of combat that finally gave women more productive roles in the political and economic aspects of society.

Although it would be difficult to pick any positive out of the great destruction of World War II, the increased impact of women is one positive. World War II called multitudes of men from all parts of Europe to participate and often give their lives in what was to be the biggest and most important conflict of its time. European economies could not support such a huge drop in the work force, especially when such huge weapons production was needed to fuel the combat. It was this need that truly drew women forth from their "simple lives" to have an absolutely crucial role in the economic and political well-being of their states. Along with their increased roles, women still managed to support their families in a show of great strength. They also provided moral support for their husbands fighting the war.

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Ultimately, the war provided the final step by which women stabilized their status and importance with that of men. ~~They entered the workforce~~ They had already gained suffrage in most cases, however, they were still not considered entirely equal to men. It was only after their role during the second world war that they could make such a claim. Thousands upon thousands of men were drawn from supporting the state economically and politically to support it militarily; many whom would not return to regain their roles in society. In this way, ~~and~~ women showed an extended support of their nations in the long road of recovery. The economic and political structure of Europe may have utterly collapsed following the devastation of the Second World War had it not been for women.

In conclusion, women's lives were unalterably changed during the rise of militarism preceding World War II. Through a time of hardship and stress, women strengthened their role as guardians and protectors of the European family, but also of the European economic society. They fueled the war as well as the social life of the state during this time and continued their support through a long and trying road of recovery.

AP[®] EUROPEAN HISTORY 2007 SCORING COMMENTARY

Question 2

Overview

The intent was to have students analyze how the lives of European women were affected over the two-decade period from 1930 to 1950. Explicitly noted were the two periods involving the rise of militarism and the actual years of the Second World War. Implicitly noted (only by the dates indicated in the time frame) was the postwar period.

Sample: 2A

Score: 9

This essay has a complex thesis that fully responds to the question. The response covers the whole period, showing a wide range of roles and impacts on women, supported by specific examples, such as participation in the resistance, factory work, and motherhood. A minor error concerning Hitler's mother does not detract from the main points. The essay also notes the postwar emergence of feminism in Europe. The student clearly understands the role of women within the context of militarism. This essay received a 9 because it contains sophisticated analysis and ample detail in the examples used to buttress its assertions.

Sample: 2B

Score: 6

This essay has a thesis that responds to the question, but its treatment of militarism is limited in that it touches on women's role in war solely as propaganda. The response deals with several roles of women in the Second World War (albeit generically), such as farmers, motivators, factory workers, and mothers. It also distinguishes the Nazi emphasis on women's role in the domestic sphere, as compared with the role of women elsewhere in Europe. The student juxtaposes Germany with the rest of Europe in a superficial way. This essay did not earn a 7 because of insufficient specific information dealing with the roles of women and its nearly exclusive emphasis on the war years. It did not receive a 5 because it does touch on major points in the question and recognizes the diversity of women's roles. The essay also mentions militarism, although in a very restricted way.

Sample: 2C

Score: 2

The overly simplistic thesis of this essay is not supported with any specific evidence. The response is largely a mechanical repetition of material taken from the prompt. The one nongeneric piece of evidence (suffrage) is applicable only to France during the time period, and the student does not name a country when discussing suffrage. The essay did not receive a score of 1 because of the effort to identify one concrete example of a change in women's status (voting rights). The essay did not merit a 3 because it lacks almost any explicit evidence to support its generalizations.