

AP[®] EUROPEAN HISTORY

2008 SCORING GUIDELINES

Question 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.

9–8 Points

- Thesis is explicit and articulates causes and/or changes.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is reasonably well balanced and identifies and explains various (three) reasons for the changes in the lives of European women during the nineteenth century (reasons can be from the eighteenth or nineteenth century but must be explicitly linked to the changes).
- Some attempt is made to address the scope of the entire century.
- Each major topic (political, economic, and social) in the essay is supported by several specific pieces of relevant evidence (three topics; five to six specific pieces of evidence).
- May contain errors that do not detract from the argument.

7–6 Points

- Thesis is explicit and responsive to the question. Discusses causes or changes without development.
- Organization is clear and effective in support of the argument but not consistently followed.
- Essay is balanced and identifies and explains two or more reasons for the changes in the lives of European women during the nineteenth century. Links between reasons and change are clearly demonstrated.
- Each major topic (political, economic, and social) in the essay is supported by at least one specific piece of relevant evidence (three topics; three to four specific pieces of evidence).
- May contain minor errors that detract from the argument.

5–4 Points

- Thesis is explicit but not fully responsive to the question (may not clearly identify political, economic, and social topics).
- Organization is clear and effective in support of the argument but not consistently followed.
- Contains a limited discussion of at least two reasons or a thorough discussion of one reason.
- Must address at least two topics (political, economic, and/or social) and provide at least two specific pieces of evidence.
- Weaker essays may contain major errors.

3–2 Points

- No explicit thesis or a thesis that merely repeats/paraphrases the prompt.
- Organization is unclear and ineffective; does not support analysis.
- Essay shows serious imbalance; most major topics suggested by the prompt are neglected. May only address changes or reasons.
- Typically will address one topic (political, economic, or social) with a specific piece of evidence (one or two topics; one specific piece of evidence), OR may address three topics (political, economic, and social) with NO specifics.
- Essay may ramble and generically discuss women’s lives; may contain limited explanations.
- Weaker essays may contain major errors that detract from the argument.

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Question 5 (continued)

1–0 Points

- No discernable attempt at a thesis.
- No discernable organization.
- One or none of the major topics (political, economic, and social) suggested by the prompt is mentioned.
- Addresses the question only in general terms not specifically relevant to the nineteenth century.
- Little or no correct supporting evidence or attempted explanations are provided.
- May contain numerous errors that detract from the argument.

Note

- The statement that women gained the right to vote is a major error unless it is supported with specific evidence (local or Scandinavian).
- Working in mines or factories, domestic service, and prostitution are considered general and not specific to the nineteenth century.
- “Women working outside the home” is not acceptable as a change.

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Question 5 Historical Background

The nineteenth century has frequently been viewed as a turning point in the lives of European women. However, this turning point has roots that lie in the distant past and the prior century. Events from the Age of Enlightenment through the period of the French Revolution of 1789 and even the Napoleonic era directly influenced the change in women's lives during the nineteenth century. Writers like Olympe de Gouges and Mary Wollstonecraft produced works that directly influenced how women were both regarded by others and thought of themselves far into the nineteenth century.

Nonetheless, the opening decades of the century found women's lives to be similar to what had been in place throughout much of the eighteenth century. However, the growth of the Industrial Revolution quickly began to change this. By the 1830s, women and children made up more than two-thirds of the labor force in the cotton industry (this number dropped only slightly, to approximately 50 percent, by 1870). As common laborers, they were mostly unskilled and were paid less than half of a man's wages for similar work. In Great Britain excessive working hours for women were outlawed in the mines and textile factories in 1844, and by 1867, they were outlawed in craft shops.

The employment of large numbers of women in factories did not produce a significant transformation in female working patterns, as was once assumed. Throughout the nineteenth century in France and Britain, traditional types of female labor were still the norm. In 1851, nearly 40 percent of the female workforce in Britain engaged in domestic service, while in France about 40 percent was involved in agriculture. British accounts indicate that only 20 percent of the female workforce was employed by factories, and in France the proportion employed in factories was only 10 percent. Most of these working women were single; few married women worked outside the home. The various Factory Acts passed in the middle of the century in Great Britain limited the hours of employment for children and women and began to break up the traditional work patterns. Men were regarded as the primary breadwinners, and women assumed daily control of the family and sought low-paying jobs, such as laundry, that could be done in the home. The growth of a middle class increased the need for a domestic service industry and made it possible for women to be employed during the day and return home to their families in the evening. The lowest class of unskilled female workers often lived on the edge of survival. Here women had to work to help support a family and were often employed at home doing piecework, or in the sweatshops of the urban garment-trade industry.

Throughout most of the century, marriage was viewed as the only occupation acceptable for most women. An increasing proportion of women chose or were compelled by circumstances to marry rather than remain single, and in many regions women tended to marry at younger ages than previously. Thus, births out of wedlock declined. The advent of vulcanized rubber in the late 1840s made possible both the condom and the diaphragm, which lowered the birth rate and gave some women greater control over their reproductive patterns.

The legal codes of most European countries in the early nineteenth century gave few rights to women; in particular, married women surrendered most of what rights they had as single women to their husbands. Early movements to grant rights to married women did not fare well. Divorce was not legalized in Britain until 1857, and married women were not granted the right to own property until 1870. France finally permitted a limited divorce law in 1884. Catholic countries like Spain and Italy did not grant any such rights in the nineteenth century.

New ideas regarding education made it possible for women to learn "domestic crafts," such as singing and piano playing, to educate the family and provide home entertainment.

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Question 5 Historical Background (continued)

As the century progressed, the spread of higher-paying jobs in heavy industry tended to eliminate the need for many married women to work to supplement the family income. However, the increased need for clerical jobs opened other opportunities. At the same time, middle- and working-class women in many countries began agitating for greater legal and political rights

The middle of the century also saw the beginning of compulsory education. The skilled labor required by the Second Industrial Revolution demanded a new generation of laborers who were better educated, and this required more teachers. Teaching was commonly regarded as a socially acceptable occupation for women; hence new job opportunities became available for women in education.

The mass leisure culture that developed near the end of the century opened doors for actresses (e.g., Sarah Bernhardt). Music and dance halls likewise began to proliferate from the 1850s onward, giving women more opportunities as entertainers. The growth of participatory and spectator sports also opened a wider range of socially acceptable activities for women (for instance, ladies' football was sanctioned in Britain in 1895).

Women's Activities Involving Change in the Nineteenth Century

Nineteenth-Century Women

- Sarah Bernhardt (1844–1923): famous actress.
- Florence Nightingale: nurse.
- Amalie Sieveking Hamburg: nurse.
- Emmeline Pankhurst and Christabel Pankhurst: Women's Social and Political Union (WSPU) founders; confrontational approach to gaining rights.
- Flora Tristan: socialist.
- Millicent Fawcett (1847–1929): favored peaceful negotiations for legal rights (1847–1929).
- Marie Curie (1867–1934): physicist; discovered polonium (1898).
- Ingebord Schroder: Swedish gymnast (1880s) (reference 2006 DBQ).
- Josephine Butler (and the Shrieking Sisters): prostitution reform.
- Octavia Hill: housing reform.
- Famous female monarchs: Victoria I of England (1837–1901) and Isabella II of Spain (1833-68).

Books and Paintings

- Mary Wollstonecraft: *A Vindication of the Rights of Women* (1792).
- Olympe de Gouges: *Declaration of the Rights of Women and the Citizeness* (1789).
- Mary Wollstonecraft Shelley: *Frankenstein* (1818).
- Charlotte Bronte: *Jane Eyre* (1847).
- Jane Austen (d. 1817): *Pride and Prejudice* (1813).
- George Eliot: female writer.
- George Sand: female writer.
- Émile Zola: *Germinal* (about mines).
- Henrik Ibsen: *A Doll's House* (about oppressed woman).
- Édouard Manet: *The Railroad* (women being denied access).
- Gustave Caillebotte: *Le Pont de l'Europe* (women as the property of men).
- Pierre-Auguste Renoir: *La Loge de l'Opera* (women in the theater).
- Henri de Toulouse Lautrec: bar scenes showing greater social freedom for women.

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Question 5 Historical Background (continued)

Employment

- Governess, clerks, typists, telephone operators, teachers, actresses, nurses, athletes.
- The “New Woman” of the mid- to late-1800s increasingly became a breadwinner, often by doing office work.
- Note: factory work, mines, prostitution, domestic servants, seamstress/dressmaker, and scientist are not solely nineteenth century.

In the Home (differentiated by class)

- Many roles did not change: wife, child bearing, child rearing, housekeeper, cook.
- Cult of Domesticity; Victorian “Angel in the House”: wife/mother as moral guardian and instructor of the family.
- Possible increase in premarital sex (especially in urban areas) but also greater use of birth control.

Divorce Rights (1857 in England; allowed in cases of cruelty)

- Women gained more status as property owners.
- Ideal of affectionate marriage placed greater emphasis on respect for wives.
- The rise of mass consumerism gave women greater economic power.

Laws that Affected the Status of Women

- 1844: Mines Act (Great Britain).
- 1844: Factory Act (Great Britain) protected women workers.
- 1864: Contagious Diseases Act (Great Britain) required medical exam for prostitutes (repealed 1886).
 - No law against prostitution; moral pressure against it.
- 1870s: Ferry Laws (France) formed the basis for compulsory education.
- 1875: Factory Act (Great Britain) reduced workweek to 56 hours.
- 1875: Artisans Dwelling Act (Great Britain) defined unsanitary housing; state inspection.

Organizations and Movements Important for Women

- Great Britain: WSPU (Suffragettes), 1867.
- Germany: the General German Women’s Association, 1865.
- France: the Society for the Demand for Women’s Rights, 1866.
- Sweden: The Association for Married Women’s Property Rights, 1873.
- There were also women’s rights groups in Russia from the 1860s and in Italy from the 1890s.
- Temperance movement.
- Antislavery movement.

Important Suffrage Dates

In various European countries, women were given the right to vote as follows:

- Sweden, 1862.
- Finland, 1863, conditional on property ownership; 1872, unconditional voting rights.
- Bohemia, 1864, conditional on property ownership.
- Britain, 1869, widows allowed to vote in local elections.
- Austria Hungary, (various dates) women given the vote in local elections.

BUT women were not given the general right to vote in most European countries until well into the twentieth century.

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Question 5 Historical Background (continued)

Causes from the Eighteenth Century

NOTE: Causes from the eighteenth century must be clearly linked to the nineteenth century. Increased urbanization, the Industrial Revolution, and the Agricultural Revolution, as well as associated changes for women began before 1800, especially in Britain.

Enlightenment

- Salons give educated women a voice in cultural affairs.
- Emilie du Chatelet (female scientist and enlightened thinker).
- Mme du Pompadour, Mlle de Lespinasse, Mme d'Alembert ran salons.
- Mary Wollstonecraft.
- Olympe de Gouges.

French Revolutionary Rights

- Divorce and property rights taken away by Napoleonic Code; not fully restored until 1881.
- March to Versailles.
- Political clubs (Jacobin Society for Women) closed down during Reign of Terror.

Scientific Revolution

- Female scientists.

5A-1

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

Women's role in society has changed drastically in the last 200 years. The lives of women ~~have changed~~ were initially altered in the 19th century in the political, economic, and social realms. Although women's social role changed ~~less than~~ ^{least} the liberalism and reforms of the period as well as the effects of industrialization gave women a much more significant role in society.

Women's social roles changed in the 19th century, but females were still expected to be subservient to males in social situations. One way in which their social roles did change, however, was through supporting the arts. Wealthy women could act as patrons to Impressionists or support other 19th century scholars. Women also created organizations to provide welfare and services to the poor and elderly. While women began making these important contributions to society, they were forced to accept the Cult of Domesticity by society, which advocated a woman's role in the home and as a mother.

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

5A-2

While women's social role was slightly changing, the revolutionary spirit of the 1800's led to an increase in political participation for females. The revolutions of 1848 and reforms such as the Great Reform Bill in Britain and emancipation of serfs in Russia gave inspiration to females to demand their own improvements. Universal male suffrage was granted to in ~~most~~ most nations in Europe, and women saw their ~~power~~ potential to receive the same rights. Liberal movements also increased the participation of women in politics; socialism, Marxism, and Chartism all invited all people, or all proletariats, to rise up demanding equality.

Industrialization, which began in England and spread to the Continent, ~~also~~ had an impact on women's economic roles. As more factory jobs opened up, women filled the vacant posts. Females did not need high educational learning to work in a factory, so they were able to complete the job and earn an income. In this way, women began contributing to Europe's economic stability.

5A-3

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

Thus, women began playing a role in 19th century European society because of their new initiatives in the social sphere, an increase in liberalism and reform in politics, and industrialization ~~there~~

5B-1

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

During the 19th century, women in Europe experienced changes ~~being~~ in many aspects of their lives. With the new revolutionary ideas, women began to express their views more. Some even questioned whether they should have more political rights. Women's job options also changed. More and more throughout the 19th century, women became involved in agriculture and the cottage industry instead of remaining housewives. This ~~is~~ change in economics led to a ~~change~~ change in social rights later in time. In the 1800's, women experienced a ~~more~~ ^{more} liberal ~~liberal~~ ease on their political, ~~an~~ economic, and social exp.

The political scene in western Europe during the 19th century was dominated by revolutions. ~~in 1789~~.

During the revolution in France, for the first time, women ~~voted~~ their opinion with the women's march on Versailles.

Although this was in 1789, it created a new attitude ~~for~~ ^{for} women in the 19th century. Although they were still largely excluded from politics, women began to question their ~~existing~~ rights.

~~Some~~ The feminist movement emerged with the influence of Simone de Beauvoir, a French woman who believed women should have more rights. ~~Additionally~~ Also, Mary Wollstonecraft, a feminist author, published the Declaration of the Rights of Man, which advocated

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

SB-2

women's rights in politics. Although still excluded from politics, women during the 19th century began the feminist movement, paving the way for more rights in the future.

The Industrial Revolution during the ^{late} 19th century came about due to the agricultural revolution and the cottage industry. Women began to be included in jobs in ~~factories~~ the cottage industry, though still working in homes. ~~Women~~ ~~never~~ ~~began~~ ~~to~~ ~~work~~ ~~in~~ ~~the~~ ~~domestic~~ ~~service~~ ~~and~~ ~~started~~ ~~working~~ ~~in~~ ~~fact~~ women, who previously had been restricted to domestic service, paved the way for work in factories with their involvement in the cottage industry. ~~They~~ ~~that~~ Their inclusion in new jobs during the World Wars was a indirectly resulted from their previous involvement in other ~~more~~ earlier economic fields.

Towards the end of the 19th century especially, women experienced an increase in the feminist movement. More and more women felt they had a right to be involved in ~~public~~ politics. Feminist authors encouraged their movement, and ~~the~~ paved the way for a turning point in feminism. Soon after the turn of the century, women in ~~the~~ Great Britain and the US were granted suffrage.

5B-3

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

The social impact of feminism during the 19th century was very large.

During the 1800's, women experienced a rise in feminist thought, more say in the government, and more job opportunities.

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

5

C1

⑤ European women's lives changed in the course of the nineteenth century politically, economically, and socially. Identify the reasons for these changes.

Throughout history women have struggled finding their place in the world, because they are often seen as the Other. From the reign of Elizabeth I to the existentialist views of Simone de Beauvoir, ~~we have~~ society has gradually been shaped by the minds of intelligent women who sought after the utmost equality with men.

In the 19th century there were more prominent feminists than ever before. In the Romantic movement, Mary Shelley opted for the equality her mother (Mary Wollstonecraft) fought her entire life for. She wrote Frankenstein as an analogy to how all humans feel. She, like her mother, was in search of the chance to be on level playing fields with the dominant sex.

Rosa Luxemburg was a prominent female leader in Germany. She led the Marxist party, fought against socialist ideals, while

#5

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

C2

defending her own.

As women gained more independence and became closer to equality this leads us into the 20th century, changing roles for women in World War I, the suffrage movement in the states, and individual and recognizable thinkers such as Simone de Beauvoir.

In conclusion, the 19th century was a crucial time period for women and the changes they experienced politically, socially and economically.

These changes came around because as women, and people in general, were becoming more educated they were finding more success in feminism. The more education they received, the later they would have children which affected them socially because women were having babies at later stages in life.

AP[®] EUROPEAN HISTORY 2008 SCORING COMMENTARY

Question 5

Overview

This question gave students two tasks: first to identify reasons (causes) for changes that occurred in European women's lives in the nineteenth century, and second to explain how those reasons led to particular changes. An implicit task was to identify some economic, political, or social changes that occurred in women's lives during that time period. The wording of the question left open the possibility of discussing anything from the pre-nineteenth-century period that might have had an impact on the lives of women in the nineteenth century, but the intent was for students to focus on causal links between social, political, and economic developments and the lives of women.

Sample: 5A

Score: 8

This essay has a strong thesis that encompasses political, economic, and social aspects of change, as well as causes (Industrial Revolution and liberalism). The essay's specific evidence includes patronage of Impressionist art, social welfare organizations, the cult of domesticity, the Great Reform Bill, emancipation of serfs, the 1848 revolutions, socialism, Marxism, and Chartism. The essay earned a score of 8 largely because of the copious amount of specific information.

Sample: 5B

Score: 5

This essay's thesis addresses two changes (revolutionary ideas and new job opportunities), which are attributed to political and economic causes (French Revolution and Industrial Revolution). The student includes specific evidence, including the March on Versailles, Mary Wollstonecraft, and the feminist movement. The reference to Simone de Beauvoir is an error (out of time period). The discussion of women's involvement in agriculture and cottage industry incorrectly implies that this was not new in the nineteenth century. The essay did not attain a score of 6 because it considers only three specifics and does not address three changes; it earned more than a 4 because it does address three topics.

Sample: 5C

Score: 3

The thesis of this essay is very general, yet the overall response focuses too narrowly on the role of intelligent women. The essay discusses one cause (education) and two specifics (Mary Shelley and Rosa Luxemburg). The essay did not merit a score of 4 because it mentions only one reason for the changes in women's lives and does not address three topics. It was awarded a score above 2, however, because it contains a few specific pieces of evidence.