

AP[®] EUROPEAN HISTORY

2009 SCORING GUIDELINES

Question 1—Document-Based Question

Analyze attitudes toward and evaluate the motivations behind the European acquisition of African colonies in the period 1880 to 1914.

BASIC CORE: 1 point each to a total of 6 points

- 1. Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question. Thesis must not simply restate the question.**

The thesis must address both attitudes and motives, and with some degree of specificity (beyond general analytical categories) for at least one part of the prompt. The thesis must suggest a minimal level of analysis drawn from the context of the documents, though a student does not necessarily need to use both the terms “attitudes” and “motivations” explicitly. The thesis may appear in the final paragraph.

- 2. Discusses a majority of the documents individually and specifically.**

The student must use at least seven documents—even if used incorrectly—by reference to anything in the box. Documents cannot be referenced collectively in order to get credit for this point (e.g., “Documents 1, 4, and 6 suggest . . .”) unless the student goes on to discuss them individually. Documents need not be cited by number or by name.

- 3. Demonstrates understanding of the basic meaning of a majority of the documents (may misinterpret no more than one).**

A student may not significantly misinterpret more than one document. A major misinterpretation is an incorrect analysis or one that leads to an inaccurate grouping or a false conclusion.

- 4. Supports the thesis with appropriate interpretations of a majority of the documents.**

The student must use at least seven documents correctly, and the documents used in the body of the essay must provide support for the thesis. *A student cannot earn this point if no credit was awarded for point 1 (appropriate thesis).*

- 5. Analyzes point of view or bias in at least three documents.**

The student must make a reasonable effort to explain why a particular source expresses the stated view by:

- Relating authorial point of view to author’s place in society (motive, position, status, etc.) OR
- Evaluating the reliability of the source OR
- Recognizing that different kinds of documents serve different purposes OR
- Analyzing the tone of the documents; must be well developed

Note:

1) *Attribution alone is not sufficient to earn credit for point of view.*

2) *It is possible for students to discuss point of view collectively, but this counts for only one point of view.*

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Question 1—Document-Based Question (continued)

6. Analyzes documents by explicitly organizing them in at least three appropriate groups.

A group must contain at least two documents that are used correctly and individually. Groupings and corresponding documents may include the following (not exclusive):

Attitudes

Pro-imperialist:

- Economic: 1, 4, 5, 11
- Nationalistic: 1, 2, 8, 10, 12
- Social/Cultural: 1, 5, 8, 11

Anti-imperialist: 3, 6, 7, 9

- Economic: 7, 9
- Social/Cultural/Humanitarian: 6, 9

Motivations

Economic

- Expansion and prosperity: 1, 4, 5, 11
- Capitalism: 1, 4, 5, 7, 9, 11
- Markets and trade: 4, 9
- Acquisition of raw materials: 1, 11

Political

- Nationalism: 1, 2, 10, 12
- Global power politics: 1, 2, 8, 10
- Regaining national glory (France): 10, 11, 12
- Maintaining and building empire (Britain): 2, 4, 5, 8

Social/Cultural/Humanitarian

- Social Darwinism: 6, 8, 11
- “White Man’s Burden”: 1, 5, 11

Exploitation: 6, 9

Expanded Core: 0–3 points to a total of 9 points

Expands beyond the basic core of 1–6. The basic score of 6 must be achieved before a student can earn expanded core points. Credit awarded in the expanded core should be based on holistic assessment of the essay. Factors to consider in holistic assessment may include:

- Has a clear, analytical, and comprehensive thesis
- Uses all or almost all of the documents (11–12 documents)
- Uses the documents persuasively as evidence
- Shows understanding of nuances of the documents
- Analyzes point of view or bias in at least four documents cited in the essay
- Analyzes the documents in additional ways (e.g., develops more groupings)
- Recognizes and develops change over time
- Brings in relevant “outside” information

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Question 1—Document-Based Question (continued)

A CLOSER LOOK AT POINT OF VIEW IN THE 2009 DBQ

There are many means by which a student can demonstrate point-of-view analysis in the 2009 DBQ. Students must make a reasonable effort to address point of view by referring to at least three documents.

Examples of ACCEPTABLE point-of-view analysis

Relating authorial point of view to author's place in society:

"As heir to the Belgian throne, it is not surprising that Prince Leopold supported imperialism since he wanted to increase the power and prestige of the country he would one day rule (doc. 1)."

"Since Joseph Chamberlain was a British industrialist, he naturally supported imperialism since he probably stood to gain economically from the continued growth of the British Empire (doc. 4)."

Evaluating the reliability of the source:

"The resolution from the German Social Democratic Party Congress is probably a biased source since as socialists they would naturally condemn a capitalist agenda (doc. 9)."

"Merlin is a governor general of a colony so his pro-imperialist point of view is not surprising since his job was dependent upon the success of French imperialism."

Recognizing that different kinds of documents serve different purposes:

"Since Benjamin Disraeli was delivering a speech to the House of Commons, he probably chose his words carefully to persuade members to support his political agenda (doc. 2)."

"Lord Rosebery was writing a letter to a newspaper, which was clearly a public forum; therefore, this document could be viewed as a form of propaganda (doc. 8)."

Analyzing the tone of the documents:

"Because Bismarck was most concerned with power politics on the European continent, his comments regarding imperialism seem somewhat satirical (doc. 3)."

Examples of UNACCEPTABLE point-of-view analysis

"Louis Bernard was a French colonial official who, in his memoir, stated that he felt France got over its humiliation by conquering Algeria (doc. 12)."

Why is this unacceptable? This is merely attribution with no attempt at further analysis beyond the stated information from the document itself; the statement does not explain why Bernard held these views.

"Bernard was writing in a memoir so it is objective (doc. 12)."

Why is this unacceptable? Again, this is really just attribution, since the statement makes no effort to explain how or why a memoir would be an objective source.

"Since Benjamin Disraeli is a politician, he must be biased (doc. 2)."

Why is this unacceptable? This statement merely asserts that Disraeli is biased with no attempt to explain why he may hold a biased view.

"Since Archibald Philip Primrose is writing a letter, he is being honest (doc. 8)."

Why is this unacceptable? This statement fails to account for the fact that Primrose is writing a letter for a newspaper, which is a very public document, not a private correspondence.

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Question 1—Document Summary

Document 1: Prince Leopold, heir to the throne of Belgium and future king, conversation, 1861.

"[O]ur frontiers" cannot be "extended in Europe. . . . [T]he globe may become the field of our operations and our resources. . . . [C]olonies are useful" since "they play a great part in that which makes up the power and prosperity of states. . . . [L]et us see where there are unoccupied lands . . . to prove to the world that Belgians also are an imperial people capable of dominating and enlightening others."

Document 2: Benjamin Disraeli, British prime minister, speech to the House of Commons regarding the Suez Canal, February 1876.

"I do not recommend . . . this purchase [of the Suez Canal] . . . as a financial investment or as a commercial speculation. I . . . recommend it . . . as a political transaction . . . to strengthen the empire."

Document 3: Chancellor Otto von Bismarck of Germany, speaking to a countryman back from exploring Africa, 1888.

"Your map of Africa is very nice, but my map of Africa is in Europe . . . and we are in the middle. That is my map of Africa."

Document 4: Joseph Chamberlain, British industrialist, politician, and reformer, speech, 1888.

We have suffered much from depression of trade and many are unemployed. "Is there any man in his senses who believes" we "could exist . . . if we were to be cut adrift from the great dependencies which now look to us for protection and which are natural markets for our trade?" If we reduced our empire to the United Kingdom, "half . . . our population would be starved."

Document 5: Cecil Rhodes, British imperialist, speech at the chartering of the British South Africa Company, 1889.

"Philanthropy is good, but philanthropy at 5 percent is even better."

Document 6: George Washington Williams, Baptist minister, lawyer, historian, and legislator, "An Open Letter to His Serene Majesty, Leopold II, King of the Belgians and Sovereign of the Independent State of Congo," Stanley Falls, Congo Free State, 1890.

Mr. Henry Stanley and several Zanzibar soldiers used "carefully rehearsed . . . sleight of hand tricks" when making treaties with the native chiefs of the Independent State of the Congo. "By such means as these, and a few boxes of gin, whole villages have been signed away to Your Majesty."

Document 7: William Clark, "The Genesis of Jingoism," *Progressive Review*, London, 1897.

"Although in its essence capitalism is international, . . . for the present it is accustomed to find in exaggerated forms of nationalism its most potent ally. The music hall patriot is encouraged to howl for Jameson or any other hero of the hour" when he is really "howling for the financiers who are making Jameson their tool."

Document 8: Archibald Philip Primrose, Lord Rosebery, British politician and foreign secretary, letter to the *London Times*, 1900.

"An Empire such as ours requires as its first condition an imperial race—a race vigorous and industrious and intrepid. . . . [S]urvival of the fittest is an absolute truth in the conditions of the modern world."

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Question 1—Document Summary (continued)

Document 9: Resolution of the German Social Democratic Party Congress, 1900.

“World and colonial” power “is pursued for . . . capitalist exploitation and for displaying military force . . . [I]t corresponds to the greedy desire of the bourgeoisie . . . to invest its ever-increasing capital . . . and to the desire for new markets which each country tries to usurp to itself.”

Document 10: Eugène-Melchior de Vogüé, French diplomat, *The Master of the Sea*, Paris, 1903.

“Diplomacy used to be concerned with the Mediterranean and the Bosphorus. . . . [G]reat states of Europe are [now] dividing up . . . Africa and Asia. . . . What used to be a European balance of power is now a world balance of power, . . . and any country that does not wish to become less important must obtain as much new territory relatively as our rivals are doing.”

Document 11: Martial Henri Merlin, governor general of French Equatorial Africa, speech, 1910.

“We went to new territories . . . by virtue of the right of a civilized . . . race to occupy territories . . . left fallow by backward peoples who are plunged into barbarism and unable to develop the wealth of their land. What we exercised is a right. . . . We are entitled to . . . occupy their territories,” but we “are also charged with a duty toward these peoples . . . [which] we must never . . . forget.”

Document 12: Louis Bernard, French colonial official, memoir, Paris, 1936.

“I found [in Algeria before the First World War] . . . a victorious and conquering France, which allowed me to forget the humiliated France on the other side of the water. I was in a country of empire . . . in which I participated instead of submitting, as it was in our annexed provinces, Alsace and Lorraine.”

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

In the period between 1878 and 1914, European powers increasingly sought overseas empires in Africa. Many government officials or heads of state believed in this colonization because they felt it necessary to maintain their global influence. Some people grew concerned over African colonization and deemed it as the result of overly greedy capitalists searching for new markets. However, a third faction believed in this phenomenon as a means to civilize the "barbaric and backwards" peoples of Africa, which they felt was their ultimate duty. ^{white} Political leaders encouraged the colonization of Africa in order to promote their nation's global influence, ~~and~~ others argued it was merely a capitalist exploitation of Africa's resources and those who directly benefited from colonization justified their actions by arguing their duty to enlighten and civilize the inhabitants of Africa.

Political leaders promoted African colonization in order to foster greater influence of their nation around the globe. Benjamin Disraeli, then British Prime Minister, delivered a speech to the House of Commons in 1876 in which he asserted the purchase of the Suez Canal would "strengthen the empire." As a prime minister, Disraeli would naturally speak in favor of such an acquisition because it would increase the grandeur of his term and therefore his influence politically. Prince Leopold, the future king of Belgium similarly asserted

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The acquisition of African lands would be an "opportunity to prove to the world that Belgians are also an imperial people capable of dominating and enlightening others." His statement exemplifies the pressure of perhaps lesser European powers to colonize in order to advance their influence. If greater European powers did not colonize, Leopold II most likely would not have held such views. Eugène-Melchior de Vogüé, a French diplomat, echoed this sentiment in 1903 when he wrote "any country that does not wish to become less important must obtain as much new territory relatively as our rivals are doing." Overall, these political leaders ~~did~~ believed colonization was unavoidable because it proved necessary to maintain the nation's prominence in world politics.

Unarguably, African colonialization offered European nations new wealth sources, but many disagreed over the morality of such ventures. While some felt colonization provided necessary income, others argued its immorality. ~~Others argued~~

A British industrialist, Joseph Chamberlain argued in an 1888 speech ~~that~~ overseas expansion was not only advantageous to a society, but utterly necessary. However, his argument is certainly skewed because, as an industrialist, he naturally hopes to increase not only the wealth of his country, but his own wealth, rather selfishly. Cecil Rhodes, a British imperialist, did little to disguise the true intentions of imperialism when he jocularly stated "Philanthropy is good, but philanthropy

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

at 5 percent is even better." William Clark disagreed with imperialists, ~~calling~~^{deeming} the military as the "tool" of financiers hoping to maximize profit in Africa. The German Social Democratic Party took a similar stance against imperialism and argued "the colonial policy is pursued for the purpose of capitalist exploitation and for displaying military force." This political party repudiated the "greedy desire of the bourgeoisie."

A third faction felt that imperialism brought the opportunity to enlighten and civilize the "barbaric" peoples of acquired lands. This group felt it was their right, in fact their duty, to bring civilization to the "backward" people of the world, a sentiment echoed in Rudyard Kipling's literary works. Prince Leopold himself addressed the importance of leading uncivilized countries to progress. Marcial Henri Merlin asserted in a 1910 speech France "went [to Africa] by virtue of the right of a civilized, fully developed race to occupy territories which have been left fallow by backward peoples." He further argued those peoples were unable to "develop the wealth of their land" because they were firmly "plunged into barbarism." Of course, Merlin became the governor general of French Equatorial Africa, which means he directly benefited from his countries African acquisitions and would naturally support its further gains.

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

In conclusion, the Age of Imperialism forced Europe to consider the advantages and the disadvantages of colonization. Political leaders overwhelmingly supported this movement because it greatly contributed to their nations' increased status. Concerning the wealth acquired from these new African territories, the masses disagreed. Some, generally those able to benefit from exploitation, believed it was in the best interest of the nation's economy to imperialize. Others, such as the German Social Democratic Party, ~~the~~ abhorred imperial gains, noting the greediness of capitalist exploitation. Others, however, felt it was their duty as civilized peoples to enlighten the backwards people of ~~the~~ undeveloped nations.

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Towards the end of the nineteenth century, the political divisions of Europe were set. This led to many nations colonizing Africa either to gain power or to maintain the balance of power. This led to four main divisions in European thought: those who sought imperial prestige; those who wanted to strengthen the nation economically; racist groups who thought little of the indigenous peoples; and those who were against colonization.

Imperial prestige meant a lot to many Europeans. Prince Leopold clearly shows in document 1 that he saw colonization as an opportunity to increase Belgium's prestige. He also clearly recognized that the only place where Belgium can still matter is in Africa. Louis Bernard also speaks of imperial pride in document 12, mentioning how Algeria helped him forget Alsace and Lorraine. This shows that the great European powers thought of African conquests just as highly as continental conquests.

The driving force behind colonization seems much more practical, however. Benjamin Disraeli, Joseph Chamberlain, and Cecil Rhodes all promote colonization as a means towards gains for the people. Disraeli supports the seizure of the Suez Canal so that Britain's assets in India would be safe. Chamberlain says

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

that the economic benefits of colonialism are not only helpful but absolutely necessary for the functioning of the home nation Cecil Rhodes simply wants to make a buck but whats good for the economy is good for the nation.

There were those in Europe who wanted to expand into Africa for more racist reasons or at the very least with racist justifications. Martial Henri Merlin justified french expansion saying that his race had a right to it, His justification is ~~surprising~~ ominously similar to the Lebensraum policy of the nazis later. George Washington Williams, while not really advocating racism, was perfectly content and even enthusiastic about the exploitation of the natives. This showed that Europeans had a general disregard for other peoples.

There were a small few, however, who did not support colonization. Socialists in germany thought that colonialism was simply the spread of capitalism. Others, such as Otto von Bismark, had not yet given up on continental expansion.

So there were groups who didn't care much for national pride. But for the majority, the colonization of Africa represented a road to glory and power for their respective nations.

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

In February of 1876 the Suez Canal was opened, connecting the Black Sea to the Mediterranean. This allowed for a new development and interest to begin in Africa. By 1878 Africa already had Portuguese interests for De Gama had sailed around the Cape of Good Hope years before. Other colonial interests included ~~France~~ ~~Britain~~ France, Britain, and Spain. All of which had sent explorers out during the Age of Exploration. But the majority of Africa was left to independent ~~own~~ natives. Towards 1880 things began to change and many countries became interested ~~in~~ in establishing new territories in Africa. The main four however ~~were~~ were Britain, Belgium, Germany, and France, therefore their attitude and motivation behind their acquisition was greatly expressed.

Britain with the establishment of ~~its~~ six colonies by 1914 had mixed reviews. In February of 1876 in a speech by Benjamin Disraeli, British Prime Minister, (doc. 2) he tells the House of Commons that he does not believe that colonies in Africa to be a worthy investment. This statement was followed by a speech in 1888 by Joseph Chamberlain, a British politician (doc. 4) that Britain should be more worried about unemployment and depression of trade than anything

Part A #1 DBQ

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

else. To be followed by Cecil Rhodes a British imperialist's speech at the chartering of the British South African Company one year later (doc. 5) stating that although philanthropy is good it is better at only a mere five percent. British colonization in Africa was however supported by some.

William Clark in his "The Genesis of Jingoism" in 1897 (doc. 7) that although Jameson had an ~~ambitious~~ unsuccessful raid in 1895, Africa is still an important part of Britain's expansion. This is three years later in 1900 followed by a letter to the London Times by Lord Rosebery a British politician and foreign secretary (doc. 8) saying that it is a survival of the fittest and Britain will be a part of it.

Overall, Britain majority of rule in Africa and that greatly helped to make Africa into what it is today.

Belgium which is most known for founding the Congo Free State played a role too. This was colonization in Africa was greatly supported by Prince Leopold as seen in a conversation in 1861 (doc. 1). He believe that colonies were useful and that it would lead to progress in every sense of word and that Belgians were capable of greatness. Some years after this Leopold will send Henry M. Stanley an American-British journalist to explore

Congo for him. In 1890 G.W. Williams writes a letter to Leopold (doc. 6) telling him that all is going well in the gaining of territories for Belgium, stating that where

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

1-C3

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Villages had been impressed by the white man's strength and agreed to his protection. The Congo ~~State~~ Free State lasted until its fall in 1908 under Belgian rule.

Germany during this time beginning had no interest in the colonies of Africa but by 1914 had ~~three~~ ^{three} within its territory. In 1888 Chancellor Otto von Bismark stated to a countryman who had returned from Africa (doc. 3) that although Africa is very nice it doesn't register on my map because I am too concerned about Russia to the east and France to west with Germany right in the middle. Twelve years later in 1900 with the Resolution of the German Social Democratic Party Congress (doc. 9) that colonies should be pursued for capitalist exploitation and a display of military force and that it ~~is~~ offers new opportunities, therefore deeming it worthwhile.

Lastly, France by 1914 possessed a large amount of Africa, with almost completely all of the ~~Nile~~ Niger River within their territory. They possessed by far the highest chunk of land that was undivided in Africa at this time. In 1903 French diplomat, Eugene Melchior de Vogue (doc. 10) states that although their use to be an European balance of power it has become a world balance of power and in order to keep up one must acquire new territory. In 1910 in a speech released by Governor General M. H. Merlin of

Part A #1 DBQ.

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

French Equatorial Africa (doc. 11) ^{states} that the French have a right to these territories and that by exercising this right they now have a duty towards the African people to protect them. Furthermore, in 1936 in Louis Bernard's memoir (doc. 12) he says that in Algeria, ~~and~~ a country in Africa, he found the image of a strong and victorious France.

In conclusion, the African territories having been conquered and made into colonies might not have seen right at the time but helped to advance and influence the country into being the civilized continent we see today. And by the end of 1914 it was not only influenced by the four mentioned but also by Italy and Portugal, and Spain. Therefore many countries contributed to the colonization of Africa, and helped expand their territories even further south.

AP[®] EUROPEAN HISTORY 2009 SCORING COMMENTARY

Question 1

Overview

The purpose of the document-based question (DBQ) is to assess the degree to which students can analyze various types of historical documents in order to construct a meaningful analytical essay. Students' responses are evaluated on the extent to which they meet the requirements specified in the core scoring guidelines. Students who exceed these requirements can then earn additional points in the expanded core, which is based on holistic assessment.

This particular DBQ asked students to construct a response to a two-part prompt asking them to analyze attitudes and evaluate motivations behind European acquisition of African colonies. Students were provided with 12 documents on which to base their responses and were also given two maps as historical background.

Sample: 1A **Score: 8**

This essay has a comprehensive thesis that links attitudes to motivations. The essay uses eight documents (1, 2, 4, 5, 7, 9, 10, and 11). There are four points of view (Documents 1, 2, 4, and 11) and three clearly defined groups. The essay merited points in the expanded core because it contains a comprehensive thesis, employs outside information, has four points of view, and recognizes nuances in several documents. This essay did not receive a score of 9 because it does not take advantage of the full range of documents and lacks analytical sophistication.

Sample: 1B **Score: 5**

The thesis in this essay meets the requirements for a score of 5 because it identifies both attitudes and motivations with some degree of specificity. The thesis is adequately supported. The student cites nine documents (1, 2, 3, 4, 5, 6, 9, 11, and 12). There is one major error and no point-of-view analysis. The student provides four groups, but only three are acceptable, as the paragraph on racism has only one correct document reference.

Sample: 1C **Score: 1**

This essay's thesis does not provide specific references to either attitudes or motivations. Although the student uses all of the documents, there are several major errors. The essay does not include point-of-view analysis. There are four attempts at grouping (Great Britain, Belgium, Germany, and France), but only the discussion of the last group relates to the acquisition of territory.