

AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 6

Compare and contrast the goals and achievements of the feminist movement in the period circa 1850–1920 with those of the feminist movement in the period 1945 to the present.

9–8 Points

- The thesis is explicit and fully responsive to the question.
- The organization is clear and consistent; major assertions are developed effectively.
- The essay is well balanced; both feminist movements are covered, with explicit connection to Europe.
- The evidence is precise and relevant; compares and contrasts the goals and achievements of feminist movements.
- The essay may contain errors that do not detract from the argument.

7–6 Points

- The thesis is explicit and responsive to the question.
- The organization is clear and supports the argument.
- The essay is balanced; refers to both feminist movements with some connection to Europe; may be stronger for one period than another.
- The evidence is relevant; some comparison is made of feminist movements.
- The essay may contain an error that detracts from the argument.

5–4 Points

- The thesis is not fully responsive to the question.
- The organization may be unclear or inconsistent.
- The essay shows some imbalance; may refer primarily to one feminist movement; may not refer to Europe specifically.
- Evidence is adequate, though sparser on one period than another; may be more descriptive than analytical.
- The essay may contain errors that detract from the argument.

3–2 Points

- The thesis is not explicit; may merely restate the prompt.
- The organization is weak.
- The essay shows serious imbalance; may merely mention feminist movement(s).
- The essay offers limited or confused evidence for either period.
- The essay may contain several errors that detract from the argument.

1–0 Points

- The thesis is vague or incomplete.
- Organization may be skeletal.
- Content on feminist movement(s) may be merely polemical.
- There is minimal evidence used; may be off task or unfocused.
- The essay may contain numerous errors that detract from the argument.

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Question 6 — Historical Background Notes

The comparison will elicit common elements in the movements — the process of bringing about substantial (and presumably positive) change (primarily political, legal and economic in the first case; cultural, economic, social and sexual in the second) for European women. The contrast should elicit distinctions in goals and achievements.

Some goals and achievements students may cite

- Goals of feminist movement circa 1850–1920:
 - political, legal and educational equality
 - suffrage
 - control of property
 - access to university education
 - access to divorce
 - custody of children
- Achievements from perspective of feminist movement:
 - suffrage (at end of period) but not everywhere
 - a woman’s right to control her own property
 - more favorable divorce laws (Britain, Germany, France)
 - right to train as a teacher
 - more university enrollments
- Goals of feminist movement from 1945 to present:
 - social, cultural and intellectual equality
 - reproductive rights
 - better divorce laws
 - child care and maternity leave
 - reduction of violence against women
 - professional advancement in fields of law, medicine, business
 - equal pay for equal work
- Achievements from perspective of feminist movement:
 - legal birth control
 - legal abortion
 - better legal protections against domestic violence
 - women politicians
 - greater educational and professional attainments

Textbooks

The feminist movements in the 19th and 20th centuries are effectively treated in the textbooks. The suffrage movement (as well as the legal struggle for property rights and reasonable divorce laws) in Great Britain receives attention, and feminism in the postwar period is also treated. Reproductive rights (abortion, contraception) were a leading feminist issue, especially in France and Italy.

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Question 6 — Historical Background Notes (continued)

Feminist movement circa 1850–1920: the struggle for equal rights in the political and legal realm, primarily by achieving the right to vote.

- Socialism and Marxism — socialism and socialist parties in Europe sometimes favored women’s suffrage. From a socialist perspective, women’s rights took second place to the overturning of capitalism.
Education — in issues related to suffrage, women sought easier access to education.
- France
 - Hubertine Auclert (1848–1914) campaigned for women’s suffrage in France in the 1880s.
 - Roman Catholic feminist Marie Mauguet (1844–1928) also supported votes for women.
 - French women’s organizations rejected violence and pursued legalism but failed in their bid. French women did not get the right to vote until after World War II.
- Germany
 - It was illegal for German women to engage in political activity in the Second Reich.
 - German Social Democrats favored women’s suffrage, but their support made it even more suspect in the eyes of the Catholic Church and the authorities.
 - The Weimar Republic gave suffrage to German women in 1919.
 - Marie Juhacz was elected to the Reichstag, along with 36 other women, in 1919. She was the first woman to make a speech there.
- Great Britain
 - Women’s rights’ movements arose in the wake of the Great Reform Bill (1832). Method was generally petitioning (influenced by and related to Chartism).
 - By the end of the century, women of property could vote in municipal elections but not in national ones.
 - There were even a few women mayors.
- Russia
 - The March 1917 revolution in Russia began on International Women’s Day with women demonstrating in the streets of Saint Petersburg. Women gained the right to vote in 1917 after the Bolshevik revolution.
- Catholicism
 - Women in Catholic countries achieved the right to vote later than in most Protestant countries. The papacy opposed female suffrage for a long while, even though many liberals feared that Catholic women would vote as their priests told them.
- Millicent Garrett Fawcett (1847–1929) was president of the National Union of Women’s Suffrage Societies (NUWSS) and advocated peaceful methods.
- Emmeline Pankhurst (1858–1928) split from the NUWSS and founded the Women’s Social and Political Union (WSPU) in 1903. These “suffragettes” espoused violence against property and other militant and “unladylike” actions. “Deeds, not words” was their motto.
- In 1913 Emily Davison, a militant suffragette who had studied at Oxford, threw herself in front of a horse owned by King George V at the Derby at Epsom Downs and was killed.

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Question 6 — Historical Background Notes (continued)

Feminist movement of 1945 to the present: the struggle for cultural, economic, social and reproductive rights; desire to refashion personal relations between men and women; desire to transform the family, the workplace and scholarship to reflect the concerns of women.

- Simone de Beauvoir (1908–1986) published *The Second Sex* in 1949. It emphasized the cultural aspects of female identity inscribed in the notion that “women are not born but are made.” Women were viewed as the “other.” Her book and personal participation helped generate a women’s movement in France focusing on changing the family structure, further liberalizing divorce laws, legalizing abortion (not achieved until the 1970s), and agitating against rape. Her organization was called the French League of Women’s Rights.
- Civil rights and feminism — several textbooks (e.g., Palmer) describe the women’s liberation movement as a sequel to the civil rights movement in the United States.
- Contemporary women leaders — Palmer lists 20th-century women leaders to show that women at times held the highest governmental positions. Palmer mentions Margaret Thatcher, among others. Students may also mention Margaret Thatcher as a positive example of the possible attainments of women (though she is not generally associated with feminism).
- Improved medical technology, especially contraceptives — discussed in some texts.
- Gains in Catholic countries — in Italy a 1970 divorce law permitted divorce. In France the sale of contraceptives was legalized in 1968 and abortion was legalized in 1970.
- Environmental and antinuclear concerns — European feminists have been active in groups such as the Green Party and Greenpeace. The West German leader of the Green Party, Petra Kelly, is the best known. This is sometimes referred to as “eco-feminism.”

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

The periods 1850 to 1920 and 1945 to the present both represent ~~the~~ substantial ^{feminist} movements in ~~the~~ women's history. However, the period 1850 to 1920, constricted by the dominant Victorian + conservative ideals of the time, was focused on gaining basic divorce and voting rights with little achievement while the period of 1945 to the present has been focused on transcending the private sphere ~~and~~ and gaining equal pay for equal work and welfare reform.

The period of 1850 to 1920 in feminist history is marked by the goal to gain the right to vote and divorce + land owning rights. ~~This~~ This period also ~~represents~~ represents a conservative shift in political thought, especially in England and Germany. As political thought shifted to the more conservative, so did the ideas of women remaining in the domestic sphere of the home as a possession of her husband. In England, this was the Victorian era of ^{valuing the} upright, "proper", and angelic, appeasing woman. However, many women took this time to ~~start~~ begin to ask for rights. In England, the National Union ~~of~~ of Women's Suffrage Societies was founded by upper middle ~~class~~ + upper class women, the very epitome of ~~the~~ Victorian ~~women~~ women. ~~This~~ This organization failed

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for years to achieve suffrage, too constrained by the ideals of the period to demand suffrage. They would send letters to Parliament, asking to be seen but were never taken more seriously than unattractive housewives. In 1904 Emmeline Pankhurst, a former member of the NUWSS, created the Women's Social and Political Union as a backlash to the lack of success of the past 50 years. The WSPU were the first group of European women to demand suffrage instead of politely ask. These women ~~the~~ ~~to~~ began throwing bricks at Parliament, destroying public property, and ^{even} orchestrating bombings of Westminster Abbey, the London underground, and ~~the~~ Prime Minister David Lloyd George's summer house. While English ^{women's} suffrage was ~~given~~ ^{given} in 1918 only for women over 40 and not universally granted until 1928 for all women over 21, England surpassed other European countries progress in granting rights to women in this period. Despite the radical WSPU, no other such radical movements appeared during this time (besides Alice Paul's organization in the US) and little progress was made.

~~WWI represents the end of world war II~~

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accomplished. France had included ~~in~~ in its constitution written in the late 1940s that women could vote and that equal work for equal pay would be practiced, but few other countries recognized + still do not recognize ~~the~~ wage rights. Switzerland and ~~some~~ other European countries did not give women the right to vote until well into the 1980s; countries formerly a part of the Soviet Union did not recognize ~~the~~ basic rights for women until the 1990s. The struggle continues today, and will throughout the future.

In conclusion, the periods 1850-1920 and 1945-the present both are substantial feminist movements plagued with periods of serious oppression of basic rights and little achievement of their goals.

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

The goals of the Feminist movement in 1880-1920 were to establish a place in society for women. In the Feminist movement in the period 1945 to present ~~the~~ goals were/are to progress and enhance that place in society women have established.

In the period from 1850-1920, women were concerned with being recognized ~~with~~ as human beings, not as ^{just} wives and mothers. ~~Women~~ Women first needed to establish themselves as citizens by obtaining the right to vote. Also to prove they were equally citizens in a country as men, they needed to achieve the ability to manage their own banking account ~~and~~ and have control over the salary they earned from whatever small job they had.

In the period from ~~1850~~ 1945 to present day women ~~are~~ were ~~improving~~ improving their position as ~~citizens~~ citizens and human beings equal to men. Instead of being stuck with low menial jobs, women wanted

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the ability to work their way up the career ladder. Women had ~~to~~ to get over the dilemma of the "The glass ceiling", which referred to the fact that in ~~society~~ ^{career}, women could only get so high and then they reached a point where they couldn't progress further, even though they watched men in their same position keep climbing higher. Women have almost overcome that ~~the~~ "glass ceiling", but there is still sexism present in the workplace.

Another issue that ~~the~~ women grappled with was the right to have control over the bodies. In the 1960s, women had the new freedom of birth control with "the pill" that allowed them to decide when if ever, they wanted children. ~~abortion~~ The issue of ^{legal} abortion and the ability to have the right to choose was also a new achievement for women's rights. Today abortion is still a controversial topic for women.

Women in politics has also ~~to~~ come a long way. Britain had its first women

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prime minister, Margaret Thatcher, while other countries ~~today~~ have also taken a step in the direction of having women as ~~leaders~~ heads of state.

The specific goals and achievements of women today may be different than women one hundred years ago, but the overall goal of women being completely equal to men in all aspects of life is still the same.

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The feminist movement in 1850 to 1920 was very different from 1945 to the present. Many changes have occurred throughout these time periods. These changes have changed Europe forever. Europe will always be different in view of women throughout history.

During the time of 1850 to 1920, women did not have very many rights. Women were not allowed to vote or own property. Women were forced to work in factories for low wages. Or, they were forced to stay home and take care of the house. Women had no choices, they were given hardly any freedom. Women had no hope.

~~During~~ From 1945 to present times, women's rights have greatly changed. Women were finally able to vote. They were given a chance to work in places other than factories. Women were also being paid ^{the same} equal wages as men. ~~The feminist movement~~ Women now didn't have to stay at home and cook. They could now go out and be equal to men.

The feminist movement gave women a voice. It gave women a chance to have what they deserved. Women of Europe were

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now seen as equal to the men. Women finally had a chance at life. They were finally given the freedom they deserved!

AP[®] EUROPEAN HISTORY 2010 SCORING COMMENTARY

Question 6

Overview

The intent of this question was to assess students' ability to discuss the goals and achievements of the "first-wave" feminist movement (c. 1850–1920) and compare them with those of the "second-wave"/"third-wave" feminist movement (1945 to the present). The question required students to supply information about feminist goals and achievements (usually legal, political and educational rights in the first period and cultural, professional or reproductive rights in the second period). The question supplied specific time periods, helping students to organize their responses and providing a basis for a thesis about the similarities and differences between the two movements.

Sample: 6A

Score: 9

This essay demonstrates a thorough understanding of the feminist movement in Europe in both periods addressed by the question. The evidence is ample, especially for the earlier period, and mostly persuasive, but it is not perfect for the later period. The student demonstrates relevant knowledge in a clearly organized discussion with well-developed analysis. The issue of reproductive rights is the only one not discussed. Otherwise, the student thoughtfully explores and compares the gender backlash of the Victorian Age with that of the 1950s. This masterful discussion reveals a stronger sense of historical change and continuity than essays that received lower scores, and it provides ample evidence to back up the main elements of the argument. Though not all the evidence is perfect, this sophisticated essay is among the best.

Sample: 6B

Score: 6

While the thesis of this essay is rather general, the essay clearly distinguishes the two periods under consideration and makes several comparative statements. Although the discussion has a somewhat naïve tone, the evidence is specific for both periods. For the earlier period, the essay discusses the right to vote and control of property. For the later period, it discusses limits on career advancement, the birth control pill and legalizing abortion. Specific contextual reference to Margaret Thatcher (woman head of state) in Britain gives the essay grounding in a European context. The thesis and some of the discussion is more general than in essays that earned higher scores, but there is some evidence provided on the post-1945 period, and there is a specific reference made to Europe.

Sample: 6C

Score: 3

This essay is a bit of an empty shell, but the student does have some limited sense of the difference between the feminist movements of the earlier and later periods. Otherwise, the essay provides very limited evidence.