

AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 7

Analyze the ways in which the theories of both Darwin and Freud challenged traditional European ways of thinking about religion, morality, and human behavior in the period circa 1850–1950.

9–8 Points

- The thesis is explicit and offers a clear analysis of impact. Stronger theses introduce themes like broad intellectual and religious transformations or offer general characterizations of the intellectual shifts brought about by the work of Darwin and Freud.
- The organization is clear, consistently followed, and effective in support of the argument.
- The essay is well balanced. Strong essays discuss the theories of Darwin and Freud and analyze explicitly how each challenged traditional European views in a variety of ways.
- All major assessments of impact in the essay are supported by detailed evidence.
- The essay may contain minor errors that do not detract from the argument.

7–6 Points

- The thesis is explicit and offers some analysis of impact.
- The organization is clear, effective in support of the argument, but not consistently followed.
- The essay is generally balanced. Essays in this category discuss the theories of Darwin and Freud and analyze how they challenged at least two traditional European views (sometimes unevenly).
- Most major assessments of impact are supported by direct and relevant evidence.
- The essay may contain one major or several minor errors that detract from the argument.

5–4 Points

- The thesis may be underdeveloped or not fully responsive to the question but does attempt some appropriate analysis of impact.
- The organization may lack clarity and effectiveness in some places and may not be followed consistently.
- The may contain some imbalance. Essays in this category may only explicitly address either Darwin or Freud but must address how at least one traditional European view was challenged with any degree of specificity.
- Assessments of impact are supported by relevant evidence.
- The essay may contain major errors or misleading generalizations that detract from the argument.

3–2 Points

- The essay may contain a weak or invalid thesis that merely repeats or paraphrases the prompt. A weak or invalid thesis may make little or no attempt at assessing the impact of Darwin and Freud.
- Organization is unclear and ineffective.
- The essay shows serious imbalance. Essays in this category may address only the ideas of Darwin or Freud or both and may only make minimal or incorrect attempts at assessing their impact on European ways of thinking.
- Attempts at assessment of impact are supported by minimal evidence.
- The essay may contain several major errors that detract from the argument.

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2010 SCORING GUIDELINES**

Question 7 (continued)

1–0 Points

- There is little or no discernible attempt at a relevant thesis.
- There is little discernible organization.
- There is little or no direct discussion of Darwin or Freud or their impact on European ways of thinking; essays in this category may be entirely or mostly off task.
- Little or no supporting evidence is used.
- The essay may contain numerous errors that detract from the argument.

AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 7 — Historical Background Notes

Charles Darwin (1809–1882)

Context for Darwin:

- Growth of scientific education and institutions
- Declining church attendance and growing secularization
- New social discourses
 - Positivism and the growing prestige of science — Auguste Comte (1798–1857), Positive Philosophy (1830–1842); science as culminating point of human intellectual and social development.
 - Materialism — mental and spiritual forces and cultural ideals were seen to be the product of physical forces; truth found in material existence, not intuition or feeling.

Darwin's major contributions and ideas

- *On the Origin of Species* (1859)
 - Theory of natural selection articulated as the principle mechanism through which evolution occurred; similar ideas were developed nearly simultaneously by Alfred R. Wallace (1823–1913).
 - More living organisms came into existence than could survive; variety of species is infinite; new biological forms emerged from older ones.
 - Those species possessing unique traits that made survival possible were thought to have a marginal advantage; only those well adapted to a specific environment survived to reproduce.
 - Life constituted a competitive struggle for existence (some textbooks note Darwin borrowing ideas for this theory from Thomas Malthus).
- *The Descent of Man* (1871)
 - Discussed implications of natural selection for humans.
 - Indicated that the human body, consciousness and religious intuition evolved to ensure the survival of the species.
 - A divine being was not needed to provide an image or model for humanity.

Consequences (challenges to traditional ways of thinking)

- Called into question biblical narrative of creation; challenged traditional Judeo-Christian view of nature as immutable and humanity as the unique creation of God.
- Challenged Enlightenment perspectives.
 - Rejected the idea that nature and society were harmonious by focusing instead on ideas of competition and continual struggle.
 - Undermined assumption that nature was tranquil and noble and humans were universally rational; emphasized that only the fittest survived in a process of constant conflict.
 - Emphasized the ability of biology to determine culture.
 - Undermined liberal belief in human mastery of nature and idea of engineering social progress.
 - Undermined deistic view of God as the creator of a rational and rule-bound universe.
- Influenced social scientists who misapplied some of Darwin's theories to formulate hypotheses about racial difference and the evolution of civilizations (Social Darwinism). Social Darwinists — e.g., Herbert Spencer (1820–1903) — asserted the following:
 - Superior and inferior cultures were in perpetual competition with each other.
 - *Social Statics* (1851) asserted the importance of laissez-faire policies and individual competition; argued that progress was possible only in a society where the unfit were not allowed to succeed.
 - *Synthetic Philosophy* (1850s–1896) argued that evolution is a progressive movement of all things from simplicity to complexity; uninhibited marketplace is the truest test of fitness.
 - Darwin's ideas could be applied to explain cultural difference and the capacity (or lack thereof) of primitive peoples to become civilized.

AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 7 — Historical Background Notes (continued)

- Racial traits and differences were permanent and unchangeable — e.g., Benjamin Kidd in *Social Evolution* (1894) argued that Africans were biologically defective and doomed to extinction. For Kidd, this functioned as a justification for white rule.
- Different cultures and races (which Social Darwinists sometimes misidentified as different species) followed distinct and separate developmental paths.
- Other areas of impact for Darwinian and Social Darwinian thought between 1850 and 1950:
 - Encouraged the study of heredity and genetics.
 - Influenced the development of eugenics (founded 1883 by Francis Galton and Karl Pearson) and, ultimately, Nazi racial ideologies.
 - Influenced the development of new social scientific disciplines like anthropology and criminology.
 - Promoted ethics of individualism and competition; justified the exploitation of colonial peoples.

Sigmund Freud (1856–1939)

Context for Freud:

- Challenge to 19th-century norms; turn toward the irrational in psychology, literature and art.
- Questioning of the Enlightenment faith in reason — e.g., Friedrich Nietzsche (1844–1900)
 - *The Birth of Tragedy* (1872) — the irrational in human behavior is as important as the rational; instinct and ecstasy are crucial in assessing human motivation.
 - *Beyond Good and Evil* (1886) and *The Genealogy of Morals* (1887) — morality as a human creation/convention with little relation to reality; Christianity and notions of respectability are stultifying.
- Growing concerns about social fatigue, weakness and unsettledness — e.g., Max Nordau (1849–1923)
 - *Degeneration* (1892) — modern art, male lethargy and female hysteria were signs of decline and overstimulation.

Freud's major contributions and ideas

- Study of the unconscious
 - Unconscious was the place where the patient's psychic reality resided.
 - In the *Interpretation of Dreams* (1900), Freud indicates that dreams can provide a point of access to hidden realities and desires; interpreting dreams can reveal a repressed part of the personality.
- Discovery of infantile sexuality
 - Noted that infantile sexuality was universal (Oedipus and Electra Complex).
 - Ideas articulated in *Three Essays on the Theory of Sexuality* (1905).
- Psychoanalysis/talking cure
 - Nonjudgmental therapist could help patient, through talk, discover aspects of the self that society called deviant or unmentionable and uncover the unconscious sources of neuroses.
- Id, ego and superego (mental processes below the level of consciousness)
 - Id (primal, innate, irrational drives for sexual and sensual pleasures, aggressive impulses, etc.).
 - Superego (internalization of social and moral regulations that society imposes on human behavior).
 - Ego (mediates between the id and superego; individual personality is the result of attempts by the ego to deal with impulsive desires and social or cultural limitations on behavior).
 - Ideas were formulated from the late 19th century on and first published in a 1923 paper titled "The Ego and the Id."

AP[®] EUROPEAN HISTORY

2010 SCORING GUIDELINES

Question 7 — Historical Background Notes (continued)

Consequences (challenges to traditional ways of thinking)

- Challenged traditional moral (religious) evaluations of human behavior.
 - Religiously inspired ideas of guilt were problematic impositions that did not correspond to human nature; sexual life should be explored from a scientific point of view, not a moral one.
 - Argued that personal, social and religious/institutional repression led to neuroses.
- Abandoned optimism of the Enlightenment; embraced a more pessimistic worldview that saw humans as being motivated by sexual impulses, death and destruction.
- Argued that civilization was based on the repression of primitive drives that might emerge at any time.
 - Freud did not argue that the id should prevail or that society should free itself from all forms of repression; he said that the survival of human civilization depended on the repression of some instinctual drives.
- Asserted that gender identities were not purely biological or anatomical; gender identities were created through various mental processes and life experiences.
 - Freud rejected 19th-century ideas about passionless women; still tended to privilege motherhood as the most important female role (these ideas were challenged by female psychoanalysts like Karen Horney [1885–1952] and Melanie Klein [1882–1960]).
- 20th-century implications:
 - Freud provided European society with psychoanalytic discourses (id, ego, superego; talking cure; infantile sexuality; Oedipus complex; etc.) that would, by the 1920s, permeate Western culture.
 - Freud provided the basis for a psychoanalytic movement that experienced some fragmentation.
 - Carl Jung (1875–1961) — subconscious is a soul formed by personal experience and collective memories inherited from ancestors.
 - Freud and many others said that World War I revealed human irrationality.
 - Freud's ideas influenced how sociologists, political scientists and anthropologists understood social conflict and group behavior.
 - Freud's ideas influenced surrealist art (especially those works that depicted dreamlike visions), modern literary techniques (including stream-of-consciousness writing), and new attitudes about sexuality.

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

The discoveries and contributions of both Charles Darwin and Sigmund Freud rocked the European society between 1850 and 1950. Traditional European ways of thinking on many subjects were irrevocably altered. While Darwin challenged the religious beliefs about creation and the social beliefs about what behavior is necessary to be successful, Freud's theories of psychoanalysis revealed truths about humanity which challenged the view of humans as good, rational beings.

Darwin published evidence proving this in his work *The Origin of Species* which proved that all species evolved and took on new traits, but only the strongest and best species survived while the rest died. "I'ma let you finish, but..." This new view of the development of the world and humanity challenged religious assertions that God had created all beings and animals, as described in the story of creation in Genesis, and created a great stir among the religions and those who did not wish to think of themselves as the descendants or distant cousins of apes. When Darwin's ideas began to be commonly accepted, a kind of Social Darwinism was used to justify acts of prejudice and imperialism. People according to Social Darwinism, as scientific fact, some people were better than others and could exploit those weaker than them. This led to the exploitation of working-class people by the wealthy business owners, who considered themselves superior. It also led to the domination and exploitation of the native people of many countries in which Europeans established colonies or took power. As the Europeans were able to subdue

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the populace, they considered themselves superior and either exploited the indigenous people for work or ~~the~~ the natural resources of their land, or alternatively attempted to force the "superior" European culture and religions upon them. It is important to note that Darwin himself did not support these uses of his theories of evolution for exploitation or prejudice.

Freud's theories, developed through the information he gained through his psychoanalysis of many people, also changed the European opinions about the rational mind and the reasons for certain human behaviors. Freud suggested that the human mind's id was amoral and suggested many actions or thoughts which had to be suppressed by the superego, the part of the brain which had been taught the morals and values of the individual's society and thus could distinguish "right" from "wrong." Any "wrong" ideas or inclinations were pushed to the subconscious, where they ~~could~~ could continue to affect human actions or decisions without the individual's knowledge. This theory about the human mind differed sharply from the previously held idea of the perfectly rational mind, which knew right from wrong and was not influenced by subconscious ideas or desires. Thus Freud's ideas about the mind suggested that all people were capable of irrational or wrong desires, or ideas, or actions, and were just repressing the urges that the superego told them were wrong. Such a theory contradicted religious ideas that suggested that all human beings were moral and acted in accordance with their

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knowledge of morality. It also gave rise to a wave of people trying to establish their own repressed memories, ideas, and desires and changing their behavior based on their discoveries. The traditional ideas of morality were challenged by the greater realization that all people apparently had immoral thoughts and urges. Freud's ideas about the subconscious also helped to give rise to the wave of surrealist works of art and literature, in which artists and writers attempted to establish their own subconscious thoughts.

Although Darwin and Freud's work was in vastly different areas the work of of science, ⁱⁿ - the ideas of both men profoundly affected the world, especially between the years 1850 and 1950. As religion attempted to reduce or challenge the theories of Darwin and Freud, many people embraced their ideas and used altered or justified their behavior and ideas of morality based upon them.

7-B1

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European Society based on the long term of Christianity has been followed by the bible; that is, they try not to question any factual things mentioned in the bible. However, Darwin and Freud suddenly came up with some theories that emphasize that it is not really necessary to make everything in the earth related to God. They basically say that human beings are just something grown up in own human nature and human behaviors are just created by themselves, not given by God. Those theories are huge opposition of the traditional thinking of European Society.

Darwin in his book 'Origin of the species' represents the idea that all the animals ~~are~~ have been changed ~~at~~ from some other animals; for example, human beings must have been changed from monkey to try to be apt into the society in which ~~the~~ monkeys with two legs have more possibility to be survived. That is direct opposite thinking against the traditional European thinking that God creates human beings.

Freud also is on the opposite side of traditional European's Society at that time; human's morality and ~~human~~ behavior are determined by humans, itself, and the nature where we live in. He tries to put

7-B2

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Explanation on human's behaviors such as rebellion, Oedipus complex and so on. An effort to explain human's behavior in the society believing that ~~all~~ all of our characteristics are determined and planned by God is a huge impact on everyone. According to Freud, since human's ~~own~~ morality and behavior are affected by human nature, we definitely can raise some people in a good shape by differ^{ing} the nature ~~around them~~ or environment around them.

Darwin and Freud studied different areas, but they both have some idea that human's characteristic ~~is~~ may not be determined by God, but ~~is~~ ourselves. The traditional European society based on belief that everything is determined by God surely had huge impact on these theories.

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Born psychologist and scientist Charles Darwin and Sigmund Freud were impacting theories that affected the way in which European society thought and behaved when dealing with religion, morality, and human behavior. Charles Darwin famously known for his insight of survival of the fittest, declared that in a period of time, the resources that an organism needs will become exhausted and will therefore cease competition between other organisms. Those that have adaptive skills and qualities will contribute to their success while the others will die off, another of Charles Darwin's theory of natural selection. Both of these ideas became implemented in the nation's political and economic system. It was observed and similar to the reasons in which the French Revolution occurred, the three different estates ^{continuously} grew a bigger gap between themselves, due to the economic unfairness and lack of political reforms. The third estate became restricted of their needs and beneficial attributes, leading to their poverty and issues then realizing the potential of rising up against those superior to them and creating the National Assembly that allowed them to create their own constitution. In a way Charles Darwin's theories becomes similar to Karl Marx socialism. In

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socialism the proletariat will eventually lead an uprising against the bourgeoisie creating a utopian situation in which equality will be distributed amongst every class. It can be concluded that they're both alike because of the situation in which ~~they~~ one class will compete to gain their needs.

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Question 7

Overview

This question asked students to “analyze the ways in which the theories of both Darwin and Freud challenged traditional European ways of thinking about religion, morality, and human behavior in the period circa 1850–1950.” Students were expected to address a broad range of challenges to traditional ways of thinking. Although there was some leeway in the question with regard to interpreting what is meant by religion, morality, and human behavior, there was clearly an expectation that these issues would be addressed in some manner. The question clearly called for analysis, and essays that simply provided descriptions of the ideas of Darwin and Freud were insufficient. The question was broad enough in focus to allow for students to discuss Darwin’s challenges to religious worldviews of creation, Social Darwinism, the rise of Freudian thought and psychoanalysis, and the consequences of Darwin’s and Freud’s ideas for a range of different cultural forms (including, in relation to Freud, surrealist art and modernist literature).

Sample: 7A

Score: 8

This essay contains a solid thesis that clearly analyzes challenges to European ways of thinking posed by Darwin and Freud. The essay provides well-developed discussions of the theories of Darwin and Freud and useful analyses of challenges to views about creation, human nature and human rationality. This essay is not, however, as successful as those that earned a score of 9 in assessing Freud’s impact from a variety of perspectives. It is more effective than essays that earned a score of 7 in addressing more than two ways of thinking. This essay contains detailed and specific evidence throughout, particularly with reference to the ideas and theories of Darwin and Freud. While it contains no significant errors, it does display some confusion about Freud’s ideas.

Sample: 7B

Score: 4

This essay contains an underdeveloped thesis that mentions religious worldviews but does not really illustrate how the theories of Darwin and Freud altered them. The essay does attempt to address, sometimes incorrectly, aspects of Darwinian and Freudian thought. In particular, it attempts to show how Darwin challenged traditional views of a divine creator. The essay lacks specificity with regard to ideas and impact, but it makes some attempt to assess challenges to traditional ways of thinking and discusses both Darwin and Freud (even if a bit incorrectly and incompletely). The specific evidence provided in the essay is minimal and contains some errors, particularly in relation to the discussion of Freud’s ideas.

Sample: 7C

Score: 1

This essay contains an introductory statement that restates the question. The statement does not, however, fully relate to the discussion that follows. The essay contains very brief references to Darwin, but the discussion seems to confuse Darwin with Malthus in places. The majority of the essay is off task, focusing as it does on the French Revolution and Marx. The essay does not contain enough on-task information or supporting evidence for it to have earned a higher score. While the errors are not glaring, there are many misstatements related to chronological scope. There is also some muddled thinking about Darwin’s theories and ideas.