

# AP<sup>®</sup> EUROPEAN HISTORY

## 2008 SCORING GUIDELINES

### Question 6

**Analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe.**

#### 9–8 Points

- Thesis must be explicit and address causality (a factor can be a large development such as nationalism or Social Darwinism; an issue related to the economic or religious status of Jews; or an event, like the Dreyfus Affair).
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay is well balanced. At least two factors are fully *analyzed* in terms of causality. Stronger essays in this category may discuss a third cause but in a more limited manner.
- Each major factor must be supported by at least one piece of specific evidence.
- Essay must refer to factors that can be firmly situated in the nineteenth century (some strong essays may contain relevant references to medieval/early modern precedents and effectively link those developments to developments in the nineteenth century).
- May contain errors that do not detract from the argument. (Example of major errors: Asserting that Jews did not possess political rights in Europe in the nineteenth century or were confined to ghettos and to a limited number of occupations. Examples of minor errors: Misidentifications related to Dreyfus's exact crime, his nationality, or the exact dates of the Dreyfus Affair.)

#### 7–6 Points

- Thesis addresses causality, sometimes inconsistently.
- Organization is clear, effective in support of the argument but not consistently followed.
- Essay will address two factors adequately but may only fully *analyze* one factor in terms of causality. Essays in this category may address three factors but with limited development.
- Most factors must be supported by at least one piece of evidence.
- Essay must refer to factors that are firmly situated in the nineteenth century (some essays may contain relevant references to medieval/early modern precedents and may make some attempt at linking these developments to developments in the nineteenth century).
- May contain one major error or several minor errors that detract from the argument.

#### 5–4 Points

- Thesis may be underdeveloped or not fully responsive to the question.
- Organization may be unclear or ineffective.
- Essay will address one factor but contain some imbalance; facts are *listed* rather than *analyzed*. Essay merely lists examples of anti-Semitism but does not attempt to assess factors that gave rise to it. Adequate effort is made to assess causality in one factor.
- Major factor must be supported by one piece of relevant evidence. Other factors may be addressed but will only be supported by general assertions.
- Essay must refer to one factor that can be firmly situated in the nineteenth century (some essays may contain references to medieval/early modern precedents but make no attempt to link these developments to developments in the nineteenth century).
- May contain errors or misleading generalizations that detract from the argument.

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### Question 6 (continued)

#### 3–2 Points

- May contain a weak or invalid thesis or a thesis that merely repeats/paraphrases the prompt. A weak or invalid thesis may deal only tangentially with the nineteenth century.
- Organization is unclear and ineffective.
- Essay may *list* one factor or primarily contains generalizations. Minimal effort is made to assess causality.
- Essay shows serious imbalance; most factors that could be discussed are neglected or treated cursorily. Essays in this category will often offer simplified or ahistorical generalizations about Jews as scapegoats, foreigners, and outsiders or may deal primarily with developments that fall outside the chronological parameters of the essay.
- Essay displays little, if any, specific knowledge of the nineteenth century.
- May contain several errors that detract from the argument.

#### 1–0 Points

- No discernable attempt at a relevant thesis.
- Little discernable organization.
- Little or no relevant supporting evidence.
- Essay may not contain relevant reference to the nineteenth century (most essays in this category are entirely off topic).
- May contain numerous errors that detract from the argument. Many of these errors will relate to the inability of the essay to adequately work within the chronological parameters of the prompt.

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### Question 6 Historical Background

Material in this section is derived from the following texts and other sources:

Kagan, *The Western Heritage* (9th edition, 2007)

Kishlansky, *Civilization in the West* (7th edition, 2008)

The nineteenth century, for the purposes of this question, should be defined as the period between 1789 and 1914. Responses may include references to events that occurred in the late-eighteenth century (Jewish Emancipation in the Hapsburg Empire or France) or the early-twentieth century (the Russian Revolution of 1905 or the later Russian pogroms).

- Jewish Emancipation.
  - Rise of political liberalism following the Enlightenment.
  - 1782: Joseph II placed Jews under same laws as Christians in Hapsburg Empire.
  - 1789: National Assembly in France recognizes Jews as French citizens.
  - Mixing of Jewish and Christian communities in Italy and Germany during the Napoleonic wars.
  - Post-1848: Germany, Italy, Low Countries, and Scandinavia all allow Jews to attain full citizenship.
  - 1858: Jews allowed to take seats in British Parliament.
  - 1867: Austria-Hungary extends full legal rights to Jews.
  - In Russia and Poland, “the traditional modes of prejudice and discrimination continued unabated until World War I” (Kagan, p. 780). This prompted many Jews to flee to seemingly freer Western European countries.
  - The elimination of social and political barriers led to the rise of Jews in a range of professions and financial industries.
  - This assimilation and economic success created a climate where it was possible for those who continued to view Jews as cultural outsiders to hold them accountable for the economic crises of the 1870s.
    - Students may note the example of the Rothschild family in both France and England; Lionel Rothschild (1808-79).
    - Students may also cite other examples of assimilated Jews including Felix Mendelssohn, Karl Marx, Sigmund Freud.
  - This tendency toward scapegoating contributed to a new wave of anti-Semitism.
- Anti-Semitism and the Russian Situation.
  - Discrimination and political disenfranchisement continued through the nineteenth century.
  - Outsider status and persistent discrimination, along with the tendency of authorities to blame Jews for the 1881 assassination of Tsar Alexander II and the Russian Revolution of 1905, led to pogroms in Kiev, Odessa, and Warsaw. These pogroms continued until 1917. This rise in popular anti-Semitism was generally ignored by the tsar, the police, and the state bureaucracy.
  - These large-scale attacks led to Jews fleeing from eastern to western countries.

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### Question 6 Historical Background (continued)

- Jewish Migration from Russia and Eastern Europe to the West.
  - Two million Eastern European Jews migrated to Western Europe between 1868 and 1914.
  - 70,000 settled in Germany; vast majority moved to urban areas.
  - Migration of many rural Jews to urban areas also occurred at this time.
  - These migrations coincided with downturns in the economic cycle—“Jews became scapegoats for the high rates of unemployment and high prices that seemed to follow in their wake” (Kishlansky, p. 729).
  - This tendency was exacerbated by the fact that many of these migrants were peddlers, artisans, and small shopkeepers.
  - “Differing in language, culture, and dress, they were viewed as alien in every way” (Kishlansky, p. 729).
  - Many came to believe that Jewish “foreigners” were taking up too much space.
    - The increased presence of Jews led some intellectuals, such as Heinrich von Treitschke, to react unfavorably. Treitschke coined the phrase: “The Jews are our misfortune.”
  
- The Nation-State and Nationalism.
  - Emerging concern with creating citizens and forging a national community based on a common identity of citizens.
    - Examples include unified Germany under Bismarck (1871-90), the Third French Republic, unified Italy, and Great Britain.
    - There were some inclusive perspectives, but many definitions of the nation (and those who belonged to that nation) were predicated on notions of difference that could leave Jews vulnerable to exclusion.
  - Austria: success of bourgeois liberalism wanes by the latter decades of the nineteenth century.
    - New groups laying claim to power led to rise of socialism, intensely xenophobic nationalism, and mass politics.
    - Mass Parties including Christian Social Party (CSP) (founded 1893) embraced pan-Germanic, anticapitalist, and anti-Semitic ideas. The CSP’s ideas were taken up by students and artisans.
    - Karl Lueger (1844–1910), as leader of CSP, became mayor of Vienna in 1895. In the election campaign, he appealed to anti-Semitic tendencies and identified Jews with the excesses of capitalism.
    - These tendencies also merged in Vienna with concerns about the professional successes of Jews: “In the 1880s, more than half of Vienna’s physicians (61 percent in 1881) and lawyers (58 percent of barristers in 1888) were Jewish. Their professional success only heightened tensions and condemnations of Jews as an ‘alien race’” (Kishlansky, p.730).

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### Question 6 Historical Background (continued)

- France: the best example of how these forces were at work is reflected in the Dreyfus Affair of 1894.
  - Alfred Dreyfus (1859–1935) was a Jewish army officer (from Alsace) accused of selling military secrets to Germans.
  - His trial became a lightning rod for xenophobia; hatred of foreigners and hatred of Jews emerged as central issues.
  - Dreyfus stripped of commission and honors, imprisoned on Devil’s Island.
  - Trial revisited on several occasions; Dreyfus finally exonerated in 1906.
  - The Dreyfus Affair resulted in sharp divisions between pro-Dreyfusards and anti-Dreyfusards.
  - Pro-Dreyfusards (tended to be on left, wanted to uphold justice and freedom).
    - Émile Zola.
      - Wrote “J’Accuse” (1898).
        - A spirited appeal for justice; accuses French military and judiciary of social evil.
  - Anti-Dreyfusards (tended to be on the right and were associated with traditional institutions like the Roman Catholic Church and the army; monarchist; saw themselves as defenders of France and were often openly anti-Semitic).
    - Included Édouard Adolphe Drumont (1844–1917).
      - Anti-Semitic League (founded 1889).
      - *La Libre Parole* (anti-Semitic newspaper).
- Race and Social Darwinism.
  - Charles Darwin (1809-82).
    - Promotion of theory of natural selection in *On the Origin of Species* (1859).
    - Application of this theory to human beings in *Descent of Man* (1871).
  - Application of Darwin’s ideas to evolutionary ethics by Herbert Spencer (1820–1903).
    - Belief in human society progressing through competition.
  - Emergence in late-nineteenth century of idea that race was the single dominant explanation of history and dominant factor in determining the character of large groups of people.
  - Emerging belief in scientifically demonstrated racial hierarchies.
    - Arthur Gobineau (1816-82).
      - Wrote *Essay on the Inequality of the Human Races* (1853-54).
    - Houston Stewart Chamberlain (1855–1927).
      - British, but worked in Germany.
      - Biological determinist.
      - Wrote *Foundations of the Nineteenth Century* (1899).
        - Argued that Jews were a major enemy of European racial regeneration.
    - Similar ideas in Germany found in work of Paul de Lagarde (1827-91) and Julius Langbehn (1851–1907).

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### Question 6 Historical Background (continued)

- Rise of Zionism.
  - Some Jewish leaders in Central and Western Europe saw anti-Semitism as a problem with a political solution.
    - Reacting, particularly, to the Dreyfus case (1894) and to the Russian pogroms.
    - Became convinced that Europe was not safe for Jews.
  - Supporters of Zionism called for the creation of their own nation—a new Zion (the ancient biblical homeland).
    - Movement especially popular in Galicia (Poland), Russia, and the Hapsburg Empire
  - Theodor Herzl (1860–1904).
    - Austrian Jew born in Budapest.
    - Most important proponent of Zionism.
    - Witnessed anti-Semitism as journalist in France.
    - Wrote *The Jewish State* (1896).
      - Argued for a Jewish homeland in Palestine.
  - This ultimately aroused Christian and Islamic opposition; even some Jews worried that Zionism would enable charges that Jews were bad citizens.
  - For some anti-Semites, the existence of a Zionist movement allowed for the further development of notions of Jewish difference.

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## 2008 SCORING GUIDELINES

### Question 6 Historical Background (continued)

#### Timeline

##### Jewish Emancipation

1782: Jews placed under same laws as Christians in the Hapsburg Empire.

1789: National Assembly recognizes Jews as French citizens.

1858: Jews allowed to take seats in British Parliament.

1868: Austria–Hungary extends full legal rights to Jews.

##### Anti-Semitism and the Russian Situation

1881: Tsar Alexander II assassinated.

1905: Russian Revolution.

1881–1917: Periodic pogroms.

##### Jewish Migration from Russia and Eastern Europe to West

1868–1914: Two million Eastern European Jews move to Western Europe.

1889: Heinrich von Treitschke writes *Jews Among Us*.

##### The Nation-State and Nationalism

1871–90: Germany under Bismarck.

1889: Édouard Drumont creates the Anti-Semitic League in France.

1893: Christian Social Party founded in Austria.

1894: Dreyfus Affair (France).

1895: Karl Lueger elected Mayor of Vienna on an anti-Semitic platform.

1898: Émile Zola writes “J’Accuse.”

##### Race and Social Darwinism

1820–1903: Herbert Spencer.

1853–54: Arthur Gobineau publishes *Essay on the Inequality of the Human Races*.

1859: Charles Darwin publishes *On the Origin of Species*.

1871: Charles Darwin publishes *Descent of Man*.

1899: Houston Stewart Chamberlain publishes *Foundations of the Nineteenth Century*.

##### The Rise of Zionism

1896: Theodor Herzl publishes *The Jewish State*.

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

Question 6A-1

Throughout 19<sup>th</sup> century Europe, there existed an increasing ~~presence~~ presence of Anti-Semitism held by several Europeans. Although the factors for this deep-rooted hatred of the Jewish people are various and date back centuries, the major factors that caused this "revival" in Anti-Semitism were offshoots of the Age of Imperialism and new scientific discoveries of the era. The major factors were the ideas of Social Darwinism, the concept of "white man's burden" and the superiority of race, and the ideas held by Europeans that ~~the quality was superior to~~ ~~them~~ as Jews did not deserve to be equal with Christians, specifically the Dreyfus Affair.

Darwin's theory of evolution, a remarkable scientific breakthrough, created ideas of a movement Darwin never foresaw: Social Darwinism. This concept was the idea that the way to succeed was "survival of the fittest". ~~now~~ This soon formed into survival of the strongest race, and was one of the major catalysts of Anti-Semitism. It manipulated Darwin's findings so that people could justify hatred of the Jews by saying that certain races were superior to others ~~and~~, and this concept was held by Hitler during the Nazi regime, as well.

The idea of "white man's burden," coined from Rudyard Kipling, also goes along with the idea that Europeans have racial superiority. "White man's burden" was soon manipulated to become "Christian's burden," where it was a person's obligation to civilize and Christianize the uncivilized world. This was then adding fuel to the fire of

Question 6A-2

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

Anti-Semitism, and it became popular belief that the Jews were an inferior race of people.

Another major contributor to the rise in Anti-Semitism was the Dreyfus Affair. This scandal, which occurred within the French army, concerned a Jewish officer who was unfairly charged with treason and selling military secrets. Once word got out about his conviction, France was basically divided in half. Many people supported the imprisonment of Dreyfus, while others strongly disagreed with it. Soon, intellectuals began to speak out against the imprisonment of Dreyfus, and eventually the French republican government allowed him to have another trial, in which he was exonerated of all crimes. Although Dreyfus was released, it simply caused the ~~Anti-Semitic~~ Anti-Semitic views held by many Europeans of the time to rise to the surface, and his release only infuriated the Anti-Semites. This, along with Social Darwinism and white man's burden, increased European hatred of the Jews, and ~~this~~<sup>would</sup> become a forewarning to the atrocities of the Holocaust committed under Hitler.

Overall, these three factors were majorly responsible for the increase in Anti-Semitism in the 19<sup>th</sup> century, only that they merely caused the hidden Anti-Semitic views of some people to rise to the surface.

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

6B-1

Although the first name <sup>one</sup> ~~was~~ thinks of when ~~was~~ the term "Anti-semitism" is said is Hitler, the discrimination and intolerance of Jewish people started way before that era. Traced back to the Inquisitions of Isabella and Ferdinand, through the Reformations until the nineteenth century and up to present day. Specifically, the 1800's were a time of revolution, in war, thought, and even art. Intellectually, the application of Darwinism to social situations ~~lead~~ paved the intolerant road to racism, including Anti-semitism, throughout Europe.

In general, everyone wants someone to blame. No doubt, ~~there~~ the blamed will be the answer to all the bad or wrong in the world and that will adjust <sup>the</sup> ~~the~~ human morale depending on the situation. In a time of discovery and revelation, Charles Darwin was one of many significant thinkers of his time. His ideas of evolution of man and the natural selection of survival of the fittest were brand new, controversial, and ~~and~~ shocking. They were also adapted and constrewed to be manipulated specifically to a "just" cause. This ~~of~~ cause developed into atrocities like racism and consequently anti-semitism. These

6B-2

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

horrible ideologies were explained by the newly developed social Darwinists who applied the idea of a naturally inferior race to society and portrayed any group of people as the weak ones for any reason. This new concept was taken a step farther to defend racism by Herbert Spencer. As the poster-child for racism, he started what was probably inevitable; the scientific explanation of why certain races were just better and superior to others. This is not the first time something like this has happened, women were scientifically "proven inferior" to men during the scientific revolution. As stated before, it's so easy to blame someone else and the rise to anti-Semitism was quick increasingly horrible. Because the Jews were educated, wealthy and successful lawyers or bankers they were often blamed for societies inefficiencies unfairly. Targeted out of spite, the Jews would continue to suffer, and horribly so in World War Two.

It's wrong to say every white European was a believer in the natural superiority of the Aryan race, however the thought was increasingly common. Some groups tried to oppose, such as

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

6B-3

the Zionists under Herzl, but when a lagging economy is combined with new scientific data on a person to blame, it's all too convenient. Unfortunately good scientific information and discovery was manipulated to give birth to a horrible hatred that cannot be fully erased.

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

THE RISE OF ANTI-SEMITISM IN NINETEENTH CENTURY EUROPE WAS DUE TO A LOT OF CONTRIBUTING FACTORS. AMONG WHICH INCLUDE THE PREVIOUS VIEWS HELD

BY NON-JEWS, <sup>THEY</sup> LACK OF A GOVERNMENT, <sup>due to post world war I problems</sup> AND MASS CONSCRIPTION DUE TO FORCE BY THE NAZI REGIME.

MANY PEOPLE TODAY BELIEVE THAT THE PERSECUTION OF JEWS BEGAN IN THE EARLY 1940'S WHEN ~~HITLER ROSE~~ HITLER ROSE TO POWER IN GERMANY. CONTRARY TO BELIEF, IT BEGAN MUCH EARLIER IN HISTORY AROUND THE LATE MIDDLE AGES. THE JEWISH RACE OF PEOPLE HAD A STRONG SENSE OF NATIONALISM, THEY Banded TOGETHER IN TIMES OF TROUBLE HELPING EACH OTHER OUT FINANCIALLY. IN MANY TOWNS, THE JEWISH PEOPLE WERE AMONG THE WEALTHIEST ~~IN~~ CITIZENS, ~~BECAUSE~~ THIS IS DUE TO THEIR STRICT SAVINGS BELIEFS.

SINCE THERE WAS ~~NOT~~ HARDLY ANY MONEY DUE TO <sup>poverty</sup> AND THE JEWS <sup>shared</sup> ~~had~~ THE BULK OF IT, THEY WERE BLAMMED FOR THE ~~CAUSE~~ ECONOMIC STRUGGLES OF COUNTRIES. THE JEWS WERE ALSO BLAMMED FOR ~~THE~~ BAD HEALTH, <sup>conditions and disease</sup> IT WAS SAID THAT THE JEWS POISONED THE WELLS.

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

DURING THE DEVASTATION OF POSTWORLD-WAR I, ~~THE~~ EUROPE WAS LEFT WITHOUT A STRONG SENSE OF A GOVERNMENT, ESPECIALLY IN COUNTRIES SUCH AS GERMANY. THIS ALLOWED LEADERS SUCH AS ADOLF HITLER TO ARISE AND BEGIN TO ~~TAKING OVER~~ SEIZE POWER. HITLER, A STRONG MINDED COMMUNIST LEADER ~~LEAD THE PEOPLE IN A~~ BEGAN TO LEAD THE PEOPLE IN THE WRONG DIRECTION, BUT ~~THE~~ THE GERMANS DIDN'T KNOW THIS BECAUSE THEY HAD GONE WITHOUT A STRONG GOVERNMENT AND NEEDED GUIDANCE. HITLER'S NAZI REGIME WANTED THE PERFECT ~~THE Aryan~~ RACE. RACE OF PEOPLE, THE ARYAN PEOPLE. TO DO SO HE ~~DRIVE~~ DROVE THE JEWISH PEOPLE INTO ~~THE~~ CONCENTRATION CAMPS WHERE 6 MILLION ~~PEOPLE~~ JEWS MET THEIR DEATH. THIS IS REFERRED TO AS THE HOLOCAUST.

MASS CONSCRIPTION BY THE NAZI REGIME FORCED INNOCENT BYSTANDERS TO BECOME A PART OF THE NAZI POLITICAL PARTY. HITLER USED FORCE AGAINST PEOPLE WHO WERE LESS CONVINCED TO JOIN. GERMANS HAD NO CHOICE BUT TO COMPLY WITH THE DEMANDS OF HITLER, IT WAS A KILL OR BE KILLED

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

part  
QUESTION 6 Q-3

mentality.

coming to an end, the rise of anti-semitism in 19<sup>th</sup> century Europe was ~~attacked~~ due in part of the previous views held on the Jews by non-Jews, the total lack of government due to post World War I problems and the mass conscription of people using force from Hitler's Nazi regime.

# AP<sup>®</sup> EUROPEAN HISTORY 2008 SCORING COMMENTARY

## Question 6

### Overview

This question asked students to analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe. Students were expected to address at least two factors. They were also expected to assess causality by analyzing the reasons for the rise of anti-Semitism, not simply describing them. Students could range from discussions of broad developments (nationalism, Social Darwinism, Jewish migration, economic crises, etc.) to specific events and individuals (the Dreyfus Affair, Herbert Spencer, Theodor Herzl, etc.). They were expected not only to address the big picture but also to provide specific evidence that could be used to substantiate their major claims. In other words, if Social Darwinism or nationalism was cited as a major factor in the thesis statement, students needed to go beyond a general discussion of these phenomena to gain credit for evidence. In addressing Social Darwinism, for example, they could examine the ways in which Darwin's ideas were manipulated by thinkers like Herbert Spencer.

### **Sample: 6A** **Score: 8**

The thesis of this essay is clear and addresses causality, focusing primarily on the impact of imperialism, new scientific ideas, and the Dreyfus Affair (though the discussion of Dreyfus is a little muddled in the first paragraph). This essay contains good analysis throughout, especially in relation to Social Darwinism. The discussion of imperialism is used principally to support arguments about the impact of Social Darwinism. The Dreyfus Affair is certainly analyzed here, though a little less effectively than it might be in an essay that received a score of 9. The essay contains a good amount of specific evidence (Charles Darwin, Rudyard Kipling, full and correct details about Dreyfus) and no significant errors.

### **Sample: 6B** **Score: 5**

This essay's thesis is underdeveloped, focusing on general upheaval and one factor (Social Darwinism leading to racism), whereas the emphasis on causality is not as explicit as it might be. There is adequate analysis of Social Darwinism throughout the response, along with some attempt at explaining how this led to an increase in anti-Semitism. On the whole, however, the essay remains unbalanced. The other factors mentioned are generally vague and not analyzed, and there are some interpretive problems related to the economic status of Jews. This essay, while effective on Social Darwinism, simply does not explore enough factors to move it into the 7–6 score range. Nonetheless, it does contain some specific evidence (Charles Darwin, Herbert Spencer, Theodor Herzl) and no major errors.

### **Sample: 6C** **Score: 1**

The thesis of this essay is unclear and invalid, as it deals primarily with the twentieth century. The factors that are mentioned in the rest of the response are largely irrelevant or highly generalized, focusing for the most part on stereotypical or ahistorical views. The specific evidence that is mentioned relates mainly to the Middle Ages, the Nazi era, or the Holocaust. Although the essay contains no relevant analysis of the nineteenth century, it does make enough references to precedents to the twentieth century to keep it from having scored a 0. Most of the shortcomings of this response relate to the student's failure to work adequately within the chronological parameters of the prompt.