

EUROPEAN HISTORY

2020 Exam

Total Time – 45 Minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 45 minutes

Suggested upload time: 5 minutes

It is suggested that you spend 15 minutes reading the documents and 30 minutes writing your response.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least two documents, with an additional point being earned for using four documents.
- Use one or two additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For one or two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. Evaluate whether enlightened absolutists were more enlightened or more absolutist in the eighteenth century.

Document 1

Source: Carl Röchling, *Frederick II Leading Troops in the Battle of Zorndorf*, 1911 painting depicting a battle that took place in 1758



Document 2

Source: Letter from Louis Auguste Le Tonnelier, Baron de Breteuil, French Ambassador to the Russian Empire, regarding the future Russian empress, Catherine II, c. 1762.

This princess seems to combine every kind of ambition in her person. Everything that may add luster to her reign will have some attraction for her. Science and the arts will be encouraged to flourish in the empire, projects useful for the domestic economy will be undertaken. She will endeavor to reform the administration of justice and to invigorate the laws; but her policies will be based on Machiavellianism; and I should not be surprised if in this field she rivals the king of Prussia. She will adopt the prejudices of her entourage regarding the superiority of her power and will endeavor to win respect not by the sincerity and probity of her actions but also by an ostentatious display of her strength. Haughty as she is, she will stubbornly pursue her undertakings and will rarely retrace a false step. Cunning and falsity appear to be vices in her character; woe to him who puts too much trust in her. Love affairs may become a stumbling block to her ambition and prove fatal for her peace of mind. This passionate princess, still held in check by the fear and consciousness of internal troubles, will know no restraint once she believes herself firmly established.

From *A Source Book for Russian History*, G. Vernadsky, trans. (New Haven: Yale University Press, 1972), Vol. 2.
via Fordham University Internet Modern History Sourcebook

Document 3

Source: Charles III, King of Spain, *Pragmatic Penalty*, a Royal Decree, 1767

Motivated by grave causes related to my obligation to maintain my people in subordination, tranquility and justice, as well as other urgent, just and necessary reasons that I reserve to my Royal self: I have decided to order removed from all my dominions in Spain and the Indies, and the Philippine Islands and adjacent dominions, all members of the Society of Jesus.*

* A Catholic religious order also known as the Jesuits

Document 4

Source: Joseph II, Holy Roman Emperor and Archduke of Austria, Edict of Toleration for the Jews of Lower Austria, 1782

Since it is Our purpose to make the Jews more useful and serviceable to the State, principally through [giving] their children better instruction and enlightenment, and by employing them in the sciences, arts, and handicrafts:

8. We permit and command the tolerated Jews, in places where they have no German schools of their own, to send their children to the Christian upper elementary schools, so that they shall learn at least reading, writing, and arithmetic, and although they have no synagogue of their own in Our capital, We yet permit them to build for their children, at their own expense, a normally equipped school, with a teaching staff of their own religion, which shall be subject to the same control as all the German schools here, the composition of the moral books being left to them. . . .

15. The use, orally or in writing, of the Hebrew and so-called Yiddish* languages in any public judicial or extrajudicial procedures is forbidden henceforward; instead, the locally current language is to be used. A two years' grace from the day of issue of this Patent is allowed; thereafter all documents written in Hebrew or Yiddish will be invalid and null and void. . . .

* A language with a mixture of German and Hebrew words commonly used by Jews in Central Europe

Accessed via the *German History Documents and Images*, German Historical Institute, Washington, DC:
http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=3648 (Date of Access: 12 April 2020)

Document 5

Source: Immanuel Kant, Prussian philosopher, "What is Enlightenment?", published essay, 1784

This enlightenment requires nothing but freedom--and the most innocent of all that may be called "freedom": freedom to make public use of one's reason in all matters. Now I hear the cry from all sides: "Do not argue!" The officer says: "Do not argue--drill!" The tax collector: "Do not argue--pay!" The pastor: "Do not argue--believe!" Only one ruler in the world says: "Argue as much as you please, but obey!" We find restrictions on freedom everywhere. But which restriction is harmful to enlightenment? Which restriction is innocent, and which advances enlightenment? I reply: the public use of one's reason must be free at all times, and this alone can bring enlightenment to mankind.

END OF DOCUMENTS FOR QUESTION 1

AP EURO DBQ RUBRIC

FOR 2020 EXAM ONLY

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc __			
Doc __			
Doc __			
Doc __			
Doc __			
TOTAL			

Accurately **DESCRIBES** the content of **at least TWO** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

SUPPORTS an argument in response to the prompt using **at least TWO (1 Pt) or FOUR (2 Pts) documents**. These documents should meet (and exceed) the standard set for the description point.

For **ONE or TWO** documents, **EXPLAINS HOW or WHY** the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Uses specific historical evidence beyond what is found in the documents relevant to an argument about the prompt. **(one per example – up to TWO points)**

The response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

TOTAL POINTS: