

“After the [Russian] revolution of 1917, the Bolshevik regime became the first government in history to declare that women’s emancipation was one of its primary goals and to write it into law. Legislation ensuring equal pay for equal work was instantly [passed], and women’s right (if not their obligation) to work became central to Soviet notions of citizenship. Yet, after the first fifteen years of Soviet rule, it was evident that the Leninist ideal of freeing women...was still a distant utopia. In retrospect it was also evident that the Soviet Union’s commitment to women’s equal employment has never been purely ideological and has been based rather on pragmatic, demographic factors: rapid economic growth, labor shortages, and a frequent shortage of males.

In the past decade [the 1980s], the average female worker, although she was slightly better educated than her male counterpart, earned only two-thirds as much as the average male.... Some forty percent of Soviet working women are employed in unskilled manual labor or low-skilled industrial work.

The higher professions are equally unbalanced. About three-quarters of the schoolteachers but only about a third of the school principals are women. Some seventy percent of the doctors are women, but more than half the hospital administrators are men and [they] are in charge of formulating local health policy. The inequality is even more striking among engineers and skilled technical workers.”

Source: Francine du Plessix Gray, French-American journalist, *Soviet Women: Walking the Tightrope*, 1990

1. Respond to parts A, B, and C.

- A. Describe the main argument made by the author in the excerpt.
- B. Describe one piece of evidence used by the author in the excerpt to support her argument.
- C. Explain how one historical development in the second half of the 1900s likely influenced the author’s perspective.

Fernando Brambila and Juan Gálvez, Spanish Artists, Engraving of Agustina de Aragón, a Woman of the Spanish City of Zaragoza During the Siege by One of Napoleon's Armies, 1808



The engraving was part of a series of illustrations of the siege of Zaragoza commissioned by the Spanish commander who led the successful defense of the city.

2. Respond to parts A, B, and C.

- A. Describe a likely intended purpose of the engraving.
- B. Describe a broader historical context for the events depicted in the engraving.
- C. Explain one way that events such as those referenced in the engraving affected European politics in the period after 1815.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Describe one significant motivation for European overseas expansion in the period 1450 to 1600.
- B.** Describe one significant change in European overseas expansion in the period 1600 to 1700.
- C.** Explain one way that European overseas expansion affected Europe's economy in the period 1700 to 1900.

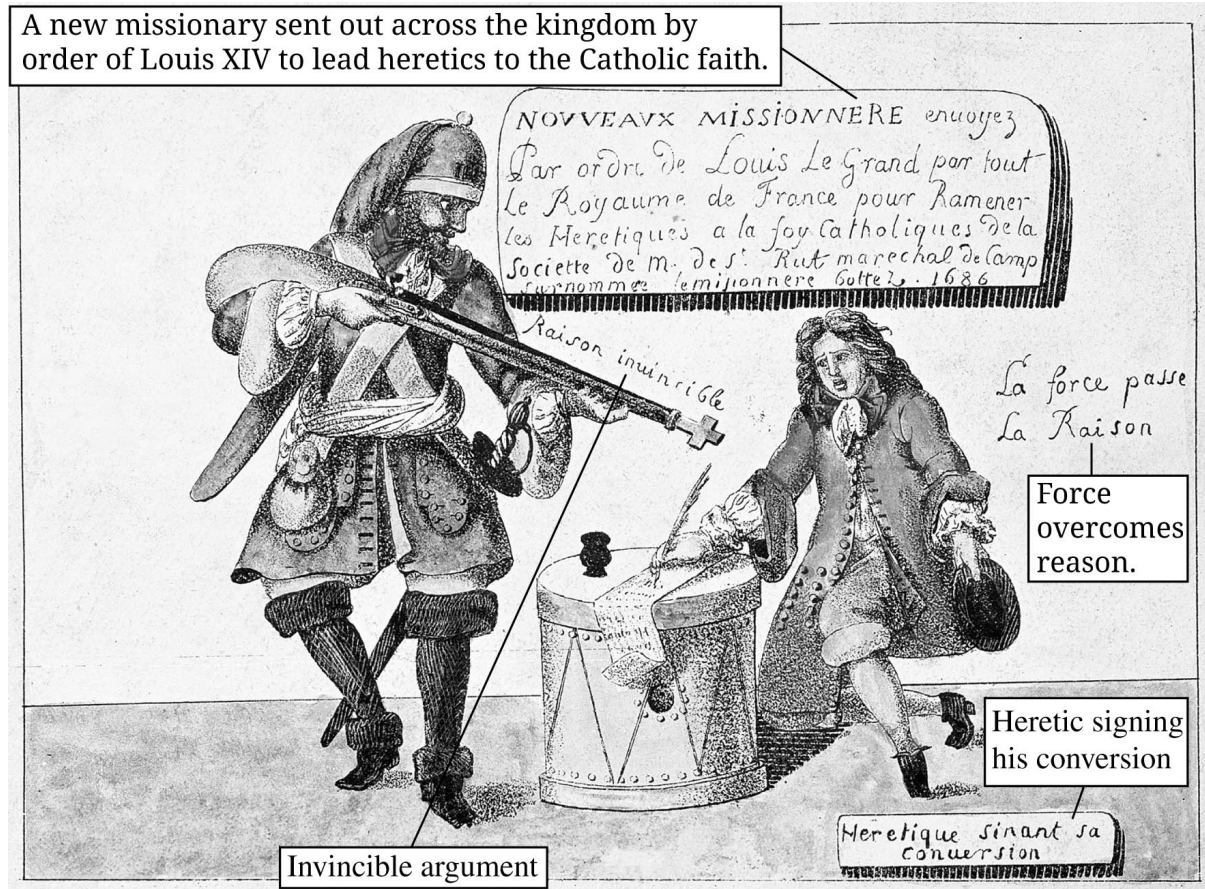
“The Paris department store [of the mid-1800s] was preeminently the ‘world of women,’ where women were encouraged to find their life’s meaning in consumption and where they increasingly found a role in selling as well. Thus, the department store played a highly significant role in the evolution both of contemporary society and of women’s place in that society.

The buyer’s desire for certain items was created through the tactics of large-scale retailing: publicity [advertising], display of goods, and low prices. The low markup of the large stores allowed lower prices and helped attract crowds of customers from throughout the city. The department stores could not simply depend on the traditional bourgeois clientele of smaller shops and so had to attract customers from among the petite bourgeoisie [lower middle class] by catering to their budgets and their passion for spending. Thus, the department stores brought increasing numbers of people into contact with modern consumer society.”

Source: Theresa M. McBride, American historian, scholarly article, 1978

1. Respond to parts A, B, and C.

- A.** Describe the main argument made by the historian in the excerpt.
- B.** Describe a relevant historical context for the development discussed in the excerpt.
- C.** Explain one way that the development discussed in the excerpt affected European society.

“The Missionary Soldier,” French Protestant Cartoon, 1686

Bridgeman Images

2. Respond to parts A, B, and C.

- A.** Describe a likely purpose of the cartoon.
- B.** Describe a relevant religious context for the cartoon.
- C.** Explain one way that the development of the French monarchy in the 1600s led to the type of actions depicted in the cartoon.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

3. Respond to **parts a, b, and c.**

- a. Describe one similarity between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- b. Describe one difference between Portuguese and Spanish overseas expansion in the period 1450 to 1650.
- c. Explain one reason why the rise of new colonial powers such as England, France, and the Dutch Republic led to conflicts in the 1600s and 1700s.

4. Respond to **parts a, b, and c.**

- a. Describe one difference between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- b. Describe one similarity between challenges faced by democracies in Europe in the interwar period (1919 to 1939) and challenges faced by democracies in Europe in the post-Second World War period (1945 to 1989).
- c. Explain one reason why democracy spread in Europe in the period 1975 to 2000.

END OF SECTION I