

“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.

EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“In the exhilarating period between the years 1600 and 1700, . . . empirical inquiry evolved from the freewheeling, speculative frenzy [of previous centuries] into something with powers of discovery on a wholly new level. . . . [This was] a regimented process that subjected theories to a pitiless interrogation by observable evidence, raising up some and tearing down others, occasionally changing course or traveling in reverse but making in the long term unmistakable progress.

[The new method] permitted nothing but matters of explanatory power, nothing but a theory’s ability to account for the observable, to determine the course of scientific argument. Theology, philosophy, even beauty [became] strictly off limits. Scientists, if they chose to dispute, were obliged to do so in the empirical manner.”

Source: Michael Strevens, *The Knowledge Machine*, 2020

1. Using the excerpt, respond to **parts a, b, and c**.

- a. Describe an argument made in the excerpt.
- b. Explain how one piece of historical evidence not in the excerpt would support an argument about science made in the excerpt.
- c. Explain one way in which the change discussed in the excerpt affected European society in the period 1600 to 1800.

EUROPEAN HISTORY

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“The republican ideal of virtue was based on a notion of fraternity between men in which women were relegated to the realm of domesticity. Public virtue required virility, which required in turn the violent rejection of aristocratic degeneracy and any intrusion of the feminine into the public. . . . Through their rejection of [Marie Antoinette] and what she stood for, Republican men could reinforce their bonds to one another. . . .

[Marie Antoinette] was perhaps also an object lesson for other women who might wish to exercise through popular sovereignty the kind of rule that the Queen had exercised through Royal prerogative. The Republican brothers who had overthrown the King and taken upon themselves his mantle did not want their sisters to follow their lead.”

Lynn Hunt, American historian, article published in 1991

1. Using the excerpt, respond to **parts a, b, and c**.

- Describe an argument the author makes in the excerpt about the French Revolution.
- Describe a development prior to the French Revolution that influenced the views on the role of women described in the excerpt.
- Describe a development of the late 1900s that may have influenced the author’s perspective.

“I declare that my religion does not allow me to take an oath such as the National Assembly requires; I am happy and I even promise to watch over . . . the faithful of this parish who are entrusted to me, to be true to the nation and the king, and to observe the Constitution decreed by the National Assembly and sanctioned by the king.

I recognize no superior and other legislators than the pope and the bishops; you Christians would certainly not wish to be led by a nonbeliever and I would be such a one if I had had the cowardice to take an oath such as the National Assembly requires. According to our faith, the sovereign pontiff is not only at the center of Catholic unity and has primacy of honor in all the Church, but he also has primacy of jurisdiction. Is it not refusing him this primacy of jurisdiction in France to forbid the entire Church and all French citizens to recognize his authority and his jurisdiction?

By taking this oath, I would have sworn no longer to recognize our holy father the pope and head of the Church, or the bishops as its governors. . . . I believe that my confidence in refusing the oath will be an example for any of you who choose to lose your possessions, your fortune, even your life if necessary, rather than abandon your faith, your religion and offend your God.”

Source: Declaration by J. A. Baude, a French parish priest, 1791

2. Using the excerpt, respond to **parts a, b, and c**.

- Describe a likely audience of the declaration.
- Explain one way in which the declaration reflects a development during the French Revolution.
- Explain one effect after 1791 of ideas such as those expressed in Baude’s declaration.