

“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.

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**.

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