Question 5

Compare and contrast the social and economic roles of the state in seventeenth- and eighteenth-century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.

9–6: Stronger
- Has a clear, well-developed thesis.
- Is well organized.
- Addresses the terms of the question.
- Supports the thesis with specific evidence.
- May contain minor errors; even a 9 need not be flawless.

*Indicators for 9–8*
- Essay covers both time periods and both roles.
- Stronger essays may concentrate on capitalism, socialism, or communism in later time period.
- A strong essay that focuses on theoretical issues or generalizes without giving abundant factual evidence may be placed in this category.
- Thesis may emerge from the contents or appear at the end.

*Indicators for 7–6*
- Essay covers both time periods and both roles.
- An essay that covers both halves of the question but slights either economic or social issues in one time period may be placed in this range.
- Thesis may emerge from the contents or appear at the end.

5–4: Mixed
- Contains a thesis, perhaps superficial or simplistic.
- Uneven response to the question’s terms.
- May contain errors, factual or interpretive.

*Indicators*
- Attempts to answer both halves of the question.
- May focus almost entirely on one time period with only vague information about the other.
- May discuss either economic or social issues in both time periods.

3–0: Weaker
- Thesis is confused, absent, or merely restates the question.
- Misconstrues the question or omits major tasks.
- May contain major errors.

*Indicators for 3–2*
- May answer only one half of the question.
- May contain only information outside of time periods—French Revolution, Fascism.
Indicators for 1–0

- Essays scored 0 or 1 may attempt to address the question but fail to do so.
- May include only one or two solid points of evidence.
- May contain a number of serious errors.
- Even a zero may contain pertinent information.
Question 5 Historical Background

Most of the major texts scatter information about the seventeenth to eighteenth centuries through several chapters. Social and economic information is interspersed with politics, as can be expected. Information on the post–World War II era is usually in at least two chapters with the fall of the Soviet Union being the general demarcation between chapters.

The focus of the question for the first time period is public order, social hierarchy, and mercantilism resulting in warfare and protectionist economies; for the second time period it is individualism, the welfare state, the growth of the super state (European Union), and/or the dismantling of the Communist system.

A summary of the information found in the most complete texts is included below.

1. Kagan, Ozment, Turner *The Western Heritage*

Chapter 13 discusses the rise of England and France into parliamentary monarchy and absolutism, respectively. Social, religious, and economic issues are covered. Mercantilism is explained. Chapter 15 mentions the development of the Dutch Republic as an urban, tolerant, and prosperous commercial society whose power declined in the early eighteenth century, but whose role in international financial affairs preserved its standing to some extent. The development of the corrupt English electoral system is mentioned, as are both financial bubbles in England and France. The Ottoman Empire, Poland, and Prussia are touched on. Chapter 16 discusses the major features of old regime life in both England and France, comparing nobility, peasantry, and the family economy before industrialism. Chapter 17 is a detailed discussion of the effects of mercantilism and the plantation system.

For the post–World War II era, chapter 30 has a political focus, although things like the suppression of churches in the Soviet Union, collectivization, and domination of education are mentioned but not in detail. Khrushchev’s retreat from Stalinism toward consumer goods and decentralized economic planning is briefly covered. Eastern European protests are mentioned but again mostly politically. Chapter 31 focuses on Western Europe, covering population trends, the development of the welfare state, feminism, and the development of a consumer society.

2. Kishlansky, Geary, O’Brien *Civilization in the West*

Information in this text is condensed. Chapter 16 discusses the origins of absolutism vs. the English Revolutions of the seventeenth century. The religious right to resist is mentioned, as is the theory of society as a covenant espoused by Milton (and later philosophes). Absolutism is regarded as the “zenith” of the royal state, and Peter the Great as an Eastern absolutist is mentioned. Chapter 17 discusses science and the rise of the mercantile philosophy. The development of worldwide commerce is discussed: new banking methods, new products, mercantilism, and tulipmania in the Netherlands are covered. Chapter 18 discusses the evolution of the eighteenth-century British state and the creation of its international trading empire set against the wars of the century, which are seen as largely commercial. Chapter 19 shows the effects of this change: enlightenment thinking; the rise of intellectual cultural pursuits like opera, salons; and the increasing wealth, which created a top-heavy society. The bourgeoisie is mentioned, as is European urbanization. Companionate marriage and the change of family life are portrayed. New products, including those that harmed (gin), are mentioned.

Chapter 29 covers the post–World War II period. The focus of the chapter is economic recovery and the development of the welfare state; there is the relevant political information, but this text does not spend as much time on politics as it does on things like the rise of youth culture, the sexual revolution, women at
work, and consumer economics. Chapter 30 covers the end of the Cold War, discussing in some detail the
Soviet economy and the grassroots protests in Eastern Europe.

3. Palmer, Colton, Kramer *A History of the Modern World*

This text is focused on political developments with some recent additions of social issues. It first looks at
France in chapter 4, then the Netherlands. Religious toleration in the Netherlands is mentioned as is the
banking system. The discussions of both the Stuart monarchies and the development of absolutism are
almost wholly political in nature. Versailles and Colbert’s economic and social policies are discussed.
Chapter 5 contrasts with Eastern European developments. Chapter 7 talks about the elite and popular
cultures, the developing eighteenth-century global economy, and the resulting economic rivalry, which
culminated in the Peace of Paris of 1763. Health issues, etiquette, and some entertainment issues are
discussed, as is Carnival. An excellent selection of art complements the discussion.

For the post–World War II period, there is some emphasis on the economic and political reconstruction of
Western Europe and the growth of the welfare state. Britain’s Labour government and its issues as well as
the French Republics are covered. The development of a global economy in the 1960s and ’70s ends the
parameters of this question, and finding information about Russia’s breakdown or other pertinent issues
becomes difficult because of the global focus of the end of the book.

4. Spielvogel *Western Civilization*

Chapter 14 covers the discovery of the New World through the development of the mercantile system and
empire building. Chapter 15 talks about state building and gives a bit of brief information about social
trends, witchcraft, and population increases, etc. French absolutism is covered in detail, and all states are
at least touched on in some fashion, including Sweden. The development in England of limited monarchy
is briefer, but there is some information about European culture, concentrating on art and theater. Chapter
18 covers the European states in the eighteenth century and talks of economic expansion and social
change.

The last two chapters in the book talk about the post–World War II era—the Cold War and the end of
colonialism take center stage. All the major states are covered briefly, with criticism of their systems, the
creation of the welfare state, the new culture of youth protest, and women’s liberation. Here, too, the focus
is political, but there is some discussion of popular culture.


Chapter 16 introduces Baroque art, social changes, urbanization. Chapter 17 covers the European state
system with a detailed explanation of French absolutism, Eastern absolutists, and the English system. On
England, text emphasizes growth, stability. Chapter 18 analyzes “The Wealth of Nations” and includes
industry, agriculture, and empire building. As a contrast, eastern European serfdom is detailed.
Mercantilism and the beginning of the British Empire end the chapter. Chapter 19 on the Enlightenment
has information about religious toleration developing and the new culture of travel, reading, art,
magazines, schools, and recreation.
Postwar issues are covered in a chapter devoted to the war itself and focus on the East–West split. There is some information on the development of the British welfare state, the Soviet Union under Stalin, and France, but not much. The final chapter in the text focuses on the last 40 years of the century, again very briefly.
In the 16th and 17th centuries, mercantilism and strict social classes flourished. After the Second World War, a lack of class boundaries reigned supreme in the West, whereas the East was under Soviet control behind the Iron Curtain.

In the 17th and 18th centuries, Europe maintained strict social classes, especially in France. At that time, the Ancien Régime was in control and the existing classes were the nobles, peasants, and the monarchy. When Louis XIV was in power, the system of mercantilism was established by Colbert centering around the ideas that a nation should export what it did not import and that the government should take control of the economy, mercantilism became the main economic system used in Europe. Off the continent, England began its Industrial Revolution in 1750s, allowing for the beginning of capitalism and the growth of cities. In the cities grew new classes, the middle and working class. However, classes were still very divided. These changes would not hit the continent until 1815.

After World War II, things were very different. East and West Europe were divided, reflecting both the social and economic aspects of life. The East was ruled by the USSR, the communist country that wanted to control the East as such. Behind the Iron Curtain, there were still class divisions, though it was a "Communist" country. There was the ruling elite, who imported BMWs from Germany.
and then there was the working class, who were lucky to have any gadget other than a radio. Both men and women were treated as equals; not because people believed it, but rather to get the women to work to increase production. Although they were a communist state, not everyone—especially non-Russians—wanted to be a part of the USSR. Revolts, such as Prague Spring in Czechoslovakia in 1968, were violently put down by Brezhnev as an attempt to weaken the power of communism. It was not until 1989 that people behind the Iron Curtain got to experience Western life. Not only were the East Europeans blocked off from the Western Social style, they also used communism as their economic style. With the collectivization of farmlands and complete government control of the economy, as it is dictated in Marxist doctrine, people of East Europe were very oppressed.

In the West, there were many contrasts to the 17th and 18th century and to their Eastern Neighbor. Westerners used Capitalism, the system created by Adam Smith in his book The Wealth of Nations. Capitalism allowed people to make a profit and didn’t have government interference; ideals not shared with communism and mercantilism. Other economic theories, such as Thatcher’s Supply Side Economics, were also used. Western society exhibited a great deal of social freedom...
as the century went on, the disappeared even more, due to education. The state lost the social control of the state after WWI. New movements such as the Youth Culture movement—with the music of The Beatles—and the second wave of feminism gave more rights to the people. For instance, the Protests of 1968 in Paris gave students more power in universities and shook the power of de Gaulle and his Fifth Republic. The Second wave of feminism, with writers such as de Beauvoir and Friedeman, gave women more rights, such as equal work for equal pay and more options in contraception. It is interesting to see how the government affected the 17th and 18th century social and Eastern modern era social classes, where it had no real power in the West.
"I am the state," said the Sun King Louis XIV of France. Before 1789, the year French Revolution erupted, the state was usually one or few persons was under their will, and existed for their good. However, after WW II, the social and economic roles of the state were to benefit the majority of people in the state.

A classic example of an absolutist state before 1789 would be France. Louis XIV's grand-scaled palace in Versailles was possible because a millions of peasants and bourgeoisie worked and paid taxes. He wasn't interested in social welfare and how his people were doing economically. All the money France as a nation was making through Colbert's system of mercantilism went to the king's and few nobles' pockets. The state, or the king, took from the people, but rarely gave back any. Instead, he formed a social structure that poor gets poorer. The state defined people as peasants, middle class, or nobles.

On the other hand, after WW II, state was people. People still paid taxes, but it gave back when they were old and needed help, in none
of social welfare service. England covers all the medical
insurance for all its citizens. Other leading European
nations established similar forms of social security
system. The state did not “define” people anymore.
Unless one was in socialist, totalitarian or nation,
he or she could pursue their goal or dreams.
This was given by constitutions of many nations,
namely France. The people
changed the laws to create a kind of society
they wanted. Revolutions in Eastern Europe in
1980’s show how badly people wanted such rights
and practically all of Europe became such way.

The thing that has not changed. However, it
hasn’t changed that state combined and unified
all people in the state. State in 17th and 18th
centuries had relatively loosely unified group
with some people forcefully joined to the state,
when their land was annexed. In modern days,
we see states with different people because of
immigration, for greater economic and social
condition, people immigrate to other nations.
No longer, state is just where you happen to
be born. It is where you want to be in many
cases. Rising immigration rate in 1980’s and 90’s
States in both before 1989 and after were grouped people under one name. Before 1989, it was rather forceful, and had less economic and social freedom for majority of the people. The state defined their economic and social conditions. But after 1989, it was people who formed state and make difference in its, and also their, social and economic situation.
Seventeenth and eighteenth century
Europe's social and economic roles by the
state are dramatically different than those
after WWI.

"I am the state." - Louis XIV of France.
Absolutism of rule was the dominant
feature that shapes the seventeenth
and eighteenth centuries. Monarchies
ran by divine right, not actual leadership
skills. Many kings ran their countries into
the ground, squandering money on
pointless whims. George III of England
levied taxes on his colonies in the sprees
of influence in America just paying for his
troops that did not need to be there.
Taxing of peasants, whom could not afford
it led to an economy of poverty and debtors.
Jean-Baptiste Colbert under Louis XIV was
a financial genius, but still could not hide
Louis XIV of his debt because of his lavish,
ever-changing taste. In the seventeenth
century, many of the rulers were still
tied to the Church, the English to the
Church of England, and the Holy Roman
Empire to the Catholic Church and Pope.
With churches still in power connected to the state, they oppressed other religious and religious groups, sending the countries into economic turmoil. The Thirty Years' War and its four phases devastated Europe as the Catholics and Lutherans killed thousands. The Swedish leader, a Protestant, Gustav Adolphus was killed, and left Sweden battered into a corner by the Catholics. The 17th and 18th centuries riddled with religious turmoil. The War of the Three Hens in France, Henry of Bourbon (Bourbon) eventually becoming king, as the French families battled for the throne. Corruption that was what the 17th and 18th centuries well.

After World War I, most of Europe was left in economic prosperity, including Germany. Britain was and still is under a constitutional government. None of the European "power players" had a monarchy alone. Most had joined republics. After World War II, Europe and other nations were involved in the League of Nations, as well as the UN, in order to keep
Economic prosperity in Europe.
The State was no longer absolute, but was elected by the people.
But after World War II, the state had to help clean up the economic devastation it had caused, by sending money and aid to trampled countries in Eastern Europe.
Now the people have a say in what laws will be passed to infringe upon them. The state no longer controls everything. The people do.
Overview

This question tested students’ ability to recognize the similarities and differences in economic and social roles between the state in Old Regime Europe and the postwar European welfare state. Students could approach this question through an examination of the social and economic functions performed (or expected to be performed) by national governments in both periods.

Sample: 5A
Score: 8

This essay covers all parts of the question but contains minor errors in its discussion of post–World War II events by referring to laissez-faire economics and asserting that the states lost social control, and class barriers were eliminated. These minor errors prevented the essay from receiving the full 9 points.

Sample: 5B
Score: 4

This essay covers the first half of the period adequately but barely mentions post–World War II social issues. Economic developments in postwar Europe are hinted at, but discussion is inadequate. The student thinly answers three-quarters of the question, thus qualifying the essay for a score of 4.

Sample: 5C
Score: 2

This essay represents a low-scoring sample because the student mixes up the time periods and concentrates exclusively on political developments. A few simple points are made here, but there are numerous errors.