

AP[®] WORLD HISTORY

2008 SCORING GUIDELINES

Question 3—Comparative

BASIC CORE (competence)

0–7 Points

1. Has acceptable thesis.

1 Point

- The thesis must address EITHER similarities OR differences in the emergence of nation-states in nineteenth-century Latin America AND that of nation-states in EITHER sub-Saharan Africa OR the Middle East in the twentieth century.
- The thesis must be explicitly stated in the introduction or the conclusion of the essay.
- The thesis may appear as one sentence or as multiple sentences.
- A thesis that is split among multiple paragraphs or merely restates the prompt is unacceptable. For example, “There were many similarities and differences . . .” is not acceptable.
- Discussion may include nation-states as political as well as religious, cultural, or legal entities.
- The thesis CANNOT count for any other point.

2. Addresses all parts of the question, though not necessarily evenly or thoroughly.

2 Points

- Students may use one or more countries per region as examples.
- Students may discuss specifics about a region without mentioning a particular nation-state.
- The essay must focus on emerging nation-states, but discussion may include nation-building.
- Students need not cover the entire time period but should compare relevant time periods.
- For Latin America, students may write about the long nineteenth century (1750–1914).
- The twentieth century is 1901–2000.

For 2 points:

- BOTH a similarity AND a difference in the emergence of nation-states in the TWO regions are addressed.

For 1 point:

- EITHER a similarity OR difference in the emergence of nation-states in the TWO regions is addressed.

3. Substantiates thesis with appropriate historical evidence.

2 Points

For 2 points:

- Provides at least **four pieces of specific evidence** that support the emergence of nation-states with at least ONE example from EACH region.

For 1 point:

- Provides at least **three pieces of specific evidence** that support the emergence of nation-states with at least ONE example from EACH region.

4. Makes at least one direct comparison between or among societies.

1 Point

- Makes at least ONE direct, relevant, and factually correct comparison between the regions about the emergence of nation-states.

5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.

1 Point

- Analyzes at least ONE relevant reason for a similarity or a difference between the regions concerning the emergence of nation-states.

(Must be an expansion of core points 2, 3, or 4.)

Subtotal

7 Points

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Question 3—Comparative (continued)

EXPANDED CORE (excellence)

0–2 Points

Expands beyond basic core of 1–7 points. A student must earn **7** points in the basic core area before earning points in the expanded core area.

Examples:

- Has a clear, analytical, and comprehensive thesis.
- Addresses all parts of the question (as relevant) thoroughly and evenly: comparisons, chronology, causation, connections, themes, interactions, content.
- Provides ample historical evidence to substantiate thesis.
- Relates comparisons to larger global context.
- Makes several direct comparisons consistently between or among societies.
- Consistently analyzes the causes and effects of relevant similarities and differences.

Subtotal

2 Points

TOTAL

9 Points

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~~De~~ Decolonization came in 2 waves. First ~~the~~ beginning in the early 19th century in the Western Hemisphere and second ~~the~~ after the World War in the Eastern Hemisphere. Because of their previous status as colonies of Western Europe the emergence of Nation States in the Middle East and Latin America were similar, but their times and nature of colonization cause differences.

In both the Middle East and Latin America, charismatic revolutionary leaders were instrumental in the emergence of nation-states. In Latin America Simón Bolívar led independence movements in several different countries and was a fiery speaker on the need for independence. He had such a profound impact on nation-building in the region that he's now known there as "The Liberator" and the country of Bolivia is named in his honor. In the Middle East Nasser, a charismatic young officer in the Egyptian army gained power over his country through a ~~political~~ military coup and soon asserted his nation's status as independent and a regional power. He appealed to Pan-Arabism and the concept still has tremendous influence in the region. This devotion to demagogic revolution is present in both ~~regions~~ ^{regions} because of a human impulse to hero worship. Nasser secured the Egyptian "Middle Eastern" identity through his action in taking the Suez Canal from England and France.

In both periods of nation ~~with~~ ^{independent} states emergence the colonial powers had large domestic concerns that either

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diminished their capacity or willingness to fight to hold their colonies. At the time when Latin America's nation states were forming the colonial powers were wrapped up in the Napoleonic wars and thus could not send a strong military presence to quell the revolt. The Middle Eastern nation-states began forming after World War I when the powers of Europe could barely sustain domestic concerns much less control empires and were glad to see their colonies leave. This similarity is due to the fact that the emergence of nation states in each region was also a decolonization thrust and thus is most easily accomplished without colonial interference.

Nation-states in Latin America, more or less, reflect the cultural and ethnic divides in the region ~~that~~ ^{unlike} in the Middle East where national boundaries are formulated by national resources. For instance, the modern state of Iraq is made of at least three ~~or~~ ^{or} distinguished cultures and ethnic groups, but is due concentration of oil. This is due to how the borders were created. Since Latin America "took" its independence and the Middle East was "granted" it, Latin America's borders reflect Latin American interests and Middle Eastern borders reflect European interests.

The world has been home to numerous empires over the centuries, and in the nineteenth and twentieth centuries, decolonialism and the collapse of empires has also occurred. Latin America and the Nations of Sub-Saharan Africa have had similar processes of independence and experiences with new nations, but there are also differences.

The independence processes of Latin America and Sub-Saharan Africa have involved similar situations. The most obvious similarity is that the new nations formed by breaking away from European colonial domination and imperialism. Latin America broke away from Spain except Brazil which broke away from Portugal. In Africa, nations broke away from many European nations including most notably Britain and France. Important individuals were major contributors including Simon Bolivar in Latin America, Kwame Nkrumah in Ghana, and Jomo Kenyatta in Kenya. The revolutions were also quite violent in many cases although not all. Spanish colonies had a violent independence following war with Spain while Brazil broke away peacefully. Ghana had peaceful independence while Kenya had civil war. Similar patterns existed for all independence movements.

After independence similar styles of society emerged in Latin America and Africa. ~~It~~ including good and bad. Many nations were ruled by social elites such as Creoles in Latin America and whites in South Africa.

and Kenya. This led to violence and instability. Mexico went through multiple constitutions and revolutions including dictatorships such as Santa Anna. Similar problems plagued the rest of Latin America. Kenya had civil war following independence, the Congo (Zaire) became ruled by a dictator, and South Africa was under Apartheid. Governments were corrupt in both regions. Economic patterns arose. A few nations such as South Africa, Chile, and Argentina had up looking economic futures, but most were bleak, foreign dominated, and showed the legacy of imperialism.

Differences were also present. Latin America faced (U.S.) American political ~~///~~ influence and economic domination while sub-Saharan Africa faced European influence and domination. Also, Latin America partitioned itself into nations while Africa was divided by the Europeans. The European's poor choice of borders is a plague in Africa the Latin America ~~///~~ is unaffected by.

Both during and after the revolutions for independence in Latin America and ~~///~~ Sub-Saharan Africa, political, economic, and social issues have been similar and different.

The emergence of nation-states throughout the world has been a long and difficult process. New nations have to face a plethora of issues while establishing itself. Sovereignty, independence, borders, government, economy, food production, currency, capital, and international relations all play a part, just to name a few. In Latin America in the 1800's and Sub-Saharan Africa in 1900's, however, groups decided to take up this challenge.

Latin America had been the subject of intense slave labor for years. Africans were shipped over as if they were cattle for years just to work on plantations of sugar cane and spices. These numbers grew as did their owners' profit while their quality of life decreased. There is a point in every society that if it is reached, people will stand for it and change will occur. Latin America reached that point and the revolutions began. It started in Haiti where the French Government, along with slave owners were overthrown. The spirit of revolution spread soon enough and, with the help of such people as Simón Bolívar, countries were emerging from their colonial shells. Though difficulties were not uncommon, they were expected as new governments came into being. A century later, that same fervor would spread across the Atlantic to Africa.

Sub-Saharan Africa had previously been split up by Europe like greedy children splitting a stolen pie. Africans were colonized, and though not made slaves, their economies were controlled by Europe as a way to manipulate the work force into doing what the Europeans wanted them to do.

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So, when forming their own nation-states, Africans did not have to throw off the same shackles as their Caribbean descendants, but had to fight off overlords none the less. The view of European control had been weakened during the First World War, especially in Britain's colonies, when they saw that they were not invincible. The battle at Gallipoli was a lynchpin in this revolution, as hundreds of Australian troops fighting for Britain were mowed down by the Ottomans. When the colonies realized that their European rulers weren't what they talked themselves up to be, they knew they had a fighting chance. Though they were under European domination, it didn't mean that their plight was impossible to change.

When arising to nation-state status, a country has to consider too many things to count. When Latin American and African regions finally found the strength to throw off their oppressors' bonds, they began the tender, drawn-out process of finding sovereignty, a right which everyone, every region, and every country has.

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2008 SCORING COMMENTARY

Question 3—Comparative

Overview

The comparative question asked: “Compare the emergence of nation-states in nineteenth-century Latin America with the emergence of nation-states in ONE of the following regions in the twentieth century.

Sub-Saharan Africa
The Middle East”

The question directed students to compare the *emergence* of the nation-states, not to compare long-term nation-building. Many students focused on the latter.

Sample: 3A

Score: 9

The thesis is the last sentence of the first paragraph, and it addresses both similarity and difference (1 point). Similarities and differences are considered throughout the essay (2 points). The student provides rich evidence for both Latin America and the Middle East (2 points). A direct comparison of a similarity occurs at the beginning of the second paragraph and in other places as well (1 point). The student analyzes reasons for similarities and differences in the second, third, and fourth paragraphs for both Latin America and the Middle East (1 point). In addition to substantial evidence throughout the essay, the analysis of reasons for similarities and differences is extensive and of high quality (2 points).

Sample: 3B

Score: 5

While a thesis is attempted in the first paragraph, it is too vague and thus inadequate. The concluding paragraph does not include an adequate thesis either. A similarity (in the second paragraph) focuses on the break from “European colonial domination” in both Latin America and sub-Saharan Africa (1 point). An attempt is made to delineate a difference in the fourth paragraph, but it is uneven and vague and thus not acceptable. Although some of the evidence is concerned with nation-building as opposed to the emergence of nation-states, there is enough relevant evidence for both Latin America and sub-Saharan Africa (2 points). Direct comparisons are discussed in the second and third paragraphs (1 point). The student analyzes similarities in the third paragraph (1 point).

Sample: 3C

Score: 2

A thesis is attempted at the beginning of the essay, but it does not address the question and is therefore unacceptable. The student does not provide a suitable similarity or difference. There are two pieces of evidence that support the emergence of nation-states in Latin America and two pieces of evidence that support the emergence of nation-states in sub-Saharan Africa (2 points). No acceptable direct comparison of the emergence process in the two regions is included, and the student does not analyze a reason for a similarity or a difference.