

# **AP® EUROPEAN HISTORY 2011 SCORING GUIDELINES**

## **Question 3**

**Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works.**

### **9–8 points**

- Thesis is explicit and responsive to the question, addressing all tasks of the question.
- Organization is clear, consistently followed, and effective in support of the argument.
- Essay addresses all tasks suggested by the question (comparison of Enlightenment and Romantic views of nature, contrast of Enlightenment and Romantic views of nature).
- Major assertions are supported by development of at least one Enlightenment figure and/or works **and** at least one Romantic figure and/or works.
- Essay may contain errors that do not detract from argument.

### **7–6 points**

- Thesis is explicit and responsive to the question.
- Organization is clear and effective in support of the argument.
- Essay addresses all tasks suggested by the question (comparison of Enlightenment and Romantic views of nature, contrast of Enlightenment and Romantic views of nature).
- Major assertions are supported by discussion of one Enlightenment figure and/or works **and** one Romantic figure and/or works.
- Essay may contain an error that detracts from argument.

### **5–4 points**

- Thesis is explicit but not fully responsive to the question; may contrast views of nature without providing a relevant comparison.
- Organization is clear in support of the argument but may wander off task.
- Essay fails to address all basic tasks of the question; analysis may be simplistic.
- Most of the major assertions are supported by relevant evidence; may provide contrast in views about nature without providing a relevant comparison; may provide general treatment of either the Enlightenment's or Romanticism's views on nature; or may conflate views on nature of the Scientific Revolution and the Enlightenment without discussion of the latter.
- Essay may contain a few errors that detract from argument.

### **3–2 points**

- Thesis may be explicit but fails to address the tasks of the question.
- Organization may be ineffective in addressing the tasks of the question.
- Essay neglects most major topics suggested by the prompt.
- Few or no assertions are supported by relevant evidence; may offer a superficial or generic discussion of individuals and/or works associated with the Enlightenment and Romanticism.
- Essay may contain several errors that detract from argument.

### **1–0 points**

- Thesis may be erroneous or absent.
- Organization is ineffective in addressing the tasks of the question.
- Essay may not demonstrate understanding of either period beyond certain generic terms or phrases.
- Little or no supporting evidence is provided.
- Essay may contain numerous errors that detract from argument.

# **AP® EUROPEAN HISTORY 2011 SCORING GUIDELINES**

## **Question 3 (continued)**

### **Historical Background**

#### **Scientific Revolution**

- Credited with providing a new understanding of the natural world; textbooks explicitly connect the Scientific Revolution to the Enlightenment. Some texts place material for the two periods within the same chapter.
- Textbooks provide detailed description and analysis of the medieval worldview and its eventual modification and rejection, beginning with Copernicus and continuing through Brahe, Kepler, Galileo and Newton. The developments in astronomy were paralleled with acceptance of a new methodology for the investigation of the natural world (scientific method). One textbook explicitly asserts that Bacon's objective in promoting the new methodology was the conquest of nature for the benefit of humanity.
- The thinkers of the eighteenth century (philosophes) are credited with the application of reason to the study of human society. Some authors point out that Enlightenment thinkers accepted the mechanistic model of the universe formulated by natural philosophers like Bacon, Descartes and Newton.
- Textbooks place John Locke in a number of contexts. His *Essay on Human Understanding* (1690) suggested that people are molded by experience; they are “blank slates” (*tabula rasa*) whose natures are shaped by the physical environment.
- Some textbooks identify Newton and Locke as important influences on Enlightenment thinking. Newton is credited with providing an explanation for the universe without divine intervention; discussion of Locke ranges from political and religious ideas to explanations of human character.
- The ideas of Newton and other natural philosophers found a wider audience among the educated elite through the royal societies established with state support, salons, popularization texts and coffeehouses.

#### **The Enlightenment**

- Central ideas:
  - Natural laws — universal principles governed nature and human society.
  - Mechanical, mathematical model of the natural world:
    - Voltaire is given credit by some authors for championing Newton's ideas on the continent.
    - Many textbooks mention Emilie de Chatelet as a popularizer of Newton's works.
    - *The Encyclopedia* (1751–1772) — compilation of scientific knowledge; focus was on practical application of human knowledge.
  - Deism — God was regarded as the creator of the universe who set the cosmos in motion and then did not interfere.
  - Range of views regarding human nature:
    - Rousseau — *The Social Contract* (1762) — taught that man was born good but corrupted by society. Rural life was superior to urban life. Rousseau claimed that many of his most important ideas came while walking in the country.
    - Voltaire, Hume, Condorcet, Beccaria and d'Holbach are also mentioned in the context of Enlightenment views on human nature.

# **AP® EUROPEAN HISTORY 2011 SCORING GUIDELINES**

## **Question 3 (continued)**

### **Historical Background (continued)**

#### **Romanticism**

- Rousseau is sometimes identified as a precursor or an inspiration to Romantic thinkers and artists.
- Texts usually define Romanticism as a reaction to the Enlightenment or classicism; no consensus exists on the extent of the reaction.
- Central ideas:
  - Primacy of feeling over reason.
  - Fascination with nature — described as “awesome and tempestuous,” a source of spiritual inspiration, mysterious, “unruly,” inspiring feelings of awe and dread.
  - Pantheism — some Romantics associated nature with the divine.
- Artists:
  - William Wordsworth is the most commonly used example of a poet whose work was inspired by his reverence for the natural world. Mary Shelley’s *Frankenstein* is described in one textbook as a warning against the consequences of challenging the natural world. The brothers Grimm collected folk tales of the German peasantry. William Blake and John Keats also appear as poets deeply affected by the power or the mystery of nature.
  - Textbooks provide examples of paintings by Friedrich, Turner and Constable to illustrate Romantic attitudes toward the natural world.

The Enlightenment and the Romantic periods of history both took into account nature in similar and different ways. While the Enlightenment was a period that ~~had~~ studied human nature and interactions very strongly, the Romantic period looked at the ~~traditional~~ traditional ideas of nature and man's place in its vastness. So while both looked at mankind, their approaches and emphasis were vastly different.

To begin with, the Enlightenment period ~~came~~ was ruled by logic and skepticism, always looking for the answers through reason. Deism was popular because it said God made the world and then left it alone, like a great ticking clock. This viewpoint is due to the fact that the Enlightenment ~~came~~ after the Scientific Revolution, which tore apart and analyzed the aspects of the universe starting with the heliocentric works of Copernicus and continuing to the ~~works~~ of physics and calculus of Isaac Newton. The dissection of nature also led to the Enlightenment discussions on human nature in salons all over France and in some of Western Europe. Voltaire wrote satires of how humans act around each other, specifically Candide, Locke and Hobbes.

wrote on their ideas of ~~Rousseau~~, humanity's corrupt nature and how government should protect "life, liberty and property." Jefferson, an American Enlightenment man, wrote the Declaration of Independence from the principles of humanity and its relations to government. And Rousseau, ~~the~~ discussed how humanity needs to put aside its individual desires for the good of the many. All of these men as well as other men and women discussed the logical notion of human nature and how this has consequences on society. Logic and reasoning was central to their ideas, which sets them apart from the Romantics.

By contrast, the Romantics, instead of trying logic expressed both nature and humanity's place in it by emotion. Painters like Delacroix, ~~and Gustave Courbet~~ showed huge amounts of emotion in their paintings. Landscapes were very popular and if there was a person depicted, they were secondary to the overarching theme of nature's power, danger, and beauty. Delacroix's horse paintings for example showed action and motion with quick, blended brushstrokes and bold and bright colors. The horses (nature) are the center of attention, eyes flashing and hooves stamping, while the people are ~~disconnected~~

3A - 3

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dwarf-like and dark beside them. Often terrifying, other Romantic artists capture similar scenes of shipwrecks and storms, where the humans are dwarfed by their immensity. The writers of this period became very introspective and thought about their place in the universe. In a piece titled Reflections one such author speaks of his life and how simple it was and unimportant in the grand scheme of things. This theme continued and set it apart from the Enlightenment.

~~The Enlightenment~~

So, while both the Enlightenment and the Romantic periods looked at nature and humanity, the Enlightenment was governed by logic and the Romantic period was governed by emotion. The Enlightenment was groups and the Romantics the individual. The contrast makes them very unique and all the more interesting, especially since they are so close together.

3B - 1

Write in the box the number of the question you are answering on this page as it is designated in the exam.

During both the Enlightenment and Romantic eras, people's relationship with nature drastically changed. During both, Nature's importance became emphasized, though in somewhat different ways. Those of the Enlightenment believed nature could finally be analyzed and fully understood, but the artists of the Romantic period, especially the later work done in that era, showed a more free enjoyment of nature and a desire to "return to their roots." Therefore, though both were very similar in many ways, they also differed as well.

The Enlightenment of the 17<sup>th</sup> century saw many technological advances, but some of the greatest advances were in the field of science. Isaac Newton's publication of Principia Mathematica lay the foundations for physics and revealed a mathematical backbone to nature. In other words, nature's basic principles of motion were discovered, and people thought of this as a major advance. Soon, they believed, humanity could discover all the mathematical models and fully predict nature. In this way, the Enlightenment changed people's views of nature, as more and more budding scientists longed to discover the equations to explain everything in nature.

The Romantic period of the 19<sup>th</sup> century also changed people's view of nature, but in a slightly different fashion. The French Impressionists in the latter half of this century encapsulate this very well. Claude Monet's paintings of water lilies, Les Alyscamps, showed the beauty of nature. Previously, art had focused on people and their actions, with nature only forming the backdrop, but Monet and his paintings at his gardens in Giverny made nature the focus, let the beauty of nature be showcased in his art. Even Monet's paintings of humanity show the importance of nature. For instance,

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on this page as it is designated in the exam.

3B-2

His paintings of the Cathedral à Raven are used to show the importance of light. All of his paintings of the cathedral are from the exact same location, but look completely different because of the changes in the light. This shows the importance of nature, even on human triumphs of engineering, such as this cathedral. Also, during the Romantic Era, Artists began working outdoors instead of in little workshops. They believed it would help soothe them and allow the art to flow more freely. Therefore, during the Romantic Era, the importance of nature was emphasized and the purpose of art of the time was to show people that it was there to be enjoyed.

Therefore, the works of the Enlightenment and Romantic Era placed a new focus on nature. The Enlightenment saw a desire for people to analyze nature, but the Romantic Era saw people learn to appreciate nature and its beauty.

The Enlightenment and Romantic views of nature contrasted greatly in most ways, but some similarities could be drawn upon the two. The Romantic view tended to be more about the beauty of nature and appreciating it for what it was. Many Romantic artists painted the body in beautiful ways, idealizing it like in the statue "Venus de Milo." Romantic thinkers were not so concerned with the actual physical features of things, but rather searched for beauty in everything they saw.

Enlightenment thinkers were not so focused on beauty, but more on the search for knowledge. They were constantly looking to discover new ideas in religion and philosophy and saw things for what they truly were. The Enlightenment also focused on the individual and furthering himself as much as possible.

Both groups of thinkers wanted to see the world in a new way, one through beauty and one through knowledge.

END

# **AP® EUROPEAN HISTORY 2011 SCORING COMMENTARY**

## **Question 3**

### **Overview**

This question required students to perform two tasks: identify similarities and difference between Enlightenment and Romantic views of the natural world. Although textbooks usually present the topic as a contrast in perspectives, with Romanticism rejecting much of the worldview of the Enlightenment philosophes, the question called for students to discuss similarities as well.

#### **Sample: 3A**

**Score: 8**

The essay addresses all parts of the question, albeit in a somewhat unsophisticated manner. The thesis identifies both similarities and differences, although the former are not as clearly articulated as the latter. The paragraph that examines the views of the Enlightenment explicitly differentiates the Enlightenment and the Scientific Revolution and allows the student the opportunity to link philosophes' views of the physical world with their views on human nature. The discussion is enriched by the provision of a considerable amount of evidence, with specific individuals and their works mentioned as examples of both movements. The discussion of Romanticism is less convincing and prevented essay from earning a score of 9.

#### **Sample: 3B**

**Score: 4**

The thesis is explicit and responsive to the question in general, although the similarity identified is merely a truism (nature was important to both movements). The organization of the essay is clear and adequate in support of the argument. The discussion focuses on differences, contrasting (in a rather simplistic way) Enlightenment rationality with Romantic "enjoyment of nature." Assertions about the Enlightenment are supported with limited evidence (Newton's *Principia* and its impact), but assertions about Romanticism are not supported by appropriate evidence (the discussion of Monet and Impressionism does not support the analysis of Romanticism).

#### **Sample: 3C**

**Score: 2**

The closing sentence constitutes a superficial attempt at a thesis statement. Although the essay's presentation of both cultural movements is very thin (the Enlightenment is characterized as a quest for knowledge without reference to views of nature, whereas Romanticism "searched for beauty"), the student connects the quest for beauty to views of nature and also notes that the Romantic view was idealized.