

## I. Arguing About the Middle Ages (Western Civilization, Winter 2010)

Logistics: Typed, 10-12 font, double-spaced, stapled in top-left corner (please, no plastic covers), clever title, 750-1000 words.

The Challenge: Agree or Disagree: *The 1300s and 1400s were a time of despair, death and destruction.*

Where to find the evidence?

- Reflect on lectures, discussions and the readings from the general textbook.
- Select **three** primary sources from the Primary Source textbook that will **support** your argument.

What to do with the evidence?

- This is clearly an argumentative paper. You **must** take a position and defend it as though you were engaged in an academic debate.
- Begin writing the paper by laying out specific examples of people or events that demonstrate how this was or was not a “time of despair, death and destruction.” The more specific examples, the better your defense.
- Offer a clear thesis statement of your position and direct your reader to how your paper will unfold.
- The conclusion should reiterate the thesis and express confidence that you have fully convinced the reader of your position.

## II. Working with Historical Sources (Western Civilization, Winter 2010)

A. **Logistics:** Typed, 10-12 font, double-spaced, stapled in top-left corner (please, no plastic covers), clever title page, 750-1000 words.

B. **The Paper (15%):**

- First, select **one** Group of Primary Source Readings.
- Second, read and think about each particular voice from the past. Pay attention to the basic and necessary questions: **when, what, where, why and who**. Answer the questions the textbook poses. If you can answer these questions, then you have a good understanding of the content of each source. This is crucial to writing a good paper.
- Third, begin to write paragraphs that summarize the main points of each primary source.
- Fourth, think about how they relate to the larger question I asked. Find two or three examples from each author that address his or her view of my question. Consider: How would each of the people respond to the question? What do they have in common? How would their responses differ? What concerns each person most? What does each person reflect about the particular age? Add these observations to your paragraphs.
- Fifth, as your paragraphs start spreading on the paper, take time to assess what you are writing. Be analytical. Comment on the strengths and weaknesses of each author’s argument. Make a serious attempt to compare and contrast the positions of the authors.
- Finally, once you have seriously considered the evidence of the six authors, you should provide a strong thesis statement that is reiterated in your closing paragraph.

For example, “Socio-economic opportunities for women have been important aspects of the development of Western Civilization. This paper will assess the significance of how open western society has been to offering equal access to education, wealth and power to women. It will seek to explain why there were specific moments in time when women in the public sphere was encouraged or discouraged.”

Or, For example, “The nineteenth and twentieth centuries witnessed a series of experiments in new kinds of socialist and communist governments. Some succeeded and some failed. This paper will explore the reasons for the appeal of socialism and communism and evaluate the success of such governments by examining six different primary sources.”

**Important:** The paper MUST integrate all six primary sources. The first thing I will check is whether you included a discussion of each source. A paper submitted after 21 April will be penalized 5% per day late. Late papers will not be accepted after May 14.

**Citations:** Use the APA or MLA format of parentheses within your paper itself to identify where the citation can be found. Example: (McKay, p. 226). Words within citations are excluded from the overall word count.

### C. In-Class Peer Review of Draft – 5%

**To Bring:** On **Friday, 9 April**, you will bring **one** draft of your paper to class. We will work in groups of **two**, and thus during class, **one student** will read and respond to your draft. The evaluation rubric the reviewer will use is posted on LEA, and I will bring copies of it to class.

### D. Topic Groups:

#### Group A. Gender and Education

**Question: Discuss how the following sources express their expectations for women’s behavior. Do these sources show women having more access to educational and socio-economic opportunities as time passed? Why? Why not?**

1. Christine de Pisan, *From The Book of the City of Ladies: Advice for a Wise Princess*, 1404 (151-152)
2. John Locke, *Some Thoughts Concerning Education*, 1693 (246-251)
3. Mary Wollstonecraft, *From A Vindication of the Rights of Women*, 1792 (270-272)
4. Isabella Beeton, *From Mrs. Beeton’s Book of Household Management*, 1861 (307-314)
5. Helena Swanwick, *The War and its Effect Upon Women*, 1916 (353-358)
6. Simone de Beauvoir, *From The Second Sex: Existential Feminism*, 1949 (409-411)

#### Group B. Labor and Trade 1700s-1800s

**Question: Compare and contrast how the following sources suggested improvements for both the economy and labor.**

1. Anne-Robert Jacques Turgot, *Abolishment of the French Guilds*, 1774 (221-222)
2. Adam Smith, *From The Wealth of Nations: A Natural Law of Economy*, 1776 (232-234)
3. Olaudah Equiano, *From The Interesting Narrative of Olaudah Equiano*, 1789 (226-231)
4. John Aikin, *From A Description of the Country: Manchester Becomes a Thriving Industrial City*, 1795 (276-279)
5. *Yorkshire Luddites Threaten the Owner of a Mechanized Factory*, 1811-1812(282-283)
6. Robert Owen, *A New View of Society*, 1813-1816 (284-288)

#### Group C. Socialism(s) 1800s-1900s

**Question: Explain and evaluate the different reasons for why Europeans would turn to socialism or communism.**

1. Karl Marx and Friedrich Engels, *From The Communist Manifesto*, 1848 (294-297)
2. Sir Edwin Chadwick, *From Inquiry into the Sanitary Condition of the Poor*, 1842 (302-307)
3. Clara Zetkin, *Women’s Work and the Trade Unions*, 1887 (315-316).
4. Vladimir I. Lenin, *On Russian Autocracy*, 1903 (359-362)
5. J. A. Hobson, *From Imperialism* (343-345)

6. Sir Percy Malcolm Stewart, *From First and Second Reports of the Commissioner for the Special Areas: Parliament Addresses the Great Depression in Britain, 1934* (379-382)

#### **Group D. War and Conflict, 1900s-2000s**

**Question: Discuss and evaluate how the following sources reveal tensions between national, or ethnic, identities and individual liberty.**

1. Vladimir Tchernavin, *From I Speak for the Silent: Stalinist Interrogation Techniques Revealed*, 1930 (383-387)
2. *The Nuremberg Laws: The Centerpiece of Nazi Racial Legislation*, 1935 (389-390)
3. Winston Churchill, *Speech Before the House of Commons*, June 18, 1940 (391-393)
4. *The Helsinki Final Act: Human Rights and Fundamental Freedoms Enunciated*, 1975 (406-408)
5. Solidarity Union, *Twenty-One Demands: A Call for Workers' Rights and Freedom in a Socialist State*, 1980 (413-416)
6. Kofi Annan, *The Fall of Srebrenica: An Assessment*, 1999 (420-435)

### **III. Twentieth-Century History: Evaluating the Reagan Years (U.S. History Since 1945)**

- A. Overall Question:** To what extent were American society, economy and politics transformed by the “Reagan Revolution”? Explain and defend your answer.

**B. Required Readings:**

Thomas Byrne Edsall, “The Mobilization of American Business,” 465-477.

Daniel Yergin and Joseph Stanislaw, “Democrats and Republicans Forge a New Political Economy, 477-496.

Both articles are from Robert Griffith and Paula Baker, eds., *Major Problems in American History Since 1945, Documents and Essays, Second Edition*. (Boston, MA: Houghton Mifflin Company, 2001).

**C. Peer Review of Drafts :**

**To Bring:** On **Tuesday, 30 March**, you will bring **two** drafts of your paper to class. We will work in groups of three, and thus during class, **two students** will read and respond to your draft with reference to the evaluation rubric distributed in class.

**D. Getting Started:**

1. Begin reading each article.
2. To check if you understand the articles, answer the following questions:

**Edsall:**

- a. What are the two central political developments of the past twenty years? (When was Edsall writing?)
- b. Why have the past twenty years produced a policy of realignment in the absence of a political realignment? What does that mean in your own words?
- c. Why has this shift increased the influence of lobbyists? What has this “authority of elites independent of the electorate at large” done to the distribution of pre-tax income? What forces have been at work to undermine the “capacity of those in the bottom half of the income distribution to form an effective political coalition”?
- d. What created a vacuum of power in the Democratic party in the 1970s? How did the actions of the Democratic party encourage a tax revolt of the 1970s which led to increased support for the Republican party?

- e. Why did the Reagan years polarize the electorate along sharp income lines? Who led the “Reagan Revolution”? Why? What will sustain support for the Republican party?
- f. What does Edsall conclude?

**Yergin and Stanislaw**

- a. In what directions has government regulation of the economy gone?
  - b. How did traditional Republicans view Ronald Reagan in 1980? Why?
  - c. What was the Chicago School? Define neoconservatism. How do neoconservatives view the world?
  - d. Who was Volcker and what did he do as Chairman of the Federal Reserve? Who supported him and who was angry with him?
  - e. What happened to the federal debt during Reagan’s presidency and why was this central to the policy debate of the 1980s and 90s? Ultimately, what was the Reagan revolution?
  - f. Explain the significance of the section “Plums” and “Dogs” and the section “For whom the Bell Tolls.” Why is government regulation of the economy an important issue?
  - g. In the section “Social Regulation: Expanding its Reach,” how do the authors assess regulation in 1998?
  - h. Why do they end with a few brief comments about “Rights”?
3. Begin summarizing the main points of each article paragraph by paragraph. Then begin to compare and/or contrast the ideas of the two articles. Perhaps you can begin to comment on what the articles say about the US in the late 20<sup>th</sup> century. What questions remain unanswered? What are the strengths and weaknesses of each article?