

Lisa Steffen, History – WID Fellows Portfolio – Formal Assignments

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?

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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

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

sources show women having more access to educational and socio

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**

- 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 20th century. What questions remain unanswered? What are the strengths and weaknesses of each article?