

HIST1500 Research Paper Presentation

Fall 2013

Goals

To present your research and collective arguments to the class, demonstrating your ability to read primary sources and analyze them using secondary sources and your own arguments.

Process

Pick one of the primary sources to show to the class.

Choose the item you feel will best illustrate your collective arguments. If a music or film clip, select an excerpt no longer than 3-4 minutes. If you are bringing a paper source, let me know which you want to look at and I can bring copies for the entire class or project it on the screen.

Develop a statement for the source and your broader arguments that reflects each of the 5 areas of historical thinking.

- Change over time (what changes does this source reflect)
- Context (what broader connections to the historical context can you make using this document? what does it tell us about the time in which it was created?)
- Causality (what is leading the author/artist to create this document? what is behind the issue that is developing in your narrative? what is shaping the changes and the historical context you've identified?)
- Contingency (what are the legacies of this moment? do the tensions reflected by this document continue, or shape politics, culture, and American society more generally following this moment? how is the future shaped by what is taking place here? what is the agency of the producer of this document -- i.e. what power does this person have to shape his or her circumstances?)
- Complexity (explain how this source might be limited and not explain all aspects of what it reflects. how might other people from this moment have understood what was taking place, or have a different view on what is happening? what ironies, paradoxes, or inconsistencies do you see within the document and the way that it reflects what is taking place?)

Presentation Roles

Select a team leader to coordinate the presentation. This person can delegate responsibilities for presenting different sections, or for technical aspects of the presentation (i.e. disseminating the primary source).

Length

Your presentation should be approximately 10 minutes.

Format

You may ask the class for their response to the developments taking place, to the source, or to think about how the future has been shaped by what is reflected in the developments you are analyzing.

Other Issues

If another group has the same topic (i.e. Rock and Roll), you must coordinate with the groups so that each will present a **different** primary source. The team leader will be responsible for coordinating this.

Dates:

Friday 12/6/13: preparation of presentation

Wednesday 12/11/13: presentations and conclusion (no assigned reading)

Monday 12/16/13: Final Exam (2pm section at 12:20-2:20; 3:30pm section at 2:30-4:30)

HIST 1500 Fall 2013 Final Exam Question:

You will complete the following question in a provided blue book the day of the exam. NO NOTES OR OTHER MATERIALS ALLOWED DURING THE EXAM.

You are sitting around the holiday table, stuffed with food following a feast with your family. Your cousin Merle, who you've always had a bit of a competition with, wants to know what you learned this semester. He looks at the television and sees a report about Detroit filing for bankruptcy. "So what's the deal?" he asks. "Why did Detroit declare bankruptcy? I thought Ford and GM were there? Isn't it a huge manufacturing capital?" He looks to you, accusingly. "Didn't you take US history this semester? Tell me, smartypants, what happened in Detroit?"

You smile. Poor Merle doesn't realize that you not only know the complex reasons behind Detroit's decline, but you also understand how Detroit's changes reflects broader changes in American politics and society during the 20th century. You wipe the cranberry sauce out of the corner of your mouth, and proceed to explain. As your Uncle Stan snoozes to football, you explain how cities like Detroit emerged, prospered, and declined, as well as how these developments reflected broader changes in the American economy (i.e. the rise of the modern corporation, mass production, and consumer economy). Next, you explain the consequences of these developments. You tell Merle about the social, racial, and class tensions that grew with these large manufacturing centers. Lastly, you explain the broader political consequences of economic change, (example: explain how Detroit reflects white working and middle class Americans' turn away from the New Deal and liberalism, as reflected by Jefferson Cowie's story of Dewey Burton.)

You may make use of any examples from the readings this semester as well as your textbook. Construct a well-organized essay of at least 5-6 complete paragraphs with a clear argument. Bring in enough context to explain Detroit's transformation economically, as well as the political changes that emerged. You should explain how Progressive, New Deal, and postwar political developments reflected these economic changes as reformers and politicians tried to address persistent problems of unemployment, racial discrimination, and economic insecurity, as well as the unintended consequences of these moments.