

## Making an Argument Assignments, Revised:

The Making an Argument Assignments will now count for a total of 50 rather than 75 points. In other words, you now have ONE rather than TWO remaining assignments. In addition, I have revised the substance of the assignment (see below, under "Follow These Instructions").

**Here's what's left:** You must complete ONE (one) Revised Making an Argument assignment in either of these time blocks:

- 9/23-10/16 (5-point bonus if submitted by 10/2)
- 10/25-11/8 (5-point bonus if submitted by 10/30)

You may, if you choose, complete one in each time block and drop your lowest score. Please be aware: if you did not submit the first assignment, you cannot substitute one of these revised assignments.

### Follow These Instructions:

- **Double-space your submission;** use 12-point Times New Roman font, and format as .rtf, .doc, or .docx.
- Place your name in the top left-hand corner. Then triple-space and type **THESIS =** followed by your 1-3-sentence thesis. Be sure it fulfills the requirements set out in the handout "Argument and Thesis: The Essentials."
- Type up the **first** major point of your argument. Be sure you support it with evidence.
- Submit to the Turnitin dropboxes on our course Moodle page.

### So, to be clear:

You are not writing an entire formal essay: you are not writing an introduction; you are not writing a conclusion; you are not writing the entire body of your essay. You are submitting your thesis (1-3 sentences) and first major point (1-3 paragraphs).

As before: The assignment is due before class (by 11 am) **on the day that features your chosen question--i.e.,** if you opt to do one of the starred questions for 9/27, your assignment is due by 11 am on 9/23. **No late submissions accepted.**

- **Before you write: Be sure you have read and understood "Argument and Thesis: The Essentials" (on Moodle).**
- Your essay should be based on the linked reading. No outside reading.
- **Limit quotations to short phrases.** The bulk of your assignment should be your own words, your own sentence structures, your own paragraphs. Be sure to use quotation marks and parenthetical citations (give the section number) for all quotations.

Remember, these assignments focus on honing your ability to construct an historical argument—good practice to prepare you for the essay component of your exams in this class, and more importantly, a **completely transferrable critical thinking skill:** No matter what your major or intended career, you need to know how to construct an evidence-based argument and how to dissect your own and other people's arguments.

## **Options for Making an Argument assignment 9/23-10/16.**

**Note: if two questions are listed for a date, choose ONE:**

9/23 *Ideological Encounters: The Liberal Response*

- Think of the subtitle of today's lecture: What were liberal and conservative political ideologies responding to? How so?\*

9/27 *All Kinds of Encounters: The Promise and the Threat of Nationalism*

- How does romanticism contrast with "scientific rationalism"?\*
- Who saw nationalism as a promise? Who saw it as a threat?\*

9/30 *1848!*

- Who ultimately won in the Revolutions of 1848?\*

10/2 *The Transformation of Nationalism*

- What does the title of today's class session have to do with German unification under Bismarck?\*

10/4 *Nationalism and Nation-Making*

- How did elites respond to the threat of mass politics?\*

10/7 *Internal Encounters: Race and Nation*

- What does the Dreyfus Affair reveal about nation-making in France?\*

10/9 *Internal Encounters: Masses and Classes*

- How did socialist successes in the 19<sup>th</sup> and early 20<sup>th</sup> centuries actually work to reduce the chances of socialist revolution?\*

10/11 *Internal Encounters: Women and Men*

- Why were many people, including women, opposed to women's suffrage?\* (Be sure to include the Different Voices feature, as well as the rest of today's reading, in your response.)
- How successful was the women's movement before 1914?\*

10/14 *Fin-de-Siècle: The West Encounters the Dark Side*

- Why did the major scientific developments between 1870 and 1914 produce both optimism and anxiety?\*
- What is the significance of the Oscar Wilde trial?\*

10/16 *External Encounters: The New Imperialism*

- What was new about the "new imperialism"?\* (Be sure to include the "Different Voices" in your answer.)
- What are the connections between the new imperialism and the cultural crisis discussed in the preceding two main sections of this chapter?\*

## **Options for third Making an Argument assignment 10/25-11/8.**

**NOTE: If two questions are listed for a date, choose ONE.**

10/25 *The Western Front*

- How does the history of the Western Front help you make sense of the poems in "Different Voices"?\*
- In what ways did the war produce "the world turned upside down"?\*

10/28 *The Eastern Front and the Revolutionary Aftermath*

- How did the execution of the tsar and his family reveal key features of Bolshevik ideas about law and justice?\*

10/30 *The Making of the Modern Middle East*

- Did WWI change Western imperialism and the global balance of power?\*

11/1 *A Turning Point?*

- In what ways was the war “a turning point that failed to turn”?\*

11/4 *Interwar Ideological Encounters: The Radical Right*

- What did Hitler’s trial reveal about democratic stability in post-WWI Germany?\*

11/6 *Stalin’s Revolution*

- Stalinism and Nazism were ideological enemies: Stalinism on the Far Left and Nazism on the Far Right; yet, they shared startling commonalities. What were they? (Be sure you use the Different Voices feature as well as the rest of today’s reading.)\*

11/8 *World War II: The Axis Victorious*

- What were the motivations behind appeasement?\*