

- Similarities between Social Studies and English papers
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- Example of how to incorporate an Organizational Statement in to an essay
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- Basic Essay Development Outline
- Numerous Examples of how to embed quotes in Social Studies papers
- Social Studies Thesis Statements
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## Similarities between Social Studies and English papers

Both have a structured introduction, conclusion and body paragraphs. A five-paragraph essay is not uncommon in both disciplines.

Cite your sources!

A title is recommended but not necessary.

Spelling matters! Grammar matters!

- No subject-verb disagreement
- No obscure pronouns
- No sentence fragments
- No run-on sentences

A clear and concise thesis statement which reviews to the reader the direction the paper is going toward.

Both require research into the papers topic, making notes of any information which may be applicable to the topic.

Do not use underlines, bold or italicized the font

Both have paragraphs which support the thesis.

## Characteristics of Social Studies papers which may differ from English papers

An investigative process  
needs to be demonstrated  
(a Social Studies paper is  
not a descriptive report)

Social studies papers seek to define, research and explain  
an event, problem or phenomenon, in terms of . . .

- Its significance to society
- Its characteristics, influences, causes and both long-  
and short-term effects.
- Varies or opposed perspectives
- Possible responses, alternatives or solutions
- Your defensible, supported conclusion

For social studies papers, either single-  
or double-spaced is ok.

- Single spaced is a common  
requirement in college papers and is  
seen in professional articles and  
textbooks
- Double spaced is common in high  
schools, so teachers have room to  
write comments.

Footnotes or endnotes are expected  
in Social Studies papers; never a  
Works Cited page

Key considerations in a Social Studies paper: analyze, infer,  
justify, predict, persuade

## Characteristics of Social Studies papers which may differ from English papers

In a Social Studies paper, the thesis generally takes a controversial position on a topic, and the paper is intended to defend or refute the position. Social Studies analysis topics are not designed to inform, they are intended to incite.

An authoritative, confident and active written voice is expected in a Social Studies paper. No 1<sup>st</sup> or 2<sup>nd</sup> person narrative, passive or speech-like tone.

In Social studies papers, a variety of legitimate sources are expected to be utilized . . .

- Primary source documents
- Peer-reviewed professional journals
- Print sources
- Periodicals (newspapers)
- Statistics and applicable studies
- Legitimate online sources (not blogs)

Not considered legitimate sources: Wikipedia, blogs

There is a clear distinction between the topic and the thesis (be sure to write on the provocative thesis, not the topic subject.)

Social Studies papers are not reports!

## Suggestions for construction of Social Science-themed Essays

Be care about stating what leaders thought without support. Do not put words in their mouth or minds.

- “Milosevic was crazy.”

Be consistent with references throughout the paper.

- Use only “Soviet Union” or only “Russia”

Emphasize the significance of a decision, fact, etc.

Offer your own conclusions, supported by evidence within your paper.

When mentioning someone for the first time, use their full name. Later references can be by their last name only.

Thesis statements are different in the social studies.

- English thesis statements – the topic and three main points; often a neutral non-combative topic; conversational colorful metaphors ok
- Social Studies thesis statements – the topic with broad statements which will (within the paper) be supported in numerous ways; often taking a position which can be contested.

No colorful metaphors’

- “it goes without saying...”
- “it’s raining cats and dogs...”

Within a sentence or paragraph, be aware of word repetition.

## Suggestions for construction of Social Science-themed Essays

Your thesis should take a position on a historical event. You are NOT just retelling history. Don't just regurgitate (basically retell) information.

“Affect” is not the same as “effect”  
➤ Affect is a verb (a action word), while effect is a noun (an object work)

Avoid word which question the papers voice of authority.

Primary source documents are great!  
➤ Supreme Court transcripts, US Constitution, Federalist Papers

➤ “perhaps” “maybe”  
“possibly”

Take a position you will be supporting/defending or targeting.

Consider historical patterns, if applicable.

The first time you mention a theory or military operation, include shortly thereafter a short (one sentence is ok) description of what it is

Strive for a tone of authority in your written voice  
Occasionally a conversational tone will be ok, so long as it does not forsake the authority tone.  
Remember, as the papers author you are the expert, and your written vice must convey this conviction and confidence.

## Suggestions for construction of Social Science-themed Essays

Never use shorthand abbreviations

Acronyms are ok only after you have it spelled out the first time with the acronym following in parentheses.

- For instance, "...North Atlantic treaty Organization (NATO)..." and then thereafter "NATO"

When using a quote, do not allow it to stand alone. Give it perspective or elaborate by using examples.

Each quote should be followed by elaboration which is two to three times as long as the quote itself.

When to cite sources . . .

- Yes – any quote, full or in part; any idea which should be credited to its origin (intellectual property); opinions, analysis or ideas directly pulled from others.
- No – factual history; something found in 3+ sources with little effort; statistical data which is readily available (population statistics, war dead, etc)

Be sure the terms you use remain consistent with the time period.

- In a paper revolving around the 1760s, you would refer to "Colonial America" or the "British Colonies", not to the "United States"
- Regarding Russia, you would use "Tsarist Russia" prior to 1917, the "Soviet Union", "USSR" or "Soviet Russia" from 1918-1989 (or "Stalinist Russia" 1925-1953) and the Russian Federation (1991 to present)

## Suggestions for construction of Social Science-themed Essays

Quote what is necessary to illustrate your point; paraphrase if it's a long section of quotes. (the length of a quote should not be long).

- Every quote should be supported by elaboration three times longer than the quote itself.
- Never allow the quotes to stand alone unsupported.

The best way to illustrate a point is by citing examples from the applicable history.

This is not a report!

Know the difference between different types of quotes.

- Strong quotes – enhance your paper with meaningful relevant information
- Weak quotes – either do not add anything or may even distract from your paper.
- Superficial quotes – a seemingly good quote which is so over generalized that it could be interpreted to apply to most any topic.
  - ↳ Example” Power tends to corrupt, and absolute power corrupts absolutely.”

Try to avoid overtly mentioning any film unless the assignment calls for it. If the film is historically accurate, the events will be recorded fact.

Incorporate the title of a person which conveys their rank, position of qualifications.

- John Stoessinger = Professor Stoessinger or Political Scientist John Stoessinger
- Robert McNamara = Secretary of State Robert McNamara



## Suggestions for **construction of Social Science-themed** Essays

Try to avoid overt references to a book or film; focus more on the theme of the piece.

- For example, avoid stating “In chapter one...” or “In the documentary film...”

Depending on the context, be particularly aware with you need to differentiate between a people’s and a nation. They are different.

Discern when it is best to use a direct quote and when it is ok to paraphrase the quote.

Know how to write numbers. This varies between professors.

- In the past – spell out one to nine, use the numbers 0 and anything from 10 and greater
- Some professors now want – spell all numbers in single or double digits.
- A year is always done in numbers, never spelled out. *Know what your professor is expecting!*

Be cautious of using the word “modern”. It has too many interpretations. “Contemporary” is usually an advisable alternative.

Know when to cite a source

- Yes – any quote or idea which should be credited to its origin, including opinions directly pulled from others.
- No – factual history, most statistics and generally anything which is found in three or more legitimate sources with ease.

## Suggestions for construction of Social Science-themed Essays

In mentioning a treaty, Supreme Court case, etc, be sure to include a brief explanation of precisely what it did (this may be done in your analysis; do not assume your reader knows, for instance, what Roe v.Wade or Brown v.Board of Education is).

Strive to use quotes which involve analysis/interpretation of material. Supportive material usually is accessible in numerous sources, but analysis is intellectual property and will enhance your paper.

Historical revisionism – consider points of view over time, if applicable

Strive to include voices which were marginalized during the time you are writing about.

Emphasize a theme! (Women's rights, Immigration, Progressivism)

Be sure to distinguish between your views and those you may be citing.

Avoid useless words

- “that”
- “so”
- “very”

Do not conflict “is” with “ought”

↳ “Is” describes things as they are, “ought” described them as they should be.

## Suggestions for construction of Social Science-themed Essays

When the opportunity arises, utilizing a reference to international relations theory will enhance your paper dramatically, as will any reference to political philosophers.

- Theory: Security Dilemma, Realism, Collective Security
- Philosophers: Hobbes, Machiavelli, Locke

Avoid anything which offers the allusion of subjectively

- “luckily”
- “unfortunately” / “fortunately”
- “should”

Where to not use a quote:

- In the introduction (there are rare exceptions when this is ok)
- As the first sentence of a paragraph
- As a last sentence of a paragraph

No first person narratives; no “I” statements.

- Also avoid “we”, “our”, “my”

With Supreme Court cases, what was decided is often less important than the reasons for why it was decided as it was.

- To get to the Why, you will need to see the transcript of the case itself to read the original arguments of the Justices. [www.findlaw.com](http://www.findlaw.com)

Avoid ambiguous words

- “outrageous”

NEVER use the phrase “In this paper I will...”

# Suggestions for construction of Social Science-themed Essays

Strengthen word choice when appropriate

- “war”...conflict, hostility, tension
- “battle”...engagement, military exchange

Recognize how specific word choices shape the meaning and tone of a topic and overall paper.

Avoid low vocabulary words when there are better, stronger vocabulary choices available.

- “war”
- “can”
- “want”

Samples of high vocabulary words

- “hypervigilance”
- “agitation”
- “disturbance”
- “extraneous”
- “redundant”
- “superfluous”
- “subsisting”
- “benevolent”
- “benign”
- “nihilist / nihilism”

Avoid redundancy

Redundancy takes two forms:

- Repetition of the same work too often in too short a space
- Framing a sentence in a manner which includes a build-in redundancy. Awkward example: “...failed to acknowledge any information which could eventually threaten to dominate his power.”

Sentence structure to be cautious of...

- Awkward writing: “The two took actions which would change the fates of their respective nations.”
- Awkward writing: “...The necessity to dominate Russia grew in colossal integrals.”

## Example of how to incorporate an Organizational Statement in to a essay \*1

Jean Valjean possesses the dignity and moral certitude of an Atticus Finch, and his determination to survive concurrently when possessing a consciousness haunted by the past is akin to an Ari Ben Canaan. His is a character who was condemned by society, and that condemnation was corrupting. The journey of Jean Valjean is frequently framed as one of redemption, often to the exclusion of any other theme. Yet this understates the complexity of his experience. While Victor Hugo clearly demonstrates the depth of Valjean's internal struggles, the character operates within the confines of society's restrictions while striving for redemption. In spite of the overt ideological themes, however, his crime was less about sin and more a violation of the laws of humanity. Rather than be a story of redemption, Les Miserables is about a man for whom the process of achieving redemption is rooted in his inability to forgive himself. One is mistaken for the other as he strives to put his conscience to rest.

### **Organizational statement**

Clarity is necessary in order to make the case against the redemption perspective. This paper will first review Jean Valjean's life as the mayor of Montreuil-sur-Mer through to his death, focusing on the redemptive characterizations witnessed therein. It will be followed by earlier transformative moments in his life which make, on the whole, the redemptive argument problematic. Organized thematically rather than chronically, this is not intended to present a comprehensive biography of the man, but rather will address some key moments relevant to the thesis.

### **A decade toward redemption**

Having been released from prison in 1815, Jean Valjean reemerges to a post-Napoleonic world which is hostile toward convicts. His yellowed passport is like a badge of shame, denoting for everyone his criminal past. Completely cut off from his past life, he is truly on his own. ....

## Example of how to incorporate an Organizational Statement in to a essay \*2

Of the characters introduced by Victor Hugo in Les Miserables, perhaps none is as complex and unpredictable as Eponine. She is simultaneously a figure of tragedy and elusive hope; tragic for what she has endured and her difficulty in fully breaking free from her lot in life, yet hope because the reader sees how close she is to doing so, and how her conscience – previously unencumbered by matters of morality, ethics or compassion for others – is reframing itself due to her affiliation with Marius and the natural progression of adolescence. She is a young girl caught in the netherworld between dependency upon and loyalty to her parents, and an emerging individualism. Yet there remains a sense that she cannot sever completely who she was from who she might become. Her surname, therefore, is both a curse and a badge of honor. She acts in accordance with what it represents, yet as she ages she grows less timid about the prospects of charting her own path.

### **What it means to be a Thenardier**

**In order to assess the degree in which she was able to transcend beyond the family name, if at all, it first becomes necessary to delineate just what this is.** Psychological theory has long held that people are primarily products of their environments. There is no hereditary basis for criminality or kindness, and while there may be a genetic predisposition to things like alcoholism, one nevertheless needs exposure to the substance first before addiction takes hold. This perspective, commonly referred to as “nurture”, demands a brief examination of Eponine’s upbringing.

What little is known is significant. Residing in poverty as the eldest of five siblings, she stood in the shadow of two strong-willed authoritarian parents. Her unnamed mother, whose commanding presence was omnipresent and juxtaposes sharply against the calculated speech of her father, hid manipulation and scorn beneath a facade of strict maternal oversight. ....

## Example of how to incorporate an Organizational Statement in to a essay \*3

When considering the collective American view, President George W. Bush is something is an enigma. He is the most divisive president in the past century, alternatively beloved and scorned with a nearly equal degree of passion from either side of the American electorate. His democratic legitimacy already in question at the outset of his presidency in 2001, he leads with style which initially prompted many to question his intelligence and leadership. Yet for all the dissension and difference of opinions about the president-as-politician, one thing which has remained constant among a vast majority of Americans is their vision of him as president-as-a-religious-figure. Americans overwhelmingly believe the President's sense of faith is genuinely authentic. What troubles many domestically and throughout the world is how the President has used his faith as the rational and inspiration for his decisions. Yet faith alone is not the only question. Even faith must yield to the structural framework within which it may find expression. What is the nature of the President's world view, and how has his foreign policy reflected this foundation?

To address this requires an exploration of the President's foreign policy foundations in all their complexity. For the purpose of organization and clarity, this paper will have section headers designed to offer a brief suggestion or preview of the following sections paragraphs. The paper will strive to establish the President's foreign policy learning's, religious foundations (considering what both his religious and secular contemporaries say) and the differing degrees of nationalism, before fusing these three themes together in a portrait of the President's foreign policy vision. Excluded will be views from neocons' such as Vice President Dick Cheney, Secretary of Defense Donald Rumsfeld and Deputy Defense Secretary Paul Wolfowitz, as well as neorealist-liberal Colin Powell; while their views are important to the decisions this president makes, they do not contribute to the basic structural foundations nor leanings which George Bush brought with him into the west wing.

### Personal background

The personal background of President Bush has been well documented, and to recite it in detail here would present a redundancy unnecessary for this paper.

## How to Outline an Essay

There are several ways in which to outline an essay.

- The most common form taught is to **bullet the ideas** (and supporting examples) you uncover in your research and which you wish to eventually include in your paper. This works, but the best bulleted pre-written papers are when a student is ready to actually sit down and draft the entire paper (at which point, why bullet the draft?)
- This following example offers a step which should precede any other. It emphasizes constructing a paper around (1) **a thesis statement**, and (2) **focusing on what precisely the purpose of each paragraph will be.....**



# Basic Essay Development Outline

## PARAGRAPH 1 – Introductory Paragraph

Thesis Statement: President Kennedy's inaugural address empowered a collective vision for the future direction of the nation, so much so that it set the tone for an emboldened generation and created a legacy more so in death than he ever did during his lifetime.

## PARAGRAPH 2

What is the intention of this paragraph? To establish Kennedy's message; what vision did he put forth for the nation?

Main questions to cover: How did he deliver his message, and how effect was this delivery? How did his approach differ from anyone who preceded him?

Likely Source of quotes: Multiple points from Kennedy's inaugural address.

Things to avoid: Do not allow quotes from the inaugural address to be more than two-fifths of the paragraph.

## PARAGRAPH 3

What is the intention of this paragraph? To establish Kennedy was working toward the vision he put forth in his inaugural address

Main question to cover: In what ways did Kennedy's leadership emphasize the themes of his inaugural address, and how consistent was this? How did people respond? Were there any distractions/inconsistencies from his message in his policies?

Likely Source of quotes: Civil rights leaders? Kennedy? Politicians in the Cold War?

Things to avoid: tba

## Basic Essay Development Outline (continued)

### PARAGRAPH 4

What is the intention of this paragraph? Establish how the long-term vision of America (in the eyes of the people) remains rooted in Kennedy's vision and address.

Main question to cover: Why is it that Kennedy is viewed as along the best presidents when he did little in two-and-a-half-years relative to other presidents? Why have we embraced this president?

Likely Source of quotes: tba

Things to avoid: tba

### PARAGRAPH 5 – Conclusion Paragraph

What is the intention of this paragraph? To reiterate the thesis statement.

## Numerous Examples of how to embed quotes in Social Studies papers (1)

In the approach to the general election of 2000, then-candidate George Bush realized he would need some guidance in his preparations for the presidential debates. His challenger, sitting Vice President Al Gore, was deemed to be a formidable adversary in this arena. To achieve this, George Bush enlisted the expertise of Professor Condoleezza Rice from Stanford University, whose impressive professional vita emphasizes expertise on Russia and the former-Soviet Union satellite regions. The future-president became her student in many respects, and this begs the question as to what influence she may have had on the formation of his views. In early 2000 she publicly advocated an aggressive stance within the United States State Department which on the surface seems to emphasize national security. This took on two aspects. The first, she observes, is to redefine how to view “national interest” itself. “The United States,” she writes as she reflects on the seven-plus years of Clinton administration policies since the end of east-west tensions, “has found it exceedingly difficult to define its ‘national interest’ in the absence of Soviet power.”

From this first aspect, she guides the reader to broader goals and objectives:

“American foreign policy in a Republican Administration should refocus the United States on the national interest and the pursuit of key priorities,” she wrote. Among the tasks she cites as priorities are:

- “To ensure that America’s military can deter war, project power, and fight in defense of its interests if deterrence fails;
- To promote economic growth and political openness by extending free and a stable international monetary system to all committed to these principles, including in the western hemisphere, which has too often been neglected as a vital area of United States national interest;
- To renew strong and intimate relationships with allies who share American values

**Note the establishment of Rice’s expertise and how this quote is being used to frame the entire section which follows.**

**Example of how to split a quote in two, to enhance the flow of your writing**

**Example of how frame a source which is a bulleted list.**

## Numerous Examples of how to embed quotes in Social Studies papers (2)

- and can thus share the burden of promoting peace, prosperity, and freedom;
- To focus United States energies on comprehensive relationships with the big powers, particularly Russian and China, that can and will mold the character of the international political system; and to deal decisively with the threat of rogue regimes and hostile powers, which is increasingly taking the forms of the potential for terrorism and the development of weapons of mass destruction.”

The message here is strong. She is advocating a break from the status quo of international relations and advising initiatives which would sail an unproven path toward a goal. The end result, if successful (she left little room for the possibility of anything short of success), would be to achieve a utopian affect. National interest may be viewed as the rationale through which to reshape parts of the world. And so too is there a recognition of the ability of major hegemonic challengers – and the hegemon itself – to change the existing global system. Further, she leaves open an avenue for acting through ideological motivation. Ideology is not necessarily religious in nature, but does encompass themes or morality and ethics, and it intricately intertwined with politics in all instances.

This is not done subtly, but rather in a pronounced fashion.

“But what if our values are attacked in areas that are not arguably of strategic concern? Should the United States not try to save lives in the absence of an overriding strategic rational? ... The next American president should be in a position to intervene when he believes, and can make the case, that the United States is duty-bound to do so. ‘Humanitarian intervention’ cannot be ruled out a priori. ... Humanitarian problems are rarely only humanitarian problems; the taking of life or withholding of food is almost always a political act.”

**Continuation of example of how frame a source which is a bulleted list.**

**Note how the author’s elaboration serves to build upon the quote while making its more accessible vocabulary-wise.**

**Example of a long section being quotes, which with less relevant areas removed (denoted by the “...”)**

## Numerous Examples of how to embed quotes in Social Studies papers (3)

Throughout American history ideological initiatives for taking action have been largely channeled through international organizations, whose existence is, in no small measure, to encourage the continuance of the hegemon's ideology throughout the world. This is manifested largely in the democracy versus communism race of the Cold War. Yet there are few precedents of directly American initiatives on this front. Condoleezza Rice poses the question "Why not?" in her tutoring of the future president. Pointing to examples from Chile, Spain and Taiwan, she writes "It is in America's interest to strengthen the hands of those who seek economic integration because this will probably lead to sustained and organized pressures for political liberalization." These themes represent the fundamental foreign policy beliefs of the most powerful voice who will educate the future president. They represent a rejection of the NeoRealist school of thought. Within the auspices of her rhetoric is a constant theme of redefining "national interest" and being prepared to act unilaterally, if necessary, in the pursuit of this interest initiative.

Where Condoleezza Rice taught the president in the complex dynamics of the world operating system and of the possibilities in this Hobbesian post-Morgenthau age, it was indeed in the arena of religion where he was given a purpose.

The religious foundations of the President are pronounced, and have been since his 'born again' experiences before he entered the world of politics. He ranks alongside Abraham Lincoln and Jimmy Carter in terms of the most visibly religious presidencies. However, neither of his predecessors allowed faith to enter into the policy formation and articulation even remotely close to what President Bush has demonstrated. Yet this is precisely what has happened within the Bush

**Single-sentence quotes are being offered to support the authors arguments.**

## Numerous Examples of how to embed quotes in Social Studies papers (4)

Administration. While he did consistently interject overt religious associations in his speeches throughout the election campaign and in the beginning of his presidency, it was particularly in the post-September 11<sup>th</sup> world wherein the president began to bluntly frame his thought processes and motivations in the context of striving to do what is God's work. That is to say, he is using ideological themes as God-inspired validation of his policy initiatives, overarching motivation and guiding principle when making decisions. Historian Arthur Schlesinger Jr wrote: "There is no doubt about the authenticity of President Bush's conversion. He would not be president today unless the born-again experience had charged his life with new meaning, purpose and discipline. Redemption through commitment of his heart to Jesus is what made him a man and a leader." But, as investigative journalist Bob Woodward said in his book, Bush at War, "The President was casting his mission and that of the country in the grand vision of God's master plan. There is a messianic certitude about our president's pronouncements."

Following the September 2001 terrorist attacks within the United States, in which four passenger airlines were hijacked by teams of terrorists and nearly 3,000 civilians lost their lives in New York, Pennsylvania and Washington D.C., the President's use of vocabulary in public statements shifted overtly toward a religious tone. The phrases "evil doers," "the evil ones," and "wonder-working power" became frequent. On the one-year anniversary of the attacks, the President quoted from the Bible "...the light shines in the darkness. And the darkness will not overcome it." The terms are from the scriptures and hymns, and stress moralistic themes as they strive to pose clarity and distinction between good and bad, noble and evil, heroic and despicable. This approach is quite Manichaeismistic in nature,

**These sentence quote of an author who has previously not been introduced into the paper. Note how the preceding sentences were designed to ready the reader for the quote.**

**Numerous sayings offered as quotes within a single sentence**

**Quote which starts in the middle but then is offered for its remainder.**

## Numerous Examples of how to embed quotes in Social Studies papers (5)

which is unsurprising as pivotal figures in Christianity, such as Augustine and Thomas Aquinas, both Saints, at one point subscribed to the Manichaeism school of thought. The President is doing more than just catering to his evangelical base here; he is striving to frame his policy to the world within the constructs of his vision – that of an ideological belief where the question of righteousness is seen in clear black and white, but never in shades of gray. This use of scripture in public comments is not uncommon for this head of state.

And then there is what many have called misrepresentation of faith for political purposes. For instance, in his 2003 State of the Union Address the President spoke “There is power – wonder-working power – in the goodness and idealism and faith of the American people.” The cadence of his speaking at this point, observes Jeffrey Tucker, vice-President of the Ludwig Von Mises Institute at the Austrian School of Economics, “stems from the 1899 revival hymn by Lewis E. Jones used to foster an ideological frenzy for prohibition.” But when contrasting this against the original, we find the Presidents’ speech writers touched it up a bit. “‘There is power, power, wonder-working power,’ go the original words, ‘in the precious blood of the Lamb.’ The sentiments are classically revivalist. All President Bush did was replace Jesus as the source of the ‘wonder-working power’ with the idealism and faith of the American people.” This is a dangerous precedent to make. Niccolò Machiavelli would support the President – or any leader for that matter – in using religious imagery to reinforce their support and hold over society, but only as long as it remained socially useful. Machiavelli advocated using existing institutions to persuade and control the masses, and would applaud the success of the President is having done so effectively.

**Quoting of a speech**

**Note how the author merges narrative for half the sentence with the quote for the second half.**

## Numerous Examples of how to embed quotes in Social Studies papers (6)

The President's use of rhetoric is not without its criticism from among his supporters within evangelical ranks as well. Glen Stassen, Fuller Theological Seminary's Louis B. Smedes professor of Christian ethics, has lead a group of religious figures in publicly expressing concern regarding the President's apparent effort to link Christianity with the war on terror. "Calling the three nations [Iran, Iraq and North Korea] the 'Axis of Evil' and refusing to acknowledge any errors that he has made, that sets up a dichotomy between righteous United States and unrighteous 'axis of evil.' ... It leads to a crusade in which Christians think the Christian thing to do is support war-making against an allegedly unrighteous enemy." Such divisiveness has plagued this presidency. Yet at the same time, it is in this ideological approach to decision making where George Bush is perhaps the most predictable. It is within the construct of religion where he sees pronounced themes of freedom.

It is at this intersection between freedom and the divine is where we may find the heart of the President's character and motivation. The foundation which enabled the marriage between policy and ideals lays in the teachings of Condoleezza Rice. Her words in 2000 could just as readily have come from the President himself. "There are those who would draw a sharp line between power politics and a principled foreign policy based on values. This polarized view – you are either a realist or devoted to norms and values – may be fine in academic debate, but it is a disaster for American foreign policy." This theme will be repeated publicly throughout her tenure as National Security Advisor and into the opening months of her role as the Secretary of State. The impact of her guidance and, some might say, influence, on the president is profound. Yet in the effort to make sense of President Bush, Condoleezza Rice is, again, just one piece of the puzzle. She alone does not account

**Two quotes offered while dropping the lines which separated it.**

**Consider the substance inherent in these quotes...these are all strong quotes.**



## Numerous Examples of how to embed quotes in Social Studies papers (7)

for why the president believes what he does and with the seemingly single-minded fervor in which he does.

President Bush is often linking his foreign policy to the ideals of freedom, which he frequently and unwaveringly suggests originate directly from his God. The ideals of some kind of greatest conceivable being have been with the United States since its founding, albeit not necessarily saturating the public discourse. Indeed, in a New York Times study it was shown that slightly less than ten percent of the Declaration of Independence makes direct or indirect references to a God. Existentialism has deep roots in American society. With this consideration, the President's ascribing of freedom to the Divine should not be overly surprising. Many people believe freedom is ordained directly by and from God, and as such feel it is humanities natural state of being. The Vatican supports this view, as do contemporary political documents, including the United Nations charter (which reflects American interests at the time of its creation). Even President Woodrow Wilson in 1918 pushed the theme as he lobbied for the creation of the League of Nations. The role of religion is pivotal in African-American culture and during Civil Rights movement. These historical and ideological lessons are not lost on President Bush. Indeed, he is susceptible to being more in tune with these lessons due to his lifelong association with the government and the patriotic pageantry this entails, his religious outlook fostered within an evangelical atmosphere, and his education as he prepared for his first presidential campaign. The mantra of freedom itself has become the Bush Administration's foreign policy initiative.

**Note how this is paraphrased here instead of a direct quote.**

**Pay particular attention to not just how the quotes are framed within this example, but also how they are supported, analyzed or elaborated upon**

# Social Studies Thesis Statements

## Commentary on effective thesis statements for the Social Studies Discipline

1. **A thesis is never a question (but a question may be used in its framing).** Readers of academic essays expect to have questions discussed, explored, or even answered. A question ("Why did communism collapse in Eastern Europe?") is not an argument, and without an argument, a thesis is dead in the water. (You may discuss this aforementioned question from an exploratory perspective, but it is not a thesis).
2. **A thesis is never a list.** "For political, economic, social and cultural reasons, Communism collapsed in Eastern Europe" does a good job of telegraphing to the reader what to expect in the essay – a section about political reasons, a section about economic reasons, a section about social reasons, and a section about cultural reasons. However, political, economic, social and cultural reasons are pretty much the only possible reasons why Communism could collapse. This sentence lacks tension and doesn't advance an argument. Everyone knows that politics, economics, and culture are important. Specifics matter.
3. **A thesis should never be vague, or subjectively combative/confrontational.** An ineffective thesis would be, "Communism collapsed in Eastern Europe because communism is evil." This is hard to argue (evil from whose perspective? what does evil mean?) and it is likely to mark you as moralistic and judgmental rather than rational and thorough. It also may spark a defensive reaction from readers sympathetic to Communism. If readers strongly disagree with you right off the bat, they may stop reading.

## Social Studies Thesis Statements

- 4. An effective thesis has a definable, arguable claim.** "While cultural forces contributed to the collapse of Communism in Eastern Europe, the disintegration of economies played the key role in driving its decline" is an effective thesis sentence that 'telegraphs,' so that the reader expects the essay to have a section about cultural forces and another about the disintegration of economies. This thesis makes a definite, arguable claim: that the disintegration of economies played a more important role than cultural forces in defeating communism in Eastern Europe. The reader would react to this statement by thinking, "Perhaps what the author says is true, but I am not convinced. I want to read further to see how the author argues this claim."
- 5. A thesis should be as clear and specific as possible.** Avoid overused, general terms and abstractions. For example, "Communism collapsed in Eastern Europe because of the ruling elite's inability to address the economic concerns of the people" is more powerful than "Communism collapsed due to societal discontent."

Furthermore, an effective thesis statement must . . .

- 1. Highlight the direction of the paper;** in other words, it tells the reader what to expect from the rest of the paper.
- 2. Have an 'edge' or 'angle' which will make it unique in the eyes of the reader;** in tells the reader how you will interpret the significance of the subject matter under discussion.
- 3. Take a position on a potentially controversial or multi-perspective topic.**
- 4. Be an interpretation of a question or subject, not the subject itself.**
  - ↳ The subject/topic of an essay might be World War II; a thesis must then offer a way to understand the war that others might dispute.

Here are examples of how a topic/subject differs from a thesis statement.

Topic/Subject: Impact of media on elections

Possible Thesis: The ability to purchase television advertising is essential for any candidate's bid for election to the Senate because media reaches millions of people and thus has the ability to dramatically increase name recognition.

Topic/Subject: American Civil War

Possible Thesis: While both Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own rights to property and self-government.

Topic/Subject: United Nations and Sovereignty

Possible Thesis 1: The organizational structure of the United Nations, namely consensus voting in the security council, makes it incapable of preventing war between sovereign powers.

Possible Thesis 2: The United States should use its financial leverage to force reforms in the United Nations.

Topic/Subject: Presidential election of 1988

Possible Thesis: While Michael Dukakis' "soft-on-crime" image hurt his chances in the 1988 presidential election, his failure to campaign vigorously after the Democratic National Convention bore a greater responsibility for his defeat.

## Thesis practice A

Please read the following examples of introductory paragraphs. They are of varying quality. Consider the direction the paper seems to have been orientated toward. Then

1. Underline the thesis statement.
2. Consider vocabulary usage and voice tone. What do you hear?
3. Write your own thesis statement which touches on related content as the intro suggested, but which has an 'edge' to it. In other words, what key question would you like to see answered by this essay?

### EXAMPLE A

As events in the world continue to push the established rule of law, observers are prompted to consider whether judicial precedents and the world system which contains them are prepared for the perceived onslaught of challenges. Issues considered pressing on the contemporary world stage could not have been foreseen by early contributors to international law centuries ago. It remains these issues, many revolving around environmental and criminal matters, which the Law of Nations must be prepared to handle.

## Thesis practice B

Please read the following examples of introductory paragraphs. They are of varying quality. Consider the direction the paper seems to have been orientated toward. Then

1. Underline the thesis statement.
2. Consider vocabulary usage and voice tone. What do you hear?
3. Write your own thesis statement which touches on related content as the intro suggested, but which has an 'edge' to it. In other words, what key question would you like to see answered by this essay?

### EXAMPLE B

The international community is presently divided as to which overarching theory might best be utilized to make sense of the unfolding of global events. Is it a preexisting theory which once held credence, a more contemporary theory which clearly maintains both strengths and flaws, or a newer theory which has yet to prove itself against the judgment of history? Throughout the past several centuries, Classical Realism theory has dominated the global stage before being challenged by the NeoRealist perspective. To address the question as to what extent NeoRealism has addressed the limitations of Classical Realism, we must first examine precisely what each of these two paradigms look like, charting their similarities and their distinctiveness, prior to considering the question of limitations.

## Thesis practice C

Please read the following examples of introductory paragraphs. They are of varying quality. Consider the direction the paper seems to have been orientated toward. Then

1. Underline the thesis statement.
2. Consider vocabulary usage and voice tone. What do you hear?
3. Write your own thesis statement which touches on related content as the intro suggested, but which has an 'edge' to it. In other words, what key question would you like to see answered by this essay?

### EXAMPLE C

When considering the collective American view, President George W. Bush is something is an enigma. He is the most divisive president in the past century, alternatively beloved and scorned with a nearly equal degree of passion from either side of the American electorate. His democratic legitimacy already in question at the outset of his presidency in 2001, he leads with style which initially prompted many to question his intelligence and leadership. Yet for all the dissension and difference of opinions about the president-as-politician, one thing which has remained constant among a vast majority of Americans is their vision of him as president-as-a-religious-figure. Americans overwhelmingly believe the President's sense of faith is genuinely authentic. What troubles many domestically and throughout the world is how the President has used his faith as the rational and inspiration for his decisions. Yet faith alone is not the only question. Even faith must yield to the structural framework within which it may find expression. What is the nature of the President's worldview, and how has his foreign policy reflected this foundation?

## Thesis practice D

Please read the following examples of introductory paragraphs. They are of varying quality. Consider the direction the paper seems to have been orientated toward. Then

1. Underline the thesis statement.
2. Consider vocabulary usage and voice tone. What do you hear?
3. Write your own thesis statement which touches on related content as the intro suggested, but which has an 'edge' to it. In other words, what key question would you like to see answered by this essay?

### EXAMPLE D

There is a single condition which prevents the world from falling into the abyss of anarchistic behavior – law. The role of international law throughout the world provides an ordering and, some might argue, an enforceable structure as the intent of repercussion is introduced if standard norms of the ever-evolving global society are violated. Yet even as responsive as this discipline has become, it is not infallible. Even with its formulation and growth dictated by the evolution of civilization throughout history, imperfections remain.



## Thesis practice E

Please read the following examples of introductory paragraphs. They are of varying quality. Consider the direction the paper seems to have been orientated toward. Then

4. Underline the thesis statement.
5. Consider vocabulary usage and voice tone. What do you hear?
6. Write your own thesis statement which touches on related content as the intro suggested, but which has an 'edge' to it. In other words, what key question would you like to see answered by this essay?

### EXAMPLE E

As globalization exerted itself in many regions of the world, it held the promise for improved housing, affordable medicines, foreign investment and cheap western merchandise. However, this same force has a dark, disturbing underside. Accompanying the eased restrictions which allow goods to speedily flow across national borders is a women's rights issue of catastrophic proportions. The trafficking of women throughout the world has rekindled a form of slavery which is compounded by contemporary organized crime. This problem is worldwide in scope, although it remains most prominently active among the poorer nation-states of Eastern Europe.

# How to Cite Social Studies Sources

Appropriately citing your sources is VERY important

The following will help guide you through what information should be included in each citation.

This generally reflects MLA- or APA-formatting, although in some cases additional source information is included to reflect what some professors may expect in the social studies discipline.

How do you make a footnote or endnote or parenthetical citation?

- How to Footnote (from Word'03): “Insert” – “Reference” – “Footnote” – (make sure Footnote is clicked) “Insert”
- How to Endnote (from Word'03): “Insert” – “Reference” – “Footnote” – (make sure Endnote is clicked) “Insert”
- How to do Parenthetical Citations: At end of sentence put the authors’ last name and page number in parenthesis, and offer a complete listing of the source on the final page.

## Examples of Citations

### A<sup>1</sup> How to cite a state court legal case

*Case name*; year of decision; court designation (state in two letter abbreviation);  
opinion number; paragraph number

### A<sup>2</sup> How to cite the United States Constitution

Title; article; section; clause

### A<sup>3</sup> How to cite a United States Constitutional Amendment

Title; amendment; section

### A<sup>4</sup> How to cite a government document

Issuing agency; *title of the document*; number of the Congress; session number of  
Congress; document identification number

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<sup>1</sup> *Smith v. Jones*, 1998, OR, Opinion 453, Paragraph 82

<sup>2</sup> The Constitution of the United States, Article III, Section 2, Clause 2

<sup>3</sup> The Constitution of the United States, Amendment XIII, Section 2

<sup>4</sup> United States Senate *Hate Crimes Prevention Act of 1998: Hearing before the Committee of the Judiciary*.  
105<sup>th</sup> Congress, 2<sup>nd</sup> session, document 1, subdocument 3

- A<sup>5</sup> How to cite an international treaty with three or fewer signers  
Title of treaty; signatory nations in three letter abbreviations; citation in document (usually an article); treaty signing; other identifying information
- A<sup>6</sup> How to cite an international treaty with four or more signers  
Title of treaty; citation in document (usually an article); treaty signing; other identifying information
- A<sup>7</sup> How to cite a print source (like a textbook or novel) from three or more authors  
Two authors and the term ‘et al’; title; edition; page; publisher with city and year; isbn number
- A How to cite a print source (like a textbook or novel) with two authors  
\*same as footnote seven (above), but without the term “et al” added
- A<sup>8</sup> How to cite a letter  
Author’s name; recipient’s name; date written; name of depository and location

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<sup>5</sup> North American Free Trade Agreement; US-Can.-Mex.; Article 705 (3), ratified 7<sup>th</sup> December 1992. 32 I.L.M. 289 (1993)

<sup>6</sup> Geneva Convention Relative to the Treatment of Prisoners of War Article 4.A.3 ratified 12<sup>th</sup> August 1949 75 U.N.T.S. 135

<sup>7</sup> Edwards, George, Joseph Keller, et al., Government in America – People, Politics and Policy (AP Edition, 2<sup>nd</sup> Edition) Page 123, published by Pearson Education, Inc, San Francisco 2006 isbn nr.0-321-29236-7

<sup>8</sup> Adams, Abigail Letter to John Adams 12<sup>th</sup> July 1775 John Adams Historical Library, Boston Massachusetts

- A<sup>9</sup> How to cite an interview conducted by a student  
Interviewee's name; interviewer's name; date conducted
- A<sup>10</sup> How to cite an email message  
Author's name; subject line; description of message that includes recipient [eg, email to the author]; date of sending
- A<sup>11</sup> How to cite an interview used in research (not conducted by the student)  
Interviewee's name; interviewer's name; date conducted; method of information retainment; *title of material collection*; name of depository
- A<sup>12</sup> How to cite a print source (like a textbook or novel) from a single author  
Author; book title; page; publisher; year published; isbn number
- A<sup>13</sup> How to cite an article found within a professional journal  
Author of article; "title of article"; title of professional journal; publisher; date of publication; page; issn number

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<sup>9</sup> Evers, Medgar Interview conducted by Lydia Mills 15<sup>th</sup> April 1961

<sup>10</sup> Chang, Audrey Tips for finding sources Electronic message from author Audrey Chang to Mario Hernandez 5<sup>th</sup> October 2002

<sup>11</sup> Little, Malcolm Interview by James Daniels 3<sup>rd</sup> November 1964 Audio cassette *Behind the Veil: Documenting African-American Life in the Jim Crow South* Rare Book, Manuscript and Special Collections Library Duke University, North Carolina

<sup>12</sup> Stoessinger, John Why Nations Go To War (10<sup>th</sup> Edition) Page 32, Thomson-Wadsworth Publishing 2005, isbn nr.0-534-63147-9

<sup>13</sup> Bilinsky, Yaroslav "Baltic Realignment" Harvard International Review Published by Harvard International Relations Council, Spring 2006 Page 60 issn nr.0739-1854

- A<sup>14</sup> How to cite a classroom lecture (intellectual property) by an instructor  
Specify lecture notes in “course title”; instructors name; school/institution with location; date notes were taken
- A<sup>15</sup> How to cite a long online source which is divided into sections  
Author; “title of article”; source title; publication date; web address; ‘sub-section title’; paragraph number from that section
- A<sup>16</sup> How to cite an encyclopedia and other multi-volume work  
Author/editor; “word/term looked up”; title of source; edition; year; isbn number
- A<sup>17</sup> How to cite an article from a printed newspaper  
Author; “title of article”; newspaper; date; page, section and column location of article
- A<sup>18</sup> How to cite a book review  
Reviewer’s name (if indicated); title of review (if indicated); name of author and title of reviewed work; *title of work where the review appears*; date of publication (of the source where the review appears)

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<sup>14</sup> Lecture notes from ‘Russian History’ course, Mr. E.Robert Scrofani, Berkeley High School, California, Spring 1991

<sup>15</sup> Kahneman, Daniel “Why Hawks Win” Foreign Policy January/February 2007 Online at:  
[http://www.foreignpolicy.com/story/cms.php?story\\_id=3660](http://www.foreignpolicy.com/story/cms.php?story_id=3660) Section ‘Carelessly Optimistic’, Paragraph 3

<sup>16</sup> Lumiansky, R.M., “Chaucer” The New Encyclopedia Britannica 15<sup>th</sup> Edition 1998 isbn nr.0-123-456789

<sup>17</sup> Holden, Stephen “Frank Sinatra dies at 82: Matchless Stylist of Pop” New York Times [National Edition]  
16<sup>th</sup> May 1998 Section A:1, 22-3

<sup>18</sup> Salinger, Sharon Review of Not All Wives: Women of Colonial Philadelphia by Karin Wulf *The Journal American History* nr.88 June 2001 pages 184-185

- A<sup>19</sup> How to cite an online source which originally appeared in print  
Print articles author; “print articles title”; print magazine where the article appeared, with date and publishers’ location; online web address; paragraph number
- A<sup>20</sup> How to cite an online posting  
Author (with position/title if known); “title of posting”; post number; address posting was made to; web address of message archives; date of posting
- A<sup>21</sup> How to cite a television documentary  
Film writers; “film title”; series (if applicable); producer or organization; release date; film length

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<sup>19</sup> Annan, Kofi “In Larger Freedom: Decision Time at the United Nations” Foreign Affairs Magazine May/June 2005 Washington DC Online at: [http://www.foreignaffairs.org/20050501faessay84307/kofi\\_annan/in\\_larger\\_freedom\\_decision\\_time\\_at\\_the\\_un.html](http://www.foreignaffairs.org/20050501faessay84307/kofi_annan/in_larger_freedom_decision_time_at_the_un.html) Paragraph 2

<sup>20</sup> Casper, Karl (Department of Physics, Cleveland State University, Cleveland, Ohio) “Re: Watered Down Curricula” Online discussion board post nr.1080 Made in Math Forum [discussion list on the internet] Available from <http://mathforum.org/epigone/math-teach/wheebrelwhing/7zq2783aznop@forum.mathforum.com> Posted 26<sup>th</sup> October 2001

<sup>21</sup> Hilton, Chris and Aaron Woolf; “Dying to Leave” Wide Angle, PBS 2004 120 minutes

## American Government Essay

1. Explore on the concept of 'separation of church and state', chronicling its origins, supportive founding documents and challenges over time, all the while keeping an eye toward constitutional precedent.
2. Explore the concept of so-called 'judicial activism', defining its particulars and examining the degree to which it is real or claimed as a propaganda initiative.
3. Over the course of American history, have civil liberties been considered an absolute guarantee, or are there circumstances in which such liberties have been removed constitutionally?
4. Can any branch of government become too powerful, how would this be identified and reconciled, or does history suggest the Madisonian system of checks-and-balances will always, eventually, yield a balancing of an otherwise unequal power relationship in government?
5. Considering the sources of rebellion against authoritarianism concurrently with everything else in the era, to what extent did anarchy rule in the American 1960s? (1954-1973 might be good time frame to look at; your paper much address the political orientation to the movements and executive-level government deliberations.)
6. Rarely is there a period of time in which society has advanced so quickly at all levels that the society may never return to the way it was prior to when the transformation began. America experienced such periods during the Progressive Era, the Roaring 20s, 1954-1975, and the 1990s. (Your paper much address the political level of changes) Expand on this thesis argument regarding the themes which reach through the eras, advancing this view or advocating against it.
7. Consider the structure of the United States government. What reforms to the system would be advisable for Congress to consider, and under what circumstances will these proposed reforms receive support or resistance?
8. Chronicle the modern history of the evangelical movements' influence on American politics, emphasizing strategies from 1980 to present and assessing the strength of their impact.
9. Explore the history of political realignment in this country, identifying any patterns and precursors which are necessary for such an event to unfold.
10. Assess the impact of the Due Process clause to the unfolding of judicial interpretations.



11. To what extent might (or might not) international law be a threat to democracy?
12. Assess and contrast the foreign policy doctrines of Bush Jr and Obama.
13. Explore and assess the situation revolving around human trafficking, modern-day slavery, conflict diamonds or trans-national cooperation in the post-September 11<sup>th</sup> era.
14. Assess the reasons and extent to which the global financial meltdown is presenting a threat to world peace.

## International Studies Essay

1. Which should carry more weight in policy formulation: human rights considerations or strategic self-interest?
2. Explore the relationship between foreign policy and economic stability
3. Is international law a threat to democracy?
4. Cuba
5. Contrast and assess the foreign policy doctrines of Presidents Bush Sr, Bush Jr and Obama.
6. Assess the extent to which Russia is reemerging as a threat to global stability.
7. Assess the reasons and extent to which the global financial meltdown is presenting a threat to world peace.
8. Would you characterize the world as existing in a state of anarchy (ie, unpredictable chaos) or in some kind of predictable structure, or perhaps something else altogether? Explain the reasoning/rational for your answer in detail.
9. Prepare a thesis which revolves around a current international situation. Consider...
  - Tibet
  - Sudan and Genocide
  - Conflict diamonds
  - Contemporary slavery
  - Arab-Israeli tensions
  - International terrorism

## Psychology Essay Topics

1. Support or refute the resiliency of the human psyche.
2. What ethical considerations are implicit in the study of psychology, and are such considerations absolute in all circumstances?
3. Does biology or environment maintain a stronger pull on personality and behavior?
4. Schizophrenia and Multiple Identity Disorder are both under the category Dissociative Disorder. Is this an appropriate area for them to be categorized under, especially when considering the similarities/differences they share with other conditions listed under Dissociative Disorders?
5. Under what circumstances might a person be persuaded to take action based on seeing or hearing things which don't penetrate their conscious awareness, and how prevalent is this?
6. Will a punishment-orientated or rehabilitative approach be the most effective in treating incarcerated peoples?
7. Classical Conditioning, Operate Conditioning and Observational Learning: which maintains the largest impact on learning, and which theorists postulated ideas which overlap the three approaches?
8. Is the theory of Id-Ego-Superego compatible with our knowledge of the brain's structure and workings?
9. Why have many psychologists questioned some of the reports of activation of repressed memories?
10. What are the influences upon language acquisition, and to what extent do they enhance or distract from language acquisition?
11. "Changes in development are a result of biological, cognitive and socioemotional processes." (quoted from your textbook, page 275) Quantify this statement, describing the extent to which this is accurate and identifying any shortcomings which should be incorporated into it.
12. Consider an event from your life which highly impacted you; this must be an event which profoundly impacted your perspective on life (not making the Varsity team is not a good event to use). Use the psychology from the course to explain and pattern your behavior during this time.
13. Watch a movie, and then write a paper which uses psychology to make sense of the characters and subsequent events within the film. Your teacher must pre-approve the film.

14. Using the DSM-IV criteria, explore either neurotic or psychotic conditions, charting parallels among them.
15. Considering human development with an emphasis upon childhood psychology, what emerges as the most prominent influence in upon learning?

### United States History Essay Topics

1. Explore how America's colonial foundations lead directly to the embrace of the Constitution and Bill of Rights.
2. Research into the biography of either (not both) Benjamin Franklin or Malcolm X, emphasizing the individuals' beliefs, their approach toward addressing injustice, and their actions' transformative impact upon their nation.
3. Should the leadership of President Andrew Jackson be celebrated or condemned?
4. How has immigration patterns shaped America's history and influenced its sense of national identity?
5. Consider the impact upon America through changes in Capitalistic development, trade, commerce and technology across time.
6. Chart the pattern of federalist and anti-federalist thought over American history.
7. Many Historians maintain that World War I and World War II are essentially the same war. Advance this argument or convincingly advocate against it.
8. Identify and explain how President Wilson's worldview was an attempt to resolve the issues which lead to the Great War.
9. Considering the sources of rebellion against authoritarianism concurrently with everything else in the era, to what extent did anarchy rule in the American 1960s? (1954-1973 might be a good time frame to look at)
10. Rarely is there a period of time in which society has advanced so quickly at all levels that the society may never return to the way it was prior to when the transformation began. America experienced such periods during the Progressive Era, the Roaring 20s, 1954-1975, and the 1990s. Expand on this thesis argument regarding the themes which reach through the eras, advancing this view or advocating against it.

11. What was the primary goal of reconstruction – reunification, punishment, civil rights or something else?
12. Argue in support of (or against) the accuracy of Charles Beard’s interpretation of American history.
13. To what extent was the Gilded Age a primer for political alignment and corruption?
14. Compare, contrast and assess the leadership of Presidents Woodrow Wilson and Franklin Roosevelt, with regard to their impact as domestic leaders, wartime leaders, Allied partners, and the post-war vision they strove to achieve.
15. Identify and assess the Constitutional sources of antebellum sectionalism.
16. Identify and explain the manner in which President Franklin Roosevelt’s New Deal addressed the problems which confronted the Depression-era nation.
17. Pattern the successes of Cesar Chavez in gaining rights for migrant workers.
18. Explore the attitudes of five American Presidents toward Vietnam, assessing the seriousness by which they took the situation and assessing who bears responsibility for America’s engagement in it. The presidents are Truman, Eisenhower, Kennedy, Johnson and Nixon.
19. There remains a historical debate regarding the circumstances of the death of Lincoln and Kennedy. Choose one, and research into their murder, assessing the degree to which “official” history should be considered accurate. (*Your paper must recognize official history; not just point to evidence of inaccuracies*).
20. As the decision to drop the atomic bomb was contemplated, which held the most sway in the evaluation of the choices...military necessity, nationalism, Cold War diplomacy, or something else?
21. During the colonial era, “mercantilism was actually more favorable to the colonies than to Great Britain.” Evaluate this statement.
22. In spite of the post-war economic boom and the rise of the suburbs, to what extent did the 1950s represent the true ‘good life’, or were such cultural excesses just blinding Americans to the realities of the world they were confronted with?
23. Whose approach toward achieving civil rights would be the most effective, Booker T. Washington or W.E.B. Dubois?

## Philosophy Essay Topics

1. How prevalent is Aristotelian logic in the shaping of modern society?
2. Is Socialism truly hostile toward Capitalism, as Soviet and American politicians have maintained throughout the twentieth century?
3. Was the pretext by which Immanuel Kant broke away from Continental rationalism (epitomized by Descartes, Spinoza and Leibniz) accurately reflected in his views toward morality?
4. To what extent have tyrants found success when following a Machiavellian model?
5. When Augustine, Aquinas, Anselm and others came along, their religions had grown stagnant. How prevalent was the impact of these future-Saints in facilitating the renewed health of their religion?
6. Assess the accuracy of Frederick Nietzsche's assertion 'God is Dead', as applied to twenty-first century Western Europe.
7. How much credit should Mary Wollstonecraft be given in her pursuit of inspiring a society of ultimate perfection, particularly in the sphere of gender equality?
8. To what extent may we credit Hegel's views of national self-determination and individual nationalism with revolutionary movements from 1776 America to twentieth century Zionism?
9. To what extent did Thomas Jefferson and James Madison challenge theories of government structure and organization, and were the theorists (Locke, etc) they pulled from taken out-of-context or were their views accurately interpreted?
10. How dangerous are philosophical ideas to contemporary society?

## Grammar Fun!

Correct the following statements (Bragging rights for anyone who can identify who said these and where)

- a. live long and prosper.
- b. i love it when a plan comes together.
- c. last night darth vader came down from the planet Vulcan and told me that if I didn't take lorraine out that hed melt my brains.
- d. dear Mr. verson: We accept the fact that we had to sacrifice a whole saturday in detention for whatever it is we did wrong but we think you're crazy for making us write an essay telling you who we think we are. you see us as you want to see us.
- e. i know what you're thinkin'. 'Did he fire six shots or only five?' Well, to tell you the truth, in all this excitement, i've kinda lost track myself. But being as this is a .44 Magnum, the most powerful handgun in the world, and would blow your head clean off, you've got to ask yourself one question: 'Do i feel lucky?' Well, do ya punk?
- f. its 106 miles to chicago weve got a full tank of gas half a pack of cigarettes its dark and were wearing sunglasses.
- g. you're going to need a bigger boat
- h. im going to bed before either of you come up with another clever idea to get us killed or worse expelled!
- i. what happens in the event that figure 'A' is attracted to figure 'B' and wants to get married but figure 'A' is already married to figure 'C' and figure 'B' is engaged to figure 'D' but figure 'A' can't keep his hands of figure 'B' because she's got such a great figure.
- j. look, all i know is what they taught me at command school. There are certain rules about a war and rule number one is young men die. and rule number two is doctors can't change rule number one.
- k. . . . it's the duty of every real american to be on the lookout for goldbricks, red's and fellow travelers. 'Course without the likes of americans like you the jobs of americans like me would be a lot more difficult. but don't get me wrong americans like me like difficult jobs. so don't get the idea you're doing the CIA any favors. we dont really need americans like you, we don't need anybody.
- l. follow. But. Follow only if ye be men of valour, for the entrance to this cave is guarded by a creature so foul so cruel that no man yet has fought with it and lived. Bones of full fifty men lie strewn about its lair. So brave knights if you do doubt your courage or your strength come no further for death awaits you all with nasty big pointy teeth.
- m. in this galaxy there's a mathematical probability of three million earth-type planets. and in the universe, three million *million* galaxies like this. And in all that, and perhaps more . . . only *one* of each of us.
- n. use of unnecessary violence in the apprehension of the blues brothers has been approved.