**Striving For Balance Between Democracy and Authority**

**Unit Paper**

**Assignment:**

You will:

* Write an analytical essay that advances an original argument, and effectively situates that argument in current historical scholarship in order to demonstrate its relevance to the field.
* Draw on historical scholarship as a source of evidence and supporting analysis for your paper.

Note: For the purposes of this paper, the field will be limited to one article by Eric Foner.

**Question:**

Historians debate the degree to which there has been evolution in the concept of American freedom. While some argue that the definition of freedom has undergone radical shifts across various eras, others argue that the definition has only varied slightly as core aspects of the definition have remained the same. To what degree has the definition of American freedom changed over time?

**how to write this paper:**

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| --- | --- |
| **Develop the Field** | * Read the attached article by Eric Foner in which Foner also answers the above question
* Understand and summarize Foner’s argument
 |
| **Develop Your Central Claim** | * Develop your own answer to the above question as your central claim
* Be able to explain how your central claim relates to Foner’s argument
 |
| **Introduction** | * Introductions should use the following outline:
	+ Include multiple sentences of context (time and place and key concepts in the central claim)
	+ Identify our question
	+ Summarize how Foner has answered this question
	+ Identify your entry point into the historical discussion by way of how your central claim relates to that of Foner’s
		- Ex. “While Foner…freedom is actually…”
		- Ex. “Foner fails to account for…when considering this factor, freedom can be seen…”
	+ Transition to your central claim
	+ Conclude with your central claim
 |
| **Sub-Claims** | * While the central claim may be stated concisely, it should be sophisticated enough in its ideas to be clearly proven through multiple subclaims (body paragraphs)
 |
| **Evidence** | * Quality
	+ Meets SPARC criteria (see attached)
	+ Varied in type (varied within and across qualitative and quantitative)
* Quantity
	+ Sentences should be “densely packed” with evidence; knowing when evidence requires elaboration and when it does not
* Sources Used to Find Evidence
	+ Facts from class
	+ Primary sources/artifacts from class
	+ Facts contained in historical scholarship read in class
	+ Facts contained in **historical scholarship you found on your own**
 |
| **Reasoning** | * Explains how evidence supports the subclaim and in turn the central claim
* Your reasoning is bolstered by the historical claims of other scholars (“back up dancers”)
	+ Will use scholars from historical scholarship read in class
	+ Will use scholars from at least one piece of **historical scholarship you found on your own**
 |
| **Conclusion** | * Restate our question
* Summarize your central claim
* Identify how your central claim relates to Foner’s argument
* Explain what your central claim adds to the field, and how it enhances our understanding of the topic
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| **Citation** | * Chicago style footnotes and bibliography
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**Length:**

5-8 pages

**outside source requirement:**

Must use a minimum of one piece of historical scholarship that we did not look at in class. You must use that scholarship to provide at least one piece of evidence and one piece of supporting analysis.

**Due Date:**

Check-In: *By* Thursday December 6th

* Please show me:
* Introduction
* Central Claim
* Outside Scholarship – Citation
* How you will use outside scholarship for evidence
* How you will use outside scholarship to support reasoning

Final Paper: December 13th, no late penalty if it comes in on Dec. 16th

**Point Value:**

100 points

**SPARC**

|  |
| --- |
| **Sufficient*** Enough to be convincing and support all parts of the claim
* not too little
* not too much
* not repeated/recycled
* varied and from varied sources (when necessary)
* addresses counters (when necessary)
 |
| **Precise*** specific/detailed
* used in the right place
 |
| **Accurate*** true and responsible
* based on an effective reading and understanding of the source
* witten/ conveyed accurately
 |
| **Relevant*** connected to the Central-Claim and/or sub-claim (OR part of the Central-Claim/sub-claim)
* well-chosen from what’s available, i.e. you haven’t ignored more relevant evidence available elsewhere
 |
| **Credible*** from a trustworthy and appropriate source
* used appropriately, i.e. not beyond the source’s limitations
* cited appropriately for the task
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