HSTEU 274

Autumn 2019

**PAPER TOPICS**

\*\*PAPERS DUE MONDAY, NOVEMBER 25TH BY 5 PM\*\*

7-8 PAGES, 12-POINT FONT, DOUBLE SPACED, 1-INCH MARGINS

Please write your essay in response to one of the following prompts:

1. Compare and contrast the relationship between the wartime and postwar eras, represented by two of the following texts: Robert Graves’s *Good-bye to All That*, Ernst Jünger’s *Storm of Steel*, Art Spiegelman’s *Maus II*, Heda Kovaly’s *Under a Cruel Star*, Jean Renoir’s *Grand Illusion*, Michael Verhoeven’s *Nasty Girl*. You must include at least one written text. How do the authors think that the past lives on (or gets covered up) in the present? How do the authors view the individual and social changes that have taken place because of the war? Are they nostalgic for the prewar world, or for the war itself?
2. Compare and contrast the ways in which two of the following critics (Litveiko, Kollontai, Eisenstein, Kovaly, and Fanon) depict the changes between pre- and post-Revolutionary society. In developing your argument, you might consider one of the following questions: How do these texts define what it means to be a “revolutionary”? What kinds of new individuals and social relationships do they believe the Revolution will create? How do the authors present the Revolution’s costs and benefits? Note that if you write on Eisenstein, you should watch *October (Ten Days that Shook the World*) in its entirety.
3. Compare and contrast the role of women in Frantz Fanon’s *A Dying Colonialism* and Pontecorvo’s *Battle of Algiers*. What is the broader significance of these depictions of women for Fanon and Pontecorvo? Why do Fanon and Pontecorvo think that the role of women in the Algerian War is so important, and how do they expect that these roles will change because of the war?

Prof. Bailkin

##### GUIDELINES FOR ESSAYS

Your papers will be graded for depth, clarity, and style. The successful paper contains an original, innovative, and sophisticated argument, outlined clearly by a thesis statement in the introductory paragraph. The body of the paper supports all parts of this thesis in an effective manner with ample textual evidence. The prose is clear, direct, and eloquent, and is unmarred by grammatical, syntactical, or typographical errors. The arguments are not only unified and coherent, but also complex and nuanced. The paper persuades the reader that the argument being made is of fundamental importance to an understanding of the text or texts under discussion.

Read and edit your essay for content as well as form––is it persuasive? Is it interesting? If you are writing a comparative paper, have you chosen points of comparison that illuminate both texts?

1. Your paper should have a title. The title should not simply summarize the topic, but should give the reader a reason to want to read the paper.

2. The thesis of your essay should be stated clearly in the introduction. The thesis is not a reiteration of an assigned topic, but a specific, original position on the topic, which has been arrived at through analysis of the material.

* The thesis should be **advanced**, rather than restated throughout the paper––each time you return to the thesis, you should be deepening the central argument. Avoid repetition without development.
* Don’t ignore evidence that contradicts your thesis but acknowledge and incorporate or refute it.
* Avoid sweeping generalizations, such as “history tells us…” or “man has always…” Also, avoid using vague terminology, such as “society” or “human nature” without qualifying explanations about how a given author is using these terms.
* Avoid summarizing the class discussions without adding anything new––the seminars should serve as a starting-point for developing your own argument.

3. Use specific examples from the text to support your argument and offer full citations with appropriate references for your examples in **Chicago author-date style**. For these specific citation rules, see <https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html>.

* Quotations equivalent to 3-4 lines of the essay (or quotations over 50 words) should be block-indented and single-spaced. Acknowledge all the assigned texts **and** any additional materials you use, including but not limited to information from the web.
* At the same time, do not rely too heavily on quoted material at the expense of analysis. Do not offer lengthy summaries of the lectures or the assigned texts, but only draw on those specific details that are directly relevant to your **own** argument.

5. Proofread your paper carefully. If possible, have a friend proofread your paper as well––do not rely exclusively on SpellCheck or other computer programs. Better yet, make a 30-minute individual consultation appointment with the **History Writing Center** for brainstorming and argument development, paper organization and revision, and achieving clarity of ideas and language: <https://history.washington.edu/history-writing-center>. Make sure to bring the essay prompt and your preliminary ideas to the appointment. Acknowledge any outside help you receive at the end of your paper.

6. Please put your name on a separate title page; your name should not appear elsewhere on the paper.

**An “A” paper (90–100)**

* Has a strong introduction and a clearly articulated thesis (argument) that is analytical rather than descriptive;
* The rest of the paper builds up and supports the argument paragraph-by-paragraph using examples and evidence from the readings and/or films to back up each claim;
* Uses a consistent citation method which honestly credits all facts/arguments borrowed from others;
* Does not rely on too many direct quotes to make the argument: the author is able to express and cite the evidence in their own words, reserving direct quotes only for illustrating evidence or analyzing language in instances where paraphrasing would be inappropriate;
* Uses clear language and is free of most grammatical and spelling errors;
* Has a clear conclusion that does not merely restate the thesis introduced earlier in the paper. **(Keep in mind, however, that the conclusion is not the place to introduce new evidence or new parts of your argument. This should be done earlier.)**

**A “B” paper (80–89)**

* Has a solid analytical thesis, but the wording is less clear or weaker in argumentation;
* Builds a coherent argument in each paragraph, uses solid evidence, but does not make concrete connections between paragraphs or analyze the evidence sufficiently;
* Has correct and consistent citations;
* Generally presents a good argument but may have unclear language, spelling, or grammatical errors, or unclear analysis in a few places;
* Has a solid conclusion.

**A “C” paper (70–79)**

* Lacks a clear thesis or has a thesis that merely describes rather than analyzes an issue;
* Does not fully develop or defend an argument;
* Has unclear, hesitant, or disorganized writing, but may still have instances of clear argumentation;
* Fails to use appropriate evidence to support argument or relies on opinion rather than evidence;
* Does not practice consistent citation in all instances, but makes an effort to do so;
* Lacks a clear conclusion.

**A paper that earns less than a “C” (0–69)**

* Lacks a clear, analytical thesis;
* Does not develop an argument and/or use appropriate evidence;
* Has unclear writing, errors in argumentation, grammar, and/or citation;
* Lacks a conclusion.