

Course-Culminating Assignment

Historical Essay – The Legacy of Western Europe

leg-a-cy *n* Anything received from or passed on by an ancestor, predecessor, or earlier era.

Essays form an integral part of history courses. They can also be one of the most rewarding aspects of a course, giving you a chance to research the raw material of history (primary resources) and to analyze other historians' interpretations of the past (secondary sources).¹

The course-culminating assignment for this course requires that you develop an area of investigation and from there a set of inquiry questions that focus your research and help you to establish an effective thesis.

There are certain parameters that you must consider when deciding on an area of investigation, developing your inquiry questions and establishing a thesis:

- Most importantly your essay must examine the evolution and application of an “idea” – your topic – as a part of the legacy of Western Europe and to the World. Do not limit yourself to an examination of an individual or moment in time but instead, examine the idea you have chosen as an aspect of the unfolding history of Western Europe.

You may find it necessary to contextualize your topic by examining its origins, the key thinkers in its inception and evolution but DO NOT fall into the trap of presenting a narrative history of the idea you are examining. Rather, you must fully engage in an examination of the idea that is your topic. This will involve critically challenging assumptions that surround the idea, analysing the inspiration for the idea, the hopes it captured and the failures of its promise.

- Your essay must examine an idea that falls within the chronology of this course. Its origins must be found within the modern era – between 1400 and 1950 – and may extend into the post modern period – 1950 to the present.
- It is suggested that you limit you essay to 8-10 pages or a maximum of 5000 words. This is the approximate length of the first essays you will be submitting in Year One of your post-secondary studies.

You may use one of the possible topics listed on page three as a starting point (although you should note that you will need to refine, beyond the suggested topic, your choice to ensure it is interesting and appropriate to your purpose). The inquiry questions in the Prologue of *Legacy: The West and The World* may also serve as a starting point for the development of your essay. Consider also the Overall Expectations for the course and this assignment (on the reverse of this page) as a guide for your research.

¹ Procter, Dr. Margaret. *The Preparation of Historical Essays*. (Toronto, 1997), p. 1.

Overall Expectations – CHY4U1/o1

Communities: Local, National, and Global

By the end of this course, students will:

- analyse a variety of types of communities that have evolved since the sixteenth century;
- assess various types of interactions that have occurred among diverse peoples and cultures, and the impact of these interactions, since the sixteenth century;
- evaluate the factors that have led to conflict and war or to cooperation and peace between and within various communities from the sixteenth century to the present.

Change and Continuity

By the end of this course, students will:

- demonstrate an understanding of how the historical concept of change is used to analyse developments in the West and throughout the world since the sixteenth century;
- demonstrate an understanding of how the historical concept of continuity is used to analyse developments in the West and throughout the world since the sixteenth century;
- demonstrate an understanding of the importance and use of chronology and cause and effect in historical analyses of developments in the West and throughout the world since the sixteenth century.

Citizenship and Heritage

By the end of this course, students will:

- explain how key Western beliefs, philosophies, and ideologies have shaped the West and the rest of the world since the sixteenth century;
- analyse how non-Western ideas and culture have influenced the course of world history since the sixteenth century;
- analyse different forms of artistic expression and how they have reflected or challenged the societies in which they have appeared;
- assess the range and diversity of concepts of citizenship and human rights that have developed since the sixteenth century.

Social, Economic, and Political Structures

By the end of this course, students will:

- describe diverse social structures and principles that have guided social organization in Western and non-Western societies since the sixteenth century;
- analyse significant economic developments in the West and the rest of the world since the sixteenth century;
- describe key developments and innovations in political organization in the West and the rest of the world since the sixteenth century;
- analyse changing aspects of women's economic, social, and political lives in Western and non-Western societies since the sixteenth century.

Methods of Historical Inquiry and Communication

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Potential Topics

Art (architecture, drama, literature, music, visual)

Capitalism

Colonialism/Imperialism

Conservatism

Consumerism

Communism

Democracy

Diplomacy/International System

Environmentalism

Espionage

Exploration

Fascism

Fashion

Feminism

Globalisation (economic, cultural, political)

Industrialism

Invention

Just War Theory

Liberalism

Medicine

Militarism

Monarchy

Nationalism

News Media

Protest (or Protestantism)

Race

Radicalism

Religious Fundamentalism

Republicanism

Science

Slavery

Sport

Terrorism

Process

Part A – Topic Proposal (not marked)

Due Date: _____

Provide a 250-word summary of the topic you have begun to explore. You should clearly identify the general topic you are exploring and the inquiry question(s) that you have developed. Remember that this question will lead directly to the development of a thesis. Perhaps most importantly, your summary should outline the connection between the development of an idea in Western Europe and its legacy. Additionally, you should provide information that supports the importance of your topic in an examination of the legacy of Western Europe.

Part B – Annotated Bibliography (not marked)

Due Date: N/A

Provide an annotated bibliography comprised of fourteen sources. None of these sources should be web sites. You may, however, use academic articles and books that are published online. Of these fourteen sources at least four must be primary sources. Be absolutely certain that each source that you include is academically acceptable.

Your annotated bibliography will form the basis of your works consulted and should include a two-sentence description of the source and two sentences conveying how you foresee using the source in your analysis and evaluation of the argument you have chosen.

Part C – Thesis Defence (5%)

Due Date: _____

Prepare a five minute oral presentation of your thesis that examines its relevance and importance within the framework of the assignment and of the course. Outline the evidence you will use to support your thesis and conclude with an examination of the thesis' importance in the history of the Western World.

Your presentation should take place against the backdrop of an image that effectively captures and conveys the topic you have chosen to examine and the argument you are developing.



The second component of your defence will provide an opportunity for your classmates and teacher to challenge the construction of your argument including your thesis and the evidence you have chosen to support it.

Note that this is an opportunity for you to reflect on and revise your argument, a chance to improve the final and most important component of your culminating assignment.

Part D – Formal Essay (10%)

Due Date: _____

In a formal essay examine the inception and evolution of an idea of the modern age and its role or importance in the legacy of Europe to the Western World.

With the submission of your essay you must include your rough-work, including your research and first drafts. Your essay should follow the guidelines of the Modern Language Association; include a title page, and use footnotes and a 'Works Consulted' page.

Part A - Topic Proposal

The topic proposal represents an opportunity for your teacher to provide an early assessment of your initial inquiry and for you to secure the feedback that you need to ensure that you are on the right track. Your proposal should reflect the initial stages of your inquiry.

1. Develop a working title that clearly indicates the topic you are examining and its relationship to the Western Tradition.
2. List the general sources (textbooks, encyclopaedias, and other reference materials) that you have consulted for ideas in MLA format and indicate in one or two sentences underneath each entry what information you found and how you are considering using it.
3. Present two or three inquiry questions that provide a focus for your research. Remember that these questions must be analytical not factual. Resist the urge to answer your questions at this time. Your research should determine the response that will form the basis of your thesis.
4. Write a 250 initial examination of your choice of topic and its place in the Western Tradition and importance to the Legacy of Western Europe. You should clearly address your own personal interest in the topic (you will have a much more enjoyable experience and thus, likely achieve at a much higher level if you are genuinely interested in the topic you are exploring). Your topic proposal should shed some light on the importance of your topic and help to explain why your investigation is worthwhile.

Owen Hollowell
308395
Mr. Dingwall
CHY401
April 7, 2014

Working Title

Initial Working Bibliography

Honderich, Ted. (ed.) The Oxford Companion to Philosophy. New York: Oxford University Press (1995).

Zinn, Howard. The Zinn Reader: Writings on Disobedience and Democracy. New York: Seven Stories Press (1997).

Inquiry Questions

What impact did the slave trade have on Africa and are these effects still being felt today?

How have historical forces such as imperialism contributed to the gap between rich and poor nations? How is the Current trend towards globalization increasing or decreasing the gap?

Examination of Topic and its place in the Western Tradition

Two hundred and fifty words responding to the requirements outlined in number four above.

Part B - Annotated Bibliography

Developing an annotated bibliography presents the first opportunity for you to do the research required to provide a knowledgeable analysis and evaluation of the topic you have chosen's role as a part of the Legacy of Western Europe.

Your bibliography will form the basis of your works consulted page and must follow MLA guidelines. The best resource at your disposal to create both an annotated bibliography and a works consulted page is the TDSB Library and Learning Resources *Research Success @ Your Library* (pp. 57-78).

When writing your annotated bibliography you must not only be certain to accurately follow MLA format but you must also effectively employ the four sentences at your disposal to describe your source and how you will use it in your analysis and evaluation of both sides (or one side, or the other) of the argument that you have chosen to examine.

Important Note on Selecting Sources:

When choosing your sources, be absolutely certain that each is considered academically acceptable and relatively current. For both print and electronic resources remember that you do not need to recognize dictionaries, encyclopaedias, or course textbooks in your works consulted. All of these sources are considered to contain common knowledge that the audience that you are writing for is aware of. Further, each represents a collection of information from other works on your topic. Should you wish to cite one of these sources in your work you are advised, instead, to go to the source from which the information originally came from.

When dealing with electronic sources especially, be certain that the source is academically appropriate. To help you evaluate electronic sources refer to pp. 34 and 35 of *Research Success @ Your Library*.



Part D - Formal Essay

Writing Your Essay

When writing the formal essay component of the course-culminating assignment for CHY4U1 it is suggested that you follow the “Keyhole” format for essay writing. The “Keyhole” essay begins with a thesis paragraph which is followed by a series of paragraphs in which you develop an argument in support of the position you have established in the thesis. Finally, you summarize your successful argument in a concluding paragraph.

The **thesis paragraph** should introduce your topic, narrow the focus of your paper, and present your thesis. The thesis should establish a very specific topic, the position you will defend throughout your essay, and an area of investigation (see p. 50 of *Research Success @ Your Library*).

Please highlight the thesis in your final copy.

In the **body** of your essay you will develop your argument to defend the position you have established in your thesis. You should take care to order your ideas to make your argument as persuasive as it can be (without sacrificing historical accuracy). It is highly recommended that you follow the point/proof method of presenting and developing supporting points in your argument. You should also take care to ensure that one paragraph naturally leads into the next. Do not abruptly halt a train of thought to begin another. This impedes the flow of your essay and leaves your audience feeling disjointed.

Your **antithesis** offers an opportunity for the author to address evidence that is significant enough that it cannot be ignored but that does not overwhelm the evidence presented in support of the author’s thesis. In effect, the author acknowledges the threat to her or his argument and by acknowledging it makes their own position stronger.

The **conclusion** of your essay should summarize your main points and illustrate the success of your argument. The summary should take place without repeating the thesis and should not read like a checklist of accomplishments. While your thesis paragraph began by introducing the topic in general terms your conclusion should begin by focusing in on the specific – that is, the successful defence of your thesis.

An Important Note on Due Dates

According to Northern Secondary School policy, course-culminating assignments are to be treated as exams for the purposes of late submissions. That is, if you miss a submission date for any portion of a course-culminating assignment, you will receive a zero on that portion of the assignment unless previous arrangements have been made with your teacher* or you can produce a doctor’s certificate to explain the missed due date (please see page 16 of your agenda).

*Please note that due to the timelines we must meet at the end of the school year no last minute arrangements will be accommodated. If you wish to negotiate an alternative due date with your teacher you must see her or him one week prior to the original due date.

Formatting Your Essay

For the purpose of this essay you will use a modified version of the MLA Title Page found on page 57 of *Research Success @ Your Library*.

George Wilson
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Mr. Dingwall
CHY4U1
May 21, 2014

Has terrorism been a successful in bringing about political change?

Begin thesis paragraph here ...

... end of first page.

Beginning on the second page of your essay, your name and the page number should appear in the upper right hand corner of the page. Any ideas that are not your own should be footnoted.

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Be sure to use 2.5 centimetre margins, size twelve font, and ...

“... you must tell readers that you have borrowed the material, and from where you have borrowed it.”¹

... double-space your work throughout your essay.

¹Gauntley, Tim, et al. *Research Success @ Your Library: A Guide for Secondary Students*. (Toronto: Toronto District School Board, 2005) 56.

Your ‘Works Consulted’ page should present all of the sources used in your research in alphabetical order following the format established on pages 73-78 of *Research Success @ Your Library*.

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Works Consulted

Bender, Peter. *Secrets of Power Presentations*. Toronto: The Achievement Group, 1991.

Lipson, Charles. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press. 2005.

Name: _____

Course-Culminating Assignment: Topic Proposal

Categories	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p>Knowledge & Understanding <i>The proposal reflects an emerging knowledge of the topic and an understanding its importance to the Western Tradition.</i></p>	<p>-demonstrates <i>thorough</i> knowledge of content</p> <p>-demonstrates <i>thorough</i> understanding of content</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-demonstrates <i>considerable</i> knowledge of content</p> <p>-demonstrates <i>considerable</i> understanding of content</p> <p>7.8 7.5 7.2</p>	<p>-demonstrates <i>some</i> knowledge of content</p> <p>-demonstrates <i>some</i> understanding of content</p> <p>6.8 6.5 6.2</p>	<p>-demonstrates <i>limited</i> knowledge of content</p> <p>-demonstrates <i>limited</i> understanding of content</p> <p>5.8 5.5 5.2</p>
<p>Thinking <i>The inquiry questions are well developed and address a worthwhile and researchable topic.</i></p>	<p>-uses processing skills with a <i>high degree</i> of effectiveness</p> <p>-uses critical thinking processes with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-uses processing skills with <i>considerable</i> effectiveness</p> <p>-uses critical thinking processes with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-uses processing skills with <i>some</i> effectiveness</p> <p>-uses critical thinking processes with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-uses processing skills with <i>limited</i> effectiveness</p> <p>-uses critical thinking processes with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>
<p>Communication <i>The proposal is succinct and clearly conveys the intent of the student's research proposal.</i> <i>All of the conventions of formal academic style and of the discipline are adhered to.</i></p>	<p>-expresses and organizes ideas and information with a <i>high degree</i> of effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-expresses and organizes ideas and information with <i>considerable</i> effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-expresses and organizes ideas and information with <i>some</i> effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-expresses and organizes ideas and information with <i>limited</i> effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>
<p>Application <i>The proposal clearly illustrates the connection(s) between the Western Tradition and its legacy to the modern world.</i></p>	<p>-transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-transfers knowledge and skills to new contexts with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-transfers knowledge and skills to new contexts with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.

Comments:

Name: _____

Course-Culminating Assignment: Thesis Defence

Criteria	Level Four 80-100%	Level Three 70-79%	Level Two 60-69%	Level One 50-59%
<p>Knowledge and Understanding <i>The theses and evidence are well constructed and address the evolution and importance of the topic in the legacy of Western Europe.</i></p>	<p>- demonstrates thorough knowledge of the topic. - demonstrates sophisticated understanding of the relevant concepts.</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- demonstrates considerable knowledge of the topic. - demonstrates solid understanding of the relevant concepts.</p> <p>7.8 7.5 7.2</p>	<p>- demonstrates some knowledge of the topic. - demonstrates some understanding of the relevant concepts.</p> <p>6.8 6.5 6.2</p>	<p>- demonstrates limited knowledge of the topic. - demonstrates limited understanding of the relevant concepts.</p> <p>5.8 5.5 5.2</p>
<p>Thinking/Inquiry <i>The importance of the topic as a legacy of Western Europe to the Western World is developed.</i></p>	<p>- demonstrates sophisticated awareness of different perspectives on the topic.</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- demonstrates good awareness of different perspectives on the topic.</p> <p>7.8 7.5 7.2</p>	<p>- demonstrates some awareness of different perspectives on the topic.</p> <p>6.8 6.5 6.2</p>	<p>- demonstrates limited awareness of different perspectives on the topic.</p> <p>5.8 5.5 5.2</p>
<p>Communication <i>Ideas are clearly presented and conveyed.</i></p>	<p>- level and use of language reflects excellent understanding of the purpose and audience. - excellent oral presentation, with high level of eye contact and excellent articulation and body language.</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- level and use of language reflects good understanding of the purpose and audience. - good oral presentation, with high level of eye contact and clear articulation and appropriate body language.</p> <p>7.8 7.5 7.2</p>	<p>- level and use of language reflects some understanding of the purpose and audience. - fair oral presentation, with some eye contact and clear articulation and/or body language.</p> <p>6.8 6.5 6.2</p>	<p>- level and use of language reflects limited understanding of the purpose and audience. - poor oral presentation, with limited eye contact and lack of clear articulation and/or body language.</p> <p>5.8 5.5 5.2</p>
<p>Application <i>The student engages directly with her audience in a constructive discussion of the weaknesses and merits of the argument.</i></p>	<p>-transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-transfers knowledge and skills to new contexts with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-transfers knowledge and skills to new contexts with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.

Comments:

Name: _____

Course-Culminating Assignment: Formal Essay

Categories	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p>Knowledge & Understanding The essay reflects thorough knowledge of the topic examined.</p> <p>The essay reflects thorough understanding of the concepts, ideas, etc. explored.</p>	<p>-demonstrates thorough knowledge of content</p> <p>-demonstrates thorough understanding of content</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-demonstrates considerable knowledge of content</p> <p>-demonstrates considerable understanding of content</p> <p>7.8 7.5 7.2</p>	<p>-demonstrates some knowledge of content</p> <p>-demonstrates some understanding of content</p> <p>6.8 6.5 6.2</p>	<p>-demonstrates limited knowledge of content</p> <p>-demonstrates limited understanding of content</p> <p>5.8 5.5 5.2</p>
<p>Thinking The final product is the result of careful planning and revision.</p> <p>Appropriate evidence is effectively selected to support the argument.</p>	<p>-uses planning skills with a high degree of effectiveness</p> <p>-uses critical thinking processes with a high degree of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-uses planning skills with considerable effectiveness</p> <p>-uses critical thinking processes with considerable effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-uses planning skills with some effectiveness</p> <p>-uses critical thinking processes with some effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-uses planning skills with limited effectiveness</p> <p>-uses critical thinking processes with limited effectiveness</p> <p>5.8 5.5 5.2</p>
<p>Communication The student's ideas are effectively organized and the argument is convincingly supported using the point/proof method.</p> <p>All of the conventions of formal academic style and of the discipline are adhered to.</p>	<p>-expresses and organizes ideas and information with a high degree of effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-expresses and organizes ideas and information with considerable effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-expresses and organizes ideas and information with some effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-expresses and organizes ideas and information with limited effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p> <p>5.8 5.5 5.2</p>
<p>Application The student's argument reflects an accurate analysis of the legacy of Western Europe and its impact and (where appropriate) includes an examination of opposing perspectives (an antithesis).</p>	<p>- applies knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with a high degree of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- applies knowledge and skills in familiar contexts with considerable effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with considerable effectiveness</p> <p>7.8 7.5 7.2</p>	<p>- applies knowledge and skills in familiar contexts with some effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with some effectiveness</p> <p>6.8 6.5 6.2</p>	<p>- applies knowledge and skills in familiar contexts with limited effectiveness</p> <p>-transfers knowledge and skills in familiar contexts with limited effectiveness</p> <p>5.8 5.5 5.2</p>

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.