

AP Seminar Performance Assessment Task: Individual Research-Based Essay and Presentation

Student Version

Weight: 35% of the AP Seminar score

Task Overview

This packet includes stimulus materials for the AP Seminar Performance Assessment Task: Individual Research-Based Essay and Presentation. This essay should be in the form of an argument.

You must identify a research question prompted by the provided stimulus materials, gather additional information from outside sources, develop and refine an argument, write and revise your argument, and create a presentation that you will be expected to defend. Your teacher will give you a deadline for when you need to submit your written argument and presentation media. Your teacher will also give you a date on which you will give your presentation.

Task Components	Length	Date Due (fill in)
Individual Written Argument	Approximately 2000 words	
Individual Multimedia Presentation	6–8 minutes	
Oral Defense	Respond to 2 questions	

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes, or footnotes, as well as a bibliography. You must avoid plagiarizing (see attached College Board policy on plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. **Individual Written Argument** (approximately 2000 words)
 - › Read, analyze, and discuss the provided stimulus materials to identify areas for inquiry.
 - › Compose a research question of your own prompted by the stimulus materials.
 - › Gather additional information from outside sources through research.

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- › Analyze, evaluate, and select evidence to develop a well-reasoned and well-written argument that answers the research question and conveys your perspective.
 - Your research question must be inspired by one or more of the stimulus materials. Your essay must refer to and incorporate at least one of these documents.
 - As part of your research, you must find outside sources, including peer-reviewed academic work, that will serve as evidence for your argument. You must locate these sources independently.
 - During your research process, revisit your original research question. Ensure that the evidence you gather addresses your original purpose and focus. Refine your research process, or your research question, as needed to make sure that your evidence aligns with your research question and supports your argument.
 - Your written argument must identify opposing or alternate views and consider their implications and/or limitations as well as the consequences and implications of one or more resolutions, conclusions, or solutions.

2. Individual Multimedia Presentation (6–8 minutes)

Develop a presentation that conveys your key findings and deliver it to an audience of your peers. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. The presentation should reflect the major components of your written argument. Engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).

- › Use effective visual design elements to engage your audience and illustrate your points.
- › Use appropriate communication strategies. Do not read directly from your paper, slides, or a script. Instead, interact with visuals or other supporting elements. Rehearse your commentary in advance and prepare notecards or an outline that you can quickly reference as you are speaking.
- › Make explicit connections between the evidence you choose and claims about your key findings.
- › Situate your perspective within a larger context.

3. Individual Oral Defense (two questions)

Defend your research process, use of evidence, and conclusion(s), solution(s), or recommendation(s) through oral answers to two questions asked by your teacher. (See list of sample defense questions on the following page.)

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Sample Oral Defense Questions

Here are some examples of the types of questions your teacher might ask you during your oral defense. These are *examples only*; your teacher may ask you different questions, but there will still be one question that relates to each of the two categories below.

1. Source selection and use

- › How did the stimulus materials inspire your original research? Which stimulus material(s) prompted your research question?
- › What information did you need before you began your research, and how did that information shape your research?
- › What evidence did you gather that you didn't use? Why did you choose not to use it?
- › How valid and reliable are the sources you used? How do you know? Which sources didn't work?
- › How did you select the strategies you used to gather information or conduct research? Were they effective?
- › How did your research question evolve as you moved through the research process? Did your research go in a different direction than you originally planned/hypothesized?
- › What information did you need that you weren't able to find or locate? How did you go about trying to find that information?
- › How did you handle the differing perspectives in order to reach a conclusion?

2. Extending argumentation through effective questioning and inquiry

- › What additional questions emerged from your research? Why are these questions important?
- › What advice would you have for other researchers who consider this topic?
- › What might be the real-world implications or consequences (influence on others' behaviors or decision-making processes) of your findings? What are the implications to your community?
- › If you had more time, what additional research would you conduct related to this issue?
- › Explain the level of certainty you have about your conclusion, solution, or recommendation.
- › How does your conclusion respond to any of the other research or sources you examined?
- › How did you use the conclusions and questions of others to advance your own research?

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AP Capstone Policy on Plagiarism

A student who fails to acknowledge (i.e., through citation, through attribution, by reference, and/or through acknowledgment in a bibliographic entry) the source or author of any and all information or evidence taken from the work of someone else will receive a score of zero on that particular component of the AP Seminar and/or AP Research Performance Assessment Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Written Team Report will receive a group score of zero for that component of the Team Project and Presentation.

To the best of their ability, teachers will ensure that students understand ethical use and acknowledgment of the ideas and work of others, as well as the consequences of plagiarism. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

AP Seminar Performance Assessment Task: Team Project and Presentation

Student Version

Weight: 25% of the AP Seminar score

Task Overview

You will work in teams of three to six to identify, investigate, analyze, and evaluate an academic or real-world problem or issue. The components that comprise this task are the Individual Research and Reflection, the Written Team Report, and the Team Presentation and Defense. These components are made up of the following elements, each of which you will need to complete in order to fulfill the task requirements:

Task Elements	Length	Date Due (fill in)
Individual Research Report	Approximately 1200 words	
Written Team Report	Approximately 3000 words	
Team Presentation	8–10 minutes	
Oral Defense (part of Team Presentation)	Each student responds to 1 question	
Individual Reflection (appended to end of Individual Research Report)	Approximately 800 words	

In all written work, you must:

- ▶ Acknowledge, attribute, and/or cite sources using in-text citations, endnotes, or footnotes, as well as a bibliography. You must avoid plagiarizing (see attached College Board policy on plagiarism).
- ▶ Adhere to established conventions of grammar, usage, style, and mechanics.

Task Directions

1. Team Coordination

As a team, collaborate to identify an academic or real-world problem or issue (e.g., local, national, global, academic/theoretical/philosophical).

- › Develop a team research question that can be viewed from multiple perspectives.
- › Conduct preliminary research to identify possible approaches, perspectives, or lenses.
- › Divide responsibilities among group members for individual research that will address the team's research question.

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2. Individual Research Report (approximately 1200 words)

On your own, investigate an approach, perspective, or lens on the issue or topic of the team research question. You may consult with your peers to get feedback and refine your approach. However, the report you submit must be your own work.

Present your findings and analysis to the group in a well-written individual report that

- › identifies one area of investigation and its relationship to the overall problem, question, or issue;
- › describes and analyzes the line of reasoning and evidence of the information collected;
- › explains and synthesizes the range of information and perspectives considered and the relevance of that information to the problem, question, or issue;
- › justifies the inclusion and exclusion of information advanced to the team; and
- › cites and attributes any information you have included.

3. Written Team Report (approximately 3000 words)

Working collaboratively, consider all of the research and analyses from individual team members for the purpose of proposing or creating one or more solutions, conclusions, or recommendations.

- › Evaluate and integrate individual findings and perspectives, synthesizing the most effective arguments and supporting evidence, and propose additional research that may need to be done to further develop the team report.

As a group, prepare a well-written team report that

- › introduces, situates, contextualizes, and/or explains the problem or issue and identifies each team member's approach to that problem or issue;
- › proposes one or more solutions, conclusions, or recommendations for the problem or issue that are based on evidence and consider consequences and implications;
- › appropriately acknowledges, attributes, and/or cites the ideas and work of authors of outside sources; and
- › includes a bibliography of works cited.

4. Team Multimedia Presentation and Defense (8–10 minutes)

Together with your team, develop a presentation that conveys your key findings and deliver it to an audience of your peers. The presentation and the media used to enhance the presentation should consider audience, context, and purpose. The presentation should reflect the major components of the written team report. Engage your audience using appropriate strategies (e.g., eye contact, vocal variety, expressive gestures, movement).

- › Use effective visual design elements to engage your audience and illustrate your points.

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- › Use appropriate communication strategies. Do not read directly from your paper, slides, or a script. Instead, interact with visuals or other supporting elements. Rehearse your commentary in advance and prepare notecards or an outline that you can quickly reference as you are speaking.
- › Make explicit connections between the evidence you choose and claims about your key findings.
- › Following the presentation, your team will defend its argument. Each team member will respond to a question posed by your teacher. Each team member should be prepared to answer questions about any part of the presentation (including information that others in your team have researched and/or presented).

5. Individual Reflection (approximately 800 words)

On your own, write an individual reflection on your experience as you worked on this task. Describe

- › how you approached the process of researching and solving a problem or issue
- › how your understanding of the problem or issue developed and/or changed
- › how working with the group deepened or otherwise influenced your thinking and writing

When your individual reflection is complete, label it and append it to the end of your individual research report so that the two pieces of work are submitted to your teacher as one document.

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To the best of their ability, teachers will ensure that students understand ethical use and acknowledgment of the ideas and work of others, as well as the consequences of plagiarism. The student's individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and/or cited.

AP Seminar End-of-Course Exam

Weight: 40% of the AP Seminar score

AP SEMINAR

Section I

Part A

Suggested time – 30 minutes

Directions: Read the passage below and then respond to the following three questions.

1. Identify the author's argument, main idea, or thesis.
2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them.
3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

From "The Uncertainty of Science" in *The Meaning of It All: Thoughts of a Citizen Scientist* by Richard P. Feynman (1998, 2005)

Scientists . . . are used to dealing with doubt and uncertainty. All scientific knowledge is uncertain. This experience with doubt and uncertainty is important. I believe that it is of very great value, and one that extends beyond the sciences. I believe that to solve any problem that has never been solved before, you have to leave the door to the unknown ajar. You have to permit the possibility that you do not have it exactly right. Otherwise, if you have made up your mind already, you might not solve it.

When the scientist tells you he does not know the answer, he is an ignorant man. When he tells you he has a hunch about how it is going to work, he is uncertain about it. When he is pretty sure of how it is going to work, and he tells you, "This is the way it's going to work, I'll bet," he still is in some doubt. And it is of paramount importance, in order to make progress, that we recognize this ignorance and this doubt. Because we

have the doubt, we then propose looking in new directions for new ideas. The rate of the development of science is not the rate at which you make observations alone but, much more important, the rate at which you create new things to test.

If we were not able or did not desire to look in any new direction, if we did not have a doubt or recognize ignorance, we would not get any new ideas. There would be nothing worth checking, because we would know what is true. So what we call scientific knowledge today is a body of statements of varying degrees of certainty. Some of them are most unsure; some of them are nearly sure; but none is absolutely certain. Scientists are used to this. We know that it is consistent to be able to live and not know. Some people say, "How can you live without knowing?" I do not know what they mean. I always live without knowing. That is easy. How you get to know is what I want to know.

Note: The inclusion of source material in this exam is not intended as an endorsement by the College Board or ETS of the content, ideas, or values expressed by the authors.

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This freedom to doubt is an important matter in the sciences and, I believe, in other fields. It was born of a struggle. It was a struggle to be permitted to doubt, to be unsure. And I do not want us to forget the importance of the struggle and, by default, to let the thing fall away. I feel a responsibility as a scientist who knows the great value of a satisfactory philosophy of ignorance, and the progress made possible by such a philosophy, progress which is the fruit of freedom of thought. I feel a responsibility to proclaim the value of this freedom and to teach that doubt is not to be feared,

but that it is, to be welcomed as the possibility of a new potential for human beings. If you know that you are not sure, you have a chance to improve the situation. I want to demand this freedom for future generations.

Doubt is clearly a value in the sciences. Whether it is in other fields is an open question and an uncertain matter. I expect in the next lectures to discuss that very point and to try to demonstrate that it is important to doubt and that doubt is not a fearful thing, but a thing of very great value.

The Meaning of It All by Richard Feynman. © Basic Books, 2005. Reproduced with permission of Basic Books for excerpt in an assessment via Copyright Clearance Center.

END OF PART A

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Part B
Suggested time – 60 minutes

Directions: Read the following two (2) articles carefully, paying attention to their perspectives, implications, and limitations. Then, write an essay that compares the two arguments by evaluating their effectiveness. In your essay, address the relevance and credibility of the evidence each presents to support the authors' lines of reasoning.

Article A

From “Make Them Eat Cake: How America is exporting its obesity epidemic.”
by John Norris (*Foreign Policy*, September 3, 2013)

With this summer’s news from the United Nations that Mexico has surpassed the United States in adult obesity levels — one-third of Mexican adults are now considered extremely overweight — U.S. foreign policy has come into sharper, or perhaps softer, focus. Despite first lady Michelle Obama’s continued emphasis on good diet and exercise, the United States seems secretly intent on fattening everyone else on the planet. Apparently, America has adopted the old piece of ursine humor as grand strategy: “You don’t have to run faster than the bear to get away. You just have to run faster than the guy next to you.”

At first blush, it might seem unfair to blame the United States for the stoutness south of its border. Surely, Mexicans (like Americans) are getting fatter because they are eating more, exercising less, and spending too much time watching television. When one digs beneath the surface, however, it quickly becomes apparent that a complex web of American agricultural, trade, marketing, and scientific practices together are helping drive a “globesity” epidemic. Many of these policies were designed to give U.S. firms a leg up in international markets, but the domestic economic benefits of this culinary oligarchy are increasingly being outweighed — literally and figuratively — by the toll on

international health, particularly among the poor. The American taxpayer is directly underwriting a food-production system in which nutrition has become a distant afterthought.

Perhaps America is ultimately guilty of nothing worse than trying to remake the world in its own hefty image — a case of soft-power influence gone horribly literal. As the global costs of obesity continue to spiral, however, it is time to rethink the changes that the United States has brought to the table.

IT IS NO ACCIDENT that Mexico’s weight gain has coincided with increased soft-drink guzzling. The country’s national statistics agency estimates that Mexicans drink 43 gallons per capita annually, giving the country the world’s highest rate of soda consumption. The Institute for Agriculture and Trade Policy, a Minnesota-based think tank, has shown that the country’s sharp spike in obesity and soda consumption correlates with the 1994 passage of the North American Free Trade Agreement (NAFTA), which opened Mexico to a flood of cheap junk food and soda pop: After the agreement took effect, there was a more than 1,200 percent increase in high-fructose corn syrup exports from the United States to Mexico between 1996 and 2012, according to the U.S.

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Agriculture Department. (At one point, the Mexican government began taxing drinks sweetened with high-fructose corn syrup, but the fierce objections of U.S. corn refiners prompted Washington to complain to the World Trade Organization and the tax was eventually struck down.)

In many ways, Mexico's diet is being devastated by America's perverse economic incentives. The United States has long imposed relatively high tariffs on sugar imports and granted large subsidies for domestic crops such as corn and soybeans. In the 1970s, however, when sugar tariffs rose even further and technological advances from Japan helped perfect high-fructose corn syrup production, agribusinesses' use of the sweetener exploded. Suddenly, it was cheaper to put high-fructose corn syrup in everything from spaghetti sauce to soda. Coke and Pepsi swapped out sugar for high-fructose corn syrup in 1984, and most other U.S. soda and snack companies followed suit. U.S. per capita consumption of high-fructose corn syrup spiked from less than half a pound a year in 1970 to a peak of almost 38 pounds a year in 1999. As it did, American obesity spiked as well.

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Meanwhile, nothing has been more American in recent years than exporting fast-food chains. McDonald's boasts that it now has restaurants in 118 countries. KFC is second only to the Golden Arches in global fast-food market share. The fried-chicken chain's parent company, Yum! Brands, which also owns Taco Bell and Pizza Hut, saw \$13.6 billion in revenue last year alone and is focusing some 86 percent of its restaurant development in emerging economies.

The results are as depressing as you might expect. A University of Minnesota study published last year found that those flocking to Western-style fast-food

chains in Singapore were younger and better educated, exercised more, and smoked less — all factors normally associated with lower risk of heart disease. Yet those Singaporeans eating fast food once a week had a 20 percent higher likelihood of dying from coronary heart disease than those eschewing fast food; people eating fast food two or three times a week had a 50 percent higher likelihood; and those wealthy, educated patrons downing fast food four or more times a week were nearly 80 percent more likely to die from heart disease. “The big picture,” one of the study's authors said, “is that this [fast food] aspect of globalization and exportation of U.S. and Western culture might not be the best thing to spread to cultures around the world.”

WHY IS THE UNITED STATES determined to export fat? In part because button-popping sums of money are at stake. The market research firm Euromonitor International notes that the global sale of packaged foods (everything from potato chips to cereal to pre-prepared meals like Lunchables) has jumped more than 90 percent over the last decade, with 2012 sales topping \$2.2 trillion. PepsiCo alone sells more than \$10 billion in potato chips annually. Kraft Foods' global snack-food spinoff, Mondelez International — meaning “world delicious,” in a blend of Romance languages and corporatespeak — operates in 165 countries and is ramping up investments in the developing world, which already accounts for more than 40 percent of its \$35 billion in annual net revenues. Coca-Cola and PepsiCo together control almost 40 percent of the world's \$532 billion soft drink market, according to the *Economist*. Soda sales, meanwhile, have more than doubled in the last 10 years, with much of that growth driven by developing markets. McDonald's investors were

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disappointed that the company only turned \$1.4 billion in profit during the second quarter of 2013, having become used to years of double-digit gains every three months.

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The United States, meanwhile, seems to be doubling down on the export of fat and fructose. The farm bill that

passed the House of Representatives in July not only stripped out food stamps but also made a number of key agricultural subsidies — including for corn, soybeans, and peanuts — self-renewing in perpetuity. Legislation like this, mixed with relentless corporate marketing, means the rest of the world is likely to keep getting heavier — and it's clear whose hand is feeding them.

“Make Them Eat Cake” by John Norris, from *Foreign Policy* by Carnegie Endowment for International Peace; National Affairs, Inc. Reproduced with permission of FOREIGN POLICY MAGAZINE via Copyright Clearance Center.

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Article B

From “New Global Middle Class Hungers for Good Ol’ US Fast Food”
by John W. Schoen (CNBC.com, August 9, 2013)

Along the upward journey to middle-class status, a growing number of people around the world are working up quite a voracious appetite. The developing world has fallen big time for all-American exports like Footlongs, Big Macs and Extra Crispy Chicken Tenders.

Despite early signs that a fast-food diet is no healthier in Beijing than it is in Boston, consumers who are new to middle-class dining seem less concerned about the health risks of the high-fat, high-sodium fare that many Americans now seek to avoid.

As the U.S. economy slogs along at a tepid pace, household incomes in much of the developing world are leaping ahead. Over the next two decades, those gains are expected to introduce billions of new consumers to menus from fast-food chains that are among some of the most iconic American brands.

And as many chains have saturated the U.S. market (and American tastes have shifted) the fast-food industry is finding a hungry market in far-flung locations — from Malawi to Mongolia.

“A lot of domestic chains are completely refocusing their business on the international market,” said IBISWorld Industry analyst Andy Brennan. “And most of them have been quite successful at it.”

IBISWorld pegs global fast-food sales at \$190 billion but does not break out non-U.S. sales.

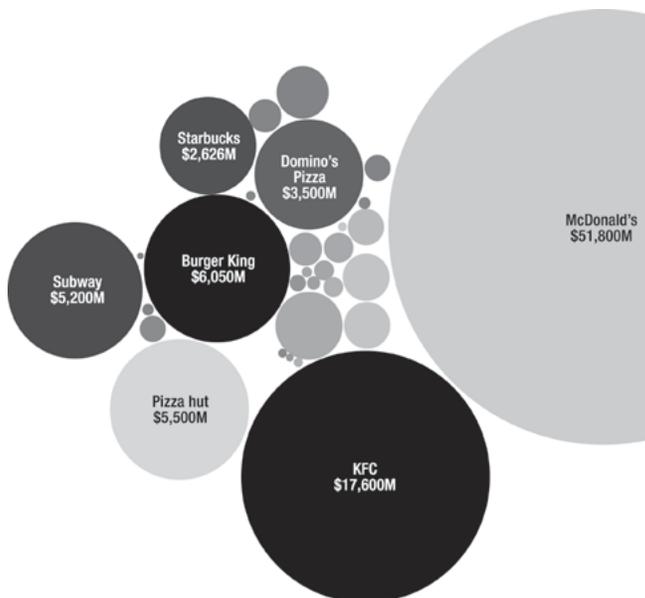
For most fast-food chains, the formula that worked at home — low-cost menu items, prepared consistently and served quickly — seems to translate well for foreign

consumers with newfound disposable income.

These companies are also riding a wave of global brand awareness, thanks to increased international travel and the powerful reach of the Web.

For many new arrivals to middle-class life, a meal at an iconic American fast-food outlet also bestows a level of prestige, according to Brennan.

“It’s a real status symbol to be eating in an American restaurant in Asia,” he said.



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Yum Brands — the parent company of KFC, Pizza Hut and Taco Bell — generated more than 70 percent of its profits, or \$1.1 billion, outside the U.S. last year, up from just 20 percent 15 years earlier.

“We believe we have a long runway for growth in emerging markets like China, India, Africa, Russia, Indonesia, Vietnam and many others,” a Yum spokeswoman said in email.

That overseas growth comes as the company has an increasingly tough time finding a U.S. location that isn’t already well-supplied with Hot Wings, Cantina Double Steak Quesadillas and Ultimate Cheese Lover’s Pizza. In the top 10 emerging markets, Yum Brands has just two stores per million people — compared with 58 stores per million in the U.S.

As any traveler to a foreign country will tell you, adapting to strange tastes and diets can be challenging.

More than half of Subway’s new stores last year were opened outside the U.S. by franchisees and other business partners. When it began expanding globally more than a decade ago, some of those partners “took local tastes a little too far,” according to Don Fertman, Subway’s chief development officer.

Japan franchisees tried to downsize the company’s flagship Footlong sandwich on the theory that local customers weren’t interested in larger portions.

“That’s what Subway is known for,” said Fertman. “So that didn’t really work out.”

Appealing to local markets also involves adapting a store’s physical design and layout to conform to local tastes in decor and architecture — a move that can also backfire. Fertman said an Austrian partner once tried to introduce a “modern, cold look that was virtually unrecognizable to Subway customers.”

“It was more like a disco,” he said. “All steel and rock. So folks that were looking for Subway weren’t finding it.”

But adhering strictly to the original formula isn’t always possible, no matter how successful it is with American consumers.

McDonald’s offers customers in India a potato-based veggie burger, McAloo Tikki or the McCurry, served with or without chicken. It includes curried broccoli, baby corn, mushrooms and red bell pepper, with creamy sauce on a baked crust. In many Latin American countries you’ll find the McMollette — an English muffin served with refried beans, cheese and salsa.

In Saudi Arabia, Subway’s menu sticks with Halal foods and preparation methods. And if you’re looking for a Subway sandwich in any other predominantly Muslim or Hindu country, don’t bother asking for sliced roast beef or ham. Instead, there’s a choice of turkey or lamb cold cuts on your Footlong.

Finding those ingredients — especially in parts of the world with limited infrastructure and poorly developed distribution systems — poses a major challenge.

“Even the mature companies can have supply chain issues overseas,” said IBISWorld’s Brennan. “That’s really an unpredictable factor.”

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Yum Brands felt the full effect of those risks in December, when Chinese food safety agencies launched a probe of the company's supply chain after excess levels of antibiotics were found in chicken from two suppliers. Yum was not fined, but the probe sparked a widespread backlash in Chinese media and on social media sites.

In April, reports about a new bird flu renewed local concerns about the safety of its chicken. Sales plummeted at its KFC outlets, though the company says they have since begun to recover.

American fast-food chains have also been wrestling with a wider range of health concerns at home, as many consumers are changing domestic eating habits in response to an ongoing obesity epidemic. Many diners are now paying more attention to the long-term health impact of the high-fat, high-sodium fare that has been long been a best-selling fast-food industry staple.

So far, those concerns have had much less impact on sales in emerging markets, where entrance to the middle class includes consumption of higher-calorie, higher-fat food products that are only available with more disposable income.

That may another reason America's food makers are finding a more welcoming clientele in the developing world.

"Obesity is a sign of wealth," said Brennan. "The prestige factor of these fast-food menus overrides the health concern to a degree."

"New global middle class hungers for good ol' US fast food," from CNBC.com, August 9, 2013. Used with permission.

STOP

END OF PART B

END OF SECTION I

AP SEMINAR**Section II****Time – 90 minutes**

Directions: Read the four (4) sources carefully, focusing on a theme or issue that connects them and the different perspective each represents. Then, write a logically organized, well-reasoned, and well-written argument that presents your own perspective on the theme or issue you identified. You must incorporate at least two (2) of the sources provided and link the claims in your argument to supporting evidence. You may also use the other provided sources or draw upon your own knowledge. In your response, refer to the provided sources as Source A, Source B, Source C, or Source D, or by the authors' names.

Source A

From “Why Great Revolutions Will Become More Rare” in *Democracy in America*
by Alexis de Tocqueville (1840)

Among a people whose ranks are nearly equal, no ostensible bond connects men together or keeps them settled in their station. None of them have either a permanent right or power to command, none are forced by their condition to obey; but every man, finding himself possessed of some education and some resources, may choose his own path and proceed apart from all his fellow men. The same causes that make the members of the community independent of each other continually impel them to new and restless desires and constantly spur them onwards. It therefore seems natural that in a democratic community men, things, and opinions should be forever changing their form and place, and that democratic ages should be times of rapid and incessant transformation.

But is this really the case? Does the equality of social conditions habitually and permanently lead men to revolution? Does that state of society contain some perturbing principle which prevents the community from ever subsiding into calm and disposes the citizens to alter incessantly their laws, their principles, and their manners? I do not believe it; and as the subject is important, I beg for the reader's close attention.

Almost all the revolutions that have changed the aspect of nations have been made to consolidate or to destroy social inequality. Remove the secondary causes that have produced the great convulsions of the world and you will almost always find the principle of inequality at the bottom. Either the poor have attempted to plunder the rich, or the rich to enslave the poor. If, then, a state of society can ever be founded in which every man shall have something to keep and little to take from others, much will have been done for the peace of the world.

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Source B

“A Sane Revolution”
by D. H. Lawrence (1929)

If you make a revolution, make it for fun,
don't make it in ghastly seriousness,
don't do it in deadly earnest,
do it for fun.

Don't do it because you hate people,
do it just to spit in their eye.

Don't do it for the money,
do it and be damned to the money.

Don't do it for equality,
do it because we've got too much equality
and it would be fun to upset the apple-cart
and see which way the apples would go a-rolling.

Don't do it for the working classes.
Do it so that we can all of us be little aristocracies on our own
and kick our heels like jolly escaped asses.

Don't do it, anyhow, for international Labour.
Labour is the one thing a man has had too much of.
Let's abolish labour, let's have done with labouring!
Work can be fun, and men can enjoy it; then it's not labour.
Let's have it so! Let's make a revolution for fun!

“A Sane Revolution” by D. H. Lawrence.
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Source C

From “Civil Disobedience”
by Henry David Thoreau (1849)

I HEARTILY ACCEPT the motto, — “That government is best which governs least”; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe, — “That government is best which governs not at all”; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it.

. . . Governments show thus how successfully men can be imposed on, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. For government is an expedient by which men would fain succeed in letting one another alone; and, as has been said, when it is most expedient, the governed are most let alone by it. . . .

But, to speak practically and as a citizen, unlike those who call themselves no-government men, I ask for, not at once no government, but at once a better government. Let every man make known what kind of government would command his respect, and that will be one step toward obtaining it.

. . . All men recognize the right of revolution; that is, the right to refuse allegiance to, and to resist, the government, when its tyranny or its inefficiency are great and unendurable. But almost all say that such is not the case now. But such was the case, they think, in the Revolution of '75. If one were to tell me that this was a bad government because it taxed certain foreign commodities brought to its ports, it is most probable that I should not make an ado about it, for I can do without them. All machines have their friction; and possibly this does enough good to counterbalance the evil. At any rate, it is a great evil to make a stir about it. But when the friction comes to have its machine, and oppression and robbery are organized, I say, let us not have such a machine any longer. In other words, when a sixth of the population of a nation which has undertaken to be the refuge of liberty are slaves, and a whole country is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel and revolutionize. What makes this duty the more urgent is the fact that the country so overrun is not our own, but ours is the invading army.

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Source D

From "Death of Rosa Parks - Senate Floor Statement"
Statement of Senator Obama (October 25, 2005)

Mr. President, today the nation mourns a genuine American hero. Rosa Parks died yesterday in her home in Detroit. Through her courage and by her example, Rosa Parks helped lay the foundation for a country that could begin to live up to its creed.

Her life, and her brave actions, reminded each and every one of us of our personal responsibilities to stand up for what is right and the central truth of the American experience that our greatness as a nation derives from seemingly ordinary people doing extraordinary things.

Rosa Parks' life was a lesson in perseverance. As a child, she grew up listening to the Ku Klux Klan ride by her house and lying in bed at night fearing that her house would be burnt down. In her small hometown in Alabama, she attended a one-room school for African American children that only went through the sixth grade. When she moved to Montgomery, Alabama, to continue her schooling, she was forced to clean classrooms after school to pay her tuition. Although she attended Alabama State Teachers College, Rosa Parks would later make her living as a seamstress and housekeeper.

...

Of course, her name became permanently etched in American history on December 1, 1955, when she was arrested for refusing to give up her seat to a white passenger on a Montgomery bus. It wasn't the first time Rosa Parks refused to acquiesce to the Jim Crow system. The same bus driver who had her arrested had thrown her off a bus the year before for refusing to give up her seat.

Some schoolchildren are taught that Rosa Parks refused to give up her seat because her feet were tired. Our nation's schoolbooks are only getting it half right. She once said: "The only tired I was, was tired of giving in."

This solitary act of civil disobedience became a call to action. Her arrest led a then relatively unknown pastor, Martin Luther King, Jr., to organize a boycott of the Montgomery bus system. That boycott lasted 381 days and culminated in a landmark Supreme Court decision finding that the city's segregation policy was unconstitutional.

This solitary act of civil disobedience was also the spark that ignited the beginning of the end for segregation and inspired millions around the country and ultimately around the world to get involved in the fight for racial equality.

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