

**Pamphlet #13**

**Then Everything Changed Part I II III Questionnaire**

**Questionnaire – Run Lola Run!**

**Writing a Bibliography MLA Format**

**Senior Seminar Oral Presentation Scoring Rubric**

**Senior Seminar Paper Scoring Rubric**

## Then Everything Changed Part I

1. How have presidential assassinations affected history and created “what I” scenarios?
2. Do you think Jeff Greenfield’s Part I history is plausible? If so, which parts were and, if not which were not?
3. How do conspiratorial theories of Kennedy’s assassination find, or fail to find expression in his speculations?
4. Describe Johnson’s physical and emotional state and how it plays into Greenfield’s Alternate History? (See P. 105)
5. What different course did Johnson take that in our reality Kennedy did not? (Hint: Sixty minute war) Look up the book and or film “Fail Safe” to see some parallels!  
[http://en.wikipedia.org/wiki/Fail-Safe\\_\(1964\\_film\)](http://en.wikipedia.org/wiki/Fail-Safe_(1964_film))  
[http://en.wikipedia.org/wiki/Fail-Safe\\_\(novel\)](http://en.wikipedia.org/wiki/Fail-Safe_(novel))
6. Taking into consideration the history of WWI and how the assassination of the Archduke gave rise to the “Guns of August.” Comment on the plausibility of a limited nuclear war as suggested in Part I.
7. What does the story suggest about the lack of the 25<sup>th</sup> amendment to the constitution? (See below)
8. What was the “blind luck” that saved the world from nuclear holocaust in this scenario?

**Section 1.** In case of the removal of the President from office or of his death or resignation, the Vice President shall become President.

**Section 2.** Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

**Section 3.** Whenever the President transmits to the President pro tempore of the Senate and the Speaker of

the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

**Section 4.** Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

## **Then Everything Changed Part II**

- 1. How does Bobby Kennedy's life get saved and by whom?**
- 2. Who wins the nomination?**

- 3. How did that nomination change Nixon's campaign strategy?**
- 4. How does the President avoid the problems that the real President Richard Nixon faced?**
- 5. What does the piece say about the temptations of power?**

### **Then Everything Changed Part III**

- 1. What was the slip of the tongue that changed history?**
- 2. Describe the consequences of Ford's re-election?**
- 3. Whom did Reagan pick as his running mate and against whom did he and she run? Who was Reagan's running mate in real history?**
- 4. Describe the debate that Reagan lost and his opponent made him look "shaky!"**
- 5. Explain the ironic ending of Bill Clinton walking in on the President.**

## Questions for *Run Lola Run*

1. Name at least three changes that alter the outcome of Lola's run to save her boyfriend.
2. What kind of changes could her boyfriend have made to change the outcome?
3. Describe the idea of Irony and how the ending of the final segment mirrors some Buddhist and other Eastern views of fatalism.
4. From Niall Ferguson's descriptions of the inevitability of historical outcomes interpret whether or not the film supports or contradicts the view cited Oakeshott's views on inevitability and dismissal of countefactulism. On P. 25 *Virtual History*

**“We desert historical experience whenever we... abstract a moment in the historical world and think of it as the cause of the whole or any part of what remains. Thus, every historical event is necessary, and it is impossible to distinguish between the importance of necessities. No event is merely negative none is noncontributory. To speak of a single, ill distinguished event (for no historical event is securely distinguished from its environment) as determining, in the sense of causing and explaining, the subsequent course of events is... Not bad for doubtful history, but not history at all... The presupposition of historical thought forbid it... There is no more reason to attribute a whole course of events to one antecedent event rather than another... The strict conception of cause and effect appears... to be without relevance in historical explanation... The conception of cause is... Replaced by the exhibition in a world of events intrinsically related to one another in which no *lacuna* is tolerated.”**

5. Describe the relationship between Lola and her father and how it relates to her relationship to her boyfriend.

# Writing a Bibliography: MLA Format

[http://www.sciencebuddies.org/science-fair-projects/project\\_mla\\_format\\_examples.shtml](http://www.sciencebuddies.org/science-fair-projects/project_mla_format_examples.shtml)

Below are standard formats and examples for basic bibliographic information recommended by the Modern Language Association (MLA). For more information on the MLA format, see [http://www.mla.org/style\\_faq](http://www.mla.org/style_faq).

## Basics

Your list of works cited should begin at the end of the paper on a new page with the centered title, *Works Cited*. Alphabetize the entries in your list by the author's last name, using the letter-by-letter system (ignore spaces and other punctuation.) If the author's name is unknown, alphabetize by the title, ignoring any *A*, *An*, or *The*.

For dates, spell out the names of months in the text of your paper, but abbreviate them in the list of works cited, except for May, June, and July. Use either the day-month-year style (22 July 1999) or the month-day-year style (July 22, 1999) and be consistent. With the month-day-year style, be sure to add a comma after the year unless another punctuation mark goes there.

## Underlining or Italics?

When reports were written on typewriters, the names of publications were underlined because most typewriters had no way to print italics. If you write a bibliography by hand, you should still underline the names of publications. But, if you use a computer, then publication names should be in italics as they are below. Always check with your instructor regarding their preference of using italics or underlining. Our examples use italics.

## Hanging Indentation

All MLA citations should use hanging indents, that is, the first line of an entry should be flush left, and the second and subsequent lines should be indented 1/2".

## Capitalization, Abbreviation, and Punctuation

The MLA guidelines specify using title case capitalization - capitalize the first words, the last words, and all principal words, including those that follow hyphens in compound terms. Use lowercase abbreviations to identify the parts of a work (e.g., *vol.* for *volume*, *ed.* for *editor*) except when these designations follow a period. Whenever possible, use the appropriate abbreviated forms for the publisher's name (*Random* instead of *Random House*).

Separate author, title, and publication information with a period followed by one space. Use a colon and a space to separate a title from a subtitle. Include other kinds of punctuation only if it is part of the title. Use quotation marks to indicate the titles of short works appearing within larger works (e.g., "Memories of Childhood. *American Short Stories*). Also use quotation marks for titles of unpublished works and songs.

## Format Examples

### Books

**Format:**

Author's last name, first name. *Book title*. Additional information. City of publication: publishing Company, publication date.

**Examples:**

Allen, Thomas B. *Vanishing Wildlife of North America*. Washington, D.C.: National Geographic Society, 1974.

Boorstin, Daniel J. *The Creators: A History of the Heroes of the Imagination*. New York: Random, 1992.

Hall, Donald, ed. *The Oxford Book of American Literacy Anecdotes*. New York: Oxford UP, 1981.

Searles, Baird, and Martin Last. *A Reader's Guide to Science Fiction*. New York: Facts on File, Inc., 1979.

Toomer, Jean. *Cane*. Ed. Darwin T. Turner. New York: Norton, 1988.

## Encyclopedia & Dictionary

**Format:**

Author's last name, first name. "Title of Article." *Title of Encyclopedia*. Date.

**Note:** If the dictionary or encyclopedia arranges articles alphabetically, you may omit volume and page numbers.

**Examples:**

"Azimuthal Equidistant Projection." *Merriam-Webster's Collegiate Dictionary*. 10th ed. 1993.

Pettingill, Olin Sewall, Jr. "Falcon and Falconry." *World Book Encyclopedia*. 1980.

Tobias, Richard. "Thurber, James." *Encyclopedia Americana*. 1991 ed.

Levinson, David, and Melvin M. Ember, eds. *Encyclopedia of Cultural Anthropology*. 4 vols. New York: Henry Holt, 1996. Print.

## Magazine & Newspaper Articles

**Format:**

Author's last name, first name. "Article title." *Periodical title* Volume # Date: inclusive pages.

**Note:** If an edition is named on the masthead, add a comma after the date and specify the edition.

**Examples:**

Hall, Trish. "IQ Scores Are Up, and Psychologists Wonder Why." *New York Times* 24 Feb. 1998, late ed.: F1+.

Kalette, Denise. "California Town Counts Down to Big Quake." *USA Today* 9 21 July 1986: sec. A: 1.

Kanfer, Stefan. "Heard Any Good Books Lately?" *Time* 113 21 July 1986: 71-72.

Trillin, Calvin. "Culture Shopping." *New Yorker* 15 Feb. 1993: 48-51.

## Website or Webpage

### Format:

Author's last name, first name (if available). "Title of work within a project or database." *Title of site, project, or database*. Editor (if available). Electronic publication information (Date of publication or of the latest update, and name of any sponsoring institution or organization). Date of access and <full URL>.

Note: If you cannot find some of this information, cite what is available.

### Examples:

Devitt, Terry. "Lightning injures four at music festival." *The Why? Files*. 2 Aug. 2001. 23 Jan. 2002 <<http://whyfiles.org /137lightning/index.html>>.

Dove, Rita. "Lady Freedom among Us." *The Electronic Text Center*. Ed. David Seaman. 1998. Alderman Lib., U of Virginia. 19 June 1998 <<http://etext.lib.virginia.edu /subjects/afam.html>>.

Lancashire, Ian. Homepage. 28 Mar. 2002. 15 May 2002 <<http://www.chass.utoronto.ca:8080 /~ian/>>.

Levy, Steven. "Great Minds, Great Ideas." *Newsweek* 27 May 2002. 10 June 2002 <<http://www.msnbc.com /news/754336.asp>>.

## Sample Bibliography: MLA Works Cited Forma

"Battery." *Encyclopedia Britannica*. 1990.

"Best Batteries." *Consumer Reports Magazine* 32 Dec. 1994: 71-72.

Booth, Steven A. "High-Drain Alkaline AA-Batteries." *Popular Electronics* 62 Jan. 1999: 58.

Brain, Marshall. "How Batteries Work." *howstuffworks*. 1 Aug. 2006 <<http://home.howstuffworks.com /battery.htm>>.

"Cells and Batteries." *The DK Science Encyclopedia*. 1993.

Dell, R. M., and D. A. J. Rand. *Understanding Batteries*. Cambridge, UK: The Royal Society of Chemistry, 2001.

"Learning Center." *Energizer*. Eveready Battery Company, Inc. 1 Aug. 2006 <<http://www.energizer.com /learning/default.asp>>.

"Learning Centre." *Duracell*. The Gillette Company. 31 July 2006 <<http://www.duracell.com /au/main/pages/learning-centre-what-is-a-battery.asp>>.

## Senior Seminar Oral Presentation Scoring Rubric

(07/31/13)

Presenter \_\_\_\_\_ Date \_\_\_\_\_

Title of Presentation \_\_\_\_\_

Course \_\_\_\_\_ Start Time \_\_\_\_\_

Evaluator \_\_\_\_\_ End Time \_\_\_\_\_

<b>Organization and Content (55)</b>	<b>Excellent</b>		<b>Average</b>		<b>Poor</b>
Appropriate introduction	5	4	3	2	1
Preparation and knowledge of materials	10	8	6	4	2
Presentation organization	10	8	6	4	2
Integration of source material	10	8	6	4	2
Adequate support for ideas	10	8	6	4	2
Definite conclusion	5	4	3	2	1
Q & A Session--Knowledge of topic	5	4	3	2	1
<b>Presence (15)</b>					
Posture, gestures, and movement	5	4	3	2	1
Eye contact	5	4	3	2	1
Appropriate dress	5	4	3	2	1
<b>Delivery and Grammar (30)</b>					
Enthusiasm and vocal variation	5	4	3	2	1
Effectiveness of delivery method	5	4	3	2	1
Vocabulary and grammar	5	4	3	2	1
Free of distracting "uh," "um," "like," etc.	5	4	3	2	1
Pronunciation, enunciation, audibility, clarity	10	8	6	4	2

Total Score \_\_\_\_\_

Comments:

### IDS Senior Seminar Paper Scoring Rubric

Paper #: \_\_\_\_\_ Paper Title: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Rating	4 (Above Standards)	3 (Meets Standards)	2 (Approaching Standards)	1 (Below Standards)
Clarity of Purpose, Thesis, Focus	Purpose clearly stated; involves at least two disciplines; focus clearly established and maintained throughout	Purpose clearly stated; involves at least two disciplines; focus established but not maintained consistently throughout	Purpose stated but vague; involves one or more disciplines; focus shifts between two or more topics	Purpose not stated; discipline(s) unclear; focus not established
Originality; Creativity	Topic original and imaginative; creativity evident in choice of disciplines and source material	Topic original; creativity evident in choice of disciplines but not in source material	Topic original topic; no creativity in choice of disciplines but some in choice of source material	Topic not original; no creativity in choice of disciplines or source material
Sources: Number, Type, Quality	Number of sources provides strong support for thesis; from at least two disciplines; high quality and credibility	Number of sources more than adequate to support thesis; from two disciplines; good quality and credibility	Number of sources adequate to support thesis; from one discipline; adequate quality and credibility	Number of sources not adequate to support thesis; discipline(s) unclear; poor quality and credibility
Organization	Information well organized; paragraphs well constructed; clearly defined intro, body, conclusion	Information organization good; paragraph construction good; a few minor issues in definition of intro, body, conclusion	Information somewhat organized; paragraph construction adequate; intro, body, conclusion definition adequate	Information organization has major issues; paragraph construction poor; intro, body, conclusion not defined
Integration, Inferences	Source material integrated very smoothly; sophisticated inferences drawn	Source material integration good; good inferences drawn	Some attempt at integrating source material; attempt to draw inferences	Source material not integrated; no attempt to draw inferences
Citations	Sources cited correctly in an accepted style (APA, MLA, AMA, Turabian)	Sources cited in an accepted style (APA, MLA, AMA, Turabian) but with a few errors	Most sources cited in an accepted style (APA, MLA, AMA, Turabian) but many errors	Few if any sources are cited.
Language	Confident, skillful use of language; language appropriate to audience	Good use of language; language appropriate to audience	Adequate use of language; language not consistently appropriate to audience	Poor use of language; language not appropriate to audience
Grammar; Punctuation; Spelling	Grammatical structures well chosen; no errors detract from meaning	Grammatical structures good; some minor errors	Grammatical structures adequate; some errors distract reader and detract from meaning	Grammatical structures poor; numerous errors seriously distract reader and detract from meaning

Total Score: \_\_\_\_\_ Comments: \_\_\_\_\_