

Question 3 on IB paper 1 will always be:

“With reference to origin, purpose, and content, discuss the values and limitations for Source ____ for a historian studying

_____.

The first blank will be the particular source being referenced from a source booklet which contains four excerpts from four sources (usually three text with either two secondary sources or two primary sources, and one non-text source). The second blank will be the particular historical perspective being examined.

For example:

With reference to the origin, purpose, and content, discuss the values and limitations of a the source written by Kurt Kemper for a historian studying the Cold War.

In the examples that follow, please not that I am referencing an entire book. Rather than a few lines from a source.

Notice that the origin comes almost exclusively from the bibliographic information.

Notice that the purpose draws heavily on the intended audience and on the author’s main argument in the passage.

Notice that the content is not the main argument, but rather the supporting evidence.

Notice that all of the above pieces (origin, purpose, and content) reveal areas of value for the source, and notice that all of the values have limitations and that it is, again, the origin, the purpose, and the content, that allow me, as a historian, to recognize those limitations.

Notice that “bias” is never used as a value nor a limitation. Notice how the author’s bias becomes part of both the values and the limitations.

This is a secondary source, but the same format would be followed for a primary source as well.

Prompt: With reference to the origin, purpose, and content, discuss the values and limitations for a historian studying the Cold War

Here is a long version that really spells out everything needed in an O.P.c.V.L. source evaluation.

This is overly wordy. It follows a format that is designed to get ensure that all parts of an OPcVL question are answered. However, this would take a lot of time on an IB exam in which the entire exam is only 1 hour and this would be only 1 of four questions).

It follows the following format:

“The origin is...

The purpose is...

The content is...

The origin is valuable because..., but this value is limited in that...

The purpose is valuable because..., but this value is limited in that...

The content is valuable because..., but this value is limited in that...

Kemper, Kurt Edward. *College Football and American Culture in the Cold War Era*. Urbana: University of Illinois Press, 2009.

The origin of the source is a 2009 secondary source produced by Dakota State University professor Kurt Edward Kemper who is an historian specializing in cultural and sport history. The book was published by a university press with high academic standards and known for quality work in the field of sport history. Writing the book with academic historians in mind, Kemper’s purpose was to illustrate that during the Cold War (1) Americans prominently defined values through football; (2) competing groups simultaneously promoted conflicting identities while claiming support for an American ideal, and (3) it was the Cold War that forced a confrontation of these contradictions. The content of the book is an exploration of the the controversy surrounding inviting a segregated school to the 1962 Rose Bowl. Kemper uses newspapers, periodicals, and archives from four universities across the country in order to give examples of the diversity of Cold War values across the country. The origin illustrates the value in that as a secondary source written by a historian and published by an academic press, the information contained within should be of high quality research and reliably cited. However, this value is limited in that while Kemper uses a lot of quotes, the primary sources themselves are not always available to the reader, and being written in 2009 means that Kemper could not have drawn on the most recent scholarship. The purpose illustrates the value in that it is written for historians and thus contributed to a specific historiography, in this case studies of race and the Cold War. This value is limited in that issues of gender equality, and other factors outside larger Cold War anxieties are not part of the argument. The content illustrates the value because the four case studies allow for one to see a cross section of the country. However, this value is limited in that these case studies, though they are from across the country, do not speak directly for all groups. Additionally, they are only representing the universities and those actively involved. It does not articulate the mindset of the fans themselves and how they perceived these Cold War events.

Prompt: With reference to the origin, purpose, and content, discuss the values and limitations for a historian studying the Cold War

Here is another long version that really spells out everything needed in an O.P.c.V.L. source evaluation. This is overly wordy. It follows a format that is designed to get ensure that all parts of an OPcVL question are answered. However, this would take a lot of time on an IB exam in which the entire exam is only 1 hour and this would be only 1 of four questions).

It follows the following format:

“The origin is... This is valuable because... but this value is limited in that...
The purpose is... This is valuable because... but this value is limited in that...
The content is... This is valuable because... but this value is limited in that...”

Kemper, Kurt Edward. *College Football and American Culture in the Cold War Era*. Urbana: University of Illinois Press, 2009.

The origin of the source is a 2009 secondary source produced by Dakota State University professor Kurt Edward Kemper who is an historian specializing in cultural and sport history who uses newspapers, periodicals, and archives from four universities across the country. The book was published by a university press with high academic standards and known for quality work in the field of sport history. The origin illustrates the value in that as a secondary source written by a historian and published within the last decade by an academic press, the information contained within should be of high quality research and reliably cited. However, this value is limited in that while Kemper uses a lot of quotes, the primary sources themselves are not always available to the reader, and being written in 2009 means that Kemper could not have drawn on the most recent scholarship. Writing the book with academic historians in mind, Kemper’s purpose was to illustrate that during the Cold War (1) Americans prominently defined values through football; (2) competing groups simultaneously promoted conflicting identities while claiming support for an American ideal, and (3) it was the Cold War that forced a confrontation of these contradictions. The purpose illustrates the value in that it is written for historians and thus contributed to a specific historiography, in this case studies of race and the Cold War. This value is limited in that issues of gender equality, and other factors outside larger Cold War anxieties are not part of the argument. The content of the book is an exploration of the the controversy surrounding inviting a segregated school to the 1962 Rose Bowl. Kemper gives examples of the diversity of Cold War values across the country. The content illustrates the value because the four case studies allow for one to see a cross section of the country. However, this value is limited in that these case studies, though they are from across the country, do not speak directly for all groups. Additionally, they are only representing the universities and those actively involved. It does not articulate the mindset of the fans themselves and how they perceived these Cold War events.

Prompt: With reference to the origin, purpose, and content, discuss the values and limitations for a historian studying the Cold War

This version is less wordy. It covers all elements of the OPcVL format, but in a less obvious fashion.

It does not follow any particular format, but basically begins with the the values revealed by the origin, followed by limitations of that value, then moves to to values of the purpose, followed by the content. (Note: this one actually seems to combine origin and purpose to illustrate vales and limitations and then combines purpose and content to again illustrate vales and limitations).

Kemper, Kurt Edward. *College Football and American Culture in the Cold War Era*. Urbana: University of Illinois Press, 2009.

As a secondary source from a historian specializing in cultural and sport history published by a university press and intended to be read by academic specialists in the field of cultural history and the Cold War, this is reliably sourced and draws upon an array of primary source material to create a strong and academically relevant argument. However, one must rely on Kemper's citations rather than consult the primary sources themselves. Kemper uniquely argues that (1) Americans prominently defined values through football; (2) competing groups simultaneously promoted conflicting identities while claiming support for an American ideal, and (3) it was the Cold War that forced a confrontation of these contradictions. This is valuable because it specifically focuses on the external anxieties of the Cold War as the cause of changes in college football. However, Kemper's focus on those actively involved in college football leaves one wondering whether or not the external factors played a part for those not directly involved in football during the Cold War era.

This is how I would write it out in an annotated bibliography (long version) where I am trying to articulate the value of this source for a particular project. (This version is still a little wordier and longer than I would like).

Kemper, Kurt Edward. *College Football and American Culture in the Cold War Era*. Urbana: University of Illinois Press, 2009.

Kurt Edward Kemper is a historian and professor at Dakota State University specializing in cultural and sport history. His argument is threefold: (1) Americans prominently defined values through football; (2) competing groups simultaneously promoted conflicting identities while claiming support for an American ideal, and (3) it was the Cold War that forced a confrontation of these contradictions. Kemper utilizes a vast array of secondary sources along with original primary research from university archives, newspaper, and periodicals. He criticizes historians of sport for not placing sporting into larger Cold War anxieties, and he chastises Cold War historians for not using sport as an investigational framework. He occasionally forgets the Cold War narrative, especially when analyzing race relations in the segregated South and would benefit from keeping the Cold War at the forefront of his discussions. Kemper's book will benefit my study of the relationship between the rise of commercially successful big-time college football and university academics because his focus on racial, political, and economic challenges during the Cold War, and how these external controversies led to alterations in football culture, will tie in with the overall theme of cultural crises reform movements.