

## History/Social Science Argument

### The History/Social Science Competition

Each team will compete against approximately 5 other teams during the first heat. The score that your team receives from the panel of judges will be applied to your total score for the day (the scholarship competition). However, the top scoring/ranking team from each group of 5 in the first heat will go onto the History/Social Science final competition. These top teams will compete for first, second and third place for the History/Social Science award/trophy.

Therefore, it is possible that a top ranking team from one heat could have a lower score than a second or third ranking team from another heat, and will not move onto the final round.

However, their higher score will still place them in an advantage for the overall score for the day (the scholarship competition).

### History/Social Science Argument Guidelines

Two or more team members will prepare the history/social science argument and will present it on the Challenge Day before a panel of judges. The argument, which should address the prompt below, should be 6 to 10 minutes in length. Visual aids, like PowerPoint, are allowed. Your argument must include primary source evidence and interviews that the team members have conducted. On the day of the event, you will submit a list of sources used in the development of your argument. If the list of sources is not included, 15 points will be deducted from the final score. If the list of sources is submitted but does not contain either primary source evidence or interviews, 10 points will be deducted from final score. See scoring rubric.

### Prompt

Media plays a major role in US politics and elections, and in today's digital age, social media (for example YouTube, Tik Tok, Instagram, X), has become the main source of political information for teenagers and young adults. By political information, we mean:

- Information and opinions about political candidates
- Information and opinions about public policies
- Information and opinions about social issues, the state of the economy, international issues, etc. as they influence the thinking of voters as they go to the polls

Given its impact and the degree of unreliable or intentionally distorted information on social media, do you think that it should or should not be regulated?

- a. If yes, why, and how should this be done, and how should society address the tension between widespread inaccuracies, accountability and the First Amendment?
- b. If no, why, and what do you recommend should be done to address the influence that mis- and dis-information have on the electoral/democratic process?

As you formulate your response, please address the following:

- Support or critique at least one example of social media regulation and argue why it should or should not be applicable in the U.S., e.g.,

- proposed laws or policies in the US
- proposed or actual laws or policies in other countries
- Is social media more or less reliable, accountable, accessible and/or beneficial than print, television or radio news when it comes to political and election-related news? How so/why?
- How impactful is social media on political beliefs and discourse in the US?

As you formulate your response, we recommend that you draw your information or data from the following kinds of sources:

1. a review of the literature (library, online, etc.) that addresses this issue
2. archived congressional hearings with social media CEO's
3. your own surveying or field research with teenagers and/or young adults
4. interviews with academics (professors), political analysts, actual campaign organizers, and/or media specialists **(this last category is a requirement- at least two individuals)**

**Please refer to the specific requirements below:**

- 1. Be sure to review the rubric before you begin your research**
- 2. Presentation length 6-10 minutes**
- 3. Visual aids may be used**
- 4. Minimum of two face to face, telephone or videoconference interviews with people from the following categories:**
  - a. Public Policy, Media or Constitutional Law professors or authors
  - b. Political campaign organizers or candidates/former candidates
  - c. News media personnel or analysts
  - d. Media specialists