HIST 3010 Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Year: 2025
Course Prefix: HIST
Course and Section #: HIST 3010 001
Course Title: Historian's Craft
Credits: 3

Course Description

Develops methodological skills to prepare students for Junior/Senior-level coursework. Teaches historical research skills, including information and library literacy skills. Refines analytical writing skills using primary and secondary sources. Introduces debates in the field of history.

Course Attributes

This course has the following attributes:

☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☒ Elective Core Requirements in Program
☐ Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Kathren Brown

Student Learning Outcomes

Upon successful completion, students should be able to . . .

1 Appraise the methodological, historiographical, and philosophical issues within the discipline of history.
2 Develop critical research and analysis skills for primary and secondary sources.
3 Formulate their own historical interpretations in accordance with professional standards.
4 Interpret historiography and its importance in the field of history.
5 Conduct historical research using current techniques and technology in libraries, archives, collections, and via the internet.
6 Compose a variety of discipline-appropriate texts for multiple situations and audiences.

Course Materials and Texts

- Maza, Sarah. *Thinking about History*. Chicago: University of Chicago Press, 2017.
- Stearns: Why Study History?
- American Historical Association, “Statement on Standards of Professional Conduct”
- UVU Fulton Library, “Rhetorical Devices and Logical Fallacies”

- UNC-Chapel Hill Writing Center, “Fallacies”
- UVU Writing Center, “Rhetorical Devices and Logical Fallacies”
- UVU Fulton Library, “Starting Your Research: Evaluating Your Sources”
- University of Michigan Research Guide, “Fake News, Lies and Propaganda: How to Sort Fact from Fiction”
- Two fact-checking sites: Snopes, FactCheck
- Harvard Business Review, “Three Simple Habits to Improve Your Critical Thinking”
- UVU Fulton Library, “Starting Your Research: Developing a Topic”
- Steely Library at Northern Kentucky University, “Developing a Research Question”
- Cornell University Library: Primary, Secondary, and Tertiary Sources: “A Quick Guide: Tertiary Sources”
- Waters, Tony. “Why Students Think There Are Two Kinds of American History.” *The History Teacher*, Vol. 39, No. 1 (Nov., 2005): 11-21.
- Crash Course, "Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #2
- Watkins, Patsy G. “Same People, Same Time, Same Place: Contrasting Images of Destitute Ozark Mountaineers during the Great Depression.” *The Arkansas Historical Quarterly* 70 (Autumn 2011): 288-315.
- Crash Course, "Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3
- Edele, Mark. “Fighting Russia's History Wars: Vladimir Putin and the Codification of World War II.” *History and Memory* 29 (No. 2) (Fall/Winter 2017): 90-124.
- Nokes, Jeffery D. and Alisa Kesler-Lund. “Historians' Social Literacies.” *The History Teacher* 52 (3) (May 2019): 369-410.
- UVU Fulton Library, “Persuasive Writing”
- Adichie, Chimamanda Ngozi. “The Danger of a Single Story.” TEDGlobal 2009
- Bartlett, Tom. “A Field Goes to War with Itself.” *Chronicle of Higher Education*
- Wong, K. Scott. “Liang Qichao and the Chinese of America: A Re-Evaluation of His ‘Selected Memoir of Travels in the New World.’” *Journal of American Ethnic History* 11 (Summer, 1992), 3-24.
- Yilmaz, Kaya. “Historical Empathy and Its Implications for Classroom Practices in Schools.” The *History Teacher* 40 (May, 2007), 331-337.
- Key, Joseph P. "An Environmental History of the Quapaws, 1673-1803." *The Arkansas Historical Quarterly* 79 (WINTER 2020): 297-316.
- UVU Fulton Library website
- Online California Archive
- Utah Division of Archives and Research Service
- National Archives of the US
- Smithsonian Institution Online Virtual Archive
- Moore, Jacky. “Women Tell Their Stories: Learning to Listen to First Nation Voices.” Oral History. 46 (SPRING 2018), 102-110.

- Clavert, Frédéric. "History in the Era of Massive Data." *Geschichte und Gesellschaft, Digital History* 47 (Januar - März 2021): 175-194.
- Kolonitskii, Boris and Yisrael Elliot Cohen. "Russian Historiography of the 1917 Revolution: New Challenges to Old Paradigms?" *History and Memory Special Issue: Historical Scholarship in Post-Soviet Russia* 21 (Fall/Winter 2009): 34-59.
- Schocket, Andrew M. "Evidence: The Use and Misuse of Data." *Transactions of the American Philosophical Society* 112 (2024): 57-74.
- Spiegel, Gabrielle M. "Revising the Past/Revisiting the Present: How Change Happens in Historiography." *History and Theory*, Theme Issue 46: Revision in History (Dec., 2007): 1-19.
- US Bureau of Labor Statistics, Field of Degree: History
- American Historical Society, Careers for History Majors
- UVU Career and Internship Center
- Smithsonian Institution (Internships)
- LinkedIn
- UVU Testing Services, Industry Certifications

Course Requirements

Course Assignments, Assessments, and Grading Policy
Semester Paper: The ultimate goal of the semester is to create a thorough, researched paper you can present in oral and written forms. It will consist of parts that will build upon or be linked to each other to help you create your best work.

- **Topic (research) question –**
  - You will be discussing your research question in a meeting with Dr. Brown later in January. To do that effectively, submit the following by the deadline:
  - Your area of interest.
  - Your research question(s). (You may have more than one at this point.)
  - Sources you used to investigate your research question (so far).
  - The submission should be no more than a double-spaced page.
- **Two individual meetings with Dr. Brown (Topic Question and Final Draft Preparation)**
- **Secondary source annotated bibliography**
  - **Secondary Source Annotated Bibliography Thesis Statement**
  - You have already received feedback on a topic. Since the paper you have to write is not a narrative, you must begin researching as early as possible to see what kinds of analyses are already in the secondary literature. In a few weeks, you will add primary documents to add to your understanding and narrow your argument further.

- As you're doing research, you'll begin to create a rough thesis statement that you will refine as you understand your topic better. An analytical research paper must contain a thesis and use it as a structure for the paper; otherwise, it's not an analytical research paper. A thesis statement is a series of sentences that describe exactly what your paper will prove through a well-substantiated argument. It is an outline of the argument that you will make throughout your paper, serving as a structure for the rest of your paper. **It must not be confused with a topic statement, which is a sentence describing the topic of the paper.** You've already thought about that. For example, suppose the topic you chose is the Warsaw Ghetto Uprising of 1943. It's pretty interesting: the story of underdogs taking on a strong opponent. It has lots of "made for Hollywood" type of scenes going for it. But there has to be more than interest to create a research topic, so you might ask yourself,
- "Why was the Warsaw Uprising unsuccessful?"
- The following are **failing** thesis statements:
- "This paper will discuss what made the Warsaw Ghetto Uprising of 1943 unsuccessful." "This paper is about the Warsaw Ghetto Uprising's early successes." "The German Army was too strong for the Jewish fighters in the ghetto." (these are too vague)
- "I feel the Warsaw Ghetto Uprising was inspiring." (personal feeling) "A lot of Jews died in Warsaw Ghetto Uprising." (indisputable fact)
- A "beginning" (one that can change as research moves forward) thesis statement, on the other hand, would look similar to this:
- "Because the clerical leadership of the Polish Roman Catholic Church rejected requests to assist the imprisoned Jews of the Jewish Ghetto, the Jewish Combat Organization lacked the weaponry and the allies it needed to launch a successful attack and long-term fight against the German forces sent to clear the ghetto."
- This sentence meets the basic requirements of an early thesis statement. In one sentence it contains the main arguments of, and structure for, the paper to follow. It does not include "feelings", and it is part of the historical discourse over the Warsaw Uprising. Further research would tighten up the thesis, such as
- "Because of capital laws the Nazi General-Governor Hans Frank forced upon the clerical leadership of the Polish Roman Catholic Church, few Poles believed that they could act on any religious obligation to help the Jews of the Warsaw Ghetto survive, either by giving the Jewish Combat Organization weapons or providing armed allies that the Jewish fighters needed against the German forces sent to clear the ghetto."
- As part of your progress toward writing a semester paper, you must write an annotated bibliography focused solely on secondary source material. It must begin with a thesis statement:
- A paragraph of no fewer than five complete sentences making up the thesis statement.
- A paragraph reflecting on how your thesis statement will likely change as you conduct more research.
- **Secondary Source Annotated Bibliography**
- After the thesis statement, you must also have an annotated bibliography (in Chicago citation style) of the most important sources you have read and used to this point. You should have no fewer than seven secondary sources in your annotated bibliography.

- An annotated bibliography follows the standard style of a Chicago bibliography while also including an annotation after each entry. Each annotation should be approximately 100-150 words and contain
- The type of source;
- A summary of the source's thesis and sub-arguments
- Your evaluation of the reliability of argument
- How this source has assisted in your understanding of the topic
- You can find examples of annotated bibliographies at UVU's Writing Center. Be aware the citations are not in Chicago Notes/Bibliography style. You can find a quick guide to the CMoS at the Chicago Manual of Style Online Citation Quick Guide.

- **Primary source annotated bibliography**
  - **Primary Source Annotated Bibliography Thesis Statement**
  - You have already received feedback on a thesis statement and your secondary source annotated bibliography. In this exercise, you will hand in a revised thesis statement and an annotated bibliography of primary sources.
  - As a reminder, the thesis statement is a series of sentences that describe exactly what your paper will prove through a well-substantiated argument. It is an outline of the argument that you will make throughout your paper, serving as a structure for the rest of your paper. **It must not be confused with a topic statement, which is a sentence describing the topic of the paper.** Going back to the topic of the Warsaw Ghetto Uprising of 1943, and having a chance to revise your thesis statement, a narrow thesis statement might look like,
  - "Because of capital laws the Nazi General-Governor Hans Frank forced upon the clerical leadership of the Polish Roman Catholic Church, few Poles believed that they could act on any religious obligation to help the Jews of the Warsaw Ghetto survive, either by giving the Jewish Combat Organization weapons or providing armed allies that the Jewish fighters needed against the German forces sent to clear the ghetto."
  - As part of your progress toward writing a semester paper, you must write an annotated bibliography focused solely on primary source material. It must begin with a revised thesis statement:
  - A paragraph of no fewer than five complete sentences making up the thesis statement.
  - A paragraph reflecting on how your thesis statement will likely change as you conduct more research.
  - **Primary Source Annotated Bibliography**
  - After the thesis statement, you must also have an annotated bibliography (in Chicago citation style) of the most important primary sources you have read and used to this point. You should have no fewer than seven secondary sources in your annotated bibliography.
  - An annotated bibliography follows the standard style of a Chicago bibliography while also including an annotation after each entry. Each annotation should be approximately 100-150 words and contain
  - The type of source;

- A summary of the source's content;
- Your evaluation of the author's reliability;
- How this source has assisted in your understanding of the topic.
- You can find examples of annotated bibliographies at UVU's Writing Center. Be aware the citations are not in Chicago Notes/Bibliography style. You can find a quick guide to the CMoS at the Chicago Manual of Style Online Citation Quick Guide.
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- **Oral presentation of semester paper**
  - While there's little doubt that writing is the main tool of professional historians, oral presentations run a close second. Historians often present at conferences, as well as in government agencies, popular venues, and other public events. Writing and presenting require the ability to take a significant amount of information and turn it into an accessible and succinct product. Like a good paper, a good oral presentation takes purpose, planning, and practice.
  - Creating an oral presentation from the current status of your semester paper can help you refine your thesis statement, ensure your arguments are supported by primary and secondary information, and identify gaps in your research. It also allows you to share the interesting parts of your paper with your colleagues.
  - Presentations should aim to be as close to 10 minutes as possible.
  - To help you create a good oral presentation, keep the following in mind.
  - First, purpose
    - Who is your audience?
    - What will your presentation add to your audience's understanding of history?
  - Second, planning
    - What are the most important things your audience should understand?
    - Humans can only take in three to five pieces of information in a presentation.
    - Humans need to hear similar things three times (more often in longer presentations) to ensure they do not miss information.
    - Don't say things the same way three times; use three different examples to illustrate the same point.
  - Introduce yourself and your topic.
  - Give your audience a framework of 3-5 points to follow.
  - Help your audience understand why what you're about to tell them is important.
  - Stick to your framework
  - Go through your points in the same way you listed them in your intro.
  - Support your points with evidence from primary and secondary documents.
  - Make sure transitions between points flow.
  - All points should be easily related to the topic.
  - Make sure your language is accessible and appropriate to your audience's education level.

    - Conclusion
    - Make sure you wrap up your main points in the order you presented them.
    - Thank the audience for listening.
    - If there is time remaining, ask the audience if there are any questions.
    - Third, practice
        - You have limited time. Practice so you do not go over or more than 1.5 minutes under the time allotted to you.
        - You can use notecards or your phone/device to help keep yourself on track during your presentation.
        - Record yourself presenting to see whether your presentation flows; whether you speak too fast, too slow, or too quietly; whether you read off your notes too much, etc. (Yes, most people, including Adam Driver, hate their voice and watching themselves perform.)
        - Make eye contact with as many people in the audience as possible.
        - Using hand-gestures is fine and can help emphasize points. You may also hold a pen or other object if it helps you feel more comfortable.
        - Move around your space at a slow space.
        - Make sure any visuals you have function appropriately
        - Practice working with your visuals, including knowing their order so you do not have to turn your back on the audience very often.
        - Visuals should not be cluttered with text or pictures.
        - Do not read the text on your slides.
    - Don't forget, your oral presentation will be peer-reviewed.
- **Peer review of oral presentation**
- **Citation Quiz**
    - A 20 multiple-choice quiz on accurate citations
- **Semester paper (including historiographic analysis)**

    - Historians write to convey important information about the past. Whether books, articles, blog posts, or essays, historians have to use methods common to the discipline to call their work "historical writing." According to the American Historical Association, teaching students to write "historically" is paramount to the profession. Writing "historically" means that papers must be based on verifiable data and material, not subjective opinions. Arguments must be based in fact, research done in academically legitimate primary and secondary sources, and provide defensible conclusions--all in a coherent package.

    - **INTRODUCTION**: A basic requirement for this research paper is that it contains a thesis statement in the introduction and that the thesis statement is used as a structure for the paper. You'll be handing in at two theses drafts before the final paper, so this

shouldn't be a daunting problem. The introduction would also give any background information to help your reader understand your upcoming arguments.

- **THE BODY**: Your following paragraphs--the body--must deal with the specific elements of your argument. You will use more than one paragraph to discuss any argument to be in-depth, and each paragraph can only deal with one argument (or sub-argument) at a time. Putting more than one idea in a paragraph creates a messy, unpersuasive argument.
- Historians take information from the past, digest and analyze it, and apply it. This writing assignment is to help you develop those abilities. Thus, in this research paper, you must use secondary sources and primary documents. **Primary documents include (but are not limited to)**
- As you do your research, remember to write down the full citation of each article, book, journal entry, etc. you use.
- Historians know that there are interpretations in history and that many issues are up for scholarly debate. Historical events are complex and their interpretations can differ due to many reasons. To demonstrate that you have completely grasped a scholarly view of the topic, you need to acknowledge evidence that demonstrates there's a history of the history you're writing: your historiography. You may do this at the beginning or the end of the paper. It must be a page, typically a couple of paragraphs. The historiography is an extremely condensed version compared to your paper. It should in one paragraph explain the schools of thought you discovered as you were researching and in another paragraph explain how your paper fits into one of the historiographies of the topic.
- **CONCLUSION**: The conclusion must be a basic restatement of your thesis statement. Seriously, it's just your introduction reworded to show that you did what you set out to do in your paper. It must not raise any new points or contain new information. If it does, that's a signal to you that something has gone wrong.
- The rubric is attached at the end of the syllabus.

- **Discussion Posts:** Submit on the Canvas "Discussions" board at least one answer to the day's question. Do not email answers to me; they must be posted in the appropriate Discussions section. The assignment helps your colleagues and me know what you're thinking about the material, other discussions, or help you show off what sorts of links you're making among the materials and your developing history skills.
- **In-Class Participation:** Regular in-class participation demonstrates how well you understand the course materials and discussions. Come to class ready to discuss the day's assigned materials and/or comment thoughtfully on the Canvas discussion board--asking thoughtful questions IS a form of discussion. If you're not participating thoughtfully several times during a week's class time, you're not making an A or B in participation. Goofy comments, asking when assignments are due, and agreement with others are not examples of participating, nor is "engaged listening." Students who miss more than six in-room class days will be docked 100% of participation points, though this may be waived in special cases, all of which require documentation and discussion with me.

Grade Makeup		**Final grade determination**	
Topic Questions	50	A = 940 – 1000	C = 730 - 769
1st paper meeting	25	A- = 900 – 939	C- = 700 - 729
Secondary Documents Annotated Bibliography	75	B+ = 870 – 899	D+ = 670 – 699
Primary Documents Annotated Bibliography	75	B = 830 – 869	D = 630 - 669
Oral Presentation	125	B- = 800 - 829	D- = 600 629
Peer Review of O.P.	50	C+ = 770 - 799	E = 0 – 599
Citation Quiz	25		
Final draft of Semester Paper	250		
2nd paper meeting	25		
Discussion posts	100		
Participation	200		
Total points available:	1000		

Required or Recommended Reading Assignments
COURSE SCHEDULE, INCLUDING REQUIRED READINGS

WEEK ONE – Introducing the course
January 6

- Welcome to the course: goals, expectations (mine and yours), intended outcomes
- Syllabus, Canvas course
- Civility and challenges in discussions

January 8

- Stearns: Why Study History? https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)
- Maza, "Introduction"

January 10 – Introducing Historiography (has PPT)

- Maza, Ch. 6, "Facts or Fictions"
    - While the chapter is at the end of the book, the discussion of history as facts and fictions is a helpful beginning.

WEEK TWO – Arguments and Fallacies
January 13

- American Historical Association, "Statement on Standards of Professional Conduct," https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-standards-of-professional-conduct
- Topics: critical thinking and asking good questions
    - Knowing what bad questions are… "Rhetorical Devices and Logical Fallacies," handout at the UVU Writing Center https://www.uvu.edu/writingcenter/docs/logicalfallacies.pdf . If you'd like another example, you can find one at UNC-Chapel Hill's Writing Center website at https://writingcenter.unc.edu/tips-and-tools/fallacies/

January 15

- Starting Your Research: Evaluating Your Sources https://uvu.libguides.com/basic-research/evaluating
- Sorting fact from fiction: University of Michigan Research Guide, "Fake News, Lies and Propaganda: How to Sort Fact from Fiction," https://guides.lib.umich.edu/c.php?g=637508&p=4462444
- A couple credible fact-checking sites:
    - Snopes, https://www.snopes.com/
    - FactCheck, *A Project of The Annenberg Public Policy Center* https://www.factcheck.org/
- Critical thinking is vital now and later: Harvard Business Review, "Three Simple Habits to Improve Your Critical Thinking," https://hbr.org/2019/05/3-simple-habits-to-improve-your-critical-thinking

January 17

- Choosing a topic: availability, feasibility, iterative process
    - Starting Your Research: Developing a Topic, https://uvu.libguides.com/basic-research/topics
    - Steely Library at Northern Kentucky University also has a five minute video on how to ask research questions https://www.youtube.com/watch?v=LWLYCYeCFak, Developing a Research Question
- Start with background information, also known as "tertiary sources"
    - Cornell University Library: Primary, Secondary, and Tertiary Sources: A Quick Guide: Tertiary Sources, https://guides.library.cornell.edu/sources/tertiary
- Waters, Tony. "Why Students Think There Are Two Kinds of American History." *The History Teacher*, Vol. 39, No. 1 (Nov., 2005): 11-21.

WEEK THREE – How Has History Changed and Why?
January 20 – No classes; MLK, Jr. Day

January 22 – Class held on Teams (Dr. Brown at AAC&U Conference)

- Maza, "The History of Whom?"
- Crash Course, "Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #2. While I'd love to create my own content on these issues, John Green does a great job of it; I can't improve what he's done.
    - Reading laterally helps develop critical thinking (analytical) skills necessary for researching effectively.

January 24 -- No class in classroom (Dr. Brown at AAC&U Conference)

- Watkins, Patsy G. "Same People, Same Time, Same Place: Contrasting Images of Destitute Ozark Mountaineers during the Great Depression." *The Arkansas Historical Quarterly* 70 (Autumn 2011): 288-315.
- Crash Course, "Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3

WEEK FOUR – Writing History Responsibly

January 27

- Edele, Mark. "Fighting Russia's History Wars: Vladimir Putin and the Codification of World War II." *History and Memory* 29 (No. 2) (Fall/Winter 2017): 90-124.

January 29

- Nokes, Jeffery D. and Alisa Kesler-Lund. "Historians' Social Literacies." *The History Teacher* 52 (3) (May 2019): 369-410. This article has some helpful descriptions of how historians think and write. It may be helpful as you develop your paper.
- Your developing thesis (persuasive argument) and bibliography for your semester paper
    - UVU Fulton Library, Persuasive Writing, https://www.uvu.edu/writingcenter/docs/persuasivewriting.pdf

January 31

- Getting organized with your research—careful to not lose track of your notes
    - Making sure you write it down: if you don't know it or it isn't in the fund of common knowledge, write down where it comes from
    - Electronic vs. physical
    - What is the best (and least expensive) way to organize information?
    - What is the best way to organize non-traditional information?

WEEK FIVE – Careful Research

February 3

- Maza, "How Is History Produced?"
- History and Storytelling: included and excluded often exist in conflict

February 5

- Adichie, Chimamanda Ngozi. “The Danger of a Single Story.” TEDGlobal 2009 https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

February 7 – Thesis and Annotated Bibliography Due

- Bartlett, Tom. “A Field Goes to War with Itself.” *Chronicle of Higher Education*, The Chronicle is available through the Fulton Library’s database, https://www.chronicle.com/article/a-field-goes-to-war-with-itself/.

WEEK SIX – History through the Lens of Many People

February 10

- Maza, “The History of Where?”

February 12 -- No class in classroom (Dr. Brown at ACE Conference, https://www.acenet.edu/Events/Pages/ACEx2025.aspx)

- Wong, K. Scott. “Liang Qichao and the Chinese of America: A Re-Evaluation of His ‘Selected Memoir of Travels in the New World.’” *Journal of American Ethnic History* 11 (Summer, 1992), 3-24.

February 14 -- No class in classroom (Dr. Brown at ACE Conference)

- Yilmaz, Kaya. “Historical Empathy and Its Implications for Classroom Practices in Schools.” The *History Teacher* 40 (May, 2007), 331-337.

WEEK SEVEN – History of Thoughts

February 17 – Presidents Day, no class

February 19

- Maza, “The History of What?”

February 21

- Key, Joseph P. "An Environmental History of the Quapaws, 1673-1803." *The Arkansas Historical Quarterly* 79 (WINTER 2020): 297-316.
- Chicago (Style Citation System)

WEEK EIGHT – Primary Resources

February 24

- Finding primary sources: review definition, types (macro and micro), location, language

- Finding primary documents online
    - UVU Fulton Library
    - Online California Archive: https://oac.cdlib.org/
    - Utah Division of Archives and Research Service.
    - National Archives of the US
    - Smithsonian Institution Online Virtual Archive

February 26
- Moore, Jacky. "Women Tell Their Stories: Learning to Listen to First Nation Voices." Oral History. 46 (SPRING 2018), 102-110. (First person interviews and the art of listening.)
- Artifacts as primary materials

February 28
- Clavert, Frédéric. "History in the Era of Massive Data." *Geschichte und Gesellschaft, Digital History* 47 (Januar - März 2021): 175-194.

WEEK NINE – Other Historiographies and Arguing Better
March 3
- Maza, "Causes or Meanings?"
- Multicausal History
    - The appeal of "obvious" universal truths in history

March 5
- Historiography in non-democratic states: USSR
    - Kolonitskii, Boris and Yisrael Elliot Cohen. "Russian Historiography of the 1917 Revolution: New Challenges to Old Paradigms?" *History and Memory Special Issue: Historical Scholarship in Post-Soviet Russia* 21 (Fall/Winter 2009): 34-59.

March 7
- Schocket, Andrew M. "Evidence: The Use and Misuse of Data." *Transactions of the American Philosophical Society* 112 (2024): 57-74.
- Data for historians (see Qualtrics Industry Certification)

SPRING BREAK March 10-14 – No classes

WEEK TEN – Oral Presentations

March 17

March 19

March 21

WEEK ELEVEN – Oral Presentations
March 24

March 26

March 28

WEEK TWELVE – Review of Historiography
March 31

- Maza, Conclusion

April 2

- Spiegel, Gabrielle M. "Revising the Past/Revisiting the Present: How Change Happens in Historiography." *History and Theory*, Theme Issue 46: Revision in History (Dec., 2007): 1-19.

April 4

- CMoS and fine-tuning citations

WEEK THIRTEEN – The Future of History
April 7

- How to preserve today's communications and documents for future historians?

April 9

- History and ideological divisions
- Review lateral reading and bias

April 11

- Last-minute paper concerns

WEEK FOURTEEN – Jobs and Historians
April 14

- What jobs do historians get?
    - US Bureau of Labor Statistics, Field of Degree: History
    - American Historical Society, Careers for History Majors
    - What are a historian's skills to showcase?

April 16 - Explaining your skills to an employer

- Writing your resume and your cv
- Career centers, networking, LinkedIn, internships
    - https://www.uvu.edu/career-internship/?gad_source=1&gclid=Cj0KCQiA7NO7BhDsARIsADg_hIaA7FtlGQ4Q-gjiyyGMR7kPgkyeEOEkVAP5SL3AO1t7odnz_JZrbH8aAjH0EALw_wcB
    - Smithsonian Institution
    - Local opportunities
    - LinkedIn

April 18

- Complement your major with industry certifications: https://www.uvu.edu/testingservices/industry-certifications/
- Review resumes and cvs

WEEK FIFTEEN – Masters, PhDs, and Other Advanced Degrees
April 21 –

- Grad school: MA and beyond, law school, MPA, MBA, etc.

General Description of the Subject Matter of Each Lecture or Discussion
COURSE SCHEDULE, INCLUDING REQUIRED READINGS

WEEK ONE – Introducing the course
January 6

- Welcome to the course: goals, expectations (mine and yours), intended outcomes

- Syllabus, Canvas course
- Civility and challenges in discussions

January 8
- Stearns: Why Study History? https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)
- Maza, "Introduction"

January 10 – Introducing Historiography (has PPT)
- Maza, Ch. 6, "Facts or Fictions"
    - While the chapter is at the end of the book, the discussion of history as facts and fictions is a helpful beginning.

WEEK TWO – Arguments and Fallacies
January 13
- American Historical Association, "Statement on Standards of Professional Conduct," https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-standards-of-professional-conduct
- Topics: critical thinking and asking good questions
    - Knowing what bad questions are… "Rhetorical Devices and Logical Fallacies," handout at the UVU Writing Center https://www.uvu.edu/writingcenter/docs/logicalfallacies.pdf . If you'd like another example, you can find one at UNC-Chapel Hill's Writing Center website at https://writingcenter.unc.edu/tips-and-tools/fallacies/

January 15
- Starting Your Research: Evaluating Your Sources https://uvu.libguides.com/basic-research/evaluating
- Sorting fact from fiction: University of Michigan Research Guide, "Fake News, Lies and Propaganda: How to Sort Fact from Fiction," https://guides.lib.umich.edu/c.php?g=637508&p=4462444
- A couple credible fact-checking sites:
    - Snopes, https://www.snopes.com/
    - FactCheck, *A Project of The Annenberg Public Policy Center* https://www.factcheck.org/
- Critical thinking is vital now and later: Harvard Business Review, "Three Simple Habits to Improve Your Critical Thinking," https://hbr.org/2019/05/3-simple-habits-to-improve-your-critical-thinking

January 17
- Choosing a topic: availability, feasibility, iterative process

    - Starting Your Research: Developing a Topic, https://uvu.libguides.com/basic-research/topics
    - Steely Library at Northern Kentucky University also has a five minute video on how to ask research questions https://www.youtube.com/watch?v=LWLYCYeCFak, Developing a Research Question
- Start with background information, also known as "tertiary sources"
    - Cornell University Library: Primary, Secondary, and Tertiary Sources: A Quick Guide: Tertiary Sources, https://guides.library.cornell.edu/sources/tertiary
- Waters, Tony. "Why Students Think There Are Two Kinds of American History." *The History Teacher*, Vol. 39, No. 1 (Nov., 2005): 11-21.

WEEK THREE – How Has History Changed and Why?
January 20 – No classes; MLK, Jr. Day

January 22 – Class held on Teams (Dr. Brown at AAC&U Conference)
- Maza, "The History of Whom?"
- Crash Course, "Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #2. While I'd love to create my own content on these issues, John Green does a great job of it; I can't improve what he's done.
    - Reading laterally helps develop critical thinking (analytical) skills necessary for researching effectively.

January 24 -- No class in classroom (Dr. Brown at AAC&U Conference)
- Watkins, Patsy G. "Same People, Same Time, Same Place: Contrasting Images of Destitute Ozark Mountaineers during the Great Depression." *The Arkansas Historical Quarterly* 70 (Autumn 2011): 288-315.
- Crash Course, "Check Yourself with Lateral Reading: Crash Course Navigating Digital Information #3

WEEK FOUR – Writing History Responsibly
January 27
- Edele, Mark. "Fighting Russia's History Wars: Vladimir Putin and the Codification of World War II." *History and Memory* 29 (No. 2) (Fall/Winter 2017): 90-124.

January 29
- Nokes, Jeffery D. and Alisa Kesler-Lund. "Historians' Social Literacies." *The History Teacher* 52 (3) (May 2019): 369-410. This article has some helpful descriptions of how historians think and write. It may be helpful as you develop your paper.
- Your developing thesis (persuasive argument) and bibliography for your semester paper
    - UVU Fulton Library, Persuasive Writing, https://www.uvu.edu/writingcenter/docs/persuasivewriting.pdf

January 31

- Getting organized with your research—careful to not lose track of your notes
    - Making sure you write it down: if you don't know it or it isn't in the fund of common knowledge, write down where it comes from
    - Electronic vs. physical
    - What is the best (and least expensive) way to organize information?
    - What is the best way to organize non-traditional information?

WEEK FIVE – Careful Research

February 3

- Maza, "How Is History Produced?"
- History and Storytelling: included and excluded often exist in conflict

February 5

- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TEDGlobal 2009 https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

February 7 – Thesis and Annotated Bibliography Due

- Bartlett, Tom. "A Field Goes to War with Itself." *Chronicle of Higher Education*, The Chronicle is available through the Fulton Library's database, https://www.chronicle.com/article/a-field-goes-to-war-with-itself/.

WEEK SIX – History through the Lens of Many People

February 10

- Maza, "The History of Where?"

February 12 -- No class in classroom (Dr. Brown at ACE Conference, https://www.acenet.edu/Events/Pages/ACEx2025.aspx)

- Wong, K. Scott. "Liang Qichao and the Chinese of America: A Re-Evaluation of His 'Selected Memoir of Travels in the New World.'" *Journal of American Ethnic History* 11 (Summer, 1992), 3-24.

February 14 -- No class in classroom (Dr. Brown at ACE Conference)

- Yilmaz, Kaya. "Historical Empathy and Its Implications for Classroom Practices in Schools." The *History Teacher* 40 (May, 2007), 331-337.

WEEK SEVEN – History of Thoughts
February 17 – Presidents Day, no class

February 19
- Maza, "The History of What?"

February 21
- Key, Joseph P. "An Environmental History of the Quapaws, 1673-1803." *The Arkansas Historical Quarterly* 79 (WINTER 2020): 297-316.
- Chicago (Style Citation System)

WEEK EIGHT – Primary Resources
February 24
- Finding primary sources: review definition, types (macro and micro), location, language
- Finding primary documents online
    - UVU Fulton Library
    - Online California Archive: https://oac.cdlib.org/
    - Utah Division of Archives and Research Service.
    - National Archives of the US
    - Smithsonian Institution Online Virtual Archive

February 26
- Moore, Jacky. "Women Tell Their Stories: Learning to Listen to First Nation Voices." Oral History. 46 (SPRING 2018), 102-110. (First person interviews and the art of listening.)
- Artifacts as primary materials

February 28
- Clavert, Frédéric. "History in the Era of Massive Data." *Geschichte und Gesellschaft, Digital History* 47 (Januar - März 2021): 175-194.

WEEK NINE – Other Historiographies and Arguing Better
March 3
- Maza, "Causes or Meanings?"
- Multicausal History
    - The appeal of "obvious" universal truths in history

March 5

- Historiography in non-democratic states: USSR
    - Kolonitskii, Boris and Yisrael Elliot Cohen. “Russian Historiography of the 1917 Revolution: New Challenges to Old Paradigms?” *History and Memory Special Issue: Historical Scholarship in Post-Soviet Russia* 21 (Fall/Winter 2009): 34-59.

March 7

- Schocket, Andrew M. "Evidence: The Use and Misuse of Data." *Transactions of the American Philosophical Society* 112 (2024): 57-74.
- Data for historians (see Qualtrics Industry Certification)

SPRING BREAK March 10-14 – No classes

WEEK TEN – Oral Presentations
March 17

March 19

March 21

WEEK ELEVEN – Oral Presentations
March 24

March 26

March 28

WEEK TWELVE – Review of Historiography
March 31

- Maza, Conclusion

April 2

- Spiegel, Gabrielle M. "Revising the Past/Revisiting the Present: How Change Happens in Historiography." *History and Theory*, Theme Issue 46: Revision in History (Dec., 2007): 1-19.

April 4

- CMoS and fine-tuning citations

WEEK THIRTEEN – The Future of History

April 7

- How to preserve today's communications and documents for future historians?

April 9

- History and ideological divisions
- Review lateral reading and bias

April 11

- Last-minute paper concerns

WEEK FOURTEEN – Jobs and Historians

April 14

- What jobs do historians get?
    - US Bureau of Labor Statistics, Field of Degree: History
    - American Historical Society, Careers for History Majors
    - What are a historian's skills to showcase?

April 16 - Explaining your skills to an employer

- Writing your resume and your cv
- Career centers, networking, LinkedIn, internships
    - https://www.uvu.edu/career-internship/?gad_source=1&gclid=Cj0KCQiA7NO7BhDsARIsADg_hIaA7FtlGQ4Q-gjiyyGMR7kPgkyeEOEkVAP5SL3AO1t7odnz_JZrbH8aAjH0EALw_wcB
    - Smithsonian Institution
    - Local opportunities
    - LinkedIn

April 18

- Complement your major with industry certifications: https://www.uvu.edu/testingservices/industry-certifications/

- Review resumes and cvs

WEEK FIFTEEN – Masters, PhDs, and Other Advanced Degrees
April 21 –
- Grad school: MA and beyond, law school, MPA, MBA, etc.

Required Course Syllabus Statements

Generative AI
GENERATIVE AI and LARGE LANGUAGE MODELS IN THIS COURSE: AI programs are not a replacement for human creativity, originality, and critical thinking. Writing, thinking, and researching are skills you must develop over time to develop your intellect. At the same time, you should learn how to use AI and when it can be helpful to you.
Using generative AI tools (e.g. ChatGPT, Copilot, Claude, etc.) is permitted in this course for the following activities:
- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Finding basic information on your topic;
- Drafting an outline to help organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Creating documents or visuals representing actual people, places, things, or events.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for content you submit based on an AI query (e.g., it doesn't violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within UVU policies on academic integrity.
Any student work submitted using AI tools must clearly indicate what work is the student's and what part is generated by AI. In such cases, no more than 15% of the student's work should be generated by AI. If any part of this is confusing or uncertain, please meet with me before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.

Addenda

Research Paper Rubric

Criteria	Ratings					Pt
	Excellent	**Good**	**Needs Some Improvement**	**Needs Significant Improvement**	**Not Meeting Minimum Expectations**	
Using Chicago Manual of Style Citations	**20 to >18.5 pts**	**18.5 to >16.0 pts**	**16 to >14.0 pts**	**14 to >12.0 pts**	**12 to >0 pts**	
This course uses the Chicago Manual of Style Notes/Bibliography citation system. Using this system is to ensure readers can easily find resources an author uses in their research.	All evidence in footnotes/endnotes and bibliographies is properly cited; all paragraphs have multiple citations to reflect the multiple authors used; quotes come only from primary resources and are cited; all secondary material is paraphrased appropriately and cited.	Almost all evidence in footnotes/endnotes and bibliographies is properly cited; all paragraphs have multiple citations; almost all quotes are from primary resources and cited; secondary material is mostly paraphrased as well as cited.	Most evidence in footnotes/endnotes and the bibliography is properly cited; all paragraphs have at least one citation; quotes are from primary resources and secondary material and cited; much secondary material is paraphrased and cited.	Significant amounts of evidence in footnotes/endnotes and the bibliography are improperly cited; at least one paragraph lacks citations; primary and secondary material is quoted and cited.	Little evidence is cited according to the Manual; many paragraphs, paraphrased material, and/or quotes lack citations.	20
Selecting and Using Sources	**25 to >23.0 pts**	**23 to >20.0 pts**	**20 to >17.5 pts**	**17.5 to >15.0 pts**	**15 to >0 pts**	25

Authors in the field of History need to demonstrate they know how to find and use historical sources to inform and sway. Sources should never be used as a method to manipulate individuals through intentional misinterpretation, "cherry-picking," or poor contextualization.	Evidence for the paper's argument comes from a wide range of well-established, recent, relevant scholarly sources; primary resources are integrated well into the paragraphs; primary sources provide the majority of evidence throughout the paper; secondary sources are used to only provide context; no fewer than 15 significant scholarly sources are listed in the bibliography and no fewer than eight are primary sources.	Evidence is from a wide range of well-established, recent, relevant scholarly sources; mostly primary resources provide details for the paper's argument; no fewer than 13 significant scholarly sources are listed in the bibliography, with at least seven being primary sources; secondary sources only provide context.	Evidence to support the paper's arguments is from a limited range of well-established, relevant scholarly sources; relevant primary and secondary resources provide details for the paper's arguments; there are no fewer than 12 scholarly sources in the bibliography. Primary sources make up six or more of the sources.	Evidence is used from a small number of relevant scholarly sources; some relevant primary resources inform the paper; secondary sources provide most evidence. Eleven scholarly sources are listed in the bibliography; five or fewer are primary documents.	Uses 10 or fewer scholarly sources; several sources are not clearly connected to the paper's arguments; uses four or fewer relevant primary sources; uses encyclopedia or non-scholarly sources (e.g., Wikipedia); uses material from conspiracy theory/ies or highly biased websites; uses non-scholarly works.	
Writing Clarity and Style	**25 to >23.0 pts**	**23 to >20.0 pts**	**20 to >17.5 pts**	**17.5 to >15.0 pts**	**15 to >0 pts**	25

Historians are constantly communicating information to and for their communities. Authors must write clearly and succinctly, while still conveying complex ideas.	All sentences are grammatically correct, clear, and direct; language (including word choice) is formal and mature (e.g., avoids contractions, slang, and conversational style), but not flowery or over-technical; transitions between paragraphs show clear organization; style is based upon the Chicago Manual of Style; paper is error-free and is easy to read.	Almost all sentences are grammatically correct, clear, and direct; very few sentences are vague or awkwardly phrased; language (including word choice) is formal and mature but not flowery or over-technical; transitions between paragraphs show clear organization; style is based upon common rules of English; paper has only a few minor punctuation, grammar, or spelling errors and is easy to read.	Most sentences are grammatically correct, clear, and direct; some sentences are vague or awkwardly phrased; language (including word choice) is mostly formal and mature; style is mostly based upon common rules of English; several minor or a few major punctuation, grammar, or spelling errors that compromises the clarity of the paper.	Generally, sentences are grammatically incorrect or unclear; several sentences are vague or awkwardly phrased; language (including word choice) is rarely formal or mature; style deviates often from common rules of English; many minor or several major punctuation, grammar, or spelling errors make the paper hard to read.	Few grammatically correct or clear sentences; mostly vague or awkward sentences; immature language (incl. word choice); style rarely follows common English rules; dominated by minor and/or major errors, it's hard to read. Paper appears to have not been proofread.	
Organization and Structure	**50 to >45 pts**	**44.5 to >40.0 pts**	**39.5 to >35.0 pts**	**34.9 to >30.0 pts**	**29.9 to >0 pts**	50

The communication of information also requires good organization, supported by good clarity and style. A well-organized paper helps create a structure of understanding for readers, allowing them to focus on the author's arguments.	The paper contains an introduction with a thesis, main body, and conclusion; paragraphs have topic statements related to the thesis and are in logical, flowing order; transitions between paragraphs are sophisticated and flow smoothly; the paper is the appropriate length, with no irrelevant content.	The paper contains an introduction with thesis, main body, and conclusion; all paragraphs have a topic statement related to the thesis; almost all paragraphs are in logical, flowing order; transitions between paragraphs mostly flow smoothly; the paper is the appropriate length, with a minor amount of irrelevant content.	The paper contains an introduction with thesis, main body, and conclusion; most paragraphs have a topic statement related to the thesis and are in logical, flowing order; transitions between paragraphs sometimes flow smoothly; the paper is the appropriate length, with some irrelevant content.	The paper contains an introduction with thesis, main body, and conclusion; several paragraphs lack topic statements; few paragraphs are in logical, flowing order; transitions between paragraphs rarely flow smoothly; the paper is the appropriate length, with several instances of irrelevant content.	The paper has very little organization among or within paragraphs; several paragraphs are connected to the thesis; few transitions exist between paragraphs; the paper has fewer/more than the required number of pages (9-12 pages, excluding bibliography); the paper has significant amounts of irrelevant content.	
Evidence Analysis	**50 to >45 pts**	**44.5 to >40.0 pts**	**39.5 to >35.0 pts**	**34.9 to >30.0 pts**	**29.9 to >0 pts**	50

Two of the most important skills of an educated person are 1) the analytical ability to tell accurate information from poor information and 2) the ability to use accurate information for the benefit of their communities.	The paper has related, specific, accurate evidence supporting the thesis in each paragraph; it is clear primary and secondary sources have been critically examined to ensure they are not taken out of context or misrepresented; the author deeply understands the significance and context of all primary sources used; secondary resources are critically analyzed to ensure they do not come from non-scholarly sources that defend conspiracy theories or intentionally misinterpret information.	The paper has related, specific, accurate evidence supporting the thesis in every paragraph; it is clear primary and secondary sources have been critically examined to ensure they are not taken out of context or intentionally misrepresented; the author understands the significance and context of almost all primary sources used; secondary sources are critically analyzed to ensure they do not come from non-scholarly sources defending conspiracy theories or intentionally misrepresenting information.	The paper has related, accurate evidence supporting the argument in almost all paragraphs. It appears to the reader that the author has tried to critically analyze primary and secondary sources but has misunderstood some materials or context; the author understands the significance and context of most primary sources used; sources are critically analyzed to ensure they have not come from non-scholarly sources defending conspiracy theories or intentionally misrepresenting information.	The evidence used is not always accurate or clearly related to the argument; it is not clear to the reader that the author has tried to critically analyze primary and secondary sources but has taken them only at face value and thus misunderstood some materials or context; the author misunderstands the significance or context of several primary sources used; at least one secondary source has come from sources defending conspiracy theories or intentionally misrepresenting historical information.	Accurate evidence supporting the thesis statement is rare; claimed sources do not exist, are fabricated, are used out of context, or are misrepresented; there is little effort to critically evaluate evidence.	
Thesis and Argument	**50 to >45 pts**	**44.5 to >40.0 pts**	**39.5 to >35.0 pts**	**34.9 to >30.0 pts**	**29.9 to >0 pts**	50

Historians are often creative people. While researching primary materials and secondary sources, they can originate new ideas and arguments that help communities understand the past. Making sure the argument is extremely specific is vital so people get more than a superficial understanding of an event, movement, person, etc.	The paper is on a unique historical topic and presents a new argument; the argument shows an excellent understanding of historical context; the argument is presented in a clear, specific, and detailed thesis paragraph; all paragraphs support the thesis statement; there are no jumps in logic that force the reader to infer relevance.	The paper is on a common historical topic, but presents a new argument; the argument is presented in a clear, specific, and detailed thesis paragraph; the argument shows a clear understanding of historical context, but some gaps or superficial inaccuracies may be present; almost every paragraph supports the thesis statement; few jumps in logic force the reader to infer relevance.	The paper approaches a common historical topic with no new insight; the argument has a brief thesis paragraph that lacks specifics and details; the argument has an adequate grasp of historical context, but may be lacking in detail or have minor accuracies; some paragraphs do not appear to support the thesis statement; some jumps in logic force the reader to infer relevance.	The paper has more than one historical topic; the argument has a vague thesis statement or paragraph; the argument shows a limited understanding of historical context, resulting in a superficial analysis; most paragraphs do not appear to support the thesis statement; there are significant jumps in logic that force the reader to infer relevance.	The paper has a historical topic statement/paragraph, but no thesis; few paragraphs support the thesis statement; many factual mistakes, omissions, or oversimplifications; no evidence of understanding historical context; the paper is plagiarized, fabricated, or relies on generative AI to provide an argument.	
Historiographic Analysis	**30 to >27.5 pts**	**27.5 to >24.0 pts**	**24 to >21.0 pts**	**21 to >18.0 pts**	**18 to >0 pts**	

Understanding one's own argument in the discipline of history allows a scholar to recognize valuable insights provided by previous works. Making sure one can explain who has written on the topic previously and how one's work fits into the literature is a vital skill for historians.	The paper accurately summarizes the historiographic "school" and arguments of at least five scholars' works and explains how they have contributed to paper's arguments. The author explains clearly and accurately where their work fits into the historiography of the topic.	The paper accurately summarizes the historiographic "school" and arguments of at least five scholars' works and explains how they have contributed to paper's arguments. The author explains clearly and accurately where their work fits into the historiography of the topic.	The paper accurately summarizes the historiographic "school" and arguments of at least four scholars' works and explains how they have contributed to paper's arguments. The author explains clearly and accurately where their work fits into the historiography of the topic.	The paper accurately summarizes the historiographic "school" and arguments of at least three scholars' works and explains how they have contributed to paper's arguments. The author explains clearly and accurately where their work fits into the historiography of the topic.	The paper accurately summarizes the historiographic "school" and arguments of at least five scholars' works and explains how they have contributed to paper's arguments. The author explains clearly and accurately where their work fits into the historiography of the topic.	30
					TOTAL	

Oral Presentation and Oral Presentation Peer Review Rubric

Oral Presentation Grading Rubric and Checklist
3000-level
Answering the question: What does my audience need to remember about my semester presentation's arguments?

	Excellent (A)	Good (B)	Needs Improvement (C)	Needs Significant Improvement(D)	Does Not Meet Minimum Expectations (E)
Introduction 10%	The presenter presents their name and a clear framework from their semester paper; there are no fewer than three and no more than five points to cover in the presentation. The introduction takes no longer than one minute. Any visuals or materials associated with the intro are clear and related to the framework.	The presenter presents their name and an understandable framework from their semester paper; there are no fewer than three and no more than five points to cover in the presentation. Visuals or materials associated with the intro are mostly clear and related to the framework.	The presenter presents their name and a framework of their semester paper; there are no fewer than three and no more than five points to cover in the presentation. Visuals or materials associated with the intro are related to the framework.	The presenter presents their name and a vague framework from their semester paper; there are no fewer than three and no more than five points to cover in the presentation. Visuals or materials associated with the intro are unclear and/or unrelated to the framework.	The presenter forgets their name/gives the wrong name; does not give framework of their presentation; there are fewer than three or more than five points to cover in the presentation. Visuals or materials associated with the intro are lacking, unclear, and/or related to the framework.
Points covered/ argument 35%	Each point has a clear, concise overview with clear and specific examples that help explain its importance to the semester paper. All points are reflected, in order, in the framework. There are no irrelevant content or tangents. Visuals/materials need no explanation, as they are clear, uncluttered, and support the points at hand.	Each point has a clear overview with mostly clear and specific examples that help explain its importance to the semester paper. All points are reflected, in order, in the framework. There is little irrelevant content or few tangents. Visuals/materials need only occasional explanation, as they are mostly clear, uncluttered, and support the points at hand.	Points have overviews with vague examples that rarely help explain their importance to the semester paper. All points are reflected in the framework. It contains irrelevant content and/or several tangents. There are a few factual errors or over-simplifications. Visuals/materials need explanation as they are	Some points are left out. Points have vague examples do little to explain their importance to the semester paper. Most points are reflected in the framework. It does not distinguish between relevant and relevant content. There are several factual errors or over-simplifications. Visuals/materials are poorly explained and vague,	Points lack examples to support their importance to the semester paper; has several incorrect statements; is difficult to understand due to the many tangents. Lacks visuals/materials that support the points.

			vague, cluttered, and/or unclearly linked to the points at hand.	cluttered, and unsupportive to the points at hand.	
Evidence 25%	The presentation has clear, accurate, and primary and secondary evidence, with references in the notes of each slide; sources are not taken out of context; there are no jumps in logic that force the audience to infer relevance.	The presentation has clear, accurate, and primary and secondary evidence, with footnotes, in almost every slide; sources are not taken out of context; there are few jumps in logic that force the audience to infer relevance.	The presentation has clear, accurate, and primary and secondary evidence in most slides; sources are rarely taken out of context; there are some jumps in logic that force the audience to infer relevance.	The presentation has clear, accurate, and primary or secondary evidence in few slides; sources are taken out of context more than once; there are significant jumps in logic that force the audience to infer relevance.	Any of the following: the presentation provides no evidence; sources are taken out of context with some regularity; tertiary or unscholarly evidence is used; numerous factual mistakes, omissions, oversimplifications.
Citations 10%	All evidence is properly cited using the Chicago Manual of Style, using footnotes or endnotes; authors' material is paraphrased and cited.	Almost all evidence is properly cited using the Chicago Manual of Style; authors' material is almost always paraphrased and cited.	Most evidence is properly cited using the Chicago Manual of Style; many quotes are from primary and secondary resources; authors' material is paraphrased and cited.	Significant amounts of evidence is improperly cited, rarely using the Chicago Manual of Style. Sources are quoted often; they are infrequently paraphrased and/or cited.	Any of the following: no attempt to use the Chicago Manual of Style. Significant amounts of information is uncited.
Clarity and Style 20%	The presentation does not run over or under time; speech is clear, measured, and an appropriate volume. Transitions are clear and relevant to the presentation. Language is appropriate to the audience and based upon common rules of Standard English; presenter does not read from slides; presenter does not turn their back to the audience.	The presentation does not run over time or under time by fewer than 1.5 minutes; speech is clear, measured, and an appropriate volume. Audience only has to ask presenter to speak louder once. Transitions are mostly clear and relevant to the presentation. Language is appropriate to the audience and based upon common rules of Standard English with few mistakes; presenter reads from slides rarely; presenter turns their back to the audience twice or less.	The presentation does not run over time or under time by fewer than two minutes; speech is clear, repeatedly too fast or too slow, and repeatedly hard to hear. Transitions are weak. Language is below or too advanced for the audience; language often deviates from the rules of Standard English; presenter often reads from slides; presenter turns their back to the audience more than twice.	The presentation runs over time or under time by fewer than three minutes; speech is consistently too fast or too slow, and consistently hard to hear. Transitions are weak or non-existent. Language is far below the audience; language does not reflect the rules of Standard English; presenter consistently reads from slides; presenter rarely faces the audience.	The presentation runs over time by more than a minute or under time by more than three minutes; speech is so fast or slow as to be difficult to understand; speech is too soft to hear. Transitions are non-existent. Language is riddled with slang or unrelated to the topics; presenter only reads from slides; presenter does not face the audience.

[redacted]

"Most" does not mean "half plus one." "Most" means, at minimum, 75%.