

The History Seminar

HIST 4839 ✨ A Capstone Experience

HIST 4839: The History Seminar

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Tu/Th 12:30-1:45pm | North Classroom 1608

Office Hours: Thurs. 9:30-10:30am (over Zoom

**(<http://ucdenver.zoom.us/j/97477262669>.) | Office Location: Student Commons
Room 3108**

Course Description:

In this capstone seminar, students will produce an original, article-length research paper based on archival sources. The course focuses on the history of the Western United States, and most student projects will examine some aspect of Western history or the history of Colorado. Students will learn how to navigate archives and refine their skills at collecting, organizing, and analyzing evidence from an array of primary sources. They will also learn to use scholarly books and articles to add context to their stories and position their findings within a wider literature.

See the Modules Page (<https://ucdenver.instructure.com/courses/476524/modules>) for the schedule of classes and readings and the Assignments Page (<https://ucdenver.instructure.com/courses/476524/assignments>) for assignment details and due dates.

Note: we will be meeting over Zoom for Weeks 1 and 2. [Click here for the Zoom link to this class](https://ucdenver.zoom.us/j/94116767287)
(<https://ucdenver.zoom.us/j/94116767287>).

Learning Objectives:

In this class, we will focus on the following essential learning outcomes (ELOs) of the History Department. Students will:

- Formulate a thesis substantiated by primary and secondary source analysis.

- Interpret historical evidence with consideration to historical actors' various perspectives (social, cultural, economic, political, etc.).
- Identify and analyze the central issues, arguments, and points of view in primary and secondary sources.
- Master the conventions of historical writing, including clear paper organization (thesis, evidence, conclusion); logical paragraph organization; clear, direct, and engaging language; proper citation methods, using *Chicago Manual of Style*.

Note: this is a required course for the CU Denver History Department's History Major. It is the product of many professors in the department working together to develop it, notably Professor William Wagner.

Assignments

Attendance and Participation	10%
Perusall Annotations	15%
Initial Research Report	10%
Full Research Report	15%
Research Paper Outline	10%
Research Paper Draft	15%
Final Research Paper	25%
Total	100%

See the [Assignments page \(https://ucdenver.instructure.com/courses/476524/assignments\)](https://ucdenver.instructure.com/courses/476524/assignments) for details and due dates.

Course Policies

COVID-19

This class is taking place under extraordinary circumstances due to the COVID-19 pandemic. The first two weeks of the semester will be conducted over Zoom, while the remainder of the semester is planned to be in-person. As of January 2021, CU Denver is requiring all students and faculty to get vaccinated and boosted and to wear masks while inside. Depending on how the pandemic progresses, there is a chance that the format or logistics of the course might need to change on the fly (ie. temporarily switching to remote learning over Zoom). My goal is to provide you with a valuable learning experience despite these circumstances, and I plan to teach with as much flexibility, resilience, and compassion as I can. I ask you to do the same with your classmates and myself as we navigate this semester together. To that end, please contact me over email if you are

experiencing any unforeseen challenges (health, housing situation, family, food security, etc.) that will keep you from learning. I will do my best to work with you to meet those challenges.

Health and Wellness

Every student should prioritize their physical, emotional, and mental health. Any student who is struggling to do so (lacking a safe and stable place to live, having difficulty affording sufficient food to eat every day, facing financial stresses, etc.) is urged to consult the resources listed here:

<https://www.ucdenver.edu/student/health-wellness> [\(https://www.ucdenver.edu/student/health-wellness\)](https://www.ucdenver.edu/student/health-wellness), and in particular the University's Counseling Center [\(https://www.ucdenver.edu/counseling-center](https://www.ucdenver.edu/counseling-center) [\(https://www.ucdenver.edu/counseling-center\)](https://www.ucdenver.edu/counseling-center)).

Learning Community

My goal is to build a strong learning community for all of my students. I expect everyone to treat your fellow classmates and professor with respect: listening attentively, not interrupting, and maintaining a civil discourse. It is my intent to create an environment that respects diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture, etc., and supports a wide array of thoughts, perspectives and experiences. If, because of religious obligations, you have conflicts with required assignments/attendance please contact me directly as soon as possible at the beginning of the semester. To maintain this learning community, bullying or personal attacks will not be tolerated. Learn each other's names and preferred pronouns, and always assume the best intentions in each other. If something was said in class (by anyone, including myself) that made you feel uncomfortable please talk to me about it either directly or through anonymous feedback forms that I will periodically administer in class.

More broadly, the University of Colorado Denver is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities, working, and living environment. University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity/Title IX web site to understand the resources available to you or contact the Office of Equity/Title IX Coordinator (303-315-2567).

Office Hours

I will be conducting office hours over Zoom ([link to Office Hours Zoom \(http://ucdenver.zoom.us/j/97477262669\)](https://ucdenver.zoom.us/j/97477262669)) on Thursdays from 9:30-10:30am unless otherwise stated. If that time does not work for your schedule, please contact me over email or Canvas and we will find a different time to meet. Take advantage of office hours as an opportunity to talk about any aspect of the class: the week's reading, ideas and strategies for upcoming assignments, feedback you have received, or difficult themes and concepts. Or, just drop by and let me know how the rest of your

classes, work, etc. are going! I enjoy hearing about what my students are doing and look forward to getting to know each of you.

Late Assignments

If unforeseen circumstances come up during the semester and you need an extension on a particular assignment, please contact me via email or Canvas prior to the due date. Otherwise you are expected to submit all assignments by the due date.

Accommodation

I am committed to providing everyone the support and services needed to participate in this course. If you have a learning disability please contact Disability Resources and Services at 303-315-3510 or by e-mail at disabilityresources@ucdenver.edu (<mailto:disabilityresources@ucdenver.edu>) and, if you are comfortable, notify me directly as well. If you have a temporary medical condition or injury, please reach out to Disability Resources and Services.

Communication

I will be using email and Canvas announcements to contact you between classes. As part of the course's goals for professionalization, I am going to require you to have an active ucdenver.edu email address, check it regularly for messages, and be sure it is working. You should also check that Canvas announcements are automatically getting forwarded to this email address.

Students Called for Military Duty

Students in the military with the potential of being called to military service and /or training during the course of the semester are encouraged to notify their school/college Associate Dean or Advising Office.

CLAS Incomplete Policy

The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. Incomplete grades (IW or IF) are meant for students with special circumstances beyond their control that preclude them from attending class and completing graded assignments. They are not granted for low academic performance, and students must have completed a majority of the course's assignments and classes in order to qualify. Incompletes cannot be awarded that stipulate: (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 2024.

History Department Policy on Plagiarism:

The history department assumes that all work is your own. Any words or ideas that you take from another source, including lectures or outside assistance, need to be acknowledged or cited. Not doing this is considered plagiarism. Plagiarism includes absence of attribution when quoting sources; rewording another person's ideas and implying they are your own; utilizing the argument or structure of a text without citation; attempting to conceal the degree to which a source has been

used; obtaining work from a website and submitting it as your own; and submitting the work of another student, with or without that student's permission. Plagiarists may face failure of the specific assignment, failure of the entire course, and referral for University discipline, which may result in suspension or expulsion. As these rules merely reflect common sense and ethics, ignorance cannot mitigate the plagiarist's culpability. For further clarification of the issue, see:

<https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty> [\(https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty\)](https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty).

Collapse All

View Progress

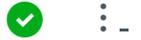
+ Module



☰ ▾ Week 1



☰ 1/18: Introduction to the Course



☰  Zoom link for class meeting [_\(https://ucdenver.zoom.us/j/94116767287\)](https://ucdenver.zoom.us/j/94116767287)



☰ 1/20: Historical Research and Writing



☰  Annotate Course Syllabus

Jan 20 | 3 pts

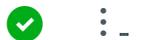
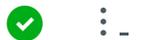


☰  Elliott West, The West Before Lewis and Clark

Jan 20 | 3 pts



☰  Zoom link for class meeting [_\(https://ucdenver.zoom.us/j/94116767287\)](https://ucdenver.zoom.us/j/94116767287)



☰ Also due this week:



☰  Student Survey

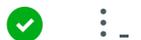
Jan 23 | 2.5 pts



☰ ▾ Week 2



☰ 1/25: Finding Your Sources, Finding Your Story



☰  Sample Student Paper: Marina Mecham - Murder On The Picket Line

Jan 25 | 3 pts



⋮	 <u>Zoom link for class meeting</u> _(https://ucdenver.zoom.us/j/94116767287)	✓	⋮
⋮		✓	⋮
⋮	1/27: Archives	✓	⋮
⋮	 <u>One digital primary source</u> Jan 27 5 pts	✓	⋮
⋮	 <u>James Somers, Torching the Modern-Day Library of Alexandria</u> Jan 27 3 pts	✓	⋮
⋮	 <u>Zoom link for class meeting</u> _(https://ucdenver.zoom.us/j/94116767287)	✓	⋮
⋮	 <u>Installing Zotero</u>	⊘	⋮
⋮	 <u>Zotero Browser Extension</u>	⊘	⋮
⋮		✓	⋮
⋮	Also due this week:	✓	⋮
⋮	 <u>One-on-one Zoom meeting with Professor Blevins during Week 1 and 2</u> Jan 28 2.5 pts	✓	⋮

⋮	▼ Week 3	✓	+	⋮
⋮	2/1: Defining Your Project	✓		⋮
⋮	 <u>Katherine Benton-Cohen - Docile Children and Dangerous Revolutionaries</u> Feb 1 3 pts	✓		⋮
⋮		✓		⋮
⋮	2/3: No Class Meeting	✓		⋮

⋮	Use this time to conduct archival research using the Research Log:	✓ ⋮
⋮	 research-log.docx	✓ ⋮

⋮	▼ Week 4	✓ + ⋮
⋮	2/8: Defining Your Project (continued)	✓ ⋮
⋮	 <u>Alaina Roberts, A Different Forty Acres: Land, Kin, and Migration in the Late Nineteenth-Century West</u> Feb 8 3 pts	✓ ⋮
⋮	 <u>Research Log Check-In for Initial Research Report</u> Feb 8 5 pts	✓ ⋮
⋮		✓ ⋮
⋮	2/10: No Class Meeting	✓ ⋮
⋮	Use this time to complete archival research	✓ ⋮
⋮		✓ ⋮
⋮	Also Due This Week:	✓ ⋮
⋮	 <u>Initial Research Report</u> Feb 13 100 pts	✓ ⋮

⋮	▼ Week 5	✓ + ⋮
⋮	2/15: Field Trip to History Colorado	✓ ⋮

⋮	Meet in Lobby of History Colorado (1200 N Broadway)	✓	⋮
⋮	2/17: Individual Consultations	✓	⋮

⋮	Week 6	✓	+	⋮
⋮	2/22: The Structure of an Introduction	✓		⋮
⋮	 <u>Thomas Andrews - Dust to Dust</u> Feb 22 3 pts	✓		⋮
⋮		✓		⋮
⋮	2/24: Building an Argument	✓		⋮
⋮	 <u>Patricia Limerick - Go Take it from the Mountain</u> Feb 24 3 pts	✓		⋮

⋮	Week 7	✓	+	⋮
⋮	3/1: No Class	✓		⋮
⋮	Use this time to conduct archival research and work on Full Research Report assignments	✓		⋮
⋮		✓		⋮
⋮	3/3: Building an Argument (cont'd)	✓		⋮
⋮	 <u>The Evolution of a Student Research Project</u> Mar 3 3 pts	✓		⋮
⋮	<u>Research Log Check-In for Full Research Report</u>	✓		⋮

⋮	 Mar 3 5 pts	✓	⋮
⋮		✓	⋮
⋮	Also due this week:	✓	⋮
⋮	 <u>Draft of Cover Sheet for Full Research Report</u> Mar 6 5 pts	✓	⋮

⋮	▼ Week 8	✓	+	⋮
⋮	3/8: Historiographic Positioning	✓		⋮
⋮	 <u>Beth Lew-Williams - Chinamen and Delinquent Girls</u> Mar 8 3 pts	✓		⋮
⋮		✓		⋮
⋮	3/10: No Class	✓		⋮
⋮	Use this time to attend writing center consultation and work on Full Research Report	✓		⋮
⋮		✓		⋮
⋮	Also Due This Week	✓		⋮
⋮	 <u>Writing Center Consultation #1</u> Mar 11 5 pts	✓		⋮
⋮	 <u>Full Research Report</u> Mar 13 100 pts	✓		⋮

⋮	▼ Week 9	✓	+	⋮
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☰	3/15: Organization and Paragraph Structure	✓	⋮
☰	 <u>Annie Coleman - The Unbearable Whiteness of Skiing</u> Mar 15 3 pts	✓	⋮
☰		✓	⋮
☰	3/17: Individual Consultations	✓	⋮

☰	▼ Spring Break	✓	+	⋮
☰	3/22: No Class	✓		⋮
☰	3/24: No Class	✓		⋮
☰		✓		⋮
☰	Also Due This Week:	✓		⋮
☰	 <u>Outline of Research Paper</u> Mar 27 100 pts	✓		⋮

☰	▼ Week 10	✓	+	⋮
☰	3/29: Using Secondary Sources in Your Paper	✓		⋮
☰	 <u>Madupe Labode - Defend Your Manhood and Womanhood Rights</u> Mar 29 3 pts	✓		⋮
☰		✓		⋮
☰	3/31: Using Secondary Sources in Your Paper, Continued	✓		⋮

⋮	 <u>Susan Schulten, “How to See Colorado: The Federal Writers' Project, American Regionalism, and the ‘Old New Western History’”</u> Mar 31 3 pts	✓	⋮
⋮		✓	⋮
⋮	Assignments Due This Week:	✓	⋮
⋮	 <u>Writing Center Consultation #2</u> Apr 1 5 pts	✓	⋮

⋮	▼ Week 11	✓	+	⋮
⋮	4/5: Narrative and Stories	✓		⋮
⋮	 <u>William Cronon, Kennecott Journey</u> Apr 5 3 pts	✓		⋮
⋮		✓		⋮
⋮	4/7: Footnotes and Bibliographies	✓		⋮
⋮	 <u>Karin Wulf, “Could footnotes be the key to winning the disinformation wars?”</u> Apr 7 1.5 pts	✓		⋮

⋮	▼ Week 12	✓	+	⋮
⋮	4/12: Integrating Quotations	✓		⋮
⋮	 <u>Danielle Olden - Becoming Minority</u> Apr 12 3 pts	✓		⋮
⋮		✓		⋮

⋮	4/14: Writing Session for Rough Draft	✓	⋮
⋮	 <u>LinkedIn Profile</u> Apr 14 2.5 pts	✓	⋮
⋮		✓	⋮
⋮	Assignments Due:	✓	⋮
⋮	 <u>Draft of Research Paper</u> Apr 17 100 pts	✓	⋮

⋮	▼ Week 13	✓	+	⋮
⋮	4/19: No Class (Recovery Day)	✓		⋮
⋮		✓		⋮
⋮	4/21: Peer Editing	✓		⋮
⋮	 <u>Peer Review #1</u> Apr 21 5 pts	✓		⋮

⋮	▼ Week 14	✓	+	⋮
⋮	4/26: Peer Editing	✓		⋮
⋮	 <u>Peer Review #2</u> Apr 26 5 pts	✓		⋮
⋮		✓		⋮
⋮	4/28: Putting Your History Degree to Work	✓		⋮



Resume

Apr 28 | 5 pts



▼ Week 15



5/3: Wrapping Up



Did you fill out the FCQ for HIST 4839?

May 4 | 2.5 pts



5/5: TBD



▼ Finals Week



Final Research Paper

May 11 | 100 pts



Initial Research Report

✓ Published

 Edit

⋮

Goals for this Assignment:

1. To explore a range of primary sources on the history of the western United States.
2. To generate creative and viable topic ideas for your research paper based on your primary source research.
3. To start to explore the existing scholarly literature on your topic ideas.

Instructions:

Step 1: Research Log for Primary Sources

- Spend as much time as you can exploring different primary sources related to the history of the Western U.S.
- Focus on primary sources housed at a local archive such as the Denver Public Library's Special Collections. You may also include online primary sources (use the [Find Digital Primary Sources](#) page as a starting point) but your final submission must include at least one physical primary source housed at a local archive.
- Use the [Research Log](#) 
(https://ucdenver.instructure.com/courses/476524/files/15761581/download?download_frd=1) to take notes on potential sources you might use for this assignment. Depending on the length of the source, you might have multiple entries for a single source. The more options you have to choose from this list, the better this assignment and future assignments will be - including your final paper!

Step 2: Research Topic Ideas & Primary Sources

- Download the [Initial Research Report Template](#) 
(https://ucdenver.instructure.com/courses/476524/files/15765718/download?download_frd=1) .
- Go back through your notes for the Research Log and come up with **two possible larger research topics** for a full paper based on the primary sources you've found.
 - Remember that your research paper can explore any aspect of western U.S. history.
 - **Describe each of your topics** - remember that they should be clearly and narrowly defined and directly related to the sources you found. Here are two examples:
 - This research paper will explore how Colorado courts prosecuted crimes related to livestock and ranching in the late 1800s.
 - This research paper will explore the experiences of female storeowners in Denver in the early 1900s.

- Generate at least **1-2 research questions** for each of your topics. What, exactly, do you hope to explain or understand by investigating your topic? Remember that effective research questions are debatable, narrow, significant, and researchable - they are NOT factual questions. Here are two examples:
 - Which crimes related to livestock and ranching carried the strictest punishments? Which carried the lightest punishments? What explains these differences?
 - What was the general demographics of female storeowners - were they older, married, widowed, etc.? What sort of challenges did they face?
- Choose **four total primary sources** (TWO for each potential research topic) and record the following information in the template:
 - **Citation** information about the source. Use the *Chicago Manual of Style's* footnote formatting guidelines, just like you will in your research paper. Be sure to include a page number for the information you are citing along with a URL (if applicable).
 - 1-2 paragraph **summary of the primary source**. Who produced this source? When, where, and why was it produced? What type of information does it contain? Are there any particularly evocative and compelling stories or quotes? What is interesting or surprising about it? Although you should narrate this in your own words, you may wish to use quotations from the document to add color to your description (this will help you when you go to write your final research paper).
 - 1-paragraph explanation for how the source **relates to your larger research topic** idea. How might this source help you understand your topic or answer your research questions?

Step 3: Secondary Sources

- Once you have your two research topic ideas and accompanying primary sources, use the strategies discussed during the in-class workshop Finding Secondary Sources to start looking for scholarly literature on each of your topics.
- Focus on high-quality scholarly sources - do **NOT** use encyclopedia articles, "pop" history webpages from sites like history.com, etc.
- Use the **Research Log** ↓
 (https://ucdenver.instructure.com/courses/476524/files/15761581/download?download_frd=1) to take notes on potential secondary sources you might use for this assignment. Do not simply copy and paste text from the source. Keep in mind that it is usually preferable to paraphrase information and arguments that you find in secondary sources. Use quotations from secondary sources sparingly, and only when it is important that your reader see the author's words. When you do include a quote in this column of your research log, be sure to integrate it properly, just as you would in a formal paper.
- **Choose one scholarly article, chapter, or book** for each of your topic ideas.
 - Record **Citation** information about the secondary source using *Chicago Manual of Style*.
 - Write a 1-2 paragraph **summary of the secondary source**. Introduce the reader to the source: What is the general topic of the author's analysis? What kind of people, groups,

- geographical area, time frame, etc. does it cover? What is the author's central argument?
- o A 1-paragraph explanation of **how the secondary source relates to your research topic** and/or research questions. How does this scholar's work help you understand your own topic? What kind of context or information does it provide about your topic? How might you build upon, modify, or push back against their main argument?

Points 100

Submitting a file upload

Due	For	Available from	Until
Feb 13	Everyone	-	-

Initial Research Report Rubric		
Criteria	Ratings	Pts
Research Topic Description & Questions	This area will be used by the assessor to leave comments related to this criterion.	25 pts
Quality of primary source research	This area will be used by the assessor to leave comments related to this criterion.	50 pts
Quality of secondary source research	This area will be used by the assessor to leave comments related to this criterion.	25 pts
		Total Points: 100

Full Research Report

✓ Published

 Edit

⋮

Goals:

- Develop a research topic, questions, and potential thesis statement that will provide the analytical framework for your research paper.
- Find the bulk of the primary sources you will use to answer your research questions and provide evidence for your overarching argument or interpretation.
- Get a handle on the existing scholarly literature on your topic and use these secondary sources to help position your own research and argument or interpretation.
- The full research report will give you the "raw material" you will use to write your research paper.

Instructions:

Step 1: Complete Primary and Secondary Source Research

- Based on feedback from Professor Blevins on your Initial Research Report, choose one of your research topics (or an entirely new one) and continue to do primary and secondary source research for that topic.
- You will continue to use your **Research Log**  (https://ucdenver.instructure.com/courses/476524/files/15761581/download?download_frd=1) to record notes and information about potential sources. This is going to provide the raw material for this assignment and the paper itself.
- Visit archives and use online collections to find potential primary sources related to your topic. Take detailed notes on particular elements of these sources (you will likely have multiple entries for a single source).
- Find as much existing scholarly literature related to your topic as you can. Remember to focus on high-quality scholarly articles, chapters, and books and be on the lookout for not only contextual information, but the *argument that the author is making* and how you might use their argument to position your own.

Step 2: Cover Sheet

- Download the **Full Research Report Template**  (https://ucdenver.instructure.com/courses/476524/files/15766156/download?download_frd=1) .
- The first part of this assignment is a **cover sheet** that provides a brief explanation of your project. The cover sheet should include three sections:
 - **Topic:** Explain your research topic in a way that someone who is unfamiliar with the time period and subject could understand. In addition to providing a precise statement of the topic

itself (e.g. "This paper will explore..."), you may also wish to provide a few sentences of historical context, or explain key people, places, events, institutions, or historical developments you plan to explore.

- **Research Question(s):** State your main research question, as well as any smaller questions that you hope to answer along the way. What, exactly, do you hope to explain or understand by investigating your topic? Remember that effective research questions are debatable, narrow, significant, and researchable.
- **Tentative Thesis Statement:** State the central argument that you intend to make in your paper. Although your main thesis statement can be as short as 1-2 sentences, you will probably want to add several more sentences fleshing out your argument. Remember that the three characteristics of a compelling thesis statement are precision, interpretation, and surprise. A thesis statement can be surprising in three ways: 1) It can be inherently counterintuitive or not obvious at first glance; 2) It can offer an interpretation of events that is different from the ones your historical subjects offered; 3) It can offer an interpretation of events that is different from the ones other scholars have offered.

Step 3: Primary Sources

- Provide an overview of the potential primary sources you plan to use to write your paper. Record the following information:
 - **Citation** information about the source. Use the *Chicago Manual of Style's* footnote formatting guidelines, just like you will in your research paper. Be sure to include a page number for the information you are citing along with a URL (if applicable).
 - **Summary of the primary source.** Who produced this source? When, where, and why was it produced? What type of information does it contain? Are there any particularly evocative and compelling stories or quotes? What is interesting or surprising about it? Although you should narrate this in your own words, you may wish to use quotations from the document to add color to your description (this will help you when you go to write your final research paper).
 - Explanation for how the source **relates to your larger research topic** idea. How does this source help you understand your topic or answer your research questions?

Step 4: Secondary Sources

- Provide an overview of the secondary sources you plan to use for your paper. Record the following information:
 - **Citation** information about the secondary source using *Chicago Manual of Style*.
 - **Summary of the secondary source.** Introduce the reader to the source: What is the general topic of the author's analysis? What kind of people, groups, geographical area, time frame, etc. does it cover? What is the author's central argument?
 - Explanation of **how the secondary source relates to your research topic** and/or research questions. How does this scholar's work help you understand your own topic? What kind of

context or information does it provide about your topic? How might you build upon, modify, or push back against their main argument? At the top of each entry in this column, **include one of the following labels**:

- **Historiographic Positioning:** Use this label if you intend to challenge or build on the author’s argument in your paper.
- **Additional Evidence:** Use this label if you find a piece of evidence, such as a quote from a primary source or a statistic, which further supports your central argument.
- **Narrative Information:** Use this label for information about key people, events, or institutions in your paper, or for information about the broader historical context of your story.
- **Useful Concept:** Use this label to note a concept that another author has developed that might helpful in telling your story or building your argument.
- **Other:** Use this label if any of the above labels don’t seem appropriate, or if you are still unsure how a piece of information that you’ve recorded will be useful in your paper.

Points 100

Submitting a file upload

Due	For	Available from	Until
Mar 13	Everyone	-	-

Full Research Report Rubric		
Criteria	Ratings	Pts
Topic, Research Questions, and Thesis	This area will be used by the assessor to leave comments related to this criterion.	20 pts
Quality of primary source research	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Quality of secondary source research	This area will be used by the assessor to leave comments related to this criterion.	30 pts
Mechanics (citations, grammar, etc.)	This area will be used by the assessor to leave comments related to this criterion.	10 pts
		Total Points: 100

Outline of Research Paper

✓ Published

 Edit

⋮

Outlines are vital to complete *before* you start trying to write a paper. An outline is helpful in giving you a sense of the overall structure of your paper and how best to organize your ideas. You need to decide how to arrange your argument in a way that will make the most sense to your reader. Perhaps you decide that your argument is most clear when presented chronologically, or perhaps you find that it works best with a thematic approach.

Goals:

1. Organize the research you've completed by selecting the most compelling pieces of evidence and arranging them in a logical way that supports your thesis
2. Help you to further refine your thesis
3. Provide you with a road map to follow when you write the first draft of your research paper

Instructions:

Download this template ↓

(https://ucdenver.instructure.com/courses/476524/files/15766899/download?download_frd=1) which breaks your outline into an introduction and three main points (note: you will be leaving the conclusion blank for now, as you will write it after you write the rest of your first draft).

Step 1: Review Feedback & Conduct Additional Research

- Go over your Full Research Report along my feedback.
- Do you need to complete any additional research to find primary or secondary sources? If so, get to work on this ASAP - ex. return to Denver Public Library Special Collections, look up digital primary sources, or order books and articles through the Auraria Library's Interlibrary Loan.
- Add additional entries to your Research Log as you go (I promise this will help you in the long run).
- Do you need to revise your thesis statement? Think about how you might tweak or modify it based on my comments and what you're finding with your additional research.

Step 2: Planning Your Outline

- Print out a hard copy of your entire Research Log.
- Start a separate Brainstorm document/sheet (typed or hand-written) that you will use for taking notes on ideas.
- Take a first pass through *all* of your Research Log entries. As you do so, be on the lookout for connections that might tie your entries together. Use your Brainstorm document to jot down

potential main points that would: a) support your thesis, and b) encompasses multiple entries from your Research Log.

- Put a star next to any entries that are:
 - Primary sources you could use for an evocative opening anecdote to your paper that you could use to "hook" your reader
 - Secondary sources you could use in your introduction to lay out the historiography or existing scholarship on your topic to help frame your argument
- Review your Brainstorm document of potential main points. Assign each of these main points a different colored marker or sticky note.
- Take a second pass through your Research Log and use colored markers or sticky notes to label each entry under one or more corresponding main points (note: some entries might fit under multiple main points, and not all of your entries will necessarily fit under any main point).
- Once you have linked your potential main points to individual research log entries, decide on the best three candidates for main points to use for your paper. Which ones have the most entries and/or the most compelling entries associated with them? Which main points most strongly support your larger thesis? Finally, can you arrange the three main points so that they build off one another?
- Decide how you want to order your three main points so that your paper follows a coherent and logical structure - ex chronological vs. thematic.

Step 3: Complete Your Outline

- As you go through the process of reviewing your Research Log, compiling and sorting your evidence, and selecting three main points, it will likely spark ideas for how you might tweak or refine your thesis statement based on your available research. Go back to your thesis statement and rewrite it at the end of the Introduction section of the outline.
- Fill in the remaining parts of the Introduction section: opening vignette, topic summary, historiography (based on at least two secondary sources).
- Fill out the three main points that will make up the body of your paper, along with at least 5 "building blocks" for each point - discrete pieces of information drawn from primary and secondary sources that you can use in that section of the paper to support your point.

Points 100

Submitting a file upload

Due	For	Available from	Until
Mar 27	Everyone	-	-

Research Paper Outline Rubric

Criteria	Ratings	Pts
Introduction (Vignette, Topic Summary, Historiography, Thesis)	This area will be used by the assessor to leave comments related to this criterion.	30 pts
Selection and quality of major points and evidence	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Overall Organization and Structure	This area will be used by the assessor to leave comments related to this criterion.	20 pts
Mechanics (citation, grammar, etc.)	This area will be used by the assessor to leave comments related to this criterion.	10 pts
Total Points: 100		

Draft of Research Paper

✓ Published
 Edit

Assignment Goals:

- Articulate a clear argument or interpretation framed by existing scholarship (historiography) on your topic
- Support your argument or interpretation throughout the paper with evidence drawn from primary and secondary sources
- Write a coherent, well-organized paper that follows a logical structure
- Communicate your analysis with clear and compelling writing mechanics

Assignment Instructions:

- Your paper should be between 18-25 pages long (including the title page, footnotes, and bibliography).
- Use 12-point font, double-spaced, with one-inch margins on all sides, and include page numbers.
- Title page formatting:
 - The title should be centered a third of the way down the page.
 - For subtitles, end the title line with a colon and place the subtitle on the line below the title.
 - Your name and class information should follow several lines later.
- The beginning of your paper should introduce the reader to your topic, situate your own work within existing scholarship on the topic (historiography), and articulate a historical argument or interpretation (thesis).
- The body of the paper will develop your historical argument and narrative through main points supported by primary source research and secondary source context/historiography.
- All sources must include a citation in a footnote written according to the *Chicago Manual of Style* guidelines as **footnotes** and in **Notes-Bibliography** format.
- Your paper should include a **bibliography divided into two sections** - primary sources and secondary sources - arranged alphabetically and formatted according to *Chicago Manual of Style* guidelines for bibliographies.

Points 100

Submitting a file upload

Due	For	Available from	Until
Apr 17	Everyone	-	-

Research Paper Draft														
Criteria	Ratings													Pts
Argument and Analysis	40 pts A	39 pts A	38 pts A	37 pts A-	36 pts A-	35 pts B+	34 pts B	33 pts B-	32 pts B-	31 pts C+	30 pts C	29 pts C-	28 pts C-	40 pts
Quality of Research	30 pts A	29 pts A	28 pts A	27 pts A-	26.5 pts B+	26 pts B	25 pts B	24 pts B-	23.5 pts C+	23 pts C	22 pts C	21 pts C-	30 pts	
Composition (Grammar, style, footnotes)	30 pts A	29 pts A	28 pts A	27 pts A-	26.5 pts B+	26 pts B	25 pts B	24 pts B-	23.5 pts C+	23 pts C	22 pts C	21 pts C-	30 pts	
Total Points: 100														

Final Research Paper

✓ Published Edit

Assignment Goals:

- Articulate a clear argument or interpretation framed by existing scholarship (historiography) on your topic
- Support your argument or interpretation throughout the paper with evidence drawn from primary and secondary sources
- Write a coherent, well-organized paper that follows a logical structure
- Communicate your analysis with clear and compelling writing mechanics

Assignment Instructions:

- Your paper should be between 18-25 pages long (including the title page, footnotes, and bibliography).
- Use 12-point font, double-spaced, with one-inch margins on all sides, and include page numbers.
- Title page formatting:
 - The title should be centered a third of the way down the page.
 - For subtitles, end the title line with a colon and place the subtitle on the line below the title.
 - Your name and class information should follow several lines later.
- The beginning of your paper should introduce the reader to your topic, situate your own work within existing scholarship on the topic (historiography), and articulate a historical argument or interpretation (thesis).
- The body of the paper will develop your historical argument and narrative through main points supported by primary source research and secondary source context/historiography.
- All sources must include a citation in a footnote written according to the *Chicago Manual of Style* guidelines as **footnotes** and in **Notes-Bibliography** format.
- Your paper should include a **bibliography divided into two sections** - primary sources and secondary sources - arranged alphabetically and formatted according to *Chicago Manual of Style* guidelines for bibliographies.

Points 100

Submitting a file upload

Due	For	Available from	Until
May 11	Everyone	-	-

Final Paper Rubric

Criteria	Ratings												
<p>Argument and Analysis</p> <p>Clarity and strength of thesis, making an argument throughout the paper backed up by close analysis of sources, paper is coherently organized to build your argument</p>	35 pts A	34.13 pts A	33.25 pts A	32.38 pts A-	31.5 pts A-	30.63 pts B+	29.75 pts B	28.88 pts B-	28 pts B-	27.13 pts C+	26.25 pts C	25.38 pts C-	24.5 pt C-
<p>Quality of Research</p> <p>Did you find a variety of different primary sources to use as evidence along with high-quality secondary sources to frame your argument and provide context?</p>	30 pts A	29 pts A	28 pts A	27 pts A-	26.5 pts B+	26 pts B	25 pts B	24 pts B-	23.5 pts C+	23 pts C	22 pts C	21 pts C-	
<p>Composition</p> <p>Grammar, sentence construction, style, citations.</p>	25 pts A	24.14 pts A	23.28 pts A	22.41 pts A-	21.55 pts B+	20.69 pts B	19.83 pts B	18.97 pts B-	18.1 pts C+	17.24 pts C	16.38 pts C	15.52 pts C-	
<p>Quality of Revisions</p> <p>How well did you implement feedback from your Rough Draft?</p>	10 pts A			9 pts A-			8 pts B			7 pts C			
													Total