HIS 330/410: Gender, Race, and Class in Modern Europe
Prof. Andrew Ross
Digital Exhibit
Spring 2024

Assignment Description: The class culminates with the creation of a digital exhibit that showcases and interprets the historiography and selected primary sources regarding a selected topic relevant to the course. Each website will be built in WordPress and will contain an introduction, an historiographical analysis, two primary source analyses, a conclusion, and a bibliography.

Assignment Goals: The goal of this assignment is to develop the skills of historical research and writing in dialog with basic digital literacy and publishing techniques. You will not only, therefore, complete research as you would in any other history class, but also think about how to best present that research in a digital format: design, layout, ease of use will all form part of the assessment of the assignment. By the end of the semester, you will have gained an appreciation for the unique possibilities and challenges of digital history on the web, while also gaining new knowledge about your selected topic. This assignment thus contributes to all of our course goals.

Assignment Requirements:
1) Possible topics include any related to the history of marginalized people (including those not listed in the course title such as disabled people or trans individuals) in European history from 1789 to the near present.
    a. Topics should be narrow enough to make sense as a single exhibit.
    b. Topics should be broad enough to encompass a coherent historiography
2) All exhibits must have 6 different pages.
    a. Introduction
    b. Historiography
    c. Primary Source Analysis 1
    d. Primary Source Analysis 2
    e. Conclusion
    f. Bibliography
3) Handouts specifying the requires for the historiography and primary source analyses will be provided on Friday, February 9 and Friday, March 1 respectively
4) The introduction and conclusion should be several paragraphs, or about 750-1,000 words each.
5) Sources must be cited on all pages using either hyperlinks for web sources or parenthetical citations for text sources.

Important Dates (See the Syllabus):

Friday, January 26: Digital Exhibit Analysis Introduced
Friday, February 9: Digital Exhibit Analysis Due / Introduction to Historiography
Friday, February 14: Library Session (Meet in Library Lab B with Laptop)
Friday, February 16: Introduction to WordPress (in class)
Monday, February 19: E-mail me list of historiography sources for comments

Monday, February 26: In-Class Workshop on Historiography
Friday, March 1: Historiography Due via Moodle and Primary Source Analysis Introduced
Monday, March 11: Uploading Historiographies to WordPress (in-class)
Friday, March 15: Two primary sources identified and e-mailed to me
Friday, March 22: Primary source Analysis 1 due via Moodle
Friday, April 5: Upload Revised Primary Source Analysis to WordPress
Friday, April 19: Primary Source Analysis 2 Due via WordPRess
Wednesday, April 24: Finalize Websites (in class)
Friday, April 26: Digital Exhibits Due

	Excellent (10)	Exc/Good (9.5)	Good (8.5)	Good/Satisfactory (7.5)	Satis- (6.5)	Not Satisfactory (5.5)
Argument (35%)	Exhibit features a carefully considered, insightful argument; interpretation of sources is convincing and relates to broader historical and historiographical themes		Exhibit features a clear argument; interpretation of sources is convincing, but may not relate to broader historical or historiographical themes	Exhibit attempts to lay out an argument, but it may need to be reconstructed by the reader; interpretation of sources not always convincing; relationship to historiography may be unclear		Exhibit does not attempt to make an argument; interpretation of sources not convincing
Evidence (30%)	Strong evidence is provided for each assertion; content is accurate, thorough, and directly on point.		Credible historical evidence is provided for each assertion; content is accurate and relevant.	Historical evidence is offered but inadequate for some assertions; content is accurate but not always relevant.		Historical evidence for assertions is largely absent; content is erroneous or irrelevant.
Design and Navigation (20%)	Exhibit shows clear consideration of visual design; images and texts clearly relate and are well-organized; the exhibit is easy to navigate with hyperlinks as needed; each page has a logical flow that is easy to follow		Exhibit shows consideration of visual design; images and texts relate to one another, but may not be as well placed as they could be; exhibit is easy to navigate, but some hyperlinks may feel extraneous or missing; each page has a clear organization	Some attention to visual design is present, but the exhibit may have needed a bit more care; images and texts usually relate; images may not be well-placed; exhibit is not always easy to navigate; individual pages may be needed greater attention to organization		Little attention to visual design is in evidence; hyperlinks are missing; images and texts do not relate to one another; individual pages may be hard to follow
Style and Mechanics (15%)	Free of errors in grammar, punctuation, spelling, and usage. Word choice aids clarity, vividness, and credibility. Citations are correct. All instructions followed.		Free of serious errors in grammar, punctuation, spelling, and usage. Citations are correct. All instructions followed.	Isolated errors in grammar, punctuation, spelling, and/or usage reduce clarity and credibility. Citations are correct. All instructions followed		Grammar, punctuation, spelling, and usage are deficient. Citations may be missing. Some instructions not followed.