

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

Assignment Description: As preparation for creating our own digital exhibits, you will analyze an existing digital history project on the web. Your chosen project can take on any historical topic (preference for those relevant to this course), but you must choose a resource that in some way curates historical research. Your analysis should take up the evaluation criteria laid out in *The Information-Literate Historian* (provided in class and on Moodle). Your submission will be in the form a well-organized, polished, 3-4 page paper, submitted electronically via Moodle.

Assignment Goals: The primary goal of this assignment is to develop the skills necessary to create our own digital exhibit. By thinking critically about the success and failures of others, we will be better prepared to develop our own successful online project. More generally, assessing a website will develop the ability to critique the resources available on the web more generally. The capacity to subject internet resources to critique and approach them with a critical eye is a major goal of the class. Finally, combining an assessment of content with one of aesthetics is meant to encourage you to consider not only how to successfully complete research, but to present it as well. This assignment contributes to Course Objectives 5 and 6.

Assignment Requirements:

1. Your evaluation will focus on a single digital website or exhibit. You may choose a single project within a larger site (a single exhibit from a large museum or one project from a lab), but may not evaluate multiple projects.
2. Your analysis should address the following aspects of the website, as outlined in *The Information-Literate Historian*, in addition to the quality of its content:
 - a. The creators of the exhibit (who was involved; how was it funded)
 - b. The intended audience (the general public or specialists in the field)
 - c. Purpose of the website (is it an archive for further research or a piece of research itself? Is it meant to teach young students or engage with fellow researchers?)
 - d. Aesthetics and navigability (is the exhibit visually effective and easy to follow)
3. Your analysis should be between 3-4 pages, Times New Roman, 12-point font double spaced, with one-inch margins all around.
4. Your paper must reference *at least three other sources*. Two of these may be websites, but the other should be from a journal article, book, or reference work.
 - a. Put differently: You may need to use websites to research the organization, but in order to understand the content matter, you may need to complete some additional research.
5. Citations should be provided using either footnotes or parentheticals. Include a bibliography either way.
6. Include a title and header with your name, the class, and date.

Deadline: Friday, February 9 Before Class via Moodle

As outlined on the syllabus, any instance of plagiarism may result in failing the course.

Grading Rubric

	Excellent (10)	Exc/Good (9.5)	Good (8.5)	Good/Satisfactory (7.5)	Satis- (6.5)	Not Satisfactory (5.5)
Evaluation of Content (20%)	Evaluated the quality of the historical content, with reference to completed research and with specific examples. Includes identifiable thesis that lays out overall evaluation of the website		Evaluated the quality of the historical content, but either relation to research or examples may be unclear. Includes an identifiable thesis.	Attempted to evaluate the quality of the historical content, but both relation to research and examples are unclear. Thesis must be reconstructed by the reader		Did not evaluate the quality of the historical content. Thesis is missing
Evaluation of Authorship (15%)	Identified the author(s) of the site and used that information to evaluate the effectiveness of the content		Identified the author(s) of the site and attempted to situate that information in light of the effectiveness of the content, but may be slightly unclear	Identified the author(s), but relationship to the content is not clear		Does not identify the author(s)
Evaluation of Intended Audience (15%)	Identified the intended audience of the site and assesses the success of the content at addressing that audience, with examples		Identified the intended audience and assesses the success of the content, but examples may be unclear.	Attempted to identify the intended audience, but the relationship between that audience and the content is unclear		Does not identify the intended audience
Evaluation of Purpose (15%)	Identifies the purpose of the site and analyzes its value for research or teaching, with advice for use		Identifies the purpose of the site and addresses its value for research or teaching, but how it might be used remains less clear	Identifies the purpose of the site, but its value for research or teaching is not clear		Does not identify the purpose of the site

Evaluation of Aesthetics and Design (15%)	Evaluates the ease of use and aesthetics, with effective examples		Addresses the ease of use and aesthetics, but examples may be unclear	Addresses ease of use and aesthetics without examples		Does not address ease of use and aesthetics.
Organization (10%)	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.		Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is present, but inconsistently executed. May include statements out of place and occasionally deviate from topic.		Little or no structure present. Paper is confusing to the reader because of lack of organization..
Mechanics and Style (10%)	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.