

HS 330/410: Gender, Race, and Class in Modern Europe
Primary Source Analysis
Prof. Andrew Ross
Fall 2023

Description: The central part of your digital exhibit will be two primary source analyses related to the topic of your historiography. The first of these you will turn in for a grade and comments, while the second you will complete on your own. Your analysis should pose a clear thesis about the source that explains why the document (or image, film, etc) is important to our understanding of your chosen topic. In order to do so, you will be required to draw on at least two scholarly articles or books, which may or may not be drawn from your historiography.

Goals: Primary Sources are the basis of all historical writing and are the centerpiece of any good exhibit (whether virtual or not). Situating your primary source in its historical context will eventually help you build to a more complex claim about your broader area of interest. Learning this skill will also deepen your appreciation of the nuances of different kinds of sources and will help you learn what questions to ask of them. By requiring you to use secondary sources as well, you will also practice integrating historical research with historiography. This assignment contributes to all of our course objectives.

Requirements:

1. Your thesis should directly the significance of your primary source.
2. Choose one primary source and **at least** two high-quality, peer-reviewed, scholarly sources to use as evidence
3. Length: 2-3 pages (500-750 words, double-spaced). Note that this is slightly shorter than the historiography
4. Font and Style: 12-point, Times New Roman font, double-spaced, with 1" margins all around
5. Header: Include your name, class, my name, and date in the upper left corner
6. Include page numbers and a brief title
7. Citations: Cite your sources using parenthetical citations.
8. Images: Include the image or images you plan to use for your digital exhibit. This does not count toward the word count.
9. Include a bibliography of all sources cited and consulted.

Primary Source Checklist:

- The source is from the correct time period and is clearly relevant to my historiography
- I found this source in a reputable location and is verifiable
- The provenance of this source is clear and can be traced
- I am able to answer the who, what, where, when questions about this source

Secondary Source Checklist:

- I found the source in a library database (not a general website)

- The source is located in a journal or book that has been peer-reviewed
 - I have checked with Prof. Ross if I am unsure
- My source is directly relevant to my primary source and chosen topic
- I have utilized my secondary source in order to contextualize my primary source. I have explained, in my analysis, the relationship between the two.
- I have appropriately cited my source

Assessment: Your primary source analysis will be assessed on the basis of the following rubric.

Instances of plagiarism will result in academic sanctions that may include failure of the assignment or the course and referral to the honor council

Grading Rubric

	Excellent (10)	Excellent/Good (9.5)	Good (8.5)	Satisfactory (7.5)	Satisfactory/Not Satisfactory (6.5)	Not Satisfactory (5)
Argument (30%)	Analysis features a clear and convincing thesis that addresses the significance of the chosen document.		Analysis features a thesis that addresses the significance of the chosen document, but the thesis could have been more clearly articulated.	Analysis attempts to lay out a thesis that addresses the significance of the document, but the thesis may need to be reconstructed from the text		Analysis does not attempt to address the significance of the document.
Analysis of Evidence (35%)	The analysis features well-chosen evidence drawn from the primary source that directly relates to the argument. Evidence is well-explained, supported by peer-reviewed secondary-sources, and its relevance is immediately clear.		Evidence is used to support the argument and effort is made to explain its importance, but may need greater clarification. Secondary sources may stand in for an analysis of the primary source, but the secondary sources were well-chosen.	Evidence from the source is alluded to, but is not effectively used to support the argument. Reader may have to infer the relationship between evidence and the claim. Secondary source support is missing or not effectively deployed or the source was not appropriate to the assignment.		Little or no evidence is presented.

Structure (20%)	Analysis has a clear introduction, body, and conclusion. Body paragraphs logically follow one another and feature clear topic sentences and analysis.		Analysis has an introduction, body, and conclusion, but one of these may not be as effective as the others. Body paragraphs include topic sentences and analysis, but may not always logically flow.	Analysis has an introduction, body, and conclusion, but one of these may be incomplete. Body paragraphs may lack topic or concluding sentences, but analysis is still present.		Analysis may lack an introduction or conclusion. May be hard to understand owing to lack of organization.
Mechanics (15%)	Analysis is well-written, with no typographical mistakes. Citations are correct and all instructions have been followed.		The analysis is well-written, with few typographical mistakes. Citations are mostly correct and instructions have been followed.	The analysis has stylistic or mechanical errors that hinder its effectiveness. Typos are present. Citations are not correctly formatted. Instructions followed with errors.		Paragraph difficult to understand owing to mechanical or stylistic errors. Citations missing and/or instructions not followed.