

Course syllabus developed with funding from:

- Indiana University's Inner Asian & Uralic National Resource Center;
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General: There are actually four graded parts to this assignment: the prospectus, annotated bibliography, paper, and presentation. Each of these assignments builds on the previous assignments, meaning the work you do up front will benefit you all semester.

Prospectus (100 points): Your prospectus should introduce your topic to me and outline how you plan to accomplish the remaining three assignments. The prospectus should include: your research topic and question (*stated in the form of a question*); a discussion of why this particular question is important, both to you and to the historical community at large; a description of the **types** of sources you expect to use to help you answer your question (no need for specifics yet); and a tentative outline of your paper, in either narrative or bullet format. Don't worry that the last part will likely change as you get further into your research. I just want you to have an idea where you are going. I expect it will take you about three pages to accomplish these tasks, but there is no maximum or minimum, as long as you cover the assignment.

Annotated Bibliography (100 points): For your bibliography, you must give me a list of no less than twenty sources. Each must be in perfectly correct Turabian format. For each source, you need to give a short (2-3 sentences) annotation describing how you expect that source to help you answer your research question. At least two sources must be scholarly articles. At least eight sources must be primary sources.

Paper (300 points): Your paper should be a well-written, grammatically-correct answer to your question. Your focus should be analytical rather than narrative. You should provide historical evidence to support your analysis. Your analysis should lead to a definite or qualified conclusion. Your paper should be thirteen to fifteen pages in length (exclusive of title page and bibliography, but inclusive of footnotes), and conform to the general instructions for written assignments listed below.

Student Presentation (100 points): Your presentation should be poised, polished, and professional. It should provide an answer to the same research question you've been considering all semester. You should use appropriate visual aids to enhance your presentation, but you may *not* use videos. All visual aids must be ready to go at your assigned start time. Your presentation must be five to six minutes in length. This length may be revised to include up to two minutes of additional presentation time, if class enrollment falls. See the below rubric for presentation grading.

Choosing a Topic: All historical study begins with a question. Thus, your starting point will be a question. Choose an aspect of Russian history (broadly defined), and ask a question to which you want to know the answer. Good questions tend to start with "why" or "how" rather than "what," "who," or "when." An example question might be "Why did the Soviet Union fail to reach the Moon?"

To answer your question, you will need to find primary sources. Primary sources are those created by people with first-hand knowledge of the event, time, etc. in question. Examples include diaries, letters, official reports, censuses, photographs, interviews, memoirs, autobiographies, et al. By combining these with the opinions of expert historians, found in articles, books, etc., you might conclude, "The Soviet Union failed to reach the Moon because the technical difficulties of building a lunar rocket proved too great." Of course, the evidence might lead you to a contrary conclusion, such as "The Soviet leadership felt that a lunar landing

program would be too expensive and unlikely to succeed, and so never devoted serious resources to it.” Which of these, ideas, if either, is correct? That’s up to you and your research to determine.

I strongly encourage you to seek my help and that of our library reference staff in pursuing and refining your topic and question.

General Instructions: All papers will follow the Turabian/Chicago style guide. Please use 12-point Times New Roman font and 1” margins on all class submissions.

All scholars carefully cite their sources and document any assistance they receive when preparing their work both to give credit where it is due and to permit other scholars to locate and verify all research. The rapid proliferation of electronic sources requires that all researchers (including students) pay extra care when they cite historical sources that are available in electronic form. In accordance with the 8th edition of Turabian’s *Manual for Writers* (section 15.4 and 17.1), when using electronic books or digital sources instead of printed versions, all students must include the necessary information about the source’s electronic format. After citing the standard facts of publication, students will also include the date they accessed the material and either the URL or the name of the database through which they accessed the source (see section 15.4.1.2). Especially when page numbers are not available or are not stable, students must take great care to ensure they include the name of the format or database they used and enough identifying information to permit a reader to locate their source—for example, chapter, section, or other numbered division (see section 17.1.10).

Both your credibility and integrity as a scholar depend on your citations being precise, correct, and clear enough that a reader or professor can confirm your research independently. Expect your professor to check your citations for accuracy and completeness, either for a grade or to ensure you have upheld the standards of the discipline of History and Colorado State University-Pueblo.

You are free to receive help—either from an instructor, another student, or anyone else—when writing your papers. You must, however, document this assistance in a footnote (see section 17.6.2 and 17.6.3).

Your paper must include a bibliography that lists all of the sources consulted that in any way influenced your work.

HIST 362 Student Presentation Assignment Grading Criteria (Total: / 100 pts)

Student:

Topic:

<p>ORGANIZATION: (15 pts)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation is within the allotted time constraints (5 to 6 minutes) <input type="checkbox"/> Presentation has a clear introduction, body (content) and conclusion 	
<p>CONTENT: (30 pts)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides a clear understanding of the research question <input type="checkbox"/> Main emphasis: Presentation provides a definite or qualified answer to the research question <input type="checkbox"/> Provides appropriate evidence supporting the answer 	
<p>DELIVERY: (30 pts)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professionalism and bearing <input type="checkbox"/> Vocal projection (i.e. could everyone in the room hear clearly?) and variation in voice to emphasize points as appropriate. Seek to eliminate verbal pauses (“um,” “ah,”). <input type="checkbox"/> Eye contact with the audience. Recommendation: when preparing notes, use just keywords or <u>very brief</u> bullets as “prompts” for your next thought. DO NOT simply read a script! <input type="checkbox"/> Gestures/body language: don’t stay ‘locked’ behind the podium; avoid “fig leaf” or closed (defensive) body stances; use movement and hand gestures to emphasize points without becoming overly animated and distracting <input type="checkbox"/> Visual aids: Appropriate to the topic, linked to presentation. NOTE: if using Powerpoint, must <u>use as a visual aid</u> and not a “script on screen” with word-heavy slides. “Reading” slides or notes will result in loss of delivery points. 	
<p>OVERALL QUALITY: Subjective evaluation of the totality of the above (25 pts)</p>	

Instructor Notes: