

Assignments

Thursday, September 10, 2020

12:23 PM



History of
Technolo...

The History of Technology

A Cultural and Contextual Approach

Assignment Descriptions

Format for Written Assignments

All assignments should be submitted on Canvas or as **MS Word** documents (which you can upload to Canvas), **NOT AS A PDF!** Please use the following settings:

- 12-point font, Spacing 1.5, Margins 1 inch all around
- A professional font such as Times, Arial, Calibri, Verdana...
- Page numbers somewhere on each page
- Your name, the date, and a “cool” paper title at the top of the first page
- Use historical footnotes as your citations and use word’s footnotes feature rather than placing them in a footer or somewhere else. These footnotes illustrate the correct general style,¹ a specific example of the first time a book is cited,² and an example of how you abbreviate a citation when you cite a source a second time in your paper.³ Here is a web citation.⁴ You can include more than one source in the same footnote if a paragraph uses evidence from multiple sources.⁵
- Save the document with a filename that includes your first and last name and the assignment, i.e., Rob_Martello_paper1.doc
- **Submit all assignments to me via canvas.**
- All together now, say it with me, **DO NOT SEND ME A PDF**

A Note on Plagiarism

The following is a quote from the web page of the mighty American Historical Association (AHA):

The AHA’s Statement on Standards of Professional Conduct defines plagiarism as the appropriation of “the exact wording of another author without attribution,” and the borrowing of “distinctive and significant research findings or interpretations” without proper citation. Most cases of plagiarism represent a failure to properly paraphrase, quote, and cite sources.⁶

Most students know to cite direct quotations from a source, but you must also cite an author if you made use of (or paraphrased) any of her/his original ideas. Historians and other writers have lost their jobs and destroyed their public image after making a single mistake. Take no chances: err on the side of citing too much.

¹ Author Name, *Full Title of Book in Italics* (City of Publication: Publisher, year), page number.

² Francesca Bray, *Technology and Society in Ming China* (1368-1644), (Washington DC: American Historical Association, 2000), pp. 12-14.

³ If a footnote points to exactly the same source as the preceding footnote you can simply say “Ibid. p. 17.” If this footnote cites an earlier (but not immediately preceding) source you can simply use the author’s last name, abbreviate the title, and leave out the publication information. For example, “Bray, *Technology and Society in Ming China*, p. 17.”

⁴ Material excerpted from http://www.asimovs.com/_issue_0406/hexagons.shtml on September 1, 2005.

⁵ For example, “Bray, *Technology and Society in Ming China*, p. 17, and Long, *Technology, Society, and Culture*, p. 29.”

⁶ Material excerpted from <http://www.historians.org/teaching-and-learning/classroom-content/resources/aha-teaching-division/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism> on August 6, 2014.

... and now, the assignments

As mentioned in the syllabus, this course includes the following assignments:

Course Assignment	Percentage of Final Grade	Learning Objectives Assessed
Participation and Attendance	20 (*)	Communication Critical Thinking Self-Directed Learning Identity Development Collaboration and Teamwork
Analytical Writing Exercises (total)	15	Communication Critical Thinking
Presentations	20	Communication Critical Thinking Historical Content Collaboration and Teamwork
Research Paper	30	Communication Critical Thinking Historical Content
Personal Paper	15	Communication Historical Content Identity Development
TOTAL	100	

(*) Attendance and participation can impact more than 20% of your grade in exceptionally good or bad cases.

Class Participation and Attendance

General class participation guidelines involve the quantity, quality, clarity, and style of your classroom comments:

- **Quantity: not too little, not too much.** You need to participate in this course, ideally at least once or twice each class, and more is better. But don't repeat yourself or ramble for eons. Remember the "rule of N" – in a group of N people try to talk for one Nth of the time
- **Quality: listen and respond to others and build upon the texts.** A discussion is not a series of unconnected statements. We must all build on each other's ideas and disagree constructively. Also, we do not want unsupported personal viewpoints or mere factual recaps of the text. Use specific references to back up your interpretation.
- **Clarity: speak clearly and in an organized manner.** Do you mumble or say "like" a lot? Do you start talking and then discover that you don't really know what you want to say? Make your comments count by emphasizing clear "take home" messages.

- **Style: have fun and be a team player.** We all need to deal with each other in a friendly, fun, creative, and constructive manner.

I will track your progress as a discussion participant throughout the year and this will drive the “participation” piece of this assignment. But “class participation and attendance” also factors in other vital aspects of our class, such as attendance and punctuality to class, meeting assignment deadlines, enthusiastically and productively engaging in all class activities, and teamwork.

If you do an exceptional job throughout the semester, with frequent and insightful comments, great listening, awesome attendance, punctual assignments, overall engagement, and solid teamwork, then you will not only receive an “A” but the “A” will count for more than 20% of your overall grade, thereby generating extra credit! And if you do an extremely poor job in all areas, I will have to penalize your grade for more than a 20% impact.

In conclusion, your final assessment will encapsulate the relevant learning objectives (described in appalling detail in the syllabus) as follows:

- **Communication:** speak clearly in discussions, organize your ideas and contributions
- **Critical Thinking:** respond to the ideas of your classmates in class discussions and bring in/build upon ideas from the readings
- **Self-Directed Learning:** participate in class discussions, maintain proper attendance and punctuality, meet all assignment deadlines
- **Identity Development:** display engagement and enthusiasm in all class activities, find ways to connect the class to your own perspective and goals, take ownership of assignments and activities
- **Collaboration and Teamwork:** respect your teammates and fellow discussants, contribute visibly and effectively to all group work, foster a team approach to group discussion (the “rule of N” above)

Analytical Writing Exercises (AWEs)

Weighting: our five AWEs throughout the semester collectively count for 15% of your final grade

Length: see instructions for each, but usually one-three paragraphs

Due: See table below (due dates are also marked on the syllabus)

Collaboration: Work on these on your own or ask the writing tutor for help

Estimated assignment time: about 45 minutes, give or take a few moments

This class proudly features a barrage of “Analytical Writing Exercises” or “AWEs” that will pose questions related to class readings. The AWE assignments will be emailed to you about a week or so before the due date. Email your response to Rob by the date and time specified on the syllabus and in the chart below.

The AWEs are due on the following dates and times:

Assignment	Due Date
AWE 1	Thursday Sep. 10, before class
AWE 2	Thursday Sep. 17, before class
AWE 3	Tuesday Sep. 29, before class
AWE 4	Thursday Oct. 15, before class
AWE 5	Thursday Dec. 3, before class

For each assignment you will read the texts for class and then spend up to an hour responding to questions. Your analysis will be short, usually a page or less.

You will receive my feedback on each AWE along with a score of **check**, **check plus**, or **check minus**, which will be factored into your final grade.

- If you receive a *check* on the AWE, you are all set. The AWE will neither help nor hurt your final grade for the course because your grade will be computed from all other assignments. This will be the most common grade assigned by far. A check means “well done!”
- If you receive a *check plus* for exceptional work on the AWE, your final grade for the course will be increased by a small amount. The more check pluses you get, the bigger the boost you receive. These are rare though.
- If you receive a *check minus* you will be required to visit a writing tutor or the writing consultant to discuss your AWE, and in some cases you will then be required to revise and resubmit it for a new grade. A check minus is nothing to worry about; it just means we can clarify expectations and work together to improve.

Stay tuned for emails containing gripping details about each AWE. I can assure you that AWEs are a primary strategy for improving your writing throughout the semester. AWEs are targeted at two learning objectives – **Communication** and **Critical Thinking**.

Presentation Assignments: Energy Presentation, Context Presentation, Final Presentation

Weighting: 20% of your grade (total)

Length: See below (varies for each assignment)

Due: See below (due dates are also marked on the syllabus)

Collaboration: Do this as a team and feel free to request help from the writing tutor

Throughout the semester you will have three opportunities to exhibit your dazzling presentation skills, and you will give me (and the class) three chances to help you improve these skills via valuable feedback. So we all win.

By the way, are you thirsty? I know I am. Let’s call a time out and brew some herbal tea. Meet me in front of the next paragraph in ten minutes.

1. Energy presentation (September 24)

Hi again. Our first presentation takes place on Thursday (or “Thor’s Day”) September 24. We will prepare for this assignment by forming student teams the prior week. Each team will select an energy technology (solar, wind, nuclear, energy storage devices, green cars...) that (a) is interesting, and (b) can benefit the global environment while meeting human needs. Teams will research their technology and prepare a **fifteen minute** “pitch” to be delivered in class on the 24th (15 minutes is a firm limit!) that achieves the following objectives:

First, educate us about your energy technology as it exists **today**.

- What is most significant about the present-day implementation of this technology... how does it work, how prominent is it, what does it achieve (overall impacts), etc. (Brief!)

- What are the most important aspects of the broader *technological system* (refer to our “Technological Systems” handout) that makes this technology possible? For example, does it depend on economic incentives, political support, the operation of a different technology that supports it, etc.

Second, tell us the **future** potential of this technology, based on reliable sources.

- What are some technological advances underway that will improve this technology? (Brief!)
- What makes these advances exciting and promising? What might change (technically and societally) if/when they roll out?

Third, make a **pitch** for your technology to an imagined group of potential investors.

- What is the defining identity of this technology? What does it represent, what is its brand?
- What are the potential political, social, economic implications of this technology if it is adopted at the expected rate? (Feel free to bring in the “Do Artifacts have Politics” reading if possible.)
- Why will it make the world a better place – how do you define “good” in this case?
- Why should we fund it?

These objectives require a combination of evidence and analysis -- in other words you must offer your own insights and interpretation, and then support your analysis rigorously.

Presentation guidelines:

- Use a slide presentation (google, PowerPoint). Share the presentation with Rob!
- Use **evidence** to support your points:
 - Include specific evidence: quotes, images, figures, charts, statistics, etc.
 - Interpret the evidence! Help us see what it teaches us and why it is important.
 - Cite your sources! Whenever a slide makes use of specific quotes or statistics or whatnot, put a citation at the bottom of the slide. Also include a “sources” slide at the end of the presentation with all your sources (fortunately you don’t need to discuss the sources, just list them).
- Make compelling **arguments and critical analysis** of your own:
 - When talking about the future, do not just speculate - support your projection with reasoning and evidence. Be ready to defend your assessment of the future impacts of your technology.
 - When you claim your technology will make the world a better place, you need to think about the ethics of this claim and explain what “better” means.
 - Connect your topic to larger issues that we have covered in prior classes, such as the Technological Systems and “Do Artifacts have Politics” frameworks (or others).
- **Communicate** effectively:
 - Make use of images throughout your slides, as actual sources of information rather than eye candy. Treat images as evidence, discuss them, and cite them.
 - Avoid walls of text (other than quotations) – use text only as prompts for your own speaking because the audience doesn’t know how to read and listen to you at the same time.
 - Make sure all team members contribute to the presentation equally and speak for about the same amount of time.
 - Be engaging and informative: the class needs to enjoy and pay attention to your talk, but it also needs to educate us
 - Above all, be ready to seize the day.

As mentioned above we are on a tight timeline so you must rehearse as a group and time it, **15 minutes max**.

2. Context presentation (October 20, 27, 29, or November 5)

The second “presentation” takes place between October 20 and November 5. “Presentation” is in quotes because your team will run our class for about 45 minutes, only some of which will be a formal presentation. That’s right, you run the show, you prepare a lesson, you teach your fellow students about the topic of the day. Goodness gracious!

Let’s explain. Rob the Renegade will step aside for the first half of class on four separate (glorious!) days. Your team will lead off and shoulder the responsibility of introducing all the readings for that session in a coherent, educational, engaging manner. You get to develop a lesson plan and I know it’s going to be amazingly creative.

So what does a lesson plan look like? You have 45 minutes to fill with the following activities:

- **A brief presentation.** This should probably take around 15 minutes, but you can tweak the timing. Recap and interpret *some* of the relevant high points from the readings. Remember that the class should have read this already, so don’t merely regurgitate material. Instead, **your presentation has three goals:**
 - Help the class see the main ideas and organize the material into a coherent framework.
 - Make connections between this historical topic and modern-day impacts, controversies, or developments.
 - Connect your topic to one or two frameworks that we covered in class – paradigms, technological systems, artifacts that have politics, ethical frameworks, blind spots, etc.

NOTE: remember the advice from your last presentation. Rehearse in advance and watch the timer. Avoid huge walls of text. Use (and cite) specific evidence that you will interpret and remember to use images as evidence.
- **An interactive activity.** Can you run a debate? Do something cooperative (or competitive?) with breakout rooms, google docs, and zoom? Have a guided discussion? Be creative – this needs to be super fun and memorable – but make sure the activity is informative, reinforcing your topic and your analysis.
- **A class discussion** that you will set up and then facilitate. If your interactive activity included a discussion then you are all set. If not, budget some time for a discussion. Come up with questions in advance and be ready to facilitate.

To pull this off we must divide the class into four groups:

1. Oct. 20: Telephone technology, communication, and network building
2. Oct. 27: Automobile history, mass production, and consumerism
3. Oct. 29: Scientific management, labor, and automation
4. Nov. 5: Personal computing: history, evolution, and programmers

The whole class must complete all the assigned readings on all days whether you are presenting or not. That’s how we roll.

You will do a great job on this assignment if you share work among all team members, practice and prepare in advance, remind the class about high points from the readings, add your own interpretation, and apply the readings to interesting modern issues and to some class frameworks. What could be easier?

3. Final presentation (final exam week)

Hooray, another team assignment! All teams will present their research paper findings (see below) on our assigned final exam day. The exact date is currently a mystery, which will be revealed by the all-powerful Registrar if and only if we are able to defeat her loyal Balrog in fair combat. Each team will have 20-25 minutes, so plan to spend 15-20 minutes giving your presentations followed by questions and discussion. The presentations should feature slides (google, PowerPoint, etc.).

Presentation guidelines:

- Your team must speak for a total of 15-20 minutes. Every team member must speak for roughly the same time.
- What are your learning objectives? What do you want to teach your audience? Share this at the start of the talk, offer goals and a roadmap.
- Avoid walls of text – use meaningful images at least, perhaps audio or video as well.
- Your audience is your fellow students. You need to educate and engage them. Make sure you bring them up to speed properly – they know less than you on this topic. Teach us your narrative and your analytical framework.
- We will have FUN, a proper sendoff to a great semester. You earned it, my friend. Oh yes.

I will assess your presentations according to the following criteria:

- **Communication:** did you speak (or write, if you have slides and handouts) clearly and in an authentic/engaging manner? No mechanical errors? Did you use visual or graphical materials effectively in the presentation? Were you organized and directed?
- **Historical Evidence:** did you offer detailed quotes, examples, statistics, links, etc. to back up your analysis?
- **Critical Thinking:** did you identify a relevant and accurate argument to convey? Was it a three-story thesis? Did you prove your points logically? Did you add insight to your audience's understanding of the readings?
- **Collaboration and Teamwork:** did you manage your time well as a group? Was this rehearsed? Did you all put forth your best effort? Did you share work fairly? Did you work as a team?

Research Paper

The research paper is your opportunity to learn more about an individual of your choosing. Because we are covering *Nikolai Tesla*, *Thomas Edison*, *Steve Jobs*, and *Bill Gates* in class in some detail, please do *not* select those four people. You may choose anyone else as long as they meet the following criteria:

- **Do they have a strong connection to the history of science and technology** (up to the present day)? Engineers, inventors, and scientists have obvious connections, but financiers, entrepreneurs, policymakers, and others might have perfectly valid connections as well!
- **Can you find credible sources to ground your study?** You need at least four “quality” sources for this project (it is best to contact the library team early and start requesting interlibrary loans, which might take a while to arrive... mid-September is a target for your submission date):
 1. One reputable biography that is book-length and directly targeted at your individual.
 2. A second decent-length biography or other secondary source work (a secondary source is something written about your subject by an expert). This can be another biography, or a study of the time period, or a study of the science or technology connected to your individual. It must also be reputable. Note that you don't need to read every page in this source; target what helps you.
 3. At least one primary source, i.e., something written or produced by your historical figure. This does not need to be lengthy, and online sources are fine.
 4. A fourth source of your own choosing, of any length, and online sources are fine.
- **Do they intrigue or inspire you?** You **MUST** discover your motivation if this project is going to work.

Throughout this process you will prepare a proposal, a thesis, a source list, an outline, a draft, a final report, and a presentation of your work, and you will also exchange a critique with a colleague. So what do you say: are you with me??? (pause, then silence) Wow, way to be a buzzkill. Let's proceed anyway, but there goes my smile.

Phase Zero: Preliminary Signup

Weighting: this is a teeny part of your "Research Paper" assignment which counts for 30% of your grade

Deadline: Tuesday September 22 before class

Length: a line in a google doc

Collaboration: Do it alone and relax. This is easy.

Think about fascinating individuals connected to science or technology (see above for requirements) and select the person you would most like to investigate. This choice is non-binding at this time, but it would be cool if you could commit to someone and get an early start. This assignment is super easy, just filling out a line in a google doc. You will identify the person you want to study, explain why they are cool, and list a few preliminary sources that you might want to obtain. There is no reason to read those sources yet, and you might decide to ditch the sources later and find new ones. But it is helpful to start thinking about them early!

Phase One: Paper Proposal and Sources

Weighting: this is a small part of your "Research Paper" assignment which counts for 30% of your grade

Deadline: Thursday October 1 before class

Length: a page or two

Collaboration: Do it entirely on your own. Be the wind.

Now you will commit to the person you will research. Answer the following questions in a few sentences each:

1. **Topic:** What individual would you like to study? Tell me the name of the person, their connection to a scientific or technological issue, and their time period and location.
2. **Question:** What questions would you like to answer? What is significant about your study? This is a rough early answer and you are welcome to change your focus as you investigate the topic further. Please avoid factual questions and aim for something interpretive: try to answer WHY questions more than HOW, and HOW questions more than WHAT/WHERE/WHEN.
3. **Construct a source list.** You need to construct a preliminary list of **at least four credible sources (see above for a description of the four required sources)** that you will use in your paper. Answer the following questions for each source:
 - o List the title, author, and publication date.
 - o Do you have it? (If not, how and when will you get it?)
 - o In one-two sentences, summarize this source – what are its goals?
 - o In one-two sentences, explain why this source helps your paper – what will you get out of it?
4. **Needed sources:** what other types of sources do you need (if any), i.e., what topics or questions are unaddressed by the sources that you already located?
5. **Questions for Rob:** skip this if you know exactly what you want to do, but feel free to ask me any big or small questions. I'm here to help. And I am here to rock.⁷

⁷ Thought question: are helping and rocking correlated? Can you illustrate their interrelationships with a Venn diagram?

Phase Two: Outline

Weighting: this is a medium part of your "Research Paper" assignment which counts for 30% of your grade

Deadline: Thursday October 22 before class

Length: three or so pages

Collaboration: try this on your own, but feel free to seek help from friends or a writing tutor if you like.

Phase two consists of three parts.

1. **Include your paper's thesis.** We had the thesis workshop a few weeks ago – based on that, write a nice three-story thesis and include it at the top of your outline.
2. **Write a tentative outline for your paper.** This should include a roman numeral for each major section (for example, the intro, the conclusion, and at least two middle sections), and sub-levels of detail based upon the organization of your final paper. At least go to two levels of detail (II.B) for all sections, and some should have three levels of detail (IV.D.1).

Example: Here is a sample outline for a Paul Revere paper, with five major sections (I, II, III, IV, V), then subsections (A, B, C...) and a third level of detail (1, 2, ...) for Roman numeral II. If this were your outline you would need the ABC level of detail for all sections; I got lazy and only did section II in detail:

- I. Introduction
 - A. (include thesis here)
- II. Paul Revere's career narrative
 - A. Apprenticeship and pre-war silverworking
 - 1. Brief context of colonial Boston and biographical detail of his family
 - 2. Craft tradition: how was he trained, what are the principles of craft work
 - 3. Silverworking routines
 - B. Wartime technological experimentation
 - 1. Upheaval
 - 2. Works with engraving, cannon, gunpowder
 - C. Post-war return to silver and mechanization
 - 1. Postwar economic climate
 - 2. Machinery used to increase silver output and profits
 - D. Iron, bronze, copper work, technology transfer, and increasing scale of operations
 - 1. Technological transfer from field to field (list fields)
 - 2. New scale of operations – labor, capital, raw material expansion
 - 3. Government contracting
- III. Revere's contributions to America's technological independence
 - A. (in a real outline you would fill out this section)
- IV. Revere's failure to enter the upper classes of society
 - A. (in a real outline you would fill out this section)
- V. Conclusion
 - A. (in a real outline you would fill out this section and connect back to your thesis)

This outline should prove that you have a coherent and complete vision of your final paper. The outline must show me your goals, indicate how the goals will be achieved, and demonstrate connections between different sections of your paper. All of this is subject to change as your research progresses.

Include any questions or concerns that I might help address. Also feel free to go into more detail if you would like extra feedback from me.

3. **Three pieces of evidence.** We will discuss evidence use in class. You must come to class with three pieces of "rich" evidence that you will use in your paper. Each one should be longer than a sentence – a whole paragraph is ideal. Don't just bring simple facts – we need evidence that is worthy of interpretation, evidence that you can use to advance your own perspective. The richer the better!

Phase Three: Team Proposal

Weighting: this is a tiny part of your "Research Paper" assignment which counts for 30% of your grade

Deadline: Tuesday November 10 at the end of class

Length: one or two pages per team

Collaboration: do this as a team

By this point you should have a good idea of the direction of your individual papers. Now you must group yourselves into three-person teams and concoct a strategy for tying aspects of your papers into a coherent presentation at the end of the semester.

By the end of class on November 10 all teams must submit a proposal of their "plan of attack" and final deliverable. The proposal must answer the following questions:

1. Who is on your team?
2. What is the title of your team? (Optional: What are the code names of all team members?)
3. Remind me: what are the topics of your individual research papers?
4. What are the main educational goals in your group presentation? This can include several issues -- answer any of these questions that apply:
 - What are some take-home messages you would like the audience to have?
 - What theme would you like to explore in your presentation?
 - Do your papers fit together into a cool common narrative?
5. Do you have any concerns or questions for Rob? Note that you must send Rob at least one question or he will suffer a major blow to his ego. If you are really in great shape on this assignment and don't have any relevant questions, think of a different question for Rob about history, Olin, 80s movies, or anything else.

The more information you give me, the more feedback I will give you. If you do not have answers to these questions⁸ you can list some of your preferences and your own questions, and I'll help out.

Phase Four: Colleague Commentary

Weighting: this is a small part of your "Research Paper" assignment which counts for 30% of your grade

Deadline: Tuesday November 17 before class

Length: two or three pages of feedback

Collaboration: Do this on your own.

⁸ "There's more than one answer to these questions, pointing me in a crooked line. The less I seek my source for some definitive... the closer I am to fine!"

Each student will be assigned a “colleague” who will offer feedback on the paper. By 6:00 PM on Friday, November 13, you must each email four or more pages of your paper, along with the outline, to this colleague. Also tell your colleague if you have any concerns or questions about your paper and help them focus their feedback on the areas of your paper most in need of help. Also feel free to send them gum. You send your paper to one colleague, and they will send you their paper so you can help them in return.

From November 13 to 17 you will read your colleague’s draft paper and write a constructive assessment. This will be a major aid to your fellow student as they finish this assignment over the next week, so please be as thorough and thoughtful as possible. They are counting on you – don’t be late and don’t do a sloppy job.

Your commentary can take the form of a series of numbered paragraphs that address the following topics and questions. Your commentary must include all the following sections (feel free to use the numbers and titles that I use below) but not necessarily a response to every single question in each section:

1. **Analysis.** Does the thesis represent a **controversial and significant** argument or is it merely a statement of fact? Was the thesis clear? Did each section of the paper contribute something to the development of this thesis? Was the logic and argument convincing to you?
2. **Organization and Structure.** How would you title the main sections of this paper? Are these sections clear and self-evident or did you find yourself wondering why one part followed the next? Did the introduction offer a road map or overview of the paper? Did the body of the paper live up to the introduction and carry out its mandate? Did different sections contain transitions that helped you step through the argument and narrative?
3. **Evidence and Support.** Does the paper include enough background information? Does the author support and develop the analysis with persuasive evidence from multiple sources? Is the evidence relevant to the thesis? Is the evidence excerpted in a correct manner, consistent with your understanding of the source? Does the paper interpret evidence, as opposed to letting evidence speak for itself?
4. **Mechanics and Style.** How would you characterize the writing in this paper: Clear? Confusing? Persuasive? Opinionated? Eloquent? Did you agree with writing mechanics such as sentence length, grammar usage, and word choices? What are the strengths and weaknesses of the writing?
5. **Significance and Effectiveness.** Did this paper educate you? How would you characterize your overall reaction to it? What were its strongest and weakest aspects? What would you do differently to increase the significance and effectiveness of the paper’s argument?

In addition, use the “track changes” feature of Word to offer comments or suggested changes to the author on their actual paper. You should have at least two comments or changes for each page of their paper. Email this commentary and the commented paper to the author before class on November 17 and share it with me on Canvas.

Phase Five: Final Paper

Weighting: this is the major part of the “Research Paper” assignment which counts for 30% of your grade

Deadline: Friday November 20, end of the day

Length: six to nine pages

Collaboration: You may request help from writing tutors but you must acknowledge it in your paper.

Your final paper for this project is due right before Thanksgiving. Finish writing, edit and proofread it, hit the send button, and prepare for the feast of a lifetime. Your paper must include:

1. A strong **introduction** that lays out your goals and states your three-story thesis about your person.

2. Sufficient **background and context** to enable an intelligent reader to understand any aspects of your study (the time period, the individual's life, their society, the technology/science) that relate to your thesis.
3. A **body** that uses specific evidence from your sources (properly cited with footnotes) to support and build your arguments. The organization of this central section is essential, so think carefully about the different points you wish to raise and the clearest order for these points.
4. A **conclusion** that brings together the "take home messages" from all portions of your argument, adds a final analysis that explains the relevance of your paper's argument, and/or specifies additional implications that follow logically from the determinations made within your paper. Do not just repeat what you already said in the paper.

My feedback on this paper will use the following assessment categories:

- **Communication:** did you write clearly? No mechanical errors? Were you organized and directed, i.e., did you lay out a roadmap at the start; follow it throughout the paper; and use topic sentences and transitions to chart your progress towards your conclusion?
- **Historical Content (evidence and support):** did you offer quotes, examples, statistics, links, etc. to support and strengthen your analysis? Was your work detailed and accurate? Did you use at least four sources? Did you cite your sources properly?
- **Critical Thinking:** did you frame a controversial and significant thesis? Was it a proper three-story thesis? Did you prove your points logically? Did you add your insight to the readings and subject matter?
- **Self-Directed Learning:** did you finish on time? Was this a thorough paper? Did you put forth your best effort?

Personal Paper

Weighting: 15% of your grade

Length: 5-6 pages (ish), but alternative media are possible. Lots of flexibility on this one.

Due: Final exam period (exact date TBD)

Collaboration: Do this on your own

The personal paper is your opportunity to carry your work on the research paper a bit farther. You've read the sources, you've proved your thesis... now it's time to get personal.⁹ Write up a narrative of how you would interact with your historical subject. Let's set up this assignment as a three-act piece.

Act One: The Meeting (one to three paragraphs)

Set up a meeting between yourself and the subject of your biographical paper. Describe the setting and the circumstances of your meeting: is this set in the past or the future? How did you both arrive here? Introduce yourself and your subject to the reader (what do each of you look like, what are you wearing, how do you act) but also to each other – how do you first react to each other, are either of you disoriented, etc. Set the stage. Have fun with this part but keep it on the brief side: leave the reader wanting more as you head to...

Act Two: The Problem (two to three pages)

⁹ Whoa. That line belongs in a movie! Who would you pick to play Rob... maybe Robert Downey Jr. is available?

After you and your historical friend have met, you start discussing a major problem facing your friend. The historical figure should be at the stage of her/his life when they are at a crossroads regarding something personal, important, troubling, and/or controversial. The problem cannot be something strictly technical (for example, Paul Revere's problem cannot be "How do I roll copper into sheets?") but instead should impact their identity (Revere might ask "how do I reconcile my desire to enter the upper class with my love of metalworking?").

This section can involve several components:

- Use your full knowledge of this person and be ready to share it with them. In other words, you know all the details of their entire life, you know the historical context about their society, and you know things that will happen in this person's future or after they die.
- The figure's stated problem might not be their actual problem, and one of your jobs is to help them figure it out. So think to yourself "What would this person think their problem is?" and then "How would I respond, and do I agree that this is actually their major problem?"
- Your response to them should be helpful and should not assume that history will unfold in a certain way. Instead, advise them as you would advise a friend whose actions and decisions matter.

Your response can incorporate numerous perspectives and sources. As someone who just wrote a report on this person, you have a lot of relevant knowledge about their life, history, and society. But above all else, you are a fellow human being and your advice must represent your own view of life, the universe, and everything. Be as honest and helpful as you can!

NOTE: you must use and cite at least two sources of evidence for the historical analysis portion of this section. You can draw directly from sources that you already cited in your paper if that helps.

Act Three: The Reversal (two to three pages)

And now the tables are turned. Whether your historical friend is happy or distraught at your advice, the roles reverse and the historical figure now offers you some advice regarding a major problem, concern, or challenge that you face. They will do their best to advise you, based on their own personality, knowledge, cultural assumptions, and worldview.

- Ideally this problem will relate to your personal and professional (i.e., your college) identity. Do not choose something mundane such as "I need to get more sleep" – engage a bigger life issue. The best problem is one that the historical figure is qualified to address, even if their advice is skewed or dated.
- I will read whatever you write (nobody else will) so choose an issue that you are comfortable sharing with me. There is no reason to write about anything that makes you uncomfortable. This should be fun/rewarding for you, not an invasion of privacy.
- Reread the prompts for act two above but apply them to yourself. Is your stated problem the real one?
- At the end of the discussion, bring your work to a meaningful, insightful conclusion.

You must use and cite at least two sources of evidence for the historical analysis portion of this section.

This assignment will be assessed according to the following criteria:

- **Communication:** did you write clearly? No errors? Did the different parts of this paper flow naturally into one another? Was this piece persuasive and engaging?
- **Historical Content:** did you offer quotes, examples, etc. to back up your arguments? Did you include details? Did you use at least two sources? Did you cite your sources properly?
- **Critical Thinking:** did you frame a relevant and accurate argument? Did you add insight and a personal touch to your historical subject?
- **Identity Development:** did you reflect your own ideas, values, personality, and perspective? Did you put yourself into this paper?

This paper is your opportunity to create a final masterpiece, integrating a historical interpretation with a personal perspective. Have fun, and let's end the course on a high note!