



History 201: The Historian's Craft: Civilians and War on WWII's Eastern Front

INSTRUCTOR DETAILS

Professor Kathryn Ciancia (she/her)

Spring 2026

Email: ciancia@wisc.edu

Lecture times/location: Tuesdays and Thursdays, 11am-12:15pm, Humanities 1221

Office: Humanities Building, Room 4133

Office Hours: Tuesdays, 1-3pm, or by appointment

Office Hours will generally be held in-person. If there is a reason for office hours to be held on zoom, we can meet in my virtual zoom room ([link on Canvas](#)).

TA: Chris Watkins

Email: [cowatkins@wisc.edu](mailto:cwatkins@wisc.edu)

Office Hours: Wednesday, 1-3pm, or by appointment (in person or zoom).

Office: Humanities Building, Room 4268

COURSE DETAILS

Semester

Spring 2026

Requisites

Students must have satisfied Communications A requirement. Not open to students with credit for HIST SCI 211

Course Designations and Attributes

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as LAS credit (L&S)

Fulfills Communications B requirement

Section times:

Section 1: Wednesdays, 08:50-09:40am, Humanities 2125

Section 2: Wednesdays, 09:55-10:45am, Humanities 2121

Section 3: Wednesdays, 12:05-12:55pm, Humanities 2125

Canvas Course URL: <https://canvas.wisc.edu/courses/498872>



Course Description

This class introduces students to the rewarding work of historians through an in-depth investigation into a difficult, controversial, and often painful, topic: the Eastern Front during World War II. We'll begin by thinking about what it means to "think like a historian" and by discussing how we should sensitively approach this topic. We'll then dive into three weeks of primary source analysis, looking at the experiences of a range of people under Nazi and Soviet rule. In the next part of the class, we'll explore three key questions that historians continue to debate: To what extent did local people collaborate in the Holocaust? What did it mean to "resist"? And can we conceive of German victimhood? Finally, we'll discuss questions of memory and historical judgment. The last part of the class will also be focused on your individual research papers (more below). In sum, the class will use the topic of the Eastern Front as a lens through which to explore issues of collaboration, resistance, memory, trauma, and historical empathy, as well as wider questions about how studying history can help us to make sense of the world in which we live.

Since this is a Communications B class, as well as a gateway class for the History Major, we'll spend a lot of time focusing on *process* as well as *content*. There is no exam, so you will not be asked to memorize and then regurgitate content from lecture. Instead, I have designed the class so that each of the assignments builds upon the previous one, allowing you to walk through the process of doing historical research and writing, step-by-step. All this work will culminate in a final research paper in which you will demonstrate the skills of summarizing and analyzing sources, creating historical questions, carrying out original research, and persuasively presenting your own ideas. The final paper will also give you the exciting opportunity to choose the topic that most interests you and to act as a historical detective as you track down sources. As you'll see from the syllabus, more traditional lectures will be complemented with hands-on sessions about research and writing, trips to the various resources on campus, including the Wisconsin Historical Society and Memorial Library, and an in-class movie screening.

Course Learning Outcomes

Since this is a Historian's Craft and Communications B class, the course learning outcomes are listed in Appendix C of this syllabus.

Credit Hours

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every

hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, and preparing for discussions.

Office Hours

My office hours are posted at the top of the syllabus. Please come by! This time is set-aside specifically for students, and I would be happy to discuss any aspect of the class with you. If you are unable to make this time, please send me an email so that we can set up a mutually convenient appointment time.

Class Etiquette

There is no laptop use in class, and you must make sure that all devices with a screen are switched off or put on silent for the duration of the lecture. Come and speak with me if you are concerned about this policy.

We will begin lectures on time, so please make sure that you arrive a few minutes early. Persistent tardiness (as well as going AWOL!) will lead to a lower participation grade. A sign-up sheet will be distributed at the beginning of each lecture so that I can keep track of the attendance and fully reward the students who show up. If you are unable to attend lecture, please email me ahead of time to let me know so that I can mark down your absence. If you are unable to attend section, please email Chris ahead of time.

If there are any assigned readings for lecture or section, you should bring them with you to class. You can participate fully only if you have access to the texts.

Grading

Here is the grading scale that will be used in the class. By assigning a numerical as well as a letter grade for your major assignments, Chris can communicate where you are within the grade range.

A = 92.5-100

AB = 87.5-92.4

B = 82.5-87.4

BC = 77.5-82.4

C = 70-77.4

D = 60-69.9

F = below 60

Papers and Assignments

Papers should be turned in on time to avoid a grade penalty. If there is a problem, it is important that you consult with Professor Ciancia and Chris in plenty of time prior to the deadline. Late papers will be penalized by two points per 24 hours (see grading scale above).

All assignments—including the short assignments—should be submitted by the deadline marked on the syllabus as an electronic copy (in Word format only—no pdfs, etc., please!) on Canvas. Unless otherwise agreed, email submissions will not be accepted.

You should clearly post the word count (along with your name, section day/time, etc.). All assignments should stick within the word limit.

Historians use the Chicago Manual of Style, which can be found online at www.chicagomanualofstyle.org. See also *A Pocket Guide to Writing in History* below for more details.

Methods of Assessment

Your work for the class will be assessed in four ways:

1. **Short assignments #1-6 (20% of total grade)** that help you to develop the skills necessary for completing the final research paper. The short assignments will not be individually graded, but Chris will provide some formative feedback so that you can work on improving that particular skill in anticipation of the final paper.
2. **Two oral presentations (15% of total grade)** that you will deliver in section. The first will be delivered in Week 10; the second will be delivered in either Week 13 or 14.
3. **Discussion participation (30% of total grade)**. Chris will discuss participation grading criteria with you during section. You will also be expected to attend all lectures (unless there is a good reason why you cannot attend a particular lecture) and take part in small-group work and class discussions during that time.
4. **Final research paper (35% of total grade)** that you will submit in both draft and final form. The paper will be between 9 and 10 pages long. More details will be provided as the semester progresses. The final grade will reflect the quality of the final paper, your responsiveness to feedback, and your ability to articulate what you have learned through the process.

Accessing course materials

All readings on this syllabus can be found in the Course Reader (see details on Canvas about purchasing the Reader).

Optional book for purchase:

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston and New York: Bedford/St. Martins)—any edition of the book is fine. This book is a handy guide to many of the topics that we'll be discussing in our course and a good reference to have next to you when you plan and write. However, it is not required.

Weekly Schedule and Reading Assignments

WEEK 1

Lecture 1 (01/20): Why Study the Eastern Front?

Section (01/21)

Readings for section:

- There are no assigned readings for this week. You should come prepared to introduce yourself and explain why you are interested in the topic of our class.

Lecture 2 (01/22): How to Think Like a Historian

WEEK 2

Lecture 1 (01/27): The Pre-History of the Eastern Front

Section (01/28)

Reading for section:

- Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin* (New York: Basic Books, 2012): vii-xix.

Assignment for section:

- Bring your physical Course Reader to class.
- Mark up on the Course Reader and be ready to discuss:
 - The part of the text where you were most **shocked/surprised**
 - The part of the text where you were most **curious** and wanted to know more
 - **A question** that you would want to ask Snyder if he were in the room.
- You should be able to show that you: a) *understood* Snyder's argument, and b) *engaged* with that argument in some way.

Lecture 2 (01/29): Reading Primary and Secondary Sources

Reading for lecture:

- Tim Parks, "A Weapon for Readers," *New York Review of Books* blog, December 3, 2014.

PART I: SOURCE ANALYSIS

WEEK 3

Lecture 1 (02/03): The Germans in Poland: 1939-1941

Section (02/04)

Readings for section:

- Robert Moeller, ed., *The Nazi State and German Society: A Brief History in Documents* (Boston: Bedford Books, 2009): 112-115.
- Yitzhak Arad, Yisrael Gutman, Abraham Margalio, eds., *Documents on the Holocaust: selected sources on the destruction of the Jews of Germany and Austria, Poland, and the Soviet Union* (Jerusalem: New York: Ktav Publishing House, 1981): 192-195; 198-99; 216-229.

Assignment for section:

SHORT ASSIGNMENT #1 (due on Canvas at the beginning of class): In addition to carefully reading all the documents in preparation for your discussion section, choose one document that interests you most to write about.

Write a short (180-200 words) piece in which you:

- a) Describe why you found this document interesting;

- b) Identify one aspect of (and/or quotation from) the document that you want to highlight for your classmates during discussion and explain why you want to dive deeper into it;
- c) Offer one question for discussion (emerging from point b above).

Lecture 2 (02/05): Trip to Memorial Library

****Please bring your laptops to this session so that you can work on an in-class assignment. Your library assignment (SHORT ASSIGNMENT #2) must be turned in on Canvas by 5pm on Friday, 02/06.****

WEEK 4

Lecture 1 (02/10): The Soviets in Poland, 1939-1941

Section (02/11)

Readings for section:

- Irena Grudzińska-Gross and Jan Tomasz Gross, eds., *War Through Children's Eyes: The Soviet Occupation of Poland and the Deportations, 1939-1941* (Stanford, CA: Hoover Institution Press, 1981): xxi-xxviii; 3-27; 64-73; 84-87; 130-132; 147-150.

Assignment for section:

- **SHORT ASSIGNMENT #3 (due on Canvas at the beginning of class):** Write ONE historical question for the collection of children's depositions as a whole. Explain briefly (in two-three sentences) why you think this is a good historical question, using the criteria that we discussed in Week 4, Lecture 1.

Lecture 2 (02/12): A Front of Atrocity

WEEK 5

Lecture 1 (02/17): Primary Source Analysis Workshop

Section (02/18)

Readings for section:

- Moeller, ed., *The Nazi State and German Society*, 117-124.
- Jeremy Noakes and Geoffrey Pridham, eds., *Documents on Nazism, 1919-1945* (New York: The Viking Press, 1974): 616-630.
- "Radio Broadcast, July 3, 1941," in J.V. Stalin, *Works: Volume 15, 1941-1945* (London: Red Star Press Limited, 1978), 11-19.
- British Pathe footage (link on Canvas)

Lecture 2 (02/19): How did the Holocaust happen?

PART II: HISTORIOGRAPHICAL DEBATES

Lecture 1 (02/24): How Did Local People Collaborate?

Section (02/25)

Readings for section:

- Jan T. Gross, “Annals of War,” *The New Yorker*, March 12, 2001, 64-71.
- Antony Polonsky and Joanna Michlic, eds., *The Neighbors Respond: The Controversies over the Jedwabne Massacre in Poland* (Princeton, NJ: Princeton University Press, 2004): 103-113.
- Wojciech Roszkowski, “After “Neighbors:” Seeking Universal Standards,” *Slavic Review* 61, no. 3 (2002): 460-465.

Assignment for section:

- **SHORT ASSIGNMENT #4 (due on Canvas at the beginning of class):** Based on these readings, what is the most important point of contestation between Gross and Roszkowski? Use at least two quotations from the texts within your discussion. (150-200 words in total).

Lecture 2 (02/26): Trip to the Wisconsin Historical Society Library and Archives

WEEK 7

Lecture 1 (03/03): What Did it Mean to “Resist”?

Section (03/04)

Readings for section:

- Svetlana Alexievich, *The Unwomanly Face of War: An Oral History of Women in World War II* (New York: Random House, 2017): 265-288.
- *Notes from the Warsaw Ghetto: The Journal of Emmanuel Ringelblum*, edited and translated by Jacob Sloan (New York: McGraw Hill, 1958): 298-301.
- Vasily Grossman, “The Old Man,” in Grossman, *The Road: Stories, Journalism, and Essays*, translated by Robert and Elizabeth Chandler (New York: New York Review of Books, 2010), 77-83.

Lecture 2 (03/05): Putting Together a Research Proposal

WEEK 8

Lecture 1 (03/10): Were the Germans Victims too?

Section (03/11)

Readings for section:

- Norman M. Naimark, “The Russians and Germans: Rape during the War and Post-Soviet Memories,” in *Rape in Wartime*, edited by R. Branche, and F. Virgili (London: Palgrave Macmillan, 2012): 201-218.

Assignment for section:

SHORT ASSIGNMENT #5 (due on Canvas at the beginning of class): *PAPER PROPOSAL DRAFT:*

- Your paper proposal should include:
 - a) your research question, as well as a three-sentence explanation as to why you think this is a good research question, based on our prior discussions over the course of the semester;
 - b) a short, annotated bibliography, made up of three sections:
 1. the primary source(s) on which you intend to focus;
 2. at least two secondary sources that will help you to contextualize your primary source(s);
 3. A brief (two-three sentences) explanation of how these sources will help you to answer your stated research question.

Lecture 2 (03/12): Postwar?: A Brutalized Population

PART III: REMEMBERING, REFLECTING, JUDGING

WEEK 9

Lecture 1 (03/17): In the Courtroom: Postwar Trials

Section (03/18):

Readings for section:

- Charles E. Wyzanski, “A Fair Trial? A Dangerous Precedent,” *The Atlantic*, April 1946 issue (online edition)
- Michael R. Marrus (ed.), *The Nuremberg War Crimes Trial, 1945-46: A Documentary History* (Boston and New York: Bedford/St. Martin’s, 1997), 241-254.
- Francine Hirsch, “Nuremberg at 75: Revisiting the International Military Tribunal and Its Lessons,” *Irish Studies in International Affairs* 32, no. 1 (2021): 171-181.

Lecture 2 (03/19): Eichmann, Gröning, and the Pursuit of Nazi War Criminals

WEEK 10

Lecture 1 (03/24): In-class Movie Screening: *Ida* (Paweł Pawlikowski, 2013)

Section (03/25)

Readings for section:

- No readings for section. You should come prepared to discuss *Ida*.

Assignment for section:

- **SHORT ASSIGNMENT #6 (due on Canvas at the beginning of class): REVISED RESEARCH PROPOSAL:** Using the feedback that you received on your draft research proposal, you should turn in a revised proposal. You should include a 100-200-word explanation of what you have changed and how you have implemented feedback.

- **ORAL PRESENTATION #1:** You will present on one aspect of your revised research proposal (Chris will provide more details).

Lecture 2 (03/26): Holocaust Testimonies: Collective and Individual Narratives

****SPRING BREAK****

WEEK 11

Lecture 1 (04/07): Remembering the “Great Patriotic War”

Section (04/08)

Readings for section:

- No assigned readings from Course Reader
- Short handouts in class on contemporary issues related to memory of the war

Lecture 2 (04/09): Interactive Session: What Makes a Good Paper/Oral Presentation?

WEEK 12

Lecture 1 (04/14): NO LECTURE: Student consultations with Chris and/or Professor Ciancia

Section (04/15): Peer Review Workshop

Readings for section:

- No assigned readings

Assignment for section:

- ***PLAN/DRAFT OF PAPER:*** You should bring a plan of your paper to section. It should include a provisional thesis statement and plans for each paragraph, including supporting evidence/quotations/paraphrasing for at least one paragraph. If you have more writing, you should bring it—in other words, a plan is the minimum!

Lecture 2 (04/16): A Conversation with Prof. Norman Naimark (Stanford University)

DRAFT OF FINAL PAPER due on Canvas at noon on 04/17

WEEK 13

Lecture 1 (04/21): How to Revise a Paper

Section (04/22)

Readings for section:

- No assigned readings

Assignment for section:

ORAL PRESENTATION #2: You will present on your final paper (Chris will provide more details).

Lecture 2 (04/23): The Memory of the Eastern Front Today

WEEK 14

Lecture 1 (04/28): Final Class Activities

Section (04/29)

Readings for section:

- No assigned readings

Assignment for section:

ORAL PRESENTATION #2: You will present on your final paper (Chris will provide more details).

Lecture 2 (04/30): NO LECTURE: Final student consultations with Chris and/or Professor Ciancia

****FINAL PAPER**:** Your final paper is due on Canvas on **Monday, May 4 at noon**. You must upload your final paper as a Word document. In addition to the final paper, **you should include a 180–200-word explanation** as to how you used feedback on the draft paper to create a better final paper.

APPENDIX A: An Inclusive Classroom

One of my priorities as an educator is to help create an inclusive classroom in which all can thrive and in which everyone's wellbeing is supported and fostered. As a class community, we should work together to create a supportive space for everyone. I also ask that we all commit to listening to feedback and to reflecting on our own attitudes and actions. Please read the following information on how we can work together to ensure that everyone is welcome and that you know the resources through which you can gain help outside of our classroom setting.

Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: McBurney Disability Resource Center).

Pronouns

Pronouns matter—they say a lot about who we are and how we want others to treat us. Using gendered language conscientiously is one small way we can show respect to each other as individuals and make UW a warm, welcoming, and inclusive environment for all members of the campus community. A feature is available in Canvas that enables all students, faculty, and staff (with Canvas accounts) to indicate their gender pronouns in use.

Mental Health and Wellbeing

We all face pressures, academic and non-academic. Please be kind to yourself and to one another. Let me know if you are struggling and need extra time or help. Stressors for which there are resources on campus may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Violence Prevention

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence does happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>

APPENDIX B: Class Policies and Further Resources

The Use of Artificial Intelligence

My take: Some people find that AI chatbots, such as ChatGPT, can be a useful tool in thinking through a question, generating ideas, planning an essay, and even writing. However, there is much that is lost when we rely on AI in these ways—and we need to be aware of the loss, as well as the presumed benefits. Not only is AI prone to “hallucinations” (i.e., the fabrication of information) and liable to reproduce larger societal biases, but it also deprives us of engaging in some of the creative processes that allow us to think for ourselves—not least the process of thinking that is deeply entwined with the process of writing (and not simply editing the writing that a chatbot has created). Using a chatbot to produce text *for* you, even as a first draft, will prevent you from achieving some of the goals for this class, which involve personal reflection. Chris and I want to get to know you and to learn about how you are experiencing the materials—that is something that generative AI cannot do.

My policy: In general, I discourage the use of generative AI for the reasons outlined above. However, if you do use generative AI, you must always acknowledge precisely how you used it and how you still fulfilled the learning outcomes of our class in a brief statement in the comments when you submit the work on Canvas. If not properly acknowledged, it may be considered plagiarism, which is a serious form of academic misconduct (see below).

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison. Academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Privacy of Student Information & Digital Tools

The privacy and security of faculty, staff and students’ personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records, student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure, and protection of student data.

Usage of Audio Recorded Lectures Statement

You are not authorized to record our class discussions without permission. Students may not copy or distribute lecture materials/recordings or their own personal notes outside of class. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students' Rules, Rights, and Responsibilities

See [here](#) for a useful guide for undergraduates.

Academic Calendar: Religious Observances and Election Day Observances

Students must notify Prof. Ciancia within the first two weeks of class of the specific days or dates on which they request relief, either for a religious observance or because of their commitment to work as an election official. I will also provide flexibility to students reporting they may be tardy or absent on the day of an election due to waiting to vote at the polls.

Course Evaluations

You will be provided with an opportunity to evaluate this course and your learning experience. I really value your feedback—it helps me reflect on what is working and what might need to change. As such, it also benefits future groups of students. Note that UW-Madison now uses an online course evaluation survey tool, [HelioCampus](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.

Writing Resources and Guidelines

The **University's Writing Center** is a wonderful resource that allows you to work with a consultant to improve your written work. Take a look at their website (<http://www.writing.wisc.edu/index.html>) for more information.

The **History Lab** is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process, History Lab staff will help you sharpen your skills and become a more successful writer. In addition to helping you with the specifics of writing in the discipline of history, the experts at the lab will also provide assistance in terms of your writing style (including for non-native speakers of English).

APPENDIX C:
The Historian's Craft: Objectives for All Classes

Please find below the official criteria for *The Historian's Craft*. As we go through the class, I will highlight the various skills that we are working on. Please remember that you won't be able to work on all of these skills at once, so I have sequenced them in a way that makes sense.

1. Ask Questions: develop the habit of asking questions, including questions that may generate new directions for historical research.

- a) Develop historical questions through engagement with primary sources, secondary literature, and/or broader ethical, theoretical, or political questions.
- b) Ask historical questions to guide individual research.
- c) Pose questions to prompt productive group discussion.

2. Find Sources: learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.

- a) Identify the purposes, limitations, authorities, and parameters of various search engines available both through the library and on the world-wide web.
- b) Take advantage of the range of library resources, including personnel.
- c) Locate printed materials, digital materials, and other objects.
- d) Be aware of, and able to use, interlibrary loan.

3. Evaluate Sources: determine the perspective, credibility, and utility of source materials.

- a) Distinguish between primary and secondary material for a particular topic.
- b) Determine, to the extent possible, conditions of production and preservation.
- c) Consider the placement of sources in relation to other kinds of documents and objects.
- d) Identify the perspective or authorial stance of a source.
- e) Summarize an argument presented in a text.
- f) Distinguish between the content of a source and its meaning in relation to a particular question.

4. Develop and Present an Argument: use sources appropriately to create, modify, and support tentative conclusions and new questions.

- a) Write a strong, clear thesis statement.
- b) Revise and rewrite a thesis statement based on additional research or analysis.
- c) Identify the parts of an argument necessary to support a thesis convincingly.
- d) Cite, paraphrase, and quote evidence appropriately to support each part of an argument.

5. Plan Further Research: draw upon preliminary research to develop a plan for further investigation.

- a) Write a research proposal, including a tentative argument, plan for research, annotated bibliography, and abstract.
- b) Identify the contribution of an argument to existing scholarship.

6. Communicate Findings Effectively: make formal and informal, written and oral presentations tailored to specific audiences.

- a) Write a clearly argued, formal academic paper, using appropriate style and bibliographic apparatus.
- b) Deliver a concise, effective, formal verbal presentation with appropriate supporting material.
- c) Contribute constructively to discussion, whether proposing or responding to an idea.

APPENDIX D: Participation Grading Scale

- A:** You participate enthusiastically and regularly in classroom discussions and small group-work, listening to your peers and articulating your own ideas as clearly as possible. Your comments demonstrate that you have done the reading carefully, considered your own approach, and/or articulated how it fits with the general themes of the class
- B:** Your contributions show that you have done the reading, but they show a less thoughtful response than that of a student achieving an “A” grade. You have thought about how the reading fits into wider themes that we have been discussing, but on a more superficial level. You participate in classroom discussions and small group-work, listening to your peers and articulating your own ideas, although not with the regularity or depth of a student achieving an “A.”
- C:** Your comments in class do not show that you have done the reading in any depth and/or are poorly or vaguely articulated. You include your own thoughts, but do not raise relevant questions or link the materials to the themes of the class. You contribute only rarely to class discussions and/or make comments that do not demonstrate that you have completed the readings or are engaged fully with your classmates.
- D:** Your comments in class are very irregular. You show no evidence that you have completed and understood the reading.
- F:** You do not attend discussions regularly.