

Book Review & Course Project Rubric

This is based on the rubric that the department's Graduate Committee uses to assess whether our program is meeting the goal of teaching students how to "recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires."

By the end of the semester, I expect all of you will be functioning on the left side of the line, but don't worry if you start off partially on the right side. The format of the class means you will be working on these skills with each assignment over the course of the whole semester.

	4 Points Exceeds expectations.	3 Points Meets expectations.	2 Points Needs improvement.	1 Point Needs significant improvement.
Identify, summarize, and appraise other scholars' historical arguments.	Student identifies scholars' main and secondary arguments, effectively relating them to evidence.	Student identifies scholars' main arguments.	Student identifies the scope of a work, but not the scholar's major claims about the events.	Student relates some factual information about the work, but does not describe its overall scope.
Evaluate historical arguments, explaining how they were constructed and might be improved.	Student appraises the scholars' claims with examples drawn from the works.	Student relates key facts in the works, but does not explain how they do or do not support analytical claims.	Student relates some facts from the work but relevance to authors' argument is unclear.	Student describes the works in only general terms, without specific examples.
Synthesize other scholars' historical arguments.	Student assesses scholarly works of history in combination to devise synthetic arguments.	Student identifies historiographical conversations or linkages across works.	Student accurately relates scholarly interpretations one by one but does not combine those observations into a comparison.	Student demonstrates familiarity with the works but does not identify significant differences among multiple works.

Students may receive a maximum of 12 points on this rubric, however it is expected that most students will be functioning in the 7-10 point range and thus the assignments will be graded out of 10. You may roughly translate the point values into letter grades as follows: 7/10 = C, 8/10 = B, 9/10 = A, 10/10 = A+