

### Creative Research Assignment

I'm calling this both a *creative* and a *research* assignment because the final product should both draw on extensive research and exhibit a good deal of creativity—and possibly even play—in its development and deployment.

#### **Your assignment:**

Working in groups of two to five students (three or four is ideal), create a public history project—a website (standard or mobile), game, walking or driving tour (audio), small exhibit at a venue arranged by your group, brief video, guerrilla memorials, etc.—that showcases some aspect of Boise or Idaho history. Your project should be on a topic that will interest the general Idaho public but which most Idahoans might not yet know much about.

It's difficult to describe the appropriate scope of work for a project that will earn an A or a B, as the projects' media and number of group members will vary. Accordingly, **your group needs to turn in a brief project proposal on Tuesday, November 1.** I will provide feedback within a week, suggesting an increase or decrease in the scale and scope of the project, as well as commenting on the topic.

**Your assignment must make an argument about some aspect of Boise's or Idaho's history.**

**The deliverables include the project itself, a short paper reflecting on the project, and a final presentation.** Each person must also turn in (separately) a **brief group report** (1-2 paragraphs) explaining what he or she contributed to the project, as well as an assessing other group members' contributions.

Your project must be made available to the public; the easiest way to do this is to put it online.

#### **The reflective paper**

You will need to submit a paper of 3-5 pages reflecting on the process of researching and developing your project. The paper should

- state why your group chose this topic;
- explain why you felt this topic is best presented in this form to an Idaho audience;

- note whom you imagine your ideal audience to be (e.g. high school kids or teachers researching Idaho history, interested college-educated members of the public, neighborhood groups interested in historic preservation, etc.)
- elucidate the project's connections, if any (hint: *there should be some*), to material we've covered in this course;
- detail the process of researching and creating the project;
- reflect on any challenges;
- provide a list of resources cited or consulted during the project.

### **The final presentation**

The final presentation will take place during the final exam period. Additional details will be forthcoming.

### **On technology**

I have a good deal of familiarity with online media, so if you have questions about what digital forms your project might take, as well as the best way to disseminate it, I'm happy to serve as a consultant.

### **On group work**

I have very specific policies about group work. Everyone must participate equally. This doesn't mean everyone has to do the exact same work; after all, some people are going to be better at editing and others at figuring out how to use the technologies a project like this one requires. You'll need to help each other by complementing one another's strengths and weaknesses.

That said, everyone in your group must contribute to:

- the selection of the project's topic and form;
- research on the project's topic;
- the writing of the paper and any writing for the project itself;
- the production of the final presentation.

I will ask each individual in your group, independent of one another, to explain what he or she contributed, as well as assess the contributions of other group members.

**Assuming the above criteria are met, everyone in your group will receive the same grade.** However, if it becomes clear some people did not contribute as fully as they might have to the project, I will investigate and differentiate grades within the group.

If you are experiencing difficulties in your group, please let me know immediately. I reserve the right to break apart groups, reconstitute groups, or ask individuals to complete the project on their own.

Reasons I might have to break up a group include, but are not limited to:

- Group members report to me that someone has been missing group meetings.
- A group member is being domineering and not letting others participate fully in the project.
- A group member's effort is determined by others in their group to be significantly less than the efforts put forth by others in the group.

Please keep open communication with each other and with me. I don't like surprises, and neither do your group members. ☺

**Due date**

All project components are due **Tuesday, December 13 at 1 p.m.**, when you will also present your project to the rest of the class.