

Pivot Seminar Guidelines

For those NOT PRESENTING:

- 1) Read the primary document posted on the class “Schedule of Readings & Assignments” Webpage 24 hours before the scheduled seminar.
- 2) By noon of seminar day, submit in writing (via email to me) one (meaningful / substantive) question related to the primary document posted for the seminar.

For those PRESENTING:

- **BY THE CLASS BEFORE** your scheduled topic date:

- 1) Read the chapter related to your seminar topic

This will give you the larger context you’ll need for your presentation, and it will give you clues as to where you might find a primary document for your classmates to review and for you to discuss in your seminar.

- 2) Locate appropriate primary document

This document can be a speech or writing from the period of your topic, or something written by someone who was involved in some way with an event related to your topic. Newspaper accounts written at or close to the date of your topic can serve as a primary document, as can maps or raw data (statistics, demographics, votes, etc.).

See Library of Congress “Ask a Librarian” for information on primary and secondary sources [<https://ask.loc.gov/faq/303148>].

- 3) Via email, send me a link to your primary document so that it can be posted on the class “Schedule of Readings & Assignments” Web page.
- 4) If necessary, schedule a time to meet with Prof. Mazur (in-person or virtual) to discuss strategies for leading the seminar.

- **FOR THE SEMINAR:**

- 1) Introduce the topic by providing a summary – a basic background as well as pertinent factors / people involved in the event or issue (approximately 5-10 minutes).
- 2) Lead the class discussion by identifying important issues raised by your topic that can be considered by the class (approximately 10-15 minutes).
- 3) Lead the class discussion in response to questions presented by fellow classmates (approximately 10-15 minutes).