**COURSE DESCRIPTION**
This course is going to serve as an introduction to the historical profession, with an emphasis on training in research methods and historical analysis. The course will also introduce students to career paths for historians, including teaching and public history, and examine the role of the historian in society. In this course we will engage with a wide variety of readings, films, discussions and written assignments to expose students to the breadth of the discipline and the role of the historian.

**READINGS**
Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*.
*Additional reading will be posted on the course website D2L.*

**COURSE REQUIREMENTS**

**Assignments**
**In-Class Participation (10%)**: Students are expected to come to class prepared to discuss the readings assigned for the day as well as complete the in-class assignments.
Research Project (75%): This semester-long project constitutes several components, the breakdown of which is provided below. As you are expected to work on your research project throughout the semester, missed assignments and late submission will hinder your progress as well as the quality of the subsequent assignments.

Presentation and Workshop (10%): Students will be required to present their paper in class. This will be an opportunity for the students to conduct themselves professionally as they would at a conference. Students are also required to provide constructive comments on the works of their peers.

Attendance (5%): Students are expected to attend ALL classes. Attendance will be taken EVERYDAY. **You may have three absences, whether excused or unexcused without penalty. After that for every non-school-related absences will result in the loss of 2 points from the final total grade.** I strongly advise you to contact me prior to class for your absence to be excused. You may do this by email, or in person. **All cell phones must be turned off or put on silent. Students are not allowed to use their cell phones to text during class sessions**

Grading Policy:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Research Project:</td>
<td>75%</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Source Report</td>
<td>10%</td>
</tr>
<tr>
<td>First Completed Draft</td>
<td>20%</td>
</tr>
<tr>
<td>Final Revised Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation:</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation and workshop:</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance:</td>
<td>5%</td>
</tr>
</tbody>
</table>

Grading Scale:

- 90-100 = A
- 80-89  = B
- 70-79  = C
- 60-69  = D
- 0-59   = F

**No alternate deadline will be offered. You must contact me prior to any excusable absence (medical, sport-related, etc.).**

Any late assignment will reflect in a lowering of your grade by 5% for each day they are late allowing for a maximum deduction of 30% of the total allotted points for that assignment.
TENTATIVE COURSE OUTLINE WITH ASSIGNED READINGS

Next to each date is a title for the day’s lecture or activity. The syllabus is subject to change dependent on the instructor’s assessment of the progress of the course. Students will be notified of such changes in class.

**Week 1 (August 27, 29)**
August 27: NO CLASS
August 29: Introduction

**Week 2 (September 3, 5)**
Akira Kurosawa: *Rashomon* (1950)
What is History?
Tosh Chapter 1

**Week 3: (September 10, 12)**
Working with sources
Tosh Chapter 4, 5
Turabian, Chapter 3, 4

**Week 4: (September 17, 19)**
Working with Sources and writing a thesis statement
Turabian, Chapter 5
September 19: Visit to ETRC

**Week 5: (September 24, 26)**
September 24: Library session
How to write History assignments
**September 26: Draft Title and Thesis Statement due on D2L.**

**Week 6: (October 1, 3)**
Historical Thinking
Tosh, Chapter 6

**Week 7: (October 8, 10)**
Citation Practices
Turabian, Chapter 17 onwards
**October 10: Source Report Due on D2L**
Week 8: (October 15, 17)
Limits of Historical Knowledge
Tosh, Chapter 7
October 17: Annotated Bibliography Due on D2L

Week 9: (October 22, 24)
Gender and Postcolonial History
Tosh, Chapter 10

Week 10: (October 29, 31)
Cultural History
Tosh, Chapter 9
October 31: First Draft due on D2L

Week 11: (November 5, 7)
Class Presentations and workshop

Week 12 (November 12, 14)
Class Presentations and workshop

Week 13 (November 19, 21)
Class Presentations and workshop
Individual meetings

Week 14 (November 26, 28) THANKSGIVING BREAK

Week 15 (December 3, 5)
Individual Meetings

December 9: Final Paper due on D2L

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.
This section of this course will cover all five PLOs at the introductory level.

**Student Learning Outcomes:**
The more specific outcomes for this particular course are as follows:

1. Students will be able to assess the role of the historian in society, including that in education, museums, libraries, archives, government agencies, historic sites, etc.

2. Students will complete a project in which they analyze the role historians have played in a contemporary political, social or cultural debate. Students will demonstrate knowledge of the issues raised in the debate, the value of historical perspective in analyzing contemporary issues, and the relationship between historians and the public.

3. Students will complete an assignment in which they apply historical thinking to specific events in the past. Students will demonstrate proficiency in the description of events/phenomena, analysis of historical context, analysis of multiple perspectives, and evaluation of change over time.

4. Students will complete an annotated bibliography which will demonstrate their proficiencies in the following areas: identification of relevant sources, use of appropriate databases and other means of locating relevant sources, ability to distinguish between primary and secondary sources, ability to analyze sources for bias, reliability and relevance.

5. Students will write a research paper with an interpretive thesis. Students will demonstrate their proficiencies in the following areas: thesis definition, structure and organization, interpretation of evidence (both primary and secondary sources), clarity and general writing skills, citation and documentation using the most recent edition of the *Chicago Manual of Style.*

**Policies and Procedures**

HIS 210 (The Craft of History) is an introduction to the historical profession, with an emphasis on training in research methods, writing, historiography, and historical analysis. The course also familiarizes students with potential career paths for historians. It is required for all undergraduate history majors. The course meets for 150 minutes each week for 15 weeks, and time is also scheduled for a 2-hour final examination. Students typically have weekly reading assignments from books and articles on historiography/the historical method and different approaches to historical research/writing. In addition, students are required to complete out-of-class writing exercises designed to give them practice in research and historical analysis that they later put to use in HIS 470 (Senior Seminar) to produce a substantial research project in history. They typically give in-class presentations on their work as well. Course instructors are required to hold regular
scheduled office hours to make themselves available to consult with students as needed. Combined, doing the required reading, completing the out-of-class writing exercises, preparing for the in-class presentations, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom.

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (Semester Grades Policy, A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as
early as possible in the semester. Once verified, ODS will notify the course
instructor and outline the accommodation and/or auxiliary aids to be
provided. Failure to request services in a timely manner may delay your
accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the
class or the ability of other students to learn from the instructional program.
Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the
learning environment may be asked to leave class and may be subject to judicial,
academic or other penalties. The instructor will have full discretion over what
behavior is deemed appropriate/inappropriate in the classroom. All cell phones
must be turned off or put on silent or vibrate mode. Students are not to use their
cell phones to text during class sessions.