Dr. Aryendra Chakravartty
Department of History
Liberal Arts North 355

Office Hours: Wednesday 10:30 – 12:30
Thursday 12:30 – 3:30
I am also available by appointment

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
Linda Colley, The Ordeal of Elizabeth Marsh: A Woman in World History [9780385721493]
Kate Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations. [ISBN 9780226430577]
*Additional reading will be posted on the course website D2L.

POLICIES AND PROCEDURES

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

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/.

Attendance
You are expected to attend all lectures and participate in class discussions and in-class assignments. Irregular attendance will preclude the student from performing well in the course.
All assignments are due on the day mentioned in the syllabus.

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.

**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 any in-class quizzes and assignments.

Attendance (5%): Attendance is mandatory in this class as the course is styled as a seminar where you are expected to actively engage with the topic of the class and contribute to furthering the topic under discussion. I will take daily attendance.

Book Response (20%): There will be one book response (4-5 pages) assignment for this course. The papers will be based on the book by Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History*. I will discuss the format of this paper in greater detail in class.

Research Project (65%): 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.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>In-class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Book Response</td>
<td>20%</td>
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<tr>
<td>Research Project:</td>
<td>65%</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
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<tr>
<td>Source Report</td>
<td>10%</td>
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<tr>
<td>First Completed Draft</td>
<td>10%</td>
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<tr>
<td>Class Presentation</td>
<td>10%</td>
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<tr>
<td>Paper Workshop</td>
<td>5%</td>
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<tr>
<td>Final Revised Paper</td>
<td>15%</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>0-59</td>
<td>F</td>
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No alternate (or "make-up") quizzes/exams will be offered. You must contact me prior to any excusable absence (medical, sport-related, etc.). Alternate and make-up assignments/quizzes will only be given for prior excused absences or in case of emergencies that prevent you from completing an assignment on the assigned day. You will not be allowed to make-up for a missed assignment unless you provide me with appropriate documentation verifying your absence. 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.

**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*.

**TENTATIVE COURSE OUTLINE WITH ASSIGNED READINGS**

**Week 1**

<table>
<thead>
<tr>
<th>Tuesday, January 22</th>
<th>Course Introduction</th>
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<tbody>
<tr>
<td>Thursday, January 24</td>
<td><em>Akira Kurosawa: Rashomon</em> (1950)</td>
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**Week 2**

<table>
<thead>
<tr>
<th>Tuesday, January 29</th>
<th><em>Akira Kurosawa: Rashomon</em> (1950)</th>
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<tbody>
<tr>
<td>Thursday, January 31</td>
<td>What is History?</td>
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<tr>
<td>Reading:</td>
<td><em>Tosh, Chapter 1</em></td>
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</tbody>
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**Week 3**

<table>
<thead>
<tr>
<th>Tuesday, February 5</th>
<th>Primary Sources</th>
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<tbody>
<tr>
<td>Reading:</td>
<td><em>Tosh, Chapter 4</em></td>
</tr>
<tr>
<td>Thursday, February 7</td>
<td>Understanding the Sources.</td>
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<tr>
<td>Reading:</td>
<td><em>Tosh, Chapter 5</em></td>
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**Week 4**

<table>
<thead>
<tr>
<th>Tuesday, February 12</th>
<th>The Archives</th>
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<td><em>ETRC</em></td>
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Thursday, February 14
Formulating a Research Topic.
Research: How to look for sources?
The Internet and the Library.

**Week 5**

Tuesday, February 19
History Writing: Topic and Thesis

Thursday, February 21
Annotated Bibliography

**Draft Title and Thesis Statement Due Friday, February 22 by 5 pm.**

**Week 6**

Tuesday, February 26
Organizing and Putting *it* Together I.

Thursday, February 28
Life in the 18th Century: Embodying the Global
Reading:
*Linda Colley, The Ordeal of Elizabeth Marsh: A Woman in World History*

** Response Paper Due in D2L by Thursday, February 28 by 10 pm. **

**Week 7**

Tuesday, March 5
Interpreting the Past
Reading:
*Tosh, Chapter 6*

Thursday, March 7
Uses of History
Reading:
*Tosh, Chapter 2*

** Annotated Bibliography Due, Friday, March 8 by 5 pm. **

**Week 8**

Tuesday, March 12
Nature of the Field.
Reading:
*Tosh, Chapter 3*

Thursday, March 14
Limits of Historical Knowledge.
Reading:
*Tosh, Chapter 7*

** Source Report Due, Friday, March 15 by 5 pm. **
**Week 9**
March 16-March 24  
**No Class: Spring Break**

**Week 10**

Tuesday, March 26  
Reading: Cultural History  
*Tosh, Chapter 9*

Thursday, March 28  
Reading: Gender and Postcolonial History  
*Tosh, Chapter 10*

**Week 11**

Tuesday, April 2  
Historians and Public Debate

Thursday, April 4  
Careers in History

**Week 12**

Tuesday, April 9  
Library Day

**First Completed Draft of Research Paper Due, Wednesday, April 10 by 5 p.m.**

Thursday, April 11  
The AHA, Job Market

**Week 13**

Tuesday, April 16  
Paper Workshop

Thursday, April 18  
**Easter Holidays (No Class)**

**Week 14**

Tuesday, April 23  
Paper Presentation

Thursday, April 25  
Paper Presentation
**Week 15**

Tuesday, April 30  Paper Presentation

Thursday, May 2  Paper Presentation

**Week 16**

Tuesday, May 7  Individual Meetings

Thursday, May 9  Individual Meetings

**Week 17**

Tuesday, May 14  **Final Paper Due in D2L at noon**