This Senior Thesis in History will incorporate a series of readings related to cultural history/studies, generally, and the role of music, specifically. Through meetings and papers, this course will provide for an understanding of the contours of cultural history and the ways in which various writers and scholars have grappled with the thorny issue of music and its meaning(s). Overall, this course is designed to refine the research and writing skills of undergraduate history majors, giving them the opportunity to complete a research project based on the use of primary documents.

Assignments and Grades:
1. Readings/Responses 30%
2. Participation 10%
3. Research Paper 60%

Book List (subject to change)
Lawrence/Butters, Jr., Beyond Blaxploitation
Sims, Women of Blaxploitation
Wesley, It's Always Loud in the Balcony
Gillespie, Film Blackness
Bogle, Toms, Coons, Mulattoes, and Mammys

Calendar
5/24: Meeting One
5/31: Meeting Two
6/7: Meeting Three
6/14: Meeting Four
6/21: Meeting Five

Response Due Dates: TBD
Research Paper Due Date: TBD
Course Responsibilities:
You are responsible for all registration deadlines. All of the assignments are required. To pass this class you must complete and turn in all of the assignments. Also, course schedules occasionally change and all major changes will be announced on D2L. All work must be submitted by the due date. Late work will incur a ten-point penalty for each day past the due date.

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. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify, and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the Chicago Manual of Style.

Student Learning Outcomes:
The more specific Student Learning Outcomes (SLOs) for this particular course are listed below:
1. In this senior-level capstone class, students will incorporate all of the skills learned in earlier history classes to create a primary-source-defined project that connects to the breadth of historical inquiry.
2. Students will complete writing projects of various lengths that relate to the analysis of historical context, the analysis of multiple perspectives, and the evaluation of change over time.
3. Students will write essays that compare and contrast as well as synthesize other historical works.
4. Students will build a podcast that offers an interpretive thesis. This assignment will measure proficiencies in the following areas: thesis definition, structure and organization, interpretation of evidence, clarity and general organizational skills, and citation and documentation.

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://http://www.sfasu.edu/policies/academic_integrity.asp.

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/.

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.