**Syllabus / Course Outline Template**

*This template has been made in keeping with the HEC and FCC policies and incorporates the options for remote instruction. This will help you in [organizing your course plan](https://docs.google.com/document/d/1aSAgK-1a4kfXB3HjAQKrC-TtKoUiYqXCJnNQNvXShyU/edit)/ outline.*

***NOTE****: This template is meant to provide an exhaustive framework for developing a syllabus that you can share with students; different faculty may opt to focus on (or remove) different sections in this template.*

*Please feel free to modify it for your own use.*

***Instructions:***:

*Pl download this template as a Word doc or copy-paste it into your google drive for your use. This is a master copy and can be edited only by CLT.*

***A link to this word doc is also posted on the top bar of your Moodle account***

|  |  |  |
| --- | --- | --- |
| **Course Name: Research Methodology** | | |
| **Course Code:** **400** | **Course Type (elective, major)** | **Course Credits: 3 CH** |
| **Class Timings: 9:30-10:45 am**  **Class Room: E- 039** | **Section: A** | **Student Meeting Hours/ Office Hours:**  Office Hours: Monday, 3-4pm, Wednesday, 3-4 pm and by Appointment  **Office: E-037** |
| **Instructor Name:** **Dr. Sikandar Hayat (Distinguished Professor of History and Public Policy)** | | |
| **A Note from the Instructor:**  Pre-requisite: HIST 201  **Ethics and Integrity:**  Academic integrity is integral to learning, research, indeed scholarship. Students are expected to be honest in their pursuits and to maintain high standard of personal and professional conduct. Its Violation includes, but is not limited to, plagiarism, cheating on others’ work, collusion, and manipulation and distortion of source material. | | |
| **Instructor Contact Details**  Email: sikandarhayat@fccollege.edu.pk | | |
| **TA Name and Contact Details (if applicable):**  Name: Email:  Other: Office Hours:  Guidelines for contacting TA/s: | | |
| **Course Description**:  This course is a follow-up on a pre-requisite course— Hist.201 (Research Methods). It is designed to help students learn **historical research and historiography.** It will cover main historiography theories, traditions, and debates, both in the West and in Pakistan. The idea is to help the students understand history, history–writing, and the necessary research methods for the purpose. The course will concentrate upon two critical areas of research, **Thesis Statement** and the **Literature Review**, followed by the necessary steps to write **a good history paper.** The course will end with **ethics** in research. Turabian style and form will be used for **Citations.** | | |
| **Main Mode of Instruction:** *(Moodle, Zoom, MS teams, etc.)*  **Technology Requirements** *(What do students need to know or do, in order to engage with your course activities?)*  **Technology Etiquettes** *(What do you define as appropriate or inappropriate engagement with technology in your course? For example, see [here](https://docs.google.com/document/d/121V-o4JeSKcvWPWoJcNMEfruRsvxqYOvIuKtLbvgAfM/edit).)*  **Considerations for Students with Limited Internet/Technology Access:** | | |
| **Lab Resources (if relevant):** | | |
| **[OPTIONAL]: Program Objectives Addressed** (which goals of the academic program/department does this course address?) | | |
| **Course Objectives or [Student Learning Outcomes](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit) (SLOs)**  *What will your students be able to do as a result of this course that they could not do (or do as well) before? What purpose does this course and its material serve? Are there discipline-specific objectives, larger metacognitive goals, or both?*   1. To familiarize students with history and processes of social research. 2. To familiarize students with the state of Historiography, its main issues, concerns, and debates. 3. To familiarize students with the state of Historiography in Pakistan. 4. To familiarize students with the issues of ethics in research. | | |

**Course Content, Learning Material & Activities Schedule**

(Please modify as needed)

The schedule is tentative because it is not possible to anticipate exactly how much time each topic will require.

**Schedule of classes and Required Readings:**

**Week-1: Introduction to the Course:**

Instructor

**Week-2: The Evolution of Research Methods:**

* Marja Alastalo, ‘The History of Social Research Methods’, in *Social Research Methods*, eds., Pretti Alauutrai, Leonard Bickman, Julia Brannen (Los Angeles: SAGE, 2008), 26-41.

**Week-3: Qualitative Research:**

* David E.McNabb, *Research Methods in Public Administration and Nonprofit Management*, 2nd ed.(Almoak, New York : M.E.Sharpe, 2008), Ch.22,

‘Introduction to Qualitative Research’, 273-86.

**Week 4: Historical Research**

* Jovita Junilla, ‘Historical Research: A Qualitative Research Method’, pdf. Academia.edu

**Week-5: Data Collection:**

* Loraine Blaxter, Christina Hughes, and Malcolm Tight, *How to Research* (New Delhi: Viva Books, 1999), Ch.6, ‘Collecting Data’, 141-72.

**Week-6: The Growth and Development of History:**

* Richard J. Evan, *In Defense of History* (New York: W.W Norton & Co., 1999), Ch.1, ‘The History of History’, 13-37.

**Week-7: Historical Interpretation:**

* E.H Carr, *What is History?* (New York: Vintage, 1961), Ch1. ‘The Historian and His Facts’,1-24.

**Weeks-8: Historical Objectivity:**

* Josh Tosh, *The Pursuit of History* (London: Longman,1984), Ch 7, ‘The Limits of Historical Knowledge’,108-26.

**Week-9: Postmodern History and its Challenge to Modernist Historiography:**

* Evan, *In Defense of History,* Ch 8, ‘Objectivity and its Limits’, 193-220.

**Weeks-10-11: Pakistani Historiography:**

* Sharif al Mujahid, ‘History - the State of the Discipline: An Overview’, in *Challenges of History Writing in South Asia*, ed., Syed Jaffer Ahmed (Karachi: Pakistan Study Centre,2013),50-80.

**Week-12: Critical Elements of a Paper:**

* ‘Writing a Thesis and Making an Argument’. History. College of Liberal Arts and Sciences, University of Iowa. <https://clas.uiowa.edu/history/teaching-and-writing-center/guides/argumentation>
* ‘Literature Review Guidelines’. College of Arts and Sciences, History and American Studies University of Mary Washington.

<https://cas.umw.edu/historyamericanstudies/history-department-resources/historiography/literature-review-guidelines/>

**Week-13: Write Up! :**

* ‘Writing a Good History Paper’, Hamilton College. Hamilton.edu

**Week-14: Ethics and Research:**

* Lawrence F. Locke, Waneen Wyrick Spirduso, and Stephen J. Silverman, *Proposals that Work: A Guideline for Planning Dissertation and Grant Proposals,* 5th ed. (London: SAGE, 2007), Ch.2 ‘Doing the Right Thing: The Habit of Truth’, 25-40.

**Note: for citations, both Notes and Bibliography see,** Sikandar Hayat, ‘Research Methodology Manual’, Section-3, based on Kate L. Turabian (Revised by Wayne C. Booth, Gregory G. Colomb, Joseph Williams and the University of Chicago Press Editorial Staff), *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (Chicago: The University of Chicago Press, 2013), Chs. 16, ‘ Notes and Bibliography Style: The Basic Form” pp. 144-63; and Ch.17, ‘Notes and Bibliography Style: Citing Specific Types of Source’, pp. 164-215.

**Please Note**: *Schedule of Classes, if need be, may be adjusted/ re- adjusted to cover all the given topics.*

**Course Requirements:**

The students are required to attend classes regularly. **70% attendance is mandatory.** Students must have read the assigned reading/s before attending the class. **10% marks are allocated to attendance and participation in classes**.

The students will be required to prepare **‘Research Proposal’**, with all its essential components as suggested by the Instructor in the classroom, on a topic approved by him. This proposal will carry 50% marks, and will be due one week before the end of the semester. There will be no extensions or exceptions.

In addition, A **Historiographic Essay** on a subject of your choice, covering three (3) books will carry 30% marks.

There will be a **Quiz** too on the citation of sources (Turabian Style, as given in the Research Methodology Manual) and will have a weightage of 10 marks. Final grade will be a cumulative grade.

**Percentages of the Assignments/ Exams**

|  |  |
| --- | --- |
| Attendance and Participation | 10% |
| Research Proposal (on an approved topic) | 50% |
| Historiographic Essay | 30% |
| Notes and Bibliography Quiz | 10% |
| Total | 100 % |

**Note:** Final Grade will be a total of the marks obtained in the essay, two exams, and the attendance.

### **[OPTIONAL] Missed Assignments/ Make-Ups/ Extra Credit**

- *Add relevant policies here, if applicable.*

**Attendance Policy:**

-University policy 70% attendance is mandatory. But, then, of course, you also get credit for attendance, as indicated above, in the course requirements.

**Classroom Participation:**

-*Describe the function of classroom participation within the course as well as your expectations for how students should participate. Explain whether participation is required and how it will be assessed.*

**Grade Determination & Course Assessment as per FCC Policy:**

*- Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work.*

*- Indicate your policy on late work, missed exams, and regrading.*

You will be expected to submit in time. Mid and Final Exams will follow the university schedule. There will Not a repeat of the Final Exam.

**Grading Legend**

Below is the grading legend of FCCU (published in all catalogs and available on the FCCU website) as approved by the Academic Council

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Point Value** | **Numerical Value** | **Meaning** |
| A | 4.00 | 93-100 | Superior |
| A- | 3.70 | 90-92 |
| B+ | 3.30 | 87-89 | Good |
| B | 3.00 | 83-86 |
| B- | 2.70 | 80-82 |
| C+ | 2.30 | 77-79 | Satisfactory |
| C | 2.00 | 73-76 |
| C- | 1.70 | 70-72 |
| D+ | 1.30 | 67-69 | Passing |
| D | 1.00 | 60-66 |
| F | 0.00 | 59 or below | Failing |

**Student Conduct & Other Issues:**

*- Consider including ground rules for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive.*

- If any student faces any issues or has any concerns regarding the classroom climate and interactions, please feel free to contact VR office \_\_\_ [gloriacalib@fccollege.edu.pk](mailto:gloriacalib@fccollege.edu.pk)

**Changes to the Syllabus:**

This syllabus was designed to convey course information and requirements as accurately as possible. It is important to note however that it **may** be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for your benefit and you will be notified of them as soon as possible.

**Student Support Services**

[Student Counseling Services](https://www.fccollege.edu.pk/ccc/campus-counseling-center/). Students can contact the [Campus Counseling Center](https://www.fccollege.edu.pk/ccc/campus-counseling-center/) at 0331-444-1518 or email

[ccc@fccollege.edu.pk](mailto:ccc@fccollege.edu.pk).

[Writing Center](https://www.fccollege.edu.pk/faculty-of-humanities/writing-center/)

[Mercy Health Center](https://www.fccollege.edu.pk/mercy-health-center/)

**Other Useful FCCU Policy Documents:**

[Sexual Harassment Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Doc1.pdf)

[Anti-Corruption Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Anti-corruption.pdf)

[Academic integrity](https://www.fccollege.edu.pk/policy-on-academic-integrity/)

[Plagiarism Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/FCCU-Plagiarism-Policy.pdf)

[Academic Calendar](https://www.fccollege.edu.pk/academic-calendar/)

**Additional Communication** for students that you might add to your course outline or email as below:

1. Honor FCC Core Values:

*I expect that you will strictly follow the core values of FCCU and put your entire effort to learn as per the course requirements, attend classes, read the textbook(s)/other assigned reading material and do the assignments in the stipulated time period*

1. Prior reading of the readings before the class.

**Developed by CLT (2020) from:**

<https://www.aascu.org/>

<https://blended.online.ucf.edu/>

[Syllabus Checklist](https://ctaar.rutgers.edu/teaching/syllabus/)

[How to Create a Syllabus](https://www.chronicle.com/article/how-to-create-a-syllabus/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1411850_nl_Academe-Today_date_20200804&cid=at&source=ams&sourceId=30292&cid2=gen_login_refresh)

**Note:**

Pl also see

<https://unitguides.mq.edu.au/> for additional options.

Macquarie University has all their syllabus online (called Unit Guides and are publicly viewable)

[Syllabus and How to Use It](https://docs.google.com/document/d/1aSAgK-1a4kfXB3HjAQKrC-TtKoUiYqXCJnNQNvXShyU/edit)

[Revisiting our Teaching Philosophies](https://magnapublications.lt.emlnk1.com/Prod/link-tracker?redirectUrl=&a=223603823&account=magnapublications%2Eactivehosted%2Ecom&email=bbDt3ZrXJIcVh6z9t3EAwYS0tfFqXVz6OXmDNY8o9M4%3D&s=cc4b746d17dc2d665d03cf6c6cb76213&i=2452A2739A23A77250) to establish your teaching philosophy

[Course Outline Template](https://www.yorku.ca/laps/faculty-staff/instructor-resources/going-digital/course-outline-templates/)s for more clarity if required- modify for FCCU requirements

[QM Remote Instruction Checklist](https://docs.google.com/document/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxnq3D2hlxiUZrzwVRj94MGPVDvY9exqxiSgOkuhKxkexPSxb12cb3QNqDTWSIc/pub) will help you rethink all options irrespective of the mode of instruction

Please also consider [High Impact Practices](https://www.aacu.org/node/4084) for your classes

**Updated on:** 20-07-2022