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CHST 219 – Decolonization: History through Film. Major Research Paper

See the Syllabus for due dates and policies.

Assignment requirements:

- Research four peer-reviewed academic sources to analyze if they support or challenge Gurinder Chadha's interpretation of decolonization on film, as presented in *The Viceroy's House* (2017).
- Prepare an original scholarly essay that presents and justifies your evaluation of the materials as you answer the assigned question.
- This assignment requires students to research sources that are NOT already standard course readings (as itemized in the module or posted on the course website).
- Attend the library research workshop and the writing workshops. Your attendance is mandatory at all sessions. Failure to attend any workshop merits a 25-mark "non-attendance" deduction from the final grade on your essay.

Essay topic and question:

Develop an original, evidence-based, scholarly essay that analyses the cinematic representations of decolonization in India, as portrayed by Gurinder Chadha in *The Viceroy's House* (2017). The question for this essay is:

- *Do the peer-reviewed secondary sources confirm or challenge Chadha's interpretation of this history of decolonization?*

Researching and Analysing the Sources:

Research four sources and develop an original essay to prove a significant argument based on your analysis of those sources. This assignment requires original research and analysis of secondary sources. Secondary sources are created after the event and authored by academics, filmmakers, artists, and other commentators. For this essay, your secondary sources must be published in **academic journals or books held in the TMU library collection**.

Sources that are not peer-reviewed, or are not available through the library, do not "count" toward the mandatory number of sources. Do NOT use newspaper articles, movie reviews, IMBD, blogs, Wikipedia, websites, etc. Use peer-reviewed sources from the library.

Use the Chicago Style Guide for footnotes and bibliography. Do not use APA or MLA in-text citations, as those style guides are not relevant for History papers. The grading rubric identifies penalties for failing to use the correct Style Guide. Use the LibGuide for the citation style guide, as published on the Library website <https://learn.library.ryerson.ca/citationhelp/chigaco>

Include a working URL from the library for each entry in your bibliography. Here is an example of the correct footnote and bibliographic entry for the film:

Footnote:

The Viceroy's House, directed by Gurinder Chadha (2017; Paris, France: MK2 Films), Streaming Video through Criterion Pictures.

Bibliography:

Chadha, Gurinder, director, *The Viceroy's House*. 2017; Paris, France; MK2 Films. Streaming Video through Criterion Pictures.

<https://catalogue.library.torontomu.ca/record=b3569958>

Or, <https://go.exlibris.link/Fr8Nczjh>

Developing your essay:

Three important resources to start your research are the HST 219 Library Research Guide <http://learn.library.ryerson.ca/decolonization>, the mandatory library research workshop, and the helpful materials at <http://library.ryerson.ca/guides/tutorials/>.

Communicate the results of your analysis in an informative, accurate, and interesting way. The On-line Writing Lab (OWL) at Purdue University provides useful reference materials. Consult the OWL at: <http://owl.english.purdue.edu/owl/resource/685/01/>

Connect with academic advising (for TMUIC students) at advising@torontomuic.ca for important resources to assist you in developing a scholarly research project.

Specifications for this essay:

- The essay is five pages in length, **plus** the mandatory footnotes and bibliography.
- The essay requires a formal introduction, a well-defined thesis, your original analysis of the required number of peer-reviewed sources, and a conclusion.
- Write this essay using an 11-point font, double-spaced text, with 1" (2.5 cm) margins. The page count does not include the bibliography, footnotes, or (optional) title page.
- Paraphrase the data from your sources as much as possible. Use direct quotations *sparingly* (with quotation marks and full citations) when it is not possible to succinctly convey the essential elements of the source in your own words. You must provide complete references – including specific page numbers – for all sources.
- Upload the final paper through the assignment drop box. *The essay is checked for plagiarism. Read the course policies on Academic Integrity on the syllabus and the University Policy.*

Grading for this Assignment

This essay is graded on the merits of your thesis and supporting arguments, the effectiveness of your answer to the assigned question, your research of relevant peer-reviewed evidence to support your thesis, critical analysis (as communicated in your paper), the correct use of critical apparatus (footnotes and bibliography), and the paper organisation and writing (including spelling, essay structure, writing syntax, etc.).

<p>“A” grade analytical essay: 80% to 100%. Excellent.</p>	<p>Historical Analysis: A superior attempt at researching, understanding, and analyzing the required number of sources. The author clearly engaged with the materials and provided critical and analytical insight. The analysis is meaningful and scholarly. The thesis is interesting and creative, and fully proven by supporting arguments. A sophisticated paper.</p> <ul style="list-style-type: none"> • Thesis and supporting arguments: excellent. • A complete and effective answer to the question. • Research and use of scholarly evidence: excellent. • Critical analysis and reasoning: excellent. • Critical apparatus (footnotes and bibliography): excellent. • Clarity of organization of this paper, writing style, spelling, grammar, and presentation: excellent.
<p>“B” grade analytical essay: 70% to 79%. Good to very good quality.</p>	<p>Historical Analysis: A good attempt at researching, understanding, and analyzing the required number of sources. The author engaged with the materials and provided reasonable critical and analytical insight. The author conveyed his/her thoughts and analysis in a meaningful manner. The thesis is interesting and proven by supporting arguments. An above average and competent paper for a lower liberal arts course.</p> <ul style="list-style-type: none"> • Thesis and supporting arguments: good to very good. • A very good to good answer to the question. • Research and use of scholarly evidence: good to very good. • Critical analysis and reasoning: good to very good. • Critical apparatus (footnotes and bibliography): good to very good. • Clarity of organization of this paper, writing style, spelling, grammar, and presentation: good to very good.
<p>“C” grade essay: 60% to 69% Satisfactory (fair to good) quality.</p>	<p>Historical Analysis: A fair to good attempt at researching, understanding, and analyzing the required number of sources. The author engaged with the materials and provided some critical and analytical insight.</p> <ul style="list-style-type: none"> • Thesis and supporting arguments: fair to good. • A fair to satisfactory answer to the question, although the overall response might be lacking. • Research and use of scholarly evidence: fair to good. Essays that do not research and analyse the required number of sources do not receive a mark above this grade.

	<ul style="list-style-type: none"> • Critical analysis and reasoning: fair to good. • Critical apparatus (footnotes and bibliography): fair to good. • Clarity of organization of this paper, writing style, spelling, grammar, and presentation: fair to good.
<p>“D”: 50% to 59% Marginal to poor quality.</p>	<p>Historical Analysis: A marginal attempt at researching, understanding, and/or presenting the required number of sources. This grade also applies to papers that offer a poor or marginal analysis, or the sources have not been interrogated in a balanced fashion, or the minimum numbers of sources have not been used, or the sources are irrelevant to the thesis.</p> <ul style="list-style-type: none"> • Thesis and supporting arguments: poor to marginal. • An incomplete or minimal answer to the question. This grade is also used when the essay fails to meet the minimum word count by 10% (or more). • Research and use of scholarly evidence: poor to marginal. This grade may be used for papers that contain a large number of lengthy quotations (or lengthy paraphrased passages), which is not analyzed in a scholarly manner. • Critical analysis and reasoning: poor to marginal. • Critical apparatus (footnotes and bibliography): poor to marginal. • Clarity of organization of this paper, writing style, spelling, grammar, and presentation: poor to marginal.
<p>“F” grade: 0% to 49%. Failure</p>	<p>A failing attempt at the assignment, or the student did not submit the assignment before the final date (see syllabus). Essays with plagiarized information or other forms of Academic Misconduct receive a grade of zero.</p>



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