



ICS 301 OnSite History and Culture (Fall 2013/Winter 2014)

Instructor

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Course Description

This course is an exclusive onSite option, involving the study of regional history and culture *in situ*.

Course Requirements

All assignments must be submitted in order to earn a passing grade in ICS 301. Time management will be important to completing your assignments by the various due dates. Assignments are due in three stages: 1) before you leave for your destination, 2) two months after you arrive at your destination, and 3) two months after your return to Canada. Assuming you have access to the Internet, much of your research can be done while you are abroad. All assignments must be posted in the appropriate locations on the Moodle course site, normally in Word format (unless it's a multi-media project). All sources must be properly cited in Chicago/Turabian Humanities format (footnotes or endnotes plus bibliography), as outlined in the ICS Style Guide, which is on the Moodle site.

Note on Historical Research

While it's important to understand your country from sociological or anthropological points of view, it is also important to gain a historical perspective. We are all shaped by our personal, family, and national histories, and understanding how your country/region came to be as it is today will help you appreciate why they think, act, and speak the way they do. Historical understanding enables us to become empathetic—to see things from someone else's point of view.

1. Mission History Fact Sheet

Due Date: Before you leave for your destination.

Value: 5% of your course grade.

Before you leave for your onSite experience, prepare a background report on the history of Christian missions in your country or region. Based on a minimum of 30 pages of reading from various sources (*Evangelical Dictionary of World Missions*, textbooks on missions and mission history, online reference material, and/or relevant journal articles), write a one-to-two page overview (or equivalent ... see below) of Christian missions in your country or region. Your overview should answer the basic factual questions: Who? What? Where? When? Why? and How? The formatting is up to you (essay style, presentation style, or even a PowerPoint with audio), but the final product must be free from errors and properly acknowledge your sources, normally through footnotes and a bibliography.

Please consult with me if you have any questions.

2. National/Regional History Book Review

Due Date: Before leaving for your onSite destination.

Value: 10% of your course grade.

Read the assigned history of your country or region listed on the Background Reading List. In a two or three page paper, explain 1) the main idea about the country or region that the author wants you to know through his/her book, 2) two to four of the most important events or issues that have shaped the country/region, and 3) one or several ways you see your country/region differently in light of its history. Please use specific examples from the book to support your points of view.

Please consult with me if you have any questions.

3. Public History Project

Due Date: No later than 60 days after your arrival at your onSite destination

Value: 10% of your course grade.

Visit one significant historical site and one museum. Spend at least three hours at each one. Then, in a two-to-four-page paper, answer the following questions: What were the subjects of the historical site and the museum you visited? What important questions or issues do they raise? In the case of the historic site, why do you think it was preserved or recognized as an historical site? In the case of the museum, what are the curators (who organized the exhibits) trying to get you to think or feel? How do the historical site and museum reinforce or challenge what you read in the history of your country or region?

Please consult with me if you have any questions, or want advice about what sites or museums to visit.

4. History Research Paper

Due Date: No later than one month following your return from your onSite destination.

Value: 25% of your course grade.

Choose an important historical question about your country or region to which you would like to find answers. This may be something sparked by your background reading or visits to historical sites or museums, or it may be a question raised in your mind by your early onSite experiences. These questions or issues might revolve around wars, colonial powers, significant changes in political geography or demographics, religious life, language issues, political systems, gender roles, family life, economy, culture, or any other aspect of the human experience.

Write a ten-page paper answering your historical question in a clear and organized fashion. Use at least six different sources, including scholarly monographs, any relevant primary sources that you have access to as well as the reference materials and articles available from the various historical databases available online through the Ambrose library:

- Academic Search Complete and JSTOR (academic journal articles)
- History Resource Center, Canadian Reference Centre, and World Book Advanced, (general and historical reference information, primary sources, periodical literature, etc.)
- Humanities International Complete and MasterFILE Fulltext Premier (academic journal articles and other periodicals, reference works, etc.)
- ATLA Religion Database with ATLASerials and ProQuest Religion (academic journal articles on religious subjects)

In order to learn more about the nature and purpose of writing a history paper, consult the writing guide produced by Patrick Rael of Bowdoin College: <http://academic.bowdoin.edu/WritingGuides>. Pay careful attention to the idea of using evidence to support an argument, and to the way that the organization of a paper reflects its argument. There is information in this guide about every aspect of researching and writing a history paper, and I would advise you to invest two to three hours perusing this writing guide.

All sources must be properly cited in Chicago/Turabian Humanities format (footnotes or endnotes plus bibliography), as outlined in the Style Guide, which is on the Moodle site.

Please consult with me if you have any questions.

Cultural Research

OnSite is an immersive experience. While background historical research can help you understand your country or region, nothing can replace the cultural education you will receive through your interactions with local people and your experiences in your adopted home. Your cultural log, formal interviews with members of your host culture, and scholarly research will all serve as the foundation for your ethnographic report.

5. Cultural Log

Due Date: No later than one week following your return from your onSite destination.

Value: 15% of your course grade.

Keep a regular log (a kind of running journal) of your encounters and experiences in your onSite culture. Add new stories or insights several times a week (it might be helpful to create a regular appointment for yourself to do this), from trips to the market or store, public events, life on the street, worship services, and local or wider travel. Cultural insights can come from everyday or extraordinary experiences (and not least, from your own cultural blunders!). When you record some cultural insight or other, note the time, place, and circumstances in which you learned the insight. Verify your observations with your mentor or through your own investigations. The goal of this assignment is to make sense of the way people live in your onSite culture—a kind of systematic development of your cultural expertise.

The formatting is up to you (journal style, topic based, etc.), but the final product must be free from errors, clearly identify the cultural insights you learned, and properly acknowledge any sources you use to verify your cultural insights, normally through footnotes and a bibliography.

Please consult with me if you have any questions.

6. Ethnographic Report

Due Date: No later than one month following your return from your onSite destination.

Value: 35% of your course grade.

Your cultural log records your own experiences in another culture, but more can be learned through interaction with members of your onSite culture. Consult some reference material about your host culture, and then conduct a series of interviews (at least one hour each) with at least five local people of varying ages, genders, and stations in life. (You may find it helpful to conduct more than one interview with one or more of these subjects, as your own understanding grows and new questions emerge.) Following your interviews, engage in some research based on scholarly monographs and academic journal articles. Compile the results into a thorough ethnographic report (roughly 20 pages), covering the following anthropological topics:

- Communication (verbal and non-verbal, differentiation in communication depending on age, status, gender etc.)
- Education system (formal, non-formal and informal education; processes for career choice)
- Expressive Culture (music, dance, art, or other expressive media; from nursery rhymes and home decoration to the performing arts and public architecture)
- Family System and Kinship (family structures, names for family roles, courtship and marriage, childbirth and child rearing, etc.)
- Leadership (political, religious, social, business)
- Life Cycle (stages of life, formal or informal initiations and transitions, status of different ages, etc.)

- Religion (beliefs, practices, rituals, freedom of belief or practice, demand for conformity/openness to diversity, relation of religion and politics, etc.)
- Social Control (definitions of proper behaviour, ways of learning social norms, consequences of nonconformity, formal legal systems, etc.)
- Social Groups (prevalence and importance of social groups; groups based on age, gender, education, trade or profession, hobbies, etc.)
- Values (primary cultural values and their impact on behaviour)

NOTE: Because this assignment involves interaction/interviews with human subjects (real people) you MUST have each person you interview sign the attached CONSENT FORM (which you may have to translate) in its simplified form (see the end) and make sure they understand the agreement this consent form puts in place.

Please consult with me if you have any questions.

Important Notes/Dates

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 15, 2013 (Fall semester) or Sunday, January 19, 2014 (winter semester). These courses will not appear on the student’s transcript.

Students may change the designation of any class from credit to audit, or drop out of the “audit” up to the “drop” date indicated above. After that date, the original status remains and the student is responsible for related fees.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (**withdraw**) – Tuesday, November 12, 2013 (Fall semester) or Friday, March 21, 2014 (Winter semester). A grade of “W” will appear on the student’s transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Grading: The available letters for course grades are as follows:

| Letter Grade | Description |
|--------------|--------------|
| A+ | |
| A | Excellent |
| A- | |
| B+ | |
| B | Good |
| B- | |
| C+ | |
| C | Satisfactory |

| | |
|----|--------------|
| C- | |
| D+ | |
| D | Minimal Pass |
| F | Failure |

Please note that final grades will be available on your student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are advised to retain this syllabus for their records.

Appendix #1

Onsite History and Culture – Background Reading List for History

| Country/Region | Book |
|-----------------------|---|
| Burkina Faso | <p>Englebert, Pierre. <i>Burkina Faso: unsteady statehood in West Africa</i>. Boulder, Colo.: Westview Press, 1996.</p> <p>For more information, see also McFarland, Daniel Miles. <i>Historical dictionary of Burkina Faso</i>. 2nd ed. Lanham, Md.: Scarecrow Press, 1998; and http://www.africa.upenn.edu/Country_Specific/Burkina.html</p> |
| Cambodia | Chandler, David. <i>A Short History of Cambodia</i> . 4 th ed. Boulder, Colo.: Westview Press, 2007. |
| China | <p>Roberts, J.A.G. <i>A Concise History of China</i>. Boston: Harvard University Press, 1999.</p> <p>or</p> <p>Morton, W. Scott, and Charlton M. Lewis. <i>China: Its History and Culture</i>. 4th ed. New York: McGraw-Hill, 2005.</p> <p>or</p> <p>Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. New ed. Cambridge: Cambridge University Press, 1999.</p> |
| Ecuador | Chasteen, John. <i>Born in Blood and Fire: A Concise History of Latin America</i> . 2 nd ed. New York: W.W. Norton, 2005. |
| Egypt | Jankowski, James P. <i>Egypt: A Short History</i> . Oxford: Oneworld, 2000. |
| Indonesia | <p>Vicker, Adrian. <i>A History of Modern Indonesia</i>. Cambridge: Cambridge University Press, 2005.or</p> <p>Taylor, Jean Gelman. <i>Indonesia: Peoples and Histories</i>. New ed. New Haven: Yale University Press, 2004.or</p> <p>Brown, Colin. <i>A Short History of Indonesia: The Unlikely Nation?</i> Crows Nest, NSW: Allen & Unwin, 2003.</p> |
| Jamaica | Higman, B. W. <i>A Concise History of the Caribbean</i> . Cambridge: Cambridge University Press, 2010. |
| Limited Access Nation | See Miriam Charter for instructions |
| Mexico | Hamnett, Brian R. <i>A Concise History of Mexico</i> . 2 nd ed. Cambridge: Cambridge |

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| | University Press, 2006. |
| Pakistan | <p>Stacey, Vivienne. Focus on Pakistan (DS376.9 .S83 1969) appears to be dated, but might be helpful</p> <p>Ikram, S. M. (Sheikh Mohamad), 1908-1973. History of Muslim civilization in India and Pakistan : a political and cultural history / S.M. Ikr`am. 4th (DS427 .I57 1989)</p> <p>Christophe Jaffrelot (Editor); translated by Gillian Beaumont. A history of Pakistan and its origins. (DS382 .P2413 2002)</p> <p>Stephen Cohen, The idea of Pakistan [electronic resource] (DS376.9 INTERNET) This resources produced by the Brookings Institute so would be superbLarson, Warren Fredrick, Islamic Ideology and fundamentalism in Pakistan: climate for conversion to Christianity. (BP63 .P2 L37 1998)</p> <p>Zaminder, Variza Fazila-Yacoobal, The long partition and the making of modern South Asia[electronic resource] (DS480.842 INTERNET</p> <p>Noman, Omar. Pakistan : a political and economic history since 194 (JQ542 .N66 1990)</p> <p>Bennett Jones, Owen, Pakistan : eye of the storm. (DS382 .J66 2002)</p> <p>Wilber, Donald Newton. Pakistan, it's people, its society, its culture. (DS 379.W55 1964)</p> <p>Neill, Stephen. The Story of the Christian church in India and Pakistan. (BR1155 .N45 1970)</p> <p>Neill, Stephen. Under Three Flags (DS407 .N35 1954)</p> |
| Paraguay | Chasteen, John. <i>Born in Blood and Fire: A Concise History of Latin America</i> . 2 nd ed. New York: W.W. Norton, 2005. |
| Philippines | <p>De Morga, Antonio, E.H. Blair, and J.A. Robertson. <i>History of the Philippine Islands</i>. Vols. 1 and 2. Charleston, S.C.: Bibliobazaar, 2006. Or</p> <p>Arcilla, Jose S. <i>An Introduction to Philippine History</i>. 4th ed. Quezon City: Ateneo de Manila University Press, 1998.</p> |
| Poland | <p>Lukowski, Jerzy, and Hubert Zawadzki. <i>A Concise History of Poland</i>. 2nd ed. Cambridge: Cambridge University Press, 2006.</p> <p>Miriam is currently search for more recommendations for this study.</p> |
| Quebec | <p>Dickinson, John Alexander, and Brian Young. <i>A Short History of Quebec</i>. 3rd ed. Montreal: McGill-Queen's University Press, 2003.</p> <p>Glenn Smith, <i>The Protestant Church in Quebec since 1960</i> (BR 575.Q4 S 57 1999)</p> <p>Robert Bothwell, <i>Canada and Quebec One Country/Two Histories</i> (FC 144.B66 1998)</p> <p>Jason Zuidema, <i>French-speaking Protestants in Canada: Historical Essays</i> (BR 575.Q3 H57 2011) edited by Jason Zuidema (includes an essay by Glenn Smith AND one by Glenn Scorgie)</p> <p>Glenn Smith, Wesley Peach and Richard Loughheed, <i>Histoire du Protestantism au Quebec Depuis 1960</i> (BR 575.Q3 L68 1999)</p> |

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| Spain | <p>Carr, Raymond. <i>Spain: A History</i>. New ed. New York: Oxford University Press, USA, 2001. or</p> <p>Barton, Simon. <i>A History of Spain</i>. New York: Palgrave Macmillan, 2004.</p> |
| Sweden | <p>Kent, Neil. <i>A Concise History of Sweden</i>. Cambridge: Cambridge University Press, 2008.</p> |
| Taiwan | <p>Manthorpe, Jonathan. <i>Forbidden Nation: A History of Taiwan</i>. New York: Palgrave Macmillan, 2008.</p> |
| Thailand | <p>Wyatt, David K. <i>Thailand: A Short History</i>. 2nd ed. New Haven: Yale University Press, 2003. or</p> <p>Baker, Chris. <i>A History of Thailand</i>. Cambridge: Cambridge University Press, 2005.</p> |
| Ukraine | <p>Subtelny, Orest. <i>Ukraine: A History</i>. 3rd ed. Toronto: University of Toronto Press, 2000. or</p> <p>Magosci, Paul Robert. <i>A History of Ukraine</i>. Seattle: University of Washington Press, 1996.</p> |

Appendix #2

ICS 301 onSite History and Culture (Fall 2013/Winter 2014) – Agreement between (Student Name)
_____ and Miriam Charter (professor of record)

| Name of Assignment | Description of Assignment – as explained in the Syllabus (be sure to read all the details in the syllabus) | Value of Assignment (% of grade) | Due Date in Syllabus in general terms | Specific commitment of date when you intend to submit the assignment |
|---|---|---|---|--|
| 1.Mission History Fact Sheet | Before you leave for your onSite experience, prepare a background report on the history of Christian missions in your country or region. Based on a minimum of 30 pages of reading from various sources (<i>Evangelical Dictionary of World Missions</i> , textbooks on missions and mission history, online reference material, and/or relevant journal articles), write a one-to-two page overview (or equivalent ... see below) of Christian missions in your country or region. Your overview should answer the basic factual questions: Who? What? Where? When? Why? and How? The formatting is up to you (essay style, presentation style, or even a PowerPoint with audio), but the final product must be free from errors and properly acknowledge your sources, normally through footnotes and a bibliography. | 5% | Before you leave for your onSite destination | |
| 2.National/Regional History Book Review | Read the assigned history of your country or region listed on the Background Reading List. In a two or three page paper, explain 1) the main idea about the country or region that the author wants you to know through his/her book, 2) two to four of the most important events or issues that have shaped the country/region, and 3) one or several ways you see your country/region differently in light of its history. Please use specific examples from the book to support your points of view. | 10% | Before leaving for your onSite destination | |
| 3.Public History Project | Visit one significant historical site and one museum. Spend at least three hours at each one. Then, in a two-to-four-page paper, answer the following questions: What were the subjects of the historical site and the museum you visited? What important questions or issues do they raise? In the case of the historic site, why do you think it was preserved or recognized as an historical site? In the case of the museum, what are the curators (who organized the exhibits) trying to get you to think or feel? How do the historical site and museum reinforce or challenge what you read in the history of your country or region? | 10% | No later than 60 days after your arrival at your onSite destination | |
| 4.History Research Paper | Choose an important historical question about your country or region to which you would like to find answers. This may be something sparked by your background reading or visits to historical sites or museums, or it may be a question raised in your mind by your early onSite experiences. These questions or issues might revolve around wars, colonial powers, significant changes in political geography or demographics, religious life, language issues, political systems, gender roles, family life, economy, culture, or any other aspect of the human experience. Write a ten-page paper answering your historical question in a clear and organized fashion. Use at least six different sources, including scholarly monographs, any relevant primary sources that you have access to as well as the reference materials and articles available from the various historical databases available online through the Ambrose library: SEE COMPLETE DETAILS IN SYLLABUS | 25% | No later than one month following your return from onSite destination | |
| 5.Cultural Log | Keep a regular log (a kind of running journal) of your encounters and experiences in your onSite culture. Add new stories or insights several times a week (it might be helpful to create a regular appointment for yourself to do this), from trips to the market or store, public events, life on the street, worship services, and local or wider travel. Cultural insights can come from everyday or extraordinary experiences (and not least, from your own cultural blunders!). When you record some cultural insight or other, note the time, place, and circumstances in which you learned the insight. Verify your observations with your mentor or through your | 15% | No later than one week following your return from your onSite | |

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|-------------------------------|---|-------------|--|--|
| | own investigations. The goal of this assignment is to make sense of the way people live in your onSite culture—a kind of systematic development of your cultural expertise. SEE COMPLETE DETAILS IN SYLLABUS | | destination | |
| 6. Ethnographic Report | Your cultural log records your own experiences in another culture, but more can be learned through interaction with members of your onSite culture. Consult some reference material about your host culture, and then conduct a series of interviews (at least one hour each) with at least five local people of varying ages, genders, and stations in life. (You may find it helpful to conduct more than one interview with one or more of these subjects, as your own understanding grows and new questions emerge.) Following your interviews, engage in some research based on scholarly monographs and academic journal articles. Compile the results into a thorough ethnographic report (roughly 20 pages), covering the following anthropological topics: SEE FURTHER DETAILS IN SYLLABUS | 35% | No later than one month following your return from onSite destination | |
| Total | | 100% | | |

Appendix #3

ICS 301 – (Possible) Interview Questions for Assignments #3 and #6

The nature of qualitative ethnographic research and the diversity of onSite fields both require a great deal of flexibility in the interview process. The following questions are thus starting points for conversations in which interviewees are welcome to raise additional topics they feel best describe their cultures.

Public History Project (Oral Tradition):

1. Can you please describe for me some of the oral traditions of your culture? What are the stories which have been handed down the generations?
2. What do these stories say to your people? Why are they still told?
3. What do they mean to you and those around you?

Ethnographic Study:

1. How do people communicate in your culture? How do verbal and non-verbal forms of communication take place? Are there differences in communication depending on age, status, gender etc.?
2. Please describe your educational system. How do formal, non-formal and informal education compare? How do young people make career choices?
3. What kinds of expressive culture (music, dance, art, etc.) are important in your culture? What kinds of songs do people teach their children? Why? Is there anything about your home decor that reflects your culture? How is your culture expressed in the public buildings in your community? Are there any public festivals people celebrate? How do these reflect your culture?
4. What are families like in your culture? Who does what in your families? Who makes decisions? Who manages the money? How do young people engage in courtship and marriage? What happens when children are born into the family? Is there a celebration? Who raises them?
5. Who are the leaders in your society (political, religious, social, business)? Are they respected? How do they lead?
6. Are there any formal or informal traditions to mark different stages of life? (birth, birthdays, coming of age, graduation, marriage, getting a job, retirement, death, etc.)
7. What are the religious beliefs, practices, or rituals in your culture? Is there freedom of belief or practice? To what extent is there a requirement to conform to a dominant religion? Is there much religious diversity? How do religion and politics relate to each other?

8. How does your culture define proper behaviour? How do young people learn what is appropriate or inappropriate? What happens when someone does something that is not approved of? Are there any laws that regulate social behaviour?
9. What are the important social groups in your culture? Are they groups based on age, gender, education, trade or profession, hobbies, etc.?
10. What ideas, things, or behaviours does your culture most value? Why?

Appendix #4

Consent Form

[Date]

Dear [Participant's Name]:

My name is [name] and I am a student the OnSite Program (Intercultural Studies) at Ambrose University College. This information consent letter, a copy of which has been given to you, outlines the details of research that I am conducting and what your participation entails. This research is for my course ICS 301 OnSite History and Culture (Professor Miriam Charter)

This research revolves around one of two topics: oral traditions or common cultural practices. With oral traditions, I am trying to understand how oral traditions in your culture shape the collective memory, create a sense of the past, and define individual and collective identity. In the case of common cultural practices, I am trying to understand how your culture functions, particularly with respect to communication, education, expressive culture, kinship, leadership, life cycle, religious belief and practice, and social control.

Participation in this study is completely voluntary and there are no known or anticipated risks to you as a participant in this study. The interview will be approximately 1-2 hours in length. You can decline to answer any of the interview questions if you so wish and, for that matter, terminate the interview at any time without penalty. Your data will be destroyed once my ICS 301 course is complete. Only I, my instructor (Miriam Charter), and the Ambrose onSite Director (Cyndy Ingram) will have access to the data, which will be stored on a password protected computer system or in a locked office. Your name will not appear in the written presentation of this study's findings (my course assignments); however, with your permission anonymous quotations may be used. In no way does your participation waive your legal rights in the event of research-related harm nor does your participation release the researcher, sponsor, or involved institutions from their legal and professional responsibilities.

If you have any questions about this study, or would like to discuss the study before reaching a decision to participate, please feel free to contact me at [insert phone number] or by email at [insert email]. Additionally, you may contact either my course instructor, Miriam Charter, at mcharter@ambrose.edu or 403-410-2000 (6930) or my local mentor, [insert name and contact information].

This project has been reviewed by, and received ethics clearance through the Research Ethics Board at Ambrose University College. Any comments or concerns about your participation in this study can be directed to Dr. Joel Thiessen, chair of the Research Ethics Board, at 403-410-2000 ext.2979 or email at jathiessen@ambrose.edu.

Please indicate below your willingness to participate in this study. Thank you in advance for your co-operation in this research.

Yours sincerely,

[Researcher's Name]

CONSENT FORM

I have read the information presented in the information letter about a study being conducted by **[Researcher's Name]** of the OnSite Program at Ambrose University College, under the supervision of Professor Miriam Charter. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and any additional details I wanted.

I am aware that I have the option of allowing my interview to be tape recorded to ensure an accurate recording of my responses.

I am also aware that excerpts from the interview may be included in planned written course papers on this study's findings, with the understanding that the quotations will be anonymous.

I was informed that I may withdraw my consent at any time without penalty by advising the researcher.

This project has been reviewed by, and received ethics clearance through the Research Ethics Board at Ambrose University College. I was informed that if I have any comments or concerns resulting from my participation in this study, I may contact Dr. Joel Thiessen, chair of the Research Ethics Board, at 403-410-2000 ext.2979 or email at jathiessen@ambrose.edu.

With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

YES NO

I agree to have my interview tape recorded.

YES NO

I agree to the use of anonymous quotations in the assignment that comes of this research.

YES NO

I have been made aware of the fact that in no way does my participation waive my legal rights in the event of research-related harm nor does my participation release the researcher, sponsor, or involved institutions from their legal and professional responsibilities.

YES NO

Participant Name: _____ (Please print)

Participant Signature: _____

Witness Name: _____ (Please print)

Witness Signature: _____

Date: _____

For informants who do not read, write or speak English sufficiently to understand the above, here is a simplified version of the consent form, often used in Research

Summary of the consent form

1. The researcher has an assignment to talk to people in your country, _____.
2. The researcher wants to learn about _____.
3. The researcher will write down some of my answers to remember what they are learning from me.
4. The researcher will write a report after our time together which will help in writing a paper for the professor on what he/she learned about _____.
5. I can choose for [**student**] not to use my real name in the reports on our conversations to the professor, if that is what I prefer.
6. The professor will read the reports. Personal information about me will be shared only with the professor in the reports the student writes. As already stated, if I prefer, such information will be shared anonymously.
7. If I want to know what the student writes in the reports, he/she will tell me, and allow me to read the reports.
8. If at any time I don't want to answer a question, I do not have to. If I want to stop the meetings, I can do so.
9. I can phone or e-mail the student, the professor of the class, or the head of the Ethics Board at any time.

Answer these questions and sign your name on the consent form if you agree to the letter and consent form.

Question: Do I agree to volunteer for these conversations? Yes _____ No _____

Question: Do I agree to let the student take notes on our conversation? Yes _____ No _____

Question: Do I understand that I have the choice of asking the student to quote me in the reports only without using my actual name? Yes _____ No _____

Question: I understand that if for any reason I am not happy about the conversations, because I am a volunteer, I have legal rights. Yes _____ No _____