



ICS 301 OnSite History and Culture (Fall 2012/Winter 2013)

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 Ambrose History 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 Ambrose History 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)

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 16, 2012 (Fall semester) or Sunday, January 20, 2013 (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**) – Monday, November 12, 2012 (Fall semester) or Friday, March 22, 2013 (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.

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	Roberts, J.A.G. <i>A Concise History of China</i> . Boston: Harvard University Press, 1999. or Morton, W. Scott, and Charlton M. Lewis. <i>China: Its History and Culture</i> . 4 th ed. New York: McGraw-Hill, 2005. or Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i> . New ed. Cambridge: Cambridge University Press, 1999.
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	Vicker, Adrian. <i>A History of Modern Indonesia</i> . Cambridge: Cambridge University Press, 2005. or Taylor, Jean Gelman. <i>Indonesia: Peoples and Histories</i> . New ed. New Haven: Yale University Press, 2004. or Brown, Colin. <i>A Short History of Indonesia: The Unlikely Nation?</i> Crows Nest, NSW: Allen & Unwin, 2003.
Jamaica	Higman, B. W. <i>A Concise History of the Caribbean</i> . Cambridge: Cambridge University Press, 2010.
Limited Access Nation	See Kyle Jantzen for instructions
Mexico	Hamnett, Brian R. <i>A Concise History of Mexico</i> . 2 nd ed. Cambridge: Cambridge University Press, 2006.
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	De Morga, Antonio, E.H. Blair, and J.A. Robertson. <i>History of the Philippine Islands</i> .

	<p>Vols. 1 and 2. Charleston, S.C.: Bibliobazaar, 2006.</p> <p>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	Lukowski, Jerzy, and Hubert Zawadzki. <i>A Concise History of Poland</i> . 2 nd ed. Cambridge: Cambridge University Press, 2006.
Quebec	Dickinson, John Alexander, and Brian Young. <i>A Short History of Quebec</i> . 3 rd ed. Montreal: McGill-Queen's University Press, 2003.
Spain	<p>Carr, Raymond. <i>Spain: A History</i>. New ed. New York: Oxford University Press, USA, 2001.</p> <p>or</p> <p>Barton, Simon. <i>A History of Spain</i>. New York: Palgrave Macmillan, 2004.</p>
Sweden	Kent, Neil. <i>A Concise History of Sweden</i> . Cambridge: Cambridge University Press, 2008.
Taiwan	Manthorpe, Jonathan. <i>Forbidden Nation: A History of Taiwan</i> . New York: Palgrave Macmillan, 2008.
Thailand	<p>Wyatt, David K. <i>Thailand: A Short History</i>. 2nd ed. New Haven: Yale University Press, 2003.</p> <p>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.</p> <p>or</p> <p>Magosci, Paul Robert. <i>A History of Ukraine</i>. Seattle: University of Washington Press, 1996.</p>