



AMBROSE

UNIVERSITY COLLEGE

ICS 301 OnSite History and Culture Summer 2010 – Summer 2011

Instructors

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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

You need to complete all the assignments in order to get a passing grade in this class. You will note that the due dates are different from what you are used to. One assignment (Mission History) is due before you leave. The very latest possible due date for the two main papers is one month after your onSite is over—note, there will be no extension of that date so you do not even need to request one—you can choose to submit late papers but please see the late policy. However, we strongly suggest that you set aside two-to-three hours every week on your day off, to work on these two assignments, and have them completed by the time you come back to Canada. From experience we know that when you return there are so many other things that calls for your attention that it is not easy to complete assignments at that time.

Also, please buy the book for history before you leave Canada since you are not likely to find it on location. All assignments should be posted in the appropriate locations in the Moodle course site.

1. Mission History (Emma Emgård) (3%)

- Read what Evangelical Dictionary of World Missions says about your nation. Read about ten pages about the background of Christian missions in your region (e.g. relevant chapter(s) in mission histories, critical biography of a key missionary leader, and journal article(s) on the spread of Christianity in your region). Consult with your professor concerning appropriate reading choices.
- Write a 250 words summary of the origins of Christianity and Protestant mission in your nation. Write clearly and succinctly.
- Due date: a week before you leave. **Note, there is no possible extension for this assignment.**
- Post this assignment to Moodle.

2. **Background History Paper: The History of Your Country/Region** (Kyle Jantzen) (15%)

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.

To that end, this background assignment has two components:

Book Review: As soon as possible, and **ideally before you leave** for your *onSite* experience, read the assigned history of your country/region (see 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.

Public History Paper: Early in your *onSite* experience, visit two recognized historical sites or museums. Spend at least three hours at each one. Then, in a **two to four-page paper**, address the following questions: What were the subjects of the historical sites or museums you visited? What important questions or issues do they raise? What are the people who designed or organized the historical sites or museums trying to get you to think about their country/region? (In other words, how do they want you to interpret or understand what you see?) Who is included and excluded (men, women, rich, poor, intellectuals, poor, ethnic majority, minorities, etc.) in these public representations of the past? How do the historical sites or museums either reinforce or challenge what you read in the history of your country/region?

Submit your background assignment as a single Word file to Kyle via the Moodle site.

This assignment is due no more than two months into your *onSite* experience.

3. **Historical Research Paper** (Kyle Jantzen) (30%)

In consultation with Kyle, choose an important historical question about your country/region to which you would like to find answers. This may be something sparked by your book review or your trips to museums and historical sites. Or, it may be a question raised in your mind by your early weeks or months of *onSite* experience. 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 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:

JSTOR, Academic Onefile, Academic Search Complete, and Academic Search Premier (academic journal articles)

History Research Center, Canadian Reference Centre, World Book Advanced, and the World History Collection (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 students are advised to invest two to three hours perusing this writing guide.

All sources must be properly cited in footnotes or endnotes, as outlined in the Ambrose History Style Guide, which is on the Moodle site.

Submit your historical research paper as a Word file to Kyle via the Moodle site.

This assignment is due no later than one month after your return from your *onSite* experience.

4. **Cultural Research** (Emma Emgård) (52%)

You will learn about the culture through the eyes of local people, additional reading, and from your experience in your adopted nation.

- There are three parts to this assignment: a Cultural Log, an in-depth interview, and a final ethnography/cultural research paper where you put it all together.
- Cultural Log (see notes from Team Dynamics).
 1. You should add insights a few times every week. Make sure you note dates and whom or where you got the information from. It is acceptable to include observations you have not yet verified, but clearly note this fact. When you talk to people and read, try to verify your observations. If after asking a few people and maybe reading about the issue your initial observation seems correct, you are likely to have learned a truth about the culture.
 2. Whenever you visit the market, the corner store, a place of worship, some form of entertainment, a park, attend a festival, talk to your neighbor, a taxi driver, people in the church, or anyone take note of any cultural issue you have observed or heard. Write them down and transfer them into your cultural log. You should have everyday experiences as well as any extraordinary ones. You are trying to make sense of the way people live their life in your host nation. It may help you to read the questions you had to answer for the visit to a temple/mosque in the Team Dynamics' class; you can use the questions and try to adapt them to going to the market, to a park etc.
 3. It is a good idea to include stories and direct quotes and maybe some of your own cultural blunders. This will help you remember "colorful" insights for your final write-up.
 4. Note that your log can be formatted however fits your purpose. However, it must be well organized and clearly show topics as well as sources.
- In-depth interview
 1. You will conduct five in-depth interviews with one local person. Each interview should be about 30 minutes long. If an interview is longer you still must have 5 separate interviews. You need to have at least one week in-between interviews. Preferably you will choose an older person who is knowledgeable about their own culture. Note that language will be an issue, so you may not be able to do this until after a few months, but do not wait too long.
 2. The purpose of the interviews is for you to see your host nation through the eyes of your interviewee. This will give you longitudinal insights, so that in the

end you do not just know the culture as it is 2010, but know something of how the past has shaped the people.

3. You received a handout with some more suggestions for questions to ask the person. Remember to start with the “grand tour” and then do more in-depth “mini tours”.
4. After each interview make sure you add to the cultural log as well as type up your interview notes. You will have written fast during the interview and may not be able to read or remember if you wait too long to type it up.
5. In addition to the interviews it is a good idea for you to spend a “Day in the life of Mr/Ms X” when you ask to “shadow” them for most of the day in whatever they do.
6. In an appendix to the ethnography you will include the names of the person you interview, dates and duration of each interview.

➤ Cultural Research Paper

1. You will also read about the culture. However, at some point you decide you have enough cultural information begin to write your paper. You must include insights about most Cultural Anthropology issues: Communication (verbal and non-verbal, differentiation in communication depending on age, status, gender etc.) Education system (include insights about formal, non-formal and informal education, include insights into how a person chooses their profession/career). Expressive Culture (nursery rhymes, architecture, entertainment, art, music, decoration of the home, etc.) Family System & Kinship (include the terms in the local language and any insight into relationship, choice of life partner). Leadership in the society (political-, religious-, school-, family-, business-, etc.) Life Cycle (different states in life, and any formal or informal initiations and transitions, choice of life partner, how do they choose, who are the influencers etc. Religion (different rituals, when the person realized that they believe or disagree with what religion their parents adhere to, relation between being a citizen of the nation and a follower of the national religion, insights about the excluded middle etc.) Social Control (what is proper behavior, how is it learned, and what are consequences of not acting properly, legal systems, etc.) Social Groups (what groups people belong to, and value put on being part of these groups) Values (what are the main values and how do they affect actions). It may help you to revisit your Cultural Anthropology book. **Note**, you should also interact with (not just quote or reference) a few academic articles or books about your host nation.
2. Analysis: this will be ongoing during your time abroad. Look at your cultural log and ponder what you are learning about being Malaysian, or Pole. Look at all the data you have collected and ask, “What does this mean?” “What is the big picture?” “What have I learned about how these people make sense of their lives—what is their world view?”, then you begin to write your paper. The paper is a narrative, an ethnography, it will have multiple references to your own experiences and insights. However, all your information must be verified, not just by your own experience but also from you reading and insights from people you have met as well as the in-depth interview. The final product is a narrative you should be able to give to someone who is interested in moving to your host nation, and who wants to know what to expect and what they must know in order to be able to fit in.

- Grading: For the cultural narrative you will be graded mainly on the quality of cultural insight and information, but also on readability and the quality of your write up: flow, grammar, and organization, creative additions (pictures, maps, drawings etc). Follow MLA format. For the cultural log you will only be graded on depth and number of insight, not format or grammar. You will have approximately 20 pages.
- Due date: **This assignment, both the narrative and the culture log is due** (post on Moodle to Emma) **no later than one month after your return from your *onSite* experience**

Late Policy

◆ Missions History

- Due date: 1 week before onSite
- No extension possible, if later than 1 week you will receive 0 points.

◆ History Background Paper

- Due date: 2 months into onSite (OR if you do a 5 week intensive language study, due date 2 months after language study is completed)
- Extension w. penalty is possible.
 - 1 extra month 10% deduction of assignment grade

◆ History Paper and Life Story

- Due date: 1 month after onSite
- Extension w. penalty is possible.
 - 10 days 10% deduction of course grade
 - 20 days 20% deduction of course grade
 - 30 days 30% deduction of course grade

Course Grade

Assignment	Percentage	Grader
Missions History	3	E. Emgård
History Background Paper	15	K. Jantzen
History Paper	30	K. Jantzen
Life Story	52	E. Emgård
Total	100	

<u>Letter Grade</u>	<u>Description</u>	<u>Percentage</u>
A+		95-100
A	Excellent	90-94
A-		85-90
B+		80-84
B	Good	76-79
B-		72-75
C+		68-71
C	Satisfactory	64-67
C-		60-63
D+		56-59
D	Minimal Pass	50-55
F	Failure	below 50

Important Notes

It is the responsibility of all students to become familiar with and adhere to academic policies of as are 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.ca.

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. 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.

Students are advised to retain this syllabus for their records.

Onsite History and Culture – Background Reading List for History

Country/Region	Book
Burkina Faso	Englebert, Pierre. <i>Burkina Faso: unsteady statehood in West Africa</i> . Boulder, Colo.: Westview Press, 1996. For more information, see also McFarland, Daniel Miles. <i>Historical dictionary of Burkina Faso</i> . 2 nd ed. Lanham, Md.: Scarecrow Press, 1998; and http://www.africa.upenn.edu/Country_Specific/Burkina.html
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.
Kuwait	See Kyle Jantzen for instructions
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.
Philippines	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 Arcilla, Jose S. <i>An Introduction to Philippine History</i> . 4 th ed. Quezon City: Ateneo de Manila University Press, 1998.
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</i>

	<i>Quebec</i> . 3 rd ed. Montreal: McGill-Queen's University Press, 2003.
Spain	Carr, Raymond. <i>Spain: A History</i> . New ed. New York: Oxford University Press, USA, 2001. or Barton, Simon. <i>A History of Spain</i> . New York: Palgrave Macmillan, 2004.
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	Wyatt, David K. <i>Thailand: A Short History</i> . 2 nd ed. New Haven: Yale University Press, 2003. or Baker, Chris. <i>A History of Thailand</i> . Cambridge: Cambridge University Press, 2005.
Ukraine	Subtelny, Orest. <i>Ukraine: A History</i> . 3 rd ed. Toronto: University of Toronto Press, 2000. or Magosci, Paul Robert. <i>A History of Ukraine</i> . Seattle: University of Washington Press, 1996.