

Class Information		Instructor Information		First day of classes:	NA
Days:	During onSite	Instructor:	Miriam Charter, PhD	Last day to add/ drop/change to audit:	NA
Time:	NA	Email:	mcharter@ambrose.edu	Last day to request revised exam:	NA
Room:	NA	Phone:	403-410-2000 (6932)	Last day to withdraw from course:	NA
Lab/Tut:	NA	Office:		Last day to apply for time extension for coursework:	NA
		Office Hrs:		Last day of classes:	NA

Textbooks: NA

Course Description:

Study of regional history and culture for student in the onSite program.

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.

Details of Requirements:

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, using at least two of the books 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 (2 months) 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?

Other interview questions can be found in Appendix 3.

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 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.

NOTE: It would be advisable to consult with the professor as to the CHOICE you have made for the important HISTORICAL QUESTION about which you have decided to frame the paper.

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.

Note: This is not a “personal” journal on your growth, spiritually, though that may be integrated with what you learn CULTURALLY. This is a “cultural” journal and should not be confused with your personal, devotional journal of your journey throughout onSite.

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.

Cultural Research – a note on your CULTURAL LOG

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.

6. Ethnographic Report

Due Date: No later than two months following your return from your onSite destination.

Value: 35% of your course grade.

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.

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)

Possible interview questions can be found in Appendix 3.

Please consult with me if you have any questions.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Appendix #1

Appendix #1

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.
Cameroon	A.H. Roseberry. <i>The Niger Vision</i> . BV 2595.C47. R67 1934 A.H. Roseberry. <i>The Soul of West Africa</i> . BV2595.C47.R67. 1947 Maranz, David E. <i>African friends and money matters : observations from Africa</i> . SIL International and International Museum of Cultures. 2001. Peace Corps – Go to their website and see if they have information on Cameroon.
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:

	<p>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> <p>One excellent new source in Ambrose Library (BR 1065.094 2014) that may be helpful is <i>The Oxford Handbook of Christianity in Asia</i> edited by Felix Wilfred.</p>
Tibet	<p>Anonymous. <i>An Overview of Missionary Work Among Tibetan Buddhists</i> (see Ambrose library) - A missions research paper by a former CTS student.</p> <p>Robert Ekvall, <i>Gateway to Tibet: The Kansu-Tibetan Border</i> (see Ambrose library) - A history of the C&MA's work among the Tibetan in western China.</p> <p>Robert Ekvall, <i>Fields on the Hoof: Nexus of Tibetan Nomadic Pastoralism</i> (USA: Holt, Rinehart and Winston, Inc., 1968.</p> <p>Tsering, Marku, <i>Sharing Christ in the Tibetan Buddhist World</i> - A practical manual for preparing people to work in this area of the world. Contains a small overview of mission history among Tibetans.</p> <p>Tsering Shakya, <i>The Dragon in the Land of Snows</i> - An unbiased history of the area and people</p> <p>One excellent new source in Ambrose Library (BR 1065.094 2014) that may be helpful is <i>The Oxford Handbook of Christianity in Asia</i> edited by Felix Wilfred.</p>
Ecuador	<p>Chasteen, John. <i>Born in Blood and Fire: A Concise History of Latin America</i>. 2nd ed. New York: W.W. Norton, 2005.</p>
Egypt	<p>Jankowski, James P. <i>Egypt: A Short History</i>. Oxford: Oneworld, 2000.</p>
Guinea	<p>http://www.jstor.org.ezproxy.acnuc.talonline.ca/stable/10.1086/ahr.110.4.975?&Search=yes&searchText=guinea&searchText=africa&searchText=west&list=hide&searchUri=%2Faction%2FdoAdvancedSearch%3Fq0%3Dguinea%2Bwest%2Bafrica%26f0%3Dall%26c1%3DAND%26q1%3D%26f1%3Dall%26acc%3Don%26wc%3Don%26fc%3Doff%26Search%3DSearch%26ar%3Don%26sd%3D%26ed%3D%26la%3D%26pt%3D%26isbn%3D%26dc.History%3DHistory&prevSearch=&item=5&ttl=534&returnArticleService=showFullText&resultItemClick=true</p> <p>A.H. Roseberry. <i>The Niger Vision</i>. BV 2595.C47. R67 1934</p> <p>A.H. Roseberry. <i>The Soul of West Africa</i>. BV2595.C47.R67. 1947</p> <p>Maranz, David E. <i>African friends and money matters : observations from Africa</i>. SIL International and International Museum of Cultures. 2001.</p> <p>Peace Corps – Google Peace Corps and go to their site for Guinea – a seasoned missionary in Guinea says this is rich in good information</p> <p>http://www.sim.ca/wherewegoc804.php?articleID=4632&iaCurrentCatID=1567</p>

	<p>This website might be helpful; be sure to distinguish Guinea from Guinea-Bissau, two different countries.</p> <p>http://books.google.ca/books?id=yaecVMhMWaEC&pg=PA486&lpg=PA486&dq=guinea+christianity+-papua+-bissau+-equatorial&source=bl&ots=fz3_PNpZxF&sig=97ePmccQaoy20gSMAkCj4cZBX6s&hl=en&sa=X&ei=2SFcU_yxMcLbyQGZ-YDICA&ved=0CGwQ6AEwBw#v=onepage&q&f=false</p>
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	<p>Higman, B. W. <i>A Concise History of the Caribbean</i>. Cambridge: Cambridge University Press, 2010.</p>
Japan	<p>Benedict, Ruth. <i>The Chrysanthemum and the Sword</i> (a very old ethnography but is still useful for these purposes).</p> <p>Lewis, David C. <i>The Unseen Face of Japan</i> by David C Lewis(looks at Japanese culture and Christianity from a perspective of world evangelism).</p> <p><i>Operation World</i> (useful for giving an overview of the country and spiritual state).</p> <p>Website: <i>The CIA World Factbook</i> also has useful general information about Japan as a country.</p> <p>Ayabe, Henry. <i>Step Inside: Japan Language, Culture, Mission</i></p> <p>Zielenziger, Michael. <i>Shutting Out the Sun</i></p> <p>One excellent new source in Ambrose Library (BR 1065.094 2014) that may be helpful is <i>The Oxford Handbook of Christianity in Asia</i> edited by Felix Wilfred.</p> <p>Search out other resources on your own.</p>
Limited Access Nation	<p>See Miriam Charter for instructions</p>
Mexico	<p>Hamnett, Brian R. <i>A Concise History of Mexico</i>. 2nd ed. Cambridge: Cambridge University Press, 2006.</p> <p>Emily-Edmonds-Poli and David Shirk.</p> <p>Oster, Patrick, <i>The Mexicans</i></p> <p>John Condon, <i>Good Neighbors</i> (Though this is a management book and secular, it is very applicable)</p> <p>Paz, Octavio. <i>The Labyrinth of Solitude</i>.</p> <p>Gonzalez and Gonzalez. <i>Christianity in Latin America</i> (This is a good book with applicable sections;</p>

	deals with the entire region rather than just Mexico, however Mexico is strongly highlighted)
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. Ikrām. 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 superLarson, Warren Fredrick, Islamic Ideology and fundamentalism in Pakistan: climate for conversion to Christianity. (BP63 .P2 L37 1998)</p> <p>Zaminder, Variza Fazila-Yacooal, 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. 2nd ed.</i> 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>
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	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. or</p> <p>Baker, Chris. <i>A History of Thailand</i>. Cambridge: Cambridge University Press, 2005.</p> <p>Several books which, IF you can find them, would be superb resources. You may want to write to your mentor and ask if she has any of these books – though it would be too late to write the two assignments which are due before you go. Some may be available if you do some good “sleuthing”:</p> <ol style="list-style-type: none"> a. Do’s and Don’ts in Thailand b. Culture Shock! Thailand (by Robert & Nanthapa Cooper) c. Working with the Thais (by Henry Holmes & Suchada Tangtongtavy) d. Thailand: A Survival Guide to Customs & Etiquette (by Robert Cooper & Nanthapa Cooper) <p><i>Siam Gold, The history of the church in Thailand</i> (One of the best books for church history of Thailand)</p> <p>Bradley, William L. <i>Siam Then, The Foreign Colony in Bangkok Before and After Anna</i> (DS569.B73)</p> <p>Look at the CMA Archives. One page is: http://www.cmalliance.org/resources/archives/alifepdf/AW-1930-03-08.pdf#search=%22Siam%22</p> <p>Go to cmalliance.org; look in resources to find the C&MA archives with more information. Look under the Alliance Magazine, narrowing her search to "Siam" and the 1920s-30s.</p> <p>Palasthira, Teddy Spha. <i>The Last Siamese</i> The Last Siamese, set in the late 1800s, an excellent resource on the History of Thailand.</p> <p>One excellent new source in Ambrose Library (BR 1065.094 2014) that may be helpful is <i>The Oxford Handbook of Christianity in Asia</i> edited by Felix Wilfred.</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

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 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	15%	No later than one week following your return from your onSite 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

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

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 (Andrea Kinloch) 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. Bernie VandeWalle, chair of the Research Ethics Board, at 403-410-2000, BVanDeWalle@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

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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 _____

The policies on Pages 15 and 16 have application primarily in classes taught on the Ambrose Campus. However, they would be well worth your reading in their entirety.

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

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.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required 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.

Extensions

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 deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

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 Registrar's Office

in writing and providing the basis for appeal 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. If the appeal is sustained, the fee will be refunded.

Academic Integrity

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 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 acknowledge 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 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.

Note: Students are strongly advised to retain this syllabus for their records.