

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter2018/Spring 2018</b>	
<b>ICS 301</b>	<b>onSite History and Culture</b>	<b>Prerequisite:</b>	<b>No</b>
		<b>Credits:</b>	<b>3</b>

Class Information		Instructor Information		Important Dates	
		<b>Instructor:</b>	Professor Singh	<b>First day of classes:</b>	Fri., Jan 4, 2018
		<b>Email:</b>	Jennifer.Singh@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun., Jan. 14, 2018
		<b>Phone:</b>	(403) 410 2000 ext. 6922	<b>Last day to request revised exam:</b>	Mon., Mar. 5, 2018
		<b>Office:</b>	A2050	<b>Last day to withdraw from course:</b>	Fri, Mar. 16, 2018
		<b>Office Hours:</b>	<u>Wednesday</u> 11:00am - 1:00pm <u>Friday</u> 11:00am - 2:00pm	<b>Last day to apply for coursework extension:</b>	Mon., Mar. 26, 2018
				<b>Last day of classes:</b>	Wed., April 11, 2018

### Course Description

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

### Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

1. **Understand** some of the major historical figures and events that have shaped the host culture of the onSite placement.
2. **Recognize** some of the distinctive factors of the host culture and the various ways in which the host culture is reflected in everyday life experiences.
3. **Develop** appropriate skills to form meaningful relationships with people from the host culture.
4. **Discern** how the beliefs, values, norms, and social practices of the host culture have helped to shape the contextualization of Christianity within the host culture.

## Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

## Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. There will be assignments given in this class where late submissions will not be accepted, and those assignments will be clearly indicated in this syllabus. For these assignments, the late policy will not apply and an automatic zero on the assignment will be given.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

## COURSE REQUIREMENTS

### 1. History Assignment

**DUE: MAY 1, 2018 (10% of final grade)**

In order to complete this assignment, students will need to visit a museum in their host culture that showcases some historical artifacts that represent the culture AND find an elder-figure within their host culture and hold a discussion with this person regarding the history of their host culture. Students will submit a 1000-word paper that details the following:

- A brief overview of at least 3 major historical events that have occurred in their host culture over the last 100 years.
- A profile of a 2 major historical figures that have helped to shape the culture of their host country. These historical figures can be from any era of history in the host culture.
- Three questions that the students asked of an elder-figure about their host culture (so, students must create three questions pertaining to historical events that they are curious about and document the answers that the elder-figure gave them)
- Describe three major cultural artifacts that are important to the people of their host culture that help to sustain the culture i.e. the picture of the Royal Family of Thailand that is found in every local business; the Lederhosen in Germany

### 2. Cultural Adjustment and Expectations Papers (2)

**FIRST PAPER DUE: AT THE END OF FOUR MONTHS IN THE HOST CULTURE**

**SECOND PAPER DUE: ONE MONTH AFTER RETURNING TO CANADA FROM INTERNSHIP**

**(30% of final grade total; each paper 15%)**

Students will produce two papers throughout the course of their internship that describes their process of cultural adjustment at that point: the challenges they have encountered with the culture (please discuss at least three major ones); unexpected surprises they have discovered about the culture; an assessment of the expectations they had of the host culture and how those measure up to their current lived experience; cultural insights they have gained from everyday life (e.g. visits to the café/market, life on the street, public events, traffic, etc.); and a profile of one new person they have met from their host culture that has helped in their adjustment to the host culture. These papers are meant to be reflective and should be between 1000 – 1500 words. The goal of this assignment is take a ‘temperature-read’ (twice within your internship – one at the midway point, and at the end) on how you are making sense of the way people live in your host culture.

**3. Film Assignment**

**DUE: JUNE 1, 2018 (15% of final grade)**

Students will review two films for this assignment that represent their host culture and answer the questions provided on the **Film Assignment Hand-Out**. Ideally, both of these films will have been produced in the host country. Since it is not expected that students will be fluent in the local language, it is advised that students search for films that have English subtitles and/or are able to watch the films with a local friend that can help to translate the main points of the film to the student. Students will be required to choose: 1) one comedic film and; 2) one serious film in order to complete this assignment. The word count for this assignment is 1000 – 1500 words, as it will take you a minimum of 1000 words to answer all of these questions and should not take you more than 1500 words.

**4. Intercultural Competence Surrounding Death and Dying Assignment**

**DUE: SEPTEMBER 1, 2018 (15% of final grade)**

Students will be required to connect with someone from within their host culture, and to have a conversation with that person regarding the practices, traditions, and rites that are associated with the dying and death of a loved one. The person selected cannot be an evangelical Christian, but can come represent another stream of the Christian tradition within your host culture i.e. Lutheran, Catholic, Orthodox, or any other kind of Protestant. For the student in Thailand, it is highly recommended that you choose a follower of Buddhism for this assignment. The person you have a conversation with must have a different worldview to your own (therefore not even a ‘cultural’ Christian) and does not necessarily need to be a devout follower of another religion/worldview i.e. they could be an atheist/ agnostic, Hindu, Muslim, Zoroastrian, Confucian, African or Indigenous traditional beliefs. For the purposes of this assignment, it is just important to have a conversation with someone who makes sense of the world, and particularly death, outside of an evangelical Christian worldview. Through this assignment, students may discover that they share more similarities than differences, regarding death, with those who hold a different worldview.

Students will hold a minimum of one conversation with a selected person from within their host culture, with an approved discussion guide (students must provide Professor Singh with a list of questions before interviewing someone in their host culture) and then write a 1500-word paper that answers the following thesis question:

*Based on my conversation with X, I will seek to answer the question of, if asked, how would I walk faithfully/be faithful presence to a family like X’s when dealing with dying and death in their family? The paper should then seek to first:*

- 1) Describe what dying/death looks like and means to the person you spoke to, with respect to specific rites, customs and/or traditions regarding death/dying that associated are with X's worldview (what will the community/family do, what activities will they participate in and/or abstain from when someone is approaching death and then has died)
- 2) Explain three new insights that you gained about your own understanding of dying and death as a result of this conversation
- 3) How does dying and death, as explained by the person you spoke to, differ from Canadian, evangelical culture – what practices, attitudes, and beliefs are different?
- 4) Outline three specific things that you would do, within your host culture, to exemplify 'a faithful presence' to X's family in the last days of a loved and in the immediate days following the loved one's death i.e. wake preparations, memorial and funeral planning etc.

## 5. Research Project

**DUE: SEPTEMBER 15, 2018 (30% of final mark)**

Students will spend their first few months being astute observers of their host culture and discovering areas of curiosity that they hold about various aspects of their host culture. Students should engage with local friends and their international teammates to discover areas of the culture that directly impact the effectiveness of the ministry settings they are serving within. Students can potentially look at areas such as: family structures and dynamics within their host cultures, the honour/shame dynamic (Thailand), the rapid secularization of society (Germany) or other aspects of the culture that the student thinks has a direct impact on the local ministry. Students will then work with Professor Singh to craft a research question at the end of the **fourth month of their internship** which will provide students with the opportunity to explore a specific issue in their host culture that the student has identified. This research project will require students to write a 2500-word paper that reflects data gathered from: three interviews with people from their host culture, one focus-group discussion with a group of local friends the student has made, various secondary sources that Professor Singh will help the student to locate in order to help answer the research question they have identified. Further instructions for this assignment will be provided by Professor Singh their four-month Skype meeting.

### Assessment Summary

<b>History Assignment</b>	<b>10%</b>
<b>Cultural Adjustment and Expectations Papers</b>	<b>30% (2 x 15%)</b>
<b>Film Assignment</b>	<b>15%</b>
<b>Intercultural Competence Surrounding Death Assignment</b>	<b>15%</b>
<b>Research Project</b>	<b>30%</b>

## Grading Summary

Letter Grade	Numerical Equivalents	Description
A+	95-100	Excellent
A	90-94	
A-	86-89	
B+	80-85	Good
B	76-79	
B-	73-75	
C+	70-72	Satisfactory
C	66-69	
C-	63-65	
D+	60-62	
D	55-59	Minimal Pass
D-	50-54	
F	0-49	Failure

### Ambrose University Academic 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.

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.

#### Exam Scheduling

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](mailto: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.