

Comparative History HIS 311

Spring Semester 2018

Instructor: Mícheál Thompson (History)
Time: Monday 13:00-14:30
Wednesday 13:00-14:30
Classroom: MIC 1-421
Office: MIC 2-305
Office Hours: Tuesday 10:00-13:00 or drop by !
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Required texts:

There is no text book for this course. Readings are written by the instructor and other material (videos/internet) will also be used.

Course description:

Compares and contrasts major historical case studies to identify similarities and differences between societies and to test theories of historical change. Places the evolution of individual societies into a framework of global change and development.

Course Goals/Objectives:

To gain a basic understanding of historical methods.
To gain a basic understanding of comparative historical analysis.
To apply these methods to specific contemporary and historical case studies.
To apply these methods to an analysis of a major comparative historical category.
To master the basic vocabulary and grammar structures needed to describe these in English

Topics/Assignments Can Include:

Introduction to historical methods. **Group in-class exercises and discussion.**
Application of these methods to specific historical case studies. **Group discussion and individual writing.**
In depth study of a contemporary case study (one per student - based on newspaper items with follow-up research). **Individual/Pair work research and presentation.**
Application of these methods to a shared historical case study - **Group discussion and individual writing.**
Application of these methods to an analysis of a major comparative category (For instance Feudalism or Imperialism or Terrorism). - **Group discussion and Individual writing.**

Each class will involve reading and discussion of short pieces written by the instructors. In addition, there will be periodic quizzes, tests, and in-class activities.

Grades and Grading:

B If you do not miss class and you satisfactorily complete all the classwork.

C You can get this in two main ways: If you have three "Unexcused Absences"
OR If you do **NOT** satisfactorily complete a major piece of class work

D You can get this in two main ways: If you have three "Unexcused Absences"
AND If you do **NOT** satisfactorily complete a major piece of class work **OR** If you do **NOT** satisfactorily complete TWO major pieces of class work

F You have four or more "unexcused absences" and do **NOT** Withdraw from the class

So, how do you get an **A** ? You have all of the requirements for a **B**
AND you demonstrate "excellence" by active **participation** in the class.
Participation means asking questions, answering questions, and demonstrating the willingness to try to work at a serious level. An **A** is **NOT** for "extra work" - there is no "extra work" required. An **A** is for the ability or willingness to do higher level work within the ordinary classwork. This mainly means participation. Ask questions ! Answer questions ! Volunteer ! Make an effort !

Attendance Requirements:

Attendance on its own is not part of the final grade, however participation is. Participation is only possible if you are in class. If you have three 'unexcused absences' you will drop **one letter grade** (for example from a B to C). If you have four or more 'unexcused absences' you will be asked to withdraw from the class. An 'unexcused absence' is any absence for which you do not have permission. Medical reasons, family emergencies and so on are **NOT** counted as "unexcused absences" and will **NOT** INFLUENCE YOUR GRADE.

Homework Requirements:

All students are expected to work for 45 minutes to one hour before and after each class either in reviewing material or completing homework assignments.

All readings will be: 1) Pre-read; 2) Read aloud in class; 3) Selected vocabulary will be explained with examples of usage.

Comparative History
Proposed Schedule by Units and Classes

Class UNIT ONE: Introduction to the Class Goals & Comparative History

01 Explanation of the goals and Purposes of the class

Survey of Student Interests

In class writing sample

Discussion of the Syllabus

02 Further ideas about Comparative History

Hand back & discuss survey

Critical thinking

In class Critical thinking exercise

Making parallels

03 How historians think

In class exercise

04 Method & Process

Inference

Case Study

Historians as Detectives

05 Logic: Premises, syllogism, conclusions

Testing hypotheses

Introduction to KISS principle

Persuasion and what is NOT History

Class UNIT TWO: Applying the principles

06 Jimmu Exercise

Nobunaga reading

07 Nobunaga discussion

Time chart

In class exercise

Interpretation

08 In class exercise

Objectivity

European map

09 In class exercise

Vikings

10 Finish Vikings

Interpretation & Selection

11 Bridge Reading

Introduction to Cathar Crusade

12 Cathar Crusade

Readings

In class exercise

13 Bernard Gui

Interpretation & selection

Class UNIT THREE : History & the Present

14 History written in the present

Nationalism

Religion

15 Scotland

16 Okinawa

17 Yugoslavia

18 New History

19 Revisionism

20 Yesterday is now – video

21 Video completed

Discussion

Class UNIT FOUR: Case Studies & Presentations

22 Chose case studies

23 Guided Research

24 Guided Research

25 Guided Research

26 Presentations

27 Presentations

28 Presentations

Class UNIT FIVE: Common Themes & the Importance of History

29 Common Themes

Imperialism

Globalization

30 Common themes

Religion

Islam

This is a tentative schedule reflecting past semesters. Each semester will be different depending on student numbers and interests as well as the speed of completion of the units so that not all units will necessarily be taught each semester or additional units might be added.

There is no text book, the instructor writes all the material. Additional sound material will be used.

Emphasis on in class exercises: problem solving.

All students are expected to work for 45 minutes to one hour before and after each class either in reviewing material or completing homework assignments.

All readings will be: 1) Pre-read; 2) Read aloud in class; 3) Selected vocabulary will be explained with examples of usage. The following Rubric will form part of the final assessment for this class.

文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions. Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize ways in which information can be combined and applied to solving a problem, but struggles with complexity and recognizing relationships.
	Information Gathering			
	Assessment of Credibility			
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.
	Social Skills			
	Professional Skills			
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows an understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.
	Awareness of Current Events & Global Issues			
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate English ability; must reference dictionary often.
	Writing			
	Oral Communication			
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.
	Writing			
	Oral Communication			