

HIST 3990: Comparative Histories of Modern Africa and the Middle East

HIST3990 | 6 Credits

Fall 2019 and Winter 2020
Fridays: 11:30-2:30

Taught by Joy Chadya and
Jennifer Dueck

All about this course

Welcome! This year-long course will introduce you to the craft of historical research. During the year, you will hone your skills in note-taking, academic writing, bibliographic searching, public speaking, and critical analysis. We will practice these skills using topics and scholarship from the history of modern Africa and the Middle East, including themes such as apartheid, resources, conflict, race, and gender.

The syllabus contains important information about the course, including due dates, policies, and the grades breakdown. Please keep it handy and refer to it throughout the year. We will meet on Fridays at 11:30 for a three-hour block. While this is a history course, the readings will include an interdisciplinary selection of texts from literature and the social sciences, with a focus on the 19th century to the present.

Assignments and Assessment

There are four types of assignments in this course. Each will develop a different aspect of analytical reading, writing, or discussion skills. As with most courses, what you gain in this seminar is directly proportional to what you put into it. We hope that you will focus on learning rather than on grading. That said, we recognize that you likely have some interest in grades, and you will receive graded feedback on your seminar leadership, class participation, and short essays before the Voluntary Withdrawal Date of 17 January 2020.

The grade weightings are in the table below.

Assignments	Weight	Some detail
Class participation	20%	In essence: show up, listen up, speak up. We will grade participation based your performance in the seminar classes, which will sometimes include a self-assessment exercise. Note that you will fail your participation mark if you miss more than one class per term (barring exceptional circumstances).
Seminar leadership	15%	Each student will co-lead the seminar discussion three times per year. Sign-up in the first and second weeks of class.
Writing Portfolio	20%	There are five short writing assignments between

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		750 and 1000 words (or 3 pages double spaced) consisting of: <ul style="list-style-type: none"> • 1 note-taking exercise (due 13 Sept) • 2 response papers (one per term) • 2 mock anthology intros (one per term) You will sign up for dates for your response papers and mock anthology intros in the second class of each semester.
<u>Research Essay</u>		
Annotated bibliography and draft introduction.	5%	Due: 29 November
First draft for class review.	na	Rolling deadline 21 Feb – 20 March
Final Essay	20%	Due: 4 April
Final Exam – Take-home	20%	Due April Exam Period

Class participation

Speaking with rigor and enthusiasm (about topics that matter) in class is one of the most important skills you can learn during your university studies. This seminar course is an ideal moment to build your confidence and develop those skills. Our weekly seminar sessions will consist almost entirely of group discussion based on the readings assigned. Preparing for class discussions by reading assigned pieces is important for a lively and informed discussion. Many of our topics involve controversy --- issues of disputed facts, issues of interpretation, issues of contending perspectives --- which makes it even more challenging to engage with them. This component of assessment will include your attendance, participation in discussions, self-assessments of your participation skills, as well as peer assessment of others.

Seminar Leadership

An extension of the point above, discussion leadership involves the particular ability to identify good questions that stimulate a good discussion and to ask them at the right moment, as well as more intangible factors such as inspiring trust and setting a group tone. As a discussion leader, you can be confident that the other students will have read their material, and some will also have written a short essay. So they will have things to say. It is your job to draw out that discussion and give it shape. We will talk about different discussion leadership techniques throughout the course.

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Short Writing Assignments

The five short writing assignments provide opportunities for skill development in reading and reflection. First, and most basically, they allow you an opportunity to analyze and critique what you have read. Which parts of the reading did you find most believable or compelling, and why? Did the author mobilize evidence effectively? And what parts of the reading did not convince you? If certain claims or sections left you scratching your head, think about what was missing from the author's account. In these short assignments, you are first and foremost historians. You are free to praise or critique many aspects of each source, but in each case remember always to consider the sources the author is using.

These writing assignments are also intended to catalyze your own thinking about the texts and materials in this course. As the term progresses, we will expect you to make connections, with comparison and contrast, between the current week's readings and previous readings from earlier in the semester.

Research Essays

There will be two major research essays for this course, one per term. Near the beginning of each semester we will take class time to talk about possible topics and how to frame an argument and research question.

Here is the grade breakdown:

90 and above	A+	65-69	C+
80-89	A	60-64	C
75-79	B+	50-59	D
70-74	B	Below 50	F (failure)

Books and other materials

We will use the following books. We have indicated where they are available for purchase at the UM Bookstore or for reading via the UM Libraries online. In some cases, we have also placed copies on Reserve at the Elizabeth Dafoe location. Additional readings will be made available either on UMLearn or through the University Library.

Wayne Boothe et al., *The Craft of Research* 4th ed. (Chicago: University of Chicago Press, 2016).

Sindiwe Magona, *To my Children's Children* (New York: Interlink, 2006).

Communicating with us

In person: We welcome all individual conversations with students. Feel free to come see either of us at some point in the term, even when you haven't got a specific reason. If you are having

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difficulty with the course, you might be reluctant to drop by – we hope you will come anyway. Our regular office hours are listed below. But if those times don't work for you, email either of us and we can arrange another time.

By email: This is undoubtedly the best way to reach us for quick questions or to set up appointments. If you enjoy legalese, by all means read the University's official policy on "Electronic Communication with Students"

(http://umanitoba.ca/admin/governance/media/Electronic_Communication_with_Students_Policy_-_2014_06_05.pdf)

If not, the policy highlights are:

- ❖ You must use your university email account for communication with us. Conversely, we are not allowed to contact you about the course at your private email address.
- ❖ We can reasonably assume that you are checking your email regularly. Failure to do so could adversely affect your performance in the class.

In addition to the policy, we would, equally importantly, advise you to be aware that professional email-writing is a skill worth developing. Beginning your email with "yo prof" or no greeting at all will make a different impression than "Hello Dr Chadya" or "Dear Jennifer". Similarly, the body of your email can be conversational and informal, even funny, yet it should remain firmly in a professional register.

Managing your time and your deadlines

This is a challenge for people well beyond their studies. So if you can hone your time management skills while still a student, you'll never regret it. Given that so much of a seminar depends on input from the students, your time management also has a significant impact on your fellow students if you are unprepared for class. You will need to carve out blocks of time every week to devote to this course. If you anticipate difficulty with a deadline, please let us know as quickly as possible. Late submissions may be penalized 1% per day, or at our discretion if you discuss with us in advance.

Some Rules and Some Questions

We will decide class expectations in a number of areas together on the first day of class, and we will seek your input about a number of questions including the grade breakdown in the syllabus. With respect to certain points, however, there are rules, and it's best to be clear about those at the outset.

Open for discussion:

- ❖ How do we want to use technology, if at all, to enhance our learning experience?
- ❖ How do we feel about food and drink in class?
- ❖ How would we like to structure class breaks?
- ❖ How should we handle late arrivals?

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- ❖ How does the class feel about the grade breakdown? If there is feedback, we are open to making changes, but these must be finalized by the second class.
- ❖ Would you like to invite a friend occasionally to attend class as a guest, perhaps someone considering taking the course or joining the Honours program in History?

Not open for discussion:

- ❖ Instruction time each week is 150 minutes, beginning at 11:30am.
- ❖ Respect copyright. We will use copyrighted content in this course and we must all make sure that we're using it legally and according to University guidelines. Copyrighted works, including those created by us, are for private study and research, and must not be distributed in any format without permission. Do not upload copyrighted works to UMLearn or to any website unless an exception to the Copyright Act applies or written permission has been confirmed. For more information, see the University's Copyright Office website at <http://umanitoba.ca/copyright/> or contact um_copyright@umanitoba.ca.
- ❖ You are not permitted to make any kind of audio or video recording, openly or surreptitiously, in whole or in part, during any part of this course.
- ❖ If you wish to appeal a grade given for term work you must do so within 10 working days after the grade for the term work has been made available to them.
- ❖ Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Regarding Plagiarism:

This point is simple and serious. Be honest. If you use someone else's ideas, acknowledge them. Be forewarned that the consequences are severe if you do not.

Lest there was any doubt, the University's regulations re: plagiarism, cheating and impersonation may be found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at: http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html, which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty. The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

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And resources beyond...

While we will do our best to facilitate your learning, there are further resources available to you.

Notably, there are **writing tutors** available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with **study skills**, **organization**, as well as assistance for students using **English as an Additional Language (EAL)**. The History department will also make a writing tutor available **exclusively to History students** in the department on two days of the week.

Other issues, including **accessibility services**, workshops, and tips about **academic integrity** are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed through this link:

<http://umanitoba.ca/student/saa/accessibility/student-resources.html>

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Cody Fullerton, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/content.php?pid=219304>

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