Comparative History HIS 311
Spring Semester 2018

Instructor: Micheál 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!
Phone number: 784
Email address: mthompson@miyazaki-mic.ac.jp

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.
<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Developing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Ability to Identify &amp; Solve Problems</td>
<td>Insightful comments in class</td>
<td>Beginning to visualiz ways in which info can be combined</td>
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<tr>
<td></td>
<td>Information Gathering</td>
<td>discussions. Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.</td>
<td>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.</td>
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<td></td>
<td>Assessment of Credibility</td>
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<tr>
<td>Advanced</td>
<td>Public Speaking</td>
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<tr>
<td>Communication</td>
<td>Social Skills</td>
<td>Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.</td>
<td>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.</td>
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<tr>
<td>Proficiency</td>
<td>Professional Skills</td>
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<td>Global</td>
<td>Cultural Relevancy</td>
<td>Fully engaged in current events and shows understanding of social inequalities and cultural differences.</td>
<td>Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.</td>
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<tr>
<td>Perspectives</td>
<td>Awareness of Current Events &amp; Global Issues</td>
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<tr>
<td>English Language</td>
<td>Reading</td>
<td>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.</td>
<td>Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</td>
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<tr>
<td>Ability</td>
<td>Writing</td>
<td></td>
<td>Adequate English at must reference dictionary often.</td>
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<td>Oral Communication</td>
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<tr>
<td>Japanese Language</td>
<td>Reading</td>
<td>Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.</td>
<td>Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advance beyond comfort zone.</td>
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<tr>
<td>Ability</td>
<td>Writing</td>
<td></td>
<td>Adequate oral and written communication; ten have difficulty clearly expressing ideas.</td>
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<td></td>
<td>Oral Communication</td>
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