

Course Engagement - HIS 4100

What does engaging with the course really mean?

In short >>> As co-collaborators in creating a shared learning space, we'll be relying on each other's informed, honest, and active involvement in class discussions.

We are partners in this journey, each one possessing a shared responsibility!

ASSESSMENT

You will receive a **Self-Evaluation Form** where you will rate yourself on the depth and quality of your engagement this semester based on the following three (3) categories. I, the instructor, will come alongside and provide feedback on your engagement. Your grade will reflect both assessments. [10%]

1. CONVERSATION

The truth is that different people participate in conversation in different ways. For some students, speaking in public is difficult. For others, speaking out loud may be a way of thinking, or processing information. If you have any concerns about speaking in class, come and see me so that together we can work out the best way for you to participate in this Senior Seminar.

NOTE >> It's important for us all to remember that different communities possess different culturally specific norms about how to best engage in a conversation, and for us to make room for this expression.

Remember to listen to one another, and to support your colleagues in their discovery of new ideas, their questions, and their articulation of thought. We can crowdsource a list of conversational guidelines during the first week of classes if this is helpful.

2. ATTENDANCE

Although attendance is paramount, if you have to miss any of our classes know that we will miss your presence. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards. Please keep in mind, though, that as a capstone course your presence is vital to *our* success — not just your performance and final grade. Excessive absences are a deterrence to learning and a detriment to our learning community.

3. TONE / DEALING WITH MATERIAL

Dealing with a variety of sources, perspectives, and range of thematic issues is essential to good historical research. Although we are informed by our present, it's also important to engage the past through the lens of historical actors (their concerns, anxieties, joys, frustrations, strengths, faults, etc.). How you handle difficult topics is important —especially when they challenge your (or our) notions of right and wrong. This also applies to comments raised in class.

I've tried to anticipate "trigger warnings"; however, if you have concerns or want to check that a particular concern has been taken into account, please let me know. I'm happy to provide any warning to best help you interact with class material safely, and on your own terms. We are all likely to have strong emotional reactions to class material, particularly once we begin to talk about inequalities around race/ethnicity, class, and gender. We'll spend some time at the beginning of term talking about the range of things we can do when we experience a visceral reaction. You are a whole human being. Please come have a conversation with me if you feel upset, confused, or angry.