

Introduction to Global Studies: Great Britain/Latin America/Germany

INTS 212, 217 and 240 Syllabus Part I* Spring 2012

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Section 1: Introduction to Course Mission and Goals

The mission of Abilene Christian University is to “educate students for Christian service and leadership **throughout the world.**” The latter phrase requires greater curricular emphasis on global studies and international issues. To become international leaders, students must develop richer and more nuanced perspectives on global society in the 21st-century, an age characterized by growing mutual dependency between peoples and economies. To be good neighbors who will succeed in business, diplomacy, or any other field, tomorrow’s graduates will need to relate sensitively, as well as effectively, to people who hold divergent worldviews and cultural outlooks.

The primary focus of this interdisciplinary course is to train students for that lifelong challenge. The course is highly reflective, approaching international studies within the context of a biblical, Christ-centered worldview. From the outset, we consider the moral, spiritual, and societal implications of our study abroad experience. Required for all students in the Oxford, Montevideo and Germany semester abroad programs, INTS 212, 217 or 240 each may fulfill a general education (Social or Behavioral Science) or elective requirement toward any degree at ACU.

Fostering Global Awareness. Students will benefit from taking this course in preparation for and during their semester abroad. Students will examine key features of British/European, Uruguayan/Latin American society. With its emphasis on experiential learning and attention to global current events, the course trains students to think globally, rather than simply nationally or locally, and to see the interconnectedness of peoples and systems around the world.

Training for Cross-Cultural Competence. Through readings, discussions and reflective writing, students will learn to “read” and interpret their host societies. This will require a growing understanding of the complex nature of human communities, including the fluid nature of identities and allegiances. As students learn empathy for the “other,” they will also become more self-aware, i.e., more aware of the factors and influences that have shaped their own outlooks on the world.

Stimulating a sense of local engagement and global mission. It would be unfortunate if living, traveling and studying with fellow Americans kept ACU students isolated from British or Uruguayan society. This course aims to cultivate a stronger social consciousness and direct interaction with Britons, Germans or Uruguayans through students’ participation in Service Learning.

Course Content:

- Preparation for living and learning abroad, including practical preparations for travel, as well as pre-travel assessments like the Cultural Values Inventory and Global Perspectives Inventory (GPI); overview of world geography
- Questions of “culture” and difference; participant observation skills; integrative learning
- Country or Region specific societies: may include demographics, history, art, politics, economic trends, societal values and assumptions, public systems and institutions (health care, education, etc.)
- Service Learning in the United Kingdom, Uruguay or Germany and reflection on it

** Syllabus Part II will be distributed by Dr. Dillman, Dr. Morgan or Mr. Walker upon your arrival on site. It will contain calendar and assignment descriptions for the on-site portion of the course.*

Section 2: Course Requirements

Required Texts:

You are responsible for obtaining these books and materials and completing reading assignments on time. Any information covered the books by Elmer and Kohls is “fair game” for the pre-travel exam.

- Elmer, Duane. *Cross-Culture Servanthood* (Intervarsity Press, 2006).
- Kohls, L. Robert. *Survival Kit for Overseas Living* (Intercultural Press, 2001).

Leipzig On-site portion

- Contact Dr. David Dillman

Montevideo On-site portion

- Textbooks and other readings will be made available in Uruguay

Oxford On-site portion

- Printed Course Pack of selected readings. Available for sale at ACU in Oxford.
- Reid, T.R. *The United States of Europe: The New Superpower and the End of American Supremacy* (Penguin Books, 2004). ISBN 0-14-303608-4

Course Grade: Evaluation of Student Learning Outcomes.

Your overall course grade will reflect a 10-point scale [A=90-100, B=80-90, C=70-80; D=60-70, F= below 60%] and be based on the following percentages:

- Attendance, pre-departure and in Oxford/Montevideo/Leipzig (10%)
- Participation, pre-departure and in Oxford/Montevideo/Leipzig (10%) – Includes such things as completion of Service Learning hours, pre- and post-departure Global Perspectives Inventory (GPI) and End-of-semester Program Evaluation
- Pre-departure Travel Portfolio (15%)
- Pre-departure Exam (15%)
- Assignments in Syllabus, Part II (30%)
- Final Reflection Paper (20%)

Late Work: Assignments turned in late will be assessed a 5-point penalty for each day late.

Attendance Policy and Grade: Students are responsible for attending every class session pre-departure and while in Oxford/Montevideo/Leipzig. This includes all assigned experiential learning activities that will take place outside the classroom. Attendance will be calculated as follows: 0 misses = 97%; 1=90%; 2=70%; 3=55%; more than 3 misses = 0% for attendance (i.e., loss of 1 full letter grade from your final average in the course).

Academic Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and the following offices: provost, deans of colleges and campus life, director of student judicial affairs, director of residential life education and academic departments.

Section 3: Pre-Departure Class Schedule and Assignments

Assignment	Dates & Deadlines
Class attendance and participation,	SA Chapels and Sat. Class Fall semester, 2011 & all meetings in the spring semester prior to departure
Travel Portfolio	8:30 a.m. Monday Jan 16, 2012 Note point deductions submitted late
Exam	8:45 a.m. Monday Jan. 16, 2012

Section 4: Pre-Departure Travel Portfolio

This assignment requires you to compile a Travel Portfolio containing information relevant to your study abroad program. It will help in your preparation and may serve as a journal for recording your observations and experiences. This portfolio must be submitted electronically as a Microsoft Word document as an email attachment to kehlk@acu.edu. The Travel Portfolio must be submitted no later than **8:30 a.m. on the due date**. Please double space the document and use Times New Roman 12 font.

- **Outline - These elements should be clearly labeled as section headings within the paper!**

Section 1: Statement of Goals and Objectives. Write a comprehensive goal statement indicating your reasons for studying abroad, your goals during your time abroad, and strategies for achieving your objectives. This section should be tailored closely to the goals of this course and your own personal, spiritual, social, cultural, linguistic, philosophical and academic goals (2 pages).

Section 2: Facts about the United Kingdom and Oxford, Uruguay and Montevideo or Germany and Leipzig. This section will help you get to know your host country and city by gathering information about it. These facts may include socio-cultural, linguistic, culinary, artistic, religious, political, economic, technological, and educational system (this list is not exhaustive). Summarize whatever information you consider to be essential knowledge for a long-term visitor to the country. (i.e. present them in narrative/paragraph form). Do not cut and paste from the Internet. Include a bibliography of references consulted. You may use either APA or MLA format. If you use websites, properly cite these materials (2 pages).

Section 3: Issues Facing the UK, Germany or Uruguay. Discuss and analyze 3 significant issues from the UK/Uruguay. Explain why they are issues and provide detail to indicate an understanding of the issues. TRY TO AVOID THE INTERNATIONALIZATION OF US ISSUES, CURRENT EVENTS AND POPULAR CULTURE IN OVERSEAS CONTEXTS. For example, just because Prince Harry's wedding appears in the Australian news, does not make it a vital international issue for Australia (2 pages).

Section 4: Relationship between the US and the Germany/UK/Uruguay. Discuss the political, cultural, linguistic, and economic relationships between the US and Germany/UK/Uruguay, past and present. This may include trade agreements, diplomatic relations, military conflicts, etc. (2 pages).

Section 5: Proposed Trips. Design (in detail) two trips you want to take while abroad: (1) a three-day weekend; and (2) a 5-day excursion either within your host country or to areas outside it. Think carefully and be reasonable. **Include a budget, places to travel, modes of travel, places to stay and resources used (both for individual activities/items and a total budget for each trip).** Vary your modes of travel (i.e. take trains when possible and include a timetable) and make sure to include a youth hostel along the way. This section does not need to be in paragraph form. A detailed chart or list will suffice.

INTS 241.S1/S2 Global Studies: Introduction

World Geography: locate the following countries on a world map.

- | | | |
|------------------------------|-----------------|------------------|
| 1. Argentina | 18. Indonesia | 35. Portugal |
| 2. Afganistan | 19. Iran | 36. Puerto Rico |
| 3. Brazil | 20. Iraq | 37. Russia |
| 4. Chile | 21. Ireland | 38. Saudi Arabia |
| 5. China (People's Republic) | 22. Italy | 39. Singapore |
| 6. Colombia | 23. Japan | 40. Somalia |
| 7. Cuba | 24. Kenya | 41. South Africa |
| 8. Egypt | 25. Kuwait | 42. South Korea |
| 9. El Salvador | 26. Liberia | 43. Spain |
| 10. Ethiopia | 27. Libya | 44. Sweden |
| 11. France | 28. Malaysia | 45. Syria |
| 12. Germany | 29. Nicaragua | 46. Taiwan |
| 13. Greece | 30. Nigeria | 47. Thailand |
| 14. Haiti | 31. Panama | 48. United Kngdm |
| 15. Honduras | 32. Peru | 49. Vietnam |
| 16. Hong Kong | 33. Philippines | 50. Zambia |
| 17. India | 34. Poland | 51. Uruguay |

Travel Portfolio Rubric

Section 1: Statement of Goals – Should speak to specific goals and how they will be met. /20

Section 2: Facts about Your Host Country and City – Should touch on demographic data and interesting facts from its history – i.e. famous authors, government. /20

Section 3: Issues Facing Host Country – Should mention at least 3 current issues and provide some explanation regarding actions that the country is taking to address them. /20

Section 4: Relationship between U.S. and Your Host Country – Provide some historical context for the current relationship. Describe the relationship as it currently exists. /20

Section 5: Proposed Trips – 2 sections – 1 week long trip, 1 long weekend trip. This section should include the mode of travel, lodging, food, sightseeing, and the cost of each...they should also include the total cost of the trip. /20

Consider the overall flow of each section as well as obvious grammar and punctuation problems.

Saxon -English

Bimmel/Straba	tram
Schrippe	roll
Blechbüchse	a special building in Leipzig (it is now empty) literally: tin can
bummeln gehen	go shopping
Disch (Dialect)	table
Pfannkuchen	kind of cake, fist size, filled with jam
Tschüss/Tschüssi	good bye
hammer, simmer (Dialect)	have we, are we
Dämse	very hot, heat
Sächsische Gemütlichkeit	coziness, the Saxons like it cozily and they like to have their coffee and cake in the afternoon (often on weekends)
Klitsche	a small company/ organization/location/city/ where it is not nice, kind of old and boring
Nischel	head
Gudn daach (Dialect)	good afternoon
Leipzsch (Dialect)	Leipzig
helle	smart
sähnse (Dialect)	do you see

British English Translated for Americans

- AU PAIR is a foreign girl who lives as one of the family in return for helping with the children. Enables foreign girls to learn English in a family environment.
- BLOKE is slang for a man
- BOBBY is a police officer
- CHEERS means thanks or see you later
- COURGETTE is a zucchini, MARROW is a very large zucchini
- DAME is a lady who has been knighted
- DAY-RETURN means a round-trip ticket, usually on the railway
- FAG is a cigarette
- GAMMON is ham
- HARD CHEESE is tough luck
- HIGH TEA served late in the afternoon usually contains a cooked item such as eggs or sausages, not to be confused with 'tea' or 'afternoon tea' which is tea and a small cake
- KIP is a nap
- KNAVE is a jack in playing cards
- LACQUER is hair-spray
- NAPPY, a corruption of napkin, is a diaper
- PASTY is an individual pie
- PINCH is to steal
- QUEUE as a verb means to stand in line – and woe betide you if you cut in!
- QUID slang for one pound note, similar to 'buck'
- RETURN TICKET is a round-trip ticket on a train or a bus
- RUCKSACK is a backpack
- SCONE is an American soda biscuit and is eaten with butter, jam, and cream
- SHEPARD'S PIE is a dish made from minced beef and potatoes
- TA is an informal thank you
- TORCH is a flashlight
- VERGE is the shoulder of the road
- VEST is an undershirt
- WASHING UP LIQUID /POWDER is dishwashing liquid/detergent
- WC stands for 'water closet', in other words, the toilet
- ZED is the letter 'z' pronounced /zee/ in America

Spanish with a Southern (Cone) Accent

Different words, different worlds

1. Arvejas: green peas
2. Chauchas: green beans
3. Choclo: corn
4. Porotos: brown or black beans
5. Maní: peanut
6. Palta: avocado
7. Ananá: pineapple
8. Tortilla: omelette
9. Muzzarella: pizza
10. Chantilly: whipped cream
11. Crema: vanilla
12. Taco: heel
13. Estufa: heater
14. Cocina: oven
15. Chivito: steak sandwich
16. Cortado: coffee with milk
17. Manchado: milk with coffee
18. Pibe: kid
19. Tá: o.k.
20. Yerba: yerba mate
21. Bombilla: straw for yerba mate
22. Carpincho: capybara
23. Ñandú: rhea (bird)
24. Tatú: armadillo
25. Tero: national bird
26. Tigre: wildcat
27. Murga: chorus that performs at Carnival
28. Ñandutí: Paraguayan lace
29. Inmobiliaria: real estate office
30. Bancar: put up with
31. Guris: child
32. Nafta: gasoline
33. Llapa: extra