

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number GLST 212 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

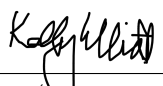
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	09/16/2022
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	GLST 212: People and Culture of the United Kingdom
Terms offered:	Fall, Spring
Catalog description:	Introduction to British history, society and culture including attention to Britain's relationship with Europe. Students look in depth at elements of modern British culture like government, the monarchy, economics, social class, and cultural values. Available only to students enrolled in ACU's study abroad program in Oxford, UK.
Course prerequisites:	none
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	none

Other general education menus on which the course appears or you are applying for:	Arts and Humanities
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course, required for all students studying abroad in Oxford, UK, employs a Humanities based approach to explore a broad overview of modern Britain. With a focus on the history of the United Kingdom, students will examine cultural stereotypes to explore what they can tell us about how Britain works today. Topics include, but are not limited to, examining the pomp and pageantry of Parliament and asking how government really functions today; questioning whether the fictional figure of James Bond can tell us anything about how the British see their place in the world today; etc. Through weekly writing assignments, presentations, and group visits to sites around the UK, students will reflect on what they see during their study abroad experience and show a general understanding of history, politics and culture. The digital story project will require students to think critically about their experience in Britain and how their worldview might have changed during the semester.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

No prerequisites

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.

- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.

- Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Studying the history of Britain prepares students to understand how "social and historical contexts shape a community's worldview or cultural commitments." Additionally, focusing on cultural stereotypes allows students to "identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture."
Outcome B2	Students will "engage in and reflect upon a special event or celebration that highlights a different cultural background" by watching/attending and discussing HM Queen Elizabeth the II's funeral; visiting the Houses of Parliament, attending a variety of Church of England worship services, celebrating uniquely British holidays, and visiting the Lake District.

Outcome B3	Through weekly responses, students will explore the British perspective on issues of race and ethnicity, class, and gender and will “reflect on their own social location” regarding those issues”. Additionally, in their final digital story project they will “interrogate one’s internal and external views and values for greater self-awareness” as they explore their growth during their time living abroad.
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Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Weekly responses and final exam
Outcome B2	Weekly responses and group site visits and trips
Outcome B3	Weekly responses and digital story project

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Introduction to Global Studies (GLST 212)
The British & European Landscapes
Syllabus (Part II) – FALL 2022
Jacqueline Morrison

Email: jgh99a@acu.edu
Class times: T/R 10-11:30
Office hours: by appointment

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.**” In addition, ACU’s Department of History and Global Studies seeks to examine the experiences of mankind, stimulate thought concerning various institutions and ideas, and promote ethical standards in keeping with the Christian faith. This class prepares students for this mission by critically engaging them in the culture of their study abroad host country – The United Kingdom. Students will use the UK as their classroom merging service, travel, and learning to develop the tools to become global Christian servants and leaders.

Britain in the twenty-first century is a country looking for an identity. Having left the European Union in January 2020, Britain needs to find new policies at home and a new role abroad. Having ‘regained our national sovereignty’, as Brexit supporters put it, Britons now need to decide how to make use of that sovereignty. Covid-19 has forced further reappraisal of what matters to Britons: should the country return as soon as possible to how things were before, or is this a singular opportunity to reimagine polity and society, giving priority to the things which lockdown showed us were valuable? **In this class we will explore societal tropes to probe what they tell us about contemporary Britain and how they shape discussions of the nation’s future.** ~What, for example, does the Union Jack (strictly speaking the Union flag) reveal about the constituent parts of the United Kingdom and their relationship with the whole? What does the British cup of tea tell us about the nation’s role in global trade and colonization? **With these and other tropes we explore Britain and its inhabitants, searching for explanation rooted in the past, and considering what the nation might look like in the future.**

Learning Outcomes and Competencies:

<i>Outcomes: Students will be able to:</i>	<i>Measurement/ Demonstrated by...</i>
Explore history and culture of the United Kingdom and be able to explain how British society has changed over time and how that has been shaped by interactions with other cultures, social movements, and environmental and economic factors.	Weekly primary and secondary source reading and responses, Oxford Figures presentation, and final exam.
Compare and contrast differing worldviews between the cultures present in the United Kingdom and the student’s own cultural perspectives.	Weekly primary and secondary source readings and responses, service learning, final exam and digital story project
Have a sense of global mission through service learning in Oxford.	Service learning
Reflect on the experience of living abroad.	Digital story project

*Fountain, P. and Elisara, C., “Being is Believing? Out of the Box (Subversive) Education,” *The Journal of Education and Christian Belief* 10.2 (2006): 63-90.

*Morgan, R. and Smedley, C., *Transformations at the Edge of the World: Forming Global Christians Through the Study Abroad Experience*. Abilene: Abilene Christian University Press, 2010.

Section 2: Expectations and Evaluation

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 (10%)** (Includes attendance and participation in Pre- Departure orientation sessions, and normal class attendance and participation, college visits, rambles, and other activities.)
- **Service-Learning hours (10%)**
- **Pre-departure Travel Portfolio (10%)**
- **Pre-departure Exam (10%)**
- **Team presentation – Oxford figures (15%)**
- **Reading Response (RR): (20%)**
- **Final Exam (10%)**
- **Digital Story (15%)**

Late Work: Unless pre-approved, assignments turned in late will be assessed a 5-point penalty for each day late and will not be accepted past one week late.

Attendance Policy and Grade: Students are responsible for attending every class session, pre-departure and while in Oxford. This also includes all assigned experiential learning activities that will take place outside the classroom. The first absence will result in a 5-point deduction from the attendance grade. Any subsequent absence will result in a further 20 points off.

Required readings (in Oxford): Upham, Martin. *Britain Explained: Understanding British Identity* – available in Oxford; Sargent, Andrew. *Secret Oxford* – available in Oxford; and *Rough Guide to Great Britain* – available in Oxford

Both textbooks are required but are available for free at the ACU house in Oxford. Most weeks you will have a reading from *Britain Explained*, but the book will not be used directly on the final exam. Questions for the exam will be taken only from class lectures. *Secret Oxford* will be used as a resource for the Oxford Figures presentation and for the assignment to visit colleges and sites around Oxford. Other primary and secondary sources used in reading assignments are available on Canvas.

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. The full Policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost).

Expectations of students and instructor: This course fulfills general education requirements for the University and is required for all students on study abroad. There are no prerequisites. Students should arrive for class on time and prepared for discussion and should not use phones during class. Students can expect a mixture of lecture, film and discussion, group discussion, and student presentations to communicate course material. I am available by phone and email and for discussion whenever my office door is open.

Section III: Explanation of Assignments

- A. Completing the pre-departure travel portfolio.** 10% in total. As assigned in Abilene. Due before departure.
- B. Completing the pre-departure exam.** 10% in total. As assigned in Abilene. Due before departure.
- C. Completing the Service-Learning Requirement.** 10% in total. Serve at least 20 hours during the semester for one organization; two maximum. Keep a Service-Learning Time Log on your own to keep track of hours. Report your progress to Mrs. Morrison on the following dates:

Thursday, 15 Sept - service learning organization decision to be submitted on Canvas

Tues, 13 Dec: Turn in SLTL showing completed service hours on Canvas

D. Reading Response (RR) 20% in total

Each class period has a reading to correspond with the topic for the day – sometimes the reading will be from one text, other times you will read several articles or chapters that all relate to one another. **Students will complete the readings and explore the provided prompt in a 1-page response per prompt.** The responses should be critical and based off both an informed reading of the text as well as personal opinion, experience, and any supplemental reading the student has done. Prompts and readings available on Canvas. Points out of 10.

Responses should be submitted to the Canvas drop box by **10:00pm on the day before class.**

Special Responses:

-**“Activities”** – students have a list of uniquely British/Oxonian activities that they can try or do throughout the semester. Each activity is worth a certain amount of points and students must accrue 100 points to receive credit for the response. Your record of 100 points must be submitted in the dedicated submission slot on canvas. List included at the end of this syllabus. **Due Tuesday, 13 December**

-**Oxford Colleges and Guide response**

Based off “Secret Oxford” by Andrew Sargent

Due Thursday, 29 Sept and Thursday, 8 Dec

The goal is for students to learn more about Oxford as a living city, incorporating history and modernity; town and gown; through careful reading and site visits. These two responses should be approximately 1,000 words in length and can be done in question/answer format with answers in complete sentences/ paragraphs.

For each response:

- Did visiting sites change your impression or your assumption about Oxford? Or did it reinforce an impression or assumption?
- What was one thing that surprised you to learn about the TOWN of Oxford?
- What was one thing that surprised you to learn about the UNIVERSITY of Oxford?
- How does the culture of Oxford differ from your city or town’s culture?

Syllabus: GLST 212 (Part II), FALL 2022

For each response: You should visit 2 “town” sites mentioned in the book that interest you (2 sites due at each due date.) You should describe where you visited and why and your impression of the place you visited. These might be buildings, monuments, parks, historical markers, factories, sites where things once were or “neighborhoods” in Oxford like Cowley or Jericho or Summertown, but not colleges.

For each response: You should visit 4 colleges of the University of Oxford by each due date - some colleges have free entry, others charge. Details available at www.ox.ac.uk. You should describe when you visited and your impressions of the college and why you picked it....ie: an interesting alumnus, interesting history, etc.

E. Oxford Figures Presentation: You will be in pairs to research famous Oxonian figures. Presentations will be on **November 8 and 10** and students will choose their topic and run it by Mrs. Morrison in advance. Presentations will be approximately 15 min long and need to cover basic biographical information, how the person or group is connected to Oxford and where evidence of their life can be found in the city or its colleges. 15% in total

F. Final Exam. Open note exam covering all **classroom** material. Study guide provided two weeks before the exam. **Exam on Thursday Dec 8 or Friday Dec 9 TBC.** 10% in total

G. Digital Story. Follow the prompt, “tell about a time when...” to explore your growth and experience on study abroad. You will first complete a draft script of roughly 500 words submitted in class for story circles on Thursday, Oct 13. Your final script should be approximately 700 words and will combine with multimedia to become a complete digital story that you will show to the class on **Monday, Dec 12 TBC** 15% in total

Course Calendar (Subject to change)

DATE

TOPIC

MORE DETAILS

DUE ON THE DAY

T Sept 6	Westminster Abbey	Who are the English? What is the UK?	Understanding Britain’s relationship with the past
R Sept 8	Parliament	What Constitution? Britain’s version of democracy	
F Sept 9	Alice Walk		
T Sept 13	Parliament and the Queen		
R Sept 15	The Queen and the Royal Family		Service learning selection due on canvas (no grade)
F/S Sept 16/17 M Sept 19	free Funeral	Watch HM Queen Elizabeth II’s funeral live at the ACU house – 11:00 am	

T Sept 20	Film	The Crown, Diamond Queen, Charles at 70	Reading Response 1 – reading from Britain Explained, BBC News and N
R Sept 22	The Union Jack and Britain's constituent parts	A United Kingdom?	Reading Response 2 – reading from Britain Explained
T Sept 27	A Cup of Tea	Tea, Trade, and Colonisation	No RR, in class readings and art discussion
R Sept 29	The Channel Tunnel/ James Bond	Britain's relationship with Europe/ The fear of decline	Reading Response 3: Colleges part 1
T Oct 11	Guest Speaker	Val Ferguson from the QMH	Reading Response 4 – from Britain Explained and William Hague speech
R Oct 13	Digital Story Prep		Prepare a draft story – “tell about a time when...”
T Oct 18	Britain's Green and Pleasant Land	Understanding the importance of the outdoors	Reading Response 5 – from Britain Explained, James Rebanks interview
R Oct 20	Prep for our Trip		Quiz 5A – based off The Rough Guide to Great Britain
T Nov 1	Education	The boarding school	Reading Response 6 – Reading from Consumed (Harry Wallop), News a
R Nov 3	Education and social class	Understanding the difference Oxford university Town and Gown	Reading Response 7 – Reading from The Times

T Nov 8	Presentation		Oxford people presentation due
R Nov 10	Presentation		Oxford people presentation due
T Nov 15	Aristocrats	Aristocrats in 2020? Who were you born?	Reading Response 8 – readings from BBC and The Times
R Nov 17	The Chav	The welfare State	Reading Response 9 – readings from Chav (Owen Jones) and Consumed
T Nov 22	The NHS		No RR
T Nov 29	Social Issues	Race and ethnicity and immigration	Reading Response 10 – readings from Britain Explained, Afua Hirsch, and Rhodes Must Fall
R Dec 1	Who gets to tell a story?	Understanding museums and the weight of history and memory	Reading Response 11 – podcast on the Parthenon Friezes, History of The World in 100 Objects
T Dec 6	The Church of England	Separation of church and state?	Reading Response 12 – reading from Britain Explained and The Times
R Dec 8 or F Dec 9	Final Exam		
M Dec 12	Digital Story		Prepared digital story/ Reading Response 13: Colleges part 2
T Dec 13	Service learning time log due and Reading Response 14 (Activities list) due		

ACTIVITIES LIST

Required:

100 points (no repeats) – **Due Tuesday, Dec 13**

Actions must be documented as directed. (P = photo, V= video)

Nb: some of these items / activities will only be available at certain times of the year.

THE LIST

To DO:

10-participate in a Quiz Night at a pub. V

5-Watch an episode of Eastenders or Coronation Street. P (available on TV at the house on BBC or ITV)

5-Go to a Bonfire Night celebration and recite the 5th of November poem. V

10-Go punting in Oxford (you could also go in Cambridge). V

5-Watch the Cheese Rolling competition in Gloucestershire on the internet (the competition happens the last bank holiday in May). P

5-Visit an English Garden....some of my favorite are at Stourhead, Chatsworth, and Blenheim or gardens at the Oxford colleges. P (if it is a stately home, visit the actual garden)

5-Go to one of the food markets in Oxford. (Gloucester Green, the Veg Van, North Parade, Summertown, Wolvercote...). P

10-Attend May Morning celebrations. P

5-Go to a Christmas Pantomime. P

10-Attend a (Christmas) Carol service at a local church or at one of the colleges. P

5-Visit a traditional seafront pier – Brighton, Southend-on-Sea, Eastbourne, Southampton, Blackpool. P

5-Watch Morris Dancers in action (springtime, esp May 1). V

20-Go to a session of Prime Minister's Questions (Wednesdays when Parliament is in session). P

5- Attend a Burns' Night dinner or commemorate his life by reading one of his poems aloud in a Scottish accent. (January 25) V

10-Visit a stately home – Highclere (Downton Abbey), Blenheim Palace, Chatsworth House, Windsor Castle, Howard Castle, etc, etc....P (visit the interior)

25-Go to a meeting of the Oxford CS Lewis Society. P
(www.oxfordcslewisociety.org)

15-Attend a lecture at the university – I will publicize ones open to the public that I hear about, but you could go to anything that is public at the University of Oxford or Oxford Brookes University. P

20-Go on a ramble through the countryside – I have the directions for tons of walks that you can do straight out of Oxford and many more that are further afield. To count, the ramble needs to be significant. 5 miles or longer round trip and documented when you submit – where did you go?. V

2-Find a Folly and take a picture of it. P

5-Go letterboxing. V

5-Play pooh-sticks. V

5-Walk through the St. Giles' Fair (September) and try an activity (food or fun). V

20-Read a book set in Oxford. I have a good list. Then come and talk to me about it over a cup of tea

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20-Read a Christian memoirs of Oxford. Come and talk to me about it over a cup of tea. I have two.

5-Visit the Ashmolean Museum, Natural History Museum, or the Pitt-Rivers Museum. P

5-Watch an episode of Dr. Who. V

15- Visit Buckingham Palace (September only). P

15- watch rowing races in Oxford – usually in spring

To EAT:

10-Marmite on toast. I have marmite that you can borrow. Eat the whole piece of toast for full points! V

5 each-Any of the following (can be eaten at different times). V

Toad in the Hole	a Cornish Pasty
Bubble and Squeak	blood pudding
Welsh Rarebit	candy floss
Scotch Egg	Lardy Cake
Eton Mess	beans on toast
Trifle	Fish and Chips
Spotted Dick	Haggis
Eccles Cake	
Treacle Tart	

10-An Afternoon Tea – this doesn't have to be super fancy or expensive, but at a minimum must actually drink tea and eat scones with CLOTTED CREAM. V