

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: Arts and Humanities.

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
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Arts and Humanities 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).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

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. See the last page of this document for explanation of disciplines that will be considered for the menu.

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:	Cultural Literacy
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Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

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

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

Students will read a variety of rhetorical claims relating to weekly topics. They will engage with these critically through written responses, discussion, and debate as well as in regular visits to sites and events around Britain. In one particular activity, they will examine the arguments around the Rhodes Must Fall movement and its unique relationship with British history and context in Oxford and explore the wider question of public memory.

Describe how the course meets the C2 outcome (100 words or less).

Students will “analyze quantitative data, published writing and observable phenomena to draw informed conclusions” in their weekly writing assignments. This will also happen in their presentation researching someone or a group who lived and worked in Oxford and in the essay section of their final exam where they will be asked to reflect on challenges facing Britain in the next decade.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

In the essay section of the final exam, students will be asked to reflect on challenges facing Britain in the next decade. They will demonstrate that they “understand the interconnectedness of the human experience with a posture of humility while celebrating difference” by connecting those anticipated challenges to what they have learned during the semester and to their experience in the United States. They will “interrogate one’s internal and external views and values for greater self-awareness” in their final digital story project where they will reflect on their experience living abroad.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	Reading Response 10 – readings from Britain Explained... Rhodes Must Fall
Outcome C2	Oxford figures presentation
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B2 - digital story project

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
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Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.
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Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.
Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

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?

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

Syllabus: GLST 212 (Part II), FALL 2022

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