

**Proposal: GLST 217: South America Southern Cone: History and Culture should be approved for the Social Sciences menu.**

1. **Disciplines:** GLST 217 is a sophomore-level course in International/Global Studies, one of the disciplines that qualify for inclusion in the Social Science menu. Moreover, it is taught only "on site" in Montevideo, Uruguay.
2. **Definition of Social Science courses:** Global Studies is, by definition, an interdisciplinary field located that critically explores issues and processes at the intersection of the social sciences, natural sciences, and the humanities. Concerned with higher levels of aggregation, the course involves the study of a variety of social variables: with particular, but not exclusive attention, to larger demographic, political, economic, and cultural systems. It examines certain dynamics of human interaction; the relationships between humans and their physical environment; the creation and interaction with institutions of power and governance; and the production, distribution and consumption of goods and services. We also consider interactions within and between these diverse levels of aggregation, with some focused attention on the balance between collective identities in the Rio de la Plata region of Uruguay and Argentina.
3. **Course Content:** GLST 217 examines contemporary Uruguay, as well as the wider Rio de la Plata region, with attention to religion, culture, social structures and groups, and historical memory. Students will explore the social values and assumptions of Latin American societies, as well as of the relationship of Uruguay to its immediate neighbors Argentina, Paraguay and Brazil.

Please see course description, purpose, and learning outcomes/competencies below.

**Course Description:** Includes an overview of Latin America and a more detailed examination of the history and culture of the Southern Cone of South America, especially Uruguay. Students look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and worldviews.

**Purpose of this course:** To cultivate the student's ability to think critically, consider information in context, and write about historical, social, or cultural themes in a clear, analytical fashion. The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historical underpinnings of Latin American and Southern Cone civilizations, this course should *foster empathy and a sense of shared humanity*.

**Student Outcomes and Competencies:** As in any GLST course, students will learn to think, write, and speak critically about contemporary global issues, in this case focused on the Southern Cone region of Latin America context. They will, moreover, be challenged through specific assignments, to see particular global topics as multi-dimensional questions that must be problematized at a variety of economic, cultural, and social levels.

**INTRODUCTION TO GLOBAL STUDIES**  
**Montevideo Component**  
**Abilene Christian University**  
**Spring 2013**

INTS 217

Mon 3:00-4:30 p.m.; Fri 9:30-10:30

**How to contact me**

|             |                      |                  |             |
|-------------|----------------------|------------------|-------------|
| Instructor: | Mr. Wimon Walker     | Apartment phone: | 2408-8099   |
| Office:     | Faculty Apartment 2  | Cell phone:      | 096-961-763 |
| Email:      | wimon.walker@acu.edu |                  |             |

Please feel free to contact me if you have any difficulty with this course or with a specific assignment. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see me ahead of time makes possible greater flexibility.

**About the course**

*Mission:* The mission of ACU is to educate students for Christian service and leadership throughout the world. The mission of the Center for International and Intercultural Education (CIIE) is to facilitate the education of students for Christian service and leadership throughout the world by implementing a globalization process across the ACU campus and around the world.

ACU graduates must work toward excellence in their discipline; they must also be prepared to learn to speak new languages, live in a multi-cultural context, work in a market without borders, serve people from a variety of social-cultural backgrounds and lead culturally diverse groups empathically. In summary, they must be prepared for global citizenship.

*Purpose of the course and audience:* This is a component of a 3-hour course that counts as a general education credit (social/behavioral science) toward any degree at ACU. This course is designed to ensure that all students in Study Abroad Programs engage the culture of the local people and participate in intercultural experiences.

*Course Description and Objectives:* This is a discussion-based, interdisciplinary course that includes an overview of Latin America and a more detailed examination of the history and culture of the Southern Cone of South America, especially Uruguay. You will be challenged to look in depth at specific cultural components such as government, education, religion, business, family structures, cultural values and worldviews, and then to examine how the local people fit all of these components into a way of life. Course readings and presentations will provide you with a foundation to more fully experience and appreciate the cultures in which you find yourself. You should also seek to learn from local people and situations in which you find yourself.

**Required Textbook:**

Bridal, Tessa. *The Tree of Red Stars*. Minneapolis: Milkweed Editions, 1997.

Maria de Jesus, Carolina. *Child Of The Dark: The Diary of Carolina Maria de Jesus*.  
New York, NY: New American Library, 2003.

Other readings may be assigned on occasion.

**Objectives**

| Competency                                                                                                   | Measurement                                                           |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <i>Learners will:</i>                                                                                        | <i>Measured by:</i>                                                   |
| 1. Understand specific ways that past events affect current life in Uruguay (and Latin American in general). | Research questions, class discussions, <i>Tree of Red Stars</i> essay |
| 2. Appreciate similarities and differences between Uruguay and neighboring countries.                        | Research questions                                                    |
| 3. Compare and contrast Latin American (specifically Uruguayan) culture with that of the United States.      | Service learning reflections, class discussions, final exam           |
| 4. Analyze poverty in Latin America, and the responses of church and society.                                | Class discussions, <i>Child of the Dark</i> essay                     |
| 5. Explore connections between art and Uruguayan culture.                                                    | Class discussions, art research                                       |
| 6. Interact with Latin Americans in culturally appropriate ways.                                             | Service learning reflections                                          |

**Requirements**

I believe that my role as teacher is not so much to impart information as to facilitate learning. And learning does not occur without effort and involvement on the part of the students.

I hope that the variety of topics and assignment types will appeal to the diversity of interests and learning styles among class members. Every week, you should set aside three or four hours outside of class for completing the following learning activities.

1. **Research.** At several points in the semester, learners will be given specific questions to research, often in connection with upcoming activities or trips. One purpose of this research is to help us engage these places and events with insight, and not just as tourists. The results will be presented in class on the indicated day, but the written answers will be submitted by means of a Google document about two days before the in-class presentation. See schedule below for specific dates.

2. **Service learning.** Every student must complete ten hours of community service involving interaction with Uruguayans. Options include leading Conversation Clubs at the Alianza, tutoring at a school, service projects in cooperation with people from a local church, and so on. I will create a separate Google document for each student in which they will keep a log of the dates, places and activities of their service. For each two hours of service, the learner must also write a brief reflection on his or her experiences (about 250 words). This must go beyond reporting what was said and done. The goal is to discuss how these interactions or incidents may contribute to a deeper insight into Uruguayan culture. The tone should be personal and informal, but the writing must be well organized and should follow the conventions of standard English grammar and spelling.
3. **Essays.** Learners will write responses 750-1000 words in length to *Child of the Dark* and *The Tree of Red Stars*. The object of the essay is to demonstrate that you have read and thought about the books, but NOT by summarizing. I want you to interact with the contents in some way, for instance by analyzing a specific theme.
4. **Final exam.** I will let you know the format and content beforehand.

## Grade

“Teachers do not **give** grades; they record what the student has accomplished.”

The overall course grade will also include the assignments done in Abilene. To determine the Montevideo portion of the semester grade, the four assignment areas listed above will be weighted as follows: Research 40%, Service 20%, Essays 20%, Final exam 20%.

## Policies

*Academic Integrity:* Cheating (including plagiarism) on any exam or assignment in this course will result in a grade of 0 (zero) on the assignment. See ACU’s Academic Integrity Policy at <http://www.acu.edu/campusoffices/provost> for details.

*Golden Rule:* We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

*Attendance:* Attendance is mandatory. If you miss class for any reason you may be assigned extra work to make up for the missed learning opportunity.

## Course Schedule

| Week | Beginning | Assignment Due Dates                               | Topics and Activities                                                            |
|------|-----------|----------------------------------------------------|----------------------------------------------------------------------------------|
| 1    | Jan 21    |                                                    | Introduce class<br>Early history of Uruguay                                      |
| 2    | Jan 28    |                                                    | Candombe and tango                                                               |
| 3    | Feb 4     | Argentina research Fri Feb 8<br>Double credit      | Contrast cultural values in<br>Uruguay and the US                                |
| 4    | Feb 11    |                                                    | Present research Mon<br>No class Fri: Buenos Aires                               |
| 5    | Feb 18    | Artigas research Fri Feb 22                        | No class Mon: Buenos Aires                                                       |
| 6    | Feb 25    |                                                    | Present Artigas research Mon<br>No class Fri: Rocha                              |
| 7    | Mar 4     |                                                    | No class Fri: Free travel                                                        |
| 8    | Mar 11    |                                                    | No class all week: Free travel                                                   |
| 9    | Mar 18    | Response to <i>Child of the Dark</i><br>Fri Mar 22 |                                                                                  |
| 10   | Mar 25    | Brazil research Fri Mar 29<br>Double credit        | Poverty in Latin America                                                         |
| 11   | Apr 1     | Art research Mon Apr 1                             | Present Brazil research Mon<br>Present art research Wed<br>No class Fri: Floripa |
| 12   | Apr 8     |                                                    | No class all week: Floripa                                                       |
| 13   | Apr 15    | Response to <i>Tree of Red Stars</i><br>Fri Apr 19 | No class Mon: Floripa                                                            |
| 14   | Apr 22    |                                                    | Dictatorship<br>No class Fri: free weekend                                       |
| 15   | Apr 29    |                                                    | Conclusion<br>No class Fri                                                       |
| 16   | May 6     |                                                    | Final exam                                                                       |

## Introduction to Global Studies: Great Britain/Latin America INTS 212 and 217 Syllabus Part I\* Fall 2013

*\* Syllabus Part II will be distributed by Professor Morrison or Walker upon your arrival on site. It will contain calendar and assignment descriptions for the on-site portion of the course.*

Rachel Brown (rdb08a@acu.edu, 325.674.2754) and Stephen Shewmaker (sbs02a@acu.edu, 325.674.2317)

Professor Jacque Morrison (jacque@morri.co.uk) – Great Britain  
Professor Wimon Walker (wimon.walker@acu.edu) – Latin America

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.**” 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 21<sup>st</sup>-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 and Montevideo semester abroad programs, INTS 212 or 217 each may fulfill a general education (Cultural Competency) 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 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)
- 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/assumptions, public systems and institutions (health care, education, etc.)
- Service Learning in the United Kingdom or Uruguay and reflection on it

### **Section 2: Course Requirements**

#### **Required Texts:**

You are responsible for obtaining this book and reading the specified pages before coming to Abilene on August 26, 2013. Any information in the relevant pages listed is fair game for the pre-travel exam.

- For Oxford Students:
  - Andrews, Rob, et. al. *The Rough Guide to Britain*. 8 Edition. 2012. ISBN: 978-1848366794
  - Pages: 1-131, 176-283, 961-986
- For Latin America Students:
  - Manzo, Clemmy, et. al. *The Rough Guide to South America on a Budget*. 2 Edition. 2011. ISBN: 978-1848367463
  - Pages: 1-169, 250-262, 380-400, 916-941, 1016-1024

Suggested reading (but not required):

- Elmer, Duane. *Cross-Culture Servanthood* (Intervarsity Press, 2006). ISBN: 978-0830833788

#### **Montevideo On-site portion (in addition to Rough Guide listed above):**

- Textbooks and other readings will be made available in Uruguay

#### **Oxford On-site portion (in addition to Rough Guide listed above):**

- 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=80-89, C=70-79; D=60-69, F=below 60%] and be based on the following percentages:

- Attendance and Participation (Includes but is not limited to attendance and participation in Pre-Departure orientation sessions, Service Learning hours, Pre-departure and Post-return Global Perspectives Inventory (GPI), and End-of-Program Evaluation, etc.) – 10%
- Pre-departure Travel Portfolio – 10%
- Pre-departure Exam – 10%
- Assignments in Syllabus Part II – 50%
- Final Reflection Assignment (See Part II of Syllabus) – 20%

*Late Work:* Late work will not be accepted.

*Attendance Policy and Grade:* Students are responsible for attending every class session pre-departure and while in Oxford/Montevideo. This includes all assigned experiential learning activities that will take place outside the classroom.

**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.

### **Section 3: Pre-Departure Class Schedule and Assignments for Syllabus Part I**

|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Attendance and Participation                                                                                                                                                                                                                                                       | All Pre-departure Orientation meetings (including Spring '13 meetings and August Check-In sessions)<br>Pre-departure Global Perspectives Inventory (GPI)<br>Completion of Service Learning<br>Post-return Global Perspectives Inventory (GPI)<br>End-of-program evaluation<br>Other small assignments as described by professor(s)                                                                                                                                                                                                                                    |
| Travel Portfolio                                                                                                                                                                                                                                                                   | 8:00 a.m. Monday, August 26, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Exam                                                                                                                                                                                                                                                                               | 8:30 a.m. Monday, August 26, 2013                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### **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 rdb08a@acu.edu. The Travel Portfolio must be submitted no later than 8:00 a.m. on the due date. Please double space the document and use Times New Roman 12 font with 1 inch margins. The following Sections should be clearly labeled as section headings within the paper. Please see attached grading rubric for additional suggestions for each section. Please include a Works Cited page or bibliography, and a header/footer with your name and the page number with the Travel Portfolio.**

**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/or academic goals (2-3 pages).

**Section 2: Issues Facing the UK or Uruguay.** Discuss and analyze two (2) 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 (2-3 pages). As resources, make use of news sources from your host country, etc.

**Section 3: Proposed Trips.** Design (in detail) two trips you want to take while abroad: (1) a three-day in-country weekend; and (2) a 5-6-day excursion either within your host country or to areas outside it. **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).** Also include one to two paragraphs for each proposed trip explaining why you wish to visit those destinations. Be specific. Apart from these paragraphs, this section does not need to be in paragraph form; a detailed chart or list will suffice.

## Travel Portfolio Rubric

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

/30

Section 2: Issues Facing Host Country – Should mention at least two (2) current issues and provide some explanation regarding actions that the country is taking to address them.

/30

Section 3: Proposed Trips 2 Parts: 1 week-long (5-6 day) trip and 1 weekend (3 day) in-country trip. This section should include the mode of travel, lodging, food, sightseeing, and the cost of each. Should also include the total cost of the trip.

/30

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

/10

British English

- BOOT is the TRUNK of your car
- CAR PARK is a parking lot
- CHEERS thanks; also used as a toast before drinking; also, "see you later"
- CHEMIST is a DRUG-STORE
- CHIPS are FRENCH FRIES
- CRISPS are potato chips
- DAY-RETURN means a ROUND-TRIP ticket usually on the railway
- DIARY is our calendar/date or appointment book
- FAG is a cigarette
- FANCY DRESS PARTY is a costumes party
- FIRST FLOOR in a building is SECOND-FLOOR in the US
- FLAT is an APARTMENT usually one floor
- FULL STOP is the black dot at the end of a sentence called in the US a period
- HOLIDAY is a vacation although the university still uses vacation for the time after term finishes
- HOOD of a car is known as 'BONNET' in England but of a cloak or coat is still the same
- HOOVER is to vacuum
- JUMPER is a sweater (or woolly, or jersey), the American 'jumper' is a pinafore dress
- KETTLE (FOR HOB) is a tea kettle
- LIFT is an elevator
- LOO can be an 18th century card game or a lavatory or bathroom or whatever you wish to say
- LORRY is a truck
- NAPPY, a corruption of napkin, is a diaper
- OXBRIDGE is a portmanteau word for the ancient universities of Oxford and Cambridge
- PANTS are underpants in American - the English equivalent of American pants is trousers
- PASTY is an individual pie as in Cornish Pasty
- PETROL is gasoline
- PUDDINGS (the term) can be used to group all desserts whether it is cake, pie, ice-cream, custards. British puddings are not like our custard type "Jell-O" pudding
- RETURN TICKET is a round-trip ticket on a train or bus
- RUBBISH is garbage
- SACK is to be fired from a job
- SCONE is an American soda biscuit and its eaten with butter and often jam and cream
- SERVIETTE is a napkin
- SQUASH is a fruit drink
- STONE referring to weight is 14 pounds
- TAKEAWAY is carryout
- TO PINCH is to steal
- TORCH flashlight
- TRAINERS are sneakers
- TROUSERS are slacks
- WASHING UP LIQUID is dishwashing liquid
- WASHING UP POWDER is laundry soap
- WC stands for "water closet", in other words, the toilet
- ZEBRA CROSSING is a striped pedestrian crossing
- ZED is the letter 'z' (or "zee" as pronounced in American English)

|                          |                                  |
|--------------------------|----------------------------------|
| adiós                    | goodbye                          |
| bien, gracias / muy bien | well, thanks / very well         |
| bienvenidos              | welcome                          |
| buenas noches            | good evening, good night         |
| buenas tardes            | good afternoon                   |
| buenos días              | good morning                     |
| ¿cómo está Ud.?          | how are you? (formal)            |
| ¿cómo estás?             | how are you? (familiar)          |
| ¿cómo se llama Ud.?      | what's your name? (formal)       |
| ¿cómo te llamas?         | what's your name? (familiar)     |
| con permiso              | pardon me, excuse me             |
| de nada                  | you're welcome                   |
| gracias / muchas gracias | thank you / thank you very much  |
| hasta luego              | see you later                    |
| hasta mañana             | see you tomorrow                 |
| hola                     | hello, hi                        |
| lo siento                | I'm sorry                        |
| me llamo                 | my name is                       |
| mucho gusto              | pleased to meet you              |
| ¿qué hora es?            | what time is it?                 |
| ¿qué pasa?               | what's happening?                |
| ¿qué tal?                | what's going on? how's it going? |
| 0                        | cero                             |
| 1                        | uno                              |
| 2                        | dos                              |
| 3                        | tres                             |
| 4                        | cuatro                           |
| 5                        | cinco                            |
| 6                        | seis                             |
| 7                        | siete                            |
| 8                        | ocho                             |
| 9                        | nueve                            |
| 10                       | diez                             |
| 11                       | once                             |
| 12                       | doce                             |
| 13                       | trece                            |
| 14                       | catorce                          |
| 15                       | quince                           |
| lunes                    | Monday                           |
| martes                   | Tuesday                          |
| miércoles                | Wednesday                        |
| jueves                   | Thursday                         |
| viernes                  | Friday                           |
| sábado                   | Saturday                         |
| domingo                  | Sunday                           |