



College of Liberal Arts and Sciences  
Department Global Studies, Sociology, and TESOL  
**Master of Arts in Transformational Urban Leadership (MATUL) Program**

## **TUL505A Language and Culture Learning I (Online) (3 units)**

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Course Facilitator: Dr Marie Manabe-Kim



### **Mission and Purpose Statement of APU**

*Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.*

### **Master of Arts in Transformational Urban Leadership**

*The aim of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.*

### **Course Description**

This course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities. This is the first of a two-course sequence.

### **Expanded Description**

The objective of this course is to equip language learners with the appropriate knowledge, dispositions, and skills for independent and ongoing self-directed language and culture learning within urban poor communities. This class offers accountability in five levels to accomplish this objective: **GRASP** (God and His Kingdom, Relationship, Approach and Attitude, Strategy and Methodology, Procedures).

- **God and His Kingdom Relationships:** For accountability in these two areas, in Adobe Connect sessions we will share about your time with the Lord, and share your journals on how you are developing relationships with the local people.
- **Approach and Attitude:** Demonstrate your ability to shoulder the responsibilities of the self-directed language learning approach by giving feedback on the extent of relationships built in your fieldwork.
- **Strategy and Methodology:** Demonstrate your mastery of the learning cycle: **GLUE**
  - Getting tools, texts and stories and transcribing them
  - Learning them
  - Using them in the community
  - Evaluating/envisioning (evaluating your experience, and envisioning what you plan to do next)
- **Procedures:** Demonstrate your skill with keeping a journal of your experiences and keeping your material organized.

This is the first of a two-course sequence.

### **Global Learning Outcomes**

By the end of both TUL505A and TUL505B students will be expected to:

#### *Cognitive:*

- Explain the various cultural, social, and political systems that shape the present national and city culture, providing illustrations from first-hand experience with local residents, cultural events, and social institutions.

- Describe a limited set of independent language- and culture-learning strategies, along with a critical assessment of one's application of those strategies.

*Affective:*

- Demonstrate a sincere interest in others and sustained motivation to participate in various cultural, social, and recreational activities as a means of exposing oneself to the local language and culture in naturalistic settings.

*Skill:*

- Plan and implement a self-directed program of language and culture learning in one's host community, and demonstrate the ability to use the host language to meet daily needs and deepen integration into the host community (i.e., an "intermediate-mid" level of the spoken language after three months of language learning; see "Language Learners Proficiency Scale").

### Course-Specific Learning Outcomes

By the end of TUL505A students will be expected to:

#### 1. COGNITIVE ("Know")

LEVEL	COMPETENCY
Global	1.1 Explain the historical and contemporary dynamics of the country's colonial past and contemporary linkages to the outside world (e.g. "mail-order brides"; the Indian and Philippine <i>diaspora</i> ; tourism; international trade).
	1.2 Explain the ways in which "modern" development and "traditional" culture interact, and the global forces that are reshaping identity and desire.
National	1.3 Explain the general personality traits, cultural patterns, and national character (e.g. "Indian," "Filipino," "Kenyan," etc.) of the host society.
	1.4 Explain events in the host country's history that shaped its national and regional languages.
City	1.5 Explain the growth and development of your host city from a scattered collection of towns and villages to a major metropolitan area.
Community	1.6 Provide a rationale with biblical support for the need to engage in language and culture learning.
	1.7 Describe a limited set of independent language- and culture-learning techniques.
	1.8 Describe the cultural adjustment process, along with personal examples of those phenomena associated with it.

#### 2. AFFECTIVE ("Be")

LEVEL	COMPETENCY
National	2.1 Demonstrate an awareness of the human tendency to glorify one's own cultural and national identities, and to misperceive and misjudge others.
	2.2 Demonstrate an awareness of the privileges and prerogatives that generally attach to one's skin color, nationality, native language, and social class that are not available in either kind or degree to most members of the host society.
City	2.3 Demonstrate a willingness to participate in various cultural, social, and recreational activities with host family and community members as a means of exposing oneself to the local language and culture in naturalistic settings.
Community	2.4 Articulate one's negative reactions (e.g., fear, impatience, frustration, anger, disgust, defeat), as well as the pleasures, associated with participating in unfamiliar and stress-producing settings.
	2.5 Demonstrate a sincere interest in others and their life ways as potential sources of companionship, collaboration, and wisdom.
Family	2.6 Demonstrate a willingness to try out ways of meeting basic needs (e.g. eating, bathing, shopping, and interacting) that are valued within the host family and broader community.

### 3. SKILLS (“Do”)

LEVEL		COMPETENCY
Community	3.1	Plan and implement a self-directed program of language and culture learning within one’s host community.

#### Hours per Week

Language learning to the level of reasonably fluent conversation is essential for success in other aspects of this degree. By the end of the degree this should increase to a high level of fluency. While most Masters degrees require a research language they usually do not credit hours for this. APU is accrediting 6 units (approx. 320 hours of 900 hours) of language learning over 7 months. This is much less than the total hours. The APU courses give you the core structure to then develop the full breadth of learning with your local language school or tutor/language helper. (See the MATUL Language Learning Policy document for more detail).

This is not a standard didactic course but is dependent on learning from local experts within the guidelines of the APU course and tested in an exam at the end of the course. The three unit APU course delivered over a fifteen week term will approximate 10 hours per week including: 2 hours of direct faculty instruction through asynchronous online discussion (forums) and synchronous (chat), 2 hours of writing and assessments and an additional 6 hours per week in community language learning and tutoring supervised by the APU faculty through the forum and Adobe Connect processes.

Credit-hour Distribution	Weekly		Semester	
	Total approx. hours per week	Total hours accredited to the APU course	Total hours over a term	Total hours accredited to APU course over a term
1. Direct instruction by discussion <ul style="list-style-type: none"> <li>• Discussion Forums</li> <li>• Adobe Connect</li> <li>• Local Language School/tutor</li> </ul>	1 clock hour per credit hour 1 12	2 clock hour per credit hour 3	7 ½ 22 ½ 180	30 45
2. Faculty-directed instruction <ul style="list-style-type: none"> <li>• Readings &amp; research</li> </ul>	2	1 1/2	15	15
3. Learning activities and projects (experiential learning) <ul style="list-style-type: none"> <li>• Community Language Learning</li> <li>• Projects</li> </ul>	12 1	3 1	180 15	45 15
4. Assessment (writing)	1	1/2	15	15
<b>Total Hours</b>	<b>30</b>	<b>11</b>	<b>450-462.5</b>	<b>165</b>

The correlation of class hours and assignments with local delivery is to be evaluated in the first week (See document *Planning Work Load with Partnering Schools Courses*).

#### Faculty Information

- Rie Manabe-Kim, Adjunct Faculty of Language and Culture Learning, Department Global Studies, Sociology, and TESOL
- Contact information: [rie@fuller.edu](mailto:rie@fuller.edu) / [mariepasadena@yahoo.com](mailto:mariepasadena@yahoo.com), SKYPE ID: mariepasadena
- An emergency phone number: 626-394-3674 (cell)
- Technical Support: Call 1-815-5050 or email [Support@apu.edu](mailto:Support@apu.edu)

## Assignments

The following projects, with related forum discussions, are calculated to require approximately **160 hours** to complete. Expanded project guides provide step-by-step procedures. **Students must use Assignments and Forum in Sakai to submit all assignments.**

### Project 1: *Pre-field culture and language self-study*

Students complete directed reading and language orientation *prior to program start-up*. Students purchase two “best books” from the culture learning section of course bibliography—one on the national culture and one on the regional/city culture. They budget sufficient time to read these books during the weeks leading up to departure. Students create a detailed profile of the host country, culture, and city in outline form, along with five carefully formulated questions that can be explored after arrival. Students discuss their experiences and cultural insights through online Forums discussion posts during the specified time periods. Students follow the Forum discussion guidelines outlined below. *Supports Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8* (Approx. **35 hrs**; calculated at 15 pages/hr)

- **Detailed instructions:** see Project #1 Guide in “Course Menu” in Sakai. Submit to “Assignments” in Sakai.
- **Required texts:** Two texts from “Course Text List” below—one on *national* culture, and the other on *city* culture.

### Project 2: *Intensive language course*

Students utilize the services of a language school or a language coach where they complete a 5-6 week language course for approximately 3 hours/day, 4 days/week (one day for your other course) for a minimum of 75 hours (of your total of 360 hours you should spend with language tutor and in the community). Students discuss their experiences and cultural insights through online Forums discussion posts during the specified time periods. Students follow the Forums discussion guidelines outlined below. *Supports Outcomes 1.7, 3.1* [Note: Together, TUL505A and TUL505B will represent 6-8 months of language study. By the end of that period, most students will be conversational in the host language. Students should expect to invest more than the 75 hours of language study that are credited for each course. Also, Project #2 is completed concurrent with Project #3]

- **Detailed instructions:** see Project #2 Guide in “Course Menu” in Sakai. The final product for Project #2 is a portfolio that includes 1) the journals; 2) the picture dictionary; 3) the recorded oral proficiency exam; and 4) the exam results. Submit the portfolio to “Assignments” in Sakai.
- **Required instructional equipment/materials:**
  - Digital recorder and a supply of batteries
  - Digital camera
  - Host language dictionary
  - Host language text [see “Course Text List” below, and <http://www.lmp.ucla.edu/>]
  - Interactive CD ROM language learning software [optional]
  - Package of index cards
  - Personal photo album

### PROJECT 3: *Community orientation project*

Students complete and report on 10 “orientation”-type exercises within a select urban poor community (typically closest to where they are living). The project is designed to give students practice in *structured observation* within a specific community setting while assisting them to get a “lay of the land” as newcomers in an unfamiliar community. Each week students reflect on their experiences in light of their culture self-study reading, recording what they learn in their fieldbook. Students discuss their experiences and cultural insights through online posts during the specified time periods. Students follow the Forums discussion guidelines outlined below. *Supports Outcomes 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7* (Approx. **15 hrs**.)

- **Detailed instructions:** see Project #3 Guide in “Course Menu” in Sakai. Submit to “Assignments” in Sakai.

## Required texts:

Brewster, E. Thomas and Elizabeth S. Brewster, *Bonding and the Missionary Task*. Lingua House, 1984. [This will be in Sakai].  
Brewster E. Thomas and Elizabeth S. Brewster, *Language Learning is Communication-IS Ministry*. Lingua House, 1984. [This will be in Sakai].  
Richard Slimbach, *Loosed Tongues*. World Wise Books, 2011.

Michael Janich, *Speak Like a Native*. Paladin Press, 2004. [Purchase from Amazon]  
*Oxford Picture Dictionary* [most recent edition]  
David I. Smith and Barbara M. Carvill, *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. Eerdmans, 2000. [Ch. 1 & Ch. 4]  
"How Not to be a Fluent Fool: Understanding the Cultural Dimension of Language"  
Bennett, Milton. ([http://www.sit.edu/SITOccasionalPapers/feil\\_appendix\\_k.pdf](http://www.sit.edu/SITOccasionalPapers/feil_appendix_k.pdf))  
Thomson, Greg "What? Me Worry about Language Learning?" (<http://www.languageimpact.com/articles/gt/whatme.htm>)  
Thomson, Greg. "Leave Me Alone! Can't You See I'm Learning Your Language?" (<http://www.languageimpact.com/articles/gt/leaveme.htm>)  
Wilson, Reid. "A Brief Overview of Language" (<http://www.languageimpact.com/articles/rw/overview.htm>)  
Wilson, Reid. "What Does It Mean To "Learn" a Language?" (<http://www.languageimpact.com/articles/rw/whatmean.htm>)

### Assignment Completion

To receive credit, all course assignments are to be completed and submitted on time, as recorded in the Assignments tool within the online course. (If there is a discrepancy between the way the assignment is listed here and in the assignment tool, use that which is defined in the tool, as it will be the latest version and may have been improved with student feedback).

### Course Policies

Preparation and Participation: Logging into your online class in Sakai, being fully prepared, participating actively in discussions and online activities are important components of this part of your grade for the course. Failure to participate, login, or submit assignments must be discussed with the professor. Make-up work may be negotiated for non-participation due to medical or emergency reasons.

### Forum Discussion Guidelines

Online Discussion is a "threaded" dialog or conversation that takes the form of a series of linked messages by students and instructor, organized topically. The discussion enables students to exchange project-related insights from geographically dispersed locations. By structuring discussion of intercultural concepts and experiences with peers in *other* cultures, as opposed to discussion with peers in the same host culture, students are encouraged to focus on the essence of each situation. Pushed to be active participant-observers in their respective cultures, students have the rare opportunity to move from mere description of local realities to cross-cultural comparative analysis.

During Forums discussions, students interact with *content* (e.g., assigned readings, common language and culture learning experiences), their *classmates* (via discussion, debate, peer review), and the *instructor* (as I seek to coach, teach, guide, and support learners). All students have a "voice" in Forums discussions. I do not seek to "control" the communication. Because it is asynchronous, Forums discussion affords participants the opportunity to reflect on their classmates' contributions while creating their own, and on their own writing before posting them. Please note that online threaded discussions are not online chats. My expectation is that using this tool will create mindfulness among students and encourage a culture of reflection. Compose your "substantial" posts in an MS Word document and then post in the Forums, in case you lose the content while online.

To make this process work for all, "posts" must be made during specified time periods. After the end-date, the discussion threads will be **read-only**: you will be able to go back and reference the discussions, but you won't be able to add more posts; they will be "locked."

Of course, this means that we need to also start and finish our project-specific fieldwork and study within those same time periods. To do this, we need to stay healthy, focused, and organized. The relationships we form and maintain with classmates and instructor complement the many associations being formed within your host community. As "iron sharpens iron," each student's contribution enhances the learning of all other students, and feeds back into our life within our host communities.

#### Procedure

- Begin a particular project within the specified time period
- Each student posts an initial post to the topical question posed by the instructor.
- Students interact with each other's posts.

#### Guidelines for participation

- Students adhere to specific timeframes for discussion.

- For each topic, each student contributes at least three (3) substantial posts—one initial post and two responses to peers.
- Students pay attention to the *quantity/timeliness* and *quality* of their postings (see rubric below)

## Assignments

Assignments		Weight/P oints
1.	Project 1: <i>Culture and language self-study</i> Evaluative criteria: completeness; outline organization; outline detail; depth of research questions; analytic depth; writing quality	10% 10 pts.
2.	Project 2: <i>Intensive language course</i> Evaluative criteria: sustained relationship with language school and/or coach; arrangement of a language “route”; organization, detail, and depth of analysis, and writing quality of the language learning journals; oral proficiency exam	60% 60 pts.
3.	Project 3: <i>Community orientation project</i> Evaluative criteria: completeness; descriptive detail; analytic depth; writing quality	10% 10 pts.
4.	<i>Online forums discussion</i> Evaluative Criteria: Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible Writing Mechanics; Timely	10% 10 pts.
5.	<i>Adobe Connect session</i> Evaluative Criteria: Attendance; Breadth of Discussion of Concepts from Readings; Depth of Expression of Perspectives and Depth of Questions for Readers; Integration of Ideas; Connectedness of Thoughtful Reflection; Stimulates Additional Conversation; Sensitivity Towards Others Views; Contribution to Discussion; Comprehensible	10% 10 pts.
<b>Total:</b>		100% 100 pts.

**Grades** are assigned according to the following levels of proficiency:

Grade	APU	
	GPA	Numeric
A+		Not given
A	4.0	95-100
A-	3.7	92-94.99
B+	3.3	89-91.99
B	3.0	84-88.99
B-	2.7	81-83.99
C+	2.3	78-80.99
C	2.0	73-77.99
C-	1.7	70-72.99
D+	0	69-69.99
D	0	68-68.99
D-	0	65-67.99
F	0	0-64.99
Inc.		

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different students may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

- A Outstanding performance: shows intrinsic interest in the course and subject; consistently asks penetrating questions and/or offers thoughtful reflections during Forum discussions; demonstrates exceptional intelligence and creativity in project reports; earns high scores on course assignments—usually the highest in the class.
- B *Above average* student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- C Average or typical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality.
- D *Below average* or atypical student in terms of participation, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance.
- F Repeat course. Inadequate/insufficient performance.

## Course Policies

**Class attendance:** Students are required to join in the class SKYPE discussions each week, with an opening statement in response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

**Make up and extra credit:** If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

**Incompletes:** The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

**Returns:** I attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Attendance** in the online SKYPE calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas.

In the MATUL, it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

**Academic Integrity:** The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act that is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

**References** to author and text must be included whenever the author is quoted or ideas used. This is simple respect. Use the APA6 Author-Date system. It is required that you get a copy of EndNote from IMT or the Library for keeping your references over the years. It will do most of the formatting for you.

**Disability Procedure:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should communicate with the MATUL program director, as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Satisfactory progress** in the degree requires a GPA of 3.0 or above, across your courses.

**Class attendance:** Students are required to join in the class SKYPE discussions each week, with an opening statement in

response to one of the questions and 2 responses to others comments later in the week in the online forums. This gives the core coherence to the online learning process. .

**Make up and extra credit:** If a student has an “excused” absence from a week’s work that delays an assignment, they may make that up within the next week. If they have no excuse from the weeks work, they will receive a 10% drop in grade if submitted the next week, and 20% if submitted two weeks later. Assignment will not be accepted three weeks late. We all tend to mess up on an assignment, so there is recourse in one extra credit assignment for 2 extra marks.

**Incompletes:** The grade of “Incomplete” can only be given in the case of a verified personal/family emergency and with the approval of the course professor and the college dean.

**Returns:** We will attempt to grade work the week submitted though this is not always feasible. The course work and grades will be open to view two weeks after the end of the course.

**Fairness:** Course outlines, grading rubrics etc., are not legal contracts, where you pay for a grade according to predetermined standards, but are submitted to you to give some understanding of the basis of grading and fairness. However grading of papers is multivariate and to some extent will always include the subjective, based on years of experience, and at times tailored to the learning process of the student, or accommodating specific needs. In this class across several cities, the context is different, the contracts with partnering groups are different, learning contracts are set up in some cities prior to class that allow for equivalency, living conditions affect capacity, content of prior degrees affect the level of difficulty for some students in some courses, so fairness requires that each students work will be graded within these limitations. You are competing with yourself not others.

**University or Department Policies:** All university and departmental policies affecting student work, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

**Support Services:** There are many available support services for graduate students including the Graduate Center, Regional Centers, Libraries, Computer Center, Media Center, Writing Center, Counseling Center, and International Center. See the Graduate Catalog for more details.

In addition to these there is the Learning Enrichment Center. Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

**Writing Assignments:** papers are due on assigned dates. All assignments should be:

- Times New Roman or Cambria, single spaced, 12 point
- 1 inch margins
- Titled, Name and date in right upper corner,
- Page numbers in right lower corner
- single spaced

Late assignments will be deducted 5% for each week late (1 week late = 5% deduction, 2 weeks = 10% deduction). After 2 weeks they receive a zero. If late please note at the top left “1 week” or “2 weeks”.

#### **Study time:**

In the MATUL it is easy for local leaders to wish to use the foreigner as an extra worker in the ministry. To succeed in your studies, church involvement should be limited to Sundays and one night per week. Your primary objective is not to respond to every request for ministry but to complete your masters, learning as you go. You are strongly advised to advise your pastor that you are restricted to Sunday activities and one other night.

**Copyright Responsibilities:** Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at

[http://apu.libguides.com/content.php?pid=241554&search\\_terms=copyright](http://apu.libguides.com/content.php?pid=241554&search_terms=copyright)

**Information literacy** is defined as “a set of abilities requiring individuals recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American



Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Legal Disclaimer:** This course is in constant development and may change at the professor's discretion. All effort is made to not materially change major assignments once they have been begun, and if so to do so to the students' advantage. Grading rubrics are not a legal entity but simply a helpful guide to the student as to some elements the professor uses to grade, as grading involves considerable subjectivity. Creativity is encouraged and alternatives to assignments recognized, but normally should be negotiated beforehand.

### Local Language Learning Text List

SITE	CULTURE LEARNING TEXTS	LANGUAGE LEARNING TEXTS
Specific Sites	[Select two total: one on national culture from the list below and search for one on city-specific culture]	[Select language-appropriate texts]
India	<p>Wolpert, S. (2008). <i>A new history of India, 8<sup>th</sup> ed.</i> Oxford University Press.</p> <p>Sen, A. (2006). <i>The argumentative Indian: Writings on Indian history, culture and identity.</i> Picador.</p> <p>Soundararajan G. I. (2000). <i>Indian culture and Christianity.</i> Secunderabad: OM Books.</p> <p>Dreze, J. &amp; Sen, A. (2002). <i>India: Development and participation.</i> Oxford University Press.</p> <p>Varma, P. (2004). <i>Being Indian.</i> New Delhi, Penguin Books.</p>	<p>Hart, K. (1999). <i>Tamil for beginners.</i> Berkeley: University of California Berkeley; <b>or</b></p> <p>Sadasivam, M., Upadhyaya, U.P., &amp; Krishnamurthy, N.D. (1999). <i>Conversational Tamil: A Microwave Approach.</i> Sree Venkateswara Printing Press.</p> <p>Schiffman, H. (1999). <i>A reference grammar of spoken Tamil.</i> Cambridge: Cambridge University Press.</p> <p>Jain, U. (1995). <i>Introduction to Hindi grammar.</i> Berkeley: University of California Berkeley.</p> <p>McGregor, R. S. (1997). <i>Oxford Hindi-English dictionary.</i> Oxford University Press.</p>
Kenya	<p>Sobania, N. W. (2003). <i>Culture and customs of Kenya.</i> Westport, CT: Greenwood Press.</p> <p>Miller, N. and Yeager, R. (1993). <i>Kenya: The quest for prosperity, 2<sup>nd</sup> ed.</i> Westview Press.</p> <p>Granqvist, R. (2004). <i>Bulldozer and the word: Culture at work in postcolonial Nairobi.</i> Peter Lang.</p>	<p>Russell, J. (2003). <i>Teach yourself Swahili, 2<sup>nd</sup> ed.</i> McGraw Hill. [Complete Course Package (Book + 2 CDs)]</p> <p>Awade, N. (2000). <i>Swahili-English, English-Swahili dictionary.</i> New York: Hippocrene Books</p>
Philippines	<p>Karnow, S. (1990). <i>In our image: America's empire in the Philippines.</i> Ballantine Books.</p> <p>Agoncillo, T.A. (1990). <i>History of the Filipino People, 8<sup>th</sup> ed.</i> Quezon City: Garotech Publishing.</p> <p>Jocano, F. L. (1984). <i>Slum as a way of life.</i> University of Philippines Press.</p> <p>Maggay, M. (1987). <i>The gospel in Filipino context.</i> Metro Manila: OMF Literature Inc.</p> <p>Grigg, V. (2004). <i>Companion to the poor.</i> Chennai: YWAM Publishing</p> <p>Roces, A. (2009). <i>Culture Shock! Philippines.</i> Marshall Cavendish.</p>	<p>Romero, V.E. (2004). <i>Learn Filipino, Book One</i> (with Discs 1 and 2). Magsimba Press</p> <p>Ramos, T. (1985). <i>Conversational Tagalog: A functional-situational approach.</i> Honolulu: University of Hawai'i Press.</p> <p>English, L. (1997). <i>English-Tagalog dictionary.</i> Manila: National Bookstore.</p>
Haiti	<p>Arthur, C. (2002). <i>Haiti in focus: A guide to the people, politics, and culture</i> (In Focus Guides). Interlink Publishing Group.</p> <p>Farmer, P. (2005). <i>The uses of Haiti, 3<sup>rd</sup> ed.</i> Common</p>	<p>Turnbull, Wally. 2000. <i>Creole made easy.</i> Mountain Maid Self Help Project.</p> <p>Valdman, A. (2006). <i>Ann Pale Kreyòl (APK).</i> Chamoiseau D'antecat, Edwige, ed.</p>

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