

International Capstone

Discovering Spain: A Sense of Place

Spain 2019

UNST 421

June 17- July 8, 2019

Instructor:

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Office Hours: By Appointment

Course Description

One of the most powerful learning opportunities for a student is studying abroad. The impactful, sensory experience of being far away ultimately brings us closer to ourselves, naturally offering a platform to examine how we identify and relate to the world around us.

In this course, we'll delve into the idea of identity of people and place, both abroad and at home. Using musical and cultural experiences as a lens, we'll explore the powerful concept of identity. In a rapidly shrinking world, when an appreciation and empathy for diversity of thought and culture is more important than ever, this class offers a creative, engaging immersion into self and our world. In addition, PSU students are given the chance to share what they learn in a broader platform: videos and supporting curriculum that go to music programs throughout rural Oregon.

Discovering Spain: A Sense of Place is a three-week journey through five unique regions of Spain: Andalusia, Castile, Galicia, Catalonia and Basque Country. Through conversations with artists and locals, concerts, immersive activities, guided tours and site visits, we will experience the culture firsthand. The course is taught in English and all guides and activities are led in English.

The Community Based Learning project is group work creating short videos and the supporting curriculum reflecting the themes of identity, diversity and connection abroad and at home. PSU students are given the opportunity to craft an artistic response to what they learn in Spain, and share that with teachers in the Ethos Music Center: Music Across Oregon-Rural Outreach program.

Music Across Oregon reaches more than 2,100 students each year in underserved communities throughout rural Oregon. Taught by AmeriCorps volunteers, these programs are currently running in the towns of Maupin, Dufur, Monument, Falls City, Spray, Metolius, Madras, Elkton, and the Lake County towns of Lakeview, Adel, Paisley, and Plush. The Ethos mission is to build community through music. The founders chose the name "Ethos" because their artistic vision was built on the philosophy that music education has the power to change thoughts, moods and actions. Directly in line with the Ethos mission, the videos offer access to meaningful conversation about identity and diversity for the students in the rural music programs.

PSU students will attend four mandatory pre-departure sessions scheduled during the spring term before the class. In these classes, students will meet with our community partner, create groups and areas of interest for the video projects, and participate in discussions related to the curriculum.

The dates for the 2019 trip are June 17th to July 9.

Student Learning Outcomes

By the end of this course, students will be able to:

- Define the varied regions of Spain and share insights into the people, culture and history from these regions. (Critical thinking)
- Describe the unique cultural qualities of each region. (Critical Thinking, Diversity)
- Articulate the integral role that music plays in culture. (Communication, Diversity)
- Analyze ways in which U.S. culture is similar and different from Spanish culture. (Diversity)
- Consider the student identity population in rural towns in Oregon. (Diversity)
- Connect the Capstone experience to one's own cultural identity. (Diversity)
- Demonstrate the ability to ingest specific musical experiences and translate that back to younger children through an accessible, relevant and entertaining platform. (Critical thinking, communication, social responsibility)
- Develop a curriculum and reporting stream that motivates young learners to learn about the relationship between music, identity and culture. (Communication, Social Responsibility)
- Pose thoughtful questions that lead young elementary school students to examine cultural identity in a facilitated platform. (Critical thinking.)
- Create a creative response to the Ethos philosophy of music education having the power to change thoughts, moods and actions (Critical thinking, communication)

(Note: UNST goals associated with a given course goal are given in italics after each course goal.)

University Studies Goals

The University Studies goals are an integral part of this course offering. You will see these themes show up in our activities, discussions and assignments throughout this capstone. I have attached specific UNST goals to each of the course goals listed above so you have a sense for how they relate to our course themes. Here is the full text for each of the University Studies Goals:

Inquiry and Critical Thinking

Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners

Communication

Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others working in groups, and to be competent in appropriate communication technologies.

Diversity, Equity and Social Justice

Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Ethics and Social Responsibility

Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

Course Activities: Pre-Departure

- Actively participate in Community Based Learning Project: creating videos & curriculum
- Attend four mandatory pre-departure sessions.
 - Establish groups, themes and outlines for video project work
 - Meet with our community partners and gain exposure to the Ethos' unique mission and activities.
 - Explore how to bridge music, identity and the population receiving the videos
 - Complete reading and response assignments – gaining a base knowledge of Spanish culture and history
 - Identify themes for personal project
 - Students will select a special focus based on personal interest and experience
 - Discuss logistical details

Course Activities: in Spain

- Complete assigned readings and write nightly reflective journal responses to readings and experiences from the day.
 - Journals will be checked in class. Students can write on paper or larger electronic devices (Computers and tablets are accepted. Phones are not.)
- Participate in daily discussions, classes and activities. Class times will vary daily. Generally class will be at 9:30 in the morning, but this is subject to change based on travel and activities.
- Work on a personal project and prepare to report on it at the end of the trip.
 - Oral presentations, approximately 5 minutes in length, will be scheduled the last Friday of the trip

Community Partner

Community Partner, Ethos, is a Portland, Oregon-based non-profit organization that offers music lessons, classes, camps and workshops for students ages 2 and older and was created in 1998 as a direct response to funding cuts in arts education. In addition to the Music Across Oregon program, Ethos supports a robust Urban Outreach program. Ethos is located at 2 N. Killingsworth St. Portland, Oregon 97217.

Community Based Learning Project:

- Attend Pre-trip class sessions
- Meet Ethos and AmeriCorps representatives
- Explore possible themes and identify working video groups
- Research background on chosen subject
- Create an outline for the video work and supporting curriculum
- Shoot, edit and collect feedback while in Spain.

Video Due Dates:

Students can complete all work in Spain. However, if time doesn't allow for completion, students can extend the due date.

Videos are due July 23rd 2019, two weeks after the course ends. (Arrangements can be made for a different date if you are traveling after the course ends.)

Final edit requests are due August 6th, 2019

Once all video and additional materials are complete and turned in, I will forward everything to Ethos. Following this, I will meet directly with Ethos' AmeriCorps volunteers to train them in the use of your videos for outreach to rural students.

Group/Partner Work:

Students will be assigned to a group or partner for the video project. While group work can be challenging – it can also be extremely satisfying and enjoyable. Communication is extremely important, both among one another and with the teacher if there is a problem. I am available to discuss any issues students are having with group work both privately or as a group.

Assigned Reading

Hooper, John, *The New Spaniards*, London: Penguin, 2006.

- This is a required text for this class. Students will present an outline of information on specific chapters and share outlines in a pre-departure meeting

Class reader: Students will be provided with a reader, a compilation of writings from multiple sources. There will be short reading assignments most days of the trip. These essays and stories about Spain will offer insights into the culture that students are experiencing first hand. Additional readings will be assigned on the following topics:

- Identity
- Power and privilege
- Dominant and subdominant roles
- Place and culture

Journals

Students will be responsible to write a journal response to the readings and daily experiences. These journal entries will not be edited or graded; rather they will be shared in either the morning or evening round table discussion. The journal entries offer a chance to process and reflect on the tremendous amount of stimuli we receive while traveling and participating in the culture.

Personal Project:

Due Friday July 6, 2019

The personal project will culminate in an approximately 5-8 minute presentation to the group. Students will select a topic that interests them and explore this topic the entirety of the trip. Creative license is encouraged and fully supported. Visuals can accompany the presentation but are not required. We will have access for VA equipment in the classroom for these presentations. Topics will be chosen in one of the pre-departure meetings.

Grading

Grades will be based on participation in the class as measured by:

Attendance & Participation in class sessions	50%
• Pre-departure sessions	
• Scheduled activities	
• Daily class discussions	
Final CBL Project – Videos & Curriculum:	30%
Journaling	10%
Personal Project	10%

The standard 90/80/70/60 grading scale will be used.

Code of Conduct: It is strongly encouraged that you read the Student Conduct Code (see <http://www.pdx.edu/dos/conduct.html>.) It details your rights and responsibilities as a student and as a member of the Portland State Community

If you or someone you know has been harassed or assaulted, you can find resources on PSU's Enrollment Management & Student Affairs: Sexual Prevention & Response website at <http://www.pdx.edu/sexual-assault>.

PSU's Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.

Travel Conduct

As representatives of the PSU community and visitors to a foreign country, we expect that you will act in a respectful and safe manner during our travel period in Spain. As a group, we will discuss and explore appropriate conduct in Spain. Travel conduct is considered as part of the attendance and participation portion of the grade.

ADA Modifications

Please see me if you have a disability that may require some modification to the course. I will work with you and the Disability Resource Center to arrange specific support.

