

Capstone Spain: Culture & Service
August 22- September 22, Summer 2017
Zamora, Spain
UNST 421 (CRN# _____) 6 credits

INSTRUCTOR: Laura Mulas

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(if you try to reach me from the USA add +34)

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Pre-departure coursework/meetings: will be held virtually on CANVAS

CANVAS website: *you will receive an email invitation to join 1 month before departure.*

COURSE DESCRIPTION:

This capstone is designed to provide an opportunity to learn about Spanish culture and society by means of immersion with a partner social service based organization (also non profit) in Zamora, in the region of Castilla y León, Spain. Upon arrival all instruction and communication will be 100% in Spanish. You will learn about Spanish culture as you work in teams to help lead organized and established activities. By doing so, you will also gain awareness of the special needs of marginalized citizens, specifically the young adult learner with limited resources and education. You will acquire the knowledge and the skills necessary to engage fully with the participants and collaborate with the service site in order to better existing programs and help create new activities as directed by the community partner.

This capstone course is 30 days long and will include 30 hours of service with our community partner and nearby excursions to discover Spanish culture and society. There will be some online pre-departure course work which will be a mix of synchronous and asynchronous online group meetings, discussion groups and preparative readings. The purpose of the predeparture work is so that you will be better prepared for the application phase of your learning in Spain. Course material will include a survey of Spanish history, culture and society as it pertains to this capstone. During this online portion we will explore what it takes to be an active team member, group dynamics, and will plan activities and a final project to present to the youth at our community service partner. Along with group dynamics we will also discuss the good, the bad and the ugly of group work and how to address problems early on. Upon arrival to Zamora students will spend the first few days getting to know their host family, be given a guided tour of the town. Each student will also receive a student guide to Zamora and a welcome package. The subsequent weeks you will volunteer at a service-learning site days a week(afternoons or mornings) and 2 days a week will attend planned excursions or cultural workshops. Weekends will generally be free. There will be optional organized activities offered each afternoon and evening. You will also be paired with a local language exchange partner to practice Spanish, teach English and share culture while in Zamora. An initial meeting will take place the first week in Zamora and then subsequent meetings will be organized between you and your partner. It is anticipated that you will meet at least 2-3 times per week for at least 1 hour. At the end we will have a farewell dinner with our host families and service partners.

EXCURSIONS (tentative):

- Morales del Vino—visit to an artisan, family-run cheese factory.
- Moraleja —visit an artisan, family-run chocolate factory
- Toro—visit to wine museum
- Fermoselle- visit to traditional underground bodegas.
- Puebla de Sanabria
- Rio Onor de Castilla /Rionor—half of the “pueblo” is Spain and the other Portugal
- Braganza, Portugal
- Arribes del Duero & Mirando do Douro, Portugal (Kayaking trip)
- There will be various optional weekend trips offered as well at an additional but low cost.

WORKSHOPS: (tentative):

- Castilian cooking
- Tapas: the tradition, a guide and preparation
- La tierra de Pan y Vino
- Cultural Ethnography: traditional plant usage, dance and folklore
- Semana Santa: art, wood carving and more
- Traditional Castilian games

SERVICE PARTNER:

You will participate as mentors in the program called “Educación de Calle” that provide organized workshops, activities, classes, recreational clubs and organized outings specifically for youths that are at risk.

Our community partners are, El Centro Menesiano and the Ayuntamiento de Zamora. They work to provide advocacy, support, outreach programs and educational courses for at risk youths between the ages of 13-17 years of age. These students have either dropped out of school or have only finished the obligatory education, which is equivalent to the 9th grade here in the USA.

Most are of immigrant families (Latin American), gypsy community and/or of lower economic status. The current economic crisis and subsequent political discord are creating wider gaps for this population from mainstream society and threatening these much-needed services. The purpose of this program is to help the participants integrate and participate more fully in their community and to learn new skills that could encourage them to continue their education and to guide them in career choices that would lead to future and stable employment. They also provide activities and workshops that help build self-esteem, work as a team and other daily life skills. While participating in this capstone you will learn vocabulary and grammar related to this service prior to and while participating. We will explore and discuss current issues regarding this population. The service site will provide you with a detailed orientation to the actual service center, the organization, their mission and expectations for participants.

The website link:

Educación de Calle: <http://www.menesianoszamora.com/area-de-prevencion.html>

Potential classes that you could assist or lead at the service site include:

- Structured educational workshops: pre-labor skills, interviewing skills, English classes, grammar classes and other formative classes.
- Team building and other collaborative types of workshops.
- Art and Craft classes that produce products that the participant can sell during the seasonal fairs that are common in the community.
- Recreational classes and outings for stress relief and team building.
- Cultural outings in order to learn more about history and culture.

COURSE LEARNING OUTCOMES:

By the end of this course you will be able to

- Explain the differences between Spanish and US Culture as a result of reflection, examination and comparison. (*Critical thinking, variety of human experience*)
- Discuss the effect of the current political and economic state of affairs on Spanish society as a result of readings, reflections, organized classroom discussions and service at community partner. (*Critical thinking, social and ethical responsibility, variety of human experience, communication*)
- Possess the skills to develop, prepare and implement teaching or activity plans for young adult learners in Spanish. (*Critical thinking, social and ethical responsibility*)
- Use Spanish vocabulary and grammar related to the work environment and technology through didactic instruction and conversation groups in class. (*Communication*)
- Strengthen and expand your knowledge and fluency of the Spanish language through communication during service hours with community partner and conversations with a local language partner that will be assigned to each student. (*Communication*)

- Collaborate with staff, peers and participants at the service centers to identify, understand and implement strategies for communication and teaching in specialized population groups. (*Communication, variety of human experience, ethical responsibility*)
- Articulate, express and write at the Advanced Low-Mid level in the four language skills in Spanish, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). For more information, go to <http://actflproficiencyguidelines2012.org>." (*Communication, Critical thinking*)

WRITING ASSIGNMENTS:

The purpose of reflective and Spanish writing assignments is to

- a) help you prepare for your trip to Spain
 - b) help you reflect on your experience in Spain
 - c) connect the course experiences to University Studies goals.
1. There are readings and comprehensive essay questions with corresponding due dates listed on our class website (CANVAS) that are due prior to arrival in Spain. All reading will take place prior to your arrival so that your time in Zamora can be spent on immersion, service, experience and reflection. All written student work will be completed prior to arrival and will be submitted *in Spanish*.
 2. Once in Spain you will have a reflective writing due at the end of each week (all *in Spanish*) that will have respective due dates that will also be listed on CANVAS.
 3. Students will submit *in Spanish* a reflective summary for our community partner in which they will share what they learned during the service learning experience and offer any suggestions that would help improve the experience for future capstone students 2 weeks after the course ends.
 4. A final reflective paper will be due 2 weeks after you return from Spain. This assignment can be written in either English or Spanish and will be due by **TBA 2017, 08:00am. Final papers will not be accepted late.** The final paper will be submitted via our CANVAS class website.

FINAL PRODUCTS

The work of this Capstone course will result in four final products:

1. Capstone students will contribute 30 hours of service to their service site. All communication will be *in Spanish*. Potential outcomes from this service may include:
 - 1:1 tutoring in computer skills
 - Improving literacy
 - Teaching skills classes
 - Leading English conversation skills
 - Teaching arts and craftsmanship classes
 - Leading or assisting in team building or collaborative activities.
 - Leading or assisting in recreational activities
 - Assisting in cultural field trips
2. Students will create activities and a cultural presentation for the youth of the "Educación de Calle" (*in Spanish*). Our service partner has requested culturally relevant activities as it aligns with their goals to expand the youths' perspective on the world and to introduce goals that they could aspire to achieve. PSU students will be given guidance for designing cultural activities and presentation. They will work in groups of 4 and will need to submit the following prior to implementation: a detailed outline, handouts and activities that are both interactive and communicative. This package of material will be given to the program so that they will be able to repeat these activities throughout the year.
3. Each student will compose a final summary of the service that they provided with our partner site. This will include the experience with the service partner and staff, what the

students learned from this experience and any suggestions that would help improve the experience for future capstone students and participants.

4. Students will turn in a final reflective summary that will include previously written reflections, anecdotes and any other writings that will best reflect their learning and experience while in Spain. This paper is expected to be between 1500-2000 words.

GRADE SCALE:

Active participation in pre-departure sessions and in country activities 50%

Reflective writings, group work and final project: 25%

Final writing assignment: 25%

REQUIRED COURSE MATERIAL:

Books *Already purchased for you, awaiting your arrival in Spain*

Cortés Maximiano, Guía de usos y costumbres de España Edelsa 2012

Course packet that will be given in Spain.

Articles (several articles will be available on our class website)

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 brainstorm guidelines for appropriate behavior and consider ways to hold each other accountable to these guidelines. Travel conduct is considered as part of the attendance and participation portion of the grade.

STUDENTS WITH DISABILITIES

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 needed supports.

STUDENT CONDUCT

A productive learning environment relies on our adherence to PSU Codes of Conduct: <http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu>. In particular, please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another's work in your written assignments or class presentations, you must acknowledge the source appropriately.

TECHNOLOGY POLICY

Please turn off or silence your phone when you enter the classroom. If you need to take an important call, please step out of the classroom to do so. I also ask that you refrain from using a laptop in class unless you are using it as part of a group work session.