



# Summer Capstone

## Discovering Spain: A Sense of Place

Summer 2020  
UNST 421

Instructor:

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Office Hours: By Appointment

### Course Description

COVID-19 represents a unique moment in our collective history, and as we transition to a new normal, we have the opportunity for reflection: to examine our practices at home and in our communities, and our role as global citizens. In light of the cancellation of the Discovering Spain trip this year, I am offering a modified Capstone here in Portland where we will explore the intimacies of place and human geographies, which define identity on global and local levels.

In this course, we will travel virtually from south to north in Spain. Basing the journey on the proposed itinerary of the IFL course, we will examine the diverse culture, people, traditions, landscapes and places of Spain from afar. On our journey, we will visit the following cities and regions of Spain: Andalusia – Seville, Cordoba and Granada, Castile La Mancha and Madrid, Galicia, Basque Country – San Sebastian and Bilbao, and Catalonia - Barcelona

On each stop, we will explore these cultures and histories and their profound reach to the global world – eventually landing in our lives here in the United States. We will take advantage of the unique lens we have at hand, while living quarantined and at a distance from the majority of our community, and make connections. The perspective we bring to our experience in light of Covid19 is not like anything we've ever known. This class will give us a distinctive place to put the pieces together on both the intimate and global level.

Using the arts as a means of expressing place and identity, we'll tell our new and changing stories. Artistic mediums will be identified and discussed on a per student basis, giving students the chance to find a medium they can and want to work with. Class projects will be collaborative efforts, telling the story of our identities here and now, with the inspiration from Spain and its global reach. The process of building and defining the projects will be part of the learning experience.

Our Community Based Learning partner is Vestal Elementary School, in collaboration with the Artist as Citizen Initiative at PSU. Vestal is a Portland Public School that identifies as a Social Justice Magnet. One of Vestal's five pillars is *Individual and Family Identity*. Our stories and projects will serve the Vestal community with curriculum supporting this pillar.

## 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 reach and impact Spain has had since 1492 on the Americas. (Communication, Diversity)
- Analyze ways in which U.S. culture is similar and different from Spanish culture. (Diversity)
- Connect the Capstone experience to one's own cultural identity. (Diversity)
- Demonstrate the ability to ingest specific artistic 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 the arts, 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 Vestal's Social Justice Pillar: Individual and Family Identity(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:

- Complete all assigned readings and writing or oral reflections.
- Watch weekly videos, listen to assigned music, explore city highlights, food and drink of Spain.
- Recorded Oral Response to History Summaries
- Reflective Journals/Contemplative Art Practice: Create reflective/creative journal responses to prompts based on the class journey.
- Participate in weekly class discussions.
- Actively participate in Final Project: creating artistic platforms to share stories of identity

### Assigned Readings with short written response

All readings are posted on D2L and **some** will require a short, written response. These written responses should aid in group discussion and do not need to be more than 200 words. The response should reflect your reactions to the reading rather than be a summary or what you read. Explore connections, questions, assumptions, challenges, etc that occurred to you while reading.

### Historical Outlines – Oral Response

The historical outlines will be subject for recorded oral responses. Students will be responsible for a short commentary recorded into the D2L platform, highlighting the subject matter read, and what resonates, peaks interests, connects or leaves you questioning? **Videos will be approximately 1 minutes in length and recorded directly into the D2 recording device.**

### Journals: 2 per week, due Tuesday and Thursday

Journals: written, drawn, filmed, sketched, played, acted are a practice of reflections and exploration. Assigned prompts will give the launch to a response in whatever medium resonates. These journals will remain private from the class, and only experienced by Suzanne.

### Final Project: Group/Partner Work: full description on D2L.

Create an artistic response focusing on identity and place. Students have choice of artistic practice to share a story. The goal of the project is to share insights and ideas about identity and place both in Spain and in the Americas.

Themes: Place and Identity – Physical and human geographies

Place: geographic, community, local, global, national, family, peers, terror,

Identity: Race, Religion, Gender, Physical Ability, Culture, Financial Position,

### Grading

Written responses to readings	20%
Participation in group discussion in response to readings, videos, music etc	20%
Oral Recordings of history summaries	20%
Journals	20%
Final Project –	<u>20%</u>

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

Group Work: 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.

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.

#### 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.

