

Course Proposal

FP 302 Group Field Period: The Bindings of History, Culture and Geography of Germany and Switzerland (May 28, 2017- June 8, 2017)

COURSE DESCRIPTION:

The Alps: Germany and Switzerland is an international, exploratory group Field Period which focuses on the history and timeless beauty of the Alpine area. The unmistakable charm of Alpine life and the unanimous affection for this region allows students to see a different, more free-flowing side of Europe. The history, culture and geography of the Alpine area will be seen through a) spectacular landscapes, Cathedrals, and castles in Munich including the Olympic Village, b) banking and commerce in Leichenstein, c) the majestic Swiss Alps, d) the medieval streets of Heidelberg and its castle, e) a cruise down the Rhine River past terraced vineyards and age-old castles, e) a visit to Beethoven's birthplace, just to name a few sites. Students will learn about the history, culture, architecture and political significance of each site/event and will document their experience and learning through individual blogs, pictures and structured reflections based around Kolb's Model of Learning (Appendix B) as they engage with the local communities and sights.

FIELD PERIOD INSTRUCTOR:

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COURSE GOALS AND OBJECTIVES: Outcomes for this course align with the outcomes for Keuka College Essential Learning (E-LEAP) goals.

COURSE GOALS:

- Learn about the culture, history and geography of Germany and Switzerland through sites seen throughout these countries.
- Students will understand the mandatory requirement of attendance at preparatory seminars prior to departure. As well as the requirement as a whole group in semi-structured debriefing sessions held during the days of visiting a specific city/country.
- Students will know that the creation of their Field Period Learning contract will be developed through the establishment of their own individual goals and a cover letter.

COURSE OBJECTIVES:

- A. Students will attend the preparatory seminars prior to departure. These seminars will serve as means for establishing some common foundational knowledge about the regions and will include sessions on travel etiquette.
- B. Students will participate as a whole group in semi-structured debriefing sessions held during the last day of visiting a specific city/country.
- C. Students will create a Field Period Learning contract establishing individual goals as well as a cover letter.
- D. Using their blogs and photographic collections, students will demonstrate their learning of the cultural, historical, and geographical bindings and the complexities that separate these countries.
- E. Students will demonstrate an ability to function in and interact with foreign cultures and communities as part of global citizenship.
- F. Students will show an understanding of key cultural, historical and geographical findings as well as the complexities of each area through journaling based on Kolb's Model of Learning (Appendix A & B).

G. Students will share an understanding about the differences in their own cultural, historical and geographical heritage of German and Switzerland through debriefing discussions and reflective journaling (Appendix A & B).

H. Students will plan, develop, and showcase a public group presentation about what they learned during the Field Period for the Keuka College community.

CORRESPONDING E-LEAP GOALS:

(1) Experiential Learning

Students will develop the lifelong competency to learn from experience.

(2) Knowledge of Human Cultures and the Physical and Natural World

a. Community and Society

i. Students will demonstrate an understanding of the nature and functioning of social structures, institutions and processes.

b. Cultural Contexts

ii. Students will demonstrate an understanding of their own cultural contexts and heritage, as well as cultural contexts beyond their own.

c. Self and Individual

iii. Students will demonstrate knowledge that enhances their ability to understand themselves and others as individuals and to act with autonomy as well as responsibility in the world.

(3) Intellectual and Practical Skills

Students will engage in Creative and Critical Thinking, and Problem Solving, as well as Ethical Reasoning and Action.

ASSIGNMENTS:

1. Seminar participation

Students will be required to attend the preparatory seminars prior to departure. These seminars will serve as means for establishing some common foundational knowledge about the regions and will include sessions on travel etiquette. (meets objectives c, d)

<u>Date</u>	<u>Topics Discussed</u>
May 2016	Interest session
Sept 2016	Itinerary, (guest speakers: Tara Bloom – Legalities for International Travel – Passport and Money) - Fundraising
Oct 2016	Get Acquainted Meeting - Fundraising
Nov 2016	Creation of FP Learning contract establishing individual goals and Cover letter; Luggage, etc.
Dec 2016	Fundraising
Feb 2017	Information session Germany (Rothenburg, Munich – history, geography, culture, politics)
Mar 2017	Information session Leichenstein (banking and commerce - history, geography, culture, politics)
Mar 2017	Information session Switzerland (Lucerne, Swiss Alps, , Mount Pilatus - history, geography, culture, politics)
Apr 2017	Heidelberg, Rhine river, Koblenz (history, geography, culture, politics)
Apr 2017	Review of all themed workshops' session
May 2017	Travel information session
May 2017	Final information session

2. Debriefing sessions during the field period

Students will participate as a whole group in semi-structured debriefing sessions held during the last day of visiting a specific city and/or country. These debriefing sessions will help the Field Period participants formulate the results of their observations and their opportunities for interactions with local communities, as well as process daily events and activities based on the Kolb Model of Learning (Appendix B). Then, each debriefing

session will culminate with students reflecting on assigned questions (see attached reflection sheet) modeled after Keuka College Experiential Learning and Field Period handbook, including Kolb's Model of Learning (Appendix A & B). (meets objectives b,d)

3. Reflective journals

Students will use any downtime during the Field Period for daily individual journal writing that will allow them to make self-discoveries, affirm or adjust their daily goals in accordance with their individual field period learning contracts. The cycle of Kolb's Model of Learning will be emphasized during reflective journaling (Appendix B).

4. Online Blog

Students will be asked to document their travel experiences through the creation of a blog documenting their travels through written reflections and photographic evidence using the following online environments of the following type: www.blogspot.com. The online blog will allow students' home communities to be informed about what the students are doing and learning throughout their field period. The blog will also serve as a source of information to use in the summary field period paper. (meets objectives a,b,c,d)

5. Presentation to the Keuka College Community

Students will be responsible for developing, planning, and presenting their experiences and photographic portfolios in a campus wide event for the Keuka College community. (meets objectives a,b,c,d,e)

REQUIRED MATERIALS:

- Hardbound Diary for Journaling
- Camera
- Laptops

REQUIRED TEXT:

Reading resources related to each country/city's history and culture will be provided during the seminars.

ITINERARY:

DATE	Destination/Activity/Topic	Assignment
May 28 Day 1 Fly to Germany	Depart from Rochester Arrive at JFK or another international US airport Arrive in Frankfurt	Begin website posting
May 29 Day 2 Frankfurt/ Rothenberg	Arrive in Frankfurt After clearing customs and meeting our tour director, we will travel to Rothenberg to spend the evening. Spend the night here free time to explore in town	Journals Blogs
May 30 Day 3 Rothenberg/ Munich	Sightseeing tour of Rothenberg A local guide will show us Rothenburg's best, including the Market Square and the medieval Plönlein, or "Little Square," whose charm makes it one of Germany's most photographed sites. We will also see the Town Wall that outlines the city. From an aerial perspective, the Town Wall draws the shape of a head, with the Castle Garden as the nose. Travel to Munich: We will make our way along the Romantic Road to Munich, where medieval and modern meet. Bavarian dinner: This evening, get an authentic taste of Germany when you enjoy a traditional dinner at a Bavarian bräuhaus. Dig into local favorites, which may include German bratwurst or Bavarian pretzels, known as laugenbrezel.	Journals Blogs Small group debriefing session on Rothenberg's history, culture and geography
May 31 Day 4 Munich	Sightseeing tour of Munich: Our sightseeing tour will take us past the Olympic Stadium, Marienplatz, the fashionable Schwabing district and the Residenz, former home of the Wittelsbach dukes of Bavaria. Dachau: Reflect at Dachau, a WWII Nazi concentration camp built in 1935. In 1945, the Allies liberated the camp. Today, Dachau serves as a memorial museum. Explore Munich: Stroll through the heart of Munich, where medieval trade routes once intersected. In Marienplatz, see the neo-Gothic Neues Rathaus (literally, "New Town Hall") with its	Journals Blogs

	famous Glockenspiel. Continue past the cathedral known as Frauenkirche and the famous Hofbräuhaus, once the royal brewery of the Kingdom of Bavaria.	
June 1 Day 5 Munich	Free time in Munich: In Munich, enjoy free time to catch up on coursework, explore on your own or simply relax. OPTIONAL tour: Salzburg and the salt mines (not included in price of trip): This full-day excursion takes you to the village of Berchtesgaden where you'll travel by underground train, boat and wooden slides through the 450-year-old salt mines. Next, tour musical Salzburg, city of Mozart and backdrop for The Sound of Music. Those who do not join the excursion will enjoy additional free time in Munich.	Journals Blogs Whole group debriefing session on Munich's history, culture and geography
June 2 Day 6 Neuschwanstein Liechtenstein Swiss Alps	Neuschwanstein Castle: This Bavarian wonder may look familiar—it's the inspiration for Disneyland's iconic Sleeping Beauty Castle. Commissioned by "Mad" King Ludwig, Neuschwanstein Castle's original plans were drawn up by a theater set designer, not an architect. Liechtenstein: Stop in the small country of Liechtenstein, an important center for banking and commerce, and take in the spectacular alpine scenery. Then, travel to the Swiss Alps, where we will spend the night.	Journals Blogs Whole group debriefing session on history, culture and geography
June 3 Day 7 Lucerne Swiss Alps	Sightseeing tour of Lucerne: The majestic Swiss Alps rise behind the shores of Lake Lucerne and provide the stunning backdrop to one of Switzerland's most picturesque cities. You'll see the moving Lion Monument known as Löwendenkmal, a sandstone statue commemorating the Swiss Guards slain in the 1792 Paris storming of the Tuileries. Follow Lucerne's winding cobbled streets past fairy-tale houses to the Kapellbrücke. Stroll along this covered bridge, which dates back to medieval days, and admire the colorful murals overhead. Visit the EF headquarters.	Journals Blogs
June 4 Day 8 Heidelberg	Travel to Heidelberg: Travel by way of the legendary Black Forest, once the province of wolves, hermits and mad monks. On our way, behold the thundering Rhine Falls. Sightseeing tour of Heidelberg: The majestic Old Bridge crosses into the heart of Heidelberg, a city set in the lush green foothills of the Neckar Valley. Travel along medieval streets lined with peaked red roofs on your sightseeing tour. Numerous Nobel Prize winners and philosophers studied here and established Heidelberg as Germany's premier university city. Heidelberg Castle wine barrel: Ride a funicular up to Heidelberg Castle, and see the stunning views that inspired Goethe (in the gardens we will find a statue dedicated to the poet). Stand beside the enormous wine barrel—it's so large that a dance floor was once built on top of it for visitors' amusement.	Journals Blogs Smallf group debriefing session on Heidelberg's history, culture and geography

June 5 Day 9 and 10 Rhineland Cologne Bonn	Rhine River cruise: Travel to the Rhineland for our cruise. Set sail from Rüdesheim and continue past the terraced vineyards and age-old castles of the Rhine Gorge. Sightseeing tour of Koblenz: In Koblenz, admire the majestic statue of Emperor Kaiser Wilhelm I and pass through the Deutsches Eck, or “German Corner.” Continue by Mutter-Beethoven-Haus, birthplace of the composer’s mother and a cultural site. Wind through Old Town, filled with street performers and inviting sidewalk cafés. Cologne Cathedral: Make our way to Cologne and visit one of Germany’s most powerful symbols: the Cologne Cathedral. This sublime, war-scarred Gothic cathedral took more than 600 years to complete. Its impressive twin spires are among the tallest in the world. Then, travel to Bonn, a city with a quiet yet cosmopolitan atmosphere. Beethoven-Haus: Your first stop in Bonn is the Beethoven-Haus, birthplace and modern-day museum honoring the life of Ludwig van Beethoven. Check out musical instruments, manuscripts, artwork and mementos, such as the composer’s ear trumpets. German National Museum of Contemporary History: Modern and full of light, this museum focuses on the changing face of modern Germany. The rooms guide visitors along a conceptual timeline of German history, marked most notably by the revolutionary collapse of the Berlin Wall.	Journals Blogs
June 7 Day 11	Free time on own Pack to go home and final debriefing	Journals Blogs FINAL - Whole group debriefing session on Germany and Switzerland’s history, culture and geography Work on Summary Paper
June 8 Day 12 USA	Depart Germany for the USA Arrive at JFK Depart JFK for Rochester Arrive in Rochester	

APPENDIX A: Reflection

Reflection questions to answer during each debriefing session:

(What happened?)

- Describe the people you have encountered in this country in terms of diversity. Please think about ethnicity, culture, gender, sexual orientation, physical and mental disabilities, socio-economic background, and class.
- Is this mix of people what you are used to? If it is different, how so? How does this difference make you feel? If it is similar to what you are used to, why do you think that is?
- Describe any patterns in people's behaviors in specific contexts that are strikingly different from what you are used to? (Example: waiting in lines, restaurant etiquette, eye contact on the street, etc.)
- How do people dress in this country? How would you characterize the food?
- If you had a chance to interact with locals, what did you discover? How did you overcome the language barrier?
- In regards to diversity, how does this experience relate to previous experiences you have had?
- How have your classes helped you to prepare for some of these situations?
- How has your understanding or feeling about diversity and culture outside of US changed based on this experience?
- What can you take away from the events that happened in this country? Was there any event that made you think that if you could go back and relive it, you would act differently? Why?

(So what?)

- Why was this experience important? What is the significance of it to you as a student, as a future professional, and as a citizen and member of a community?

(Now What?)

- How are you different because of the experience: Based on this experience, how would you view (or behave in) a future situation? Think of a new concrete experience in which you can put the new learning directly to use.

Reflection and Analysis of experience related specifically to the history and culture of Germany and Switzerland and their sites:

- Reflect on the differences between the Germany and Switzerland's history and culture and the history and culture of the US you were you able to observe and notice. What similarities and differences did you notice? Explain some of the key historical events based on any similarities and differences.
- Based on your observation of specific sites, analyze the unique feature and historical fact of each. Explain the historical and political significance of these sites/events. How did these sites/events help develop Germany and Switzerland's social structures, institutions and processes?
- While interacting with the culture of Germany and Switzerland, what differences did you notice between the US and these countries? Even though English is spoken in some places, did you ever run into misunderstandings during your interactions? Were they language based or culture based? How did you resolve them? Provide examples.
- Reflect on how this experience has led you to a deeper understanding of yourself and others as individuals. Analyze ways that this experience has led you to consider other global initiatives around the world.
- Based on the pre-departure meetings that pertained to each individual city, reflect on your learning about each city prior to departure and compare this to what was actually learned while in each city. Analyze this learning in a narrative writing but through the lens of a KWL chart: what you knew prior to departure, what you wanted to know beyond the pre-departure meetings, and what you learned while you visited each individual city.

APPENDIX B: Kolb's Model of Learning

Kolb

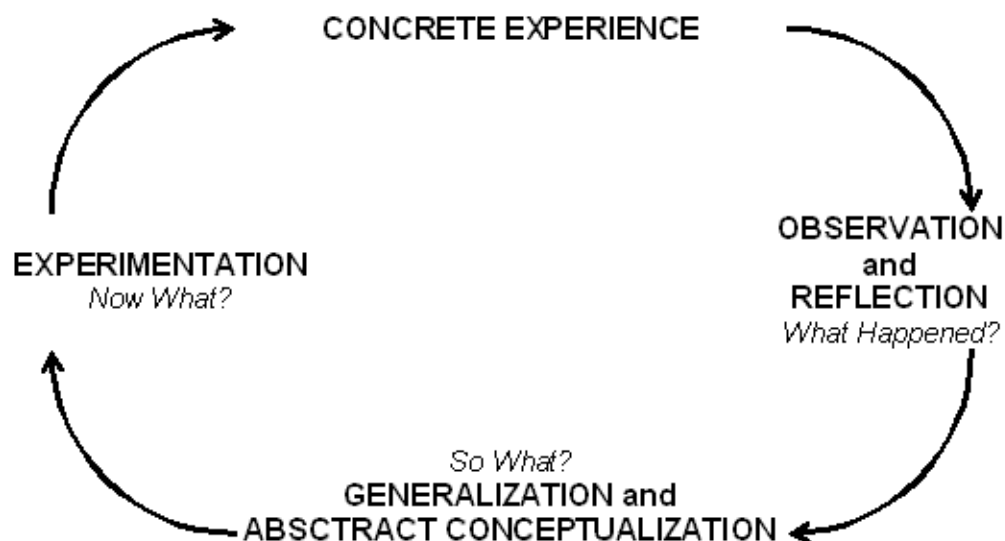
Without a doubt the most influential scholar to study experiential education has been David Kolb (1984). Kolb's experiential learning cycle model (see Fig. 1) has become the basic conceptual model for understanding the methodology. It begins with a concrete experience, followed with observation and reflection. The third step is abstract conceptualization and generalization, a synthesis of the most recent experience with previous knowledge, experiences and feelings. The final step before the cycle begins to repeat itself is experimentation in which the learner tries and evaluates the new concepts or values.

See below for a more in depth description of each of the steps.

Project Adventure has developed a very useful and understandable shorthand version of Kolb's three post-experience steps (Schoel, Prouty, & Radcliffe, 1988). For the observation and reflection step they ask "What Happened?" The abstract conceptualization and generalization step is shortened to "So What?" And the experimentation becomes the question "Now What?" This becomes an easy way for either a teacher or facilitator and the learner to remember and understand the cycle. These questions can be excellent ways to learn from all kinds of experiences and to journal and to summarize or evaluate these experiences.

Using the cycle, Kolb has also extensively studied how individuals prefer and tend to use one of the four steps as a learning style. There is not space here for discussion of this aspect of his work; more information is available in Kolb (1984).

Figure 9: Kolb's experiential learning cycle model.



Concrete Experience

A very wide definition is used for concrete experience. Concrete experience could include events ranging from a single initiative (or game) as part of a class to a full semester Field Period. It might mean a single game or a whole season in an athlete's career. While generally it will mean an event that just occurred, it could also mean an event which took place years ago.

Observation and Reflection

To truly learn from experience you must first use your senses to collect observations (on the action, environment, personnel, etc.) from the event. These observations are critical because they become the data upon which the experience will be analyzed. These observations are generally objective – just the facts. Thus Project Adventure called this the “What Happened?” step.

You must also take the time to reflect or to contemplate the observations. Reflection can emphasize in solo meditation, writing, in talking with a peer or friend, or in a group debrief. Reflection becomes more subjective and leads without any clear boundaries to the next step of abstract concepts and generalizations.

Like any data, observation and reflection need to be recorded. This can be done in journals, as homework, or in formal papers. Talking about your observations and reflections in shared discussion with classmates, roommates, teammates, co-workers, or friends can also enhance learning.

Abstract Concepts and Generalizations

It is important that your learning from experience does not stop at reflection (like it does in too many schools and programs). After reflection, as an inductive exercise, you must also attempt to

draw conclusions, principles, or theories—Kolb’s “abstract concepts and generalization.” Of course, you are not a blank slate. You also have previous experiences as well as learning from classes (and the rest of your life), upon which this most recent experience is overlaid. These theories and principles that are already part of your knowledge base are tested and changed, validated, or reflected. This step is then really a synthesis in which you assimilate the learning from the experience into current knowledge. It is also important to realize that learning is not just cognitive. Skills and values are also developed, tested, and /or assimilated.

To use Project Adventure’s terminology, this is the “So What?” stage. Why was experience important? What is the significance of it to you as a student, as a future professional, and as a citizen and member of a community?

Like the observation and reflection stage it is important that this synthesis is recorded, whether in a journal, as a homework assignment, or as a formal paper. Synthesis is also enhanced by meditation, discussion between you and fellow participants of the experience, and group debriefs.

Experimentation

The final step of Kolb’s model is experimentation. In this stage you consider then test implications of the new concepts. This can also include an assessment or evaluation component. Are your new concepts, values, or skills correct or better? When you test them do they work? Project Adventure calls this the “Now What?” stage. How are you different because of the experience: Based on this experience, how would you view (or behave in) a future situation? This state is followed by a new concrete experience in which you can put the new learning directly to use.

Retrieved from the 2012-2013 *Experiential Learning & Field Period Handbook* (pages 24-26).