



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Office of International Education

Syllabus
Culture and Music of Western Europe
August 1, 2017 – August 15, 2017

Contacts

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Course Description and Objectives

This course will explore the expressive culture of select Western European countries. On this excursion, we will experience and critically examine how art, music, and food intersect with cosmology, economics, identity, politics, rituals, and other social processes. We will combine pre-trip reading and activities with live journaling during our trip and a reflective post-trip activity to gain a deeper understanding of classical, folk, and popular traditions in Italy, Spain, France, and England. Through this cross-cultural experience we will become mindful of the various ways people creatively engage and interact with each other as they negotiate tradition and change in the early 21st Century.



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Course Objectives & Learning Outcomes

At the conclusion of the program, it is expected that students will:

1. Identify differences between classical, popular, and folk music traditions;
2. Understand how a culture's values can be embodied and reflected within culinary choices and musical practices;
3. Understand how the discipline of ethnomusicology fosters cross-cultural awareness, understanding, and empathy;
4. Understand ways in which both music and food reflect and contribute to large-scale international and intercultural changes;
5. Learn about the Arts and architecture that are unique to select cities in Western Europe;
6. Learn about the culinary traditions and rituals in select cities in Western Europe;
7. Promote cultural competence through interacting with individuals from a different culture;
8. Enhance the ability to make observation, analyze situations and form a perspective using critical thinking skills and document finding effectively.

Grading Scale and Methodology

Grade Scale

| | | |
|----------|----------|----------|
| | A 95-100 | A- 90-94 |
| B+ 87-89 | B 84-86 | B- 80-83 |
| C+ 77-79 | C 74-76 | C- 70-73 |

Methodology

| Activity | Available Points |
|---|-------------------|
| Pre Departure Blog Posts- Introduction | 5 points |
| Pre Departure Blog Post- Culture Issues (3) | 15 points |
| Pre Departure Blog Comments (3) | 15 points |
| During Program Blog Posts (3) | 15 points |
| Post Program Blog Comments (3) | 15 points |
| Post Program Reflection Post | 35 points |
| Total | 100 points |



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Program Website: <http://brockportwesteurope17.blogspot.com/>

This website/blog is meant to be the online resource and community for our Study Abroad Program. The blog will serve as an archive of student experiences and knowledge, and it should support student and teacher learning by facilitating reflection and collaboration and by providing contexts for engaging in conversation.

You will use this website for all of your blog posts, from your introduction post all the way until your reflection posts at the end of the program. You will be able to upload photos, videos, and galleries on this site for your future viewing. The page will serve as an excellent time capsule of our experience.

This forum will also be the instructor's way of tracking your work, and ensuring that your work has been completed on time. Should you want to share a post privately with the instructors, please get in contact with them before posting to the blog.

Required Pre-Trip Readings and Web Resources

The following is to be read before embarking on our journey. All reading materials will be distributed via Blackboard or email. Please read each brief article closely as you will draw from them to answer questions on your pre-trip blog post (see below). The reading is in two parts. Part One introduces general concepts, issues, and approaches to consider when studying unfamiliar cultural practices. Part Two offers reading specific to each country we will visit.

Part One: On the Relationship between Music, Food, and Culture

Issues and Approaches:

- *Thinking Critically About Issues*, in *Thinking Musically* by Bonnie C. Wade
- Learning about Culture from Food: <http://ideas.ted.com/what-americans-can-learn-from-other-food-cultures/>

Globalization and the Cultural Other:

- *I Hate World Music*, David Byrne
- *Body Rituals of the Nacerima*, Horace Miner



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Part Two: Music, Food, and Culture

Italy:

- Garland Encyclopedia of World Music: *Italy*, p. 604
- Food of Italy: <http://italiantourism.com/cosmo/foodwine.pdf>

Spain:

- SAGE Encyclopedia of Ethnomusicology, *Flamenco* (Dumas)
- What's In a Name? (<http://bellydanceu.net/issues/520/>)
- Food of Spain: <http://www.spain.info/export/sites/spaininfo/reportajes/comun/top50.pdf>

France:

- Garland Encyclopedia of World Music: *France*, p. 539
- Food in France: <http://www.foodbycountry.com/Algeria-to-France/France.html>

England:

- Garland Encyclopedia of World Music: *Brittany*, p. 558
- Food in England: <http://www.frommers.com/destinations/england/in-depth/food--drink>

Course Assignments

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|--|
| Pre Departure Blog Posts- Introduction |
| Pre Departure Blog Post- Cultural Issues (3) |
| Pre Departure Blog Comments (3) |
| During Program Blog Posts (3) |
| Post Program Blog Comments (3) |
| Post Program Reflection Post or Video |



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1. Pre Departure | Blog Posts- Introduction

Please create an introductory post about who you are! Include the following information:

- Name, year, what you study
- Fun facts
- Why you chose this program
- Hopes for the program
- Concerns you may have
- Photo of yourself
- Any additional info to help us get to know you better!

2. Pre Departure | Blog Post- Culture Issues (3 Posts Required)

Please submit at least one post on the following topics:

1. Issues and Approaches to studying music/food of an unfamiliar culture.
 - What issues resonate strongly with you and why?
 - How does the study of music and the study of food overlap? Explain.
2. Globalization, Ethnocentrism, and the Cultural Other
 - Why does Byrne “hate” world music?
 - Do you agree with his food analogy? Can you think of another analogy for understanding Western popular music?
 - Who are the Nacerima and how does Miner’s essay relate to Byrne’s essay?
3. Music/Food of a Specific Country
 - Which country’s music and/or food are you most interested in learning more about and why?
 - How does music and/or food reflect social values and concerns?

3. Pre Departure | Blog Comments/Responses- Cultural Issues (3 Posts Required)

Please comment, respond, or further the discussion on any 3 blog posts. You may reflect on how these will impact your experience in Western Europe, comment on the noticeable difference



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between Western Europe and the US, or interact in any other way that you feel may enhance your knowledge of any specific country of travel before arriving.

4. During Program | Blog Posts (2 Posts Required)

You will be required to complete 2 substantial blog posts during the program. **These posts should be at least 1-2 pages in length.** Please select 2 out of the 3 options:

1. Observable differences in an aspect(s) of culture, customs, beliefs, etc. between Western Europe and the United States. Must include a minimum of three photos.
2. Sound Study. Post a recording of a sound event (public performance, sound of the city, sound of a museum, impromptu musical event, etc.). Describe in detail the context of the sound event (who was involved, where it took place, how long did it last, what was the nature of the event, i.e., formal/informal, what were the social rules of the event, i.e., how did people behave and why). What was your assessment of the event? Must also include at least two photos.
3. Food Study. Eat a dish or a food item that you have never tried before. Describe its attributes in detail (texture, taste, presentation). Describe the setting in detail (street food, restaurant, market, how was it served, etc.). To the best of your ability, list all of the ingredients required. Comment on this food's function or use in society (health food, expression of identity, part of a ritual, etc.). Must include at least two photos.

5. Post Program | Blog Comments (3)

Please comment, respond, or further the discussion on any 3 blog posts posted during the trip. How did you relate to the poster's experience? Do you have a similar or different assessment of the event? What can you add to the original post that would enhance or change the understanding of the experience?



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6. Post Program | Reflection Post or Video

Option one:

Reflection Post

This blog post will be a way for you to reflect on the program as a whole: what you have learned from an educational, physical, or cultural standpoint. You should talk about any benefits that this program has had for you. The paragraph below outlines the proposed benefits and outcomes of participating in a study program abroad. Read the following paragraphs to get an idea of ways to talk about your experience. In completing this exercise, it may be helpful to imagine yourself describing your experience to a future employer in an interview setting.

The Benefits of Studying Abroad:

“The benefits to completing an internship abroad both professionally and personally are immeasurable. You will learn more about your country, your home, your prior education, and yourself than you have ever learned in a semester. You will have the opportunity to meet students from around the world, learn about human values through integration into another culture, increase your foreign language skills (perhaps), have the opportunity to work and/or study at prestigious organization, and become more sophisticated and more self-reflective.

An internship abroad increases your flexibility and openness to new ideas, allows you to enjoy academic and experiential learning, and deepens cross-cultural understanding while it encourages independent thinking. Your intellectual maturity and self-confidence will rise along with your career prospects. All in all, you will become better prepared for your life and work in our increasingly globally interdependent world.”

This post should be at least 2-3 pages in length.

OR

Option two:

Reflection Video

This is an opportunity to show us your video making abilities! Create a promotional video for the program of about 2-4 minutes in length, encouraging students to study abroad on this program. The video should be filled with more videos than photos (this is not a photo journal). Think of a typical GoPro video, or travel videos. This should be filled with exciting elements from the trip, and should encourage future students to participate on the program!



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Calendar

| Date | Location/Information | Assignment Due |
|-------------|----------------------------------|---|
| 07/05/17 | Pre Departure | Introduction Post Due |
| 07/20/17 | Pre Departure | Cultural Issues posts due (3) |
| 07/29/17 | Pre Departure | Responses/Comments on Cultural Issues due |
| 08/01/17 | Depart USA | |
| 08/02/17 | Arrive Rome | |
| 08/03/17 | Rome - Vatican Tour | |
| 08/04/17 | Rome - Colosseum Tour | |
| 08/05/17 | Travel to Florence | |
| 08/06/17 | Florence Tour | |
| 08/07/17 | Travel to Barcelona | Blog 1 Due |
| 08/08/17 | Barcelona Tour | |
| 08/09/17 | Barcelona - Montserrat Excursion | Blog Comments Due |
| 08/10/17 | Travel to Paris | |
| 08/11/17 | Paris Tour | |
| 08/12/17 | Paris - Versailles Tour | |
| 08/13/17 | Travel to London | Blog 2 Due |
| 08/14/17 | London Tour | |
| 08/15/17 | Return to US | Blog Comments Due |
| 08/20/17 | Post Program | Reflection Post/Video |



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Rules for Submission

Please submit all posts on <http://brockportwesteurope17.blogspot.com/>. These posts should follow the calendar above, and are expected to be submitted by the date listed. If for any reason these dates change, please obey by the new due date and disregard the date listed in this syllabus.

Responsibilities

All of the assignments are meant to focus on the following areas: a critical reflection upon the study abroad experience, an appreciation and understanding of another culture, as well as an increased sense of self-awareness.

Failure to complete the course requirements will result in a failing grade for this course.

Failure to comply with all programmatic, academic and internship site policies and procedures may negatively affect student grades. The following are examples of such negative behavior:

- Failure to attend in-country orientation sessions and required professional activities
- Failure to comply with policies and procedures at the internship site
- Failure to interact in a positive and respectful fashion with internship site supervisors and workers
- Failure to interact in a positive and respectful fashion with Resident Directors or Program Coordinators
- Behaving in a knowingly culturally offensive manner

Disability Policy Statement

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport's Office for Student with Disabilities (OSD) makes this determination. Please contact the Office of Students with Disabilities at (585) 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructors detailing any approved accommodations.

It is vitaly important that the Office of International Education be informed by the student at the time of program application if the student has need of any specific accommodation. On some programs and in some countries the available facilities and laws dealing with disabilities are different than on the campus at Brockport. Ample time needs to be given so that the Office of



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International Education can seek to provide the best opportunities and advice for any student that needs special accommodation.

Policy on Academic Dishonesty

Academic dishonesty is a serious breach of that trust which exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of this course, as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges.