



PennState

AEE499: Global Perspectives for IG Living & Learning – Spain¹

The Pennsylvania State University

Spring 2022

Syllabus

Time: The full class meets on Wednesday afternoons - from 2:30-4:00 p.m. from **March 16 – April 27, 2022**. [Dates: March 16, 23, 30; April 6, 13, 20, 27.]
Individual and small group (student project) meetings will be set by appointment with the instructor.

Location: 105 Ferguson Building

Instructor: Matthew Kaplan, Ph.D., Professor, Intergenerational Programs and Aging
Department of Agricultural Economics, Sociology and Education
7A Ferguson Building
University Park, PA 16802
Phone: (814) 863-7871; e-mail: msk15@psu.edu
<http://aese.psu.edu/directory/msk15>

Office Hours: Open door policy, appointment preferred (in-person or virtual)

Course Description:

This is course designed to introduce students to the intergenerational (IG) studies field and engage them in experiential learning activities with senior volunteers, educators, and professionals involved with innovative IG programs and practices. Emphasis will be placed on exploring the international parameters of this emergent field of inquiry and practice. Through readings, curricular materials, PowerPoint presentations, video, class exercises, and student projects, students will learn how people – across generational, national and cultural borders – live, learn, value and care for one another, and embrace treasured cultural traditions. Another facet of this course involves preparing students for a Maymester 2022 course that will entail intensive travel and learning experiences in Spain.

¹ **Notes:** This course is the first part of a 2-course sequence. The second part, which takes place during the Maymester 2022 semester, involves intensive travel and learning experiences focused on intergenerational initiatives in Spain.

--Course credits: Spring 2022 (3 credits) & Maymester 2022 (.25 credits). *A commitment to both the Spring 2022 and Maymester 2022 semesters is required.*

--AEE 499 is planned as a partnership between the Schreyer Honors College and the College of Agricultural Sciences.

Through this **2-course sequence**, students will be introduced to the intergenerational studies field, explore applications in their field(s) of interest, and meet intergenerational specialists who are doing innovative, evidence-based work in Spain.

Course Objectives:

- Gain a working knowledge of the IG (intergenerational) studies field.
 - Learn about innovative IG programs taking root around the globe to enrich the lives of individuals, strengthen families, build communities, and reinforce a sense of cultural identity and continuity.
 - Learn about culturally significant places, foods, values, and arts in Spain.
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Requirements, Evaluation, & Grading

Emphasis on Course Project: Instead of giving tests, graded weekly assignments, etc., grades for the course will depend primarily on a course paper (write up of student's course project) and presentation. Students choose topics related to their academic and personal interests.

One of the strengths of this course is that it is designed to appeal to a very diverse group of students coming from various disciplines, with varied career paths and aspirations, diverse ideas, and interests regarding how intergenerational (IG) engagement concepts and strategies might be applied to improve quality of life.

To make the most out of this diversity, there are **several Course Project** options for you to choose from. Options include, but are not limited to:

- Creating a new IG program
- Developing an IG policy statement for an organization or facility
- Designing an IG setting
- Designing an evaluation study for a new or existing IG program
- Developing pedagogical resources to help train current and future IG practitioners
- Writing a proposal to fund an IG program or study

Students with other Course Project ideas should check with me before moving ahead with their project work. I will also periodically send out information about possible individual and group projects that can meet the final project requirement.

I anticipate that we will have some exceptional projects, whereby some of you will develop real programs and resources that can expand the knowledge base and impact of effective intergenerational practice. I would also like to hold out the possibility for further developing your work from this course for publication. For example, the *Journal for Intergenerational Relationships* publishes promising practice-, research-, and policy- based articles. [For more information about the types of articles published in the *Journal of Intergenerational Relationships*, go to: [JIR Instructions for Authors](#)]

Whatever you choose for your Course Project, please know that as Instructor, I am available for ongoing consultation to assist you in developing your project ideas and plans.

Due dates: (also noted in the *Course Schedule* section, below)

- Submit project/paper title (and 1-2 sentence overview): by week #3 (the latest)
- Project/paper Outline: by week #4
- Paper draft: by week #5
- Project presentation: Weeks #6
- Submit project paper (write-up from course project): Week #7

Grading:

Assessment criteria for grading Course Projects/Papers: Written work for this class will be evaluated based on clarity, independent thought, integration and critical analysis used to express your ideas. The following will be applied:

- A: Excellent – work demonstrates mastery of the subject, creativity and original thinking and ability to understand concepts on a higher level.
- B: Good – work shows basic mastery of the subject and content. An understanding of concepts and information is presented in student's own words.
- C: Satisfactory – work shows general understanding of basic concepts and information but lacks integrated thinking across topics.
- D: Poor – work is barely adequate and shows some understanding of subject.
- F: Unsatisfactory – work is unacceptable. Little to no understanding of subject matter is displayed.

Grading for the course project and paper will account for 70% of the final grade for the course. The remaining 30% of the course grade will be derived from the students' presentations and overall class participation (including providing feedback on other students' projects & presentations and active participation in scheduled class sessions. You will be expected to actively participate in course discussions and activities and will also be expected to support their participation with information gleaned through class readings and other modes of information gathering. Active participation *ALSO* includes active listening, so please be mindful that full credit will not be earned for dominating conversation.

Most assignments can be submitted via e-mail, but I may request that some be submitted as hard copy as well. Unless previously agreed upon by the student and the instructor, late papers will be penalized (e.g., a late A- paper might be graded as a B+).

Extra credit: Students choosing to get involved in intergenerational programs as a service-learning experience can receive extra credit. The amount of credit will depend on the amount of service provided (# of hours), the nature of the service, and the extent to which a valued

contribution is made to the organization(s) and individuals involved. (The maximum amount of extra credit will be having a grade bumped up one level, e.g., from a B+ to an A-.)

Incomplete Grade Policy

Incomplete grades will be given only in special circumstances as outlined in university policy.

Course Policies and Statements

Attendance: Attendance is expected (especially due to the truncated nature of this course, please try to attend all course meetings), but does not alone constitute participation. Please contact the instructor in advance of any session you are unable to attend.

Educational Equity and Report Bias: Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University's Report Bias webpage](#).

As an institution of higher education, The Pennsylvania State University is committed to making post-high school education available to all who possess a high school diploma or its equivalent without regard to personal characteristics not related to ability, performance, or qualifications. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Laptop Usage: Your use of a laptop is generally permitted as long as usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of this course as laid out in this syllabus. It is expected that in-class utilization of a computer will be limited exclusively to class related matters: taking notes or accessing materials related to subjects under scrutiny in class.

Academic Integrity: This course adheres to University Senate Policy 49-20: "Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner, serving as a basic guiding principle for all academic activity. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others." Unless explicitly directed otherwise by the instructor, all assignments are expected to be the student's own original work completed individually without collaboration. Violations of this code of conduct can result in reduced grades and can be reported to the College or University for further action.

Statement of Compliance with ADA: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable

academic adjustments, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services website at <http://equity.psu.edu/ods/>.

In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines at <http://equity.psu.edu/ods/guidelines/documentation-guidelines>). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

COVID-19 Related Statement: Penn State University requires everyone to wear a face mask in all university buildings, including classrooms, regardless of vaccination status. ALL STUDENTS MUST wear a mask appropriately (i.e., covering both your mouth and nose) while you are indoors on campus. This is to protect your health and safety as well as the health and safety of your classmates, instructor, and the university community. Anyone attending class without a mask will be asked to put one on or leave. Instructors may end class if anyone present refuses to appropriately wear a mask for the duration of class. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. If you feel you cannot wear a mask during class, please speak with your adviser immediately about your options for altering your schedule.

Counseling and Psychological Services Statement: Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395
Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Recommended Reading:

You are *not* required or even expected to read the following selections, but they are suggested readings to further your learning. Most of these readings are available electronically through

the Penn State Library system. Please let me know if you are having problems accessing any of these selections.²

- Intergenerational studies (inquiry and practice) resource materials on websites such as:
 - Generations United’s Resource Library: <https://www.gu.org/resources/>
 - Penn State Intergenerational Program webpages:
<http://intergenerational.cas.psu.edu>
- *Intergenerational activities sourcebook* [Compilation of 50+ intergenerational activities] Kaplan, M. and Hanhardt, L. (2003). Penn State Extension, University Park, PA.
- Kaplan, M., Sanchez, M., and Hoffman, J. (2017). *Intergenerational pathways to a sustainable society*. New York, NY: Springer.
- Kaplan, M., Thang, L.L., Sánchez, M. & Hoffman, J. (Eds.). (2020). *Intergenerational contact zones: Place-based strategies for promoting social inclusion and belonging*. New York: Routledge.

Course Schedule

- (Week #1) – March 16, 2022: Overview of the intergenerational studies field: Definitions, rationale, history, state of the art, and international parameters
 - We will examine their significance for enriching lives (across the lifespan), promoting family cohesion, strengthening community support systems, and reinforcing a sense of cultural identity and continuity.
 - Students will learn how this finite domain of inquiry and action, often referred to as the “intergenerational studies field,” is bounded by a clear set of approaches, questions, and skills that intergenerational practitioners need to function effectively.
 - The subject matter is drawn from research and practice in many academic disciplines, including child development, education, gerontology, social work, psychology, sociology, anthropology, family studies, community development, communication, and public policy.
 - Course content is interdisciplinary, drawn from the social sciences (theories and methods of studying IG relationships within families and

² Please note, such “recommended readings” are beyond the reading materials that you are expected to find in order to inform your work on your course projects, and which you are expected to reference in your course papers (which are due at the end of the semester). Course paper reference lists should include some key journal articles related to your course project content area(s).

communities), education, community planning and development, and cross-cultural studies.

- (Week #2) – March 23, 2022: Considerations related to program design, implementation, and evaluation:
 - Emphasis will be placed on principles for effective practice.

- (Week #3) – March 30, 2022: Engaging local administrators, planners, volunteers, and students involved in local intergenerational programs:
 - This includes meetings with older adult volunteers who have been trained in intergenerational programming, such as through the ILI (Intergenerational Leadership Institute) program, which is rooted in Penn State Extension).
 - Students submit the title (and 1-2 sentence overview) of their Course Project.

- (Week #4) – April 6, 2022: Exploring international parameters of IG programming: Exploring similarities and differences – across cultures – in how older and younger generations interact, collaborate, support, and provide care for one another.
 - Intergenerational programs have blossomed not only nationally, but also internationally as a consequence of social and demographic changes (including longer life expectancy), increased concerns about social isolation, economic constraints, urban development and global outreach, and other trends.
 - Students will gain a sense of what it means to take an intergenerational perspective when learning about and engaging diverse cultures.
 - The cultural component alludes to intra-cultural understanding (including how individuals gain a sense of cultural identity, and how one's sense of one's own culture is influenced by the forces of tradition, continuity and change) and intercultural understanding (how we view and understand other cultures).
 - Will explore the comparative and international education (CIED) context of the field: The issues addressed within the intergenerational studies field are not limited to the U.S. but rather are common to places all over the world. Accordingly, this course, as conceived, is international and comparative in many respects. Throughout the course, examples are provided of intergenerational initiatives from many countries, and there is a recurring emphasis on the cultural continuity significance of intergenerational engagement. Attention is also paid to intergenerational connections in the context of indigenous forms of learning.
 - Students submit their Course Project/Paper outline.

- (Week #5) – April 13, 2022: Introduction to intergenerational programs & practices in Spain:
 - Learn about institutional collaborations, cultural values, and national and local government policies and objectives underpinning intergenerational programs in Spain, including those that students will visit in Spain during the Maymester 2022 semester.
 - Students submit a draft of their Course Project.
- (Week #6) – April 20, 2022: Student presentations of their final projects:
 - Emphasis on intersections between aspects of the intergenerational studies field and students’ academic studies.
 - Instructor and fellow student feedback will center on recommendations for presentation revision for delivery at an international seminar in Spain (during the Maymester 2022 course, there will be a half- or full-day mini-conference at the University of Granada).
- (Week #7) – April 27, 2022: Debriefing, extended learning and preparation for the Maymester 2022 course:
 - Discussion and reflection about what students learned from the course and their Course Project, and how they might apply this learning in their future educational, professional, and personal pursuits.
 - Review of travel plans, safety protocols, etc. – in advance of the Maymester 2022 course (which will take place from May 9-18, 2022).
 - Students submit the write-up (paper) of their Course Project

* This course syllabus represents an overall plan for the semester but is **subject to change**. It is a flexible document and a work in progress. There will be times topics will be shifted in order for students to gain the best experience. Any modifications will be announced in class or via email.

Schreyer Honors College Maymester International Programs, Penn State University

--in collaboration with--

Ag Sciences Global, College of Agricultural Sciences, Penn State University

&

The Macrosad Chair in Intergenerational Studies, University of Granada, Spain

Maymester 2022

Global Perspectives for Intergenerational Living and Learning – Spain

ITINERARY – May 9-18, 2022

Lead faculty member: Matt Kaplan, Ph.D., Professor, Intergenerational Programs & Aging

Co-leader: Annie Maselli, Ph.D. candidate, Educational Policy Studies

Date	Location	Major activities of the day	Cultural and intergenerational (IG) themes and questions
Day 1 May 9, 2022	Granada, Spain --Arrival at Carmen de la Victoria (university's facility) Address: Cuesta del Chapiz, 9, 18010 - Granada	--Before 5:00 p.m. Arrive in Granada in time to get settled in accommodations at Carmen de la Victoria. --Meet at Carmen de la Victoria's meeting room, participate in a welcome ice breaker activity - over a light dinner. --Overview of trip- review of proposed activities and outcomes, daily procedures, conducted by Carolina Campos, Mariano Sánchez, Matt Kaplan, Annie Maselli	-- Getting to know intergenerational host group in Granada. -- Understanding the whole purpose of this multifaceted experience: connecting intergenerational and community work, lifestyles and cultural values, and rural development in Spain.
Day 2 May 10	Granada	Tour of Granada: Getting acquainted with the neighborhood and town --Visit to Albayzín (the best-preserved illustration of a Hispano-Muslim city in the South of Spain), The Alhambra (13th-15th century fortress and palatine city of Islamic period) and its adjacent Generalife Garden (rural residence of the emirs), a UNESCO World Heritage site. Learning about culturally significant places, foods, values, and arts in Spain, with particular attention to the regions that will be visited during the Maymester 2022 course. --Processing of day's experiences – Sánchez and Campos	--Explore how historical events, trends, etc. have influenced cultural values and practices in Spain's past, present, and future, with attention to implications for IG interactions, understanding, (mutual) support systems, and collaboration (e.g., civic engagement experiences).
Day 3 May 11	Granada	Site visit to Albolote, Granada, the Macrosad evidence-informed IG shared site.	This site (Albolote) is considered a <i>translational research project</i> .

		<p>Students will meet the whole team running this unique center combining a nursery for 0-3 years old and an adult day care facility. One on-site intergenerational activity will be carried out involving students.</p> <p>--Connections between the center and community social services in this municipality will be covered as well.</p> <p>Lunch at a local restaurant.</p> <p>In the evening (after dinner*): Nightlife in Granada. Getting to know flamenco music and dancing live.</p>	<p>--Discussion about the criteria for attaining such a designation/acknowledgement</p> <p>--How do the cultural realities and expressions (including via the arts), affect IG values and practices in families and community settings.</p> <p>--How Macrosad (a regional cooperative) is embracing an intergenerational perspective across its services (e.g., nursing homes, day care centers, pre-kindergarten schools, and special education centers for children).</p>
<p>Day 4 May 12</p> <p>Morning</p> <p>Afternoon</p>	<p>--Travel from Granada to Jarandilla de la Vera, Cáceres, through Toledo</p> <p>--Cathedral, museums, and other culturally significant places</p>	<p>[Transportation via bus, from Granada to Jarandilla de la Vera (in the province of Cáceres, and in the autonomous community of Extremadura)]</p> <p>--On the road: stop to visit Toledo, a crossroad of civilizations with vestiges of the three major religions – Judaism, Christianity and Islam – and a UNESCO World Heritage site too.</p> <p>--Upon arrival in Jarandilla de la Vera we'll get settled in our accommodation at Residencia V Centenario (a University of Extremadura facility) followed by a walk around and welcome group dinner.</p>	<p>Main focus while at Jarandilla de la Vera, Cáceres: Intergenerational work and development in rural communities.</p> <p>--Through site visits, meetings, and group discussion, learn about IG relationships in the context of family, community, culture and country.</p> <p>--Consideration of the role of the (built and natural) environment, and key institutions, such as schools, community centers, eldercare facilities, etc.</p>
<p>Day 5 May 13</p>	<p>Jarandilla de la Vera, Cáceres</p> <p>--Jarandilla de la Vera, Cuacos de Yuste, & Yuste</p>	<p>-- Visit to Jaranda's High School, a reference site for the fostering of intergenerational initiatives in the area. We'll meet teaching staff and older volunteers involved in intergenerational programs.</p> <p>-- (early) Lunch in Cuacos de Yuste.</p> <p>-- Meeting ADICOVER (Association for the Integral Development of La Vera shire) to discuss issues regarding quality of life, depopulation and opportunities for development in the area (e.g., eco-tourism).</p> <p>-- Cultural visit to the Monastery of San Jerónimo de Yuste, the last dwelling place of Charles V, Holy Roman Emperor and King of Spain.</p>	<p>--Quality of life in rural, depopulating areas (such as in Cáceres) for elders, children/ youth, families):</p> <ul style="list-style-type: none"> • Impact on their health and wellbeing, social inclusion vs. exclusion • Education/lifelong learning • Civic engagement opportunities • Contributions to local economy (e.g., elders' roles in cultural-tourism endeavors)

		<p>-- Back to Jarandilla de La Vera.</p> <p>Processing of day's experiences – Campos, Maselli, Kaplan.</p>	
<p>Day 6 May 14</p>	<p>Depart from Jarandilla de la Vera, Cáceres</p> <p>-And depart via bus to Mérida and Seville.</p>	<p>Farewell breakfast, and then departure to Mérida.</p> <p>--Meeting around the Extremadura Intergenerational Plan, the only regional policy in the country for implementation of intergenerational initiatives across governmental departments and policies.</p> <p>-- Site visit (Roman Theatre and Moorish Alcazaba) to Mérida, founded as Roman colony in 25 BC.</p> <p>-- Travelling from Mérida to Seville. Group dinner upon arrival.</p> <p>--Accommodations in Seville: forthcoming.</p> <p>--Processing of first impressions of Cáceres.</p> <p>--Review of activities and schedule for the next day's activities in Seville.</p>	<p>Intergenerational policy making at regional level. How to align programs, places, policies and partnerships to mobilize a whole region around intergenerational endeavors and active aging?</p>
<p>Day 7 May 15</p>	<p>Seville</p>	<p>Full day in Seville.</p> <p>--City tour visiting main sites (Cathedral, Royal Alcazar & Santa Cruz neighborhood).</p> <p>--Return to hotel, some down time, and maybe some time & opportunity for local shopping...</p> <p>--Dinner,* followed by an evening meeting: processing of days experiences.</p>	
<p>Day 8 May 16</p>	<p>Seville (morning)</p> <p>Travel - from Seville to Granada</p>	<p>--Innovation and Social Economy in urban environments. The case of Seville. Meeting staff from the Area of Innovation (Seville's Town Hall).</p> <p>--Visit to the construction site of the Macrosad Integral Intergenerational Center in Dos Hermanas (Seville). On-site explanation of main features of this innovative intergenerational development.</p> <p>--Depart to Granada and lunch on the road.</p>	<p>Intergenerational work provides opportunities for social innovation. In Seville there are pioneering social initiatives that sometimes embrace an intergenerational perspective.</p> <p>For the IG shared site in Seville: Students will be invited to share their IG engagement ideas and insights for undeveloped (or under-developed) spaces within or</p>

		<p>--Once in Granada, free time for shopping.</p> <p>--Return to Granada accommodations location, and prepare for dinner.</p> <p>--Reflection and discussion.</p>	<p>surrounding the IG shared site under construction.</p>
<p>Day 9 We. May 17</p>	<p>Granada</p>	<p><u>(9:00 a.m. to 1:00 p.m.) Research Seminar: Innovation in Intergenerational Living and Learning (in Spain and other countries)</u></p> <ul style="list-style-type: none"> ○ Half-day seminar at University of Granada. Students from Penn State University, and students and faculty from University of Granada and collaborating partners in Spain present overviews of their IG research and program work, followed by discussion... <p>--Refreshments and Box lunch</p> <p>--FREE AFTERNOON – a time to relax and continue discussions started earlier with seminar participants.</p> <p>Evening: get-together around farewell dinner. Sharing feedback after the whole trip to Spain.</p>	<p>Exploring IG relations in Spain - in socio-historical context:</p> <ul style="list-style-type: none"> ● Changes related to food in connection with social life and relationships ● Changes in IG contact and caregiving: the role of the family, government supports, etc. ● Changes in education policy and practices: the role of older adult volunteers in schools, ... <p>Reflections on:</p> <ul style="list-style-type: none"> ● IG relations in rural versus urban communities. ● IG shared sites in Granada and Seville: <ul style="list-style-type: none"> ○ facility design ○ activity planning ○ level of integration with wider community

*Note: Mealtimes will vary. In Spain, the average schedule for lunch is around 2.30 p.m. and for dinner, 9 p.m. or so.

Additional information:

Staff information

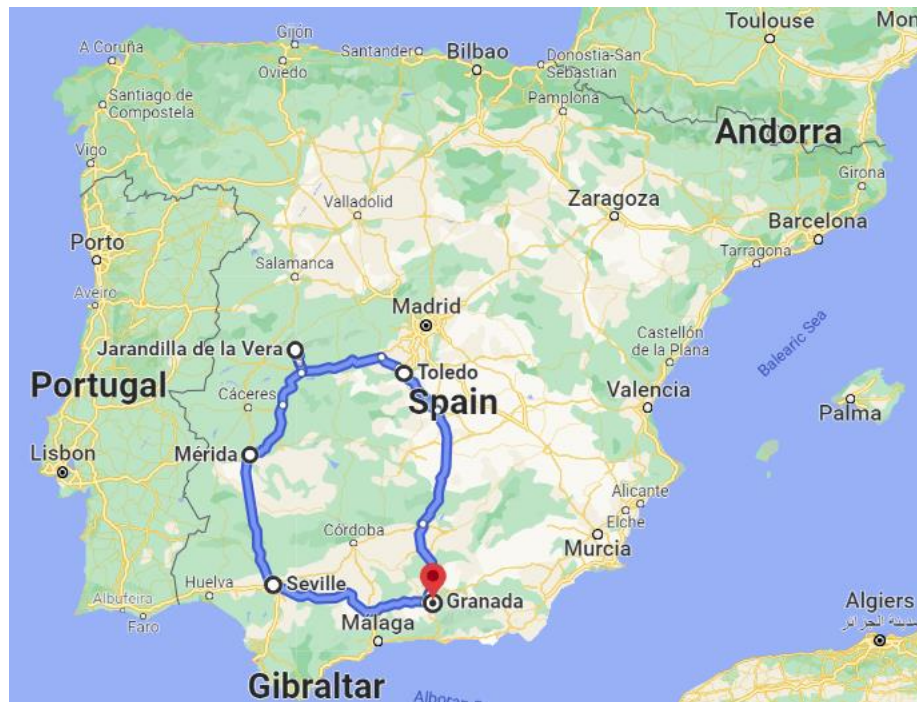
- Matt Kaplan: Professor, Intergenerational Programs & Practices, Penn State University. Director, Maymester - Spain International Program
- Annie Maselli: Ph.D. candidate in the Education Policy Studies program in the College of Education, Penn State University. Co-leader, Maymester - Spain International Program
- Carolina Campos: Technical staff, Macrosad Chair in Intergenerational Studies Coordinator of Spain on ground travel and activities and language specialist for the trip.
- Mariano Sánchez: Macrosad Chair in Intergenerational Studies and Dean, Faculty of Political Sciences and Sociology, University of Granada.

Learning objectives:

- Through an intergenerational lens, learn about lifestyles, family life, community support systems, and cultural identity of people living in Southern and Eastern Spain.
- Learn about innovative IG programs taking root in Spain to enrich the lives of individuals and communities and strengthen families.
- Learn about culturally significant places, foods, values, and arts in Spain.

Overview of intergenerational visits and activities

- Learn & engage: Multi-city/ IG site visits to programs in 3 locations:
 - Albolote, Granada: An IG shared site within the framework of a translational research project between Macrosad & the University of Granada.
 - Jarandilla de la Vera, Cáceres: IG programs at schools and facilities for seniors.
 - Seville: Construction site of groundbreaking IG center



- A wrap-up event showcasing some students' learning outputs in the way of public presentations in a mini-conference at the Faculty of Political Sciences and Sociology (UGR).
- Cultural immersion: Visits to cultural centers and cultural events.