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## Summer Course in Vienna: May 31 - June 25, 2021

**Location:** Webster Vienna Private University, Palais Wenkheim, Praterstr. 23, 1020 Vienna, Austria

## The Vienna Experience: Culture, History, Language

##  Instructors: Prof. Irene Motyl-Mudretzkyj (Barnard College of Columbia University),

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#  **Prof. Julia Ruck (Webster Private University, Vienna)**

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**Prerequisites:**

Minimum: completion of Barnard/ Columbia German Intermediate I course UN 2101 or at least three semesters of College German language study. Students who have completed Intermediate II or Advanced courses and would like to solidify their acquired proficiency are welcome. Please consult with Prof. Irene Motyl-Mudretzkyj.

**Registration:**

This is a summer study abroad course. Please register through the *Barnard Study Abroad Office*.
Dean Giorgio DiMauro (gdimauro@barnard.edu) will provide you with the registration link and

scholarship application. For more information contact: Irene Motyl (imotyl@barnard.edu)

# **Class material:**

1. Handouts will be available through your teachers
2. A grammar book will be provided free of cost

**Course description and main features:**

**On site learning**: In this intensive four-week study abroad language and culture coursestudents will practice and expand their German-language skills by exploring Austrian culture, history and politics in one of Europe’s most diverse cities. Students will experience language and culture first-hand by:

* analyzing how narratives about Vienna’s past shape perspectives on the present
* getting to know different “sites of memory” that have defined Vienna
* exploring Vienna and its history in the present through research and field projects

This team-taught course is offered in cooperation with Webster University Vienna and will take place on Webster University’s campus in the heart of the city. During the four weeks in Vienna, students will meet for three hours four times a week both inside and outside of the classroom. During their time in Vienna, students will expand and practice their German-language skills through classroom activities, site visits, guest lectures, as well as integrated excursions and research projects. Extra-curricular theater, movie, museum and music event visits will complement the experience of language and cultural learning. In their free time students will have the opportunity to apply and practice their skills and explore the city and its cultural offerings on their own.

**Differentiated Instruction**: There will be two proficiency levels (Proficiency Level I and II) in which students will be placed at the beginning of the semester, based on their prerequisites. Students will work with the same cultural content, but assignments will be adjusted to the appropriate proficiency levels. In addition, students will be given topics for their projects that reflect their linguistic proficiency levels.

1. **Learning Outcomes:**

Aside from practicing and further developing their linguistic competency and ability to engage in critical thinking in German, students will develop cultural literacy and broaden global competence. Overall, students will expand their:

* **Linguistic competency:** Students will develop the capacity to express abstract views in German. All four language-learning skills will be addressed: listening (viewing), speaking, writing and reading. The emphasis will be on the practice of viewing/listening and oral expression in German, as well as on the correct use of typical structures and vocabulary as well as pronunciation and intonation.
* **Critical thinking skills:** Students will be able to further develop their capacity to observe, listen and assess situations. They will express their personal views and opinions orally through discussions, presentations and the compilation of a portfolio, while familiarizing themselves with appropriate use of language and further developing their speaking skills.
* **Cultural literacy:** Students will be able todevelop cultural awareness during their four-week stay abroad. They will explore history, culture (film, music, theater) and business through excursions and site visits. Experiencing language in its cultural context will enable students to recognize cultural codes, differences and commonalities, as well as foster the ability to change perspectives. Students will learn how to navigate cultural differences and communicate in an effective way.
* **Media literacy:** Work with media, such as TV news and other digital and visual texts, will enhance students’ sensitivity to cultural differences in media presentation and perception.
* **Global competence:** Through the experience of engaging with cultural differences during their stay abroad, their live encounters, excursions and on-site visits, students will further hone their ability to recognize and respond to different cultural codes, navigate new and different environments, communicate across linguistic and cultural barriers and develop heightened awareness of issues related to our common humanity and social and ethical responsibility.
1. Cultural goals:

1. Acquisition of knowledge of aspects of Austrian social, political, and cultural history:
* know a variety of so-called (im)material *Erinnerungsorte* in Vienna, their history and contemporary connotations (e.g., *Heldenplatz & Opfermythos, Belvedere & Zweite Republik, Rotes Wien & Sozialstaat*, so-called *Gastarbeitermigration & Migrationshintergrund, Kaffeehaus & Literatur*),
* know a number of relevant social, political, and historical events and developments in Austria;

Analytic Abilities:

1. Development of analytic abilities:
* ability to analyze the dynamic connotations of (im)material social, political, and historical sites, events and developments in a city,
* ability to relate social, political, and historical developments to texts, media, architecture, etc.;

Cross Cultural Comparisons:

1. Development of the ability to make cross-cultural comparisons:
* use Austrian culture to better understand your own cultures and make connections to the cultural identities in your surroundings
* compare different manifestations of societal collective memory;
1. Linguistic objectives
2. Interpretive mode:

be able to critically analyze discourses, make meaning of underlying cultural and historical perspectives and values, be able to understand longer (written, audio, and audio-visual) texts of different genres;

1. Presentational mode:

create longer and complex written and oral texts and apply new available designs of cohesion and coherence, apply specific genre conventions;

1. Expansion of vocabulary regarding to history, social, and political issues; expansion and consolidation of speech acts, such as description, presentation, argumentation, summary, expression of opinion and hypotheses, giving reasons, etc.;
2. Revision of basic grammar and expansion (noun phrases, subordinate clauses, cohesive elements, prepositions and whatever necessary);

**B. Assignments & Assessment:**

* **Evaluation Components:**

1. Projects:

* *Writing Projects:*

You will compose three texts (essays, 200-250 words, double spaced) in German in this term. All texts will ask you to apply the cultural contents, structures and expressions that you have encountered in the course in a functional and/or creative context. That is, you are expected to analyze and reflect on the topics that we discuss inside and outside of class in a critical way.

* *Presentation:*

You will prepare one group presentation on one of your research projects. The goal is for you to tie together what you have learned in this course independently (speaking, listening, writing, reading, vocabulary, grammar, pronunciation, culture). The focus, however, will be on your speaking. Although you will naturally prepare for your presentation, try to speak as naturally as possible, create your presentation interactively, use visual aids, and do not read from your notes.

2. Learning Log:

* *Reflection:*

One aspect that makes a good (language) learner is an awareness of your strengths and weaknesses as well as the ability to find and engage with resources that promote your learning process. In order to increase these abilities, you will write two reflections on your learning process at the beginning as well as at the end of the course. You will receive questions that may guide your reflections and you will create a personal dictionary.

* *Personal Dictionary:*

Because this course does not follow a textbook, you are asked to create your own list of vocabulary. Overall, the vocabulary should be thematically tied to the contents that we discuss in class but it is mainly there for you to collect new words and phrases that you personally deem relevant.

You will submit a list of at least ten words by the end of each week. The list should include (a) the individual word/phrase that you want to learn, (b) the context/sentence that you found the word/phrase in, and (c) one or multiple translation(s) of the word into any language that you consider useful in order for you to remember the word.

3. Homework:

* *Homework:*

Homework assignments are typically in the form of work sheets or other forms of exercises that are supposed to review, expand, and consolidate your grammar skills.

4. Active Participation:

This course has a strict attendance policy because there is no way to make up for missed class time. This is due to the specific learning processes for learning a foreign language that require consistency, a steady progression, and lots of face-to-face interaction during class time. If you do have to miss a class, please inform your instructor, be aware that it is your responsibility to catch up on what you have missed, and that an absence does not free you from any other course-related responsibilities, such as submitting your assignments on time and doing your homework. This course also has a strict tardiness policy (which includes returning late from breaks) because late arrivals are not only disruptive, they also slow down the pace of the course and, ultimately, create a less productive learning environment.

* **Absences**:

You have 2 allowed absences. For each additional absence beyond the two allowed absences, 8% of the final grade will be deducted. If you know that you will have to miss more than two classes, please inform the instructor by the end of the first week of the term.

* **Tardiness**:

You can be late up to 10 minutes four times. Each additional late arrival beyond the two allowed tardies will count as ½ absence. If you are late between 10 to 30 minutes,

**Course requirements:**

## regular attendance and class participation (homework)

## three essays (200-250 words)

## 4 presentations of research and field projects

1. Personal dictionary: Individual vocabulary lists (20-30 entries with examples for usage)
2. Learning Log (reflection)

## More than two days of absence automatically lowers the final grade by 8%

**Essays:**

Students are required to write a coherent essay (approx. 200-250 words) on three assigned topics using vocabulary and structures already learned and practiced in class. The point of the exercise is to learn to communicate using what you know. Essays are graded on the basis of four criteria: 1. comprehensibility, 2. quality of the content/ information, 3. use of vocabulary, and 4. grammatical accuracy. Each essay is written twice. After receiving comments about the content and an indication of grammatical errors, your rewrite should incorporate the instructor’s suggestions. The final grade is the average of both drafts.

**Grading:**

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| --- | --- |
| Class participation, individual vocabulary listsThree essaysFour Presentations of research and field projects Learning Log | 20%30%40%10% |

**Course Plan:**

**(The syllabus is subject to change)**

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| --- | --- | --- | --- |
| **Week** | **Cultural Content** | **Communication & Structures** | **Assignments** |
| **WEEK 1****Politische Erinnerungsorte** | **Monday:** * introduction to *Erinnerungsorte*
* walking tour through the city
* preparation of research project: political sites of memory in Vienna (e.g. Heldenplatz, Morzinplatz, Belvedere, Judenplatz)

**Tuesday:** * short texts
* preparation of research project: sites of political memory

**Wednesday:** * research project 1 *Plätze & Politik*

**Thursday:** * presentation research projects
* grammar practice
* evening: excursion *Heuriger*
 | **Proficiency Level I:** * speaking about yourself and your surroundings (structures: regular, irregular, separable verbs)
* speaking about the past (structures: *Perfekt*)
* expressing directions and locations (structures: dative and accusative cases, pronouns, prepositions with dative/accusative)

 **Proficiency Level II:** same as above plus * expressing wishes and hypothesizing (structures: *Futur, Konjunktiv II*)
* whatever needed in determination with students’ needs
 | * learning log 1
* personal dictionary 1
* writing project 1
* presentation research project (group 1)
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| **WEEK 2** **Soziale Erinnerungsorte**  | **Monday (Holiday):** **Tuesday:** * introduction to key concepts and figures (social welfare state, Bruno Kreisky, etc.)
* texts, videos, and articles: *Rotes Wien*
* preparation of excursion & research project 2

**Wednesday:** * guided tour through Wien Museum & research project 2 *Rotes Wien*

**Thursday:** * presentation research projects
* grammar and vocabulary practice
 | **Proficiency Level I:** * speaking and writing about the past (structures: *Perfekt, Präteritum, Plusquamperfekt*)
* expressing causes and consequences (structures: *den, da*/*weil, darum/deshalb/ deswegen; Infinitiv + ‘zu’*, *um … zu vs.* *damit*; *werden vs. bekommen*)

**Proficiency Level II:** same as above plus * expressing possession (structures: genitive case, prepositions with genitive)
* whatever needed in determination with students’ needs
 | * personal dictionary 2
* writing project 2
* presentation research project (group 2)
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| **WEEK 3****Vielfältige Erinnerungsorte** | **Monday:** * introduction to key concepts and developments on migration in Vienna (history & contemporary discourses)
* short literary texts: Christoph Mauz *Die Neuen aus Tirol* & Radek Knapp *Herrn Kukas Empfehlungen*, short poems

**Evening Film** : Make- up class for Thursday**Tuesday:** * research project 3: linguistic landscapes (multilingualism and multiculturalism in Vienna)

**Wednesday:** * presentation research projects

grammar and vocabulary practice**Thursday: (Holiday)**   | **Proficiency Level I:** * defining objects and situations (structures: relativeclauses, relative pronouns, reflexive verbs, prepositional phrases)

**Proficiency Level II:** same as above plus * describing objects, activities and places (structures: adjective endings, comparative, superlative)
* whatever needed in determination with students’ needs
 | * personal dictionary 3
* writing project 3
* presentation research project (group 3)
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| --- | --- | --- | --- |
| **WEEK 4****Literarische Erinnerungsorte** | **Monday:** * introduction to Viennese literature: past and present.
* text excerpts: Stefan Zweig, Anton Kuh, Hans Weigel, H.C Artmann; poetry: Ernst Jandl

**Tuesday:** * articles, music, videos: coffee houses & coffee house literature
* preparation of research project 4

**Wednesday:** * guided literary tour & research project 4 *Kaffeehaus*

**Thursday:** * presentation research projects
* grammar and vocabulary practice
* course review and synthesis
 | **Proficiency Level I:** * describing processes & expressing factual information, asking factual questions (structures: passive voice, functions of *werden*)

**Proficiency Level II:** same as above plus * reporting and interviewing (structures: prepositional phrases, indirect speech, subjunctive I)
* whatever needed in determination with students’ needs
 | * learning log 2
* personal dictionary 4
* presentation research project (group 4)
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*Topics and schedule are subject to change.*