

Proposed Syllabus and Itinerary

This study abroad will introduce students to two major European cultures, German and French. Practically everything we will be doing during the trip (see detailed schedule of activities below) constitutes cultural immersion. Every day of travel will include lectures, field trips and discussions. It's essential to participate in everything, take notes and write daily reports in a diary that will serve as a main reference for students to write their final report.

The important thing to understand about LC culture 110 courses is that they are introductory courses to immense subjects of history, geography, culture with a lower case c and the capital C, and language. The exact combination and percentage of what is studied is at the discretion of the faculty. A study abroad program allows students to understand the issues through getting first hand immediate experience with the topics discussed, since there is a world of difference between telling students about the Holocaust and concentration camps in Germany and actually visiting Sachsenhausen Concentration Camp near Berlin. There is a world of difference of showing students a photo of Mona Lisa and an actual visit to the Louvre museum.

The difference between a simple tourist tour anyone might undertake and a study abroad program with SCSU directed by me is in the academic coherence of the program and students' accountability. Academic coherence of the program I am offering consists in the themes covered: the program focuses specifically on relatively recent historical events (20th century) and on how those events, especially WW II formed the modern world. Additionally, it looks at the European approach to multiculturalism and globalization within Europe.

Students' accountability is achieved through mandatory participation and assessment (discussions, quizzes, final project will require active participation and processing of the material presented). In addition, students are responsible for the assigned readings that they will do before they leave on the trip.

SLOs for French 110:

1. Describe the cultures of modern French-speaking countries and look at how these impact their own lives through reading, watching authentic news and movies, listening to music, looking at art, industry, religion, philosophy and analyzing economies and business practices
2. Recognize and describe how the French-speaking world impacts the rest of the world through the assignments listed in 1 above
3. Identify and analyze the major culture and socio-political features of the French-speaking world and the effect those have on the rest of the world through authentic readings, films, music and news
4. Recognize and describe contemporary issues of the French-speaking world and their impact on the rest of the world through authentic readings, films, music and news
5. Respond orally and in writing to their own experiences and relationships to the French-speaking world

SLOs for German 110:

1. Describe the cultures of modern German-speaking countries and look at how these impact their own lives through reading, watching authentic news and movies, listening to music, looking at art, industry, religion, philosophy and analyzing economies and business practices
2. Recognize and describe how the German-speaking world impacts the rest of the world through the assignments listed in 1 above
3. Identify and analyze the major culture and socio-political features of the German-speaking world and the effect those have on the rest of the world through authentic readings, films, music and news
4. Recognize and describe contemporary issues of the German-speaking world and their impact on the rest of the world through authentic readings, films, music and news
5. Respond orally and in writing to their own experiences and relationships to the German-speaking world

The grade will be calculated as follows:

Participation (lecture and field trip attendance) 40%

Daily quizzes 30% (taken online on D2L)

Final project (due a week after the trip is over) 30%

Activities by day and itinerary:

April (second or third week) Orientation session at SCSU – 2 hours class time

Course syllabi

Books, readings

Responsibilities of participants

Practical issues

Day one

Depart MSP airport.

Day two -- 4 hours class time

Arrive in Amsterdam, then fly from AMS to TXL (Berlin airport).

Check in and initial on-site instruction.

Day three –8 hours class time

Lecture on Berlin's history, background on places to visit, discussion of readings assigned (2 hours).

Berlin-Mitte, museums, with lectures by professor (6 hours). Topics covered include art, architecture, and aspects of East-West problematic, in particular reflected in information presented in the DDR museum.

Day four—8 hours class time

Reflection on the previous day (1 hour in the morning).

Introduction to the new topic, West Berlin, background, Cold War, the origins of the Wall, DDR (2 hours).

West Berlin and its museums with lectures by professor (4 hours). This includes The Bunker museum, Gedaechtniskirche in West Berlin.

Discussion (1 hour).

Day five – 7 hours class time

Reflection time on the previous day (1 hour).

Introduction to the topic of Berlin in WW II and post war regulations. This will be presented in the form of lectures at places/museums directly related to the topic.

Holocaust Museum (2 hours)

Background on Check Point Charlie and museum (2 hours).

Museum of the Terror (2 hours).

Berlin excursions guided by professor.

Day six—10 hours class time

Reflection/discussion of the previous day.

Trip to Potsdam guided by professor. The main topic in Potsdam in the Potsdam conference of the Allies and the post war regulations (5 hours). The trip includes the visit to the museum, film, and a lecture, followed by a discussion.

Trip to Sachsenhausen Concentration Camp. Lecture and discussion (5 hours).

Take the night train for Paris

Day seven – 8 hours class time

Check-in and on-site orientation.

Le Quartier Latin (Latin Quarter). Lecture on France (political system, social state, education, and social justice issues). (2 hours)

Visits to the Pantheon la Sorbonne. Meeting with French students (5 hours).

Discussion and orientation for the next day (1 hour).

Day eight –8 hours class time

Lecture on the history of Paris, discussion of the readings, background info (2 hours).

Notre-Dame and l'Ile de la Cité excursions (2 hours).

Lecture on the history of Paris, discussion of the readings, background info (2 hours).
Discussion time, Student prepared presentation (2 hours).

Day nine --8 hours class time

Reflection time/discussion time (1 hour).

Focus Art:

Louvre and its collections guided visit by professor (4 hours).

Montmartre and La Basilique Sacre-Coeur (3 hours).

Day 10 – 8 hours class time

Day trip to Versailles guided by professor. This is a visit to one of the most important places in the world. The topics cover the Great French Revolution, Art and modern aspects of preservation of culture in France. Total trip time usually takes about 10 hours, of which 8 hours is the actual visit.

Leaving for Zurich at night.

Day 11 –8 hours class time

Lecture on Switzerland (geography, history, multiculturalism, political system, and political stance throughout the history, including WW I and WW II) (2 hours).

Visiting Zurich (4 hours)

Discussions, orientation for next day (2 hours).

Day 12—8 hours class time

From Zuerich to Bern (excursions and lectures focused on integration of cultures within the society). Visit of the city and the government buildings (4 hours).

Attending a cultural even (to be decided) at night (3 hours)

Discussion/reflections (1 hour).

Day 13 – 5 hours class time.

From Switzerland to Austria. Excursion in Salzburg, focused on history and music (Mozart). Lecture on the political system, neutrality of Austria, its role in WW II and post-war regulations for Austria (3 hours).

Mozart and music excursion (2 hours).

Day 14 – 5 hours class time. Leaving for MSP.

Final discussions (2 hours)

Program evaluations (1 hour)

Presentations of final projects (2 hours)

90 Total Hours Class Time

This is a tentative itinerary for a program that might take place over a year/two years from the date of application. I would like to reserve the right to make changes in case of international developments that might influence our travel and, most importantly, affect the safety of the students. Such changes might include replacing a visit to one major city with a visit to another of similar significance and in a way that would not affect the quality of the program. For example, visiting Basel instead of Zurich in Switzerland or Dresden instead of Potsdam in Germany.