



Council on Undergraduate Education 2019-2020

March 20th 2020
Hosted Electronically via Zoom
1:30pm-3:00pm

Call to Order 1:30pm

- Welcome and Introductions Chair Kim Bush
- Remarks and Updates from OUCCAS/DASA
- Approval of CUE March 6th, 2020 Minutes

Old Business

Returning Courses				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
McGowan	Kraus, Moore, Belk	NS	BIO 106 Biology in the Modern World Laboratory	*Up for review. Sunset at the 20 Sept. 2019 Meeting
Lee	Monek, Annett-Hitchcock, Liu	NS,IP(new)	GN 301 Genetics in Human Affairs	*Up for review NS (AP). New to IP (T) at the 21 Feb 2020 Meeting
Haeseler	Liu, Belk, McGowan	IP, GK	HON 360 Music and Oppression	Tabled at the 1 Nov 2020 Meeting

New Business

GER> GEP Review				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Minogue, Sawyers, Monek	VPA	HA 401 19 th Century European Art from Revolution to Post-Impressionism	*Up for review.
Haeseler	Annett-Hitchcock, Casper, Liu	VPA	HA 404 Italian Renaissance Art and Material Culture	*Up for review.
Minogue	Gill, Haeseler, Liu	SS	GEO 200 Principles of Geography	*Up for review.
Lee	Liu, Orcutt, Beckstead	NS, IP	MB 200 Microbiology and World Affairs	*Up for review NS, New to IP.

Courses New to GEP				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Haeseler	Belk, McGowan, Annett-Hitcock	GK, IP, SS	ANT/IS 471/(571) Understanding Lationa Migration	New Course
Haeseler	Lee, Casper, Monek	HUM, USD	HI 369 Sexuality in U.S. History	New Course
Gilmartin	Kraus, Monek, Minogue	GK, HUM	HI 375 Global History of Travel and Tourism	New Course
Gilmartin	Sawyers, Beckstead, Annett-Hitchcock	IP	MEA 260 Human Dimensions of Climate Change	New Course
Gilmartin	Orcutt, Belk, Casper	USD	T 101 Strategies for Success in the Wilson College of Textiles	New to GEP

Special Topics/HON Course Offerings				
Presenter	Reviewers	GEP Category Under review	GEP Action	Notes
Belk	Gilmartin, Sawyers, Moore	HUM, GK	HUMG 295 Austrian Culture Up Close	1 st Offering Summer 2020

Discussion:

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

Council on Undergraduate Education 2019-2020March 6, 2020
Talley Student Union 5101
Call to Order: 1:31 PM

Members Present: Past Chair Daniel Monek, Autumn Belk, Carolina Gill, Johnathan Casper, Robert Beckstead, David Gilmartin, Nancy Moore, Roby Sawyers, Jillian Haeseler, Herle McGowan, Helen Kraus, James Minogue, Katherine Annett-Hitchcock, Cindy Levine (DO proxy)

Members Absent: Min Liu, Alice Lee, Darby Orcutt, Chair Kim Bush,

Ex-Officio Members Present: Lexi Hergeth, Li Marcus Samantha Rich, Erica Dixon

Guests:

WELCOME AND INTRODUCTIONS

- **Remarks from Chair Kim Bush** – Had the proxies and guest introduce themselves.
- **Remarks and Updates from OUCCAS/DASA** – Li indicated the members should have received the invitation to the end of year event.
- **Approval of the Minutes from February 21st 2020** – Approved Unanimously
 - Discussion: Motion to approve the past minutes by Helen Kraus.

OLD BUSINESS

- **ENG 485 Shakespeare: Revisions and Resources** (HUM) – Approved Unanimously
Discussion: Motion to approve by member David Gilmartin.
- **SOC 205 Jobs and Work** (SS) – Approved Unanimously
Discussion: Motion to approve by member David Gilmartin. Reviewer complimented the adjustment to objective one.
- **SOC/REL 309 Religion and Society** (HUM, SS) – Approved Unanimously
Discussion: Motion to approve by member David Gilmartin.

NEW BUSINESS

- **Consent Agenda**- Approved Unanimously
Discussion: Motion to approve the consent agenda by member Helen Kraus.

GER>GEP Review

- **ANT 330 People and Cultures of Africa** (SS, GK) – Approved Pending
Discussion: Motion to approve by member David Gilmartin. Member brought attention to the fourth GK outcome, and asked how they would “describe and explain” as a substitute for understand.
Motion to amend the motion to approved pending these updates. Motion passed.
-Reword the fourth GK outcome using “describe and explain” as a substitute for 'understand'.
-In the third SS outcome, replace 'understand' with 'analyze'
- **ANT 370 Introduction to Forensic Anthropology** (SS) – Tabled
Discussion: Motion to approve by member David Gilmartin. Absent member comments indicated the outcomes and measures aligned. Members discussed if “identify” is alright and the office of assessment indicated this is an acceptable term.
In objective three, the concepts that are mentioned come from human skeletal biology, and asked if that is SS or NS and asked if the third objective is being met for SS, the second objective has a similar issue.
Table- Motion to amend the motion to table.
-The third measure and outcome discuss anatomy which is more closely aligned with NS rather than SS

-Outcome 2 also seemed more aligned with Natural Science than Social Science, and “identify” does not align well with “demonstrate” from the objective (which is more about application).
-In objective 1 they would like information about how the role of forensic anthropologists reflect one of the topics listed in objective 1.

- **ENG 451/(551) Chaucer** (HUM, GK) – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler. Member brought attention to the sample question for the GK measure three. Members discussed what GK should cover and the member felt it was met.

- **ENG 468 Studies in Nineteenth-Century American Literature** (HUM) – *Approved Unanimously*
Discussion: Motion to approve by member Jillian Haeseler. Member brought attention to the second outcome “interpretations of literary texts and demonstrate the different interpretations” and asked if they are interpreting literary text or interpreting interpretations. Members discussed that the measure shows two interpretations of the scarlet letter. Member made the suggestion to break up the outcome into two outcomes, and the second portion can be removed. Members discussed that the outcome is now more clear after rereading and would like to withdraw the suggestion.

- **Motion to combine the two ENG courses- Approved**
ENG 486 Shakespeare, The Earlier Plays (HUM) – *Approved*
ENG 487 Shakespeare, The Later Plays (HUM) – *Approved*
Discussion: Motion to approve by member Jillian Haeseler.

- **GN 311 Principles of Genetics** (NS) – *Sunset*
Discussion: Motion to approve by member Alice Lee

Courses New to GEP

- **HI 410 Italian Renaissance** (GK, HUM) – *Tabled*
Discussion: Motion to approve the course by Jillian Haeseler. Objective three in GK, member suggested including the types of tools of the renaissance that would be used.
Member brought attention to the HUM objective three and suggested removing the parentheticals in the measure. Members discussed that they would like an outcome that are making arguments about the human experience (outcome 3 HUM).
Suggestion to reword “Use visual and literary text and artifacts as historical evidence”.
Members discussed if “shape and hone” are measurable.
Members discussed that the outcome doesn’t meet the human experience.
Member moved to amend the motion to table to get clarification on the third HUM objective’s alignment with the objective.
Motion to table- one abstention.
Members felt the outcome was broader than the objective and that “shape and hone” should be replaced with more measurable terms. The outcomes should be more focused and provide alignment with the objective.
Objective three in GK, member would like clarity on the types of tools of the renaissance that would be used in order to clarify the alignment.

Meeting adjourned at 2:17 PM

Respectfully submitted by Lexi Hergeth

GEP Humanities & Global Knowledge Special Topic Shell Offering (HUMG 295)

*This form is to be used for submitting a Special Topics shell offering for the **Humanities** and **Global Knowledge** GEP category to the Council on Undergraduate Education (CUE)*

Course action proposals for a GEP shell offering must provide documentation to show how the course is designed to enable a student to achieve the particular GEP category objectives.

The ***GEP Humanities objectives*** will provide instruction and guidance that help students to:

1. Engage the human experience through the interpretation of human culture.
2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities.
3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Each course in ***GEP Global Knowledge objectives*** will provide instruction and guidance that help students to ***achieve goal #4 plus at least one of #2, #3, or #4.***

1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technology or scientific developments, and/or attitudes of people in a society or culture outside the United States.

And at least one of the following:

2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society.
3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the U.S. society.
4. Explain how these distinguishing characters change in response to internal and external pressures on the non-U.S. society.

HUMG 295

Department(s)/Program	FLL/German	New GEP Special Topics Offering <input checked="" type="checkbox"/>
Special Topic Title: (30 character limit)	Austrian Culture Up Close	Review for 2nd Offering <input type="checkbox"/>
Term to be Offered	Summer 2020	
Instructor Name/Title	James H. Brown/Teaching Associate Professor	

SECTION 1: GEP CRITERIA

Instructions:

- At least one of the Instructor's student learning outcomes must be listed under each GEP category objective.
- Achievement of the outcomes must allow students to meet the GEP category objectives.
- Outcomes must illustrate what students will do in order to demonstrate they have achieved the outcome.
- At least one means of evaluation must be listed under each outcome and provide data to allow the instructor to judge how well students have achieved outcomes.
- Student learning outcomes that are relevant to the GEP category objectives must be applied to all course sections.
- For assistance with writing outcomes and list of active verbs using *Bloom's Taxonomy* [[Click Here](#)]

Humanities

List the Instructor's student learning outcomes for the course that are relevant to GEP *Humanities* Objective 1:
Obj. 1) Engage the human experience through the interpretation of human culture.

Demonstrate fluency in major cultural and historical periods in Austria and interpret them in their relevance for contemporary Austrian culture.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Graded journal entries. Example prompt: Choose an important example of *Ringstrasse* architecture and explain why the chosen structure was designed as it was and how it relevant to Austrian culture and/or values today.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 2*:
Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the Humanities.

Analyze varying interpretations of representatives of Austrian culture such as Wolfgang Amadeus Mozart, Emperor Franz Joseph, Sigmund Freud, or Gustav Klimt, and their contributions to the development of contemporary Austria.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Graded journal entries. Example prompt: Compare different scholarly interpretations of the achievements of Sigmund Freud or Arthur Schnitzler. What is your interpretation of his achievements? Be sure to cite evidence from course readings and discussions to support your opinion.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Humanities Objective 3*:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Demonstrate knowledge of how the development of Austrian culture and history has affected, and continues to affect, the everyday lives of ordinary Austrians.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Essay questions on tests. Example prompt: Examine and interpret the cultural, social, and technological developments in Austria between 1867 and 1914. Explain how this era of important cultural change continues to affect how Austrians perceive themselves and their place in Europe today. Be sure to identify relevant artifacts and provide evidence from course readings and field trips.

Global Knowledge

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 1*:

Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Examine and describe the cultural and historical development of Austria, especially Austrian values and attitudes with regard to the concept of nationhood as represented in cultural artifacts such as architecture, paintings, literature, and political institutions.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Essay questions on tests. Example prompt: Explain how Otto Wagner's ideas on city planning shaped Austrians' views on social issues and influenced the development of Viennese architecture in particular, and modernity in Europe in general.

List the Instructor's student learning outcome(s) for the course that are relevant to GEP *Global Knowledge Objective 2, 3, or 4*:

Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

Obj. 3) Explain how the distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Objective 2: Make meaningful comparisons between the Austrian culture and U.S. American culture.

Measure(s) for above Outcome:

Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.

Graded journal entries. Example prompt: Per the guidance provided in class, conduct brief interviews with Austrians you encounter. In your journal, describe what you have learned about Austrian values and attitudes about nationhood compared to those of people in the United States.

SECTION 2: REQUISITES AND SCHEDULING

General guidelines:

- GEP Courses should have at least 25% of seats non-restricted (i.e. available to all students).
- GEP Courses should have no more than ONE pre-requisite.
- GEP Special Topics are approved as a one-term offering.
- The course syllabus for all sections must include the GEP *Humanities and Global Knowledge* category designations and GEP student learning outcomes.

Special Topics Term Scheduling:

- List below the course scheduling detail:
 - Meeting time and day(s): M-F 1:00-3:00 p.m.
 - Seat count: 25
 - Room assigned or room preference including needed classroom technology/seat type: Room will be assigned and provided by the Internationales Kulturinstitut (IKI) in Vienna, Austria, our partner institution for the summer Study Abroad program in Vienna.
- If this course is to be piggy-backed with a department special topic, list the piggy-backed course prefix/number below. (EX: BIO 295 with NSGK 295)

What percentage of the seats offered will be open to all students? _____ 100%

- a. If seats are restricted, describe the restriction being applied.
- b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

NONE

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

NONE

SECTION 3: ADDITIONAL INFORMATION

Complete the following 3 questions or attach a syllabus that includes this information.

1. Title and author of any required text or publications.

Selections from:

Beller, Steven. *A Concise History of Austria*. Cambridge University Press, 2007.
 Freud, Sigmund. *An Outline of Psychoanalysis*. W.W. Norton & Co., 1989.
 ---, *The Interpretation of Dreams*. Dover, 2015.
 Hamann, Brigitte. *Hitler's Vienna*. Oxford University Press, 1999.
 Kafka, Franz. *The Complete Stories*. Schocken, 1995.
 Musil, Robert. *The Man without Qualities*. A. A. Knopf, 1995.
 Schnitzler, Arthur. *Hands Around (Reigen)*. The Modern Library, 1933.
 Schorske, Carl, *Fin-de-Siècle Vienna. Politics and Culture*. Vintage Books, 1980.
 Vergo, Peter. *Art in Vienna 1898-1918*. Phaidon, 1993.
 Zweig, Stefan. *The World of Yesterday*. Viking Press, 1943.

2. Major topics to be covered and required readings including laboratory and studio topics.

Major topics include, but are not limited to: Austrian history and growth of the Holy Roman Empire; Vienna as the capital of the empire; the multi-ethnic and multi-linguistic empire; nationalism and collapse of the empire; Vienna, the Secession, and Modernism; Sigmund Freud and the birth of the 20th century; Schnitzler, Musil, and Kafka and Austrian literature; music in Vienna; contemporary Austrian society and politics

3. List any required field trips, out of class activities, and/or guest speakers.

Excursions to and/or guided tours in Vienna of:

Museum der Stadt Wien

The Ringstrasse and its architecture

Otto Wagner Church am Steinhof

Schönbrunn Palace

Belvedere Palace

Secession Building

Sigmund Freud Museum

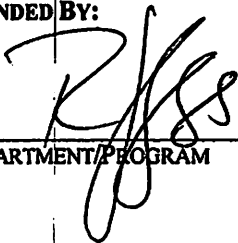
Vienna State Opera

Austrian Parliament

Weekend trips to Salzburg (Austria) and Prague (Czech Republic)

SIGNATURE PAGE FOR HUMG 295

RECOMMENDED BY:



3 Mar 2020

HEAD, DEPARTMENT/PROGRAM

DATE

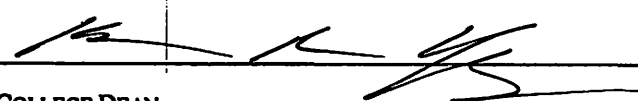
**For GEP Special Topics Submission Form, follow the standard workflow for approval of a special topic offering in your College which may or may not include review by the College CCC.*

ENDORSED BY:

not required in our college

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE



3/3/2020

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA)

DATE

APPROVED EFFECTIVE DATE _____

HUMG 295
Austrian Culture Up Close
Summer 2020/Austria: German Language and Culture in Vienna
3 credit hours

Instructor: Dr. James H. Brown
Office: Internationales Kulturinstitut Vienna (IKI), Bösendorfer Straße 9
Telephone: +1 785.766.9998
E-mail: jhbrown3@ncsu.edu
Class meets: M-F 1:00-3:00 p.m.
Office hours: M-F after class and by appointment

Course Description

This course provides students with direct experiences of Austrian culture while studying in Vienna, Austria's capital city. Readings in Austrian history, literature, music, psychology, and the visual arts, supplemented by numerous museum tours, concerts, and travel in Austria and central Europe. Students will examine and evaluate Austrian culture, society, and history through a variety of primary-source cultural artifacts (e.g. visual art, literature, architecture, music, and scientific literature) as well as secondary sources (e.g. articles and interpretive essays). Taught in English.

Prerequisites

There are no prerequisites.

Course Objectives

1. Students will learn about the cultural and historical significance of Austria within the broader context of German-speaking Europe.
2. Students will examine and deepen their understanding of cultural, historical, architectural, and literary significance of Vienna, the capital of Austria.
3. Students will gain practical experiences in order to make meaningful comparisons between Austrian culture and their own.

Course Designation

This course will fulfill the requirements for the **General Education Program (GEP)** in **Humanities** and **Global Knowledge**. To receive GEP credit, the class must be taken for a letter grade.

GEP Humanities and Global Knowledge Student Learning Outcomes

Successful students will be able to:

1. Demonstrate fluency in major cultural and historical periods in Austria and interpret them in their relevance for contemporary Austrian culture. (GEP Humanities Category Objective #1)
2. Analyze varying interpretations of representatives of Austrian culture such as Wolfgang Amadeus Mozart, Emperor Franz Joseph, Sigmund Freud, or Gustav Klimt, and their contributions to the development of contemporary Austria. (GEP Humanities Category Objective #2)

3. Demonstrate knowledge of how the development of Austrian culture and history has affected, and continues to affect, the everyday lives of ordinary Austrians. (GEP Humanities Category Objective #3)
4. Examine and describe the cultural and historical development of Austria, especially Austrian values and attitudes with regard to the concept of nationhood as represented in cultural artifacts such as architecture, paintings, literature, and political institutions. (GEP Global Knowledge Category Objective #1)
5. Make meaningful comparisons between the Austrian culture and U.S. American culture. (GEP Global Knowledge Category Objective #2)

Course Materials:

Course readings are available through NC State Libraries electronic course reserves. Readings include selections from:

Beller, Steven. *A Concise History of Austria*. Cambridge University Press, 2007.
 Freud, Sigmund. *An Outline of Psychoanalysis*. W.W. Norton & Co., 1989.
 ---, *The Interpretation of Dreams*. Dover, 2015.
 Hamann, Brigitte. *Hitler's Vienna*. Oxford University Press, 1999.
 Kafka, Franz. *The Complete Stories*. Schocken, 1995.
 Musil, Robert. *The Man without Qualities*. A. A. Knopf, 1995.
 Schnitzler, Arthur. *Hands Around (Reigen)*. The Modern Library, 1933.
 Schorske, Carl, *Fin-de-Siècle Vienna. Politics and culture*. Vintage Books, 1980.
 Vergo, Peter. *Art in Vienna 1898-1918*. Phaidon, 1993.
 Zweig, Stefan. *The World of Yesterday*. Viking Press, 1943.

Grading

Tests	30%
Journals	20%
Class Participation	20%
Final Exam	30%

For information on the NC State grading policy, consult <http://policies.ncsu.edu/regulation/reg-02-50-03>

Grading scale for exams (in %)

100 – 97 A +	89 – 87 B +	79 – 77 C +	69 – 67 D +	
96 – 93 A	86 – 83 B	76 – 73 C	66 – 63 D	
92 – 90 A -	82 – 80 B -	72 – 70 C -	62 – 60 D -	less than 60 F

Tests

There will be three in-class tests, which will cover factual knowledge of pivotal moments in Austria’s and Vienna’s cultural and historical background, key figures, and their works. Tests will cover the materials discussed in class and experienced firsthand on excursions.

Daily Assignments

You are expected to have completed all assigned readings and written work for each class, and to be punctual for class and for all excursions.

Journals

During the course, you will keep a journal, in which you will write your reflections about texts we read, responses to discussions in class, thoughts about the cultural artifacts we see firsthand during our excursions, and comparisons between Austrian and U.S. American cultures. You will write in the journals every class session. **Therefore, please bring your journal to class every day.** Frequent writing practice about topics we discuss in class and places we visit will help develop critical thinking and free-writing skills that are essential for success in all your future courses and in your work beyond your university studies. I also strongly encourage you to continue to flesh out your ideas in your journal outside of class! I will collect journals for grading three (3) times during the course. Your journal grade will be based on the content and quality of the writing.

Final Exam

The final exam will be due on the last day of the class. You will demonstrate your ability to describe and analyze the most important aspects of Austrian culture and Austria's contributions to European culture in general.

Class Participation

Preparation for class and participation in class are essential for success. There will be regular reading assignments and homework, and completion of these assignments is required. I expect you to participate actively in class, and evaluate your participation according to the following criteria: **A** = you are well prepared and participate actively; you are attentive, respond when called upon and volunteer often with pertinent questions and insightful comments. **B** = you are usually prepared and always respond when called on; you volunteer on occasion. **C** = you show evidence of being unprepared; you have some trouble when called on and do not volunteer often. **D** = you are unprepared and/or inattentive; you never volunteer; you come to class late and/or leave early. **F** = you exhibit a lack of concern for the course; your behavior may have a negative effect on the class.

My expectations are high for this course. Please approach our sessions together as an interactive group, in which I will serve as the moderator. This means that in class, you will usually be required to speak as much – if not more – than I do. Thus, it is important that you ask your own questions about the historical or cultural artifact, its context, and the world, fictional or factual, as presented by the author or artist. In this course, you will think on multiple levels – before, during, and after your readings. Your questions and answers will also inform your journal.

One excellent way to prepare for class is to write your own questions for discussion and reflection in advance of each class session.

Late assignments and incomplete grades

Late assignments of 2 calendar days or fewer will have a maximum grade of "C." Those more than 2 calendar days beyond the deadline will not be accepted. Incomplete grades are processed in accordance with university recommendations and policy. Please refer to:

<http://catalog.ncsu.edu/undergraduate/academicpoliciesandprocedures/courses/grading/>

Attendance

Regular attendance is a university requirement. For every unexcused absence in excess of two (2), the final course grade will be reduced by 2 points. Missing more than 15 minutes of a class counts as an absence, but attending the remainder of the class is still recommended. Six or more unexcused

absences will result in a grade of F for the class. A missed test can be made up only with a university recognized excused absence.

If you are absent, it is **your** responsibility to get information on the missed material and any changes in the assignments from a classmate. For more detailed information on attendance regulations and on what constitutes an excused absence, consult <http://policies.ncsu.edu/regulation/reg-02-20-03>

Academic Integrity

Students are expected to work within the letter and spirit of the NC State University Code of Student Conduct. For more information, please consult <http://policies.ncsu.edu/policy/pol-11-35-01>. Academic integrity extends to all work done in a course, including homework, class work, papers, projects, oral and written tests, lab work, and exams. If an academic integrity violation is detected, the incident will be reported to the NC State Office of Student Conduct and the recommended sanction for the misconduct will be a grade of zero for the assignment or test. The Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment." applies to all work submitted in this class.

Electronic Course Components

- *Moodle* wolfware.ncsu.edu – Use your unity ID and password to log in.

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like e-mail or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of others by not sharing or using such information outside the course.

Class E-mail List

Announcements will be made as needed through Moodle or e-mail messages. NCSU has an official e-mail address on file for each of you. It is your responsibility to ensure that you receive and read e-mail from this account.

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office; please see <https://dro.dasa.ncsu.edu/> For more information on NC State's policy on working with students with disabilities, please see <https://policies.ncsu.edu/regulation/reg-02-20-01>

NOTE: *The statement on accommodations for disabilities does not apply to overseas programs. While highly encouraged whenever possible, accommodations for disabilities are not required by law when the course is taught outside of the U.S., in part because local conditions are not under university control.*

University Polices, Regulations, and Rules (PRR):

Students are responsible for reviewing the NC State University PRR's which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-discrimination Policy Statement), <https://oied.ncsu.edu/divweb/policies/> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average), <https://policies.ncsu.edu/regulation/reg-02-20-04> (Audits), and <https://policies.ncsu.edu/regulation/reg-02-50-03> (Incompletes).

Extra Expenses

There are no extra expenses for the class. All admission costs to museums and tours are covered by your program fee.

Transportation

For the excursions and guided tours, we will use public transportation. Month-long public transportation passes for the Vienna transit system are provided as part of the program.

Safety on Excursions and Field Trips

Vienna is a large city, and relatively safe. Students will be briefed on general safety and medical emergency procedures at a pre-departure meeting and at an orientation meeting on the day of arrival in Vienna. All students will receive emergency contact information, including the local police and English-speaking doctors.

Class Schedule and Organization

If there is no tour scheduled, we will meet at 1:00 p.m. in the **Bösendorfer Straße 9** IKI classroom. On days when we have excursions (*highlighted and listed in italics*) we will meet at **Operring 7**, in front of the main entrance to IKI. Meeting times TBA.

N.B. – Course schedule is subject to change, with notice to students as far in advance as possible.

Date	In class	Reading assignments for the next session
June 2	Course introduction and Austrian history	Steven Beller, <i>A Concise History of Austria</i> , pp. 10-85 Brigitte Hamann, <i>Hitler's Vienna</i> , "The Imperial City" Stefan Zweig, <i>The World of Yesterday</i> , "The World of Security"
June 3	Vienna as the capital of the Austro-Hungarian Empire Austrian politics and crisis in the empire	Carl Schorske, <i>Fin-de-Siècle Vienna</i> , pp. 24-72
June 4	<i>Guided tour: Museum der Stadt Wien</i>	Carl Schorske, <i>Fin-de-Siècle Vienna</i> , pp. 72-115
June 5	Ringstraße Architecture	
June 8	<i>Guided tour: Ringstraße architecture</i>	

June 9	Tour: Schloss Schönbrunn	
June 10	Guided tour: Otto Wagner Kirche am Steinhof	
June 11	Public holiday: no classes	
June 12	Test 1 First journal assignments due	Sigmund Freud, <i>The Interpretation of Dreams</i> , pp. 128-166; <i>An Outline of Psychoanalysis</i> , pp. 6-39
June 13-14	Trip to Salzburg	
June 15	Sigmund Freud, Modernity, and <i>The Interpretation of Dreams</i>	Carl Schorske, <i>Fin-de-Siècle Vienna</i> , pp. 180-203
June 16	Guided tour: Sigmund Freud Museum	Arthur Schnitzler, <i>Hands Around</i> Robert Musil, <i>The Man without Qualities</i> , "Kakanien," pp. 51-57
June 17	Arthur Schnitzler, Austrian literature, and Modernity	Franz Kafka, "A Country Doctor"
June 18	Franz Kafka	
June 19	Test 2 Second journal assignments due	Peter Vergo, <i>Art in Vienna 1898-1918</i> , pp. 18-85
June 22	Gustav Klimt and the Secession	Carl Schorske, <i>Fin-de-Siècle Vienna</i> , pp. 208-278
June 23	Guided tour: Secession Museum and Otto Wagner architecture	
June 24	Guided tour: Schloss Belvedere	Carl Schorske, <i>Fin-de-Siècle Vienna</i> , pp. 344-366
June 25	Music in Vienna Opera: Wiener Staatsoper	
June 26	Test 3 Third journal assignments due	
June 27-28	Trip to Prague	Steven Beller, <i>A Concise History of Austria</i> , pp. 249-311

June 29	Contemporary Austria: Society and Politics <i>Guided Tour: Austrian Parliament</i>	
June 30	Final exam	