# Short Term Study Abroad Proposal Cover Sheet

<table>
<thead>
<tr>
<th>Course name</th>
<th>GST 4XX</th>
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<tbody>
<tr>
<td>Sex and Violins: The Lives of the Great Composers</td>
<td>designation (e.g., GST 260)</td>
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<tr>
<td>Course name</td>
<td>GST 4XX</td>
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<tr>
<td>Matthew Buckmaster</td>
<td>8</td>
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<tr>
<td>Faculty leader</td>
<td># of years at Elon</td>
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<tr>
<td>Victoria Fischer Faw (23 years at Elon)</td>
<td>WT 2015</td>
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<td>Others (if any) who could teach this course</td>
<td>proposed term (e.g., WT 2012)</td>
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Collectively, we have taught 15 study abroad courses and 5 STA preparatory courses at Elon. We have collectively spent over two years in Austria for professional and scholarly purposes, including a visit by Dr. Buckmaster funded in part by Dean Pelton to explore possibilities for this course proposal. Our academic training is specifically in the fields of music and music history, but we have also taught interdisciplinary courses extensively, from GST 110 to 200-level to the GST Capstone Seminar. In addition, Dr. Fischer Faw is conversational in German.

Indicate any prior experience leading university study abroad programs. Also provide a compelling rationale for the faculty members’ experiences and academic training that serve as preparation to teach the proposed study abroad course.

Meaningfully integrating the GST Capstone Seminar goals in a winter term study abroad course, including the logistics for the personalized itinerary.

What do you see as the most pivotal logistical challenge of this course?

This proposal will be reviewed only when accompanied by the following:

- a course description
- an explanation of how the course meets the goals of academic content, cultural awareness and personal growth
- an explanation of why your course should be taught in the proposed location
- a tentative itinerary
- a tentative syllabus for the 4-credit Winter Term course
- a tentative syllabus for the 1-credit STA course

Proposals will be reviewed only when the Chair and Dean have indicated their approval by their signatures below.

**Signature of Department Chair**

**Signature of Academic Dean**

**Date**  

**Date**
Course Description:
The great composers of western art music significantly impacted contemporary global culture. Mozart, Haydn, Beethoven, and other musical geniuses helped to shape political, religious, and societal ideals that have defined the past two centuries, and in their own time they were pop music idols. Their enduring musical legacy is still incredibly popular today across the globe, often in subtle and unrecognized ways. This course will explore the past and present impact of the great “classical music” composers as they lived it: through an interdisciplinary focus. Students will travel to Vienna, Salzburg, Munich, Budapest, and other renowned musical meccas that influenced the contemporary arts and sciences in integral ways. This course is writing-intensive. Open to students in their third of fourth years of study.

How The Course Meets Study Abroad Goals:

**ACADEMIC CONTENT**

<table>
<thead>
<tr>
<th>Study Abroad goals</th>
<th>Specific Course Objectives: Students will meet the GS goals by...</th>
<th>How objective will be achieved and assessed</th>
</tr>
</thead>
</table>
| • Demonstrate increased knowledge of specific course-related content | • Analyzing how musical compositions affect culture and society  
• Analyzing the human experience via musical meaning and shared cultural identity | • Reading assignments  
• Reading quizzes  
• Literature Review  
• Research Paper  
• Presentation |
| • Enhance linguistic awareness and/or ability | • Applying learned knowledge to personalized field-based intercultural experiences | • German Basics podcasts  
• German quizzes |
| • Learn something of the history, politics, geography and the “arts” of the country or countries visited | • Identifying and investigating significant global issues through an interdisciplinary lens | • Discussion and Presentation  
• Independent Research Itinerary development |
| • Experience and develop writing, speaking, reading, critical thinking and reflection skills | • Synthesizing effective writing and presentation skills  
• Appraising and evaluating your own personal responsibility and ethical reasoning via the GST Capstone Project | • Mini sagas  
• Pre- and post-reflection papers  
• Blog entries  
• Independent Research Itinerary development |

**CULTURAL AWARENESS**

<table>
<thead>
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<th>Specific Course Objectives: Students will meet the GS goals by...</th>
<th>How objective will be achieved and assessed</th>
</tr>
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</table>
| • Interact with diverse peoples | • Applying learned knowledge to personalized field-based intercultural experiences | • Independent Research Itinerary development  
• Discussion |
| • Understand the significance of culture (such as beliefs, mores, | • Analyzing the human experience via musical meaning and shared cultural identity | • Reading assignments  
• Discussion/Presentation  
• Independent Research |
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<th>How objective will be achieved and assessed</th>
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<td>• Develop personal responsibility and self-confidence</td>
<td>- Applying learned knowledge to personalized field-based intercultural experiences&lt;br&gt;- Appraising and evaluating your own personal responsibility and ethical reasoning via the GST Capstone Project&lt;br&gt;- Analyzing the human experience via musical meaning and shared cultural identity</td>
<td>• Independent Research Itinerary development&lt;br&gt;• GST Capstone Project</td>
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<tr>
<td>• Increase self-awareness through reflection</td>
<td>- Appraising and evaluating your own personal responsibility and ethical reasoning via the GST Capstone Project&lt;br&gt;- Analyzing the human experience via musical meaning and shared cultural identity</td>
<td>• Pre- and post-reflection papers&lt;br&gt;• Blog entries&lt;br&gt;• GST Capstone Project</td>
</tr>
<tr>
<td>• Display a sense of intellectual curiosity and a desire to learn and know</td>
<td>- Applying learned knowledge to personalized field-based intercultural experiences&lt;br&gt;- Analyzing how musical compositions affect culture and society</td>
<td>• Independent Research Itinerary development&lt;br&gt;• Research Paper&lt;br&gt;• Discussion/Presentation</td>
</tr>
<tr>
<td>• Develop a sense of healthy risk taking and decision making in unfamiliar settings</td>
<td>- Applying learned knowledge to personalized field-based intercultural experiences&lt;br&gt;- Appraising and evaluating</td>
<td>• Independent Research Itinerary development&lt;br&gt;• GST Capstone Project</td>
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**PERSONAL GROWTH**

- Developing an awareness of cultural context
- Applying learned knowledge to personalized field-based intercultural experiences
- Independent Research Itinerary
- Blog entries
- Pre- and post-reflection papers
- GST Capstone Project

- Developing an ability to adjust successfully to living conditions in another country
- Applying learned knowledge to personalized field-based intercultural experiences
- GST Capstone Project

- Gain insight into one’s own culture through comparison and contrast
- Analyzing the human experience via musical meaning and shared cultural identity
- Analyzing how musical compositions affect culture and society
- Pre- and post-reflection papers
- GST Capstone Project

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Why this location? The Austro-Hungarian region is the cradle of western art music; in particular, Vienna is known as “Musikstadt”, the world’s capital city of music. Budapest, Salzburg, and Munich are also cities with important musical heritage. It is no coincidence that a majority of renowned master composers such as Mozart, Beethoven, Haydn, Brahms, Schubert, Strauss, Bruckner, Mahler, Strauss, and Schoenberg all were either born in Austria or lived there for most of their lives. Yet of course these musical geniuses did not live in a vacuum—most of them lived as popular music stars of the day. Much like our modern-day divas and songsmiths, these composers had steamy romantic entanglements, alcohol and drug addictions, infamous artistic temperaments, volatile relationships with political figures, and deep religious convictions. The historical and cultural aspects of the region were both inspired and shaped by these master composers, and they continue to impact Western culture to this day. There is no better way to experience this interdisciplinary occurrence than to visit the very concert halls, opera houses, palaces, cathedrals, and conservatories these musical masters lived and played in two centuries ago.

Austria has one of the best railway systems in the world, which is openly shared across borders with Hungary and Germany. A 1st-class Eurail 3-country “Select Pass” can be purchased for as low as $320 with multiple uses, making travel easy, safe, and comparatively economical. The tentative itinerary has been designed with almost exclusive rail travel in mind, particularly for the independent research itinerary. In addition, Austria is one of the safest nations in the world, with Germany close behind. Vienna ranked #1 on Mercer’s 2012 Quality of Living survey, and Munich ranked #4. This comprehensive survey takes into account “factors such as internal stability, law enforcement effectiveness, crime levels and medical facilities” to generate its rankings (http://www.mercer.com/press-releases/quality-of-living-report-2012). Budapest is a respectably ranked #67 (Salzburg’s population is too low to be included in the survey). In individual categories, Mercer’s found Vienna to be the 5th safest city in the world in which to live. The relative stability of the European Union further assures that Elon students will be as safe as possible while on this study abroad course. Lastly, research turned up no specific health or vaccine concerns for this study abroad experience.

Include a tentative itinerary (attached). Many of the sites listed are clearly tied to the musical content of the class, such as the multiple symphony and opera performances and various musical museums/sites. Others are also linked but less obvious, such as attending a mass at St. Stephen’s Cathedral in Vienna, Austria’s most important church where Mozart held the music director post at his death. Or visiting the Esterházy Palace where Haydn wrote hundreds of chamber ensemble pieces, or the boat ride on the Danube (weather permitting!), which inspired Strauss’s famous *Blue
Danube waltz. Still other sites are not as specifically important from a music-specific disciplinary perspective as they are from more interdisciplinary cultural or historical viewpoints that influenced the lives of the great composers. No travel experience to this region would be able to be fully appreciated without including the incomparable beauty of the Neuschwanstein “fairy tale” castle in Bavaria, or the incredible 1000-year old Melk Abbey, or a tour of stunning Budapest at night (the aptly nicknamed “Paris of the East”). To take advantage of the season, there is also an optional Alpine skiing day included in the itinerary. The less academically important days are purposefully scheduled in place of free days. Together, these diverse sites will fully enrich the course’s interdisciplinary content to an appropriate level for a GST Capstone Seminar.

Yet the most unique aspect of the itinerary is also the most potentially rewarding: the independent research itinerary. The syllabus has academic details on this distinctive feature of the course, which has been given a great deal of thought. Early in the fall STA course, students will begin working on their literature review for their interdisciplinary research paper, which will be explicitly linked to their independent research itinerary. After their research topics are clearly focused, we will strategically place the students into groups of 3-4 to work on their four-night itineraries together, using suggested models we will develop in close consultation with the ICGEC. All will start in Salzburg and end in Budapest. The students will be working off a pre-determined budget for accommodations and a travel restriction to only use their prepaid train pass. For per deim, they will be provided with a pre-paid Visa card with a set amount of funds on it. This means that because the budget will be consistent for all students, Worldstrides will be able to plan the cost of the independent research itinerary into the initial dollar amount. Therefore student payments will work the same as any other study abroad course. What will be different is when the students submit their preliminary group itineraries in mid-October—they will be closely scrutinized by the faculty first, then forwarded to ICGEC staff for review. After this logistical review and approval process, the itinerary will be returned to the students for final submission in early November. Then accommodations will be booked and suggested train schedules created for the groups. Overall, there will be 5-10 different group itineraries to book. With careful planning and execution, we anticipate this independent research itinerary could become a trademark transformative experience.

Course syllabus is attached. Please note that both the fall STA and winter GST course are included in one syllabus. This is because the academic coursework is so closely linked between the two courses that it would be much less clear to separate them into separate syllabi. This precaution is as much about thinking ahead to the future students as it is for the logistical purposes of the review committees.