Jean Monnet Project Appendix

This Jean Monnet Project (JMP) Appendix includes lesson plans, modules, activities, assignments and syllabi created by educators who participated in the Center's EU in NC study tours in 2017-18. These resources are intended to provide educators with inspiration on how to incorporate EU-focused material into the classroom.

High School

Activity

Timeline: Welfare State – Continuity and Change over Time: 1945-today
Colin Baker, Blacksburg High School

Curriculum Integration

AP Human Geography, AP European History, World History, Model UN, National History Day
Molly Stevenson, The Oakwood School

Lesson Plans

Understanding the Roman empire influences, traditions and practices in Modern Europe
Jeffrey Begeal, High Point Central

The European Union Questions
Akwete McAlister, Career Center High School

Human Geography Lesson
Maureen Stanford, Career Center High School

Demographics of Europe, Lesson 1: Population Pyramids and the Demographic Transition Model
Spencer Swindler, Mallard Creek High School

Unit Plan

Teaching the European Union
Joseph Russo, Davidson River High School

Amber DeBono
Winston Salem State University

Guide to Multiple Selves Assignment

Students will complete 10 "I am a(n)..." statements. Have students label the statements as describing their relational, social, or personal identity. Have students write 10 "I am a(n)" statements for a German person. Discuss why they did or didn't write about their nationality or European identification as part of their identity. Ask if anyone listed "I am an American" for themselves. Discuss why people did or did not list that as part of their identity, and what that may indicate about them.

The resulting product will be a worksheet that they can take home and consider how they think about their own American identity versus how people may experience their identity in the EU.

Amber DeBono
Winston Salem State University

Multiple Selves

Fill out the following statements for yourself. Think about who you are as a person.

1.   I am a(n) _____.
2.   I am a(n) _____.
3.   I am a(n) _____.
4.   I am a(n) _____.
5.   I am a(n) _____.
6.   I am a(n) _____.
7.   I am a(n) _____.
8.   I am a(n) _____.
9.   I am a(n) _____.
10.   I am a(n) _____.

Label your statements as describing your relational/social/personal identity.

Fill out the following statements for Anna from Germany. Imagine what this person could be like and fill in the following statements.

1.   Anna is a(n) _____.
2.   Anna is a(n) _____.
3.   Anna is a(n) _____.
4.   Anna is a(n) _____.
5.   Anna is a(n) _____.
6.   Anna is a(n) _____.
7.   Anna is a(n) _____.
8.   Anna is a(n) _____.
9.   Anna is a(n) _____.
10.   Anna is a(n) _____.

Points for Discussion: Did you mention your identity as an American for the first 10 statements? Did you mention the European identity of Anna? Or her national identity? What do you know about Europeans and their identity? Do you think they consider their national/European identity more important than you consider your state/country identity?

Abbe Allen
Sandhills Community College

EU in NC Assignment

I am going to include this assignment in my Comparative Political Science class scheduled for this fall. However, I think this assignment is also appropriate for sections of World Civilization II, Western Civilization II, and International Relations Political Science. You could also insert this into American Government as a comparative assignment once the class begins to discuss domestic and foreign policy.

European Immigration Research Paper

The focus of this assignment is to analyze immigration/citizenship policy of a member of the European Union: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, and the United Kingdom.

In your paper you need to address the following questions:

- ❖ Begin with a discussion regarding the movement of people/immigration/refugee policy of the European Union as a whole.
- ❖ Select an EU member nation and provide background information regarding your nation: geographic size, population, how does that population break down with regards to age, ethnic/racial groups, and religion?
- ❖ Research their own laws and policies regarding immigration and refugees. What are their policies regarding visas? Is one required? When? What is an immigrant or refugee entitled to with regards to welfare programs? Is this a policy established by the member state or the European Union?
- ❖ What is your nation's policy regarding citizenship? What requirements does an individual have to fulfill in order to become a citizen?
- ❖ Has the politics of immigrants and refugees altered due to the recent influx of refugees into Europe from Syria and North Africa? Is there a call to change their policy? What is the primary argument for the change? Does this call for change run counter to European Union policy? Has this nation seen the rise of a populist political party, or parties, which places immigration and refugee policy at the center of their party platform?
    - o If you select the United Kingdom for this assignment your paper must include an analysis as to the role immigration/refugee policy played in the June 2016 Brexit vote.
- ❖ Finally, do you see this issue as a potential threat to the unity of the European Union?

Carol Hayes
Forsyth Tech Community College

COM 120: Film Otomo Assignment

Student Assignment or Activity
Intercultural Reflection Paper

Learning Outcomes for Course
1. Students will be able to demonstrate respect for cultural and social diversity and understand ethical dimensions in communications. 2. Students will be able to use critical thinking and conflict resolution techniques in resolving conflicts in interpersonal relationships.

Global Learning Outcomes for Learning Module
1. Students will evaluate the strengths and limitations of communicative choices based on culture through a character analysis. 2. Students will discern the types of communication barriers due to cultural differences and offer conflict resolution techniques through a character analysis.

Description of Assignment
Students will view the film *Otomo* and participate in class discussion focusing on the intersection between European culture and African Diaspora. Discussion will include topics of race, nation, identity and belonging in a modern, globalized world and how these ideals compare and contrast with their own culture. Next, students will write a reflection paper as well as analyze the strengths and limitations of the communicative choices the characters make based on their culture. Students will provide specific examples from the film to show potential communication barriers due to cultural differences. Students will incorporate specific concepts from class in their analysis. Students will identify differences/similarities between their own culture and the culture portrayed in the film. (Please see assignment attached.)

Time:
One module (4 hours). Class time will address key components of intercultural communication. Students will read an article on diaspora before viewing film, view the film in class, then engage in class discussion on focal topics. Module is complete with reflection paper writing assignment.

Materials/Resources
• Film: Otoma directed by Frieder Schlaich • Devito, Joseph A. The Interpersonal Communication Book, 14th ED. New York: Pearson Education, 2009. • http://www.skillsyouneed.com/ips/intercultural-communication.htmlKnowledge for Intercultural Communication

- Patterson, Tiffany Ruby and Robin D. G. Kelley. (2000) *Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World.* Vol. 43, No. 1. Retrieved from African Studies Review.

Procedure

1. Intercultural Communication will be discussed in class in regards to race, nationality, ethnicity, and diversity, as it relates to specific interpersonal communication concepts addressed throughout the semester.
2. Students will be provided a handout of Patterson & Kelley article *Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World. This should be read prior to viewing film in class.*
3. Students will view film, Otomo, and engage in class discussion.
4. Students will be provided a handout outlining the requirements for the writing assignment and given opportunity to ask questions.

Assessment

This assignment will count 15% of the student's final grade. Please see attached assignment and rubric for assessment.

Additional Resources

None

Film Discussion Questions:

- What is the message of this movie? Do you agree or disagree with it?
- What was the biggest challenge for Otomo?
- Do we see examples of ethnocentrism? How does this film depict racism and self-identity?
- In what ways are the characteristics of the protagonist like your own and/or different?
- What are some of the complex problems/issues we see in this film?
- What motivates Otomo? What is the motivation of the Caucasian factory workers? The police officers? The woman in the park? The child?
- What potential past historical views or experiences influence the present attitudes in the characters?
- Do you come to respect or disrespect any of the characters in the film? Who was it and why did you come to respect that character?
- What comment is the author trying to make about the culture of the characters in this story?
- What did you like best about the movie? Why?
- What did you like least about the film? Why?

Reflection Paper: Intercultural Communication Paper

Based on the film, Otomo, we viewed in class, please answer the questions below.

You will write a reflection paper in Otomo and you must include the following background and synopsis:

- Give an introductory synopsis of the film to establish background.

- Next, you will evaluate the strengths and limitations of the communicative choices the characters make based on their culture. For example, in some cultures it is not appropriate to question authority, so how would this influence the way a child may speak to a parent or student may speak to an instructor? Explain with examples. Do you see signs of ethnocentrism? Is there a character that experiences culture shock or has a difficult time becoming acculturated to a new culture? Be sure to include specific examples from the film to support your observations. Apply what you have learned in class and in the text on culture in your analysis.

- What type of communication barriers existed between the characters in the movie due to cultural differences? For example, what difficulties might arise when someone from an individualistic culture communicates with someone from a collectivist culture? Can you give at least two specific examples?

You will also reflect on the following:

- Did you enjoy the movie? Why or why not? Give solid opinions for the reasons.
- Identify at least two differences/similarities between your culture and the culture(s) portrayed in the movie
- Explain what you most/least appreciated in the movie
- Explain one or more things that you have learned that you want to share with others.

A detailed rubrics describing how the reflection paper will be graded is provided under "Course Documents." Your paper should be 4 to 5 pages in MLA format.

If you would prefer to write a reflection paper on a movie that is not listed above, please send an email with your request as you will need prior approval.

REFLECTION PAPER RUBRIC

The following rubric will be used to evaluate the student's success in presenting information in a reflection paper that not only shows a grasp of the material but also an investment in the subject matter. Numerical values represent the points earned in each category as determined by the Instructor's assessment of the student's overall work.

Category	Excellent	Good	Fair	Poor
Introduction -10%	Student provides substantial background information & synopsis of the film or clip.	Student provides adequate background information about the film or clip, but the synopsis is missing some important	Student provides some background information about the film or clip, but there are significant details that are missing.	Student provides little to no background information about the film or clip. *(5)*

	(10)	details. *(8)*	*(7)*	
Application specific to course content 40%	Student answers the specific course content question and shows a full understanding of the subject matter. In doing so, at least 2-3 main points are addressed and are supported with examples from the film or clip. *(40)*	Student answers the specific content question and shows an adequate understanding of the subject matter. In doing so, 1 main point is addressed and is supported with some examples from the film or clip. *(36)*	Student somewhat answers the specific course content question but shows a mediocre understanding of the subject matter. Student does not identify a main point or key idea and provides little to no examples from the film or clip. *(31)*	Student fails to answer the specific course content question and does not seem to understand the subject matter. *(25)*
Personal reaction and reflection – 40%	Student identifies at least 3 differences/similarities between his/her cultural context and the one portrayed in the movie or clip. Student includes a thoughtful response and reasons for the given personal opinion and uses examples from the film or event to support his /her thoughts. *(40)*	Student identifies at least 2 differences/similarities between his/her cultural context and the one portrayed in the movie or clip. Student offers a general opinion about the cultural context and modestly defends his/her position with a few examples from the film or event to support his/her thoughts. *(36)*	Student identifies at least 1 difference/similarity between his/her cultural context and the one portrayed in the movie or clip. Student offers an opinion about the cultural context but does not elaborate in detail and fails to give supporting examples. *(31)*	Student fails to identify any differences/similarities between his/her cultural context and the one portrayed in the movie or clip. Student does not give a thoughtful opinion about the cultural context. *(25)*
Format - 10%	Student excellently states his/her thoughts in an intelligible and coherent manner. Paragraphs are well developed and linked with effective transition. There are almost no grammatical, punctuation and/ or spelling errors. *(10)*	Student adequately states his /her thoughts in an intelligible and coherent manner. The paragraph structure is competent with some effective transitions. There are few grammatical, punctuation, and /or spelling errors. *(8)*	Student somewhat states his/her thoughts in an intelligible and coherent manner. The paragraphs are weak with little to no transition, and there are several grammatical, punctuation, and/or spelling errors. *(7)*	Student fails to state his/her thoughts in an intelligible and coherent manner, The paragraph structure is weak or entirely absent. There are numerous grammatical, punctuation, and/or spelling errors. *(5)*

Ty Stumpf
Central Carolina Community College

Creative Writing Assignment:
Refugee Perspectives

For this assignment, I want you to write an ekphrastic poem that takes on the voice, ideas, or perspective of a refugee crossing from Syria into Europe. As you know, an ekphrastic poem is one that finds inspiration from a visual source—a picture, painting, or other visual art. This poem may directly describe what is seen in the picture, or it may use the picture as inspiration and move away from what is seen to what you have imagined. Here are the steps to constructing this poem.

1. Find visual representations of Syrian refugees in Europe. I suggest looking to sources such as the below:

> *New York Times'* Pulitzer Prize-winning photos
> *The Telegraph*'s Latest Pictures
> *CNN*'s Coverage
> *The Guardian*'s Refugees and Their European Hosts
> *The Guardian*'s Refugees in Europe-Then and Now in Pictures
> *CBS News'* Migrant Crisis coverage

2. Research the particular source you have chosen. Where was the picture taken? Who is in the picture? Why are refugees being driven out of Syria? Why are they fleeing to European counties, especially those within the EU? How is the EU responding to this influx of refugees?

3. After viewing and researching the above, write a poem that incorporates the ideas and elements you have discovered both in your viewing and in your reading.

4. Bring your visual inspiration and your completed poem to class. During class, we will review and critique the poems. We will also discuss the discoveries you have made about the crisis itself. In particular, we will discuss how learning more about the crisis and its effects altered or shaped your writing.

Carla Cole
Guilford Technical Community College

EU in NC Lesson Plan (3 class periods)

POL-210 Comparative Government

Student Learning Outcomes:

- Contrast various national government structures.
- Analyze the capacity of various national governments to resolve major problems.
- Evaluate strengths and weaknesses of various national government structures.
- Analyze global political and environmental issues.

1. Students will be provided a blank map of Europe. They will try to correctly label as many countries as they already know on the map. Students will then work in small groups to check their answers and further complete their maps. Finally, students will consult additional resources, such as the internet, to complete their maps.
2. Students will use the same process as above to identify nations in the EU.
3. Once map has been completed, professor will explain what the EU is, its history, how it works, and the advantages and disadvantages of membership. Professor will emphasize that each member state is a sovereign nation, but that member states have entered into political and economic agreements.
4. Professor will explain how the EU makes decisions, with a specific focus on the European Commission, European Parliament, European Council, and Court of Justice.
5. Professor will discuss how political and economic agreements impact individual member states, and how conflicts/problems are resolved.
6. Professor will explain how the EU and its member states address political and environmental issues. Specific focus will be placed on Germany's use of alternative (solar) energy.
7. Students will utilize information presented to write a paper describing the EU, how its member states address political and economic issues (both within member states as well as collectively), and how this arrangement compares to non-EU nations.

Bart Ganzert

Forsyth Tech Community College

Module 1: Research and Reporting

Objective: Develop a research oriented paper on a current global topic and discuss its implications with world events or future global policy.

Learning Goals:

- Discuss current world issues
- Investigate and report findings about current global relationships and events
- Analyze situations and events and develop inferences for future trends or outcomes

Prompt:

Through nearly 60 years, the European Union (EU) has developed into a singularly powerful global economic and political entity. Conceived after World War II as a "design for remaking the Old World in the likeness of the New," according to the Marshall Plan, substantial changes and the inclusion of 27 countries have made the EU a unique world player different in many ways from a "United States of Europe." What are some of the major differences between the EU and the US? How does the structure and operation of the EU allow it advantages in the changing global environment? In what ways does the US system have advantages?

Your paper should be 1200-1500 words. Be sure during your research that you qualify your thesis so as to not be too broad or general. Include the following in your introductory paragraph:

- An engaging opening, one that hooks the reader into actively reading your essay (reference examples from your textbook
- A clear statement or two that introduces the topic or issue your argument addresses
- A clearly stated claim
- A warrant
- Additional brief information that establishes the cultural context for your argument

Note: You may want to build in a paragraph immediately after your introduction that provides additional context that you consider vital to your argument. This information should be specific to, where possible, our local community and set up in a way that makes you part of an important, ongoing conversation.

Once you have developed a draft, look at the following questions to see if you can improve your paper.

- Do I have a strong thesis (limited subject, attitude, and points) at the end of the introduction?
- Can I combine parts 1 and 2 together as my introduction?
- Has my argument appealed to my readers through its logic, my authority on the issue, and/or the evidence presented?
- Have I considered the timeliness of my argument?
- Do I have strong cause/effect to strengthen my weak points?
- Have I considered all possible concessions to other perspectives concerning my topic?
- Have I maintained a moderate tone in spite of my strong feelings for or against as well as my readers' feelings?

Bart Ganzert
Forsyth Tech Community College

Module 2: EU Discussion Questions

Objective: To acquaint students through research and reflective discussion with current world issues.

Learning Goals:

- Analyze and discuss current EU issues
- Apply knowledge about EU current events to develop conclusions or solutions

Formative Discussion

Answer the following questions in a few short paragraphs. Based on the events that surround each situation, what is your moral and philosophical opinion?

Ireland and Greece have been the most recent EU members to suffer economic pitfalls resulting in large Union bailouts and stress on other Union nations. What should be the role of EU members to sustain economic collectivism? Does a collective economic union make sense to continue with smaller, developing economies adding strain to the bigger system?

Factions in France have been boiling about leaving the EU and the UK actually pulled the lever and has begun its exit. What will be the fallout of the Exit Crisis? Will others join and weaken the EU's global economic stature? What do you see as the obligation Brussels has to maintaining EU unity? What could be the future effect on the population?

Europe is currently seeing its greatest demographic shift since World War II. The Immigrant Crisis has presented the EU with serious social and political issues that must be worked out among member nations. What do you believe should be the role of the EU in the crisis? What areas of strengths and weaknesses do you see in its relationship with other EU countries?

Ping Liang
Forsyth Tech Community College

Forsyth Tech

HUM-100 G Fall 2017 Technology and Society

Module 8: The European Union and the Fourth Industrial Revolution

Objectives: to show and describe the European Union's preparation to lead in the Fourth Industrial Revolution**.**

Topics to be covered:

The Fourth Industrial Revolution

The European Union (history, functions...)

The Industrial Revolution in Belgium

Resources:

What is the European Union?

http://www.euintheus.org/who-we-are/what-is-the-european-union/

The history of the European Union
https://europa.eu/european-union/about-eu/history_en

What Is the European Union? How It Works and Its History

 https://europa.eu/european-union/about-eu/history_en

Researching the European Union: A Beginner's Guide: Overview of the EU
http://libguides.law.ucla.edu/europeanunion

The Fourth Industrial Revolution

https://ec.europa.eu/digital-single-market/en/fourth-industrial-revolution

EU strategy: Reskilling for the fourth Industrial Revolution

http://www.delorsinstitute.eu/011-24699-EU-strategy-Reskilling-for-the-fourth-Industrial-Revolution.html

Industrial policy - European Commission

https://ec.europa.eu/growth/industry_en

How Europe can lead the next industrial revolution
https://medium.com/@marcoannunziata/how-europe-can-lead-the-next-industrial-revolution-7a456121168

EU Outlines Digitization Strategy, Embracing the Fourth Industrial Revolution
https://www.crowdfundinsider.com/2016/04/84467-eu-outlines-digitization-strategy-embracing-the-fourth-industrial-revolution/

History: Belgium and the industrial revolution

https://www.researchgate.net/publication/291278669_History_Belgium_and_the_industrial_revolution

The Industrial Revolution of Belgium
https://searchinginhistory.blogspot.com/2015/03/the-industrial-revolution-of-belgium.html

European Commission Growth; Industry

https://ec.europa.eu/growth/industry_en

Carol Schmid
Guilford Technical Community College

Lesson Plan for Social Problem Soc 220 on Refugees and Migrants in the EU and US

Introduction:
There are 500 million people living in Europe today. They have different cultures and languages and cultures. The European Union (EU) is a group of countries that have committed themselves to a set of political and economic agreements. The goal is to maintain peace, prosperity and stability in Europe.

A relatively new social problem in the European Union is the influx of migrants and refugees. Unlike the United States the countries of the European Union do not consider themselves immigrant countries. However, the EU and the US do have shared values including democracy, freedom; two core values and a capitalist economic system.

A common social problem in the EU and US is the influx of refugee and migrants, some of which are undocumented. In this exercise please read the four recent hyper-texted articles and in a 4-5 page typed college level paper answer the following questions:

1. What are similarities in the treatment of refugees and migrants, particularly from predominantly Islamic countries in the EU and US?

2. To what extent is there a similar concern about Islamic extremism in North America and Europe? Is this opinion falsely transferred to all Islamic refugees and migrants, most of whom want to live peacefully and have their children live the American/European dream?

3. What are the major differences is immigration and refugee policies in the US and Europe. Has US policy changed under the Trump administration?

   Majorities in Europe, North America worried about Islamic extremism, Pew Research Center, May 24, 2017
   http://www.pewresearch.org/fact-tank/2017/05/24/majorities-in-europe-north-america-worried-about-islamic-extremism/

   Immigration Result in Divergent Policy Responses on Either Side of the Atlantic, Migration Policy Institute, December 12, 2016
    http://www.migrationpolicy.org/print/15791#.WXzyA7pFzDc

   Trump Targets Muslims, Refugees in New Executive Order, Huffington Post, January 28, 2017
   http://www.huffingtonpost.com/entry/trump-bans-muslims-refugees-executive-order_us_588bcaf3e4b0b065cbbc07ed

   For Immigrants, America is Still More Welcoming than Europe, New York Times, December 8, 2015
   https://www.nytimes.com/2015/12/09/business/international/for-immigrants-america-is-still-more-welcoming-than-europe.html

DURHAM TECH

FRE 111/181-451A Elementary French I Syllabus
Fall 2017

Instructor Information

Instructor: Lisa Blair, PhD   **Email:** blairl@durhamtech.edu   **Office Location:** 3-104 (Phillips)   **Telephone Number:** 919-536-7223, x8199

and
Office hours:

and by appointment

Course Details

Day(s) M,T, W, TH   **Time** 12:30-1:45   **Location** 3-122 (Phillips)
Aug. 14-Oct. 9

Course Materials

Required Materials
Liaisons, An Introduction to French. Wong, Weber-Feve, et al. (with iLrn Heinle Learning Center Printed Access Card), 2nd Edition

   ISBN: 9781305262751

Access to a computer with either speakers or headset and a microphone.

You will be doing listening activities and some voice recordings during the semester.

General Information

Description
This course, a continuation of FRE 111, focuses on the fundamental elements of the French language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness.

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Course Learning Outcomes

Learning outcomes state what students should be able to do at the end of a course or program. Satisfactory completion of course learning outcomes meets Arts, Sciences, and University Transfer Program Outcomes as outlined below.

Course Learning Outcome	Program outcome 1: Critical analysis, argumentation	Program outcome 2: Written Communication	Program outcome 3: Skills to address cultural/social diversity	Program outcome 4: Application of Scientific Method	Program outcome 5: Quantitative Reasoning	Program outcome 6: Technological Competency	How the course outcome will be measured
Use the language to engage in interpersonal communication on well-practiced, familiar topics using limited language.	X	X	X			X	Informal and formal oral and written assessment, in-class conversation activities and discussions
Understand words and concepts presented in the language in texts which use familiar topics and grammar structures.	X	X	X			X	Informal and formal oral and written assessment, including readings, videos, chapter tests and final written and oral exam
Use the language to present information to an audience through written and spoken forms on well-practiced, familiar topics.	X	X	X			X	Informal and formal oral and written assessment, including compositions, presentations, chapter tests and final written and oral exam
Demonstrate an awareness of the relationship between the products, practices and perspectives of the cultures in the French-speaking world.	X	X	X			X	Cultural investigation assignments, informal and formal oral and written assessment, In-class discussions

Course Policies

Grading Policy

Note Finale:	%
Cultural Research	5
Laboratoire	10
Rédactions (2)	10
Assessments (3)	40
Interros	10
Participation/Attendance	10
Integrated Performance Assessment	15

The Arts, Sciences, and University Transfer Department employs a 10-point grade scale: A=100-90; B=89-80; C=79-70; D=69-60; F=59-0 or stopped attending after the W date; W=withdrew before the W date.

Cultural Research
There will be several assignments that will allow students to dig deeper into the various Francophone cultures. These assignments will be discussed in class and posted on Sakai. While most of these will relate to how we appreciate foreign languages at home, there will be one activity where we will discuss multilingualism in the European Union. The driving question will be how these different countries come together when their languages are often very different. Another important question is how the status of the French language as the language of government has been affected by this Union.

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Quizzes
There will be at least one quiz per chapter. Some will be short vocabulary quizzes and others will be a little longer to cover different grammar items.

Assessments
There will be at least four formal conversation activities which will assess our speaking and aural comprehension skills. These will be announced in class and posted in Sakai.

Laboratoire
There will be daily/weekly assignments in the Lab. These are mostly out of the online lab materials that come with the text. There will also be some additional work to supplement our language learning experience. These will all be posted in Sakai. Since this is a hybrid course, your lab work will be done independently. Expect at least two hours per week of lab assignments (aside from homework lab work).

Participation
Weekly participation grades will be taken based on student performance in class. This will also account for attendance.

Lab Attendance
Since this is a hybrid course, we will not meet in a daily lab session. This means that you will be responsible for a certain amount of work that is considered lab work and not simply homework. Part of this is to record attendance for the online lab portion of the course. To do this, there will be a weekly discussion forum in Sakai which will count for your attendance in lab each week. Therefore, it is essential that you complete these discussion forums.

Rédactions
There will be two formal writing assignments which will be graded using assessment rubrics.

Integrated Performance Assessment
There will be a final assessment activity that will assess overall skill in un-scripted conversation, including listening and speaking skills in French. This will be posted in Sakai and will happen at the end of the semester.

Late or Missed Work
As a rule, late work is not accepted. If you have legitimate and appropriate documentation for your missed work, I will consider allowing late work. Late work (unexcused) will receive a 5-point deduction for each day late. After one week, no credit will be given. Since all assignments will be posted in Sakai, there is no reason you should miss any work. If you are absent, you can still complete work.

Participation and Technology

As a rule, cell phones should be TURNED OFF and PUT AWAY for the entire duration of the class. This includes both time in the classroom as well as time in the lab. I do, however, allow the use of cell phones or laptops or tablets for those who need them to access the text online while in class. Please notify me if this is the case. Other uses of these items in class are discouraged and disallowed.

iLrn will be used for homework, which means that homework cannot be turned in late to the computer system. All assignments are due at midnight the day they are listed on the iLrn calendar. If a specific

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emergency arises, please let me know.

True learning requires action. Foreign Language courses are extremely participatory and require all students in the class to speak out loud, move about the classroom at different times, and work with different people in the class when called to. Any non-compliance with my instructions will result in a negative impact on your participation grade, which can result in your final grade dropping one entire letter grade. All classroom activities are designed for you to grow in your knowledge and confidence by using the language you are learning.

Attendance is crucial to ensure your success in the course. You will receive a weekly participation grade that will take into account your **attendance, preparedness**, and **willingness to participate** in class. Excessive tardiness will not be tolerated. Tardiness includes arriving to class late (after class has begun) or leaving early. After 3 consecutive absences, or 5 intermittent absences, you will be withdrawn from the course. In the event of an absence, it is the student's responsibility to turn in assignments and find out what material they missed.

Classroom Environment:

All students are expected to contribute to a positive classroom environment in which everyone can learn. In order to achieve this atmosphere, the following behaviors are considered unacceptable.

- Side conversations: Off-subject talking, laughing, joking, and generally goofing off during class is disruptive to others in the room. Our class will rarely be a silent place due to the nature of the course, but talking unrelated to our activities or noise that gets out of hand will not be tolerated. Mutual respect among all class members is expected.
- Leaving during class: You are expected to remain in class for its full duration. Frequently leaving class is distracting, and it will negatively affect your participation grade.

For this course, you should consider your emails as professional communication. You are not required to write in French, although you are welcome to do so. When writing an email, you should demonstrate that you can communicate on a professional level by doing the following:

- Include your name (*sign it*). You should include which class you're in;
- Write your message in complete sentences with proper punctuation;
- Do not use text-message style abbreviations or slang greetings;
- Do not address your instructor in an informal manner, such as "hey"

The instructor will not respond to emails that do not follow these guidelines.

Use of Sakai

Course information will be available on Sakai at sakai.durhamtech.edu. The site will include copies of the course syllabus, outline and description, as well as other information and assignments and other tools for your use. It is highly recommended that you check Sakai and ConnectMail at least a few times each week to succeed in this course. Information on assignments (compositions and study guides) will be posted.

The course policies and schedule in this syllabus are subject to change at the discretion of the instructor. Students will be made aware of changes in a timely and clear manner.

We will be viewing the video that goes along through the chapters; this video may be found in iLrn under the Media Library tab.

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Course Schedule

Date	Lecture	Devoir
14 août	Intro ; chap. prél.	
15 août	chap. prél.	
16 août	chap. prél.	
17 août	chap. prél.	Investigation culturelle 1
21 août	Chap. prél.	
22 août	Chap. prél.	
23 août	Chapitre 1	
24 août	Chapitre 1	
28 août	Chapitre 1	
29 août	Chapitre 1	Rédaction 1
30 août	Chapitre 1	
31 août	Evaluation orale	Evaluation orale 1
4 septembre	**Jour férié**	**Pas de classe**
5 septembre	Chapitre 2	
6 septembre	Chapitre 2	
7 septembre	Chapitre 2	Investigation culturelle 2
11 septembre	Chapitre 2	
12 septembre	Chapitre 2	
13 septembre	Chapitre 2	
14 septembre	Evaluation orale	Evaluation orale 2
18 septembre	Chapitre 3	
19 septembre	Chapitre 3	
20 septembre	Chapitre 3	
21 septembre	Chapitre 3	
25 septembre	Chapitre 3	Investigation culturelle 3
26 septembre	Chapitre 3	
27 septembre	Evaluation orale	Evaluation orale 3
28 septembre	Chapitre 4	
2 octobre	Chapitre 4	
3 octobre	Chapitre 4	Rédaction II
4 octobre	Chapitre 4	
5 octobre	Chapitre 4	
9 octobre	Evaluation orale finale	**IPA**

Foreign Language Discipline Policies

Language Usage in the Classroom
This course will primarily be conducted in French. The more contact you, as a student, can have with the language, the better your chances of success in acquiring communication skills. Your instructor is aware of your language skills and will make every effort to communicate by using simple phrasing, gestures, etc. Students are expected to try to use the language as much as possible, given their current skill level. Students are also expected to respect others in the classroom who are trying to use their new skills. This includes refraining from translating out loud into English during class instruction.

Academic Honesty in Foreign Language Classes
All students should read and understand Durham Tech's Academic Honesty/Plagiarism Policy. In foreign language classes, academic dishonesty includes the following, in addition to the points outlined in the College Catalog:

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- Receiving unauthorized help from other students or native speakers of the language
- Using any form of electronic or online translation tools (including websites, mobile applications, handheld translators, etc.)

Electronic or online dictionaries are acceptable, if approved by the instructor.

> Dictionaries only allow you to type a word and give you a definition that should look much like a definition given in a printed dictionary (i.e., shows the part of speech and multiple translations, based on context of use.) If you can type phrases in English and the device or website gives you a French phrase, it is a translator and cannot be used.

If you are unsure about any part of this policy, consult the instructor before completing the assignment.

Recording Devices
The use of recording devices (audio or video) during class is prohibited without prior consent of the instructor.

Attendance and Tardies
Attendance for the class and lab portions of the course will be recorded separately. The Durham Tech requirement for 85% attendance will be applied to each, and the withdrawal consequences (as outlined in the College Policies) will affect both the class and lab.

For this course, 3 consecutive absences from class or 2 consecutive absences from lab will result in withdrawal. Any student who misses 4 classes or 3 labs intermittently will be withdrawn. Lab attendance is mandatory for completing this course.

According to the College Catalog and Student Handbook, "tardiness or early departure from class that results in the student missing at least 20 percent of the instructional session may be considered an absence."

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College Policies

Durham Tech has established policies that support student learning and communicate high expectations for students. Please review the policies in the alphabetized list below, so you can successfully meet the college's expectations.

Academic Honesty

Durham Technical Community College establishes and follows a process for defining and addressing academic dishonesty when it occurs either inside or outside the classroom.

Academic dishonesty is the participation or collaboration in specific prohibited forms of conduct. Participation or collaboration may be active (such as submitting a term paper that includes plagiarized work) or passive (such as receiving a copy of a test before class). Academic dishonesty includes, but is not limited to, the following examples:

1. Unauthorized copying, collaboration, or use of notes, books, or other materials on examinations or other academic exercises including:
    1. Sharing information about an exam with a student who has not taken that exam;
    2. Obtaining information about the contents of a test the student has not taken;
    3. Unauthorized use of PDAs, programmable calculators, or other electronic storage devices;
    4. Text messaging or other forms of communication during an exam;
    5. Unauthorized or inappropriate file sharing and use of Internet and computer resources as specified in the Appropriate Use Policy; and
    6. Unauthorized use of translation software and assistance from native speakers or advanced-level students in foreign language classes.
2. Plagiarism, which is defined as the representation of another person's work, words, thoughts, or ideas, including material from the Internet, as one's own. This includes, but is not limited to, copying material and using ideas from an article, book, unpublished paper, or the Internet without proper documentation of references.
3. Unauthorized use and/or possession of any academic material, such as tests, research papers, assignments, or similar materials.

The Violation Procedure for the Academic Honesty Policy is available in the [Catalog and Student Handbook](#). Please note that as the Catalog and Student Handbook is updated, campus policies may change.

Attendance and Withdrawal Policy

Regular attendance is required for the student to complete all course requirements and receive the optimum benefit of instruction. In the event of an absence, it is the student's responsibility to make up all missed work in the timeliest manner possible. Failure to make up missed work will adversely affect the student's course grade.

Student-initiated Withdrawals

Students may officially drop one or all courses prior to the 75 percent tuition refund deadline of each semester ("drop period") without the enrollment being shown on the transcript. After the close of the drop period and prior to the 60 percent date in the semester, students may officially withdraw from one or all courses with a grade of W. To initiate an official withdrawal, complete an [electronic withdrawal form](#). Use your WebAdvisor/Self-Service username and password to log in to the system. It is best to use Chrome, Firefox, or Safari to access the forms. *The final withdrawal date for this class is Friday, September 15.*

Faculty-initiated Withdrawals
Consecutive Absences

Any student with consecutive absences equaling or exceeding 15 percent of the instructional hours for the course prior to the official withdrawal date for the course will be withdrawn from the class by the instructor with a grade of W. If a student misses 15 percent of the class meetings consecutively such that the student's last absence occurs after the first 60 percent of the instructional hours for that course, the

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instructor will assign the grade of F. **For this class, absences totaling 15% of the course means 3 classes or 2 labs. Absences are counted from the first class meeting of the semester.**

Intermittent Absences

If a student misses 15 percent of the class meetings intermittently within the first 60 percent of the instructional hours for that course, the instructor may withdraw the student from the course assigning the grade of W. If a student misses 15 percent of the class meetings intermittently such that the student's last absence occurs after the first 60 percent of the instructional hours for that course, the instructor may assign the student the grade of F. Excused absences are not counted when calculating the 15 percent absence threshold.

For more information, refer to the Student Withdrawals, Faculty Withdrawals, and Class Absences section of the College Catalog.

Disabilities Statement

Durham Technical Community College abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, psychological disabilities, health impairments, hearing, and sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the Disability Services office by calling 919-536-7207, emailing disabilityservices@durhamtech.edu, or visiting Room 1209 in the Wynn building for additional information regarding requirements for arranging accommodations.

Inclement Weather

In the event of hazardous weather, including such events as hurricanes, heavy snow, or ice accumulation, Durham Technical Community College will communicate a decision to remain open or to close in these ways:

- College's website
- Durham Tech Twitter
- Facebook
- Main phone number of 919-536-7200
- Sakai, and
- Notifying local media outlets.

If classes on the main campus are canceled, classes will also be canceled at all other college locations. From time to time, however, the college may cancel operations at a remote location and still operate on the main campus.

To the extent possible, we will make a decision to remain open or close by 9 p.m. the night before the anticipated weather event. We will also make a decision regarding evening operations by 3 p.m. the day of the weather event. Please realize, however, that inclement weather can occur at any time; thus timetables regarding a decision to remain open or to close are flexible.

Student Code of Conduct

All Durham Tech students are expected to conduct themselves as responsible adults. Behavior that persistently or grossly disrupts the educational process or functioning of the college, whether it occurs on campus or at any college-sponsored activity, may result in disciplinary action. Examples of specific violations of and the grievance procedure for the Student Code of Conduct.

Title IX Sexual Misconduct Policy

Durham Technical Community College is committed to providing a campus environment that is free of sexual misconduct, including sexual harassment, sexual exploitation, sexual assault, stalking, domestic violence, and dating violence. If you have encountered any form of sexual misconduct associated at Durham Tech, you are encouraged to report this to the College. If you speak with a faculty member about an incident of sexual misconduct, including writing assignments and classroom discussions, the faculty

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member must share that information with the Vice President of Student Engagement, Development and Support (Christine Kelly-Kleese, Phail Wynn Jr. Student Services Center, Room 1313B; kleesec@durhamtech.edu). You will be contacted to discuss support services and investigation options/requirements. If you wish to file a confidential complaint with the Title IX Coordinator, please complete the Sexual Misconduct Complaint form.

Use of ConnectMail

All Durham Technical Community College students have been issued a ConnectMail email account. This account should be used for all email communications between the student and the college, including all communications with instructors. This account must be used as your Sakai email account. More information on setting up and using your ConnectMail account. Use your WebAdvisor/Self-Service username and password to access your ConnectMail.

College Resources

Durham Tech faculty and staff want students to succeed. The college has several high-quality resources that are available for free for enrolled students. Some of the most useful college resources are listed below.

Center for Academic Excellence (CAE)

Students who need tutorial assistance may be referred to the Center for Academic Excellence (CAE), in the Phail Wynn Jr. Student Services Center, Room 1310. Professional and peer tutors are available to assist students with a variety of subjects, including writing, math, Spanish, and computers. This term's schedule of free tutorial services is available in the CAE, on the CAE webpage, and on bulletin boards around campus. Free online tutoring is also available 24 hours a day in these same subjects and in more specialized subjects via Upswing. For more information, call the CAE at 919-536-7232, ext. 2404, or consult the CAE webpage.

Computer Labs

There are several computer labs on Durham Tech's campus that students may use for educational purposes. Lab Monitors are on duty in several labs to assist with basic computer questions. All labs offer Internet access. Labs will be closed on Durham Tech holidays. View the Academic Calendar for a listing of important campus dates. To see the locations, policies, and hours for Durham Tech's labs, visit computer lab schedule webpage.

Library

All three Durham Tech campuses feature a library with a variety of print and electronic resources for students. Please review the library's webpage for a complete list of library services.

Sakai

Sakai is a system for accessing course materials online. Depending on the course, your instructor will use Sakai to provide course info, handouts, assignments, tests, or online discussions. You should check Sakai weekly for updates. Use your WebAdvisor/Self-Service username and password to log in to Sakai.

Spring 2018
Department of English
ENGL 409 HON
Literature of the African Diaspora
Syllabus

isdonline.de

Your silence will not protect you – Audre Lorde
I will go/yet another step further and another step and/will return/when I want/and remain
borderless and brazen – May Ayim

About the Professor

Professor: Dr. Claudia Drieling

Office location: General Classroom Building (GCB), Room 436

Office hours: Wednesdays 11 am-noon (by appointment only) and 2-5 pm; Thursdays 4-5 pm

Contact information: cdrielin@ncat.edu; direct: 336-285-3517; leave phone message at 336-334-7771

About the Course

Class meeting days and times: Tuesdays and Thursdays, 2-3:15 pm

Class location: Crosby Hall, Room 104

Course description: "Who are they, these German women of the Diaspora? … Most important, what can we learn from our connected differences that will be useful to us both, Afro-German and Afro-American?" asked African-American poet and activist Audre Lorde reflecting on her work with African-descent students at the Free University in Berlin in the 1980s. Inspired by Lorde's pioneering work in Germany that gave impetus to the field of Black European Studies, this course will focus on 300 years of Black experiences in German-speaking areas. We will probe concepts of "Blackness" in global contexts as we discuss African diasporic literature in their historical, cultural, and geo-political contexts. We will do so by focusing especially on Afro-German life stories through studying autobiographical writing, interviews, fiction, poetry, drama, or other artistic expression as well as film and ephemera. This class will thrive on in-class discussion and activities, media engagement and social interaction with people on both sides of the Atlantic. And in our acquiring and practicing critical thinking skills and global awareness, we will discuss our course texts by producing our own texts, ranging from critical essays and creative presentations to writing our own autobiographical texts.

Required texts and materials:

It is mandatory that students bring hard copies of the text under discussion to *each* class session. Excerpted readings will be available from Blackboard; other items must be purchased.

- Ayim, May. *Blues in Black and White: A Collection of Essays, Poetry and Conversations*.
- Campt, Tina. *Other Germans*. (Excerpts)

Required texts and materials, continued:

- DuBois, W.E.B., "My Evolving program for Negro Freedom" (Excerpt)
- Esuruoso, Asoka and Philipp Koepsell (eds.). *Arriving in the Future: Stories of Home and Exile.* (Excerpts)
- Götting, Michael, *Contrapunctus.* (Excerpt)
- *Homestory Deutschland.* Initiative Schwarze Menschen in Deutschland (ISD) e.V. (provided by ISD)
- Honneck, Mischa et al (eds.) *Germany and the Black Diaspora.* (Excerpts)
- Lennox, Sara (ed.). *Remapping Black Germany.* (Excerpts)
- Lorde, Audre. *I Am Your Sister* (Excerpt)
- Lusane, Clarence. *Hitler's Black Victims.* (Excerpts)
- Massaquoi, Hans. *Destined to Witness: Growing up Black in Nazi Germany.*
- Mazón, Patricia and Reinhild Steingröver (eds.). *Not so Plain as Black and White.* (Excerpts)
- Michael, Theodor. *Black German: An Afro-German Life in the Twentieth Century.* (Excerpts)
- Opitz (Ayim), May, Katharina Oguntoye et al (eds.), *Showing our Colors: Afro-German Women Speak Out.*

Course Goals and Student Learning Outcomes

Course goals and student learning objectives:

- To introduce students to concepts of the "African diaspora"
- To engage students in making meaningful connections between Black diasporic literatures, histories, and cultures
- To recognize the continued relevance of autobiographical writing to identity construction and the literatures of the African diaspora and the world
- To broaden students' notions of the significance and relevance of diasporic literature, exemplified by Afro-German literature, to scholarship and artistic expression in America and the world
- To promote awareness of the diversity of literature by African-descent authors and the individuality of black diasporic writer
- To hone critical thinking and writing skills
- To increase global awareness, diversity sensitivity and empathetic competency

Student learning outcomes:

- Students will be able to characterize concepts of the African diaspora by identifying and referring to various theoretical approaches.
- Students will be able to recognize transatlantic connections between the lived experiences and literary production of diasporic writers of African descent. They will demonstrate this by discussing orally and in writing a variety of genres including autobiography, poetry, and fiction; and by analyzing themes across selected texts and insights gained from social interactions.
- Students will recognize the significance of autobiographical writing by African-descent people pertaining to formations of identity, history, and literary tradition by discussing orally and in writing a variety of Afro-German life-writing from different periods of time; and by drafting their own autobiographical sketches.
- Students will be able to relate Afro-German writing to their historical and cultural contexts by articulating research questions driven by contemporary subject matter and their reading and lived experiences.
- Students will be able to identify and characterize the diversity within African-descent authors' literature by interpreting black-diasporic-authored texts within their historical, cultural, and political contexts defined by race, class, gender, sexuality, local and global space.
- Students will recognize the power of black diasporic writing; they will demonstrate this through critical oral and written expression in class and by producing course projects that explore core issues from the course's texts and discussions.
- Students will recognize and value the diversity within the global Black community through engaging in dialogue with people in and outside the classroom, including people from both sides of the Atlantic.

Course Policies

Grading policy

Grading scale:

Numerical and/or letter grades will be assigned to all graded assignments. Ultimately, the final grade should be indicative of a student's progression through the course, not a simple average of assignments.

Percentage	Grade				
94-100%	A	80-82%	B-	67-69%	D+
90-93%	A-	77-79%	C+	60-66%	D
87-89%	B+	73-76%	C	Below 60%	F
83-86%	B	70-72%	C-		

Courses designated as requiring a C or B to pass still will need a C or B as C- or B- will not satisfy this requirement. The requirement to have a 2.0 GPA to graduate will not change.

Grade breakdown:

Component	%
Participation	25
Discussion sparkers	25
Collective course project	25
Individual course project	25
Total	100

Participation: This portion assesses your level of preparedness for class as well as your engagement and inquisitiveness as an emerging scholar in the classroom. Assignments include individual and collaborative work. Assignments may include but are not limited to reading, writing and research assignments, including, e.g., critical response essays to readings or films, participating in class discussion, and engaging with guest speakers.

Discussion sparkers: You will give regular, at least two, small presentations on selected course texts. Driven by your reading of the texts, you will engage us in an activity that sparks discussion of a core issue or theme you see at work in the text. The presentations will be based on the scheduled primary literature (to which you may add). You will clear your proposal with me. Details will be announced in class

Course projects: Furthering our course content and discussion, you will develop a collective project and an individual, original course project. The collective one is a working resource base, by which you will complement the course readings and discussions. Your individual project will be based on your semester-long (fictionalized) autobiographical sketches. Creative multimedia projects are encouraged. Details will be announced in class and posted to Blackboard.

Assignments will include any exercises described on the syllabus, Blackboard, or given in class.

General course policies

[…]

NCAT Support Services and Resources for Students

[…]

Class Schedule

Course readings, films, and activities

Note: We will follow the course outline listed below. The schedule is tentative and subject to change. It is your responsibility to check Bb (Announcements, Schedule, and Assignments) regularly and to keep up with assignments.

Unit I The African Diaspora, (pre)colonial images and imaginations of Blackness and Germany

Massaquoi, "Prologue" through "'Culture Show' at Hagenbeck's Zoo"

Opitz/Ayim, Racism, Sexism, and Precolonial Images of Africa in Germany

Honneck, Part 1: Saints and Slaves, Moors and Hessians

Exhibit: *Homestory Deutschland*

Guest speaker

Unit 2 African diasporic experiences in pre-WWI and the Nazi period

Massaquoi, "The First School Day" through "Free at Last"

DuBois, W.E.B., "My Evolving program for Negro Freedom"

Lusane, Part 2: Blackness before Hitler, "Negrophobia and Nationalism," "Soldiers of Misfortune, Children of Misfortune"

Opitz, Africans African and Afro-German Women in the Weimar Republic and under National Socialism, "'Black Rapists' and 'Rhineland Bastards'"

Mazón, Part 2: Cultural Representations and Self-Representations of Afro-Germans

Lusane, Part 3: "The Worst that You can Imagine": Blacks and Nazism"

Diedrich in Lennox, "Black 'Others'? African Americans and Black Germans in the Third Reich"

Movie: *Destined to Witness*

Movie, tentative: *Swing Kids*, joint viewing with HIST 452

Guest speaker

Unit 3: Blackness, Germany, and America in early post-WWII period

Opitz, Afro-Germans after 1945: The So-Called Occupation Babies

Fehrenbach in Lennox, "Black Occupation Children and the Devolution of the Nazi Racial State"

Massaquoi, "The Razor's Edge" through "Lagos"

Campt, Part 2. Memory Narratives/Memory Technologies

Movie: *Toxi*

Docu: *Brown Babies—Die Mischlingskinder Story* (Excerpts)

Guest speaker

Unit 4: Afro-deutsch, Black German and American encounters in late post WWII

Lorde in Opitz, "Introduction"

Lorde, "Foreword to the English Edition of Farbe bekennen: Afro-deutsche Frauen auf den Spuren ihrer Geschichte"

Oguntoye in Opitz, Foreword to the 2006 edition

Opitz, Racism Here and Now

Ayim, Blues in Black and White (selected essays and conversations)

Ayim, Blues in Black and White (selected poetry)

Docu: *May Ayim = Hope in my Heart: Oral Poetry*

Docu: *Audre Lorde: The Berlin Years*

Guest speaker

Unit 5: The African diaspora in contemporary Germany since 1980s, Blackness in post-Wall Germany

Lusane, Part 4 Black Skins, German Masks: Blackness in Contemporary Germany

ISD, *Homestory Deutschland*—exhibit book

Michael, "A New Afro-Deutsche Community" through "Homestory Deutschland"

Massaquoi, "Return to Monrovia" through "Where Are They Now?"

Otoo and Ritz, Performing Homestory Deutschland—A Multimedia Theater Play

Hopkins in Mazón, "Writing Diasporic Identity: Afro-German Literature since 1985"

Koepsell in Esuruoso, "Literature and Activism," section "1986-2013"

Goetting, "Indigo"

Koepsell, "Fanfare for the Colonized," Afro Shop

Otoo, The Witnessed Series

Halle in Mazón, "Will Everything Be Fine? Anti-Racist Practice in Recent German Cinema"

Adams in Mazón, "The Souls of Black Volk"

TV: Pareigis, Afro.Germany

Movie: *Leroy*

Guest speaker

Arts and Sciences Division
Course Syllabus

Course Information

- **Course**: SOC 210 Introduction to Sociology
- **Course Hours**: 3 hours
- **Term**:
- **Meeting Times**:
- **Prerequisites**: None
- **Co-requisites**: None
- **Course Description** *per catalog*: This course includes the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. A special focus will be on sociological topics of importance such as labor force participation, immigration, identity, and examining data to better understand the European Union. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. (3 credit hours, 3 contact hours)
- **Text(s)**: Giddens et al. (2017). *Essentials of Sociology* (6th edition). New York: W. W. Norton & Company, Inc. ISBN: 978-0-393-61429-9. The current edition is required.
- **Articles:** Will be provided as well as supplementary readings on the European Union's topics.
- **Supplies/Materials**: None
- **Bibliography**: None

Instructor Information

- **Instructor Name**: Kelly McEnany
- **Office Telephone Number:** (828) 398-7831
- **Email Address:** kellyqmcenany@abtech.edu (middle initial is a lower case "Q")
- **Office Location:** Elm 327
- **Office Hours:** Daily from 2-3pm, others by appointment

Learning Outcomes/Objectives

1.   Students will be able to demonstrate an understanding of the discipline of Sociology and its role in contributing to our understanding of the human social world.

2.   Students will be able to use sociological perspectives to analyze social phenomena.

3.   Students will be able to demonstrate the process of socialization and how the self develops sociologically.

4.   Students will be able to articulate an understanding of how culture and social structure operate.

5.   Students will be able to describe patterns of inequality in the United States.

6.   Students will be able to learn about the European Union as an institution and better understand issues facing the EU.

This course, and assignments therein, may be used to assess General Education Core Competencies or Program Student Learning Outcomes

Evaluation Criteria

The course is designed as a broad introduction to the discipline of Sociology. Due dates are listed in Syllabus, and everything is always due by NOON. This is an online course, so weather does not impact our due dates.

We will be covering 11 chapters, covering a wide variety of sociological topics related to choices in relationships. **All Coursework (Homework, Quizzes, Projects, EVERYTHING) is due by NOON on the due date.** For EACH chapter, we will be learning new ideas, debunking societal myths using critical thinking, examining current theory and research, viewing families in a global perspective, and discussing the way the media portrays various issues. We'll have a great term applying Sociology to our everyday lives, and you'll see how relevant this discipline is to any job you'll have in your life.

To be successful in the course work in stages. For each chapter, read and take notes early in the week (first few days), then go over the Learning Objectives and practice your mastery of the material by utilizing the (ungraded) Vocabulary flashcards. Then, begin working on your Homework (DVD clip exercise or other homework exercise to apply the material). Giving yourself ample time to compose your answers in at least 7 sentences including Sociological language, and checking for proper grammar and spelling (by Wednesday at noon). Then you will

review the material, your notes and answers to the Homework assignments, and complete the Review Quiz (by Friday at noon).

5% of course grade: **Learning Styles Forum posts**. To help you be successful in our class (and your other classes), please complete this Index of Learning Styles Questionnaire-click HERE. *If you leave the final results page, you will lose your results (so save, screenshot, or print),* but once you get the results, read about YOUR learning style and strategies HERE. Then, you will post to the discussion forum about your inventory results and the strategies that are suggested for your learning style. Also include whether you agree with your individual results, and which of the study strategies you have tried or are willing to try. Minimum of 200 words.

30 % Projects: There will be 2 projects, giving you an opportunity to apply what you have learned in a meaningful and creative format. The projects will be an in-depth analysis of the data and trends related to the topics of immigration, identity, and the family in the European Union.

20% of course grade: Homework: We will be covering one chapter per week. You will complete the *Sociology in Practice DVD clip and exercise* **or** answer another set of application questions for each chapter. Sociology in Practice DVD clips are video clips drawn from documentaries by independent filmmakers with questions that help you connect to key sociological concepts in each chapter. All video segments are captioned, and is available by clicking on the "CC" box in the lower right hand corner of the video. Homework assignments are due on Wednesdays at NOON each week. There are no late homework assignments allowed, and they will close at NOON each Wednesday. You will be graded based upon your writing and application of Sociological terms. The grading scale for Homework is: based upon a rubric posted with the instructions, but it will evaluate whether your answer utilizes proper grammar and spelling, includes concepts from the chapter, and is at least 7 sentences. There are NO make-ups on your homework assignment.

30% of course grade: Review Quizzes are a multiple-choice assessment of your understanding of the material in the chapter. You will be given 45 minutes to complete the Review Quiz and two attempts. Your best score will count as your final Review Quiz grade for that chapter. The Review Quizzes are due by NOON on Friday of each week. There are NO make-ups on Quizzes.

15% of course grade: Final Exam will be a written reflection on the major themes of the course.

Assessments:	Percentage
Learning Styles Forum Posts	5
Homework Assignments	20
Quizzes	30
Projects	30
Final Exam	15
Total:	100%

Grading System

Grade Letter	Associated Percentages
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Participation Requirements

It is mandatory that the student attend each course at least once during the first 10% of the course, or in the case of online courses, a graded activity must be submitted during the first 10% of the course. Each online course syllabus must identify the activity to be completed prior to the 10% point of the course and the date by which the activity must be completed. For hybrid courses, the student must attend the classroom portion of the course or complete an online graded activity prior to the 10% point. Failure to attend or complete the activity prior to the 10% point will result in the student being dropped from the course. The student will not be allowed to continue in the course or receive a refund.

Regular and punctual class participation is required of all students and essential for success, which is dependent upon active involvement in all instructional activities. To receive a passing grade, students must participate in 80% of the contact hours of the course. Active participation, regardless of course format (seated, online, hybrid), includes submission of completed assignments by the posted due dates and timely completion (as specified by the instructor) of any other course requirements: tests and exercises, discussion board entries and other group work, lab participation, and any other activities assigned in the course syllabus, discussed in class, or described in online instructional materials as contributing to the final grade.. If a student does not meet the requirement of 80% active participation, the student may be assigned an F grade for the course.

College Policies and Procedures

College policies and procedures may be found in the College Catalog on A-B Tech's website at the following link: Policies and Procedures.

The Student Rights, Responsibilities, and Due Process policies and procedures, including the Code of Classroom Conduct and Code of Student Conduct, may be found at the following link: Student Rights, Responsibilities, and Due Process.

Course Requirements and Expectations

Please check your email on a regular basis- your A-B Tech email only! You will also want to check for Announcements in our Moodle course. The ability to comprehend college-level reading and express this through written assignments is imperative for success in the course. You will also be expected to submit assignments, take quizzes, and interact via Moodle. Computer competency and a reliable internet

connection is important for success in the course. You will need to make a Plan B for a place to complete your regular quizzes and assignments, in case of computer problems or internet outages.

Course Schedule (below)

Topics to be covered about the European Union

What is the European Union and why is it important?

Identity and nationality- the Brexit vote and analyzing the data by age and education

Immigration- history of immigration (and reactions) in Europe

Family leave policies- a liberal dream or good economics? What is the "welfare state"?

Demographic shifts in the EU and the role of the State in issues of women and the family

Week	Chapter /topic	Read and practice (ungraded) activities	Due by Wednesday at NOON (homework)	Due by Friday at NOON (Review Quiz)
		Review Syllabus and Moodle	Syllabus Verification	Learning Styles Forum posts
	Chapter 1: **Sociology: Theory and Method** **Introduction to the European Union lecture**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#1 What is the European Union and why is it important?	Review Quiz
	Chapter 2: **Culture and Society** The Brexit vote, June 2016 lecture	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#2 Identity and nationality- the Brexit vote and analyzing the data by age and education	Review Quiz
	Chapter 3: **Socialization, the Life Course, and Aging**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#3	Review Quiz
	Project 1 on the EU			
	Chapter 4: **Social Interaction and Everyday Life in the Age of the Internet** Integrating Immigrants lecture	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#4 Reactions to Muslim immigrants- religion or not?	Review Quiz
	Chapter 5: **Groups, Networks, and Organizations**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#5	Review Quiz
	Chapter 6: **Conformity, Deviance, and Crime**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#6	Review Quiz

	Project 2 on the EU			
	Chapter 7: **Stratification, Class, and Inequality** **Family Leave policies and the Welfare State lecture**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#7 What is the "welfare state"? How does it impact the social class position of families?	Review Quiz
	Chapter 8: **Global Inequality**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#8	Review Quiz
	Chapter 9: **Gender Inequality** **The role of the State in the rights of women and the family lecture**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#9 Data analysis on demographic shifts in the EU	Review Quiz
	Chapter 10: **Race and Ethnicity**	Read and take notes on Chapter Review Powerpoint slides, learning outcomes, and practice activities	HW#10	Review Quiz
	Final Exam		Final Exam due	

Social and Behavioral Sciences
POL 120
American Government

Instructor: TESS SNODGRASS

Email: tmsnodgrass800@access.alamancecc.edu

Office Hours: 365A in the Main Building; MWF 12:30-1pm or by appointment

Course Description:

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.

Course Objectives:

By the end of this course, students should be able to discuss, compare, cite, assess and define those elements essential to the comprehension of what our government is and how it does/does not function. Among these elements are:
♦   The various facets of the economy
♦   Our constitutional framework
♦   Questions of equality and inequality
♦   Citizen participation on all levels, group and individual
♦   Social and political beliefs and conflicts
♦   Political parties and elections
♦   Functions of each branch of government
♦   Separation and abuse of powers
♦   Individual and group rights, privileges and responsibilities
♦   The role of federalism; comparisons with EU and European governance
♦   The formulation of public policy; Domestic and Foreign (including EU)
Course Credit: 3 Credit Hours 3 Contact Hours

Textbook and Required Materials:

- Sidlow GOVT^9 Cengage Publishing

- Handouts as prepared by the instructor.

- Additional readings posted on Moodle.

- *Europe Today*, Tiersky and Jones

Course Requirements:

Course Assignments	Possible Points	Earned Score
Midterm 1	100	_____
7 February; Chapters 1-5		
Institutions Presentations	50	_____
February 12, 19, 26, March 5; Chapters 11-14		
Midterm 2	100	_____
18 April; Chapters 6-10		
Final Exam	70	_____
Scheduled 7-10 May; Cumulative		
Paper due 4/27	50	_____
Participation Grade	130	_____
Total	500	_____/500 =

FINAL GRADE

Online Component:

As part of your participation grade, you will have to complete at least one online activity per week, as assigned. Likely, this will be a short analytical activity in consideration of either the textbook chapter of the week or a short article posted on Moodle relating to the week's topic.

General Course Policy: This instructor reserves the right to create policies or make changes to any item that is not specifically listed in this syllabus.

Come to class ready to discuss the assigned reading(s). Use of laptops is officially not necessary for this course and will only be permitted on a case by case basis. This course is designed to be discussion-based, which is hardly possible if your nose is buried in your laptop/tablet/phone!

Students are expected to set up their ACCess email account and check it regularly for instructor, advisor and college emails.

Respect yourself and your surroundings. Keep an open mind, think before you speak, don't be afraid to be wrong.

Moodle Site for American Government – This course is a Web Enhanced course and you will have activities and forums. These are **required** activities and will be graded as part of your participation grade for this course. You can access this information including power points and reading assignments by logging onto the distance education section of the college website and logging into Moodle. Your login will look like this – The username is created in the following format: first initial + middle initial + last name + last three digits of College ID. All lower case.

Single Stop - Alamance Community College has partnered with Single Stop, a non-profit organization, to provide students with easier access to a wide range of resources and benefits. Students can be quickly and conveniently screened for resources related to food, housing, earned income and child care tax credits, child care related resources, health care resources, and more. For more information, and to find out what resources you may qualify for, please contact Brian Barringer, Single Stop coordinator, at 336-506-4039 or at brian.barringer@alamancecc.edu .

Participation grades will be derived from:

i. Class discussion that is relevant to the course and demonstrates knowledge gleaned from reading assignments.

ii. Conduct and completion of in-class activities.

iii. Completion of out of class assignments.

iv. Completion of internet assignments.

v. Pop quizzes.

Academic Dishonesty and Plagiarism:

*"Students are expected **not** to give or receive help during tests, projects, or homework assignments unless authorized by the instructor. Plagiarism is prohibited. Plagiarism is defined as intentionally or unintentionally stealing words or ideas from another person, website, book or any other source (published or unpublished), and passing them off as one's own in a paper, speech, oral report, exam, quiz, project or other assignment." (ACC, Student Handbook*

2015-2016 pp. 101). Students guilty of academic dishonesty can face sanctions including repeating the assignment, earning a lower grade on the assignment, earning a zero for the assignment or earning an F in the course. These sanctions are left up to the discretion of the instructor.

ACC's Quality Enhancement Plan (QEP): As part of the reaffirmation process with the Southern Association of Colleges and Schools Commission on Colleges in 2013, ACC has developed a Quality Enhancement Plan (QEP) that identifies a specific area for improvement. Entitled "Write to Succeed," ACC's QEP focuses on improving student writing so that graduates are better prepared both for the workforce and for further education. As a result of "Write to Succeed," ACC has opened a Writing Center (located in Main 354 in the same suite as the Academic Skills Lab on the Carrington-Scott campus). The Writing Center offers assistance with any writing task, as well as style guides and workshops, to help students be more successful in all of their classes. To make an appointment, register online at https://alamance.mywconline.com . If you have questions or need help with the registration process, call **336-506-4190** or email **writingconsultation@alamancecc.edu**.

Disability Services: Alamance Community College is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to the Disability Services Office located in the Student Success Center, Room 233. All information is confidential. Please contact Monica Isbell, Coordinator of Disability & Counseling Services for more information at 336-506-4130 or email at monica.isbell@alamancecc.edu.

Veterans Statement: Alamance Community College is dedicated to serving the men and women who have served and currently serve in the armed forces. Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) *are welcome and encouraged to communicate these, in advance if possible, to the instructor.* Please contact Feleta Morton, Veteran Coordinator for more information at 336-506-4398 or email feleta.morton@alamancecc.edu.

Title IX Statement: Alamance Community College is committed to fostering a safe, productive learning environment. Title IX provides that no person in the United States shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. As part of Title IX protections, sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited on our campus.

ACC encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need and we can respond appropriately. If you wish to speak **confidentially** about an incident of sexual misconduct, please contact one of the following campus resources:

College counselors/advisors

- Ilona Owens, Main Bldg. 233A, 336-506-4146, Ilona.owens@alamancecc.edu
- Jenny Brownell, Main Bldg. 363, 336-506-4237, Jennifer.brownell@alamancecc.edu
- Brian Finch, Main Bldg. 235, 336-506-4140, brian.finch@alamancecc.edu
- Monica Isbell, Gee Bldg. 100, 336-506-4130, monica.isbell@alamancecc.edu
- Crossroad Sexual Assault Response and Resource Center, 336-228-0813

If you wish to report sexual misconduct or have questions about campus policies and procedures regarding sexual misconduct, please contact our school's Title IX coordinator, Lorri Allison, Gee Bldg. 105, 336-506-4133, lorri.allison@alamancecc.edu

Alamance Community College is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a member of the faculty, I am also required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

Attendance Policy: Per college policy you are allowed **ten** excused or unexcused absences during the semester and three tardies equals one absence. Tardies consist of entering class late or leaving early. Please note that the college policy is that all students who do not attend during the first 10% of the course or miss 20% or more of the course will be withdrawn.

If you desire to withdraw from a course or from the College, you must officially withdraw in writing through Student Services. All students withdrawing before the last official date will receive a WP. Official withdrawal assists you by protecting your rights in cases such as readmission, financial aid eligibility, and grades. **Students failing to officially withdraw after the last official day to withdraw will receive the grade they earn in class. It is your responsibility to keep up with your average and determine whether or not you need to withdraw from the course. The last day to withdraw from this course is April 18 2018.**

Academic Integrity: Students should review the Student Code of Conduct section of the Student Handbook.

Course Evaluation: This course will be regularly evaluated in accordance with college policy.

Inclement Weather Policy: Exams and due dates missed due to inclement weather will be given or accepted on the next class day we return. For example: If we have snow and have an exam scheduled for Monday - then the exam will be given on Wednesday when the college reopens.

Class Participation Activities will be assigned in class. Students missing class are responsible for obtaining the assignments and/or lecture notes from their peers.

Course Outline: This course will cover each of the chapters in the text. *Please note: The instructor reserves the right to alter this schedule at any time.*

Week 1 Perspectives on American Government   8-12 January

Week 2 The Constitution   17-19 January

Week 3 Federalism   22-26 January

Week 4 Civil Liberties & Civil Rights   29 Jan- 2 Feb

Week 5 Chapters 1-5   *MIDTERM I: 7 February*

Week 6 The Congress*   12-16 February

Week 7 The Presidency*   19-23 February

Week 8 The Bureaucracy*   26 Feb - 2 March

Week 9 The Judiciary*   5 - 9 March

SPRING BREAK 12-16 MARCH

Week 10 Interest Groups   19-23 March

Week 11 Political Parties   26-28 March

Week 12 Public Opinion and Voting; Campaigns and Elections   2-6 April

Week 13 Politics and the Media   9-13 April

Week 14 Chapters 6-10   *MIDTERM II: 18 April*

Week 15 Domestic Policy   23-27 April

RESEARCH PAPER DUE 27 APRIL

Week 16 Foreign Policy/EU2U lesson   30 April- 4 May

-Read Introduction to *Europe Today* by Ronald Tiersky and Erik Jones

*FINAL EXAM 7-10 MAY **as scheduled by the college*

Weeks 6-9 will consist of group presentations to take place on the Monday of each of those weeks. Discussions and activities about the institutions will follow on Wednesday/Friday of those weeks.

Alamance Community College

Spring 2018

Syllabus Contract

I, _____, have received, read, and had explained to me the syllabus for this course, and have had a chance to ask questions about anything I did not understand. I do understand the syllabus and agree to abide by its provisions. I understand that if I plagiarize an assignment I will receive a zero for the assignment and no makeup assignment will be allowed.

Furthermore, by signing this document I am acknowledging that I have been informed of all course requirements and that I will be held responsible for those requirements.

Signature: _____

Date:_____

Teacher: Ms. Whisenant	Subject: Social Studies	Date: 9/6/2017

Assignments: At the end of the lesson students will group into pairs and pick a member of the European Union. Students will work for the next week on a one pager with the research they find through http://www.kidtopia.info/	Bell Work: Students will do a quickwrite on what they know about Europe. If students do not know anything about Europe they will write about what they think Europe is.

Standards: 2.C.1.1 - Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc).
       2.C.1.3 - Exemplify respect and appropriate social skills needed for working with diverse groups.
Lesson Objective: Introduce students to Europe and the European Union using a world map, internet resources, and videos. Introduce students to the other cultures of the world by providing examples of other cultures.

Activities: 1. Students will share their quickwrites during four corners.
       2. Students will see what Europe is on a world map and be introduced to what the European Union is http://www.ducksters.com/geography/country.php?country=European%20Union
       3. http://europa.eu/kids-corner/index_en.htm Students will be introduced to the countries of the European Union through the interactive map on the website, which includes what the European Union is and basic facts about it.

Closure/Reflection: Students will participate in a discussion with a partner about what they have learned about Europe and the European Union. The students will complete an exit ticket, listing four things that they have learned. Students will also work with their partner to pick the member that they want to do a one pager on.

Assessment of Learning (Formal):	Assessment of Learning (Informal):	Resources (Text and Technology):	Differentiation Strategies/Activities:
☐Check and correct homework	☑Observation	☐Text	☐Cooperative learning
☐Quiz	☑Walk around	☑Smart Board	☐Varied grouping
☐Test	☐Signaling	☐Video	☐Adjusting questions
☐Presentation	☐Class work	☐Cd	☐Choice provided
☑Project	☑Oral questioning	☐PowerPoint	☐Movement
☐Writing Assignment	☑Discussion	☑Internet	☐Contract
☐Individual	☐Conferencing	☐Reference Materials	☑Peer editing/helping
☐Conference	☐Other:	☐ActivExpressions	☐Stations
☐Other:		☐iPads	☑Think/Pair/Share
		☐Computer Lab	☐Other:
		☐Other	

Colin Baker
Blacksburg High School

Welfare State – Continuity and Change over Time: 1945-today

1945: why a Welfare State?   **1970s: Changes, why?**   **1980s: Challenges, why?**   **1990s-2000s: Decline, why?**   **Today: Revival, why?**

Continuities (reasons for/against, roles of women, different countries/models, views of the state, role of immigration, etc…)

Current Teaching Responsibility Descriptions

Course Description: AP Human Geography (APHUG)

AP Human Geography is a yearlong course aimed at identifying, interpreting, and explaining the distribution processes and effects of human populations on Earth. Units of study include the nature and perspectives of geography, population, migration, cultural patterns and processes, political organization of space, agricultural and food production, and industrialization.

Course Description: AP European History (APE)

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity

World History Honors I and II (WHI/WHII)

In 9th, students begin their two-year study of world history. Utilizing a 21st Century thematic approach, the class explores the essential questions of how the changing relationship between human beings and the physical and natural environment has affected human life from early times to the present, why relations among humans have become so complex since early times, and how human views of the world, nature, and the cosmos have changed. Through Western and non-western civilizations, students examine these complex issues from early civilization to the present. This first year, students focus their work on the themes of Population Patterns; Empires and Networks of Exchange; and Science, Technology and the Environment. Through collaborative and individual work, key skills of close-reading analysis, note taking, writing, and academic discussion are stressed in this foundational course. Central activities and assessments include: discussions, presentations, debates, simulations, source analysis, analytical papers, creative multi-media projects, and a research project based on their class field trip to the North Carolina Maritime Museum. Students will engage in cross-curricular activities with the Foreign Language Department, English Department, Fine Arts Department, and OASES. Prerequisite: Eighth Grade Social Studies

World History Honors II builds upon the 9th Grade curriculum, continuing to utilize a thematic approach to explore the essential questions of how the changing relationship between human beings and the physical and natural environment has affected human life from early times to the present, why relations among humans have become so complex since early times, and how human views of the world, nature, and the cosmos have changed. The focus, however, shifts to the central themes of Uses and Abuses of Power; the Haves and Have Not's; and Cultural Identity, Spiritual Life, and Moral Codes as the students examine case studies of Western and non-western civilizations. We continue to develop skills of close-reading analysis, note taking, writing, and academic discussion through both collaborative and individual work to prepare students for further study in the humanities. Central activities and assessments include:

discussions, presentations, debates, simulations, source analysis, analytical papers, creative multi-media projects, and a research project incorporating field research from a class trip to the Auckland Museum. Guest teachers will include Ms. Kepner on Shakespeare and Dr. Herron on Irish History. Students will also engage in National History Day.   Semester advanced-research projects and presentations provide students with opportunities to evolve their understanding of the role of the historian's craft. *Prerequisite: Ninth Grade Ancient and Medieval Honors History*

Model UN (MUN)

Model United Nations strives to introduce growing minds to the principles adopted by the United Nations so that they may better understand not only the challenges the global population faces, but also the ways we may go about solving these seemingly incomprehensible issues.

National History Day (NH)

Every year National History Day® frames students' research within a historical theme. The theme is chosen for the broad application to world, national, or state history and its relevance to ancient history or to the more recent past. This year's theme is Conflict and Compromise in History. The intentional selection of the theme for NHD is to provide an opportunity for students to push past the antiquated view of history as mere facts and dates and drill down into historical content to develop perspective and understanding.

CES EU in NC Study Tour Curriculum Implications and Changes

(APHUG) "European Union": All of the units identified apply to the European Union. I am constantly revamping my style of teaching the course to keep circling back to material and make connections. As a result, I want to introduce a focus on the European Union and comparable supranational organizations with Unit 4: Political Organization and Space. Students will create presentations that touch upon a basic explanation of the EU with structure, goals, basic history, and current major issues. The project would include: population, migration, cultural groups, agricultural and industrial policies, and relationships with national levels of government.

(APHUG, ALL STUDENTS) "Islam and Immigration": To integrate issues of "Islam and Immigration" makes sense with both Unit 2 on Population and Migration and as well with Unit 3 on Cultural Patterns, which includes religion and language. The challenge is how do to the structure of the course. So, I will weave into the course knowledge from the readings on immigration patterns for Europe as examples and "mini-lectures" for migration. When study culture, I will use Muslim immigration to Europe as the current issue concern and spiral back in immigration concerns. Students will gain knowledge from a "mini-lecture" focusing on France, Germany, and Great Britain as well as the film *Leroy* and discussion.

(APHUG, ALL STUDENTS) "Business and Global Leadership": In this case with concerns of business make sense with Unit 7:Industry and also Unit 3: Cultural Patterns and Processes. A potential guest class for NC connections or articles would be interesting as the topic for the student led current issue 5 minute presentation. The Globe Smart tool from Aperian is an interesting option to incorporate, depending on the attached fees. It would be interesting for AP Human Geography due to the data sets. It would be interesting to do a lunch series for students interested in earning a globally aware certificate from attending a number of sessions related to cultural awareness. The tool for how UNC assesses global knowledge and how to attain global awareness through various aspects of the curriculum and extracurricular offerings will be useful for this.

(APHUG) "The Making of Economic Policy in the European Union": Examining trade and fiscal agreements as they relate to industry, agriculture, and political supranational organizations would be

useful. Therefore, when now examining Industry in Unit 7 and Agriculture Unit 6 for AP Human Geography I will include close up articles regarding trade policy and a mini-lecture.

(APHUG) "21st Century Varieties of Capitalism": I like the idea of having students to analyze development for high welfare states, medium welfare states, and low welfare states from Europe along with other states from Asia, Latin America, West Asia, and Africa. The consideration of human development (HDI) is incorporated into Unit 4 on Political Organization and Space.

(APHUG) "Race and Ethnicity in Europe": Given time constraints, I'd like to offer this film as an extended learning opportunity for all students in the History Department. The film screening would include discussion and allow students from various courses to apply their knowledge. In addition, I can see this being incorporated into our advisory program that deals with character development.

(APHUG, WHI, APHUG) "Transatlantic Energy and Sustainability": There is a connection as well to AP Environmental Science, and I will share the materials with the instructor. I think the data for Unit 7: Industry would be critical for students to understand. I will bring in the information as a mini-lecture. Counterpoints to United States are helpful. It is also useful for World History Honors I with their study of the Industrial Revolution and later modern environment policy. I search for current connections and topics to research and connect for students to focus on assessments. This will also be points/comments added to AP European History.

(APEURO) "Ackland Art Museum Special Exhibit: European Women during the Age of Enlightenment": While we do focus on Enlightenment and French Revolution for World History Honors II, the grater connection and sure use of painting will be the AP European History course with its examination of the period that must include changes in art. This was a great way to strengthen connections between art and social changes for the 18th Century. The Renaissance is a big focus with art and social change, and now I am more able to bring that conversation forward to another watershed period in European history before we his Romanticism.

(WHII, APE) "Women in Western Europe Since 1945: Historical Trends and Current Issues": This is critical for the AP European History course as we track gender roles in Europe, intertwining social, economic, and political changes. In addition, the World History students studying the Cold War will now have a gender component that is much more rich than what I previously was able to provide. The statistical evidence is critical for students in APE, and I can utilize this to generate stimulus multiple choice and SAQ questions for them. (In fact I have referenced Switzerland's 1971 suffrage for women and the ability for working class women to stay at home as part of new ideal only after WWII just this week.)

(NH): I have a wealth of new topics I can suggest to students as they begin research project.

(MUN): Students with connected topics for the conference will benefit from my added knowledge to help them prepare and the resources. (Just this week, I have had them look at the European Union for their WHO committee and referenced refugee resettlements after WWII for the Human Refugees Committee group.)

DP unit planner 1

Teacher(s)	Jeffrey Begeal	Subject group and course	Latin I High School		
Course part and topic	Understanding the Roman empire influences, traditions and practices in Modern Europe	SL or HL/Year 1 or 2	Year 1	Dates	2017 Fall Semester

Unit description and texts	DP assessment(s) for unit
Unit on Roman Empire Compared with Modern Europe. Text: Latin for Americans.	The legacy of the Roman empire for Modern European cultures and states.

INQUIRY: establishing the purpose of the unit

Transfer goals

List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to "transfer" or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.

1. How has Latin influenced the development of Romance languages in Europe?
2. How has the Roman Law Code influenced jurisprudence in European countries?
3. How has the Roman traditions of architecture influenced modern Europe?
4. What urban centers did the Romans establish that still exist and flourish today in Modern Europe?
5. How did the Roman system of roads influence Europe?
6. How did ideas of Roman commerce and taxation influence Europe?
7. How has Roman art influenced Europe?

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ACTION: teaching and learning through inquiry

Content/skills/concepts—essential understandings	Learning process
	Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.
<u>Students will know the following content:</u> 1. Which EU countries were part of the Roman empire. 2. Which EU urban centers were founded by the Romans. 3. Which EU laws reflect Roman influence. 4. Classical orders of architecture in EU countries. 5. What EU languages came from Latin. 6. The Euro compared to the Roman currency. 7. Ideas of Europe as a whole from Roman times.	Learning experiences and strategies/planning for self-supporting learning: X ☐ Lecture ☐ Socratic seminar X ☐ Small group/pair work X ☐ PowerPoint lecture/notes X ☐ Individual presentations X ☐ Group presentations X ☐ Student lecture/leading ☐ Interdisciplinary learning Details: ☐ Other/s:

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Students will develop the following skills:

1. Analysing what Roman influences appear strongest in the EU.
2. Assessing how the EU developed more modern versions from the Romans.
3. Determine the scope and sequence of how the both the Roman empire and the EU developed over time into the concept of Europe.

Formative assessment: Two projects from students detailing specific ties from the Roman culture to modern European culture in languages, identity, roads, commerce, defence or art. Students select just two of these topics listed.

Students will grasp the following concepts:

1. Evaluating how the parts of the EU from Roman provinces and those from non-Roman provinces forged an identity.
2. Determine the importance of a common heritage.
3. Grasp the significance of national identities and languages, both Romance based and non-Romance languages in the EU.

Summative assessment: Student final essay on comparing the Roman empire and its influences on the European Union.

Differentiation:

X ☐ Affirm identity—build self-esteem (Students can identify on a map the modern EU countries and tell which were influenced by the Romans)

X ☐ Value prior knowledge (Students can determine the art and architectural uses from the classical Roman period upon the EU)

	X☐ Scaffold learning (Students can look at national movements within EU countries and compare them to h9ow the Romans faced similar issues with nations/ tribes)
	X☐ Extend learning (Students can look at how the commerce of unity in both the Roman empire and the EU form a strong economic bond)
	Details:

Approaches to learning (ATL)

Check the boxes for any explicit approaches to learning connections made during the unit. For more information on ATL, please see the guide.

X☐ Thinking (Students have to consider what is both national and federal identity in the EU for its citizens)

X☐ Social (Students have to determine what social structures exist in the EU)

X☐ Communication (Students have to compare the government structure and function of the EU and how it might resemble Roman influences)

X☐ Self-management (Students will follow rubrics and meet deadlines)

X☐ Research (Students will do individual and group research on specific EU countries influenced by the Romans)

Details:

Language and learning	TOK connections	CAS connections
Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB's approach to language and learning, please see the guide.	*Check the boxes for any explicit TOK connections made during the unit*	*Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the "details" section explaining how students engaged in CAS for this unit.*

X☐ Activating background knowledge (Students will use readings from their text and teacher supplied articles)	X☐ Personal and shared knowledge (Students may trace their family trees to European countries or tell a story of immigration)	X☐ Creativity (Students must create posters, power points or graphic organizers and present them)
X☐ Scaffolding for new learning (Students will compare and contrast different EU countries influenced by the Romans)	X☐ Ways of knowing (Students will use the IB rubric for ways of knowing and give examples for each category)	X☐ Activity (Students will organize books in the Media Center on Europe for future research and create a list of websites)
X☐ Acquisition of new learning through practice (Students will put together a model of how the EU functions today)	X☐ Areas of knowledge (Students will look at art, history, logic, religion and culture)	X☐ Service (Students may tutor recent immigrants or help out at the Normal School in Greensboro)
X☐ Demonstrating proficiency (Students will have the proficiency based standards of reading, writing, listening, translation, grammar and vocabulary) Details:	X☐ The knowledge framework (Students will develop graphic organizers or learning maps that demonstrate a concept forming the EU) Details:	Details:

Resources

List and attach (if applicable) any resources used in this unit

CES Tool Kit

Media Center collection on Europe/ local libraries or University libraries

Web sources on the Roman empire and influences on modern Europe

Stage 3: Reflection—considering the planning, process and impact of the inquiry

What worked well	What didn't work well	Notes/changes/suggestions:
List the portions of the unit (content, assessment, planning) that were successful	*List the portions of the unit (content, assessment, planning) that were not as successful as hoped*	*List any notes, suggestions, or considerations for the future teaching of this unit*
Content: with books, the web and the CES tool kit will offer substantial content. **Assessment: help students define and outline their summative essay as an inquiry based paper.** **Planning: provide students with rubrics on any procedure, time limits, and assessed values.**	Some students may not have a European ancestry or background. They might not have the closer connection to the subject.	Students should add information about trips to Europe they may have taken or ones they know about. Also a pre type assessment of what students already know about Europe.

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Akwete McAlister, Career Center High School

The European Union
Spring 2018
https://wsfcs.learning.powerschool.com/4993796978/comparativegopo2018/cms_page/view/35964988
(Lesson for the unit can be assessed at this link)

Name_____
Using your text book and the attached websites to complete the following assignment:

Answer the following questions or follow the directions:
* Using the map of Europe color the 28 (include UK not officially out until (date)_____
http://www.bbc.com/news/uk-politics-32810887) EU member countries **blue**.
https://europa.eu/european-union/about-eu/countries_en#tab-0-1

* Color the 5 candidate countries **yellow** currently up for integration into European Union. (website)

1. _____ is the return of power to the local government, while _____
   is a recent trend that encourages states to pool sovereignty to gain political, social, and economic power.
   The European Union is an example of this integration and is an example of _____.
   (text pg. 91)
2. Nineteen states that use the EURO are in the _____. https://europa.eu/european-union/about-eu/countries_en#tab-0-1

3. What is the Schengen Area? _____
   _____
4. What 20th event caused the creation of an organization to bind European states?
   (text pgs. 92 & 93)_____
5. Describe the evolution of the European Union. (text pg. 93 or https://europa.eu/european-union/index_en_____
   _____
6. List three major goals of the European Union. (pg. 96)
   1._____
   2._____
   3._____
7. Who were the initial 6 founding states of the confederation of European countries?
   https://europa.eu/european-union/index_en
   1._____   4._____
   2._____   5._____
   3._____   6._____
8. What are the economic aims of the EU? https://europa.eu/european-union/about-eu/money_en
   _____
   _____
9. a. What is the democratic deficit? (pg. 98)_____
   _____

   b. Should countries be concerned about the degradation of their own cultural traditions, language,
   traditions, religions if they join the EU? Why or why not?_____
   _____
   _____
10. a. Explore the EU symbols: https://europa.eu/european-union/about-eu/symbols_en
    b. Identify 2 examples. 1._____
                            2._____
11. What are the 4 major bodies of the EU? Describe what each group does.
    1._____
    2._____
    3._____
    4._____
12. Name the 3 former Soviet Union countries that joined the EU in 2004. (text)
    1._____   3._____
    2._____
13. What are the two largest political parties represented in the EU?
    https://en.wikipedia.org/wiki/Political_groups_of_the_European_Parliament
    1._____   2._____
14. What four countries get the most votes in EU and why?
    https://en.wikipedia.org/wiki/Voting_in_the_Council_of_the_European_Union
    1._____   3._____
    2._____   4._____
15. What is the job of the Court of Justice and the EU Investment bank?
    _____
    _____
16. If you were a citizen of the EU would you have voted to remain or stay a member of the EU? Why?
    _____
    _____
    _____

Maureen Stanford
Career Center High School

Human Geography Lesson
Objective 1: Students will understand that the contemporary political map has shaped by events of the past. Spatial political patterns reflect ideas of territoriality and political power.

       *Explain the evolution of the contemporary map.

       *Explain the geopolitical forces that influence the contemporary political map.

       *Explain the nature and function of international and internal boundaries.

       *Compare and Contrast forms of governance.

Objective 2: Students will understand that the forces of globalization challenge contemporary political-territorial arrangements

       *Apply the concepts of centripetal and centrifugal forces.

       *Identify the goals and outcomes of Supranationalism.

Prior Background Knowledge in class Lecture: Ethnicity and Cultural, Economic, and Political Impact. Powerpoint created by M Stanford using Rubenstein textbook and altered to include items drawn from E.U. Tour (https://docs.google.com/presentation/d/1XogmEjyruQLvJ4Lazpv79viAjaHP1xbGkr7jcJBLMRM/edit?usp=sharing)
Prior Background Knowledge/Prep Homework: Homework: Supranational Organization Chart (https://docs.google.com/document/d/12P7cYrXyl3OaCdfzxj8BVFJNt3zh-emSz_EbFf3irbs/edit?usp=sharing) Key to Chart:
(https://docs.google.com/document/d/16Ja8VPdUXPRhXrseQJh-cDk3KWTo1GMZ4hAGsoQMi-s/edit?usp=sharing)

Students brainstorm and come to class with strategies to return a region to peaceful times.

1. How has political landscape changed in the regions of Europe in the last 200 years? What geographical forces caused the changes?
2. What does war do to the cultures?
3. What does war do to the physical landscape?
4. How does war affect the psyche of state objectives and international planning?
5. List viable strategies to return region to peace. What is needed? (Ex: POW return, gov't takeover or restructure, etc.)

Class Period: (50 minutes)

(15 min)	Homework: Supranational Organization Chart (https://docs.google.com/document/d/12P7cYrXyl3OaCdfzxj8BVFJNt3zh-emSz_EbFf3irbs/edit?usp=sharing) Key to Chart: (https://docs.google.com/document/d/16Ja8VPdUXPRhXrseQJh-cDk3KWTo1GMZ4hAGsoQMi-s/edit?usp=sharing) Intro: In groups, share their strategies to creating peace after war. Review homework chart Teacher Q's with student answers: Each group gives a strategy. Guide students to strategies used in our history. Ask, what international political decisions were made in post-World War II Europe and why? Define Supranationalism and what positive effect it has on a wartorn country.
25-30 min	Guided Practice: Country vs Supranational Organization: Compare and Contrast the European Union with the U.S. Government/State (Venn Diagram created by CES teacher resource packet). Students in groups evaluate and develop an understanding of country versus supranational organization. Similarities and differences between USA and E.U. in the World Economy and Political Arena ***In groups students investigate using phones or google chromebooks to complete the chart (15 min) ***In class discussion teacher guides and listens as students discuss their findings and match what they have...adding anything missing. (15 min)

5 min	Take Away/Exit Slip 1. Why does Europe create a supranational organization and our region (North/Central America) does not (post WWII)?

	2. How successful do we see the E.U.? Explain your answer using facts/evidence of opinion. 3. What is the difference between being a country outside of a supranational organization and one that is a member of a supranational organization? 4. In your opinion, has the E.U. proven successful in economic stability? What helps with the success or hinders the success?
HW:	Need more time with exit slip questions….take them home and reflect. Turn in at beginning of class tomorrow

	Demographics of Europe **Lesson 1** **Population Pyramids and the Demographic Transition Model**	

		Required Vocabulary

Date:
 	
 Pace:
 	
 Start:
 	
 End:
	Course: Human Geography
	 Essential Standards (Adapted from the course articulation for AP Human Geo):
	 Students will analyze the population composition of European countries.
	    • Age and sex are elements of population composition that may be mapped and graphed at various scales.
	    • Population pyramids are used to project population growth and decline and to predict markets for goods and services.
	    • Students will explain contemporary trends in population growth and decline.
	    • Demographic factors that determine population growth and decline are fertility, mortality, and migration.
	    • Rates of natural increase and population-doubling times are used to explain population growth and decline.
	    • Social, cultural, political, and economic factors influence fertility and mortality.
	
	 Students will interpret the demographic transition model and population pyramids and use them to explain population change over time and space.
	
	 Students will evaluate various national and international population policies.
	    • Types of population policies include those that promote or restrict population growth (e.g., pronatalist, antinatalist).
	    • Analyze reasons for changes in fertility rates in different parts of the world.
	    • Changing social values and access to education, employment, health care, and contraception have reduced fertility rates in most parts of the world.
	    • Changing social, economic, and political roles for women have influenced the patterns of fertility, mortality, and migration.
	
	 Students will explain the causes and implications of an aging population.
		Age Cohort
		 Age-Sex Distribution
		 Antinatalist Policy
		 Birth Deficit
		 Crude Birth Rate
		 Crude Death Rate
		 Demographic Accounting Equation
		 Demographic Transition Model
		 Dependency Ratio
		 Elderly Dependency Ratio
		 Expansive Population Pyramid
		 Life Expectancy
		 Malthusian Catastrophe
		 Natural Increase Rate
		 Population Pyramid
		 Pronatalist Policy
		 Replacement Rate
		 Stationary Population Pyramid
		 Total Fertility Rate
		 Zero Population Growth

	Material/Technology Needed – *computer/smart phone* to define terms, access population pyramids, and view educational videos, *chalk* to illustrate population pyramids (lesson 3)	

Link to Prior Learning: Students will reexamine the teachings of Thomas Malthus who predicted that since food production increases arithmetically and population grows exponentially, the land's carrying capacity would be exceeded unless there were "checks" such as war, disease, natural disasters, and famine.	**Students Will (I Can Statement):** Research population pyramids and be able to tell what stage in the demographic transition model countries are in. Students will identify challenges European countries with aging populations have and propose solutions to these problems.
Generalization(s) Many European countries have more people in the older cohorts than in the younger ones. So far various pronatalist policies to increase population have been largely unsuccessful. As Europe ages it will be harder to economically support the increasing number of elderly dependents.	**Conceptual Len(s)** Did you know the former Axis Powers, Germany, Italy, and Japan are now the three oldest countries (average age of population) in the world?
Essential Question(s): How do the shapes of DTM 2, 3, 4, and 5 countries differ from each other? What challenges do countries with high elderly dependency ratios face?	

Lesson Input/Modeling Class will begin by with a review of Thomas Malthus' predictions. After the Malthus lesson (too many children being born) we will look at a funny video *Do it for Denmark* (not enough children being born). After a brief discussion students will then have 20 minutes to define terms using their books and the internet. Students will then be given a lesson on the 5 stages of the DTM and shown a way to tell what stage a country is likely in by the shape of their population pyramid. Students will visit https://www.populationpyramid.net. Students will independently shade maps and label European countries by their DTM stage. Students will get into 7 groups and identify problems countries with high elderly populations face. They will propose at least 5 solutions.

Class Activity/Task

Guided Practice: Students will be guided through the DTM stages and given a lesson on the shapes of population pyramids.

Independent Practice: Students will shade a map of stage 3, 4, and 5 countries (no European country is in stage 2). Students will work in groups identify problems of stage 5 countries and propose solutions.

Summary/Closure: Students will be introduced to the demographic accounting equation and prepared for the next lesson on Migration.

The Demographic Transition Model and Population Pyramids

The demographic transition model is used by demographers to categorize countries by their rates of natural increase (NIR). NIR equals crude birth rate (CBR) minus crude death rate (CDR).

Before the Industrial Revolution began all European countries were in stage 1. Stage 1 is marked by very high birth rates cancelled out by very high death rates. Life expectancy was low and for centuries there was almost zero population growth (ZPG).

No country in the world is currently in stage 1. There are however less developed countries (LDCs) that are in stage 2. Stage 2 is marked by high CBR and a high but rapidly declining CDR. Natural increase in stage 2 countries is the highest and their age-sex distribution creates a triangular population pyramid (hence the name) with a wide base due to the high total fertility rate.

Stage 3 countries have a declining rate of natural decrease. CBR exceeds CDR and there is still rapid growth. Stage 3 countries' pyramids have a rectangular base (in the younger cohorts) because the total fertility rates have leveled off. Life expectancy is longer so the pyramids are taller than stage 2 pyramids.

Stage 4 countries are rectangular because they have roughly the same amount of people in each cohort. The United States and most developed countries are in stage 4.

Stage 5 countries are thickest in cohorts above 40 years of age. One way to explain this is through total fertility rates (TFRs) that are below 2. The total fertility rate is the average number of children a woman will have between the ages of 15-49. Each family needs to have at least 2 children to replace the parents when they die. If a country has an average TFR below 2 the only way that country can grow will be through migration which leads to lesson 2.

Joseph Russo
Davidson River School

UNIT PLAN FOR TEACHING THE EUROPEAN UNION AT DAVIDSON RIVER SCHOOL

I will teach the following unit at Davidson River School in my World History Class. I will use a few lessons in my Civics/Economics class if time allows or shorten it by several lessons if necessary.   Davidson River School is an alternative high school and most of my students have low reading abilities and limited motivation. Therefore, these lessons have been constructed to be easy to read and simple to understand.

LESSON ONE: European Union Map Work
The goal of this lesson is to have student work with maps to identify the countries of Europe in general, then to identify those countries in the European Union, then to further break it down into those countries in the euro zone.
LESSON TWO: EU Passport Activity
A broad lesson to present various important aspects of the EU and to encourage students to want to travel there.
LESSON THREE: Timeline of the European Union
The purpose of this activity is to expose students to the very gradual development of the European Union from its early years up to Brexit.
LESSON FOUR: EU Government Work
Students will learn a very simplistic version of how the EU's main governmental institutions work.
LESSON FIVE: Euro Currency Lesson
The goal here is to have students understand the history, politics, and logistics behind the adoption of the euro.
LESSON SIX: Working with European Union Economic Statistics
Students will work with graphs to understand some basics of EU trade.
LESSON SEVEN: Rights of EU Citizens
The goal of this lesson is to compare the basic rights of EU citizens with U.S. citizens. This will be followed by a discussion.

Objectives: North Carolina Standard Course of Study – World History

WH.H.8.3
Analyze the "new" balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post-Cold War, 1990s Globalization, New World Order, global achievements and innovations).

WH.H.8.4
Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).

WH.H.8.6
Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.

Objectives: North Carolina Standard Course of Study - American History: The Founding Principles, Civics and Economics

FP.E.2.1
Explain the basic concepts of trade (e.g., including absolute and comparative advantage, exchange rates, balance of trade, gains from trade, etc.)

FP.E.2.2
Summarize how nations specialize and become interdependent through trade (e.g., trade restrictions and government policy)

FP.E.2.3
Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.).

Joseph Russo
Davidson River School

EUROPEAN UNION INFORMATION AT YOUR FINGERTIPS

Number of countries in the European Union today
- The Union today has 28 member countries with the addition of Croatia in July of 2013.
- The EU was small to begin with. When European countries started to cooperate economically in 1951, only Belgium, Germany, France, Italy, Luxembourg and the Netherlands participated.

How Can You Join the EU?
- Any country can apply if they meet conditions called the 'Copenhagen criteria' that include a free-market economy, a stable democracy and the rule of law, and the acceptance of all EU legislation, including of the euro. It takes years to finally get in.

Population of European Union
- There are 508 million people currently living in the EU. Only China and India have more.
- The EU has a larger population and smaller land area than the United States resulting in a population density 3.6 times that of the U.S.

European Union Flag
- The European flag is the symbol of the EU and European unity. It has 12 stars on a blue background that represent unity and solidarity. The stars do not stand for countries.

European National Anthem
- The "Ode to Joy" from Beethoven's Ninth Symphony is the music for the anthem. The words from "Ode to Joy" come from a poem by German poet Friedrich Schiller promoting the brotherhood of man.

Europe Day
- Europe Day is celebrated on May 9 and celebrates European unification and solidarity. It is also European Flag Day.

Government
- There are 3 main parts to EU government. The European Commission, the executive branch, represents the Union as a whole and proposes new laws. The European Parliament represents the EU's citizens and is directly elected by them. The Council of the European Union represents the governments of the member countries. The Parliament and Council vote on proposed laws.

Membership Dues
- Member countries of the EU must pay dues to pay for costs for running the EU. The costs to run the EU are roughly 1% of the Gross National Income of the entire EU. The U.S. spends 14 times this amount to run the federal government.

Law Enforcement
- The European Police Office (Europol) is the EU's law enforcement agency that helps law enforcement agencies in EU member countries.

Schengen border-free area
- The Schengen Area is an area made up of most of the EU countries (and a few non-members) without borders in which EU citizens, many non-EU nationals, business people and tourists can freely move around without having to go through border checks. External borders into the EU are more tightly controlled.

Currency/Money
- 19 out of 28 European Union countries use the euro. This is called the euro area.
- Use ATM machines to get money, do not exchange money in banks since it is more expensive.

Well Known Corporations
- Nestles, BMW, Versace, Volkswagen, Bayer, Adidas, Michelin, Daimler, Henkel, Royal Dutch Shell, Novartis, Fiat, Rolls Royce, Volvo, Ikea, Nokia, Vodaphone, Heineken, Christian Dior, Ferrari, Reebok, L'Oréal, Puma.

Languages
- There are 24 major languages spoken in the EU: Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish.
- The EU has over 60 regional or minority languages, spoken by some 40 million people. They include Basque, Catalan, Frisian, Saami, Welsh and Yiddish.
- The goal of the European Union is that every citizen can speak two languages.
- The six most common languages, in order, are English (38%), German (14%), French (14%), Spanish (6%), Russian (6%).

Passport/Visa for Non-Europeans
- Non-EU travelers must carry a passport always. Americans do not need a visa in Europe. A visa is a form that gives you permission to travel in a country.

Electricity in the EU
- Europe's electrical system uses 220 volts and ours uses 110 volts. The shape of the plug is different also. Americans must bring plug adapters to use European electric sockets. Newer electronic devices are "dual voltage" and work on both American and European types of electricity, but you still need the plug adapter.

Renewable Energy
- Renewable energy in the EU has grown from around 8.5 % of total energy use in 2004 up to 17.0 % in 2016.
- The most important sources of renewables were biofuels (44.7 %), hydro-electric power (14.3 %), wind power (12.4 %), solar power (6.3 %), geothermal energy (3.2 %), and low levels of tide, wave and ocean energy production.

Phones in Europe
- Make sure your phone works in Europe before you leave. Most do. You will need to get international service added to your phone before you leave. Once you return home, cancel the international service.

Driving in Europe
- All EU countries drive on the right side of the road except Ireland, the United Kingdom, Malta, and Cyprus.
- You must wear seat belts and drinking and driving penalties are much harsher.
- Many European countries such as the United Kingdom and Ireland accept U.S. driver's licenses, but many others such as Italy, Germany, and Spain require that you also apply for and carry an International Driving Permit (IDP).
- U.S. auto insurance usually doesn't cover Americans overseas. Many credit cards offer car rental insurance, or you can buy coverage from the car rental company or a travel insurance company.

Joseph Russo
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European Union Map Work

Instructions:
Label the countries of the European Union using the map provided in one color. They are shown as white. Then label the non-EU countries on the map with another color. Finally, color the euro zone using the euro zone map provided.

Joseph Russo
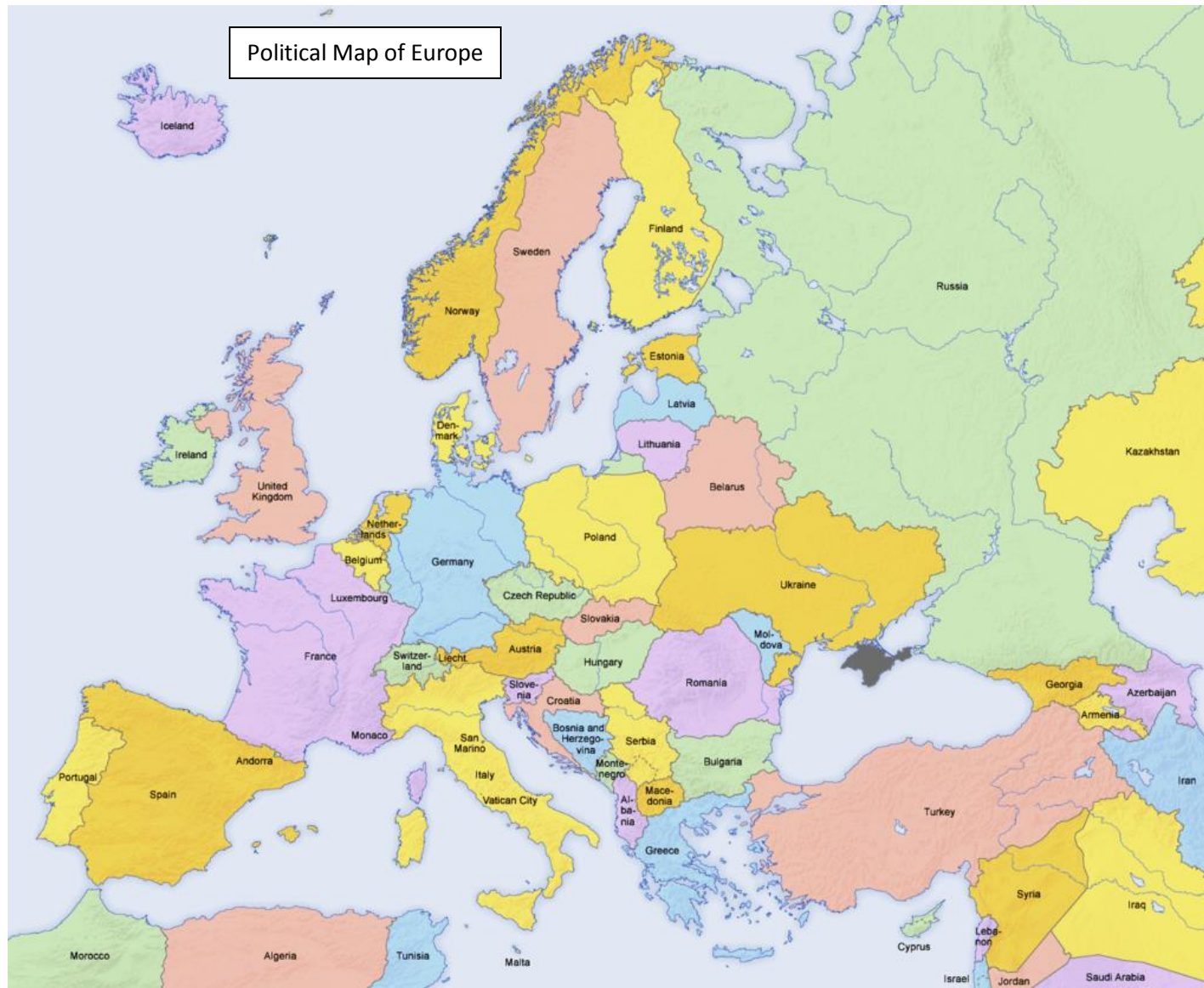Davidson River School

EUROZONE: Countries in the EU that use the euro as their currency/money.

https://europa.eu/european-union/about-eu/money/euro_en

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Political Map of Europe
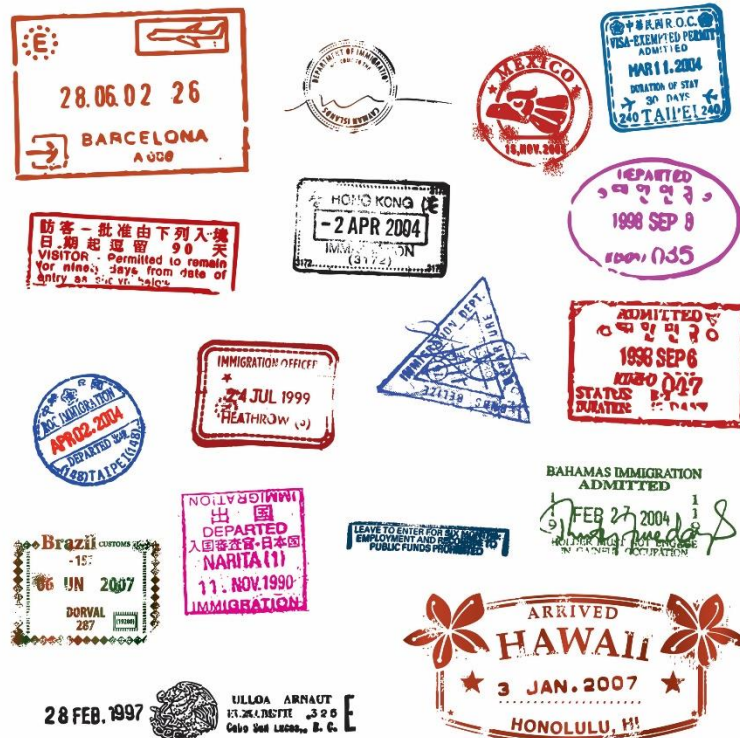
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EUROPEAN UNION PASSPORT ACTIVITY

Instructions: You will learn research basic information about the European Union using several different sources. The information you find will be written in a passport book you will be supplied with. You will also include pictures of famous European sites and passport stamps I supply to make your passport more colorful. Follow these steps.

1. Use the U.S. passport insert I provide to make your passport look more authentic. This is what the front of a real passport looks like. Cut it out, fill in the blanks, and then paste it in the front of your passport.

2. Go to the following website: http://europa.eu/kids-corner/countries/index_en.htm

   Choose any five countries on the map on the right and fill a page or two with information about that country. Just click on a country to get the information. Include several small pictures on your page.

3. Write interesting facts from every section of the EUROPEAN UNION FACTS AT YOUR FINGERTIPS sheet I provide you. Basically, you will have 20 or more facts. Spread these facts throughout your passport and include passport stamps I provide to decorate blank spaces.

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Davidson River School

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https://commons.wikimedia.org/w/index.php?curid=51662082

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TIMELINE OF THE EUROPEAN UNION

(Signing of the Treaty of Maastricht courtesy of EC)

Instructions: Make a timeline of the history of the EU using the information provided. Include why the EU began somewhere on your timeline. Use the long sheets of poster board I provide to do this. Include pictures that go with each event.

HOW THE EUROPEAN UNION GOT STARTED
The European Union was started to end the endless wars between European countries such as World War One and Two. It had its beginnings after 1950, when the European Coal and Steel Community was made to unite six European countries economically and politically to keep peace. The six founding countries were Belgium, France, Germany, Italy, Luxembourg and the Netherlands. It was believed if coal and steel, which were used to make weapons, were shared among each other, there would be no more war.

A FEW KEY EUROPEAN UNION DATES

April 1951: European Coal and Steel Community Treaty signed by Germany, France, Ireland, Luxembourg, Belgium and Netherlands to combine coal and steel production.

March 1957: Treaties of Rome signed: creates Common Market and the European Economic Community, the forerunner of the EU.

January 1973: UK, Ireland and Denmark join.

March 1975: First meeting of the European Council, where heads of state gather to discuss events.

June 1979: First direct elections to European Parliament.

March 1979: Agreement to create the European Monetary System.

January 1981: Greece joins.

January 1986: Portugal and Spain join.

July 1987: Single European Act comes into effect.

February 1992: Maastricht Treaty / Treaty on European Union signed…European Union officially begins.

1993: Single Market begins.

January 1995: Austria, Finland and Sweden join.

December 1995: Decision taken to introduce the euro currency/money.

October 1997: The Amsterdam Treaty eliminates trade and travel barriers across an area of the EU known as the Schengen Area.

February 2002: Old currencies/money eliminated, 'euro' becomes money used in most of EU.

May 2004: Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovak Republic, Czech Republic, Slovenia join.

2007: Lisbon Treaty signed to adjust the constitution for larger membership, Bulgaria and Romania join.

July 2013: Croatia joins.

June 2016: United Kingdom votes to leave in what is called Brexit.

EUROPEAN UNION GOVERNMENT TOTALLY SIMPLIFIED

INSTRUCTIONS: You will create a very simple model of the governing system of the European Union. First, make a triangle out of popsicle sticks or other materials provided using hot glue. Then, using three notecards or colored pieces of paper, write down information about the three institutions you see in the information below. Your triangle will look like the one to the right but with more information.

EU INSTITUTIONAL TRIANGLE

COMMISSION
members nominated
by EU states

proposes
legislation

COUNCIL
governments
of the 25 states

PARLIAMENT
directly
elected

jointly decide
on legislation

(Courtesy BBC)

The Institutional Triangle
There are 3 institutions responsible for making policy and decisions in the EU.

- European Parliament
- Council of the European Union
- European Commission.

European Parliament
The European Parliament represents EU citizens directly. Elected Parliament members serve for five years. The current Parliament has 751 members from all 28 countries. Parliament's job is to adopt laws made up by the Commission. They also control and approve the EU budget along with the Council of the EU.
**Location**: Brussels, Belgium

Council of the European Union
In the Council, government ministers from each EU country meet to discuss, change and agree to laws. The ministers have the authority to commit their governments to the actions agreed on in the meetings. Together with the European Parliament, the Council is the main decision-making body of the EU. **Location**: Strasbourg (France), Brussels (Belgium), Luxembourg

European Commission
The European Commission is the EU's executive branch. There are 28 commissioners, one from each EU country. The Commission comes up with ideas for new European legislation/laws and carries out the decisions of the European Parliament and the Council of the EU. It draws up the budget and looks over how the money is spent and represents the whole EU in the world.
Location: Brussels, Belgium
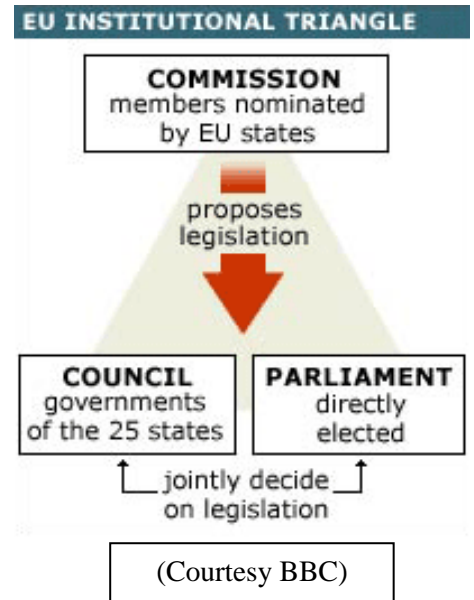
(source: https://europa.eu/european-union/about-eu/institutions-bodies_en)

Joseph Russo
Davidson River School

THE EURO   €

Instructions: Make a brochure to teach people about the Euro currency/money. Include the following in your project. The brochure must have a title and pictures.

1. Facts (include all these facts)

- The euro is the name for the currency/money used in the European Union.
- Euro coins and notes began to be used the European Union's on January 1, 2002.
- 19 of 28 EU countries use the euro.
- 340 million people live in the Euro Area.
- The euro sign (€) is used for the euro like the $ is used for the dollar.
- The euro symbol € came from the Greek letter epsilon (Ɛ), the birthplace of European civilization. It also stands for the first letter of the word 'Europe' in the Latin alphabet, while the two parallel lines mean stability
- Euros come in 5, 10, 20, 50, 100, 200 and 500 euro banknotes
- One type of money makes it easier for companies to do business and conduct trade.
- A common type of money also encourages people to travel and shop in other countries.
- The euro gives the EU more power in trade with other countries.
- It is the second most important international currency after the US dollar.

2. Design of the money (include these facts)

- The various types of bills have the same designs in all EU countries.
- The coins have an EU design on one side and a home-country design on the other.
- Each bill comes in a different size.
- Each different bill (banknote) has its own color.

a. Go to the following website https://ec.europa.eu/info/about-european-commission/euro/euro-coins-and-notes/euro-coins_en   and put at least two different country's own version of euro coins in your brochure.

b. Go to the following website http://www.new-euro-banknotes.eu/Euro-Banknotes/Euro-banknotes/THE-NEW-%E2%82%AC50 and put a few examples of euro bills on your brochure along with the above facts.

3. Exchange Rate with Other Countries Money

- The exchange rate is how much one country's money is worth compared to another country's money.

a. Go to the following website http://www.xe.com/currencyconverter/ and find the exchange rate between one U.S. dollar and one euro. Put this in your brochure.

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EUROPEAN UNION: WORKING WITH STATISTICS

INSTRUCTIONS: Answer the following questions about the European Union economy using the packet of supplied graphs.

A. Shares in the world market for exports of goods, 2016 graph

1. What percentage of the world's exports does the European Union control?
2. What country has the largest percentage of exports in the world?
3. What percentage of exports does the United States control?

B. Shares in the world market for imports of goods, 2016 graph

1. What country has the highest percentage of imports in the world?
2. What percentage of world imports does the EU have?
3. What percentage of world imports does China have?
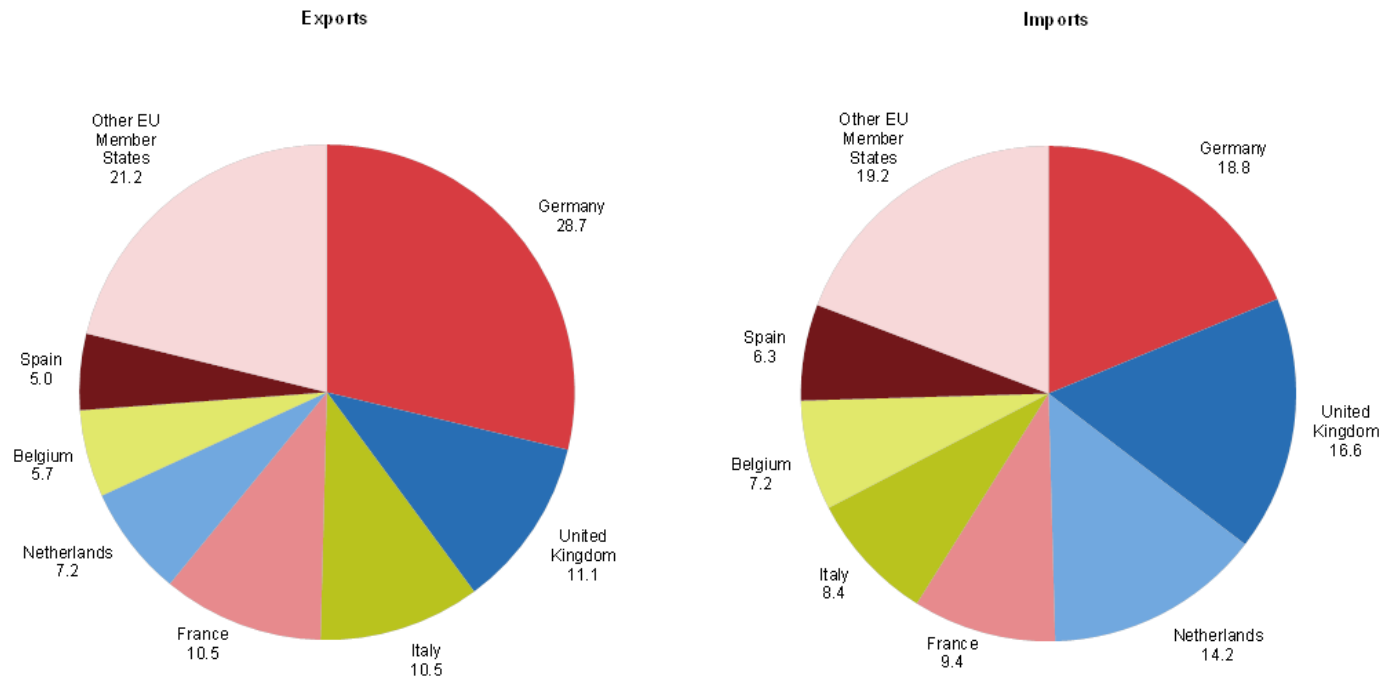4. Why is it important for a country to have more exports than imports?

Main trading partners for exports of goods, EU-28, 2016 (% share of extra EU-28 exports) graph

1. What country is the main trading partner for the EU? What percentage of their trade?
2. What country is the second largest trading partner for the EU? What percentage of their trade?

Extra EU-28 trade in goods, 2016 (% share of EU-28 exports imports) graph
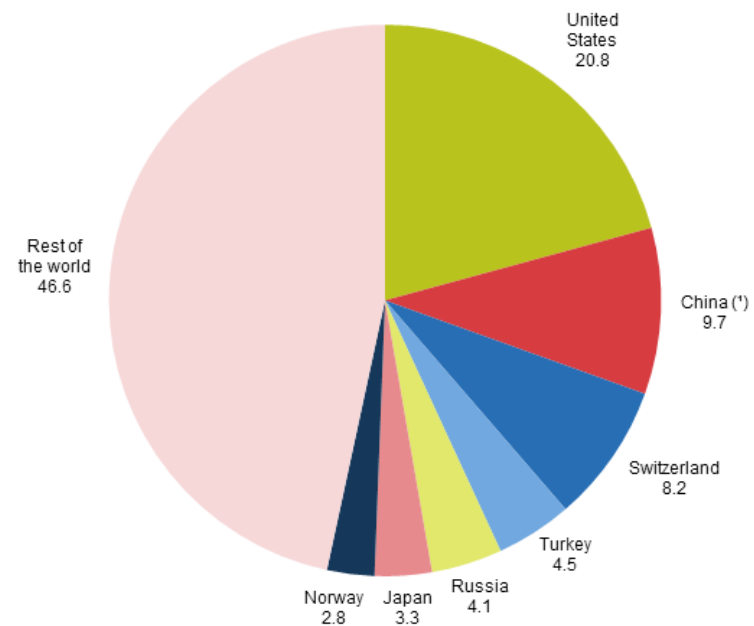
1. Go to the following website https://nces.ed.gov/nceskids/createagraph/ and make two bar graphs showing imports and exports between EU countries. Print your graphs and turn them in with the answers to this sheet.

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Extra EU-28 trade in goods, 2016 (% share of EU-28 exports imports)

Exports

Other EU Member States 21.2
Germany 28.7
Spain 5.0
Belgium 5.7
Netherlands 7.2
France 10.5
Italy 10.5
United Kingdom 11.1

Imports

Other EU Member States 19.2
Germany 18.8
Spain 6.3
United Kingdom 16.6
Belgium 7.2
Italy 8.4
France 9.4
Netherlands 14.2

Source: Eurostat (online data code: ext_lt_intratrd)

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Main trading partners for exports of goods, EU-28, 2016 (% share of extra EU-28 exports)

United States
20.8

China (¹)
9.7

Switzerland
8.2

Turkey
4.5

Russia
4.1

Japan
3.3

Norway
2.8

Rest of
the world
46.6

(¹) Excluding Hong Kong.
Source: Eurostat (online data code: ext_lt_maineu)

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Shares in the world market for exports of goods, 2016

China (¹)
17.0

EU-28 (²)
15.6

United
States
11.8

Japan
5.2

South
Korea
4.0

Canada
3.2

Rest of
the world
43.2
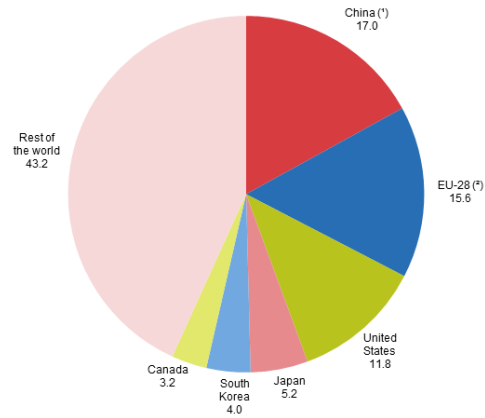
(¹) Excluding Hong Kong.
(²) External trade flows with extra EU-28.
Source: Eurostat (online data code: ext_lt_introle)

Shares in the world market for imports of goods, 2016
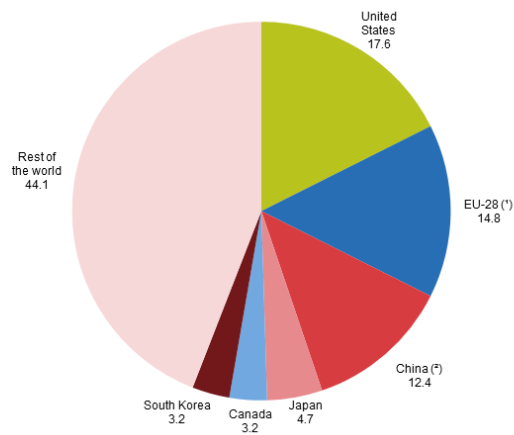
United
States
17.6

EU-28 (¹)
14.8

China (²)
12.4

Japan
4.7

Canada
3.2

South Korea
3.2

Rest of
the world
44.1

(¹) External trade flows with extra EU-28.
(²) Excluding Hong Kong.
Source: Eurostat (online data code: ext_lt_introle)

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Rights of Citizens of the European Union Venn Diagram Activity

Instructions: Create a Venn diagram on a large sheet of construction paper and use it to compare rights of citizens in the European Union with the United States. Go through the list below and then give an American right that is the same. If the U.S. does not have the same right, write that down. For more rights look at the EU Charter of Fundamental Rights at http://fra.europa.eu/en/charterpedia/article/0-preamble

EXAMPLE: European Union citizens have a right to live in any EU country. Citizens of the United States have a right to live in any U.S. state.

- European Union citizens have the right to live in any EU country
- The right to work in any EU country with no work visa needed.
- Can do business in the entire EU with few obstacles and no customs duties
- No border checks when driving, do not need a passport to cross borders between most countries
- An EU citizen can get health care when visiting other EU countries if they have a European Health Insurance Card. It is a free card that lets you use state-provided healthcare during a temporary stay in any of the 28 EU countries.
- Can study or train in another country without a problem
- Can vote in EU elections and run for office as a representative in the EU
- Free translation service if involved with police the law in a different country of EU
- Protection by embassies of other EU countries when your own countries representative is not available
- They have the rights in the Charter of Fundamental Rights of the European Union that includes protection of personal data, equal pay, protection from discrimination in employment
- Passports are all the same color and design
- Most countries use the same money (currency) called the euro so there is little problem buying things
- Freedom from discrimination based on nationality
- Equality between men and women are protected and so is equal pay.
- Quality of life such as safe food, clean air and water, proper health care, and product safety is protected by various EU laws and regulations.