

Brussels-Lux Study Tour 2022

Post-Secondary Faculty Course Module Planning Template

Melinda Pash	World Civilization II/ US History II/ “An EU for You?”
	Discipline: History (Could easily be adapted for a Geography or Political Science course)
Course/Module Narrative:	<p>American students learn about the Constitutional Convention, the compromises made to create one nation out of many peoples/colonies/states, and even about past and present challenges to unity in the United States. However, such lessons do not always afford students the opportunity to understand/experience the painstaking process of creating and sustaining a successful union or the ways in which such unions can and must change and adapt to remain relevant and effective. Those lessons also rarely draw comparisons between the American model of democracy and union and those of other countries and regions to provide a global view. The European Union, its institutions, and its evolution especially over the last 30 years provide a case study demonstrating another means for a democratic union to be built, modified, maintained, and even expanded. In learning about the history and institutions of the EU, students will gain a foundation from which to compare other models, such as the United States, to the EU as well as greater insight into different ways of achieving similar goals. They can then apply that knowledge and experience the process firsthand through a group project requiring them to hammer out an EU-type union for another region of the world. This will not only provide students with a deeper understanding of the EU and the process of union-building, but also of other regions and countries in the world.</p>
Course Objectives: (These are the objectives for World Civilizations II)	
<ul style="list-style-type: none"> → Compare and contrast the development of the major countries of the modern world. → Assess the impact of war on the modern world, with careful attention paid to World War I and World War II. → Explain the major movements and ideas that have shaped the modern world. → Explain the development and influence of Christianity from the Reformation to modern times. → Analyze the sources used to create a narrative of the past. 	
Module Objectives/Learning Objectives:	
<ul style="list-style-type: none"> → Students will be able to discuss the history and evolution of the EU. → Students will be able to describe and explain the major institutions of the EU as well as how they work. → Students will be able to analyze the viability of an EU-type union for other regions in the world as well as the ways such a union would need to differ from the EU model. → Students will be able to evaluate the needs and national characteristics of their target country and region. → Students will be able to compare the EU model of Union to other models, such as the US. → Students will be able to demonstrate knowledge of how joining the EU impacted individuals in the 27 member countries. 	
Assigned Readings	
<ul style="list-style-type: none"> → On the evolution of the EU excerpts from: “Ventotene Manifesto,” Winston Churchill’s “The Tragedy of Europe,” Robert Schuman’s “The Schuman Declaration,” “Preambles to the Treaties Establishing the European Communities,” Jean Monnet’s “A Ferment of Change,” “Preamble to the Single European Act,” “Preamble to the Treaty on European Union,” Jurgen Habermas and Jacques 	

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Derrida's "February 15, or What Binds Europeans Together," and "Preambles to the Treaty Establishing a Constitution for Europe and Treaty of Lisbon."

- Optional Reading on the structure and institutions of the EU to help flesh out the class lecture: "How the European Union Works: The European Union Explained: Your Guide to the EU Institutions" at Europa.eu/pol/index_en.htm
- Optional reading on the history of the EU: "History of the EU" at www.european-union.europa.eu/principles-countries-history/history-eu_en

Content & Delivery

Course Content

- In class (primarily through lecture format) students will learn about the roots of the EU in the postwar world, the ways in which the scope and purpose of the EU has shifted and transformed since its birth, the basic organization of the EU and its primary institutions, and the guiding principles and laws of the EU.
- Students will apply what they have learned about the European Union to hammer out a new union for another world region (to be assigned by instructor). Each student in the group will be assigned a country in that group to research. (What might this country want from a regional union, what factors might make it difficult/easy for this country to be included in a regional union, what countries might this country like/not like to be included in the union and why). Students will represent their country in group meetings where the delegates (students) try to hammer out a union. The group will produce a final group project (outlined below).

Instruction & Delivery (lecture, discussion, group work, etc.)

- Lectures: 1) Birth and Development of the EU 2) Guiding Principles and Programs of the EU 3) Organization and Institutions of the EU
- Independent Research: 1) A modern world region as assigned 2) A specific country within that region as assigned

Assessment

- The EU material from lectures and readings will be covered on the exam.
- Students will produce a "research sheet" on their assigned country that details the needs and problems of their country as well as answering the questions above about what this country might want/need from union and what make it easy/difficult for them to join a regional union. The research sheet should explain what this country stands to gain/lose from a regional union, what domestic policies or practices make it a good/poor fit for union, any problematic things about this union, and what a regional union will gain/lose by adding this country.
- Students will produce a final group project including: A map of the new union (if one was able to be negotiated) that highlights countries that joined together as well as those that were excluded from the union, a mission statement for the new union explaining its purpose/goals/scope, a list and explanations of the rules/laws for the new union, a list and explanations of the institutions for the new union as well as an explanation of how they will operate, an explanation of whether or not the new union will create a new standard currency for use by union members as well as the reasons (if there will be new currency, students must decide what denominations and what will be on that currency). It is possible that students will not be able to negotiate a new union, that the countries involved cannot join together. In that case, students will produce an after-action report explaining

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why a union can't be created, the problems/issues faced, and whether anything might be done in the future to allow the foundation for union to be built. Each country representative should include a paragraph on their country's view of the negotiations—what went wrong, why didn't they join, etc.

Resources and Materials

→ https://op.europa.eu/webpub/com/eu-and-me/en/HOW_IS_THE_EU_RELEVANT_TO_YOUR_DAILY_LIFE.html

Videos from The Experience Europe Exhibition in Brussels, Belgium: Ø **Bite size videos relating the 6 Political Priorities of the European Commission and real world impact:**

Green deal:

- [#EUandME stories - Ev, activist, founder, Netherlands](#)
- [#EUandME stories - Jill, 28, project officer, Belgium](#)

A Europe fit for the digital age:

- [#EUandMe stories - Max, 30, data security expert, Vienna](#)
- [No Picnic](#)

An economy that works for people:

- [#EUandME stories - Izzy Ailbhe, Izzy Wheels, Ireland](#)
- [#EUandMe stories - Teodor, entrepreneur, Romania](#)

A stronger Europe in the world:

- [Namibian Women Learn How To Become Electricians!](#)
- [EU International Partnerships: for people and the planet](#)

Promoting our European way of life:

- [#EUandME stories - Robi, 29 years old, bar owner, Hungary](#)
- [EU Protects: Patrolling the EU's maritime border](#)

A new push for European democracy:

- [Impact of demographic change in Europe](#)
- [What are your tips for future European citizens' initiative organisers?](#)

Ø Video series "*A Day in the Life of an European Citizen*"

- [EC AV PORTAL – Search results \(europa.eu\)](#)

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