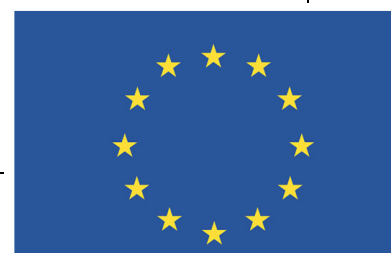


Brussels Study Tour 2019

Post-Secondary Faculty Course Module Planning Template

Name: Chelle Costello	Course Title/Module Title: Humanities 123: Medieval to Modern
	Discipline: Humanities
Course/Module Narrative:	After we have studied WW2, students will learn about the European Union. I want students to get an idea of how the EU formed, how it works, and how art in the EU reflects those values.
Course Objectives:	
<ul style="list-style-type: none"> → 1. Think analytically and critically about individual works of art by describing the basic elements and their effects on the work of art; evaluating the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of the arts; relating the major values and concerns of a historical era to the art forms of the period; and interpreting their themes or expressive content. <i>(viewing/discussing artwork and architecture that reflects the EU values of unity)</i> → 2. Describe the various ways the rational and non-rational modes of expression contribute to principles of human excellence. → 3. Compare eras studied in class. <i>(ww2 to post-war)</i> → 4. Assess the relationship of freedom and responsibility to problem-solving and decision-making by groups and individuals throughout history. <i>(new problem solving to stop wars)</i> → 5. Identify some of the characteristics of the best and the worst (the noble and depraved) of human actions and creations. → 6. Compare and contrast some cultural attitudes and values of specific eras of the past to those of the present in order to demonstrate an awareness of the legacy of various civilizations; identify the perspectives about life that advance or hinder creative energies; and promote respect for different ways of dealing with common issues. → 7. Write and speak clearly and logically, in presentations and essays, about topics studied in humanities courses. → 8. Read, analyze, and apply your findings to new situations, written material related to the study of Humanities. 	
Module Objectives/Learning Objectives:	
<ul style="list-style-type: none"> → Understand how WW2 led to the creation of the European Union → discuss the architecture of the buildings in the European Union (particularly the Europa building) and other symbols of unity that the architect and designer chose to incorporate → Get an overview of the 3 main EU bodies and what they do → Overview of future challenges and opportunities of the EU → Discuss value of “stronger together” versus “independent” ideology 	



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<p>→ View architecture and art in the EU that further reflect these ideas (including satire, which we have studied in earlier iterations)</p> <ul style="list-style-type: none"> ○ Eurovision contest ○ Leave campaign ads ○ EU 2019 election ads ○ Satirical ads for/against the EU 	
Assigned Readings	
<p>→ https://en.wikipedia.org/wiki/European_Union (parts 1-4. I've checked, it's good).</p> <p>→ https://europa.eu/european-union/index_en (I'll ask them to click around and be prepared to answer questions on the Council, Commission, and Parliament.)</p>	
Content & Delivery	
<p>Course Content</p> <p>→ View VR tour, have in-class discussion based on questions embedded in the tour</p> <p>→ As groups, present on which body of the EU does what (one group assigned per body).</p> <p>→ In groups, research art, architecture, and ads that convey themes of unity (or not). Present on each.</p>	<p>Instruction & Delivery (lecture, discussion, group work, etc.)</p> <p>→ Discussion, group work, group presentation, some lecture</p>
Assessment	
<p>→ Students will present on each body of the EU and one artistic interpretation of the EU.</p>	
Resources and Materials	
<p>→ Google Virtual Tour: https://poly.google.com/u/0/view/OdnNuNoRKXE</p> <p>→ https://en.wikipedia.org/wiki/European_Union</p> <p>→ https://europa.eu/european-union/index_en</p>	