

# Brussels Study Tour 2016

## Post-Secondary Faculty Course Module Planning Template

Name: <b>Bianka Stumpf</b>	Course Title/Module Title:  <b>Examining Four Cs of Europe's Migrant Crisis: <u>C</u>auses, <u>C</u>onditions, <u>C</u>ure, and <u>C</u>are</b>  [My institution is Central Carolina Community College and marketed often as the "Quad C," so my students will connect to this title as we emphasize those four components in our module study.]  Discipline: <b>History (World)</b>
<b>Course/Module Narrative:</b>	These lessons will occur in university-transfer history courses. In the World Civilizations II course (1500-present), this module would be taught after study of the French Revolution. Since there are four components of the module (causes, conditions, cures, and care) and multiple resources and activities, one can "pick and choose" elements without committing to the whole. When materials are considered as outside-of-class reading, students and instructor will discuss and analyze in next class meeting as well as any other activities noted in what follows.
<b>Course Objectives:</b>	
<p>→ <b>World Civilizations II Relevant Course Objectives for Module:</b></p> <ul style="list-style-type: none"> <li>▪ detect and analyze key historical figures, locations, ideas, and events in later global history.</li> <li>▪ assess the political, socioeconomic, and cultural developments and their influence on the course and character of later global history.</li> <li>▪ differentiate between the chronological sequence and the causal relation between events.</li> <li>▪ interpret both primary and secondary sources (including documents, cartoons, photographs, film, music, charts, and maps) effectively.</li> <li>▪ appraise the multiple perspectives essential to study of the time periods, civilizations, and their controversies.</li> <li>▪ utilize and analyze effectively various Internet resources on the material.</li> </ul>	
<b>Module Objectives/Learning Objectives:</b>	
<p>→ <b>Causes</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to articulate in a written response the key causes, course, and consequences of an Arab Spring revolution.</li> <li>▪ Students will be able to collaborate to produce a group presentation on an Arab Spring revolution's key causes, course, and consequences as well as compare it to a past revolution and connect it as a root cause of Europe's migrant crisis.</li> </ul> <p>→ <b>Conditions</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to discuss analytical conclusions about the physical, emotional, social, and economic conditions migrants to Europe experience through work in small groups, contributions to whole class discussions, and construction of individual exit tickets/journal responses.</li> </ul> <p>→ <b>Cure</b></p>	

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- Students will be able to explain the European Union in brief to include reason for its formation, membership, structure and governance, responsibilities, finances, and challenges/controversies with the migrant crisis primary in focus.
  - Students will be able to articulate what the European Union has done (and failed to do) about the migrant crisis as well as probable cures and their consequences.
  - Students will be able to articulate what the United States has done (and failed to do) about the migrant crisis as well as probable cures and their consequences.
- **Care (Optional)**
- Students will participate in a service learning project that addresses the migrant crisis in Europe or some extension of material learned (example: aid to the local Hispanic Task Force that works with migrants from the Americas in the community students call home).

#### Assigned Readings

- ✓ **For Causes**, students are to read the background materials presented on the CNN and BBC websites (<http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath/index.html> and <http://www.bbc.com/news/world-12482291>) as well as the Backgrounders article “Europe’s Migration Crisis” from the Council on Foreign Relations (<http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874>) and the recap posting on “Migrant crisis: Migration to Europe explained in seven charts” (<http://www.bbc.com/news/world-europe-34131911>).
- **For Conditions**, work is completed in class without outside readings required.
- **For Cure**, students are to complete the quiz on the European Union outside of class from the *Washington Post’s* online quiz “What do you actually know about the EU?” (<https://www.washingtonpost.com/news/worldviews/wp/2016/06/07/quiz-what-do-you-actually-know-about-the-e-u/>) and come prepared to look at these questions and their scores in class. Students should also read the background material on the European Union from the Congressional Research Service entitled “The European Union: Questions and Answers” (<https://www.fas.org/sgp/crs/row/RS21372.pdf>) and the more concise BBC primer called “What is the EU and how does it work?” (<http://www.bbc.co.uk/guides/zgjtwtc>).
- **For Care**, review the service learning website and forms (<http://www.cccc.edu/student-services/pals/> and <http://www.cccc.edu/student-services/pals/student-info/>) and the *Time* piece entitled “Here’s how you can help migrants in Europe” to direct thinking about what kind of service learning project might be initiated (<http://time.com/4021524/migrant-crisis-help-charity-donations/>).

#### Content & Delivery

Course Content	Instruction & Delivery (lecture, discussion, group work, etc.) <ul style="list-style-type: none"> <li>→ out-of-class reading and research</li> <li>→ teacher-led lecture and whole class discussion</li> </ul>
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	<ul style="list-style-type: none"><li>→ group work in formal (Arab Spring presentations) and less formal settings (migrant color images table work)</li><li>→ written responses (on Arab Spring, the European Union, and the migrant crisis) out of class, in class, and in essay questions on midterm examination</li><li>→ service learning project (optional)</li></ul>
<b>Assessment</b>	
<ul style="list-style-type: none"><li>→ <b>For Causes</b>, students will produce individually-written responses identifying the major elements of their group's assigned Arab Spring revolution.</li><li>→ <b>For Causes</b>, students will contribute to the creation of a formal group presentation and discussion as assigned.</li><li>→ <b>For Conditions</b>, students will produce a group-constructed response analyzing unannotated photos of European migrants and what they bring for travel that will be in discussed in small groups and in the whole class setting.</li><li>→ <b>For Conditions</b>, students will compose individual exit ticket/journal response about their reactions to the resources on the conditions of migrants to Europe with this prompt: "Considering the conditions you examined for migrants to Europe, what are your most compelling conclusions and questions?"</li><li>→ <b>For Cure</b>, students will construct specific and relevant written responses to multiple short answer and essay questions on their midterm examination about the European Union itself as well as the European Union's and the United States' responses to the migrant crisis.</li><li>→ <b>For Care</b>, students who participated in the service learning project extension would be responsible for completing the approval, log, and evaluation forms at <a href="http://www.cccc.edu/student-services/pals/student-info/">http://www.cccc.edu/student-services/pals/student-info/</a>.</li></ul>	
<b>Resources and Materials</b>	
<ul style="list-style-type: none"><li>→ <b>For Causes, the following resources and materials:</b><ol style="list-style-type: none"><li>1. Video overview summary to engage/introduce how Arab Spring and Europe's migrant crisis are connected entitled "How the Arab Spring Changed Europe Forever" (2015) (4:10 length): <a href="https://www.youtube.com/watch?v=lGGDfmhKoyk">https://www.youtube.com/watch?v=lGGDfmhKoyk</a></li><li>2. Overview summary on the Arab Spring as one of the root causes of Europe's migrant crisis from brief CNN accounts of the revolutions in Tunisia, Egypt, Libya, Syria, and Yemen: <a href="http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath/index.html">http://www.cnn.com/2015/03/27/middleeast/arab-spring-aftermath/index.html</a></li></ol></li></ul>	

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Also, overview summary on the Arab Spring by country produced by the BBC:

<http://www.bbc.com/news/world-12482291>

3. Overview summary of how Europe is impacted by the migrants/refugees from the Arab Spring in Backgrounders article “Europe’s Migration Crisis” from the Council on Foreign Relations:

<http://www.cfr.org/refugees-and-the-displaced/europes-migration-crisis/p32874>

Also, BBC recap posting on “Migrant crisis: Migration to Europe explained in seven charts:”

<http://www.bbc.com/news/world-europe-34131911>

4. Handout for group research and presentation on the Arab Spring revolutions for world history students (French Revolution touchstone) [This could be adapted for use in an American history course after studying the American Revolution.] **Appendix 1.**

5. After student groups present, their Power Point/Prezi materials and the political cartoons shared are resources.

#### ✓ **For Conditions, the following resources and materials:**

1. Color copies of one of the thirteen image sets from *Time* magazine’s feature entitled “See the Objects Refugees Carry on Their Journey to Europe.”

<http://time.com/4062180/james-mollison-the-things-they-carried/>

These are color image sets only *without* any other identifying information. Students work at their tables analyzing the images as directed in handout before discussing whole class afterward and reviewing the identifying information from *Time*. **Appendix 2.**

2. Instructor leads students in examining these online resources and discussing student reactions, conclusions, and questions:

<http://www.lucify.com/the-flow-towards-europe/> (map of arrival locations and scope)

<https://www.hrw.org/tag/europes-migration-crisis> (web video entitled “Desperate Journey: Europe’s Migrant Crisis” produced from Human Rights Watch) (6:58 length)

3. Index cards or handouts with the prompt for students to answer and turn in before class dismissal (exit ticket or end-class journal response): “Considering the conditions you examined for migrants to Europe, what are your most compelling conclusions and questions?” These will be shared and discussed at next class meeting.

#### → **For Cure, the following resources and materials:**

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1. Preliminary quiz from *Washington Post* to gauge prior knowledge of the European Union for a benchmark and whole class discussion:

<https://www.washingtonpost.com/news/worldviews/wp/2016/06/07/quiz-what-do-you-actually-know-about-the-e-u/>

2. Overview summary of European Union from the Congressional Research Service entitled “The European Union: Questions and Answers:”

<https://www.fas.org/sgp/crs/row/RS21372.pdf>

Also, more concise BBC primer called “What is the EU and how does it work?:”

<http://www.bbc.co.uk/guides/zgjwtyc>

These in-class activities in items 1 and 2 above are coupled with assigning out-of-class viewing of the University of Pittsburgh’s recorded presentation entitled “Rescue & Prevent: Responses to Europe’s Migration Crisis” (1:21:50) for in-class discussion to follow:

<https://www.youtube.com/watch?v=tB8f1WoYMTU>

3. Next conduct direct instruction-style lecture on the European Union’s structure and function. The lecture is guided by a Power Point presentation that is a revised version of one presented by the EU Parliament to the EU Study Tour from the University of Pittsburgh in June 2016. Accompanying the lecture should be engaging questions from students such as comparing and contrasting the EU with more familiar bodies such as the United States Congress or the United Nations. **Appendix 3**

4. Instructor leads students in examining these online resources and discussing student reactions, conclusions, and questions about the cure for the migrant crisis:

[http://ec.europa.eu/priorities/migration\\_en](http://ec.europa.eu/priorities/migration_en) (European Union’s priorities for the migrant crisis cure and video statement from Commission President Juncker from official website)

<http://time.com/4390686/syrian-refugees-united-states-resettlement/?xid=newsletter-brief> (commentary and data on U.S. contribution to the crisis including refugees resettled by state)

6. Questions on the midterm examination to assess student learning on the European Union and reactions to the migrant crisis such as (but not limited to)

What are the three components/branches of the European Union? Describe each branch’s major function/responsibilities and how it serves as a collaborator with and a counter to the other branches.

How could the European Union’s initial reaction to the migrant crisis best be characterized?

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Has this position changed, and if so, how? Use specific and relevant examples to support your answer.

→ **For Care, the following resources and materials:**

1. Central Carolina Community College's PALS (Promoting Active Learning and Service) website that has guidelines, forms, and a college coordinator/contact for service learning assistance:

<http://www.cccc.edu/student-services/pals/> and  
<http://www.cccc.edu/student-services/pals/student-info/>

2. *Time* piece entitled "Here's how you can help migrants in Europe" to direct thinking about what kind of service learning project would address the crisis studied:

<http://time.com/4021524/migrant-crisis-help-charity-donations/>

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### Appendix 1

#### Arab Spring: Case Studies in Modern Day Revolution for World Civilizations Courses

As we examine revolution both from the French Revolution to the current Arab Spring in the Middle East, we're focused on the

WHO

WHAT (HOW)

WHEN

WHERE

WHY

SO WHAT

Here is your task.

1. You are assigned to a group by the Middle Eastern country you selected (Egypt, Libya, Syria, Tunisia, or Yemen), so meet with your peers to discuss a division of labor. You are preparing for your group to be able to share the answers to the questions above with the whole class during the assigned class meeting with a Power Point or Prezi.
2. You will be responsible not just for the presentation as described above but also for answering these questions above in hard copy. One answer set for each student individually will be stapled as a group packet for submission during the assigned class meeting.
3. Then thinking of the famed French Revolution political cartoon of the three estates (<http://iss.schoolwires.com/cms/lib4/NC01000579/Centricity/Domain/2863/AP%20-%20French%20Revolution%20Political%20Cartoon.jpg>), your group must find a political cartoon about your assigned country's revolution (causes, course, and/or consequence). During your group's report to the class, the political cartoon will be displayed for you to walk us through its analysis, asking probing questions of us.
4. Conclude your report to the class with the following discussion:
  - a. your appraisal of how the Arab Spring revolution you examined is and is not like the French Revolution we have used as our revolutionary touchstone.
  - b. your appraisal of how the Arab Spring revolution you examined is contributing to the migrant crisis the European Union and its citizens are challenged to address.

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### Appendix 2

#### In-Class Collaboration of Photograph of Era

Your table should examine the image affixed there. Then answer the questions that follow about that photograph.

##### *I. Identifying & Detailing the Source*

1. Who?
2. What?
3. When?
4. Where?
5. Why?
6. How?

##### *II. Making Historical Predictions*

1. What will happen an hour after this image is taken? Why do you come to this conclusion?
2. What will happen to the photograph's subject a month and then a year later? Explain the reasoning behind these conclusions.

##### *III. Analyzing for Memory and Meaning*

1. For the image, write an appropriate caption as if it was to be published in a magazine or journal.

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### Appendix 3

#### Power Point Presentation entitled “European Union: A Primer”

### THE EUROPEAN UNION: A PRIMER

Source Note: This is a modified version of the Power Point presentation from the EU Parliament presenter in June 2010 in Brussels. Some of the slides originally presented to the EU Study Tour from the University of Pittsburgh have been deleted or revised to better fit the objectives of this course module.



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### EU HISTORY AND OBJECTIVES



Peace  
Stability  
Sustainability  
Freedom and security  
Solidarity

Article 3, Treaty of Lisbon

2014 VISITS AND SEMINARS UNIT

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### THE EUROPEAN UNION



Member states 28  
Candidates 5

2014 VISITS AND SEMINARS UNIT

3

### ENLARGEMENT: FROM 6 TO 28 MEMBERS



1952  
1973  
1981  
1986  
1995  
2004  
2007  
2013

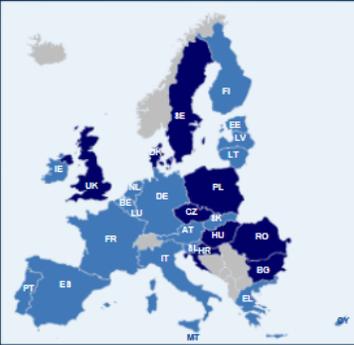
2014 VISITS AND SEMINARS UNIT

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### THE EURO 2016



**EU member states**

- With the Euro 19
- Without the Euro 9  
With an opt-out: UK and Denmark

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### EUROPEAN INSTITUTIONS AND POWERS



**LEGISLATIVE**

- Council of the European Union
- European Parliament

**STRATEGIC**

- European Council

**EXECUTIVE**

- European Commission
- COUNCIL OF THE EUROPEAN UNION

**JUDICIAL**

- COURT OF JUSTICE OF THE EUROPEAN UNION (CJEU)
- EUROPEAN CENTRAL BANK
- EUROSYSTEM
- EURO STABILITY

**AUDIT**

- COURT OF AUDITORS

2016 VISITS AND ADMINISTRATION UNIT

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### EU COMMITTEES – ADVISORY BODIES



**European Economic and Social Committee**

**350 Members**

Representing workers' and employers' organisations and other interest groups



**Committee of the Regions**

**350 Members**

Representing Europe's regional and local authorities

2016 VISITS AND ADMINISTRATION UNIT

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### KEY INSTITUTIONS






**751 Members representing the EUROPEAN CITIZENS**

**28 Commissioners representing the EU INTEREST**

**28 Heads of states and 28 Ministers representing the MEMBER STATES**

2016 VISITS AND ADMINISTRATION UNIT

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### KEY PLAYERS

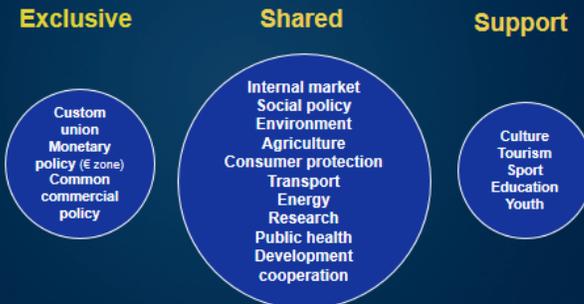


**President of European Parliament**    **President of European Commission**    **President of European Council**

2016 VISITS AND ADMINISTRATION UNIT

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### EU COMPETENCES



**Exclusive**

- Custom union
- Monetary policy (E zone)
- Common commercial policy

**Shared**

- Internal market
- Social policy
- Environment
- Agriculture
- Consumer protection
- Transport
- Energy
- Research
- Public health
- Development cooperation

**Support**

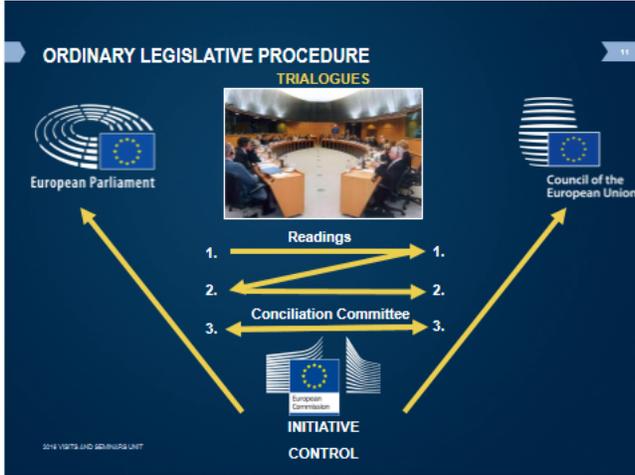
- Culture
- Tourism
- Sport
- Education
- Youth

2016 VISITS AND ADMINISTRATION UNIT

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# Brussels Study Tour 2016

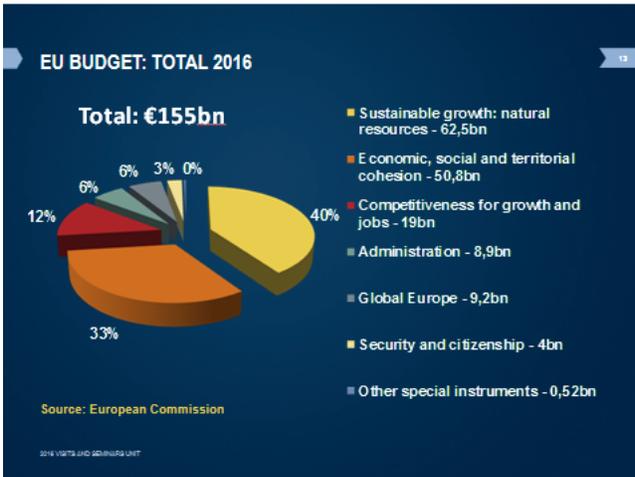
## Post-Secondary Faculty Course Module Planning Template



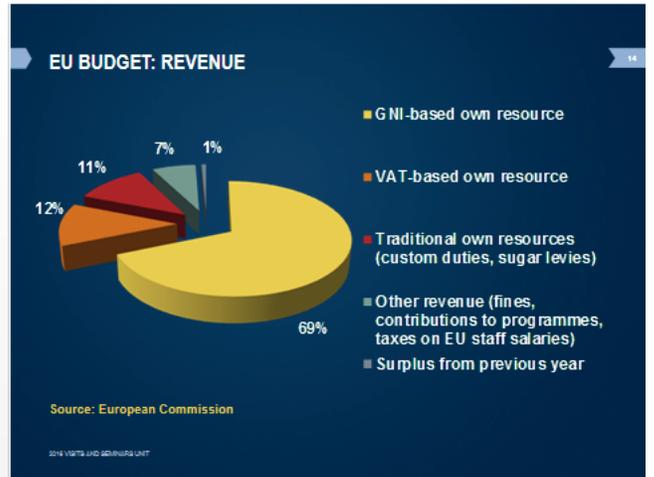
11



12



13



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### SEAT DISTRIBUTION IN EU PARLIAMENT

**751**

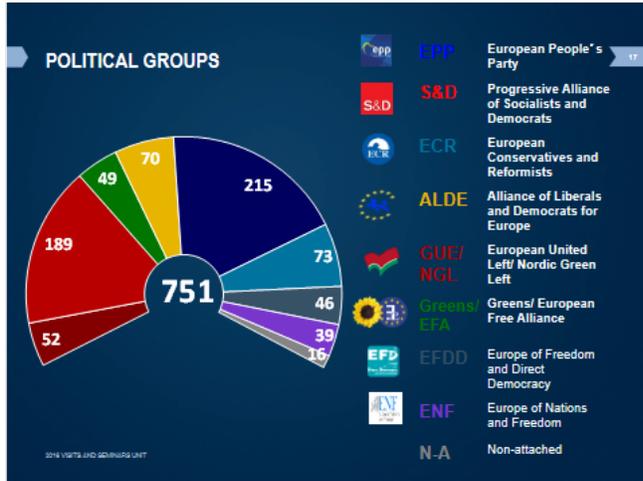
Germany	96	Austria	18
France	74	Bulgaria	17
United Kingdom	73	Denmark	13
Italy	73	Finland	13
Spain	54	Slovakia	13
Poland	51	Croatia	11
Romania	32	Ireland	11
The Netherlands	26	Lithuania	11
Belgium	21	Latvia	8
Czech Republic	21	Slovenia	8
Greece	21	Estonia	6
Hungary	21	Cyprus	6
Portugal	21	Luxemburg	6
Sweden	20	Malta	6

2016 VISITS AND SEMINARS UNIT

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### PARLIAMENTARY COMMITTEES

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Committee	MEPs
AFET Foreign Affairs 2 sub-committees: Human Rights + Security and Defence	71
DEVE Development	28
INTA International Trade	41
BUDG Budgets	41
CONT Budgetary Control	30
ECON Economic and Monetary Affairs	61
EMPL Employment and Social Affairs	55
ENVI Environment, Public Health and Food Safety	69
ITRE Industry, Research and Energy	67
IMCO Internal Market and Consumer Protection	40
TRAN Transport and Tourism	49
REGI Regional Development	43
AGRI Agriculture and Rural Development	45
PECH Fisheries	25
CULT Culture and Education	31
JURI Legal Affairs	25
LIBE Civil Liberties, Justice and Home Affairs	60
AFCO Constitutional Affairs	25
FEMM Women's Rights and Gender Equality	35
PETI Petitions	35

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### EP CALENDAR 2016

- Plenary meetings
- Committee meetings
- Political group meetings
- External activity

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### LANGUAGES EU USES

bg	български	fr	français	nl	nederlands
es	español	ga	gaeilge	pl	polski
cs	čeština	hr	hrvatski	pt	português
da	dansk	it	italiano	ro	română
de	deutsch	lv	latviešu	sk	slovenčina
et	eesti keel	lt	lietuvių kalba	sl	slovenščina
el	ελληνικά	hu	magyar	fi	suomi
en	english	mt	malti	sv	svenska

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