

Week 1 – Introduction

1. Introduce myself
2. Student introduce themselves: name, major, year, have you been to Europe? Where?
3. **Activate students' prior knowledge about Europe.**
 - a. *What do you already know about Europe from other classes, maps, books, television, or movies?*
4. Have students generate ideas about Europe.
 - a. Write the following phrases on the board:
 - i. What I Know,
 - ii. What I Think, and
 - iii. What I Wonder About.
 - b. Divide students into pairs. Ask students to work with their partners to write down five ideas that they have about Europe. Encourage them to use the phrases on the board to help them generate ideas.
 - c. Make sure they understand that their ideas can be about the people who live in Europe, the cultures, languages, land, climate, or any other ideas they have about the continent.
 - d. Gather the lists together by having students write their ideas on the board in the front of the room.
5. **Mapping Europe**
 - a. the border between Europe and Asia
 - b. Oceans
 - c. Country names
 - d. Capitals: name and location
 - e. Borders of the European Union
6. **Go over syllabus**
 - a. Explain grading system
 - b. Questions?

Week 3 Lesson Plan

1. Announce Country Report Assignments

- Abdul – UK
- Abdul AL – Greece
- Gabby – Poland
- Claudia – Spain
- Mercy – France
- Mikaya – Italy
- Paige – Denmark
- Adair - Germany

2. Lottery for presentation dates

3. How is the US different from Europe?

Divide students into groups 3 groups and assign each group two differences between the US and America

- | | |
|----------------------|--------------|
| 1. Socialist parties | Unionization |
| 2. Welfare State | Paternalism |
| 3. Class | Spirituality |

Students need to report back with answers for:

1. How is Europe different from the US?
2. Give examples

4. Why is the US different from Europe?

- What role does immigration play?
 - Divide along ethnicity not class line (no socialist parties because class identity necessary)
 - Tension between ethnic diversity and willingness to extend helping hand
- What role does religion play?
 - Sects not churches: Catholic Church and its social teaching emphasizes community and active support for poor: poverty reduction, equality and social justice
 - Sects emphasize individual responsibility of salvation; ability to directly communicate with God
 - Protestant Work Ethic: what can individual do to help themselves? Wealth and success as a sign that one is a good Christian

- What is the role of workers?
 - Make more money than European workers > less disgruntled (less incentive to unionize and revolt)
 - Can move West > no need to revolt or unionize
5. Handout 1: Economic System Survey
- Students will fill out handout
 - Why did you make those decision?
6. Socialism Game: Hershey kisses
- Give Hershey's Kisses to all students. Give some of the students more, to simulate how capitalism can sometimes provide some people with advantages before they are even born.
 - Students Rock, Paper, Scissors against each other.
 - Each time you won, you took a piece of candy from the loser.
 - Play as long as some have tons of candy, others have few, some have none
 - Discussion: how is the game similar to the free market?
 - I will distribute candy to level out gaps > socialism
 - I will take all the money and give a couple back > communism
7. Understanding different economic systems:
- Discuss the different types
 - Handout 2: Three types of economies
 - Have them fill out

1. How did parties emerge?

- a. National revolution =
 - i. church vs state > conservative, Christian democratic parties
 - ii. Center vs. periphery (subject cultures, e.g. linguistic, ethnic, religious) > regional parties
- b. Industrial revolution =
 - i. owners vs. workers > socialist, social democratic
- c. 1980s: productive (labor and owner) vs. protective (greens/postmaterial) > Greens
- d. Other cleavages: rural vs. urban; religious vs. secular;

2. What is the role of parties?

- a. Aggregation = of interest into a political platform
- b. Recruitment = political leaders
- c. Formulation = of public policies
- d. Flow of power = intermediary between people and the state

Q: How do the US parties perform this function and to what extent?

- Aggregation = big tent parties, many different interests under one party
- Recruitment = de-centralized parties and individual candidate nomination
- Formulation = little party discipline, individuals propose bills
- Power flow = two flows: people to president and people to Congress

3. Party Families

- a. Left – right axes = state-controlled economy vs. free market economy
- b. Top – bottom = individualistic (postmaterial) vs. authoritarian (materialist)

Q: Draw axes on the board, have student locate each party family on the axis

Lesson Plan – Political Parties

Q: Where is the Republican party located?

Q: Where is the Democratic party located?

Q: Exercise – American parties are big tent parties – which factions in each party comes closest to which party family?

Democratic Party:

- New Democrats – Bill Clinton, Welfare to Work
- Dixie Democrats – Southern Democrats
- Liberal Democrats – New Deal, Hillary Clinton
- Progressive Democrats – Elizabeth Warren
- Socialist Democrats – Bernie Sanders, Occupy Wallstreet

Republican Party

- Conservatives – oppose unions, high taxes, big gov't, family values (Christian Right), neo conservatives (interventionalist FP, pro-Iraq, Bush W)
- Rockefeller Republicans – moderate on fiscal issues, moderate/progressive on social issues (RiNos)
- Libertarian – hardly any gov't, no social programs, mixed on social values (Rand Paul)
- Tea party – mix of libertarians (small gov't, low taxes, no deficit, no social program)
- Donald Trump

4. New Radical Right Exercise

- a. Hand out campaign photos
- b. Have them answer the following questions based on photos:
 - i. Role of anti-EU sentiments
 - ii. Role of ethno-nationalism: anti-immigrant, xenophob, cultural homogeneity
 - iii. Signs of nationalism (what makes a nation)
 - iv. Law and order identity
 - v. Economic vs cultural grievances

Political Systems – Executive Formation

Fill the relevant information in the tables with your group.

	Presidential System	Parliamentary System
Who is the head of government?		
Who is the head of state?		

Political Systems – Government Formation

	Presidential System	Parliamentary System
Who do people vote for?		
How is the head of government elected?		
How can the government be recalled?		

Political Systems – Government Formation

How is the cabinet formed?		
What type of cabinets exists?		

Political Systems – Law Making Process

	Presidential System	Parliamentary System
Who proposes laws?		
How much are laws amended by parliament?		

Political Systems – Government Formation

Discussion Questions:

1. What contributes to cabinet instability?
2. What is the better political system and why?
 - a. (dis)advantages of presidential system
 - b. (dis)advantages of parliamentary system
3. What roles do parties play in parliamentary systems? Is this different from presidential systems?

Lesson - Courts

Overview of Court/Legal System in Europe

1. What is the difference between code law and common law?
 - a. Code law – codified law from which judges cannot stray much; no judicial review
 - b. Case law – reinterpretation of precedence, judge with great leeway, judicial review common
2. Who can decide whether a law is constitutional in Europe?
 - a. Constitutional Court (Germany)
 - b. Parliament (UK)
 - c. The people via referendum (Switzerland)
3. How is the decision delivered?
 - a. Per curiam system: court announces decision; no dissenting opinions by judges
 - b. Consensus based decisions

Group Work: Why are European Courts less politically polarized than in the US?

- Let's break down the question! What are potential variables that can explain polarization of judges?
 - Becoming a judge
 - Appointment of judges: how are they nominated? Based on what criteria? Who appoints them?
 - Decision making of the Court
 - Subject/Responsibility of the Court
 - Read article
1. How do you become a judge?
 - a. Civil service model
 - b. Early career recruitment, entry exams
 - c. Apply to be a judge to Justice ministry or judicial commissions > picked based on qualification
 - d. NO ELECTIONS
 2. Appointment of Constitutional Court Judges
 - a. Supermajority required for confirmation > all parties must agree
 - b. Merit based appointment rather than political considerations
 - c. Selection often made by judicial council
 3. Centrist Courts – political polarization rare
 - a. Consensus-based decisions
 - b. Ideological balance of judges
 - c. Only decide on constitutional questions brought by lower court or other gov't branches rather than individuals
 - d. No oral arguments
 - e. Deliberation in private

Lesson - Courts

European Court of Justice

1. National constitutional courts are not the highest court in European countries who belong to the EU
2. ECJ is highest court in European Union
3. Supremacy clause: EU law takes precedence over national law, only exception are moral, religious, or cultural reasons

Watch video: How the Court Works – the Basics <https://www.youtube.com/watch?v=bljylj7RH1Q>

Court set up:

1. Luxembourg
2. 27 judges
3. Swear to judge cases independently from national interest

Discussion: Right to be Forgotten

Watch video: Do You Have the Right to Be Forgotten? PBS Digital Studios:
<https://www.youtube.com/watch?v=CD37vwUD8Us>

- What is the right to be forgotten?
- Who brought the case to the EJC [Spanish man] on what basis [privacy law]?
- Do you think there is a right to be forgotten?

Watch video: Google street view and European data concerns:
<https://www.youtube.com/watch?v=AAhqCV42p6w>

Lesson Plan – Social Movement

What is a social movement?

1. Who: Organization of individuals
2. Target: Against elites, authorities
3. How: Solidarity
4. What: Sustained interactions: demonstrations, hunger strike, occupation, petitions etc.
5. What: Collective challenge of the status-quo
6. When: limited periods of time
7. Where: Outside formal political system

Examples of social movements in Europe

1. Environmental movement
2. Peace movement
3. Anti-nuclear movement
4. Women's movement
5. LGBTQ movement
6. Anti-immigration movement

Application: Environmental Movement

Watch: The fight for Europe's last primeval forest
<https://www.youtube.com/watch?v=qFfYRHKrjsU>

1. What is the environmental issue?
2. How are activists protesting?

Watch: Green Movement – from movement to parties:
<https://www.youtube.com/watch?v=eaIS4DQBmog>

1. Key issues: environment, women's rights, peace and disarmament, 3rd world solidarity
2. Where did they get their start: environmental protests and activism
3. Issues: nuclear waste, climate change, human rights,

Discussion:

- What is the overlap between EU's environmental protections?
- What is the difference between a green party and a green movement?
- What are some images that were used that go back to their social movement roots?

Lesson Plan – Social Movement

Group Work: use iPads

1. In your countries, which groups are active in the environmental movement?
2. In your countries, what are the most recent example for environmental protests?
 - a. When?
 - b. Where?
 - c. Against what?
 - d. Success?

Watch: Protecting Environment in Europe for 50 years

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

What is being done to protect the environment?

1. Air pollution: cleaning of toxoids
2. Water pollution
3. Waste Management: recycling, reuse, packaging
4. Chemical Safety
5. Nature protection
6. Wildlife protection
7. Climate change: greenhouse gas, emissions
8. Energy savings

How is it linked to the green movement and the movements you discovered in your country?

Immigration & Europe

Watch: The European Refugee Crisis and Syria Explained

<https://www.youtube.com/watch?v=RvOnXh3NN9w>

What prompted the refugee crisis in Europe?

- Arab Spring > Syria > Civil War
- Rise of ISIL
- Displacement and refugees to neighboring countries
- Refugee camps are overwhelmed

Dublin regulation: apply for refugee status/asylum in first country you arrive

- Extra pressure on border states

Reactions:

- Closing of borders
 - Stop rescue missions on the sea
- Fear: Islam, birthrate, crime, social system

Watch: Could migration issue make or break the EU? | Inside Story

<https://www.youtube.com/watch?v=Gu-gi36DPnA>

What needs to happen in order to address the refugee crisis in Europe?

When answering the question, make sure to include these issues:

- Welfare state
- distributional conflicts (exploit welfare system; overburden welfare system; take away jobs)
- ethnic homogeneity (more likely to pay for somebody like you)
- Xenophobia
- Nativism
- Immigrant country
- Cultural identity of Europe: Enlightenment (theocracy, anti-liberty); Equality (gender); rule of law (Sharia); democracy, free and fair elections, freedom of speech; freedom of religion
- Willkommenskultur

Lesson Plan – Political Culture

1. What is political culture?
 - a. Attitudes, beliefs, feelings about the state and your fellow citizens which determines what policies a government can push forward.
2. Name the five axes along which political cultures differentiate each other
 - a. Left right
 - b. Religion
 - c. Role of state
 - d. Individualism
 - e. American dream > social mobility
3. Create a public opinion poll to measure political culture of a country: European vs. American
 - a. What are you trying to measure?
 - b. What are potential indicators?
 - c. What are questions to measure each indicator? Print World Value Survey for them to pick questions
 - d. How do you determine the political culture of an individual? What answers do you expect if the individual is from Europe vs. America?
4. Have other group take the survey and give feedback of usefulness
 - a. How would you rate the usefulness of the survey?
 - b. Which questions would you change and why?
 - c. Why did you choose this question?
5. Extra-credit: Take your survey and find 4 people to take the survey, two need to be a non-American. Describe what difference (if any) you see between the survey results and whether the survey answers correlate with your expectations.

Political Culture Handout

1. Name the five axes along which political cultures differentiate each other

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Create a public opinion poll to measure political culture attitudes of an individual (European vs. American political culture)

a. What are you trying to measure?

b. What are potential indicators?

Political Culture Handout

3. Have other group take the survey and give feedback of usefulness

a. How would you rate the usefulness of the survey and why?

b. Which questions would you change and why?

Extra-credit

1. Find 4 people and have them take your survey, **two of the survey respondents cannot be Americans.**
2. Evaluate the results: where do they fall on an **overall** scale between European political culture and American political culture?

Lesson Plan – Nationalism and Ethnicity

1. What does it mean to be an American?

2. Do you have any other local, regional, or ethnic identities? If so, which one? How are they different from your American identity?

3. If you have multiple identities, which one is more dominant? The American one or your other one? Why?

Presentation Guidelines and Grading Rubric

CONTENT OF THE PRESENTATION (50 points; simple pass/fail with each pass = 5 points)

Title Slide	
<p>Introduction of your country:</p> <ol style="list-style-type: none"> 1. Location 2. Flag 3. Geographical size (compare to US) 4. Population size (compare to US) 5. GDP (compare to US) 6. Language spoken 7. National dish 8. National holiday 9. National animal 10. National flower 	
Play the national anthem	
A fun fact about your country that you learned during your research	
<p>Political System</p> <ol style="list-style-type: none"> 1. What is the political system of your country? 2. How does it compare to the US? 	
<p>Political Parties:</p> <ol style="list-style-type: none"> 1. What are the main parties in your countries? 2. What does each party stand for? 3. Which party is the closest to the Democrats and the GOP in the USA respectively and why? 	
What is the electoral system?	
<p>Elections:</p> <ol style="list-style-type: none"> 1. When was the last national election? 2. What was the outcome of the national election? 3. When is the next national election? 	
<p>Court System:</p> <ol style="list-style-type: none"> 1. What is the Court system? 2. What is the highest court? 3. What is an interesting case that the Supreme Court of your country has decided in the past 10 years? 	
What is the biggest difference between your country and the USA in your opinion?	

PRESENTATION – OVERALL (1.5 points for max. 30 points)

1. Introduction	1	2	3	4	5
▪ Got our attention					
▪ Gave a preview of presentation					
2. Organization	1	2	3	4	5
▪ Project well organized?					
▪ Easy to follow?					
3. Creativity	1	2	3	4	5
▪ Did it get the audience involved in “learning” the material?					
▪ Use of visual and other material?					
4. Conclusion	1	2	3	4	5
▪ Ended with a summary					
▪ Had finality to cap off presentation					

PRESENTATION DELIVERY (20 max)

1. Presentation style	1	2	3	4	5
▪ Was it delivered extemporaneously? (knew their material, used minor notes, and did not read it to us!)					
▪ Language used was appropriate and clear?					
2. Delivery	1	2	3	4	5
▪ Eye contact					
▪ Volume, vocal variety					
▪ Nonverbal body language (fidgeting, gestures)					
▪ Verbal fillers (ah, um)					
▪ Did the speakers show sincerity or enthusiasm when they spoke?					
▪ Presenter wore professional attire					
3. Presentation Slides	1	2	3	4	5
▪ Usefulness: helped to explain/clarify					
▪ Spelling and Grammar					
▪ Appearance: large enough, professional					
4. Preparation	1	2	3	4	5
▪ Preparation apparent					
▪ Practice apparent					

GRADE OR ASSIGNED POINTS _____

COMMENTS: