

**SIMPSON COLLEGE**  
**2009 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL**

Date: January 15, 2008

**Completed forms should be submitted to the Office of International Education no later than January 15, 2008 for international travel courses and no later February 15, 2008 for domestic travel courses.**

**Name of proposer(s):**

Patricia Calkins  
Jim Palmieri

**Department(s):**

World Language and Culture Studies  
Business Administration and Economics

**Please check one of the following:**

**INTERNATIONAL Off-Campus Travel Course**

**DOMESTIC Off-Campus Travel Course**

**I. Course Information**

A. Course number, if course has been offered previously:

B. Course title:

*(Note: The name of the place of study should appear in the title)*

Expanding the European Union: Germany and Poland

C. Transcript Course Title (max. 21 characters):

The EU: Germany and Poland

D. Course level (100/200/300): What is the rationale for offering the course at this level?

200 level: the course is a combined capstone to the Schorndorf Program and a study of the expansion of the European Union by students who will join the Schorndorf group in Europe in May. The students must have knowledge of the complex history of Europe before they can understand the EU's expansion. More advanced students are likely to bring this background knowledge to the class.

E. Minimum enrollment:

*(For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.)*

If proposed minimum is less than the requirement, provide a rationale for receiving variance.

Since the class will be the capstone for Schorndorf, the minimum enrollment would be the number of students who will enroll in the Schorndorf Semester for 2009. In this case, only Patricia Calkins would accompany the students.

F. Maximum enrollment:

Twice the Schorndorf enrollment, up to a top number of 24. If Schorndorf has its normal 12 or so, we would then add the same number coming from Simpson in May.

**II. Course Description**

A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

Students will understand economic and social policy aspects of the European Union and how they play out in a border region (Germany/Poland).

Students will gain some insight into the issues of national states voluntarily giving up certain previously jealously guarded privileges (budget, foreign policy, economic policy, defense) in order to work together in an international community.

Students will become familiar with the continuing legacies of World War II and the Cold War on the integration of a wider Europe.

Students will have some insight into the lives of migrants from a poorer country (Poland) to an economically more powerful country (Germany).

Students will also learn about relevant immigration issues across Europe generally and about the UN's role in the international dialog about migration issues.

B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

As a capstone to the Schorndorf Semester, this course gives students a greater understanding of Germany's role in transforming Europe. In a sense, it is an example of a real-world application of German that students can't see in the classroom. Since many of the students are double majors in International Management and International Relations, it also provides them with a more detailed look at the issues that influence doing business with the European Union and with the relationships of the EU and the United Nations.

As a course in Business Administration: Group meetings with industry leaders, government officials and union representatives will provide students with an excellent working knowledge of important business and labor relationships in Germany and Poland. These interactions expand student understanding in important business areas such as International Marketing, Labor Relations and Management.

As a larger goal, the course would serve to solidify the collaboration with Krosno University and with the Viadrina University, where Patricia Calkins is trying to set up a possibility for advanced students of German and International Management to complete a semester of study abroad.

C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

Berlin:

2 days of visits to sites dealing with the country's troubled Nazi and Communist pasts: these visits will give the students the background they will need to understand how the troubled relationship of Germany and Poland in the past still has an effect on the present

2 days meeting with experts on German involvement in the European Union (politicians from Germany's ruling coalition), the representative of a trade union, an expert on the problem on the resurgence of Neo-nazism in Germany and its impact on German politics. These visits will help the students understand Germany's view of the European Union, as well as some of the issues affecting greater integration

1 day spent meeting with the head of a Polish migrant group in Berlin and, if possible, with some migrants themselves to talk about their lives away from home and why they chose to leave their country to work in Germany. A visit to that part of Berlin in which a large number of Polish migrants live will also be included.

Frankfurt on the Oder:

Two days total, one day at the Viadrina University and in the city of Frankfurt, and one day in Slubice. Our discussions with students, university people and city representatives will help us to see what day to day efforts at integration entail.

Krosno/ Krakow:

5 days: One day will be spent visiting Auschwitz and other sites dealing with that past that are suggested by our hosts. This day will provide us with an interesting counterpoint to the way in which Germans view the legacies of the past. The Polish view of German is still strongly colored by the horrible events of World War II, and the interaction of Germany and Poland is strained to this day by those events. One day will be spent talking to the students of Krosno, learning about their lives, their views of the EU, and their views of the US. A third day will be spent investigating the business of Krosno, especially the oil and crystal industries, but also, hopefully, with a tour of the B. F. Goodrich plant there and a discussion with the managers of that company. The activities in Krakow will be determined to a large extent by our hosts from Krosno, but it is a city that boasts a long, prosperous, and proud history going back to the Middle Ages, when it was a center of learning; it is uniquely situated to help us understand the emerging pride and "can-do" attitude of the Polish state and people.

Vienna:

3 days: Students will meet with several United Nations officials in order to develop greater understanding of expansion issues of the European Union in the international context. Students will visit office of the United Nations High Commissioner for Refugees as well as the United Nations Information Service to gain a greater understanding of cooperation between the European Union and the United Nations. If time permits, students may also visit another NGO operating in Vienna.

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D)

- a. Participation: Off Campus 30%

Q & A with migrant organizations, government officials and business leaders; interaction with German and Polish students and professors in Frankfurt and Krosno; engaged participation in all visits of all historic sites, museums, places of business, non-governmental organizations etc and reflection on those visits.

- b. Readings (please specify what these will be) Prep, Off Campus

Jeremy Rifkin, *The European Dream: How Europe's Vision of the Future is Quietly Eclipsing the American Dream*  
Zimmerman, Klaus, et al, *Immigration Policy and the Labor Market: The German Experience and Lessons for Europe*

Daniel Gros and Alfred Steinherr, *Economic Transition in Central and Eastern Europe: Planting the Seeds*

- c. Journal reflections Off Campus 40%

Off-campus during the trip: students will be required to complete guided reflections on activities. These journals must be handed in before the end of the trip.

- d. Exams

- e. Papers/Presentations/Field reports, etc. Off Campus 30%

A cultural presentation on themes from the course submitted electronically or in hard copy to professors before the end of the trip. The presentations will use pictures from digital cameras paired with texts written by the students to elucidate their cultural learning on the trip.

- f. Other assignments

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

100%: these assignments will be the basis for the course grade.

E. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

In order to understand the functioning of the European Union, one must investigate how countries of the original European Union and their new Eastern European partners are learning to view each other as partners. This is nowhere more difficult than along the former EU-Non-EU border, which has had many incarnations as the border for the Third Reich with Eastern European countries, the border between capitalist and communist Europe, and the border between the haves and the have-nots after the fall of communism. We will investigate this complex history and the hopes for the future by visiting Germany, Poland and Austria, where we will meet with government officials, business leaders, students, and members of non-governmental institutions. Students will be expected to write a journal of their reflections on the readings, the site visits and meetings. In addition, students will produce an annotated visual journal of the trip, in which they will use digital photos and commentary to illustrate the themes of the course.

F. Are there prerequisites for this course? Yes  No  **Yes and no**

If yes, please list them and briefly provide a rationale.

To participate in the Schorndorf part of this, students must be in Schorndorf. To participate in the part that comes from Simpson, there would be no requirement beyond the prep course.

### III. Other Information

A. Has this course been offered in a previous May Terms? Yes  No

If yes, please indicate *when* it was offered and the approximate enrollment.

B. Department(s) in which credit is to be awarded:

German and Business Administration and Economics

C. If this course will meet requirements for a departmental major or minor, please explain briefly:

This course can be included as an elective in the German major as part of the Schorndorf Semester.

D. Proposed dates of the travel course, including dates you anticipate being abroad:

*(Note: It is highly recommended that the group should depart no earlier than Sat., April 25, and should return no later than Thurs., May 14.)*

E. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

Berlin, Germany: With the expansion of the European Union, Germany has found itself become the country that mediates between former Western Europe and Eastern Europe. As the biggest economy in the European Union, Germany has drawn the interest of those newly admitted states that are particularly interested in the economic advantages provided by membership in the EU. Berlin is the capital of Germany and its international business hub, and it is home to many migrants from Poland, who have come to Germany to find a better life. In Berlin we can meet with the politicians in Germany who are so interested in the success of the European Union as well as with German/Polish groups formed by migrants. In addition, Berlin has many of Germany's monuments and resource centers dealing with the legacies of Germany's past, both the Nazi past and the Communist past. These legacies play an important role in the relationship of Western and Eastern Europe, but this is especially the case in the relationship of Germany and Poland.

Frankfurt an der Oder: Frankfurt is on the German border with Poland, just across the Oder River from Slubice. It is the location of the Viadrina University of Frankfurt, a so-called "European University", a university founded in the 1990s with extensive support from the EU, whose objective is to help the integration of the national states in the EU. The Viadrina has intentionally has buildings in both Frankfurt and Slubice, and it intentionally integrates students from Germany and Poland in its ranks. In addition, the city governments of Frankfurt and Slubice have been cooperating to make their area as economically integrated as possible.

Krosno and Krakow, Poland: Simpson has recently signed an agreement to explore collaboration with the University of Krosno in Poland. We would like to initiate this collaboration and take advantage of some of the

things that the collaboration can offer us: trips to see sites about the legacy of Nazism, especially Auschwitz; contact with local businesses that deal with the European Union; and experts from the university who can help us to understand the Polish perspective. Krosno is the home to the oil industry and to a crystal industry, both of which export products on an international scale. Krakow is one of Poland's urban centers, very near to Krosno, with a rich history and thriving business infrastructure. The group can easily visit Krakow from Krosno, without having to pay for a hotel in Krakow (thus keeping costs down).

Vienna: Many United Nations divisions have their headquarters in Vienna, as do many other non-governmental organizations. These organizations will provide students a unique perspective on activities in the non-governmental, non-profit sector.

F. Indicate your level of familiarity with the site(s) visited during the course.

Berlin: Patricia Calkins knows Berlin very well.

Frankfurt on the Oder: Patricia Calkins has a contact with the Viadrina University and has visited Frankfurt twice.

Krosno and Krakow: Patricia Calkins has been to Krakow once, but doesn't know it or Krosno well. Our contacts at the University of Krosno should be able to provide us with some instruction, can help us to make contacts with those exporting industries in Krosno and Krakow, and already has a travel unit in place to introduce international students to places such as Auschwitz.

Vienna: Patricia Calkins knows Vienna well and a former German Assitant, who has worked with the United Nations in Vienna, lives there and would be willing to help us in the city.

- G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

The course should require no amount of physical exertion exceeding the normal walking that Europeans do. For Americans this would probably be a 2. A person with physical disabilities would be able to participate fairly easily.

**V. Proposed Budget for the Course  
(A more precise estimate is not due until September 2, 2008)**

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

**Please note: some of the expenses for Patricia Calkins will be included in the Schorndorf Program costs. Costs could change drastically depending on the volatility of the dollar against the Euro. Please note also that if this course is enrolled only as the capstone to the Schorndorf Program, these costs will be absorbed into the student fee for Schorndorf.**

Air transportation	\$900
In-country transportation	\$500
Lodging	\$800
Meals	\$500
Events: tickets, admissions, excursions, etc.	\$600
Any necessary entry visas	\$0
Misc.	\$
Other (explain):	\$
<b>Total instructor(s) and course assistant expenses</b>	<b>\$3300</b>

Next, estimate the cost per student, based upon the minimum enrollment number (12\_\_) from page 1 of this document:

Air transportation	\$900
In-country transportation	\$500
Lodging	\$800
Meals	\$500
Events: tickets, admissions, excursions, etc.	\$600

Honorariums	\$100
Tips	\$50
International Student I.D. card	\$22
SC Study Abroad Program Fee	\$100
Any necessary entry visas	\$0
Contingency fund (\$100 recommended)	\$100
Other (explain):	\$
Subtotal per student expenses (based upon minimum enrolled #)	\$ 3672

Finally, divide the “Total instructor(s) and course assistant expenses” by “the minimum enrollment number (12) from page 1 of this document” to get a “per student instructor cost.” Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$3672
+ per student instructor cost	\$ 275
= Total per student cost	\$3947

Additional expenses not covered by the program for which students need to budget:  
*For example, passport @ \$97, books, meals, immunizations, trip cancellation insurance, etc.*  
 Lunches, most dinners, books, passport.

These prices are very volatile depending on the exchange rate with the Euro.

Total estimated additional expenses not covered by the course: \_\_\_\_\_\$500\_\_\_\_\_

Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dept Chair approval: \_\_\_\_\_ Date: \_\_\_\_\_  
*(department(s) in which credit is to be awarded)*

Dept Chair approval: \_\_\_\_\_ Date: \_\_\_\_\_  
*(department(s) in which credit is to be awarded)*

Div. Head approval: \_\_\_\_\_ Date: \_\_\_\_\_  
*(division of the instructor)*

Div. Head approval: \_\_\_\_\_ Date: \_\_\_\_\_  
*(division of the instructor)*