Curriculum and Course Change System - Print Change/Delete Course Form

X Change a Course - Abbrev & Number: HON-- 2050
Corresponding Lab Course: --
Corresponding Honors course: HON--2050

.. Add Honors course: --
.. Corresponding Graduate course: --
.. Add Graduate course: --
Course Title: Current Topics

Brief Statement of Change:
We are changing the catalog title and description to accommodate a broader set of issues under this rubric. We are also changing this course from 1 credit hour to 1-3 credit hours (variable) to accommodate sections of this course that will examine issues and ideas in more depth than is possible in a 1 credit hour section; allowing students to repeat the course for up to 6 hours of credit rather than 3; and allowing for a variable descriptive title to appear on student transcripts.

Last Term taught: 201101  .. Change Abbrev to:
Effective Term: 01/2015  .. Change Number to: X Change Catalog Title:  X Change Transcript Title:
from: Current Topics  from: Current Topics
to: Current Issues  to: Current Issues
X From: Fixed Credit: 1 (1,0)  To: Fixed Credit: ()
Change of Credit  Variable Credit: - (-), (-)  Variable Credit: 1-3 (1-3),(0-0)

.. Add cross-listing with the following child course(s):

.. Delete cross-listing with the following child course(s):

.. Reverse Parent/Child relationship with:

.. Change Method of Instruction
from: X Change Course Modifier  X Change General Education Designation
to:
X A-Lecture Only  .. Pass/Fail Only  .. Creative Inquiry
.. B-Lab (w/fee)  .. X Graded  .. English Composition
.. D-Seminar  .. Variable Title  .. Oral Communication
.. E-Independent Study  .. Creative Inquiry  .. Mathematics
.. F-Tutorial (w/fee)  .. X Repeatable  .. Natural Science w/Lab
.. G-Studio  .. maximum credits  .. Natural Science w/Lab
.. H-Field course  .. from:  .. Math or Science
.. I-Study Abroad  .. to:6  .. A&H (Literature)
.. L-Lab (no fee)  ..  .. A&H (Non-Literature)
.. N/B-Lecture/Lab(w/fee)  ..  .. Social Science
.. N/L-Lecture/Lab(no fee)  ..  .. CCA

X Change Catalog Description:
from: Seminar to expose students to current topics in the interpretation of documents, works of art, structures and scholarly materials. May be repeated for a maximum of 3 credits, but only if different topics are covered.
to: Examination of a current issue or set of issues from a variety of academic perspectives. May be repeated for a maximum of 6 credits, but only if different topics are covered.

.. Change Prerequisite(s):

Learning Objectives: [SAMPLE--"Crisis and Opportunity in Europe" (2 credit hours)]

To provide students with an understanding of the challenges and opportunities facing the modern European Union in the areas of economics, politics, society, and culture from a variety of academic perspectives.

To allow student to focus in depth on a specific area of interest within the European context.

To enhance the students' written and oral communications skills.

Topical Outline: [SAMPLE--"Crisis and Opportunity in Europe" (2 credit hours)]

Week 1 -- Introduction: Europe Yesterday, Today, and Tomorrow

Weeks 2 to 4 -- The Historical Context
* The Legacy of the World Wars
* The Birth and Development of the EU
* The Cold War and Its Aftermath

Weeks 5 to 7 -- The Economic Context
* The Crisis of 2008--What Went Wrong?

https://ucc.app.clemson.edu/PChangeCourseForm.aspx?iFormnum=7771
* Crisis and Response
* Can Europe Recover?

Weeks 8 to 10 -- The Social and Cultural Context
* Antisemitism and the Legacy of the Holocaust
* The Secularization of Europe
* Immigration and Integration

Weeks 11 to 13 -- the Political and International Context
* Promises and Problems of European Federalism
* What's Next for the Transatlantic Partnership?
* Russia and the Ukraine Crisis

Weeks 14-15
* Student Presentations

Evaluation: [SAMPLE--"Crisis and Opportunity in Europe" (2 credit hours)]

Attendance and Participation In Class Discussion (20%)
Short Papers (total of 3, 3pp. each, based on assigned readings) (30%)
Final Project and Class Presentation (on a specific topic or issue to be chosen by the student and approved by the instructor) (25%)
Final Exam (25%)

Form Originator: Lasser, William  Date Form Created: 10/31/2014
Form Last Updated by: Lasser, William  Date Form Last Updated: 11/17/2014
Form Number: 7771

Approval

<table>
<thead>
<tr>
<th>Chair, Department Curriculum Committee</th>
<th>Date</th>
<th>Chair, Undergraduate Curriculum Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Chair, Graduate Curriculum Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chair, College Curriculum Committee</th>
<th>Date</th>
<th>Provost</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Dean</th>
<th>Date</th>
<th>President</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director, Calhoun Honors College</th>
<th>Date</th>
</tr>
</thead>
</table>
HON 2050 (2 credit hours)
Crisis and Opportunity in Europe

The European Union is one of the most ambitious political projects ever attempted. Beginning with tentative steps in the 1950s, the architects of European integration have attempted to transform a continent marked by centuries of war and conflict into a peaceful and cooperative organization of nations tied together by economic liberalism, democratic ideals, and a commitment to human rights. However, the path to integration has been neither smooth nor complete. For decades, Europe has struggled to find a balance between national and supranational power; to promote human rights despite the legacy—and the continuing reality—of discrimination, prejudice, and anti-democratic ideas; to assimilate immigrants and build a strong sense of European identity in the face of nationalism and extremism; and to create economic, environmental, defense, and other policies that meet the needs of its diverse member states. Both the strengths and the weaknesses of the EU have become more apparent since the start of the economic crisis in 2008. This course will examine the historical and political foundations of the European Union, and the challenges facing Europe today and in the future.

Goals of the Course

- To provide students with an understanding of the challenges and opportunities facing the modern European Union in the areas of economics, politics, society, and culture from a variety of academic perspectives.
- To allow student to focus in depth on an area of specific interest within the European context.
- To enhance the students' written and oral communications skills.

Instructor

William Lasser, lasser@clemson.edu (105 Tillman Hall, 864-656-4762)

Meeting place and times

One 100 minute class period per week (time and place to be determined). Students are expected to wait 15 minutes in the event the instructor is late late.

Required Readings

A guide to required readings class-by-class will be provided. It is essential that you read the relevant assignments before they are discussed in class. The particular assignment for each class may vary from the list below. The readings not from the required texts can be found online or as indicated on the syllabus or in class. In some cases I may assign audio or video materials available on the web. I reserve the right to make additions to or deletions from the list.

Examinations

There will be a final exam, to be held on the date and time specified by University regulations.
Papers and Other Assignments

Three papers (approximately 3pp. each) will be due over the course of the semester. A final research paper of approximately 15 pages will be due late in the semester. Students will also be required to make a formal class presentation on the topic of their research paper, and to lead a brief discussion of their chosen topic.

Grading

Grades will be calculated as follows:

- Attendance and participation in class discussion (20%)
- Short papers (total of 3, approximately 3pp. each, based on assigned readings) (30%)
- Final Project and Class Presentation (on a specific topic or issue to be chosen by the student and approved by the instructor) (25%)
- Final Exam (25%)

Papers, exams, and discussion questions will be graded on a letter and/or numerical scale, where A+ = 100, A = 95, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, D+ = 68, D = 65, D- = 60, F = 0-59, as specified. Final grades will be awarded as follows: A = 90 or above; B = 80 or above but below 90; C = 70 or above but below 80; D = 60 or above but below 70; F = below 60. The final grade may be rounded up (but never down) to the next higher letter grade.

Statement on Academic Integrity

Clemson’s policy on academic integrity reads as follows:

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

I. Academic Integrity Policy

A. Any breach of the principles outlined in the Academic Integrity Statement is considered an act of academic dishonesty.

B. Academic dishonesty is further defined as:

1. Giving, receiving, or using unauthorized aid on any academic work;

2. Plagiarism, which includes the copying of language, structure, or ideas of another and attributing the work to one’s own efforts;

3. Attempts to copy, edit, or delete computer files that belong to another person or use of Computer Center account numbers that belong to another person without the permission of the file owner, account owner, or file number owner;

C. All academic work submitted for grading contains an implicit pledge and may contain, at the request of an instructor, an explicit pledge by the student that no unauthorized aid has been received.

D. It is the responsibility of every member of the Clemson University community to enforce the Academic Integrity Policy.

Any work you hand in in this course also includes the implicit pledge that you have not handed in the same or similar work for credit in another course or courses without the explicit consent of both Dr. Lasser and the instructor or instructors in the other course or courses.
Office Hours

TBD.

E-mail Communications & Blackboard

I will frequently send you information via e-mail. I advise that you check your e-mail on a daily basis to obtain this information. If you use a non-Clemson email account (for example from home), I recommend that you forward your Clemson email to that address. I will also be using the Blackboard system to post class materials and other information. It is your responsibility to check Blackboard on a regular basis, particularly to ensure that your grades are entered correctly.

A Strategy for Success

There is no one method for succeeding in this course; people learn differently. But we thought it appropriate to include here a few suggestions.

Please be sure to read the required selections according to the schedule provided. Prior to class, think about the main themes in the readings, and how they relate to one another. If necessary, briefly acquaint yourself with key historical or other background information.

Students often have difficulty taking useful notes in seminar-style courses. One method that seems to work well is the following. Make few notes in class; keep the reading materials open, though, and mark essential points when I mention or we discuss them (be sure to print the on-line readings and bring them and the books to class—please, no Kindles or other e-Readers in class). Also note down carefully any passages in the readings as we encounter them. Then, as soon as you can after class, and absolutely no later than that evening, write down the key issues and themes discussed in class, and what you remember about them. Refer to your notes as you re-read the course materials.

Students with Disabilities

Appropriate accommodations will be made for students with disabilities that are documented by Disabilities Services. It is expected that students will follow the policies and procedures of Disabilities Services. Students must present a letter stating that the disability has been documented and requesting the specific accommodations during the first month of classes. Student Disability Services is located in G-20 Redfern (656-6848; sds-l@clemson.edu).
Schedule of Paper Due Dates

(For paper-writing purposes, students will be divided into three groups.

Group I

Paper I—due the evening before class on Week 3
Paper II—due the evening before class on Week 6
Paper III—due the evening before class on Week 9

Group II

Paper I—due the evening before class on Week 4
Paper II—due the evening before class on Week 7
Paper III—due the evening before class on Week 10
Final Papers will be due at the end of Week 13

Presentations will be held during Weeks 14 and 15

Weekly Topics and Assigned Readings

Week 1 -- Introduction

Week 1 -- Introduction: Europe Yesterday, Today, and Tomorrow


Weeks 2 to 4 -- The Historical Context

Week 2-- The Legacy of the World Wars

Richard F. Hamilton and Holger H. Herwig, "World Wars: Definitions and Causes" (excerpt)

Week 3-- The Birth and Development of the EU

Desmond Diamond, Europe Recast: A History of European Union (excerpt)
M. Donald Hancock, Politics in Europe (excerpt)

Week 4-- The Cold War and Its Aftermath

John Lewis Gaddis, The Cold War: A New History (excerpt)
Anna Funder, Stasiland: Stories From Behind the Berlin Wall (excerpt)
Weeks 5 to 7 -- The Economic Context

Week 5 -- The Crisis of 2008--What Went Wrong?


Week 6 -- Crisis and Response

Peter Praet (Member of the Executive Board of the European Central Bank), "The Crisis Response in the Euro Area," lecture presented in Beijing, April 17, 2013.
Paul Krugman, "Europe's Two Depressions" (lecture presented at the Woodrow Wilson School, April 19 2002 (video)

Week 7 -- Can Europe Recover?

Kemal Davis, Europe's Crisis, Europe's Future (excerpts)

Weeks 8 to 10 -- The Social and Cultural Context

Week 8 -- Antisemitism and the Legacy of the Holocaust

Hannah Arendt, Eichmann in Jerusalem (excerpt)

Week 9 -- The Secularization of Europe?

Peter Berger, Grace Davies, and Effie Fokas, Religious America, Secular Europe (excerpts)
Eric Kaufmann, "The End of Secularisation in Europe?: A Demographic Perspective."

Week 10 -- Immigration and Integration

Matt Steinglass, "Dutch Fear Rise in Immigration as EU Law Changes, Financial Times, August 26, 2013.

Weeks 11 to 13 -- the Political and International Context

Week 11 -- Promises and Problems of European Federalism
The Economist: Selected Articles on Federalism.

Week 12 -- What's Next for the Transatlantic Partnership?

Derek E. Mix, "The United States and Europe: Current Issues," Congressional Research Service (March 20, 2013).

Week 13 -- Russia and the Ukraine Crisis


Weeks 14-15 – Student Presentations

No reading assignments.