

STUDY ABROAD EUROPE

*A Workbook of Need-to-Know Topics
about the EU and the USA*

MARK A. FERGUSON

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ferguson.studyabroadeurope@gmail.com

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HOW TO USE THIS WORKBOOK

FOR ADVISORS & INSTRUCTORS

This workbook is intended primarily for undergraduate students at U.S. colleges and universities who will be studying abroad in Europe, and can be integrated easily into the curriculum of both long-term and short-term study abroad programs – either before, during or after the study abroad experience. But it is also constructed in such a way that students directly enrolled at universities in Europe can work through the material independently to enrich their experience abroad.

PRE-DEPARTURE

All or part of this workbook can be used as part of a pre-departure course or workshop for students participating in either long-term or short-term study abroad programs to Europe. Chapters 2-4 are particularly useful for pre-departure orientations since they encourage students to reflect upon their upcoming experience abroad within larger contexts, such as the need for global competencies and their own place within international student mobility. In so doing they begin to construct a comparative frame of reference for the journey they are about to undertake, and have an opportunity to set personal goals regarding what they hope to learn and accomplish abroad.

WHILE ABROAD

Regardless of the program length or type, this workbook also can be easily integrated into an existing curriculum such as a course on the European Union or Europe Today as long as students have internet access. More than 20 topics are included that represent contemporary issues of concern to the general public and policy makers on both sides of the Atlantic. In addition to the many questions raised in each chapter that students respond to as they explore a topic, there are also more than 50 questions of varying difficulty under the sections entitled *Discuss, Compare, Debate* which can be used as the basis for further, in-depth inquiry. This could take the form of a research paper, presentation or host country portfolio which students could be assigned as a task to be completed during or after their study abroad experience.

UPON RETURN

When students return from their study abroad program they should be encouraged to reflect upon their experiences and encounters overseas. This workbook can also serve as a guide to help them reflect upon what they saw and experienced abroad, and place what they learned within a larger comparative framework of transatlantic issues. From an institutional perspective, since this workbook has been designed to guide students through what they ought to know about their host country in relation to both the European Union and the U.S., many of the questions raised about each topic easily could be adapted to construct an assessment procedure to evaluate student learning outcomes abroad specific to their program goals.

FOR STUDENTS

This is not a book about how to select a study abroad program, nor is it a book about how to get a passport, what to pack, or where to find cheap meals abroad. You can find that information online easily elsewhere. Neither is it about that inward journey of self-discovery often seen as prerequisite to study abroad, or how to deal with stress, culture shock, or develop intercultural sensitivity. Instead, this book begins with two basic assumptions. It assumes that you have already decided to study abroad, and that you have decided to study abroad in Europe. In other words, this is not a book about you, but about where you are going.

Without doubt, you've already been told to read up about your host country's history, politics, government, and culture before you head off to Europe. That certainly makes sense. But it's also a big order. What should you read, everything? What do you really need to know? What's important? Why should you know any of this?

SETTING GOALS

Whether you're thinking of building your own computer, or organizing a surprise birthday party for your best friend, it's always best to have a plan. Study abroad is no different. Most likely you've already planned how you are going to finance your study abroad experience, you have planned what courses you will take, and your professors or study abroad program already have prepared the content of what you will study overseas. But as anyone will tell you, study abroad has always been about more than coursework. More often than not, it is the experience itself – the big picture, so to speak – that is most memorable and of lasting influence, yet quite difficult to pin down and describe. Learning to appreciate the big picture and discovering where you fit into it, therefore also requires a plan. The exercises in this workbook are designed to help you develop your own plan, your own learning goals, regarding what you hope to accomplish during your study abroad experience beyond getting a good grade in your courses. In the broadest sense, this workbook should help you consider your own answers to these basic questions:

1. What do you want to learn about your host country that goes beyond the classroom?
2. What ought you learn if you want to return to the States more knowledgeable about the EU and your host country than when you left?
3. What do you need to learn in order to make informed comparisons between the U.S., Europe and your host country?

LEARNING GOALS

Each chapter begins with a few brief remarks that suggest why learning about the chapter topic can contribute to your understanding of your new surroundings. The subsequent exercises guide you through the process of gathering information that will

enable to you make comparisons between the U.S., the EU and your host country on a wide range of topics. Since it is impossible to make comparisons without a point of reference, most chapter exercises begin with questions about the U.S. as a way of providing you with a familiar context before you proceed to answer questions about the EU and your host country. In the course of completing the chapter exercises, you will . . .

- learn which kinds of questions allow for comparisons
- identify discrete forms of information that provide the basis for comparisons
- discover reliable online sources of information to make accurate comparisons

But gathering information alone will only take you so far. You will still need to reflect upon what you discovered and consider ways of evaluating it. For this reason, beginning with chapter 10 there is a section entitled *Discuss, Compare, Debate*. These questions build upon the basic information gathered in response to the chapter exercises and encourage further, in-depth research and reflection. Depending on your circumstances, you may wish to draw upon these questions to formulate a research paper topic, presentation, host country portfolio, or simply keep them in mind when keeping a journal of your study abroad experience.

All the questions have been carefully worded, so you will want to pay close attention to the vocabulary used in them. If a recommended website is not given, all you need to do is enter part of the question into a search engine and you will find a website that contains the answers you seek. You will still need to check, however, if the website can be considered a reliable source, as well as how up-to-date the information is that you find there.

SELF-ASSESSMENT

Every journey has to begin somewhere, and study abroad is no different. Let's begin with a self-assessment of what you already know. How would you describe your knowledge of the topics listed below? Circle your honest response.

STUDY ABROAD

I am familiar with what is meant by the phrase "global workforce needs" and can compare how study abroad is connected to the acquisition of so-called global competencies.

not aware somewhat knowledgeable able to discuss in detail

EUROPE AND EUROPEANS

I am familiar with basic geographical and demographic information about Europe, and can make comparisons to similar information about the United States.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with attitudes that Americans may have about Europe and Europeans, and I am able to compare them to attitudes that Europeans may have about Americans and the United States.

not aware somewhat knowledgeable able to discuss in detail

THE EUROPEAN UNION

I am familiar with the history behind the process of European integration that eventually created the European Union, and can make comparisons to U.S. history.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with how my host country interacts with the European Union, and can compare it to how U.S. states interact with the federal government.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with social, economic and political issues facing the European Union today, and I am able to discuss them in comparison to issues facing the U.S.

not aware somewhat knowledgeable able to discuss in detail

HIGHER EDUCATION

I am familiar with the changes taking place within higher education in Europe, and can compare university studies in my host country with the undergraduate experience in the United States.

not aware somewhat knowledgeable able to discuss in detail

POLITICS

I am familiar with the form of government and political parties in my host country, and can make comparisons with the U.S. form of government.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with the issues that are of concern to people in my host country today, and can compare them to issues of concern in the United States.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with the social and cultural values that underlie political debate in my host country, and can make comparisons with the value systems that underlie political debate in the United States.

not aware somewhat knowledgeable able to discuss in detail

ECONOMICS

I am familiar with the type of economy that my host country has, and I am able to make comparisons with the type of economy found in the United States.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with economic issues facing the European Union in general, and my host country in particular, and I am able to compare the solutions proposed by Europeans with how these issues might be addressed in the United States.

not aware somewhat knowledgeable able to discuss in detail

I am familiar with the fundamental aspects of a global economy, and I am able to compare how economic changes in Europe and the United States impact each other.

not aware somewhat knowledgeable able to discuss in detail

WORK

I am familiar with how people make a living in my host country and can compare aspects of working environments (e.g. wages and benefits) with the U.S.

not aware somewhat knowledgeable able to discuss in detail

TAXES

I am familiar with the system of taxation in my host country and can make comparisons to the U.S. tax system.

not aware somewhat knowledgeable able to discuss in detail

SOCIAL BENEFITS

I am familiar with the systems of social benefits available in my host country (e.g. health care, unemployment, retirement), and can make comparisons to how these social benefits are provided in the U.S.

not aware

somewhat knowledgeable

able to discuss in detail

ENERGY & ENVIRONMENT

I am familiar with how my host country addresses sustainable energy and protection of the environment, and I am able to make comparisons to how these issues are addressed in the U.S.

not aware

somewhat knowledgeable

able to discuss in detail

VALUES

I am familiar with the underlying values that inform public policy in Europe, and I am able to make comparisons to the values and assumptions that inform public policy in the U.S.

not aware

somewhat knowledgeable

able to discuss in detail

EDUCATION

After completing this chapter, you should be able to compare the educational system of your host country with that of the U.S.

PRIMARY & SECONDARY EDUCATION

In the U.S., primary education takes place in elementary school. Secondary education occurs at the middle school and high school level. Both levels are commonly referred to as K-12 education.

<u>Levels of Education in the U.S.</u>	<u>Ages</u>	<u>Grades</u>
pre-school, Kindergarten	4-6	
1. primary education: elementary school	6-11	1 st -5 th
2. secondary education: middle school	11-14	6 th -8 th
high school	14-18	9 th -12 th

YOUR HOST COUNTRY

Search online for information about public education in your host country. Identify the levels (stages or cycles) of primary and secondary education that correspond to the levels of K-12 education

in the U.S. How many years of schooling are required? What are the schools called? What grades (or classes) do they comprise? Are any of the schools designed with a specific purpose in mind?

Primary Education:

Secondary Education:

TYPICAL SCHOOL DAY

The average school year in the U.S. is 180 days and the average length of the school day is 7 hours. How does this compare to the average school year and average length of the school day in your host country? Describe as many aspects of the school day as you can that you find different from your own experience, e.g. the school calendar, when the school day begins and ends, classroom setting and/or rotation of classes, lunch, homework, role of teachers, etc.

EXTRACURRICULAR ACTIVITIES

Extracurricular programs such as athletics, cheerleading, drama club, debate team, choir, band, etc. are standard features of the U.S. high school experience. What kinds of extracurricular programs are offered in your host country’s schools?

CURRICULUM

In most U.S. high schools, the required core curriculum includes science, mathematics, English, social sciences and physical education, and at times foreign languages and health/nutrition. Other courses are often available, e.g. computer science or Advanced Placement courses, but usually these are offered as electives.

What foreign languages are taught in your host country's schools? At what level (primary or secondary) are they taught, and how many years of instruction for each language is required?

Primary Education:

Secondary Education:

COMPLETION OF SECONDARY EDUCATION

In order for students to earn a high school diploma in the U.S. they must fulfill a minimum set of course requirements in a number of subject areas. These requirements vary from state to state. In addition, some states require students to pass an exit exam before they can graduate and obtain their high school diploma. During the last year of high school college-bound students take standardized tests such as the ACT or SAT which are used for university admission.

What is the certification or qualification called in your host country that is equivalent to a U.S. high school diploma? If an exit (or leaving) exam is required, describe what the exam is like, e.g. what

Discuss, Compare, Debate

1. What does Article 14 of the Charter of Fundamental Rights of the European Union say about education? What does the U.S. Bill of Rights say about education? Should education be considered a right, an obligation or a privilege?
2. More than 5 million school children attended private schools in 2007. What types of private schools exist in the U.S. and why? What types of private schools exist in your host country and why?
3. More than a million school children were homeschooled in the U.S. in 2003, representing a little over 2% of the total school children population. Is homeschooling allowed in your host country? If not, why not? If yes, why and what percent of school children are homeschooled?
4. The history of bilingual education in the U.S. is rooted in the civil rights movement of the 1960s. Does bilingual education exist in your host country? Compare the origins and current status of bilingual education within the U.S. and the European Union.

UNIVERSITY STUDIES

As a study abroad student, you share something with your counterparts in Europe: you're all university students. So, what's it like to be a student in your host country? After completing this section, you should be able to compare the university system of your host country with that of the U.S.

PUBLIC UNIVERSITIES

According to the U.S. Department of Education's National Center for Education Statistics (<http://necs.ed.gov>), 18.4 million students in the U.S. attended post-secondary (tertiary) institutions of higher education in 2009. Enter a breakdown of the data below:

	<i>number attending</i>	<i>% of total</i>
4-year public institutions	_____	_____
2-year public institutions	_____	_____
4-year private institutions	_____	_____
2-year private institutions	_____	_____

1. How many students attend institutions of higher education in your host country?

2. What types of post-secondary (tertiary) institutions of higher education exist in your host country?

3. What percent of all students attend public (state-funded) institutions of higher education in your host country?

4. What percent of all students attend private institutions of higher education in your host country?

5. Which type of institution of higher education in your host country is most similar to a U.S. university?

PRIVATE UNIVERSITIES

Private colleges and universities are an integral part of the U.S. system of higher education. How does this tradition compare to higher education in your host country?

TUITION AT PUBLIC UNIVERSITIES

The College Board tracks the cost of higher education in the U.S. According to its *Trends in College Pricing 2012* report, the average cost of full-time tuition & fees per year at a public institution is:

Public four-year college:	<i>In-State</i>	<i>Out-of-State</i>
	\$8,655	\$21,706

How much is tuition at a public university in your host country?

TUITION AT PRIVATE UNIVERSITIES

According to the College Board's *Trends in College Pricing 2012* report, the average full-time tuition & fees at a private four-year college amounted to \$29,056 per year. How much is tuition at a private university in your host country?

FINANCIAL AID

In the U.S. it is common for students to receive federal assistance (Stafford loans or Pell Grants) to help finance their undergraduate education. Does a similar system of federal grants and/or loans exist in your host country? If yes, describe how it works, e.g. eligibility, amount of grant or loan, if it needs to be paid back, interest rate, etc.).

SCHOLARSHIPS

Institutional scholarships are often available at U.S. colleges and universities which make up part of a student's financial aid package. Do similar institutional scholarships exist in your host country?

UNIVERSITY RANKINGS

When considering which university to attend, many college-bound students in the U.S. look to the university rankings published by U.S. News & World Report, Forbes, the Princeton Review, the U.S. National Research Council and others.

A comparison of universities around the globe can be found in the Times Higher Education's World University Rankings, the Academic Ranking of World Universities compiled by Shanghai Jiao Tong University in China, or the QS (Quacquarelli Symonds) World University Rankings. Individual countries in Europe may also have their own national rankings, such as the Guardian's University Guide for the United Kingdom or the Centre for Higher Education Development (CHE)/Die Zeit university ranking in Germany.

What are the top-ranked universities in your host country?

UNIVERSITY ADMISSIONS

1. A high school diploma is the minimum basic requirement for admission to universities in the U.S. What educational qualification is needed for university studies in your host country?

2. How do students go about deciding which university to attend in your host country?

3. In the U.S., colleges and universities decide whom they will admit, i.e. they can be selective in their admission process. How does this compare to the university admission process in your host country? Visit a university website for answers.

THE BOLOGNA PROCESS

There are nearly as many nations in wider Europe as there are states in the United States of America, and there are nearly as many institutions of higher education in Europe (about 4000) as there are colleges and universities in the United States. In the U.S., university studies have long been divided into cycles of undergraduate and graduate education. A modular credit system allows for the recognition and transfer of credits between U.S. institutions of higher education, and the levels of degrees granted (e.g. B.A./B.S., M.A., Ph.D.) are readily understood and recognized across the nation. European systems of higher education, on the other hand, evolved for centuries according to their own unique national traditions. In short, for a very long time there was no common European system of higher education.

All this began to change with the establishment of the European Union in 1993 and with the steadily advancing movement towards European integration ever since. In 1999 European ministers of higher education met in Bologna, Italy to formulate a vision for a common European Higher Education Area in which students moved easily among European universities as they pursued their degree studies. Many university reforms would be needed to realize this vision, and the monumental task would become known as the Bologna Process.

Many of the major reforms implemented by the Bologna Process were adapted from the U.S. system of higher education, including the division of university studies into undergraduate and graduate cycles, the replacement of traditional national degrees with bachelor's, master's and doctorate degrees, and the introduction of a credit system to document the completion of academic work.

All of these reforms intended to bring about a standardization of academic work required for European university degrees so that they can be easily compared with one another, thereby increasing student mobility within Europe (students are encouraged, and sometimes required to study abroad as part of their degree requirements). In addition, the standardization of European university degrees modeled (more or less) after the U.S. system of higher education, was also intended to increase student mobility

internationally by making European university degrees comparable and competitive to those granted in the U.S., thereby making European universities an attractive alternative to U.S. universities.

CREDITS

U.S. students are familiar with the practice that a successfully completed course is given a certain value in points, e.g. 3-credit hours, etc., and that a certain total number of credits are needed to graduate. This is known as the modular credit system and was first introduced in the U.S. in the late 19th century. It made possible the comparison of academic work at different universities and also allowed for the transfer of credits from one institution to another. It also should be noted that the modular credit system made possible the introduction of study abroad for undergraduates in the early 20th century (Hoffa, 2007: 55-59).

The European Credit Transfer and Accumulation System (ECTS) is quite different from the credit system used at U.S. universities. In the U.S. the number of classroom contact hours per semester determines how many credits a course is worth. For example, a course that meets one hour a week for 15 weeks would generate one credit; a course meeting three hours a week would be a 3-credit course. ECTS credits, however, are not determined by classroom contact hours, but rather by how many hours of student work are needed to achieve specific learning objectives:

1 U.S. credit = 15 classroom instruction hours

1 ECTS credit = 25-30 student work hours

Compare the number of credits needed to earn a Bachelor's degree in the U.S. and Europe:

<i>Bachelor's Degree</i>	<i>U.S.</i>	<i>Europe</i>
Typical Total Credits	120 credits	180-240 ECTS credits
Typical Semester Load	15 credits	30 ECTS credits
Typical Length of Study	4-6 years	3 years

Discuss, Compare, Debate

1. Compared to the U.S., higher education in Europe is incredibly inexpensive. How is this possible?
2. Why do you think European universities are striving to become more internationally competitive? Do you think they will be successful?
3. As U.S. universities reflect upon how globalization will impact their institutions and curricula, educators are beginning to watch the Bologna Process unfold with increasing interest. What lessons do think U.S. institutions of higher education might learn from the curriculum reforms taking place in Europe?
4. A number of U.S. colleges and universities have implemented three year bachelor's degree programs. What is the rationale behind this? How does this compare to the Bologna reforms? What might be the advantages and disadvantages of a three year bachelor's degree program in the U.S.?
5. European students have protested some of the reforms introduced by the Bologna Process. What have they criticized and do you believe their discontent is justified?

WORK

EU countries come in different sizes and shapes, and so does the type of work that predominates their economy and livelihood. In this chapter you will research how people make a living and the types of benefits they receive when employed (or unemployed).

EMPLOYMENT BY OCCUPATION

What percentage of the workforce is engaged in the occupations below? Refer to The World Factbook (<https://www.cia.gov>).

	<i>U.S.</i>	<i>EU</i>	<i>Your Host Country</i>
Agriculture	_____	_____	_____
Industry	_____	_____	_____
Services	_____	_____	_____

WAGES & SALARIES

Now that you've become accustomed to thinking about economies in terms of GDP, it's time to introduce another nifty tool. Let's say you are curious about how much a teacher earns in your host country compared to a teacher in the United States. That might be easy to

find out, but what do you do about the fact that the figures you discover will be in different currencies, or that there are differences in the cost of living? Wouldn't it be great if there were a common international currency to express how much people earn, how much they pay in taxes, or how much things cost? Enter PPP.

PPP stands for Purchasing Power Parity. Some really clever people at the World Bank and International Monetary Fund came up with this as a way to make comparisons around the globe a lot easier. When income or expenses are expressed in terms of PPP, you don't have to take into account different exchange rates and all that, since it already has been done for you. In short, PPP can be thought of as an artificial common international currency, which is why you see it expressed as PPP \$ (not to be confused, of course, with U.S. \$).

Using the International Average Salary Income Database (www.worldsalaries.org), select 5 professions in your host country and compare their average salaries and deductions (aka taxes) with the same professions in the United States.

YOUR HOST COUNTRY

Profession

Salary

Taxes

UNITED STATES

Profession

Salary

Taxes

UNIONS

What percentage of the labor force belongs to unions?

<i>U.S.</i>	<i>EU</i>	<i>Your Host Country</i>
_____	_____	_____

What is the status of collective bargaining? Is it a constitutionally guaranteed right?

U.S.	_____
EU	_____
Your Host Country	_____

WORK WEEK

What is the average work week in hours?

<i>U.S.</i>	<i>EU</i>	<i>Your Host Country</i>
_____	_____	_____

VACATION

What is the average number of vacation days taken by employees?

<i>U.S.</i>	<i>EU</i>	<i>Your Host Country</i>
_____	_____	_____

HEALTH INSURANCE AT WORKPLACE

What percentage of workers receive health care through their employer?

U.S.

EU

Your Host Country

Explain the reasons behind results you found.

PENSION PLAN AT WORKPLACE

What percentage of workers receive a pension plan through their employer?

U.S.

EU

Your Host Country

Explain the reasons behind the different results you found.

UNEMPLOYMENT

1. What is the current rate of unemployment?

U.S.

EU

Your Host Country

2. What is the unemployment rate for young people (15-24 years)?

U.S.

EU

Your Host Country

UNEMPLOYMENT BENEFITS

1. How are unemployment benefits funded? Indicate the employer and/or employee contribution as a percentage of wages.

employee

employer

United States:

Your Host Country:

2. How long can an individual receive unemployment benefits? Indicate the maximum duration, e.g. in weeks or months.

United States:

Your Host Country:

3. To what percentage of a worker's last salary is s/he entitled?

United States:

Your Host Country:

Discuss, Compare, Debate

1. Visit popular job search engines (for example, www.indeed.com or www.careerjet.com) and research the number and types of positions currently open in your home state for which knowledge of your host country's language is either required or listed as a plus factor. Create a report of your findings.
2. Research the history of organized labor in your host country. What similarities and differences do you note when compared to the history of organized labor in the U.S.? How are labor unions perceived in your host country today? How does that perception compare to the way labor unions are viewed in the U.S.?
3. The U.S. and European countries had different responses to the high levels of unemployment that accompanied the global recession of 2008-2012. Contrast these different approaches to unemployment concerns and evaluate their success or shortcomings.
4. Compare and contrast the benefits provided in the U.S. by the Family Medical Leave Act of 1993 with similar benefits available to employees in your host country.
5. In 2012 the EU Commission began considering legislation that would require 40% of corporate supervisory boards to consist of women. What are the arguments for and against a gender quota? What steps would have to be taken before such legislation would become legally binding within the EU?
6. Research the business and work force connections between your host country and your home state. What role do exports play in your state's economy? What goods or services does your state export? How many companies in your state are exporting goods or services to the EU and to your host country? How many jobs in your state are dependent upon exports to the EU and to your host country? What kind of jobs are they? How many of your state's workers are employed by companies owned by your host country (e.g. firms with more than 50% foreign ownership)? How many of your state's companies have operations in your host country? How many jobs are related to their operations in your host country? What kind of jobs are connected to exports?

ENVIRONMENT

Let's face it: industrialized countries produce a lot of trash and consume a lot of energy. Concern for the environment continues to increase as we look towards our future energy needs.

RECYCLING

1. What kinds of materials can be recycled?

2. Do you find it easy or difficult to recycle? Give examples of things that make it difficult for you to recycle your stuff, and give examples of things that could be done which would make it easy for you to recycle.

3. How many states in the U.S. have laws that require the consumer to pay a deposit for recyclable beverage containers? Is your home state among them? If yes, why? If no, why not?

4. Are there recycling ordinances in your home town? If yes, why? If no, why not?

CO₂ EMISSIONS

1. What are the main sources of CO₂ emissions? Why should anyone care?

2. The Organisation for Economic Co-operation and Development (www.oecd.org) provides data about the decline or growth of CO₂ emissions in OECD countries. Visit the Topics section of the OECD website and search for statistics about CO₂ emissions from fuel combustion. The U.S. Energy Information Agency (www.eia.gov) also keeps track of CO₂ emissions in the United States. Visit their website and find out how well the U.S. is doing in reducing CO₂ emissions.

Based on the information you find, what comparisons can you make between the level and trend of CO₂ emissions in the U.S. and Europe? Where does your host country fit in this comparison?

GREENHOUSE GAS EMISSIONS

1. What are greenhouse gases? Where do they come from? Why should anyone care?

2. The Organisation for Economic Co-operation and Development (www.oecd.org) provides data about the decline or growth in greenhouse gas emissions in OECD countries. Visit the Statistics section of their website and search for the Keyword > Environment, and find real-time data under Indicator >Environment: Greenhouse Gas.

Based on the information you find, what comparisons can you make between the level and trend of greenhouse gas emissions in the U.S. and Europe? Where does your host country fit in this comparison?

RENEWABLE ENERGY

1. What are examples of renewable energy? Why are they considered renewable?

2. The Organisation for Economic Co-operation and Development (www.oecd.org) provides data about the use of renewable energy in OECD countries. Visit the Statistics section of their website and search for the Keyword > Energy, and find real-time data under Indicator >Energy: Contribution of Renewables to Energy Supply.

Based on the information you find, what comparisons can you make between the level and trend of renewable energy use in the U.S. and Europe? Where does your host country fit in this comparison?

EUROPE 2020 GROWTH STRATEGY

1. Visit the website of the European Commission (<http://ec.europa.eu>) to learn about the *Europe 2020 Growth Strategy*. What are 3 targeted goals of the European energy strategy?

2. How well is the EU doing in reaching its energy goals? What about your host country? The European Commission's Eurostat website provides official European statistics (<http://epp.eurostat.ec.europa.eu>). Visit the Eurostat website and search for *Europe 2020 Indicators*.

Discuss, Compare, Debate

1. Search online for information about recycling programs in your host country and describe how they operate. Is there anything the U.S. might learn from them?
2. Search online for a specific renewable energy project in Europe such as solar energy, geothermal energy, energy from offshore wind farms or underwater turbines. Describe the project and evaluate its success or shortcomings. Compare it with a similar project in the U.S.
3. Search online for examples of practices or policies to increase energy efficiency in Europe, such as green construction design for housing or commercial buildings. Describe a project and evaluate its success or shortcomings. Compare it with a similar project in the U.S.
4. Which European country is 100% energy independent? How was that possible?

RESOURCES & BOOKS

ONLINE RESOURCES (USED IN THIS WORKBOOK)

INSTITUTE OF INTERNATIONAL EDUCATION (www.iie.org)

IIE OPEN DOORS SURVEY (<http://opendoors.iienetwork.org>)

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS
(www.nafsa.org)

FORUM ON EDUCATION ABROAD (www.forumea.org)

U.S. DEPARTMENT OF EDUCATION'S NATIONAL CENTER FOR
EDUCATION STATISTICS (<http://necs.ed.gov>)

THE WORLD FACTBOOK (<https://www.cia.gov>)

U.S. CENSUS BUREAU (www.census.gov)

OFFICIAL WEBSITE OF THE EUROPEAN UNION (<http://europa.eu>)

OFFICIAL WEBSITE OF THE EUROPEAN COMMISSION
(<http://ec.europa.eu>)

EUROSTAT [EU statistics] (<http://ec.europa.eu/eurostat>)

U.S. SOCIAL SECURITY ADMINISTRATION (www.ssa.gov)

EMPLOYEE BENEFIT RESEARCH INSTITUTE (www.ebri.org)

THE ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (www.oecd.org)

CENTERS FOR MEDICARE & MEDICAID SERVICES (www.cms.gov)

AFFORDABLE CARE ACT OF 2010 (www.healthcare.gov)

CONGRESSIONAL BUDGET OFFICE (www.cbo.gov)

HENRY J. KAISER FAMILY FOUNDATION (www.kff.org)

COMMONWEALTH FUND (www.commonwealthfund.org)

THE WORLD HEALTH ORGANIZATION (www.who.int)

THE TAX POLICY CENTER (www.taxpolicycenter.org)

U.S. GOVERNMENT PRINTING OFFICE (www.gpo.gov)

WORLD BANK (www.worldbank.org)

U.S. ENERGY INFORMATION AGENCY (www.eia.gov)

RECOMMENDED BOOKS ABOUT THE EUROPEAN UNION

Leonard, Dick. *Guide to the European Union. The Definitive Guide to all Aspects of the EU*. Tenth Edition. London: Profile Books, 2010.

Staab, Andreas. *The European Union Explained. Institutions – Actors - Global Impact*. Third Edition. Bloomington: Indiana University Press, 2013.

FURTHER READING FOR STUDENTS

Dowell, Michele-Marie and Kelly P. Mirsky. *Study Abroad. How to Get the Most Out of Your Experience*. Upper Saddle River NJ: Prentice Hall, 2003.

Lantis, Jeffrey S. and Jessica DuPlaga. *The Global Classroom. An Essential Guide to Study Abroad*. Boulder: Paradigm Publishers, 2010.

Paige, R. Michael and A.D. Cohen, B. Kappler, J.C. Chi, J.P. Lassegard. *Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use*. Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota, 2002.

FURTHER READING FOR FACULTY & ADVISORS

Berardo, Kate and Darla Deardorff, eds. *Building Cultural Competence. Innovative Activities and Models*. Sterling VA: Stylus Publishing, 2012.

Deardorff, Darla K., ed. *The SAGE Handbook of Intercultural Competence*. Los Angeles: SAGE Publications, 2009.

Hoffa, William W. *A History of U.S. Study Abroad: Beginnings to 1965*. Carlisle PA: Frontiers: The International Journal of Study Abroad, 2007.

Hoffa, William W. and Stephen C. DePaul, eds. *A History of U.S. Study Abroad: 1965-Present*. Carlisle PA: Frontiers: The International Journal of Study Abroad, 2010.

Holmes, Bill and Melanie McCallon. *Faculty-led 360: Guide to Successful Study Abroad*. Charleston IL: Agapy LLC, 2010.

Lewin, Ross, ed. *The Handbook of Practice and Research in Study Abroad. Higher Education and the Quest for Global Citizenship*. New York: Routledge, 2009.

Stearns, Peter N. *Educating Global Citizens in Colleges and Universities. Challenges and Opportunities*. New York: Routledge, 2009.

Vande Berg, Michael and R. Michael Paige, Kris Hemming Lou. *Student Learning Abroad. What Our Students are Learning, What They're Not, and What We Can Do About It*. Sterling VA: Stylus Publishing, 2012.