



ECTS Information for the European Online Academy

www.eu-online-academy.org

A programme of the Centre International de Formation Européenne (CIFE), organised with the financial support of the European Union



Education and Culture
Lifelong Learning Programme
JEAN MONNET

I. Introduction

General information on ECTS and the Bologna Process

In June 1999, in Bologna, 29 European Ministers for Education signed a declaration aiming to establish a European higher education area by 2010, in line and in parallel with the aims of the Lisbon process. The ultimate aim of the Bologna Process is to encourage mobility in the field of higher education between the different European countries during their studies and ensure transferability and recognition of qualifications. In this context, the ECTS (European Credit Transfer and Accumulation System) plays a primary role.

The ECTS is a system of for the accumulation of transferable credits initiated by the European Union. It is based on mutual recognition between university programmes of the individual workload achieved by the student to attain the objectives of their programmes. The term workload describes the amount of time needed by an average student to attain the results, defined in terms of knowledge and competencies. The ECTS facilitates not only the academic acknowledgement for period of studies spent abroad and the mobility of students in Europe, but it is also the priority tool to implement the system of accumulation of credits.

Credits are a way to quantify the sum of science and knowledge acquired by students and to make their accumulation comparable and transferable. Therefore, these credits can only be obtained after the results of the knowledge acquired by students

have been properly evaluated at the end of their studies and the students have attained at least the minimum pass standard. ECTS credits are hence based on the workload of a student during the period corresponding to the programme of studies. Key-documents of ECTS are:

The information package/course catalogue

This document makes study programmes easy to understand and compare for all students and staff – local and foreign – and provide them with essential institutional , academic and practical information. This is the regular Information package for the EOA programme; it is published in English on the EOA Website.

The learning agreement

The ECTS Learning Agreement guarantees the transfer of credit for courses. It contains the list of course units or modules which the student plans to take. For each course unit/ module the title and the ECTS credit are indicated. It has to be signed by the EOA, the student and the home institution. The competent authority of the home university carries out the recognition on the student's return.

The transcript of records

The Transcript of Records documents the performance of a student by showing the list of courses taken, the ECTS credits gained, local or national credits, if any, local grades and possibly ECTS grades awarded. In the case of credit transfer, the Transcript of Records has to be issued by the home institution for outgoing students before departure and by the host institution for incoming students at the end of their period of study.

II. Information on the EOA programme

General Description

The European Online Academy (www.eu-online-academy.org) was initiated in 2003. The sixth academic year will take place from 15 October 2008 until 28 June 2009.

Over the past six years **European Integration** has become an ever more relevant and complex issue. The European Union is a crucial element of Europe's political architecture and thus for all political systems in Europe. The provisions in the EU treaties cover every aspect of public policies. Knowing and understanding the political system of the EU and its policies however, has become a highly essential - but also difficult - part of one's general knowledge of Europe.

In order to respond to an ever-increasing demand, the **European Online Academy** seeks to combine two elements: European integration and new media as a meeting point of colleagues and fellow participants and a place of information resources on recent EU developments.

The EOA offers comprehensive information on recent developments of the European integration process and up-to-date insight into proceedings and policy areas. The virtual workplace pulls resources from the web, processes resources into results and places them as new resources back into the web.

But the European Online Academy is not only virtual. It recognises the paramount importance of face-to-face contact. The project involves recognised experts with academic and practical background as teachers, tutors and researchers.

The EOA e-learning platform and the intensive presence workshops in Berlin, Rome, Budapest and Brussels create a physical as well as virtual intercultural and multidisciplinary workspace.

Target Groups

Through a combination of e-learning and compact face-to-face-learning phases the EOA is an ideal training and additional qualification for young professionals,

postgraduates and junior officials interested in or already working in the field of European integration.

The main target groups are hence professionals, junior officials, researchers and postgraduate students. The European Online Academy expects participants to already have some background knowledge on the functioning of the EU and its policies (an introductory overview will be given for all courses.) The main focus will, therefore, be on updating the information on recent EU developments, and above all the processes of EU widening and deepening. The European Online Academy works with the different backgrounds and needs of the individual participant. Moreover, the academy seeks to integrate the various experiences and expertise of its participants within its programme.

Curriculum and programme diagram (with ECTS credits)

All participants have to take part in at three compulsory courses in the first trimester which will provide the necessary introductory and multidisciplinary background with regard to the development of the EU system. The optional courses will give the participants the opportunity to study specific areas of interest more depth. In order to meet the requirements for completion of the programme, each participant must follow at least two optional courses in each trimester. A European Council simulation on controversial items taken from the political reality is scheduled for the second trimester - participation is compulsory.

Participants will also have the opportunity to take part in different types of extra-curricular offers provided online or at the workshops, which shall provide them with additional practical knowledge and skills necessary for their participation in the course as well as for their professional development in general (without exams).

First trimester (15 October 2008 – 16 January 2009)		
First workshop 31 October – 2 November 2008 (Berlin): Introduction to EOA programme, to e-learning and to the three compulsory courses:		
“Institutional architecture of the EU” (Prof. Wessels) 3 ECTS Credits	“History of European Integration” (Prof. Marhold) 3 ECTS Credits	“Introduction to European Law” (Prof. Pernice) 3 ECTS Credits
Written Exams in compulsory courses at second workshop in Rome		

Second trimester (16 January – 3 April 2009)			
Second workshop 16 – 18 Jan 2009 (Rome): Written Exams in compulsory courses of 1 st term and introduction to forthcoming courses of 2 nd term:			
"The EU in International Politics" (Dr. Kissack) 3 ECTS Credits	"Justice and Home Affairs in the EU" (Prof. Lavanex) 3 ECTS Credits	"European Law II – Internal Market" (Prof. Pernice) 3 ECTS Credits	"EMU and the Stability and Growth Pact (SGP)" (Prof. Le Cacheux) 3 ECTS Credits
Two optional courses out of four. Written Exams at third workshop in Budapest.			

Third trimester (3 April – 26 June 2009)			
Third workshop 3 – 5 Apr 2009 (Budapest): Written Exams in optional courses of 2 nd term and introduction to courses of 3 rd term:			
"Economic challenges for the enlarged EU" (Prof. Inotai) 3 ECTS Credits	"Political and economic aspects of transition in EEC" (Prof. Bafoil) 3 ECTS Credits	"Interest Representation in the EU" (Prof. Greenwood) 3 ECTS Credits	Sustainable Development in the EU (Dr. Ruud) 3 ECTS Credits
Two optional courses out of four plus preparation for the final exams in optional courses and preparation for the simulation.			
Closing workshop 27 - 29 June 2008 (Brussels) Written exams in optional courses of 3 rd term and completion of Simulation			
"Simulation" 3 ECTS Credits			

Admission requirements and application procedure

The programme is open for applications of all nationalities, already holding at least a qualification in higher education which meets the European qualification frameworks

basic requirements for first cycle qualifications of 180 to 240 credits (i.e. B.A or equivalent).

The working language is English, thus solid knowledge of the English language is a prerequisite for participation.

All applicants must complete the online registration form with information about:

- their Curricula Vitae
- their academic qualifications (diplomas, degrees) and practical experiences
- their motivation and interest in the EOA programme

The EOA team of CIFE Berlin and the General Director of CIFE select the candidates on the basis of the information provided in the registration form.

The total number of participants will be limited to 35.

Final examination and assessment regulations

For a successful completion of the programme, the participant has to:

- A. study the respective online-material and participate actively in all compulsory and optional courses and fulfil all written (online) assignments
- B. participate in at least three of the four presence workshops
- C. participate actively in the EOA simulation game
- D. participate actively in all interactive e-learning modules (e.g. forum, quiz)
- E. pass the final written examinations in the three compulsory and four chosen optional courses

In the framework of ECTS a grading scale has been developed to facilitate the understanding and comparison of grades given according to different national systems. It has no national reference point and aims at an objective evaluation of student abilities relative to those of other students within the same system. It was not designed to replace national systems, but to enhance the understanding of them in other countries. The ECTS grading scale ranks the students on a statistical basis. Therefore, statistical data on student performance is a prerequisite for applying the ECTS grading system. The ECTS Grade equals the percentage of successful students normally achieving that particular grade - as displayed in table below:

(For a better comparison to national marking systems the English, French and German grades have been added accordingly)

ECTS-grade	percentage	definition	National (French) grade	National (German) grade
A	10 %	EXCELLENT - outstanding performance with only minor errors	> 15/20	1+ and 1
B	25 %	VERY GOOD - above the average standard but with = some errors	> 14/20	1- and 2+
C	30 %	GOOD -generally sound work with a number of notable errors	> 12/20	2, 2- and 3+
D	25 %	SATISFACTORY - fair but with significant shortcomings	> 10/20	3 and 3-
E	10 %	SUFFICIENT - performance meets the minimum criteria	at least 10/20	4+ and 4
FX		FAIL- some more work required to pass	> 5/20	4-/5
F		FAIL – considerable further work required	5/20 or less	5-/6

A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: “fail- some more work required to pass” and F means: “fail – considerable further work required”. The inclusion of failure rates in the Transcript of Records is optional.

Qualification and ECTS credits awarded

After the successful completion of the programme the participants receive a ‘Certificate of European Studies’ which is issued by the CIFE and signed by its

General Director, Prof. Hartmut Marhold and Prof. Wolfgang Wessels, Jean-Monnet Professor for Political Science and European Affairs at the University of Cologne.

The credits awarded for a successful completion of this part-time studies programme add up to 24 corresponding to a workload of 600 hours in total. Participants are invited to choose the maximum of 11 courses (plus simulation game) in order to collect 36 ECTS credit points. Students need to be successful and be awarded a passing grade in order to receive the credits for the course module concerned.

In order to participate in the 2nd year of the programme *Master in EU Studies Online* participants have to collect 30 ECTS during the first year. If participants consider to decide after the completion of the one year programme to apply for the Master programme then they should choose the optional courses in awareness of the academic [requirements of the Master programme](#).

Workload

Participants must choose at least 7 courses during the academic year and take place in the simulation game as well as in 3 out of 4 workshops. The workload for each course and the simulation game will be 75 hours; thus the minimum workload for the whole academic years adds up to 600 hours in total. Divided by the number of weeks (one term = 13 weeks) participants must be prepared to a weekly workload of 6 hours per course.

Participants are invited to choose the maximum of 11 courses (plus simulation game) in order to collect 36 ECTS credit points. This would add up to the maximal workload of 900 hours in total, e.g. approx. 24-30 hours per week.

1 course	=	3 ECTS credits
1 ECTS credit	=	25 hours workload
→ 1 course	=	75 hours workload in total
1 course	=	Ca. 13 weeks
→ 1 course	=	Ca. 6 hours workload per week
1 academic year (compulsory workload)	=	minimal 7 courses + simulation game
→ 1 academic year	=	minimal 600 hours workload in total

(compulsory workload)		
→ 1 academic year (compulsory workload)	=	minimal 18-24 hours workload per week
1 academic year (optional workload)	=	maximal 11 courses + simulation game
→ 1 academic year (optional workload)	=	maximal 900 hours workload in total
→ 1 academic year (optional workload)	=	Ca. 24-30 hours workload per week

Educational and professional goals

The programme is primarily designed as a specialised training and additional qualification for young professionals, postgraduates and junior officials interested in or already working in the field of European integration.

Through the award of ECTS credits on the one hand, and a certificate issued by renown institutes in the field of EU studies on the other hand, the achievements of the successful completion of the programme can be recognised as both academic and professional qualifications of the participants.

ECTS departmental co-ordinators

For questions concerning ECTS credits contact Dr. Helgard Fröhlich at cife-berlin@cife.eu.

III. Academic staff and experts for the EOA programme

The EOA lecturers are recognised experts with academic and practical background as professors, tutors and researchers. The experts participating in the EOA are:

Prof. François Bafoil – Head of Research of CERI et Science Po (Paris)

Prof. Justin Greenwood - University of Aberdeen

Prof. András Inotai - Institute for World Economics (Budapest)

Dr. Robert Kissack – Institut Barcelona d'Estudis Internacionals (IBEI)

Prof. Sandra Lavanex – University of Luzern

Prof. Jacques Le Cacheux - Université de Pau et Science Po (Paris)

Mr. Edgar Lenski – German Federal Ministry of Economics and Technology

Prof. Hartmut Marhold – General Director of CIFE

Prof. Ingolf Pernice – Walter-Hallstein-Institut, Humboldt University (Berlin)

Dr. Audun Ruud – University of Oslo

Prof. Wessels - Jean Monnet Chair for Political Science Cologne University

Each course is taught by one professor. General assistance and tutoring is offered by the EOA team.

VI. Description of the EOA course modules

Institutional architecture of the EU

Theme/Topic:	The institutional architecture of the EU – evolution and reforms
Expert:	Prof. Wolfgang Wessels , Universität zu Köln, Jean Monnet Chair
Character:	obligatory
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

The present course focuses on the explanation of the institutional architecture according to the status quo comparing it to the (future) provisions of the Reform Treaty. In a first part, we will take a look at the leitmotives of EU system development and at the methods of treaty revisions before concentrating on the 2000 IGC and the Nice Treaty compared to the Convention, the Constitutional Treaty and the Reform Treaty.

In a second part, we will then analyse the evolution of the institutional architecture focusing on the status quo, but also pointing out the differences, which the Reform Treaty will produce, once entered into force. The last chapter is dedicated to the different scenarios of deepening and widening with and without the Constitutional / Reform Treaty.

Bibliographical advice and links:

Peterson, John / Shackleton, Michael (eds) (2001): *The Institutions of the European Union*, Oxford: Oxford University Press.

Wessels, Wolfgang (2005): *The Constitutional Treaty: Three Readings from a Fusion Perspectives*, in: *Journal of Common Market Studies*, Annual Review 2004/2005, The European Union, p. 11-36.

Wiener, Antje / Diez, Thomas (eds) (2004): European Integration Theory, Oxford: Oxford University Press.

History of European integration

Theme/Topic:	History of European Integration
Expert:	Prof. Hartmut Marhold , General Director of CIFE
Character:	obligatory
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

Participants should get a general vision of historical factors shaping European integration. They should be able to distinguish between different eras of the integration process and know the main characteristics and dynamics of these eras. The course is intended to frame a set of structural and historical patterns which can explain the integration dynamics and its stagnation, factors related to internal (functional) as well as external (competition with superpowers and nation states) constraints.

Bibliographical advice and links:

Journal of European Integration History (via Centre Robert Schuman, Luxembourg):

<http://www.restena.lu/lcd/cere/f/revue/revinfof.html>

Michael Gehler: Zeitgeschichte zwischen Europäisierung und Globalisierung. In: Internet-publication of the German journal "Das Parlament - Aus Politik und Zeitgeschichte", Deutscher Bundestag und Bundeszentrale für politische Bildung, 01.08.2003:

<http://www.bundestag.de/cgi-bin/druck.pl?N=parlament>

Contemporary European History (Journal published by the New York University School of Law, Jean Monnet Centre):

<http://www.jeanmonnetprogram.org/TOC/search.php?pagemode=journal&journalid=7>

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Universiteit Leiden, History of European Integration: www.history.leidenuniv.nl/

Introduction to European Law

Theme/Topic: European Law I – Basics of European (constitutional) Law

Experts: Prof. Ingolf Pernice, Walter-Hallstein-Institut für
Europäisches Verfassungsrecht, Berlin
Mr. Edgar Lenski, Federal Ministry of Economics and
Technology

Character: obligatory

ECTS-Credits: 3 Credit-points

Teaching methods: lecture, seminar and discussion at the presence workshop

Assessment methods: final exam at the end of the term, assignments, active
participation in workshop and forum discussion

Language: English

Objective and course content:

Introduction into European Constitutional Law in general: Treaties or Constitution, the autonomy of European law, its relationship to national (constitutional) law, the pillar-structure of the EU and its abolition by the new Reform treaty, multilevel constitutionalism and the EU divided-power system. competences of the EU, institutions, decision-making procedures, legislative acts, in particular directives and their direct effect, methods and problems of implementation, liability of Member States for infringements, fundamental rights and the system of legal protection by national courts and the ECJ.

Bibliographical advice and links:

Koen Lenaerts/Pieter Van Nuffel, Constitutional Law of the European Union, 2nd ed. 2004

Ingolf Pernice, "Multilevel Constitutionalism in the European Union" - WHI Paper 5/02

<http://www.whi-berlin.de/pernice-constitutionalism.htm>

Introductory paragraphs on the institutions and basics of European Law: EurLex-website <http://europa.eu.int/eur-lex/en/about/index.html> ("About EU law")

European Law II – Internal market

Theme/Topic:	European Law II – Internal market
Experts:	Prof. Ingolf Pernice, Walter-Hallstein-Institut, Berlin Mr. Edgar Lenski , Federal Ministry of Economics and Technology
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

Based on the introductory course on European Constitutional Law this optional course aims at a more precise understanding of EC substantive law: the internal market and competition. Each of the chapters on the four freedoms, on gender equality, on harmonisation of laws, on competition law and on public procurement law starts out with a detailed introduction. These introductory chapters are followed by a study of the ECJ's case law: after reading and analysing the classical leading cases the participants will finally approach the recent jurisprudence of the Court about each of the aforementioned topics.

Theoretical, political and economic aspects of transition in Eastern Europe

Theme/Topic:	Theoretical, political and economic aspects of transition in Eastern Europe
Expert:	Prof. Francois Bafoil, CERI Paris
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

The purpose of this course is to explain the different political, economic and social changes between 1989 and 2004 in Eastern Europe after the collapse of communism. This process is called 'Transition'. In order to explain these changes this course applies two theories: neo-institutionalism and Europeanisation. They serve as a tool in order to structure the transition period and to interpret and understand it. This course does not take into account foreign policies considering that foreign policies of the Eastern countries were concentrated on one single object: integration. This course is divided into four parts. Part one gives a historical overview of the events before and after 1989. Thereafter the theoretical framework will be developed and evaluated. Part three applies the historical and theoretical framework on the political transition in Eastern European countries. The last section focuses on economic transition.

Bibliographical advice and links:

- <http://europa.eu.int/comm/enlargement>

Site of the European Commission on the enlargement process, gives an overview on current situation and processes of transformation in the CEE Countries.

- (<http://www.mehr-europa.de> 'more Europe' is an information site in German by the European COM and European Parliament on the Eastern Enlargement)

- <http://www.iep-berlin.de/index.php?id=82> the successor of the Enlargement /agenda 2000 watch issued by the Institute for European Politics in Berlin.

The EU in the International System

Theme/Topic:	The EU in International Politics
Expert:	Dr. Robert Kissack , Institut Barcelona d'Estudis Internacionals (IBEI)
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

Robert Kissack is currently residing as a Post Doctoral Fellow at the Institut Barcelona d'Estudis Internacionals (IBEI), as well as teaching on their Masters Programme. He is also a Lecturer on the EU Online Academy for 2008-2009 session. He has also occupied the position of LSE Fellow in the Department of International Relations at the London School of Economics, and before returning to academia worked for two years at the International Labour Organization in the London office. While completing his PhD at the LSE he was co-editor of influential IR journal Millennium: Journal of International Studies. Robert has published in Global Society and Millennium, as well as having forthcoming articles in the Journal of European Social Policy and Jan Orbie & Lisa Torrell (eds.) The European Union's Role in the World and the Social Dimension of Globalisation (London: Routledge, 2008). He has also published in CFSP FORUM, and working papers for the LSE's European Foreign Policy Unit. His teaching interests include European Union foreign policy, (especially EU – UN relations), international organisations and international political theory.

Bibliographical advice and links: *(to be confirmed)*

Important link: FORNET www.fornet.info.

Official site of the European Commission on the EU's external relations:

http://ec.europa.eu/external_relations/index.htm with detailed search functions.

The Council's website on CFSP:

http://www.consilium.europa.eu/cms3_fo/showPage.asp?id=248&lang=en&mode=g

Key books: Christopher Hill and Michael Smith, *International Relations and the European Union* (Oxford University Press, 2005);

Karen E. Smith, *European Union Foreign Policy in a Changing World* (Polity, 2003).

Economic and Monetary Union and the Stability and Growth Pact

Theme/Topic: EMU and the SGP

Expert: Prof. Jacques LeCacheux, Sciences Po Paris

Character: optional

ECTS-Credits: 3 Credit-points

Teaching methods: lecture, seminar and discussion at the presence workshop

Assessment methods: final exam at the end of the term, assignments, active participation in workshop and forum discussion

Language: English

Objective and course content:

The course is designed in such a way as to mobilize major analytical tools of economics to enlighten the various aspects of EU integration and processes of economic policymaking in the EU. It covers market integration, competition policy and their consequences, macroeconomic policies (monetary and fiscal) in the Eurozone, tax and social competition, etc.

The objectives of the course are to allow an understanding of major issues, problems, challenges and policy choices facing policymakers in the EU, while acquiring analytical skills in applied economics.

Bibliographical advice and links:

J.P. Fitoussi and F. Padoa Schioppa, eds., *The State of the European Union*, vol.1, Palgrave, 2005.

J.P. Fitoussi and J. Le Cacheux, eds., *The State of the European Union*, vol.2, Palgrave 2006, forthcoming.

R. Baldwin and Ch. Wyplosz, *The Economics of European Integration*, MacGraw Hill, 2004.

Economic challenges for the enlarged EU

Theme/Topic:	Economic challenges for the enlarged EU
Expert:	Prof. Andras Inotai, Institute for World Economics (Budapest)
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

The course combines three basic challenges the enlarged/enlarging EU is facing: global competition, community-level reforms and economic transformation in the new – and also in the EU-15 – countries. Enlargement is fundamentally shaping the future of the EU and raises the question of future-oriented vs. status-quo-oriented strategies. Key economic areas of the enlarged/enlarging EU will be examined in this context.

Bibliographical advice and links:

- AGHION P., BLANCHARD O-J., 1998, "On privatization Methods in Eastern Europe and their Implications ", in *Economics of transition*, vol. 6, n^o1, May, pp. 87-100.
- AGHION P., CARLIN W., 1997, "Restructuring Outcomes and the Evolution of Ownership Patterns in central and eastern Europe ", *Lessons from the economic Transition*, (ZECCHINI S. editor), OCDE, pp. 241-262.

- BERD, Transition report, (Annual reports) M. BLANCHARD, 1997, The Economics of Post-Communist Transition, Oxford, Oxford University Press.
- DJANKOV S., POHL G., 1998, "The restructuring of large firms in the Slovak Republic ", in Economics of Transition, vol. 6, (1), pp. 67-85.
- TANG H (edited by), 2000, Winners and Losers of EU Integration. Policy Issues for Central and Eastern Europe, World Bank
- David A. KIRAV, Anne WATSO, 2002, Small firms and Economic Development in developed and Transition Economies, (edited by), Ashgate

Justice and Home Affairs in the European Union

Theme/Topic:	Justice and Home Affairs in the EU
Expert:	Prof. Sandra Lavanex , University of Luzern
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

The control of, entry to, and residence within national territory, citizenship, civil liberties, law, justice and order, lie very close to the core of the nation-state. They are key to notions of state sovereignty and internal security, and, in liberal democracies, individual freedoms and human rights. The permeability of borders in Europe necessitated cooperation among governments, at the same time, Member States have often uploaded their domestic concerns onto the EU agenda, leading to an incremental, not always coherent, but dynamic evolution of this cooperation. The Maastricht Treaty on European Union regularized the initially intergovernmental cooperation into the EU's 'third pillar'. The Treaty of Amsterdam transformed justice and home affairs from a peripheral aspect to a focal point of European integration. Cooperation among national agencies concerned with combating crime, managing borders, immigration and asylum, and with the judicial and legal implications of rising cross-border movement, has thus been gradually moved from loose

intergovernmental cooperation to more systematic collaboration within the European Union (EU). Eastern and southern enlargement has been an important motor of integration. In recent years, EU justice and home affairs have also developed a dynamic external agenda, blurring the lines to the EU's foreign and security policy, and playing an increasing role in the European Neighbourhood Policy. These developments, however, continue to be marked by reservations about the role of EU institutions resulting in a hybrid institutional structure, and policy measures which are riddled with delicate compromises and flexible arrangements between the member governments.

In this course, we will focus on the dynamics of this cooperation, the institutional forms it takes, the characteristics of the issue areas involved, and the relationships between supranational forms of integration and intergovernmentalism on the one hand, sovereignty and security considerations versus fundamental liberties and human rights on the other:

Bibliographical advice and links:

Lavenex S. and W. Wallace (2005) "Justice and Home Affairs. Towards a European Public Order?", in H. Wallace, W. Wallace and M. Pollack (eds.), *Policy-Making in the European Union*, Fifth Edition, Oxford: Oxford University Press, 2005, 457-480 .

Lavenex, S. (2001), *The Europeanisation of Refugee Policies: Between Human Rights and Internal Security* (Aldershot: Ashgate).

Mitsilegas, V., Monar, J., and Rees, W. (2003), *The European Union and Internal Security: Guardian of the People?* (London: Palgrave).

Occhipinti, J. D. (2003), *The Politics of EU Police Cooperation: Towards a European FBI?* (Boulder: Lynne Rienner)

Interest Representation in the EU

Theme/Topic:	Interest Representation in the EU
Expert:	Prof. Justin Greenwood , Robert Gordon University, Aberdeen
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

The course will

- Identify, describe and assess the different types of interests and features of their collective action.
- Examine the ways in which these interests contribute to the everyday policy-making, implementation, and monitoring, of EU public policy.
- Examine the extent to which organised civil society interests of all types contribute to the development of European integration, defined as both the extension of EU competencies and the development of EU democratic legitimacy.
- Examine the ways in which the special characteristics of the EU and its institutional configuration influences the contribution that producer and citizen interests make to EU policy-making and integration, and influences characteristics of EU collective action between civil society interests.

Examine the degree of uniqueness in the EU system of organised civil society

Bibliographical advice and links:

Greenwood, J (2007, 2nd edtn) Interest Representation in the European Union (Basingstoke: Palgrave Macmillan).

Smismans, S (2006) Civil Society and legitimate European Governance (Cheltenham, Edward Elgar).

http://www.europa.eu.int/comm/secretariat_general/index_en.htm

<http://www.euractiv.com/> (Section 'Public Affairs')

Sustainable Development in the EU

Theme/Topic:	Sustainable Development in the EU
Expert:	Dr. Audun Ruud , Centre for Development and Environment, University of Oslo
Character:	optional
ECTS-Credits:	3 Credit-points
Teaching methods:	lecture, seminar and discussion at the presence workshop
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion
Language:	English

Objective and course content:

The EU Strategy for sustainable development (SD) was first adopted by the Council in June 2001. It identified four priority action areas; limiting climate change and increasing the use of clean energy; addressing threats to public health; managing natural resources more responsibly; and improving the transport system and land use management. In June 2006, the European Council adopted a revised SD strategy in which the scope was enlarged by including inter alia social inclusion, migration, and global poverty. The objective of this course is to understand the three concerns of sustainable development (economic, social-welfare and ecological concerns) and how sustainable development is interpreted in EU policy and practices.

Environmental Policy Integration (EPI) relates to how environmental concerns are taken into account in other policy areas. EPI is considered to be a main approach in reconciling the various concerns of sustainable development. With an explicit reference to production and consumption of electricity, the course will highlight how EPI could be considered a tool for implementing SD policies at EU level and among member states. The focus on EPI will thus enable a better understanding of policy implementation and practices of promoting sustainable development in the European Union.

A Bibliographical link that the course will draw on heavily:

Lafferty, William M. 2004. Governance for Sustainable development. The challenge of adapting Form to Function. Edward Elgar

Besides, a number of relevant references are found at:

The European portal on Sustainable Development:

http://ec.europa.eu/sustainable/welcome/index_en.htm

V. Information on the organisers of the EOA (CIFE and its partners)

CIFE

1. Name and address:

Centre International de Formation Européenne (CIFE Nice)

10, Avenue des Fleures (FLEURS) – Le Dana

F – 06000 NICE (France)

phone +33-493-97 93 97

fax +33-493-97 93 98

email: cife-berlin@cife.org

website: www.cife.org

Centre International de Formation Européenne (CIFE Berlin)

Bismarckallee 46-48

D – 14193 Berlin

phone +49-(0)30-895951-14

fax+49-(0)30-895951-630

email: cife-berlin@cife.org

Website: www.eu-online-academy.org, www.cife.org

2. Description of the institution

Established in 1954, the CIFE is a private, international non-profit organisation, which includes several institutes and European studies courses as well as colloquiums, seminars and publications. The CIFE has consultative status with the Council of Europe and has offices in most of the member states of the European Union, as well as in some Central and Eastern European countries. It receives support from the European Union, the Franco-German Youth Office and other international organisations, from numerous national governments, as well as regional and local authorities, foundations, and private contributors.

3. Programmes offered

The programmes of the CIFE encompass educational and research activities concerning European unification and integration, federalism, regionalism and

changes within the structures of contemporary society in accordance with a global federalist prospective. Among the different types of activities are:

University sessions

The CIFE and its member institutions, such as IEHEI, organise each year annual graduate and post-graduate programmes as well as Internet courses, evening courses and summer sessions, which bring together participants of all nationalities.

Seminars, colloquiums and conferences

The CIFE organises each year in various European countries seminars intended for different socio-professional groups and lecturers, covering the whole spectrum of issues raised by the process of European integration.

Several conferences also take place every year for academics, politicians, company executives and international experts.

Finally, upon request and in addition to its own public lectures held in various European cities, the CIFE may also provide speakers to associations, youth movements, high school etc.

Publications

The CIFE publishes each year:

books and brochures; a quarterly review in French: *L'Europe en formation*

4. Management

Founding Honorary President: Alexandre Marc

President: Jean-Claude Juncker

Director General: Hartmut Marhold

Secretary General: Claude Nigoul

5. Timing of the different study programmes

- October to June: Academic year of the European Online Academy
- October to June: Academic year of the M.A. in European and International Studies
- July to September: Summer schools
- Throughout the year: International Seminars and colloquiums

6. Admission and registration procedures

Each program offered by CIFE has its own procedure of admission and registration.

Jean-Monnet Chair for Political Science and European Affairs, University of Cologne

The Jean Monnet Chair at the Research Institute for Political Science and European Affairs in Cologne has, over the course of several semesters, developed and taught a differentiated program of European Affairs that has significantly broadened the knowledge of the almost 4.000 students of political science in this area. To meet the increasing academic and political challenges to EU studies the Jean-Monnet Chair for European Integration at the Research Institute for Political Science and European Affairs at the University of Cologne has developed a broad range of teaching and research activities.

Experiences with e-Teaching Activities:

- PolitikON: E-learning unit on "The EU in the international system"
- The "Course in Law and Politics of the EU system - PROTEUS"
- "Cologne-Paris Simulation – COPAS"
- The "Virtual Textbook"
- Teaching Europe: "The Core Curriculum" on European Integration Studies
- www.eu-training.de for the Federal Agency of Public Administration (Baköv)
- European Online Academy

www.politik.uni-koeln.de/wessels/

CERI – Sciences Po (Paris)

The CERI, founded in 1952, within the *Fondation Nationale des Sciences Politiques* (FNSP), is France's foremost centre for research on the international political system. As a joint FNSP-CNRS research unit, the CERI is made up of some sixty researchers and about fifteen support staff who handle financial management, documentation, publications and communication.

The CERI's mission is to bring together area studies specialists and international relations experts. It analyzes the contemporary political world, with a strong emphasis on an interdisciplinary approach: its research fellows include not only political

scientists but also economists, sociologists, historians and anthropologists. Most CERI fellows teach at Sciences Po in Paris and in other institutions of higher education in France and abroad. The CERI also hosts postgraduate students enrolled in the doctoral program of Sciences Po. CERI fellows are regularly consulted by various ministries, firms, parliamentary committees, and international organizations.

Activities of the CERI:

Colloquia and Study sessions are generally organized to mark the completion of a collective research project. The proceedings usually lead to publications. Lecture-Debates led by a researcher or expert offer an opportunity to take stock of international current events in an interactive manner, Research seminars are mainly designed for research fellows and associates, who gather to present and discuss ongoing research within the CERI or the academic community.

Strategy seminars, organized primarily for CERI's Privileged partners, meet monthly, generally over breakfast, to ponder and debate the major issues facing the world today.

www.ceri-sciences-po.org/ceri.htm

Institute for World Economics (Budapest)

The Institute for World Economics (IWE) carries out research and formulates policy recommendations on an objective basis, as part of the Hungarian Academy of Sciences. Established in 1973, it has become one of the major policy-oriented international research institutes and economic-policy think tanks in Central Europe.

Its main research task is to study the underlying trends and factors behind global and regional economic developments, and to examine their present and future impact on the Hungarian economy. In addition, it sets out to contribute to international research, through cooperation with top research institutes throughout the world.

<http://www.vki.hu/eindex.shtml>

Walter Hallstein - Institut der Humboldt-Universität zu Berlin

It focuses on research into the fundamental principles, structures and contents of a European constitutional order, based on a comparative analysis of constitutional law. Features of the Institute are the establishment of an international network of institutes having similar objectives in view to conducting co-operative research work and the usage of modern means of communication to launch an Europe-wide discourse on constitutional law. The Institute takes advantage of Berlin's geographical position and the Humboldt University's profile as "a bridge between East and West" and encourages a merger of theory and practice through practically and politically aligned events in Germany's capital. It also promotes public discussions and offers advice to political institutions about crucial questions regarding the European constitutionalization. The Institute organises a series of lectures on the issue of European constitutional law ("Forum Constitutionis Europae") as well as annual conferences and other events.

The Institute is an institution affiliated with Humboldt University's Faculty of Law, supported by an incorporated non-profit association. The chairmanship of the Institute is held jointly by Michael Kloepfer, professor of law and Ingolf Pernice, professor of law. Advisory duties are assigned to a Scientific Council and to an Advisory Board.

The core facility of the Institute is the special library on European Union and comparative constitutional law, affiliated with the Faculty's main law library. Another hallmark of the Institute to interact with the interested public via internet and other means of modern media in order to prompt discussions on the Institute's current issues.

The Institute emerged from a research project on European constitutional law supported by the DFG (Deutsche Forschungsgemeinschaft). Additional financial support was obtained from the European Commission. Perspectives of future financing include contributions coming from EU-institutions, the German Ministry of Foreign Affairs, the Government of Berlin and from members of the association supporting the Institute.

www.whi-berlin.de

Institut für Europäische Politik e.V.

The Institut für Europäische Politik (IEP) has been a non-profit organization active in the field of European integration since 1959. It is one of Germany's leading foreign and European policy research institutes.

The IEP works with academia, politics, administration and civic education. Its task is to analyse the issues of European politics and integration in an academic way and to promote the practical application of its research results.

The IEP provides a European and interdisciplinary forum in Berlin for debate on European politics among experts from academia, politics, business and the media.

www.iep-berlin.de

London School of Economics and Political Science

The London School of Economics and Political Science (LSE) is a world class centre for its concentration of teaching and research across the full range of the social, political and economic sciences. Founded in 1895 by Beatrice and Sidney Webb, LSE has an outstanding reputation for academic excellence.

LSE is an unusual university. Few university institutions in the world are as international. The study of social, economic and political problems covers not only the UK and European Union, but also countries of every continent. From its foundation LSE has aimed to be a laboratory of the social sciences, a place where ideas are developed, analysed, evaluated and disseminated around the globe.

<http://www.lse.ac.uk>

Institut Barcelona d'Estudis Internacionals (IBEI)

IBEI is a private foundation created in Barcelona, promoted by the CIDOB Foundation. Its objective is to be a centre of prestige and excellence and a first-rate referent in the field of international studies, a centre which will prepare experts who demand a global conception in international relations and an institution which will make Barcelona a pole of international attraction in this field.

http://www.ibe.org/web_new/eng/ibe.asp

Aberdeen Business School - The Robert Gordon University, Aberdeen

The Aberdeen Business School is one of the leading providers of management and professional education in Scotland. Over 3,000 students are studying a comprehensive range of courses. Founded in 1965, the business school has just celebrated its fortieth year and continues to build on its firm foundation. The School is one of the largest Business Schools in the United Kingdom.

The Business School is part of The Robert Gordon University, which has been regularly acclaimed as The Best New University in the UK based on a formidable reputation for its pragmatic approach to higher education.

<http://www.rgu.ac.uk>

Université de Pau et des Pays de l'Adour

Located at the Spanish border the University of Pau and the Pays de l'Adour (UPPA) is a net of 4 campus which benefits from its geographical situation.

Since its creation in 1970, UPPA is characterised by its pluridiscipline character, its heterogene structure and its large net of contacts to regional economic and social actors.

<http://www.univ-pau.fr>

Observatoire français des conjonctures économiques (OFCE)

The main objectives of OFCE are to combine economic research with forecasting. Among other activities, it conducts research on the French and European economies from an international standpoint and publishes short, medium and long-term economic forecasts.

OFCE was founded by decree, on February 11th 1981, within the Fondation nationale des sciences politiques.

L'OFCE fonde ses analyses sur des modèles élaborés par ses chercheurs, par exemple Mosaïque, pour l'analyse de l'économie française, Mimosa (construit en collaboration avec le CEPII), pour les études internationales, ou des modèles d'équilibre général calculable utilisés notamment pour l'étude des systèmes de prélèvements obligatoires.

L'OFCE, qui est associé au Diplôme d'Études Approfondies en économie de l'Institut d'Études Politiques, est très ouvert aux étudiants : de nombreux chercheurs

enseignement, en France ou à l'étranger, et des étudiants de doctorat poursuivent leurs travaux à l'OFCE.

<http://www.ofce.sciences-po.fr/>

The Centre for Development and the Environment (SUM)

[The Centre for Development and the Environment \(SUM\)](#) was established at the [University of Oslo](#) in 1990 in response to the report of the Brundtland Commission: *Our Common Future*. [ProSus](#) was established in 1996 by The Research Council of Norway. The principal goal is to produce knowledge for the realisation of a sustainable society. Since the year 2000, ProSus has been a Strategic University Programme at SUM with a particular objective of monitoring Norway's follow-up of the Rio Declaration, Agenda 21 and the guidelines of the UN Commission on Sustainable Development (CSD). However, strategic research is also conducted extensively on sustainable development policies both in the Nordic region and in Europe at large. Because of its interdisciplinary mandate, SUM is placed directly under the Board of Directors of the University of Oslo rather than being attached to a particular faculty. The Centre has its own Board which includes representatives from four faculties (Social Sciences, Arts, Natural Sciences, and Law) as well as two members from outside the University. Currently, more than 50 people are affiliated with the Centre.