

## ECTS Information for the Master in EU Studies Online

organised by the European Online Academy - [www.eu-online-academy.org](http://www.eu-online-academy.org)

A programme of the Centre international de formation européenne (CIFE),  
organised with the financial support of the European Union



### ***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. Since then 46 States participate to the Bologna Process.

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 ([www.eu-online-academy.org](http://www.eu-online-academy.org)).

#### **The learning agreement**

The ECTS Learning Agreement guarantees the transfer of credit for courses. It contains the

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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.

### **Master degree and Diploma Supplement**

The Europass Diploma Supplement is issued to graduates of higher education institutions along with their degree or diploma. It helps to ensure that higher education qualifications are more easily understood, especially outside the country where they were awarded. The Europass Diploma Supplement was developed jointly with Unesco and the Council of Europe.

It will be delivered by the CIFE together with the Master degree.

### **The Diploma supplement includes**

- Information identifying the holder of the qualification
- Information identifying the qualification
- Information on the language of instruction
- Information on the level of the qualification
- Information on the contents and results gained
- Information on the function of the qualification
- Additional information (Information about the CIFE )
- Certification of the Supplement

## ***II. Information on the EOA Master in EU Studies Online programme***

### **General Description**

The European Online Academy ([www.eu-online-academy.org](http://www.eu-online-academy.org)) was initiated in 2003. The Master in EU Studies Online is a two-year programme organised since October 2008.

Over the past 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 virtual workplace pulls resources from the web, processes resources into results and places them as new resources back into the web.

The EOA offers comprehensive information on recent developments of the European integration process and up-to-date insight into proceedings and policy areas. During the second year of the Master programme, the participants specialise in one of the core subjects (Political Science, Economics and EU Law) – whereby the general approach to the issues and tasks is an interdisciplinary one.

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.

Each year's intake is made up of participants (max. 35) with diverse backgrounds and national origins.

## **Curriculum and programme diagram (with ECTS credits) of the 1<sup>st</sup> Academic Year**

All participants have to pass [all three compulsory courses](#) in the first term which will provide the necessary introductory and multidisciplinary background relating to the development of the EU system.

The combination of compulsory and optional courses later on will give the participants the opportunity to study specific areas of interest in more depth. In order to meet the requirements for completion of the programme, each participant must pass at [least three courses](#) (EU Law II is compulsory) in the second and [three courses](#) (Economics Challenges in the enlarged EU is also compulsory) in the third term.

A European Council simulation exercise on controversial items taken from real political scenarios is scheduled for one of the workshops. Participation is compulsory. (Those not present have to prepare and send in position papers and outcome analysis papers.)

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).

<b>First term</b> (Mid October – January of the following year)			
First workshop First week-end of November (Berlin): Introduction to EOA programme, to e-learning and to the three compulsory courses:			
Compulsory "Institutional architecture of the EU" (Prof. Wessels)	Compulsory "History of European Integration" (Prof. Marhold)	Compulsory "Introduction to European Law" (Prof. Pernice)	
3 ECTS Credits	3 ECTS Credits	3 ECTS Credits	
Written Exams in the three compulsory courses at the second workshop in Rome			
<b>Second term</b> (Mid January – Beginning April)			
Second workshop Mid January during a week-end (Rome): Written Exams in all compulsory courses of 1 <sup>st</sup> term and introduction to forthcoming courses of 2 <sup>nd</sup> term:			
"The EU in World Politics" (Dr. Kissack)	"Political and economic aspects of transition in EEC" (Prof. Bafoil)	Compulsory "European Law II – Internal Market" (Prof. Pernice)	"EMU and the Stability and Growth Pact (SGP)" (Prof. Le Cacheux)
3 ECTS Credits	3 ECTS Credits	3 ECTS Credits	3 ECTS Credits
One compulsory Course, two optional courses out of three. Written Exams at third workshop in Budapest.			
<b>Third term</b> (Beginning April – End of June )			
Third workshop Beginning April during a week-end (Budapest): Written Exams in compulsory and optional courses of 2 <sup>nd</sup> term (plus eventually retakes exams for the 1 <sup>st</sup> term courses) and introduction to courses of 3 <sup>rd</sup> term			
Compulsory "Economic challenges for the enlarged EU" (Prof. Inotai)	"Justice and Home Affairs in the EU" (Prof. Lavenex)	"Interest Representation in the EU" (Prof. Greenwood)	Sustainable Development in the EU (Mr. Knudsen)
3 ECTS Credits	3 ECTS Credits	3 ECTS Credits	3 ECTS Credits
One Compulsory course, two optional courses out of three plus preparation for the simulation. Closing workshop for the first year of the Master In EU Studies Online End June (Brussels) Written exams in all compulsory and optional courses of 3 <sup>rd</sup> term and completion of the simulation (plus eventually retakes exams for the 2 <sup>nd</sup> term courses) Simulation exercise 3 ECTS Credits			

### Curriculum and programme diagram (with ECTS credits) of the 2<sup>nd</sup> Academic Year

All participants have to take part in the [three annual courses](#) of the core subjects: Political Science, Economics and European Law.

One of the core subjects is to be chosen as a specialised area of study. The participant's decision has to be taken (and given to the EOA Team) before the first workshop of the second year. The participants are requested to enrol officially onto the methodology course for their respective core subject and to meet all the requirements by the expert to prepare the Master Thesis (working papers, outlines, exposé). The preparatory working papers are discussed in the forum of the chosen course and during the intense workshop.

1 <sup>st</sup> phase July – September			2 <sup>nd</sup> phase September - January			3 <sup>rd</sup> phase January – June					
Online Activities July – August		Workshop (Istanbul) Mid September		Online Activities		Intensive workshop (Berlin) January		Online Activities		Closing Workshop End June	
Preparation and forum discussions (15 ECTS)	Core subject <b>EU Law</b>	Expert Lectures on	EU Law	Preparation for the interdisciplinary courses first steps towards the Master Thesis	EU Law	Editing position papers / case studies	Working groups on the Core Subjects and interdisciplinary lectures Co-teaching studies Triple-teaching studies (5 ECTS)	Editing of the Master Thesis (10 ECTS)	Submitting of a draft of Master Thesis online 30 May	Written Exams in the three Core Subjects	Presentation and discussion of the drafts of Master Thesis/ Submitting of the final Master thesis until end of July
	Core subject <b>Political Science</b>		Political Science		Political Science						
	Core subject <b>Economics</b>		Economics		Economics						
Introduction to the 2 <sup>nd</sup> academic year		Methodology course in one of the core subjects		Forum discussions about: • Core Subjects • Methodological problems		Consultation for editing of the Master Thesis		Forum discussions			
		Additional Options				Additional Options				Additional Options	

### 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 Selection Committee 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 the first year

For a successful completion of the first year 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
- D. participate actively in all interactive e-learning modules (e.g. forum, quiz)
- E. pass the final written examinations in the five 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 performance of the student is documented by the ECTS-grading-system. 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. Grades are assigned among students with a pass grade as follows:

ECTS-Grade	Percentage	Definition
A	90-100%	EXCELLENT - outstanding performance with only minor errors
B	80-89%	VERY GOOD - above the average standard but with some errors
C	70-79%	GOOD - generally sound work with a number of notable errors
D	60-69%	SATISFACTORY - fair but with significant shortcomings
E	50-59%	SUFFICIENT - performance meets the minimum criteria
F	0-49%	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 "Master In EU Studies Online" 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 60 corresponding to a workload of 1500 hours in total. Participants are invited to choose the maximum of 9 courses (plus simulation) during the first year and during the second year of the Master programme they have to follow all three core subjects and to submit a Master Thesis in one of them in order to collect 60 ECTS credit points. The participants 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 9 courses during the first academic year and take part in the simulation 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 750 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) 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.

During the second year of the Master programme the participants have to follow all three core subjects and to submit a Master Thesis in one of them in order to collect further 30 ECTS credit points.

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 9 courses + simulation
→ 1 academic year (compulsory workload)	= minimal 750 hours workload in total
→ 1 academic year (compulsory workload)	= minimal 18-24 hours workload per week
1 academic year (optional workload)	= maximal 11 courses + simulation
→ 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 Master Diploma 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 coordinator

For questions concerning ECTS credits contact Dr. Helgard Fröhlich at [cife-berlin@cife.eu](mailto: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 Bafail – 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 - Barcelona)

Mr. Jørgen Knudsen - Research Scientist at SINTEF Energy Research (Oslo)

Prof. Sandra Lavenex – University of Lucerne

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

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

Prof. Hartmut Marhold – General Director of CIFE (Nice/Berlin)

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

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

***Each course is taught by one professor sometimes supported by their assistants.***

***General assistance and tutoring is offered by the EOA team.***

#### **IV. Description of the EOA course modules**

##### **First year of the Master in EU Studies Online**

##### **Institutional architecture of the EU**

Theme/Topic:	The institutional architecture of the EU – evolution and reforms
Expert:	<b>Prof. Wolfgang Wessels</b> , Universität zu Köln, Jean Monnet Chair
Character:	Compulsory
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:	<b>Prof. Hartmut Marhold</b> , General Director of CIFE
Character:	Compulsory
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=79>
- Universiteit Leiden, History of European Integration: [www.history.leidenuniv.nl/](http://www.history.leidenuniv.nl/)

### **Introduction to European Law**

Theme/Topic:	European Law I – Basics of European (constitutional) Law
Experts:	<b>Prof. Ingolf Pernice</b> , Walter Hallstein-Institut für Europäisches Verfassungsrecht, Berlin <b>Mr. Edgar Lenski</b> , Federal Ministry of Economics and Technology
Character:	Compulsory
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:	<b>Prof. Ingolf Pernice</b> , Walter Hallstein-Institut, Berlin <b>Mr. Edgar Lenski</b> , Federal Ministry of Economics and Technology
Character:	Compulsory
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.

### Bibliographical advice and links

- Paul Craig/Grainne de Burca, EU Law: Text, Cases and Materials, 4th ed. 2007
- Margot Horspool, European Union Law, 3rd ed. 2004
- EU Law The Essential Guide To The Legal Workings Of The European Union, 4th ed. by Stephen Weatherill, Paul Beaumont, Penguin, 2004, Paperback
- Other useful books, see: <http://www.law.ed.ac.uk/courses/viewreading.aspx?ref=115>.
- For ECJ case law from 7/1997 onwards see :  
<http://curia.europa.eu/jurisp/cgi-bin/form.pl?lang=en>
- For EU-Legislation and older ECJ cases see:  
<http://eur-lex.europa.eu/en/index.htm>
- For a recent online-course on the internal market see: Thomas Schmitz, EC Internal-Market Law, 2006 at  
[http://home.lanet.lv/~tschmit1/Lehre/EC\\_Internal\\_Market\\_Law.htm](http://home.lanet.lv/~tschmit1/Lehre/EC_Internal_Market_Law.htm).

### **Theoretical, political & economic aspects of transition in Eastern Europe**

Theme/Topic:	Theoretical, political and economic aspects of transition in Eastern Europe
Expert:	<b>Prof. Francois Bafoil</b> , 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://ec.europa.eu/enlargement/index\\_en.htm](http://ec.europa.eu/enlargement/index_en.htm)  
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 World Politics

Theme/Topic:	The EU in World Politics
Expert:	<b>Dr. Robert Kissack</b> , 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:

This course examines the foreign relations of the European Union. It begins by examining how the EU makes foreign policy through a review of the history and evolution of its decision-making institutions and procedures. The course then looks at the EU's role in international politics from a number of perspectives, including with the major powers of US, Russia and China; the European 'neighbourhood' to the East and the South; and by theme to include economic foreign relations and development aid. We end with an assessment of what role the EU will play in the 21<sup>st</sup> century.

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

- Important link: FORNET [www.fornet.info](http://www.fornet.info).
- Official site of the European Commission on the EU's external relations: [http://ec.europa.eu/external\\_relations/index.htm](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=q](http://www.consilium.europa.eu/cms3_fo/showPage.asp?id=248&lang=en&mode=q)
- 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:	<b>Prof. Jacques Le Cacheux</b> , 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:	<b>Prof. András Inotai</b> , Institute for World Economics (Budapest)
Character:	Compulsory
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°1, 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:	<b>Prof. Sandra Lavenex</b> , 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:	<b>Prof. Justin Greenwood</b> , 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, 2<sup>nd</sup> 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.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:	<b>Mr. Jørgen Knudsen</b> , Research Scientist, SINTEF Energy Research, 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.

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](http://ec.europa.eu/sustainable/welcome/index_en.htm)

## Second year of the Master in EU Studies Online

### 1. Core Subjects Courses

Length of all three courses: whole second academic year (June first year to June second year)

#### **European Law: Aspects of Legal Integration in Europe & Case Law**

Theme/Topic:	European Law – Aspects of Legal Integration & Case Law
Experts:	<b>Prof. Ingolf Pernice</b> , Walter Hallstein-Institut, Berlin <b>Mr. Edgar Lenski</b> , Federal Ministry of Economics and Technology
Character:	Compulsory
ECTS-Credits:	5 Credit-points
Teaching methods:	Lecture and course material online, seminar and discussion at the presence workshops
Assessment methods:	final exam at the end of the academic year, assignments, active participation in workshop and forum discussion
Language:	English
In addition:	For those who write their Master thesis in this core subject: methodological classes during the workshops

#### Objective and course content:

The second year's law course will deal with theoretical aspects of legal integration in Europe, as well as substantive topics of EU law in more detail.

Master students will carry out in-depth analyses of five topics that have in part already been dealt with briefly in the first year. These subjects range from constitutional/structural questions, such as the relationship between national and European (constitutional) law, fundamental rights and a legal appraisal of the need for EU reform and the achievements, to recent developments in substantive European law, e.g. regarding the internal market and the legal framework of external relations of the EU.

#### Bibliographical advice and links:

- *Koen Lenaerts/Piet Van Nuffel*, Constitutional Law of the European Union, 2<sup>nd</sup> ed., Sweet & Maxwell 2005;
- *Armin von Bogdandy/Jürgen Bast* (eds.) [Principles](#) of European Constitutional Law. Modern Studies in European Law, Oxford, 2006;
- Joseph H.H. Weiler and M. Cocjan's [teaching materials](#) on European Union law (2006);
- *Dirk Ehlers* (ed.), European Fundamental Rights and Freedoms (2007);

## **Economics: The European Union in a globalized world**

Theme/Topic:	The European Union in a globalized world
Expert:	<b>Prof. Andras Inotai</b> , Institute for World Economics (Budapest)
Character:	Compulsory
ECTS-Credits:	5 ECTS Credit-points
Teaching methods:	Lecture and course material online, seminar and discussion at the presence workshops
Assessment methods:	final exam at the end of the academic year , assignments, active participation in workshop and forum discussion
Language:	English
In addition	For those who write their Master thesis in this core subject: methodological classes during the workshops.

### Objective and course content:

The role of the EU as a player in international trade, in international economic organizations, in global market flows, in the global financial and monetary system and in policies concerning both regional and cohesion funds, global environment and climatic change will be all topics analyzed in this course.

It will be characterized by strategic thinking, future-oriented approach, mixture of theory and policy-orientedness, comparative analysis and an interdisciplinary approach with working group activities.

Several key bilateral policies of the EU will be also analyzed during the lessons, among them: relations with Asia, North Africa, Near East, Russia, Neighbourhood Policy, further enlargements and the debate “deepening/widening” of the EU altogether.

## **Political Sciences: Theories and Strategies in the EU**

Theme/Topic:	Theories and Strategies in the EU
Expert:	<b>Prof. Wolfgang Wessels</b> , Universität zu Köln, Jean Monnet Chair
Character:	Compulsory
ECTS-Credits:	5 Credit-points
Teaching methods:	Lecture and course material online, seminar and discussion at the presence workshops
Assessment methods:	final exam at the end of the term, assignments, active participation in workshop and forum discussion, methodology seminar, Master Thesis
Language:	English
In addition	For those who write their Master thesis in this core subject: methodological classes during the workshops.

### Objective and course content:

European Integration can be explained through different theoretical “lenses” and several deliberate strategic decisions based upon them. Theories and strategies are, thus, key issues for constructing the political system of the EU and the evaluation of European integration depends strongly on the particular chosen theoretical approaches.

The first aim of this seminar is to provide a structured and comparative overview of the most established theoretical readings of the European evolution: (Neo-) Federalism, (Neo-) Realism and (Neo-) Functionalism as well as (Neo-) Institutionalism and Constructivism

approaches and the Fusion Thesis. It will develop a schematic analytical tool for rendering theories more systematically comparable

The second aim is to discuss the pros and cons of these perspectives entering the scenarios and assessing different strategies for reforming the (constitutional) future of the EU in view of the Treaty of Lisbon or its failure.

Bibliographical advice and links:

- Eilstrup-Sangiovanni, Mette (ed.): *Debates on European Integration. A Reader.* Houndsmills 2006.
- Rosamond, Ben (2000) (Ed.): *Theories of European Integration*, London.
- Wiener, Antje/Diez, Thomas (eds.): *Theories of European Integration: Past, Present and Future.* 2004.

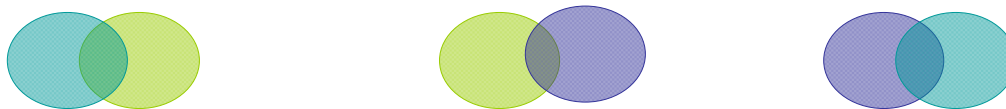
**2. Interdisciplinary work in preparation and during the intense Workshop ( 5 ECTS)**

Overview

**2.1. Module: Courses in the singular core subjects (Four hours for each course)**



**2.2. Module: Interdisciplinary courses in two of the core Subjects: L+P ; L+E ; E+P (Three hours for each course) / co-teaching classes**



**2.3. Module: Interdisciplinary course of three core subjects together: L + P + E (Four Hours) / triple-teaching studies**

**2.1. Module Courses in the singular core subjects (Single classes)**

Each participant has to prepare one position paper in his field of specialisation (assignment).

During the intensive workshop an intense discussion or a simulation will take place (ECJ) to which those participants specialised in the resp. core subject have to contribute accordingly.

Participants of the other specialisations are asked to follow the simulation passively (spectators).

**European Law:**

**A Law Case to be discussed before the ECJ ([www.meuc.eu](http://www.meuc.eu))**

Expert:

**Prof. Ingolf Pernice**

Character:

Compulsory for specialised participants and “spectators”

ECTS-Credits:

Included in intense workshop (at all 5 ECTS)

Teaching methods:

Introduction by expert, presentation of results (position papers, argumentation) by participants and working groups, who are specialised in this core subject, simulation (ECJ).

Assessment methods:

Evaluation of the presented papers, the discussion and performance

Language:

English

Objective and content of simulation:

The idea of the simulation is to make participants familiar with the practical application of European law. A case pending before the CFI or the ECJ will be the basis. Each participant will take the role of one of the people who are involved in this case in reality: The applicant, the defendant (Council, Commission), national governments, advocate general, judges (rapporteur) and the president of the Court. A minimum of five participants is required. Every participant will have to prepare in advance his/her contribution, beginning with the application explaining for what reason and objective the case is brought to the court, the defence making clear why the application should be dismissed, declarations of the Commission and the Member States and the report for the hearing. On that basis the group will simulate the public hearing of the Court including the pleadings of the parties, the Commission and Member States and questions by the judges and the advocate general to the parties. The Court will reconvene after a break to hear the opinion of the advocate general. During another break the Court will deliberate in order to give and explain its judgment in a final session. After that the judgment and the reasons will be written down and published on the EOA website (for later comparison with the judgment of the ECJ in the “real” case).

Bibliographical advice and links:

- Texts governing the procedure at the ECJ: <http://curia.europa.eu/en/instit/txtdocfr/index.htm>;
- Grainne de Burca & Joseph H.H. Weiler (eds.) The European Court of Justice (2001);
- Case-law and materials (by case-number): <http://eur-lex.europa.eu/en/index.htm>.

**Economics : Impact-study on migration**

Expert:	<b>Prof. Andras Inotai</b>
Character:	Compulsory for specialised participants and “spectators”
ECTS-Credits:	Included in Intense workshop (at all 5 ECTS)
Teaching methods:	Introduction by expert, presentation of results (position papers, argumentation) by participants and working groups , who are specialised in this core subject,
Assessment methods:	Evaluation of the presented papers, the discussion and performance
Language:	English

Objective and content :

As compared to other factors of production (goods, services, technology, capital), labour is much less liberalized and internationalized. This is due both to the contradictory impact of push factors (domestic roots, language, skill, psychology, security, etc.) and of pull factors (uncertainty of the new environment, administrative barriers, lack of social inclusion, etc.). Nevertheless, in the last decade, international migration has become a major topic of political, economic, social, institutional and psychological research. A balanced and in-depth analysis takes account of the advantages and disadvantages of migration, both for the sending and the host countries. Impacts are by far not limited to short-term and quantifiable economic gains and losses, but include non-economic elements (political, social, regional, demographic, etc.). In addition, gains and losses or, more generally, the overall balance of positive and negative impacts is changing over time and results in different short-, medium- and longer-term impacts and policy tasks. Although embedded into a global theoretical and policy-oriented framework, the impact-study will focus on the challenges and policy options of the European Union.

Bibliographical advice and links:

- The World Bank (2006), Global Economic Prospects, Economic Implications of Remittances and Migration, Washington D.C., 157 pp.

- Caglar Özden - Maurice Schiff (eds., 2007), International Migration, Economic Development and Policy, The World Bank-Palgrave Macmillan, Washington D.C., 299 pp.
- United Nations (2006) International Migration Report 2006: A Global Assessment, New York, 341 pp.
- Munzele Maimbo, Samuel - Ratha Dilip (eds., 2005) Remittances. Development Impact and Future Prospects, The World Bank, Washi

## Political Sciences

## The Treaty of Lisbon

Expert:	<b>Prof. Wolfgang Wessels</b>
Character:	Compulsory for specialised participant and “spectators”
ECTS-Credits:	Included in Intense workshop (at all 5 ECTS)
Teaching methods:	Introduction by expert, presentation of results (position papers, argumentation) by participants and working groups, who are specialised in this core subject,
Assessment methods:	Evaluation of the presented papers, the discussion and performance
Language:	English

### Objective and content :

The hesitant approval of the Treaty of Lisbon by all Member States continues to cause considerable debate and uncertainty as to further steps of European integration. This course will focus particularly on key elements of change brought about by the Treaty of Lisbon. First of all, the EU institutional architecture after Lisbon New will bring some major developments that can be understood as a continuation of – or a break with – the evolution of the EU polity until today. The newly created positions of the High Representative of the Union for Common Foreign and Security Policy, as member of both Council and Commission, as much as the permanent president of the European Council, will serve as examples. Also the policy dimension is witnessing dynamic change and a further extension of scope across the spectrum: CFSP, but also Justice and Home Affairs and issues of economic governance shall be points of reference for this course. Both specialists and all other participants shall be enabled to deepen their views and assessments of these central developments and discuss further outlooks on the impact of the Treaty of Lisbon.

### Bibliographical advice and links:

- CEPS/EGMONT/EPC (2007): The Treaty of Lisbon: Implementing the Institutional Innovations. Joint Study, November 2007.
- European Policy Centre (EPC) (2007): The people’s project? The new EU Treaty and the prospects for future integration, Challenge Europe Issue 17 (especially article of Graham Avery)

## 2.2. Module: Co-teaching classes

During the co-and triple-teaching-studies lead by the experts the participants have to present their contributions/working papers and intense discussion will take place.

### 2.2.1.

#### Co-teaching

**Law and Economics :**                      **Internal market and the energy sector : Legal and economic aspects of Competition**

Experts:	<b>Prof. Andras Inotai /Prof. Ingolf Pernice</b>
Character:	Compulsory
ECTS-Credits:	Included in Intense workshop (at all 5 ECTS)

Teaching methods:	Introduction by experts, presentation of results (position papers, argumentation) by participants and working groups
Assessment methods:	Evaluation of the presented papers, the discussion and performance
Language:	English

Objective and content :

The internal market of the EU is basically an economic phenomenon, created in order to provide a framework for meeting the objectives of the EC-Treaty, including welfare, efficiency, innovation, growth and competitiveness of the European economy on the global markets. But for the establishment of the internal market a legal framework had to be established and active complementary policies developed for opening the national markets under acceptable conditions regarding product safety, environment and consumer protection and other public goods. Competition and, therefore, antitrust-policies play an important role in particular where markets used to be monopolised as in the energy sector, where special regulation is needed for the transition to a single competitive open market. The complexity of the system and the problems arising in this context can best be understood if discussed with both the legal and economic perspectives. This is the idea of co-teaching for an interdisciplinary discourse preferably using a special example such as the European energy market.

Bibliographical advice and links:

- European Energy Regulators: [www.ceer-eu.org/](http://www.ceer-eu.org/);
- European Commission Energy policy: [http://ec.europa.eu/energy/index\\_en.htm](http://ec.europa.eu/energy/index_en.htm);
- Peter Duncanson Cameron, Competition in Energy Markets: Law and Regulation in the European Union (2002)

**Co-teaching**

**Law and Political Sciences :**

**Strategies for implementing Community law – approaches to Europeanisation**

Experts:	<b>Prof. Wolfgang Wessels /Prof. Ingolf Pernice</b>
Character:	Compulsory
ECTS-Credits:	Included in Intense workshop (at all 5 ECTS)
Teaching methods:	Introduction by experts, presentation of results (position papers, argumentation) by participants and working groups
Assessment methods:	Evaluation of the presented papers, the discussion and performance
Language:	English

Objective and content :

Implementation of European law is basically a matter for the Member States. There are very few enforcement capacities at the European level, except for areas such as competition, state aids, trade marks and some control function in the fisheries sector. In particular, the monopoly of physical coercion remains with the Member States. Compliance with European law, therefore, can be a great problem, in particular regarding the implementation of European directives. European policies must be accepted both at the governmental level and in the societies. The EC-Treaty only offers poor instruments for surveillance. It is the joint task of the Commission and the ECJ under Article 226 EC-Treaty to monitor faithful implementation. The Court has developed a number of other ways how to involve the individual and the national courts for ensuring compliance, but the question remains primarily a political issue. Compliance by all Member States with the common rules and the support for this by the citizens of the Union is the basis for its functioning. Looking at the problems from the legal perspective in dialogue with political sciences based on the intensive debate

on Europeanisation promises better understanding of the questions posed and the methods to be found for enforcing European law.

Bibliographical advice and links:

- Gerda Falkner et al. (eds.), *Complying with Europe. Harmonisation and Soft Law in the Member States* (2005);
- Michael Kaeding, *Determinants of Transposition Delay in the European Union*, in: 26 *Journal of Public Policy* (2006), p. 229-253.
- *Application of EU law – Annual reports* of the European Commission on the implementation by the Member States (1998-2007)
- Thomas Risse (with Tanja A. Börzel) “Europeanization: The Domestic Impact of EU Politics”, in Knud-Erik Jorgensen/ Mark Pollack/ Ben Rosamond (eds.), *Handbook of European Union Politics* (London: Sage, 2007)

**Co teaching**

**Economics and Political Science:**

**Economic and Monetary Union**

Experts:

**Prof. Wolfgang Wessels /Prof. Andras Inotai**

Character:

Compulsory

ECTS-Credits:

Included in Intense workshop (at all 5 ECTS)

Teaching methods:

Introduction by experts, presentation of results (position papers, argumentation) by participants and working groups

Assessment methods:

Evaluation of the presented papers, the discussion and performance

Language:

English

Objective and content :

The introduction of the Euro has marked the third and most visible step in a decades-long effort at Economic and Monetary Union (EMU) in the European Union. The three stages of EMU shall form the main focus of this seminar both from an economic as well as a political science perspective. The logics of an optimal currency area, Exchange Rate Mechanisms and a Single Currency within the EU Single Market form the economic foundation of EMU and the relevant developments shall be outlined and discussed in this course. At the same time, this is accompanied by an institutional logic which comprises the role and structure of the European Central Bank, its economic and financial committee and the EUROGROUP as much as current and ongoing policy debates around the possibility and desirability of a European “gouvernement économique”. Through assessment and evaluation of this crucial aspect of European integration, participants shall gain a deeper understanding of the complexity and outreach of EMU within and beyond the EU.

Bibliographical advice and links:

- <http://www.ecb.int/pub/html/index.en.html> (publications by the ECB) available online

### 2.3. Module Triple-teaching: EU-integration and global challenge

Experts:	<b>Prof. Wolfgang Wessels /Prof. Andras Inotai /Prof. Ingolf Pernice</b>
Character:	Compulsory
ECTS-Credits:	Included in Intense workshop (at all 5 ECTS)
Teaching methods:	Introduction by experts, presentation of results (position papers, argumentation) by participants and working groups
Assessment methods:	Evaluation of the presented papers, the discussion and performance
Language:	English

#### Objective and content :

What role does the EU play in the process of globalisation? The crisis of the global financial markets could be an excellent example to study as it involves economic, political and also legal aspects. The EU is the most important trade power on the planet and having an exclusive competence for trade policies, it is very influential. Yet, as we can see, it is also very dependent on global markets. Globalisation seems to be a process, which is driven by the EU to a certain extent, as we need free access to the other markets, but the EU can also contribute in shaping globalisation so that it is sustainable, i.e. compatible with environmental, social and other needs throughout the world. The recent attempt of the G 20 not only to contain the downturn of the national economies but also to frame regulation for the future financial markets, thus, is selected for a “triple-teaching” experiment in which our experiences from European market integration could help to understand the challenge and discuss solutions for governing the global markets.

### 3. Master thesis (10 ECTS)

The topic for the Master Thesis has to be agreed upon with the expert in the chosen core subject. The deadline for the setting of the topic is December 15th in the second academic year.

The deadline of the submission of a draft of the Master Thesis is end of May (second academic year ), drafts will be discussed during the final workshop in June to give every participant the chance to benefit from the discussion and to prepare the final version until end of July.

The drafts of Master thesis have to be published in the end of May at the e-learning platform. For the presentation and discussion during the workshop in June drafts of the Master Thesis will be selected by the resp. expert. The performance of the discussion and presentation will be included into the result of the Master programme.

The final version of the Master thesis has to be submitted until end of July. The final results will be awarded in the end of August.

Participants are expected to submit the draft and the final version of the Master Thesis by the due deadline and in accordance with all criteria for scientific work. The volume should, as a rule, be within the scope of about 40 pages (corresponding to 18.000 words) including footnotes and references.

The Master Thesis will be marked by the expert and a second proof-reader to be proposed by the expert. In cases where the Master Thesis does not meet the required standard and is sent back to the participant for revision (e.g. if the expert marks the result as “insufficient”), the participant can submit a revised version once more on written request. The Board of Examiners and Study Affairs will set a new deadline. More than two submissions are not allowed.

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

### **Centre international de formation européenne**

#### 1. Name and address:

Centre international de formation européenne (CIFE Nice)

10, Avenue des Fleurs – Le Dana

F – 06000 NICE (France)

phone +33-493-97 93 97

fax +33-493-97 93 98

email: [cife-berlin@cife.eu](mailto:cife-berlin@cife.eu)

Website: [www.cife.eu](http://www.cife.eu)

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.eu](mailto:cife-berlin@cife.eu)

Website: [www.eu-online-academy.org](http://www.eu-online-academy.org), [www.cife.eu](http://www.cife.eu)

#### 2. Description of the institution

Established in 1954, the Centre international de formation européenne (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 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:

Summer University programmes

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.

#### 4. Management

Founding Honorary President: Alexandre Marc

President: Jean-Claude Juncker

Director General: Hartmut Marhold

Secretary General: Arnaud Marc-Lipiansky

#### 5. Admission and registration procedures

Each programme offered by the 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 programme 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](http://www.eu-training.de) for the German Federal Agency of Public Administration (Baköv)
- European Online Academy

[www.politik.uni-koeln.de/wessels/](http://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](http://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 constitutionalisation. 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](http://www.whi-berlin.de)

### **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.ibei.org/web\\_new/eng/ibei.asp](http://www.ibei.org/web_new/eng/ibei.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 heterogeneous 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.

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

## **University of Lucerne**

The University of Lucerne is limited to three faculties and distinguished by a slim and clearly identifiable profile. With its faculties of theology, cultural and social sciences and law, it concentrates on three core areas and thus bundles competence in humanities and trains qualified jurists.

## **SINTEF**

The SINTEF Group is the largest independent research organisation in Scandinavia. Every year, SINTEF supports the development of 2000 or so Norwegian and overseas companies via our research and development activity.

SINTEF's goal is to contribute to wealth creation and to the sound and sustainable development of society. We generate new knowledge and solutions for our customers, based on research and development in technology, the natural sciences, medicine and the social sciences.

SINTEF Energy Research focus on finding solutions related to power production and conversion, transmission / distribution and the end use of energy both onshore and offshore/subsea. We cover all the key areas from the indoor climate and energy use in buildings to gas technology, combustion, bioenergy, refrigeration engineering and technology for the food and nutrition industry.