



## Master in European Governance

### Semester 1

	Lecture (UE)	Exercice (UE)	ECTS
Module 1			30
Comparative Politics (Optional)	30		5
International Political Economy	30		5
Politique Comparée (Optional)	30		5
Approaches to European Integration	30		5
The EU Political System	30		5
Regionalisms in World Politics	30		5
Research Techniques in Political Science		30	5

### Semester 2

	Lecture (UE)	Exercice (UE)	ECTS
Module 2			30
EU Law	30		5
International Relations	30		5
European and International Human Rights Systems (Optional)	30		5
Innovations démocratiques	30		5
Multi-Level Governance in Europe	30		5
Europe and Global Economic Diplomacy (Optional)	30		5
European Union in World Affairs (Optional)	30		5
Sustainable Development in Practice (Optional)	30		5
Comparative Social Policy (Optional)	30		5



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	Lecture (UE)	Exercice (UE)	ECTS
Political Communication in Comparative Contexts (Optional)	30		5

### Semester 3

	Lecture (UE)	Exercice (UE)	ECTS
<b>Module 3</b>			<b>25</b>
Parlementarismes et Démocraties dans l'Union Européenne	30		5
Environmental Policy in the European Union (Optional)	30		5
International Development, Sustainability and Policy Coherence (Optional)	30		5
The European Union & Financial Regulation (Optional)	30		5
Public Policy Analysis	30		5
Transatlantic Relations (Optional)	30		5
The EU from inside (Optional)	30		5
The challenges of global and European energy policy (Optional)	30		5
<b>Module 4-Tutorat</b>			<b>5</b>
Tutorat	30		5

### Semester 4

	Lecture (UE)	Exercice (UE)	ECTS
Stage/Mémoire			30
Stage (Optional)			30
Stage/Mémoire			30
Mémoire (Optional)			30



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	Lecture (UE)	Exercice (UE)	ECTS
Stage/Mémoire			30
Stage + Mémoire (Optional)			30

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### Semester 1

#### Comparative Politics

<b>Module:</b>	Module 1 (Semester 1)
<b>ECTS:</b>	5
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Professor:</b>	GLAURDIC Josip

#### International Political Economy

<b>Module:</b>	Module 1 (Semester 1)
<b>ECTS:</b>	5
<b>Objective:</b>	Upon completion of the course, students should be able to: <ul style="list-style-type: none"><li>• Understand the existing relationships between political institutions and economic markets</li><li>• Understand how domestic and international economies are linked</li><li>• Understand the causes and impacts of economic crises</li></ul>
<b>Description:</b>	<p>Economics is the study of the production, distribution, and consumption of scarce resources. Politics is traditionally defined as "who gets what when and how" focusing on the competition for goods and the outcomes of this competition. Political economy considers the relationship between political systems and economic markets, and International Political Economy (IPE) considers the flows of such production, distribution, and consumption across national borders, recognizing the impact of international institutions and transnational actors on economic outcomes.</p> <p>This course addresses major themes in contemporary political economy. It is divided into four parts. Major questions addressed in part one include: Can states control economic forces? What roles should they play in economic regulation? How have welfare economics changed since world war II? How has globalization affected political alliances at the domestic and international level? Part two focuses on power in the international economy. It asks: What role do domestic, foreign, and international institutions play in the economy? What is hegemony and how desirable is it? How is the international economy structured, and what explains "competitiveness"? Can citizens affect the global economy? Finally part three of the class comparatively examines the causes and impacts of economic crises. It also addresses the effects of political crises on development banking.</p>
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Oui
<b>Evaluation:</b>	70% of the students' grades will be based on the exam.

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30% of the students' grades will be based on a simulation summary.

**Remark:** **Selected Bibliography**  
Articles and chapters will be electronically be made available through the Moodle course platform.

**Professor:** HOWARTH David

### Politique Comparée

**Module:** Module 1 (Semester 1)

**ECTS:** 5

**Objective:** Les étudiants seront familiarisés non seulement avec les méthodologies et les concepts de recherche utilisés en politique comparée mais aussi avec la gouvernance politique des Etats membres de l'Union européenne dans une perspective historique, institutionnelle et sociologique.

**Description:** Le cours aborde les différentes approches et méthodologies en politique comparée et la problématique des régimes politiques des Etats membres de l'Union européenne.

Dans un premier temps, il s'agit de s'interroger sur la construction - historique, théorique, méthodologique - d'une démarche scientifique qui se présente à la fois comme spécifique (avec ses objets et ses procédés d'enquête, etc.) et comme essentielle à toute recherche de science politique contemporaine.

Dans un second temps, sans faire abstraction de l'eupéanisation de l'ordre juridique et économique, plusieurs régimes politiques nationaux seront analysés, en se focalisant principalement sur les cas allemand, belge, espagnol, français, italien et de certains nouveaux Etats membres de l'Union européenne. La troisième partie du cours sera consacrée à une comparaison systématique des éléments structurant les démocraties européennes. Il s'agira notamment de mesurer l'impact des constitutions, des systèmes politico-administratifs, des systèmes de partis et modes de scrutin d'une part sur la nature, le fonctionnement et l'équilibre des pouvoirs exécutif, judiciaire et législatif et d'autre part sur la nature et les formes de mobilisation et de participation des groupes d'intérêts et des individus à la vie politique. Nous nous attarderons aussi dans cette troisième partie sur plusieurs cas européens (britannique, scandinave, etc.) présentant des caractéristiques saillantes sur les dimensions abordées de manière comparée.

**Language:** Français

**Mandatory:** Non

**Evaluation:** 100% Sujets potentiels et questions pour la note de recherche. L'évaluation des connaissances acquises se fera par la préparation d'une note de recherche de 15 à 20 pages.

**Remark:** **BIBLIOGRAPHIE**

En plus des lectures conseillées pour chaque séance des ouvrages de référence utiles:

1. Judith Bara and Mark Pennington (eds), Comparative Politics. London: Sage, 2009.

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2. Bentham, D. et al, *Assessing the Quality of Democracy - A Practical Guide*. International Institute for Democracy and Electoral Assistance (IDEA), Stockholm, 2008.
3. Serge Berstein, *Démocraties, Régimes Autoritaires et Totalitarismes Au XXème Siècle*. Pour une histoire politique comparée du monde développé. Paris, Editions Hachette, 1999.
4. Carles Boix and Susan Stokes (eds), *the Handbook of Comparative Politics*. Oxford: Oxford University Press, 2007.
5. Thierry Chopin, *La fracture politique de l'Europe. Crise de légitimité et déficit politique*. Bruxelles Larcier, Collection études parlementaires, 2015.
6. Larry Diamond & Leonardo Morlino (eds), *Assessing the Quality of Democracy*. Baltimore: John Hopkins University Press, 2005.
7. Anthony Downs, *An Economic Theory of Democracy*. New York; Harper, 1957.
8. Eva Etzioni-Halevy, *the Elite Connection. : Problems and Potential of Western Democracy* Cambridge: Polity Press, 1993.
9. Emiliano Grossman & Nicolas Sauger, *Introduction aux systèmes politiques nationaux de l'UE*. Bruxelles: De Boeck, Collection Ouvertures politiques, 2007.
10. Rod Hague, Martin Harrop & John McCormick, *Comparative Government and Politics: An Introduction*. London: Palgrave Macmillan, 2016.
11. Simon Hix, *the Political System of the European Union*. London: Palgrave MacMillan, 2011.
12. Michael Gallagher, Michael Laver and Peter Mair, *Representative Government in Modern Europe. Institutions, Parties, and Governments*. New York : Mc Graw-Hill, 2011.
13. Marcel Gauchet, *L'avènement de la démocratie, I : La révolution moderne*. Paris : Folio Essais, 2013.
14. Richard S. Katz and William Crotty (eds), *Handbook of Party Politics*. London: Sage, 2014.
15. Arend Lijphart. *Patterns of Democracy: Government Forms & Performance in Thirty-six Countries*, New Haven: Yale University Press, 2nd edition, 2012.
16. Jane Jenson & Mamoudou Gazibo, *La politique comparée. Fondements, enjeux et approches théoriques*. Montréal, Presses Universitaires de Montréal, nouvelle édition, 2015.
17. Lawrence LeDuc, Richard G. Niemi and Pippa Norris (eds), *Comparing Democracies 3. Elections and Voting in the 21th Century*. London : Sage, 2010.
18. Raul Magni-Berton, *Démocraties libérales - le pouvoir des citoyens dans les pays européens*. Paris : Economica, Collection Politiques Comparées, 2012.
19. Gérard Mairet, *Le Principe de Souveraineté. Histoire et Fondements du Pouvoir moderne*. Paris : Gallimard, 1996.
20. Yves Mény & Yves Surel, *Politique comparée. Les démocraties : Allemagne, Etats-Unis, France, Grande-Bretagne, Italie*. Paris : Montchrestien, 8ème édition, 2009.
21. Philippe Poirier, *Les Pouvoirs d'un Parlement*. Bruxelles : Editions Larcier, Collection Etudes Parlementaires, 2014.
22. Richard A. W. Rhodes, Sarah A. Binder and Bert A. Rockman (eds) *The Oxford Handbook of Political Institutions*. Oxford: Oxford University Press, 2015.
23. Andrew Roberts, *the Quality of Democracy in Eastern Europe. Public Preferences and Policy Reforms*. Cambridge: Cambridge University Press, 2010.
24. Pierre Rosanvallon, *La contre-démocratie. La politique à l'âge de la défiance*. Paris : Editions du Seuil, 2006.
25. Dominique Schnapper, *Qu'est-ce que la citoyenneté ?* Paris : Folio Essais, 2000.
26. Daniel-Louis Seiler, *Les partis politiques en Occident. Sociologie historique du phénomène partisan*. Paris : Ellipses-Marketing, 2003.
27. Graham Smith, *Democratic Innovations: Designing Institutions for Citizen Participation*. Cambridge: Cambridge University Press, 2009.

**Professor:** POIRIER Philippe

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### Approaches to European Integration

**Module:** Module 1 (Semester 1)

**ECTS:** 5

**Objective:** Upon completion of this course, students should:

- 1). Demonstrate an understanding of the main theories of European integration and be able to apply them to empirical cases.
- 2). Demonstrate an understanding of the main Political Science approaches used in the study of European integration and be able to apply them to empirical cases.
- 3). Demonstrate a familiarity with different disciplinary approaches to the study of European integration and understand their application within the different disciplines.
- 4). Display an understanding of the logics and limits of interdisciplinary research with particular reference to the study of European integration.

**Description:** This course provides a broad interdisciplinary survey of different academic literatures addressing the study of European integration. The course consists of three main parts: 1). An overview of the development of European integration theory and the principal critiques to which it has given rise; 2). A survey of the main approaches drawn from the wider political science literature as applied to the study of European integration and policy-making; and 3). An introduction to the study of European integration as viewed from a range of disciplines beyond Political Science and International Relations.

**Language:** Anglais

**Mandatory:** Oui

**Evaluation:** 2 essays (50% each). Grades may be adjusted by up to 10% to reflect the level of active participation in the course.

**Remark:** **Key Texts:**

- Belot, Céline et al. (eds.). *Science politique de l'Union européenne* (Paris: Economica, 2008).
- Dinan, Desmond (ed.). *Origins and Evolution of the European Union*(Oxford: Oxford University Press, 2014/second edition).
- Favell, Adrien and Viriginie Guiraudon (eds.). *Sociology of the European Union*(Basingstoke: Palgrave, 2011).
- Jones, Erik, Anand Menon and Stephen Weatherill (eds.). *The Oxford Handbook of the European Union*(Oxford: Oxford University Press, 2012).
- Jørgensen, Knud-Erik, Mark Pollack and Ben Rosamond (eds.), *The Sage Handbook of European Politics*(London: sage, 2007).

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- Lacroix, Justine and Kalypso Nicolaïdes (eds.). European Stories: Intellectual Debates on Europe in National Context(Oxford: Oxford University Press, 2011).
- Nicola, Fernanda and Bill Davies (eds.). EU Law Stories: Contextual and Critical Histories of European Jurisprudence(Cambridge: Cambridge University Press, 2017).
- Rosamond, Ben. Theories of European Integration (Basingstoke: MacMillan, 2000).
- Saurugger, Sabine. Theoretical Approaches to European Integration (Basingstoke: Palgrave MacMillan, 2014).
- Wiener, Antje and Thomas Diez (eds.). European Integration Theory (Oxford: Oxford University Press, 2009/second edition).

**Professor:** HARMSEN Robert

### The EU Political System

**Module:** Module 1 (Semester 1)

**ECTS:** 5

**Objective:** Upon successful completion of this course, students should have acquired:

- A thorough knowledge of the historical evolution, principal features and place in the decision-making process of the main institutions of the European Union.
- An initial acquaintance with the dynamics of the EU decision-making system, appropriate as a foundation for the further study of particular policy sectors.
- A familiarity with the breadth of (English- and French-language) scholarly literatures surrounding the contemporary EU institutional system and its historical development.

**Description:** This course provides an advanced-level overview of the principal institutions of the European Union. After an initial survey of the development of the Union from the Maastricht Treaty negotiations to the present, the course proceeds to a detailed examination of each of the main players in the EU's 'decisional triangle'. Attention is thus focused in turn on the European Commission, the Council of Ministers / European Council, and the European Parliament. This is followed by an examination of the European Court of Justice and the wider system of European courts, with a focus on both the role of law as a motor of the integration process and questions of fundamental rights. The fifth institution covered in the course is the European Central Bank, a body the influence and policy making powers of which have increased significantly over the past decade. Throughout the course attention is focused on providing an appropriate introduction to the functions and functioning of the institutions concerned, while at the same time developing a familiarity with the relevant scholarly bodies of literature and the critical insights which they provide.

**Language:** Anglais

**Mandatory:** Oui

**Evaluation:** Seminar participation (40%).



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A written examination in the January examination period (60%).

**Remark:**

**Selected Bibliography**

- Bache, Ian, Stephen George and Simon Bulmer. Politics in the European Union (Oxford: Oxford University Press, 2011/Third edition).
- Cini, Michelle and Nieves Perez-Solorzano Borraran (ed.). European Union Politics (Oxford: Oxford University Press 2009/Third edition).
- Dinan, Desmond. Ever Closer Union: An Introduction to European Integration (Basingstoke: Palgrave MacMillan, 2010/Fourth edition).
- Hix, Simon and Bjørn Høyland. The Political System of the European Union (Basingstoke: Palgrave MacMillan 2005/Second edition).
- Magnette, Paul. Le régime politique de l'Union européenne (Paris : Presses de Sciences Po, 2009/3ème édition).
- Nugent, Neil. The Government and Politics of the European Union (Basingstoke: Palgrave MacMillan, 2010/Seventh edition).
- Quermonne, Jean-Louis. Le système politique de l'Union européenne : Des communautés économiques à l'Union politique (Paris : Montchrestien, 2010/8ème édition).
- Richardson, Jeremy (ed.). European Union: Power and Policy-making (London: Routledge, 2006/Third edition).
- Wallace, Helen, William Wallace and Mark Pollack (eds.), Policy-making in the European Union (Oxford: Oxford University Press, 2010/Sixth edition).

**Professor:**

HOWARTH David

### Regionalisms in World Politics

**Module:**

Module 1 (Semester 1)

**ECTS:**

5

**Course learning outcomes:**

Résultats d'apprentissage:

Upon completion of the course, students should be able to:

- 1) Understand the defining characteristics of different regional organizations
- 2) Establish a criteria for comparing different regionalisms
- 3) Understand what "regionalisms" are in global affairs.

**Description:**

This course introduces students to the most important themes and challenges related to regional integration within the framework of global governance. It places European integration in a comparative context and analyzes the impact of this process on topics such as: economic competitiveness, institutional efficiency and transparency, social participation in policy-making, and global influence.

This course is separated into five sections. Part one examines the logic of regional integration. It provides theoretical perspectives on why integration regimes have multiplied in recent years. Part two examines regional integration in the Americas in terms of 1) the North American Free Trade Agreement and its impacts on North America's political economy and 2) the increasing role of regional governance in South America. The third section then examines the European Union

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in global affairs as a normative actor and as a development donor. Part four then discusses Asia and Africa and the different forms of regional governance on these continents. Finally, part five analyses the emerging role of regions in world affairs and inter-regionalism.

**Language:** Anglais, Français

**Mandatory:** Oui

**Evaluation:** 90% Students' grades will be based on one research paper to be handed in at the end of the term. The assignment will be an independent research paper on a topic of the student's choice related to regionalisms and region-building.

10% of the overall course grade will derive from an evaluation of the student's in-class participation.

**Remark:** **Course Textbooks\*:**

Walter Mattli: The Logic of Regional Integration. Cambridge: Cambridge University Press, 1999.

Ludger Kühnhardt. Region-Building Volume 1. New York: Berghahn Books: 2011.

\*These books will be complemented with additional readings selected by the lecturers.

**Professor:** KOFF Harlan

## Research Techniques in Political Science

**Module:** Module 1 (Semester 1)

**ECTS:** 5

**Objective:** Students should be able to devise research designs adapted to several types of research projects (papers for courses and seminars, final dissertation) and their original questioning (their topic and puzzle to solve). They should therefore be familiar with an array of different research techniques, and be aware of both their potentials and limitations, that are available to help them respond to these original questions.

Combined with the course Foundations of Research in Political Science this course is aimed at giving students the intellectual and scientific tools (approaches and methods) enabling them to engage in the study of politics.

**Course learning outcomes:**

**Description:** This course will deal with research design and measurement in empirical political science. If modern political science of this vein is mostly about causal explanation, how do political scientists establish causal relationships? Although the relative advantages and weaknesses of experimental research designs will be discussed, the focus will be on observational studies.

From conceptualization to the assessment of causal inferences, the course will guide students through the different stages of research, including hypothesis formation, case selection and data



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collection through different potential techniques. In the process, students will be introduced to both quantitative and qualitative methods and will learn to critically think about the differences between these methods, their application and the possibilities of combining them.

Alongside the lectures, several training sessions provide an introduction to one of the most common software packages for statistical analysis. This part of the course allows students to gain experience with basic statistics through a collective project. We will simulate a small research project on parliamentary questions, during which we collect and code data, develop research questions and hypotheses and analyze our data.

**Language:** Anglais, Français

**Mandatory:** Oui

**Evaluation:** Students will be evaluated on their skills through two assessments:

1) Students will have to write a research proposal in which they have to demonstrate their understanding of various aspects of research design and methods (1500-2000 words max.). (50% of the final grade)

2) Students will be asked to complete an assessed exercise using quantitative methods (50% of the final grade).

**Remark:**

**Becker, Howard S. Tricks of the Trade: How to Think about Your Research While You're Doing It. Chicago: University of Chicago Press, 1998.**

**Box-Steffensmeier, Janet, Henry E. Brady, and David Collier, eds., Oxford Handbook of Political Methodology. Oxford: Oxford University Press, 2008.**

**Brady, Henry and David Collier, eds., Rethinking Social Inquiry: Diverse Tools, Shared Standards. Lanham: Rowman and Littlefield, 2004.**

**Bryman, Alan, Social Research Methods, Oxford: Oxford University Press, 2004.**

**Della Porta, Donatella and Michael Keating (eds). Approaches and Methodologies in the Social Sciences. A Pluralist Perspective. Cambridge : Cambridge University Press, 2008.**

**Fielding, Jane and Nigel Gilbert, Understanding Social Statistics, London: Sage, 2006.**

**Gerring, John., Social Science Methodology: A Criterial Framework. Cambridge: Cambridge University Press, 2001.**

**Gerring, John. Case Study Research. New York: Cambridge University Press, 2005.**

**Goertz, Gary, Social Science Concepts: A User's Guide. Princeton: Princeton University Press, 2005.**

**King, Gary, Robert O. Keohane, and Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton: Princeton University Press, 1994.**

**Geddes, Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics. Ann Arbor: University of Michigan Press, 2003.**



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**George, Alexander L., and Andrew Bennett, Case Studies and Theory Development in the Social Science, Cambridge, Mass: MIT Press, 2005.**

**Quivy, Raymond et Luc Van Campenhout. Manuel de recherche en sciences sociales. Paris : Dunod, 2006.**

**Pennings, Paul, Hans Keman, Jan Kleinnijenhuis, Doing Research in Political Science, an Introduction to Comparative Methods and Statistics, London : Sage, 2006.**

**Ragin, Charles C., Fuzzy-Set Social Science. Chicago: University of Chicago Press, 2000.**

**Ritchie, Jane and Jane Lewis (eds.), Qualitative Research Practice, A Guide for Social Science Students and Researchers, London: Sage, 2003.**

**Professor:** HÖGENAUER Anna-Lena, VAN KERM Philippe

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### Semester 2

#### EU Law

**Module:** Module 2 (Semester 2)

**ECTS:** 5

**Objective:** Students should acquire a good understanding of:

- The main principles of European Union institutional and substantive law;
- The principal institutional features of the European system of courts, their internal functioning and relationships with national judicial systems.
- Foundational methods of legal research and reasoning.

**Description:** The aim of this course is to introduce students to the basic elements of both the institutional and substantive law of the European Union. The course will be taught by Dr Karen McAuliffe (University of Birmingham) and Dr Elina Paunio (Court of Justice of the European Union).

The course will be taught over seven sessions. Teaching will consist of a mixture of lectures, workshops and investigating EU law in action through problem question scenarios. There will also be a fieldtrip to the Court of Justice of the European Union (see course outline on Moodle for details)

**Language:** Anglais

**Mandatory:** Oui

**Evaluation:** Assessed essay or assessed problem question - worth 65% of the total mark.

Assessed group presentations - worth 35 %of the total mark

Essay titles and problem questions will be available on Moodle at the beginning of the course.

A 'problem question' is a scenario in which someone has a legal problem and you are asked, as the legal expert, to give them some advice. We will be learning how to tackle problem questions throughout the course and you can choose whether or not to answer one as part of your assessment. Many students who have never studied law before find that they really like problem questions!

**The group presentations will take place throughout the course** (see course outline on Moodle). Full details of what is expected from students in these presentations, as well as the marking criteria, are available on Moodle.

**Remark:** **Preparation for Classes**

This course does involve a lot of reading and for those of you who have not studied law before you may find it difficult at first. There are a lot of cases to read and it can take some time to get used to understanding how to read a case. We will be working on this as you go through the course, however **it is very important that you do the reading**. The Moodle site for this course

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is divided into the seven teaching sessions and there are ? preparation sheets' for each session.

The preparation sheet lists the articles, textbook chapters and cases that **you must read** to prepare for each block session, for those of you interested in delving deeper into particular topics there are also further reading' lists.

As well as reading before classes, you will have to prepare answers to more specific questions or to ? problem questions'. Again these will all be detailed on the ? preparation sheets' on Moodle.

### Essential Texts

This is a list of texts that will be useful for this course. Please note that additional reading will be suggested in each lecture handout and in workshop preparation sheets.

#### Textbooks

There are many textbooks on EU law and the choice of textbook depends very much on individual preference. For the "essential reading" detailed in handouts and workshop preparation sheet, reference will be made to chapters in **European Union Law by Damian Chalmers, Gareth Davies and Giorgio Monti (CUP 2 nd edition)** ,but choice of textbook is left to the student – all textbooks published in this area deal with all of the topics on the course.

Some recommended textbooks include:

- Boutayeb : "Droit européen : Institutions, ordre juridique, contentieux "(collections Ellipses)
- J. Ziller (sous la direction de), "L'Union européenne" - Edition Traité de Lisbonne, Paris, la Documentation française, coll. Les Notices, éd. 2008.
- Chalmers, Daview and Monti: European Union Law(2nd Edition, CUP 2010) - **available in the library**
- Hartley: The Foundations of European Community Law(7th Edition, OUP 2010) (for part 1 of the course)
- Barnard – The Substantive Law of the EU: The Four Freedoms(3rd Edition, OUP 2010) (for part 2 of the course)

#### Web-based Materials

In the area of EU law, where rapid developments take place almost on a daily basis, web-based research is particularly invaluable. As a matter of course, you are strongly encouraged to follow news and current developments, as well as reports of recent case law available online on a regular basis.

- Starting point for overall information on the EU: <http://europa.eu>
- EUR-Lex is the most comprehensive, official gateway to European Union law, available at <http://eur-lex.europa.eu>
- Gateway to the ECJ and the General Court: <http://www.curia.eu>

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- ECJ/General Court search page for judgments, opinions and orders (various search options, including numerical index):

<http://curia.europa.eu/jurisp/cgi-bin/form.pl?lang=en>

- Numerical access to ECJ/Gen court case law:

<http://curia.europa.eu/en/content/juris/index.htm>

- Press releases on recent cases:

<http://curia.europa.eu/en/actu/communiques/index.htm>

- The Official Journal online: <http://eur-lex.europa.eu/JOIndex.do?ihmlang=en>

### Working Papers and Journal Articles

- In addition to the journals available via the library and journal articles made available to you on Moodle, the following links provide some excellent resources:

- The European Research Papers archive includes an impressive collection of working and discussion papers: <http://www.eiop.or.at/erpa/>

- The Advanced Research on the Europeanisation of the Nation-State (ARENA) Working Papers are available free of charge on the web at: <http://www.arena.uio.no>

- The European Integration online Papers (EIoP) are available free of charge on the web at: <http://eiop.or.at/eiop>

- A great number of legal journals can be consulted and downloaded for free or printed at: <http://ejournals.ebsco.com>

- The Web Journal of Current Legal Issues is available free online at:

<http://webjcli.ncl.ac.uk>

### General and specialised web resources with information on the EU

- The EU Observer provides a wealth of articles on current issues and developments on EU matters, as well as many useful links:

<http://www.euobserver.com>

- Euractiv is an independent media portal dedicated to EU affairs with a wealth of articles, reports and other useful data: <http://www.euractiv.com>

- Google Scholar is Google's specialised site for academic research where you can access articles on EU matters (although Google itself, of course, also provides excellent links for research materials): <http://scholar.google.com>

### Printed material

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Some of the key journals in the area of EU law, most of which are available in paper format in the law library (and many of them can also be found online) are the following:

Common Market Law Review (CMLRev)

European Law Review (ELRev)

European Law Journal (ELJ)

European Public Law (EPL)

Yearbook of European Law (YEL)

European Business Law Review (EBLRev)

**Professor:** MC AULIFFE Karen, CAVOSKI Aleksandra

### International Relations

**Module:** Module 2 (Semester 2)

**ECTS:** 5

**Course learning outcomes:** By completing the course, students will improve the following general skills:

- clear and efficient expression in written or oral form
- public presentation of information
- ethical understanding and reasoning in international relations
- analytical and critical thinking and synthesis
- efficient use of information technology
- capacity for successful team work
- multi-cultural understanding and understanding for demographic and ideological differences

Furthermore, by completing the course, students will improve the following skills and knowledge, specific for the fields of international relations and political science:

- understanding of concepts of political, ethical, and legal responsibility in international organizations and societies
- understanding of the theories of international relations, in both international political economy and international security
- understanding of the interconnectedness of political actors, dynamics and structures with the economic systems and changes in the production and distribution of goods, services, and information
- understanding of group and individual dynamics in international relations

**Description:** Course Structure and Requirements

The course consists of four major thematic areas:

1. History and International Relations
2. Theoretical Foundations



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3. International Structures
4. Security and Conflict
5. Issues and Applications

The absence of topics expressly belonging to the subfield of International Political Economy is deliberate, as it is expected students acquired solid command of those topics during the preceding semester. In practical terms, students need to cover the readings prior to class time, since that will be indispensable for the quality of discussion, debate, and deliberation in the seminar. This process of joint inquiry – which will include practical applications of the material in debates, simulations, and the final larger foreign policy/intelligence analysis project – will be essential for the success of the students' course experience. Language of instruction and all assignments is English.

**Language:** Anglais

**Mandatory:** Oui

**Evaluation:** Students' grades will be based on:

1. Class participation, including submission and discussion of two contemporaneous press articles dealing with issues directly related to the weekly topic, to be submitted and discussed between weeks 2 and 10 (20%);
2. Three weekly reading response papers (about 1000 words each) to be submitted in three weeks of student's choice between weeks 2 and 10 (15% each);
3. Small-group foreign policy/intelligence analysis project to be presented on the last day of class – **25 May** (35%). This project is modeled on the National Intelligence Estimates of the CIA and involves the analysis of a major contemporary question of students' choice facing the current US intelligence community.

**Remark:** Readings come from some of the more notable academic articles in international relations over the past several decades, with a bias in favor of newest research in the field. They should be the foundation of the students' weekly response papers. For guidance on how to write response papers, please see:

<https://awelu.srv.lu.se/genres-and-text-types/writing-in-academic-genres/the-essay-format/response-papers/>

If in need of more fundamental readings on the topics at hand, students are encouraged to consult the relevant chapters in the textbook posted on Moodle: John Baylis, Steve Smith, Patricia Owens. 2017. *The Globalization of World Politics: An Introduction to International Relations* (7th edition). Oxford University Press.

The format of the small-group foreign policy/intelligence analysis project will be explained in class in week 1.

In week 6, the class on Multilateralism and International Organizations will be co-taught with Prof. Robert Harmsen ( robert.harmsen@uni.lu), who holds the University's UNESCO Chair. Class discussion will be part of the UN's 75 th Anniversary Dialogue on the role of global cooperation. For more details on the Dialogue, please see: <https://www.un.org/en/un75>.

In week 10, the class on Terrorism and globalization will be co-taught with Mr Ramin Forghani ( ramin.forghani@uni.lu), who is an expert on international terrorism and security and doctoral researcher at our Institute.

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In weeks 11, 12, and 13, in the section on Issues and Applications, classes/practical case studies will be run by Dr Vassilia Orfanou ( [vassilia.orfanou@gmail.com](mailto:vassilia.orfanou@gmail.com)), who is an expert on international public policy, media, human rights, preemptive diplomatic discourse, and pre/post conflict operations.

The instructor will be available after class time, as well as by appointment over email ( [josip.glaurdic@uni.lu](mailto:josip.glaurdic@uni.lu)).

**Professor:** GLAURDIC Josip

### European and International Human Rights Systems

**Module:** Module 2 (Semester 2)

**ECTS:** 5

**Course learning outcomes:** Upon completion of this course students should have:

- A good understanding of the concept of human rights and major current critiques across a range of disciplinary contexts
- An ability to analyse human rights questions in relation to governance and public policy issues
- A detailed understanding of the main components of the contemporary European human rights regime (ECHR, EU, OSCE)
- A broad familiarity with other regional and international mechanisms of human rights promotion and protection
- A demonstrated ability to design and execute a research project examining governance or public policy issues in relation to human rights within the scope of a case study

**Description:** This course provides an advanced-level survey of the politics of human rights focusing on European developments placed within wider international contexts. The core focus of the course is on human rights understood in relation to issues of governance and public policy. The course introduces students to broad interdisciplinary debates surrounding the concept of human rights and major contemporary critiques, before turning in more detail to political science literatures that probe the conditions in which human rights may be made effective. Detailed empirical examinations are undertaken of the institutional system surrounding the European Convention on Human Rights, the internal and external protection and promotion of fundamental rights by the European Union, and the human rights related activities of the Organisation for Security and Cooperation in Europe. The European human rights regime is further compared to other regional human rights regimes (notably its Inter-American and African counterparts) and contextualised relative to the wider international system (including both the United Nations treaty bodies and more specialised regimes). The course concludes with an examination of selected current research projects and provides students with the opportunity to undertake and present their own research in the area.

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<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	70% Research Paper; 30% Presentation(s) and Participation
<b>Professor:</b>	HARMSSEN Robert

### Innovations démocratiques

**Module:** Module 2 (Semester 2)

**ECTS:** 5

**Objective:**

- Analyse critique des principaux arguments soutenant l'existence d'un déficit démocratique / Critical analysis of the main arguments supporting the existence of a democratic deficit.
- Présentation et discussion des principales innovations démocratiques / Review and discussion of the main democratic innovations.
- Approfondissement des normes théoriques et empiriques permettant d'évaluer les innovations démocratiques. / Analysis of theoretical and empirical standards for evaluating democratic innovations.

**Description:** Une des critiques récurrentes auxquelles les systèmes politiques contemporains doivent faire face est la présence d'un déficit démocratique diffus (local, national et européen). Celui-ci se traduirait, entre autre, par une méfiance et désengagement croissants des citoyens vis-à-vis des institutions politiques, une plus grande volatilité électorale, ainsi que l'émergence et le renforcement des partis populistes et extrémistes.

La prise de conscience de cette situation couplée aux opportunités extraordinaires d'information, de partage et de participation offertes par internet ont donné naissance à un foisonnement d'expériences, issues de la société civile et des institutions, visant à renforcer l'implication politique des citoyens. Celles-ci ont été analysées par de nombreuses contributions scientifiques se référant le plus souvent aux normes issues des théories de la démocratie participative, délibérative, et électronique.

Sans aucun parti pris le cours a pour objectif d'explorer dans quelle mesure ces « nouveaux » instruments de démocratie peuvent servir (au moins partiellement) d'antidote pour faire face au déficit démocratique. La première partie du cours s'attachera à discuter les différentes expressions du déficit démocratique ainsi que les enjeux normatifs soulevés par les innovations démocratiques. La seconde partie du cours se penchera sur l'analyse concrète des innovations démocratiques et pratiques participatives dans trois domaines:

1. Les innovations démocratiques dans cadre de la fabrique de la loi : les parlements en ligne (e-parliament), les pétitions en ligne (e-petitions), les initiatives citoyennes (par exemple, l'european citizens initiative), le budget participatif, les réformes constitutionnelles.
2. Les innovation démocratiques et les élections : le vote par internet (e-voting), les systèmes d'aide au vote (comme smartwielen au Luxembourg), les stratégies de campagne des partis et candidats.
3. L'utilisation des innovations démocratiques par les acteurs de la vie politique (les partis politiques, la société civile, les médias). Une attention particulière sera apportée à la manière

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dont ces acteurs tentent d'interagir avec le public et/ou leurs membres (ex : online forums, online consultations, etc.)

L'enseignement sera bilingue (français/anglais). Les 4 premières sessions seront en anglais, mais les élèves pourront s'exprimer dans la langue de leur choix. Par la suite les sessions seront enseignées en parallèle afin de favoriser l'interaction des élèves autour de la présentation de cas concrets. Les élèves pourront opter soit pour le cursus français ou bien pour le cursus anglais.

Teaching will be bilingual (French / English). The first 4 sessions will be in English, but students will be able to express themselves in the language of their choice. Subsequently, the sessions will be taught in parallel in order to promote student interaction around the presentation of concrete cases. Students will be able to choose either the French course or the English course.

**Language:** Français

**Mandatory:** Oui

**Evaluation:** L'évaluation consistera pour 30% en la participation active au cours. Lors de chaque session un ou deux étudiants seront invités à présenter et discuter un article ou chapitre inclus dans les lectures. Les 70% restant de l'évaluation porteront sur un travail écrit de 15-20 pages sur des questions et sujets en relation avec le cours. Les thèmes précis des travaux seront déterminés lors des premières sessions. L'enseignant échangera avec les étudiants tout au long du semestre afin de suivre l'évolution des travaux. Les deux dernières sessions seront réservées à la présentation et discussions des travaux.

30% of the evaluation will consist of active participation in the course. During each session, one or two students will be invited to present and discuss an article or chapter included in the readings for each session. The remaining 70% of the assessment is based on a written assignment of 15-20 pages on questions and subjects related to the course. Potential topics will be presented during the first sessions. The teacher will interact with the students throughout the semester in order to follow the progress of the work. The two last sessions are dedicated to the presentation and discussion of the assignments.

**Remark:** **Bibliographie**

- Chadwick, Andrew and Philip N. Howard, 2009, Routledge Handbook of Internet Politics, Routledge.
- Della Porta, Donatela, 2013, Can Democracy be Saved? Cambridge: Polity Press.
- Elstub, Stephen and Escobar, Oliver (eds), 2020, Handbook of Democratic Innovation and Governance, Edward Elgar Pub.
- Fishkin James S., 2011, When the People Speak: Deliberative Democracy and Public Consultation, Oxford University Press.
- Geissel, Brigitte and Newton, Kenneth (eds), 2011, Evaluating Democratic Innovations: Curing the Democratic Malaise?, Routledge.
- Geißel, Brigitte and Marko Joas (eds.), 2013, Participatory Democratic Innovations in Europe: Improving the Quality of Democracy?, Verlag Barbara Budrich.
- Goodin, R. (eds.), 2012, Innovating Democracy: Democratic theory and Practice after de deliberative turn, Oxford University Press.
- Kies, R. and P. Nanz (eds.), 2013, Is Europe listening to Us? Successes and Failures of the European Citizen Consultations, Ashgate/Roehampton University Press.
- Norris Pippa, 2011, Democratic Deficit: Critical Citizens Revisited, Cambridge: Cambridge University Press.

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- Parkinson J. and Mansbridge J. (eds.), 2012, *Deliberative systems*, Cambridge: Cambridge University Press.
- Vaccari Cristian, 2013, *Digital Politics in Western Democracies*, Johns Hopkins University Press.

**Professor:** KIES Raphaël

### Multi-Level Governance in Europe

**Module:** Module 2 (Semester 2)

**ECTS:** 5

**Objective:** Students should acquire:

- A good understanding of the theoretical frameworks and debates surrounding the concepts of Multi-level Governance and Europeanisation;
- A broad empirical familiarity with the patterns of change (and resistance) displayed by national and sub-national institutional actors in response to the processes of European integration;
- An initial awareness of the dynamics of policy-making in a complex, multi-level system of governance.

**Description:**

The post-war period has seen the development of distinctive European models of 'multi-level governance', in which both the processes of European integration and wider developments have challenged traditional state hierarchies and existing territorial divisions of power. This course examines these transformations, seeking to understand the evolving relationships between different levels of governance in contemporary Europe, and the complex patterns of politics and policy-making which have correspondingly emerged.

The first part of the course provides the necessary conceptual frameworks for understanding these developments, surveying the extensive literatures which have developed around the concepts of both 'Multi-level Governance' and 'Europeanisation'.

The second part of the course then turns to the detailed, empirical examination of the differing patterns of adaptation to and engagement with the European level of governance which have been displayed by national and sub-national institutional actors. A series of thematically focused sessions will deal with national executives, parliaments, parties, and sub-national authorities.

**Language:** Anglais, Français

**Mandatory:** Oui

**Evaluation:** Individual research project (80% written assignment ; 20% presentation)

**Remark:** **Selected Bibliography**

- Hooghe, Liesbeth and Gary Marks (eds.), *Multi-level Governance and European Integration* (Lanham, MD: Rowman and Littlefield, 2001).
- Baisnée, Olivier et Romain Pasquier (eds.). *L'Europe telle qu'elle se fait: Européanisation et sociétés politiques nationales* (Paris : CNRS Editions, 2007)

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- Featherstone, Kevin and Claudio Radaelli (eds.), *The Politics of Europeanization* (Oxford: Oxford University Press, 2003).
- Graziano, Paulo and Maarten P. Vink (eds.). *Europeanization: New Research Agendas* (Basingstoke: Palgrave, 2007).
- Harmsen, Robert and Thomas M. Wilson (eds.). *Europeanization: Institutions, Identities and Citizenship*, Yearbook of European Studies No. 14 (Amsterdam/Atlanta: Rodopi Press, 2000).
- Ladrech, Robert. *Europeanization and National Politics* (Basingstoke: Palgrave MacMillan, 2010).
- Bulmer, Simon and Christian Lequesne (eds.). *The Member States of the European Union* (Oxford: Oxford University Press, 2013/ Second edition 05).
- Leruth, Benjamin, Nicholas Startin and Simon Usherwood (eds.). *The Routledge Handbook of Euroscepticism* (London: Routledge, 2017).
- Schmidt, Vivien. *Democracy in Europe: The EU and National Politics* (Oxford: Oxford University Press, 2006).
- Zeff, Eleanor E. and Ellen B. Pirro (eds.). *The European Union and the Member States* (Boulder, CO: Lynne Rienner, 2015/ Thirdedition).

**Professor:** HÖGENAUER Anna-Lena

### Europe and Global Economic Diplomacy

**Module:** Module 2 (Semester 2)  
**ECTS:** 5  
**Language:** Anglais  
**Mandatory:** Non  
**Professor:** KAVVADIA Helen

### European Union in World Affairs

**Module:** Module 2 (Semester 2)  
**ECTS:** 5  
**Language:** Anglais  
**Mandatory:** Non  
**Professor:** VINTILA Nicolae Sergiu

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### Sustainable Development in Practice

<b>Module:</b>	Module 2 (Semester 2)
<b>ECTS:</b>	5
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Professor:</b>	KOFF Harlan, LILYBLAD Christopher Marc

### Comparative Social Policy

<b>Module:</b>	Module 2 (Semester 2)
<b>ECTS:</b>	5
<b>Course learning outcomes:</b>	Upon leaving this course students will be able to: <ul style="list-style-type: none"><li>· Describe the contours of social policy across policy areas, across countries, and over time</li><li>· Analyze the extent to which social policies redistribute resources such as income</li><li>· Assess whether and how well the stated goals of specific social policies correspond with the observed outcomes of those policies</li></ul>
<b>Description:</b>	This course explores the ways in which European countries distribute and alleviate risk through social policy. Our discussions will be motivated by questions such as: What counts as social policy and what philosophy of rights guides policymaking in this area? How did the welfare states of European countries differ as they developed from the post-WWII period forward? How much do social policies redistribute across different income and wealth levels, across gender, and across the life course? This course examines key social policy areas (e.g. pensions, anti-poverty programs, work-family programs, housing programs) and an array of policy tools (e.g. cash benefits, benefits in kind, regulations, tax expenditures). In doing so it emphasizes the political nature of social policy, which is ultimately embedded in the distribution of benefits to different segments of society. Students will have the opportunity to engage in hands-on data analysis of social policies from a comparative perspective.
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	Evaluation: 80% Final Research Paper; 20% Presentation. Grades may be adjusted by up to 10% to reflect the level of active participation in the course.
<b>Professor:</b>	FLYNN Lindsay

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### Political Communication in Comparative Contexts

**Module:** Module 2 (Semester 2)

**ECTS:** 5

**Objective:**

1. Show understanding of political communications theory, particularly that mass media are institutional arrangements as well as specific platforms or organizations.
2. Show understanding of news media diversity and the impact of core media types on: a) government officials, particularly policy makers (policy making and implementation, b) key non-governmental actors in various policy contexts, c) electorates (e.g. political knowledge, interest, participation, and voting behavior)
3. Show understanding of how linguistic, cultural, and institutional diversity (e.g. law and regulation) affect the relationships among mass media types and between mass media and government.
4. Show understanding of content analysis, a primary method in communication research, how to design and conduct research, and how to identify and use reliable valid data to answer research questions.

**Description:** News media are among the most significant political institutions worldwide. In fact, researchers in political communication look toward the "mediatization" of politics as part of the "globalization" of information among many other global market goods. In the US, news media have existed as a political force for decades. As a result, much of the early scholarship about the relationship between news media and government reflect the legal and regulatory environment that is particular to the US case. Even so, the concepts developed in this research—such ideas as "agenda setting" and "gatekeeping"—speak to a core concern that transcends the US context: do news organizations represent a conduit for government (and other authorities) ideation and aims in a symbiotic relationship, or do news media represent a critical, adversarial institution that holds authorities accountable for their roles in preserving an open society? The changing landscape of media—from new media such cable TV to the new, new media of Internet, twitter, and smart devices—has added new terms to this primary question and enlarged the range of cases to be studied. Comparative research among diverse political cultures, institutions, and regulatory regimes governing news gathering and broadcast is vital for understanding the current information environment and its relationship to politics and policy, both globally and within a given polity. This relationship and the information environment it shapes is the focus of our course. Our readings and research compare political communication, particularly the institutions of news media, in the US, UK, EU, and member state cases, focusing attention on the explicitly political coverage of these polities' general elections. We will be especially attentive to the ways in which the pandemic influenced election communication and news coverage from 2019 to 2021.

**Language:** Anglais

**Mandatory:** Non

**Professor:** ALLEN Barbara



## Master in European Governance

### Semester 3

#### Parlementarismes et Démocraties dans l'Union Européenne

**Module:** Module 3 (Semester 3)

**ECTS:** 5

**Course learning outcomes:** A la fin de ce cours, les étudiants devraient être capables :

- D'analyser le fonctionnement et la logique des régimes politiques contemporains en Europe ;
- De comprendre les principaux enjeux et le jeu des acteurs dans la fabrication, l'énonciation et la légitimation du cadre législatif et normatif en Europe ;
- De connaître les différentes formes de démocratie représentative en Europe ;
- D'être initié à la littérature scientifique en anglais et en français et dans d'autres langues européennes en études législatives.

**Description:** Le cours a pour objectif principal non seulement d'étudier le Parlementarisme mais aussi d'évaluer son efficience actuelle dans le processus décisionnel en Europe. En conséquence, le cours visera à analyser l'état du régime politique où la loi est l'expression de la volonté générale, origine principale des politiques publiques et où une assemblée parlementaire contrôle l'exécutif et veille à une judiciarisation limitée du Politique. Le cours abordera ainsi les trois formes contemporaines du Parlementarisme européen qui sont à la fois concurrentes et complémentaires dans la définition et l'énonciation de la loi d'une part et, d'autre part dans la standardisation et la pratique de la démocratie représentative :

Le Parlement européen comme organe de codécision législative de l'Union européenne et en recherche permanente de légitimité ;

Les assemblées interparlementaires européennes de coopération dans les processus de démocratisation, de sécurité et/ou de coopération régionale et la réalité de celles-ci dans les processus de gouvernance (l'Assemblée Parlementaire du Conseil de l'Europe, l'Assemblée Interparlementaire Européenne de Sécurité et de Défense, l'Assemblée Parlementaire de l'Organisation de l'Atlantique Nord, l'Assemblée Parlementaire de l'Organisation pour la Sécurité et la Coopération en Europe, Sénats d'Europe, le Conseil Nordique, le Parlement Benelux, l'Assemblée Parlementaire de la Coopération Economique de la Mer noire, l'Assemblée Parlementaire euro-méditerranéenne, etc.) ;

Les parlements nationaux qui contrôlent l'activité des Etats membres du Conseil de l'Europe et de l'Union européenne et qui dans la dernière entité participent désormais aux processus de légitimation démocratique et à la formation restreinte de son cadre réglementaire depuis l'entrée en vigueur du Traité de Lisbonne en 2010. Il sera ajouté à ceux-ci les parlements régionaux à pouvoirs constitutionnels dont le nombre et l'étendue des pouvoirs se sont fortement accrues (du moins en apparence) depuis le milieu des années 90 notamment en Allemagne, en Autriche, en Belgique, en Espagne, en Finlande, en Italie et au Royaume Uni.

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Le cours, partie prenante de la Chaire en études parlementaires, portera également sur les transformations du travail parlementaire proprement dit (relations gouvernements/parlements, coopérations Parlement européen/parlements nationaux, convergences entre parlements et ombudsmans, liens entre parlements et cours constitutionnelles, travail des commissions et groupes d'intérêts, modifications des dispositions réglementaires et constitutionnelles pour la fabrication des normes et des lois de manière comparée, etc.). Le cours s'intéressera finalement aux modes d'élections, à la nature des groupes parlementaires ainsi qu'au financement public de la vie politique et ses conséquences sur la démocratie représentative en Europe.

Des praticiens du Parlementarisme européen, national et/ou régional (parlementaires, hauts fonctionnaires, lobbyistes, etc.) seront également invités dans le cours.

**Language:** Français  
**Mandatory:** Oui  
**Evaluation:** L'évaluation des connaissances acquises se fera par la rédaction d'un travail de recherche de 15 à 20 parmi une liste de sujets proposés par l'enseignant en études parlementaires (80% de la note finale). L'étudiant présentera en cours ledit rapport (20% de la note finale). L'étudiant pourra le rédiger en anglais ou en français).

**Remark:** Bibliographie

### **Titre Maison d'édition**

### **Année de publication**

Philippe Lauvaux

Parlementarisme rationalisé et stabilité du pouvoir exécutif : quelques aspects de la réforme de l'État confrontés aux expériences étrangères Bruylant 1988 Bernard Manin Principes du gouvernement représentatif Flammarion 1996 Gwénaél Le Brazidec René Capitant, Carl Schmitt crise et réforme du parlementarisme : de Weimar à la Cinquième République Éd. L'Harmattan 1998 Philip Norton Parliaments and Pressure Groups in Western Europe Frank Cass 1999 Klaus von Beyme Parliamentary democracy democratization, destabilization, reconsolidation, 1789-1999 Macmillan press 2000 Jeffrey Goldsworthy The Sovereignty of Parliament: History and Philosophy Oxford University Press 2001 Nicholas Baldwin & Donald Shell Second Chambers Frank Cass 2001 Philip Norton Parliaments and Citizens in Western Europe Routledge 2002 Didier Blanc Les parlements européens et français face à la fonction législative communautaire - Aspects du déficit démocratique L'Harmattan 2004 Roger Scully & Rinus van Schendelen The Unseen Hand: Unelected EU legislators Routledge 2004 Pauline Türk Les commissions parlementaires permanentes et le renouveau du Parlement sous la Ve République Dalloz-Sirey 2005 Nicholas Baldwin Legislatures and Executives Routledge 2005 Reuven Hazan Cohesion and Discipline in Legislatures Routledge 2005 Cristina Leston-Bandeira Southern European Parliaments in Democracy Routledge 2005 Philip Norton Parliament in British Politics Palgrave Macmillan 2005 Peverill Squire and Keith E. Hamm 101 Chambers: Congress, State Legislatures, and the Future of Legislative Studies Ohio State University Press 2005 Peter Esaiasson & Knut Heidar Beyond Westminster and Congress: The Nordic Experience Ohio State University Press 2005 Nicolas Clinchamps Parlement européen et Droit parlementaire - Essai sur la naissance du Droit parlementaire de l'Union européenne LGDJ 2006 Katrin Auel & Arthur Benz The Europeanisation of Parliamentary Democracy Routledge 2006 Gianfranco Pasquino & Riccardo Pelizzo Parlamenti democratici Il Mulino 2006 John O'Brennan and Tapio Raunio Philipp Kiiver National Parliaments in the

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European Union: A Critical View on Eu Constitution-building (European Monographs Series Set) Aspen Publishers 2006 Philipp Kiiver Philipp Kiiver National And Regional Parliaments in the European Constitutional Order Europa Law Publishing 2006 Jean Garrigues Histoire du Parlement - De 1789 à nos jours Armand Colin 2007 Simon Hix Simon Hix Democratic Politics in the European Parliament Cambridge University Press 2007 John O'Brennan & Tapio Raunio National Parliaments within the Enlarged European Union: From 'Victims' of Integration to Competitive Actors Routledge 2007 Llius Maria de Puig Les parlements internationaux Conseil de l'Europe 2008 Vanessa Barbé Le rôle du Parlement dans la protection des droits fondamentaux - Etude comparative : Allemagne, France, Royaume-Uni LGDJ 2009 Clyve Jones A Short History of Parliament: England, Great Britain, the United Kingdom, Ireland and Scotland Boydell Press 2009 Jens Spahn Der Deutsche Bundestag und Europa: Erfüllt das nationale Parlament im Verhältnis zur Europäischen Union seine demokratiethoretischen Aufgaben? Grin Verlag 2009 Jean-Marc Sauvé La revalorisation des Parlements ? Société Législation Comparée 2010 Aurélien Baudu Contribution à l'étude des pouvoirs budgétaires du Parlement en France - Eclairage historique et perspectives d'évolution Dalloz-Sirey 2010 Xiudian Dai and Philip Norton The Internet and European Parliamentary Democracy: A Comparative Study of the Ethics of Political Communication in the Digital Age Routledge 2010 Neill Nugent The Government and Politics of the European Union Palgrave Macmillan; 7th edition 2010 Richard Corbett and Francis Jacobs David Judge The European Parliament John Harper; 8th edition 2014 Miryam Iacometti L'organizzazione interna dei Parlamenti. Un'analisi comparata (Diritto e politica) Carocci 2010 Richard Whitaker The European Parliament's Committees: National Party Influence and Legislative Empowerment Routledge 2011 Hubert Heinelt, Michèle Knodt Policies within the EU Multi-Level System Nomos 2011 Elaine E. Sutherland, Kay Goodall & Gavin Little Law Making and the Scottish Parliament: The Early Years Edinburgh University Press 2011 Roger D. Congleton Roger D. Congleton Perfecting Parliament: Constitutional Reform, Liberalism, and the Rise of Western Democracy Cambridge University Press 2011 Lanny W. Martin & Georg Vanberg Parliaments and Coalitions: The Role of Legislative Institutions in Multiparty Governance Oxford University Press 2011 David M. Olson & Gabriella Ilonszki Post-Communist Parliaments: The Second Decade (Library of Legislative Studies Routledge 2011

**Professor:** POIRIER Philippe

### Environmental Policy in the European Union

**Module:** Module 3 (Semester 3)

**ECTS:** 5

**Objective:** "The aim of the course is to introduce students to the main issues and debates in EU environmental policy-making today. The European Economic Community started out with no environmental ambitions, and resulted in a European Union that has produced hundreds of pieces of environmental regulation. Environmental policy is indeed one of the biggest regulatory policy areas of the EU. Who were the champions of these green policies? Does this make the EU a world leader? What kind of challenges has it met along the way and to

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what extent is it still hindered by them today?"

### Description:

As the emergence of EU environmental policy took place within a wider context of green thought (and its opponents), the course will start by providing students with a general introduction to environmental thought, the definition of the environment as a policy problem that requires solutions and the emergence of key environmental actors.

It will then discuss the evolution of EU environment policy over time and the factors that drove it and shaped its specific content and approach. After a discussion of the policy-process, the course aims to discuss the key actors and their interests in EU environmental policy.

The course will then discuss a number of key EU environmental policies including their objectives and effectiveness. How did these policy problems arrive on the European agenda? What were the policy alternatives and what kind of compromises were necessary in their formulation? Have they been successful?

Finally, the course will end with a critical reflection on the challenges for environment policy in a multi-level context. Why and to what extent is it important to convince other regions of the world to adopt similar policies? How does their approach influence our approach to green issues? To what extent is the EU a united actor in environmental policy-making? What are the different national approaches to environmental policy? Are there leaders and laggards among the member states in the field of environmental policy-making?

### Language:

Anglais, Français

### Mandatory:

Non

### Evaluation:

#### Assessment:

1. A policy analysis (50% of the final mark)

Length: 2500 words (+/- 10%); due on 18 November

Topic: the analysis of an EU Directive or Regulation (the policies will be distributed in class in week 2, and the assignment will also be discussed in class)

Instructions: Please cover the following aspects:

- The policy problem
- The process: timeline (when proposed, adopted), which decision-making procedure?, what type of policy instrument?
- Key actors: Which solutions did the Commission propose? How did the European Parliament and Council of Ministers react to its proposal? Why? Are there specific member states, parties or civil society actors that supported/opposed it/proposed alternative solutions? Why?
- How effective is the policy in practice? (e.g. implementation problems)
- Conclusion: What are the key problems and controversies that were highlighted by this policy?

You will have to present the case study in class. The grade will be based on the paper, but the presentation is also mandatory, so that your fellow students can benefit from your case study.

2. An essay (50% of final mark)

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2500 words +/- 10%

Due on 12 January

Questions to be distributed in early December

**Remark:**

**Bibliographie**

Students will be provided with a detailed course outline and bibliography at the start of the course. Core chapters will be made available online. Good books for preparation are:

Baziadoly S. (2014), *Politique européenne de l'environnement*, Bruylant.

Knill and Liefferink (2011) *Environmental politics in the European Union: Policy-making, Implementation and Patterns of Multi-level Governance*, Manchester University Press.

Carter (2007), *The Politics of the Environment*, Cambridge University Press.

Garner (2011) *Environmental Politics: the Age of Climate Change*, Palgrave Macmillan.

Braun (2014) *Europeanization of Environmental Policy in the New Europe: Beyond Conditionality*, Ashgate.

Lee (2014): *EU Environmental Law, Governance and Decision-Making*, Hart Publishing

**Professor:**

HÖGENAUER Anna-Lena

### International Development, Sustainability and Policy Coherence

**Module:** Module 3 (Semester 3)

**ECTS:** 5

**Objective:**

- To introduce students to predominant theories of development
- To introduce students to development strategies in the context of globalization through discussions with development actors
- To provide an understanding of the social and environmental impacts of development strategies

**Description:** The field of international development is generally analyzed in terms of policy effectiveness or moral issues related to the imbalance of wealth in the global arena. Such approaches have often limited development debates to material questions focusing on issues such as: the commitment of advanced industrial states to development through public investment; the efficiency with which funds are distributed in development strategies; the moral/political objectives that often are associated with development aid, microfinancing, etc.

This course aims to build on this approach to international development by examining cooperation within the context of social cohesion. The premise on which this course is based contends that development is not simply an economic issue because it relates to various



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relationships between different actors in global affairs, such as: international organizations, states, civil society, individual citizens and economic organizations and companies. Thus, the course asks: "What impact do European actors (including Luxembourg) have on international relationships within the framework of international development?" The course proposes a series of debates, each one focusing on a specific topic related to social cohesion and international cooperation. Following a general introduction by the course instructors, the course will be centered on discussions with practitioners and experts in the field of international development.

**Language:** Anglais, Français

**Mandatory:** Non

**Evaluation:** **Final Grade:** Students must submit a 15-20 page (double spaced) research paper on a topic of their choice that is related to sustainability or development by 22 January 2021.

The paper should include the following elements:

1. Introduction
  1. Including Research Question to which the paper responds
1. Literature Review
2. Conceptual Approach or Hypotheses
3. Methods
4. Empirical Research
5. Conclusion

**Remark:** Bibliographie

Amartya Sen. Development as Freedom. Anchor, 2000.

Jeffrey Sachs. The End of Poverty. Penguin, 2006.

J. Timmons Roberts and Amy Bellone Hite. The Globalization and Development Reader: Perspectives on Development and Global Change. Wiley Blackwell 2007.

(optional) Harlan Koff. Social Cohesion in Europe and the Americas. PIE-Peter Lang, 2009.

**Professor:** KOFF Harlan

### The European Union & Financial Regulation

**Module:** Module 3 (Semester 3)

**ECTS:** 5

**Objective:** Upon successful completion of this course, students should have acquired:

A basic knowledge of the historical evolution of European / EU banking regulation and supervision.

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A familiarity of the main prudential regulatory and supervisory issues and debates and the preference of different member states on these issues.

A good understanding of the main institutional / policy elements of Banking Union and the negotiating position of different EU institutions and member states on these elements.

A basic understanding of the real and potential impact of Banking Union upon European integration and upon the operation of EU-headquartered banks.

An appreciation for the academic (political science and political economy) debates on Banking Union.

<b>Description:</b>	This course provides an advanced-level and specialized analysis of a major current topic of EU Economic Governance: the construction of Banking Union. This course will critically consider political economy and public policy perspectives on banking regulatory and supervisory matters and the role of the different institutions involved. The instruction of the course assumes that most participating students have studied the first year International Political Economy course and the Political Economy of European Integration course (or the equivalent elsewhere) and have a grasp of the basics (e.g. what is bank capital).
<b>Language:</b>	Français
<b>Mandatory:</b>	Non
<b>Evaluation:</b>	60% exam, 30% simulation summary, 10% participation.
<b>Professor:</b>	HOWARTH David

### Public Policy Analysis

<b>Module:</b>	Module 3 (Semester 3)
<b>ECTS:</b>	5
<b>Objective:</b>	On successfully completing this course, students be able to: <ul style="list-style-type: none"><li>·Explain and apply core theoretical approaches and conceptual frameworks used in the analysis of public policy.</li><li>·Outline the main stages in the policy-making process, and explain their (non-linear/recursive) relationships to one another.</li><li>·Describe and analyse the main stages and dynamics of European Union policy-making processes.</li></ul>
<b>Description:</b>	This course introduces the principal concepts used in the analysis of public policy, providing frameworks that may be used to structure the understanding of the different policy sectors empirically examined in other core Semester 3 courses. The course is centrally structured around the heuristic device of a 'policy stages' approach, looking in turn at the agenda-setting, formulation, decision-making, implementation, and evaluation phases of the policy-making process. For each topic, both the general frameworks developed in the wider public policy literature and more specific applications in the context of the EU are examined. The course



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further encompasses a discussion of a number of other key topics, including: policy narratives and discursive approaches to the study of public policy; logics of policy transfer understood in relation to processes of globalisation and Europeanisation; and 'policy failures'.

**Language:** Anglais, Français

**Mandatory:** Oui

**Evaluation:** 80% Final Assignment; 20% Presentation. Grades may be adjusted by up to 10% to reflect the level of active participation in the course.

**Remark:** **Core Texts**

Howlett, Michael, M. Ramesh and Anthony Pearl . Studying Public Policy: Policy Cycles and Policy Subsystems.(Oxford: Oxford University Press, 2009/Third edition).

Versluis, Esther, Mendeltje van Keulen and Paul Stephenson. Analyzing the European Union Policy Process. (Basingstoke: Palgrave MacMillan, 2011).

### **Selected Further Reading**

Balla, Steven J., Martin Lodge and Edward Page (eds.), The Oxford Handbook of Classics in Public Policy and Administration(Oxford: Oxford University Press, 2015)

Baumgartner, Frank R. and Bryan D. Jones. Agendas and Instability in American Politics(Chicago: University of Chicago Press, 1993).

Boussaguet, Laurie, Sophie Jacquot and Pauline Ravinet (eds.), Une "French Touch" dans l'analyse des politiques publiques?(Paris: Presses de Sciences Po, 2015).

Boussaguet, Laurie, Sophie Jacquot et Pauline Ravinet (eds.), Dictionnaire des politiques publiques(Paris: Presses de Sciences Po, 2014/quatrième édition).

Faure, Alain, Gilles Polet et Philippe Warin (éds.). La construction du sens dans le politiques publiques : Débats autour de la notion de référentiel(Paris: L'Harmattan, 1995).

Hood, Christopher and Helen Z. Margetts. The Tools of Government in the Digital Age(Basingstoke: Palgrave MacMillan, 2007/Second edition).

Kingdon, John. Agendas, Alternatives and Public Policies(New York: Longman, 2003/Second edition).

Lascombes, Pierre et Patrick Le Galès (eds.). Gouverner par les instruments(Paris: Presses de Science Po, 2004).

Moran, Michael, Martin Rein and Robert F. Goodin (eds.), The Oxford Handbook of Public Policy(Oxford: Oxford University Press, 2008).

Muller, Pierre. Les politiques publiques. (Paris: PUF, 2015/11eme édition).

**Professor:** HARMSSEN Robert



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### Transatlantic Relations

<b>Module:</b>	Module 3 (Semester 3)
<b>ECTS:</b>	5
<b>Language:</b>	Anglais
<b>Mandatory:</b>	Non
<b>Professor:</b>	VINTILA Nicolae Sergiu

### The EU from inside

**Module:** Module 3 (Semester 3)

**ECTS:** 5

**Objective:** Upon completion of this course, students should:

1. Have a good understanding about the relationship between actors and processes during the legislative cycle
2. Be able to apply the basic techniques in preparing a policy briefing
3. Be able to use negotiation tactics in a concrete situation
4. Be able to use the "scenario method" on a particular subject matter

**Description:** This course combines the analysis of the legislative actors - including practical exercises one can apply in a professional context - with the use of the foresight methodology in relation to topical issues.

The first part examines the actors and processes within the three institutions, Commission, Council and Parliament. Alongside examples will look at the consequences in policy decisions. Each session will encompass practical exercises such as preparation of policy briefing, mastering unknown subjects or negotiation situations. It furthermore includes specific issues i.e. quality of legislation.

The second part will discuss topical issues, e.g. the implementation of EU laws, the principle of the rule of law, or the often-mentioned democratic deficit of the EU. Furthermore, on-going discussions regarding the democratic system in a 21st century context and questioning of representative democracy also affecting the EU are subject matters.

The session titles are:

? From idea to proposal - the ins and outs



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- ? Fine tuning of a proposal - briefing as a key instrument
- ? Forming a majority for complex files - how to master voluminous and unfamiliar subjects
- ? Working methods in Parliament and Council - role play
- ? The art of compromise Part I - agreement after decennia
- ? The art of compromise Part II - conciliation and negotiation tactics
- ? Quality of legislation and the thrive towards first reading agreements
- ? Introduction to the foresight methodology - can it work?
- ? Implementation of EU laws: the weak spot - case study
- ? Treaty specificities - Art 7 and the rule of law
- ? Democratic deficit: From constitution to Future of Europe - foresight at work
- ? Representative democracy: EP elections and Commission composition - scenarios
- ? EU's future challenges

**Language:** Anglais

**Mandatory:** Non

**Evaluation:** 40% of the students' grades will be based on the presentation during the course  
and their participation in group exercises  
30% of the students' grades will be based on the policy briefing.  
30% of the students' grades will be based on the presentation of a scenario.

**Remark:** Case studies

? The Commission work programme

? The 1999 CAP reform

? REACH regulation

? European patent with unitary effect (EPUE)

Selected Bibliography

? Handbook on the Ordinary Legislative Procedure

" will be made available on Moodle"

? White paper on the future of Europe: Five scenarios [https://ec.europa.eu/commission/sites/beta-political/files/white\\_paper\\_on\\_the\\_future\\_of\\_europe\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/white_paper_on_the_future_of_europe_en.pdf)

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? The European Union : Politics and Policies Jonathan Olsen and John McCormick  
(Part II, chapters 5-7; Part III chapter 11)

? The Routledge Handbook of European Public Policy

Nikolaos Zahariadis and Laurie Buonanno (pages 13-52, 193 - 202, 275 - 344)

? The History of the European Union : Constructing Utopia

Giuliano Amato, Enzo Moavero Milanesi et al. (chapters 3, 7, 8, 10, 25, 26, 27)

?The limits of Europe Frits Bolkestein

?A history of democracy in Europe Antoine de Baecque

? Towards the European Union's Foreign Policy 2025 – Taking Stock of the Dahrendorf Foresight Project

Monika Sus

? Regional Foresight, Modes of Governance and Democracy

Hanssen, GroSandkjaer, Johnstad, Tom, Klausen, JanErling

Further reading will be available on Moodle.

**Professor:** RICHTER Jochen

### The challenges of global and European energy policy

**Module:** Module 3 (Semester 3)

**ECTS:** 5

**Objective:** Students will acquire:

- An overall view of energy in history, energy diplomacy and EU policies.
- A broad grounding in the development of the energy sector over the past centuries mixing economic, geographical, geopolitical and historical elements
- Sound knowledge of energy flows from production to consumption and the relevant market mechanisms (oil, gas and electricity markets)
- Solid knowledge of climate change issues and challenges
- A detailed view of EU energy policy from 1954 until the present
- Profound knowledge of new clean energy technologies and what is comprised under the



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terms "energy transition/revolution/clean disruption/ E-volution"

### Description:

This course will have as "fil rouge" the political governance through continents and ages related to energy, an essential element of living, but often subject to political disinterest "as long as the light is on" and to the citizen's same disinterest about the issue as long as a) the light is on and b) the bill is rather affordable" (for those who know exactly how much they pay/year for electricity or gas compared to what they pay for maintaining their cars).

The lectures will investigate the importance of energy issues throughout history influencing policies and geopolitical decisions, including those as crucial as going to war. Energy diplomacy will also be addressed.

This course will show the current strengths of some regions and weaknesses of other continents like the European Union that could possibly be drastically turned upside down by the development

of new energy sources (shale gas, renewables and energy efficiency). The role of R&D and innovation will be also addressed.

A key topic will be the study of the European Union energy policy from the Coal and Steel Treaty in 1954 to the Energy Union in 2016.

This course will have as paramount element the energy transition leading to a new energy revolution or clean disruption and will address the question of climate change and how this planetary issue is the most influential trigger of the energy policies of today and tomorrow. Being an

element that will accompany future generations and current students, students will be asked to present one of the key aspects of this transition under the leading role of the teacher. Aside from presence and proactivity during the seminars, this will constitute an important part of the student evaluation.

This course will also address the question of energy access inequalities around the planet, considering the billions of people today who are deprived of light, warming and cooking systems when some big cities "never sleep".

Finally, if time permits, all international/regional fora/organisations dealing with energy will be addressed (IRENA, IEAE, OECD (IEA/AEN), CEM, Energy Charter, Energy Community, Energy Forum, Pentalateral Forum...)

### Language:

Anglais, Français



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**Mandatory:** Non

**Evaluation:** Students' performance will be evaluated on the basis of three criteria :

Participation: 10 %

Presentation: 40 %

Written assignment: 50 %

**Remark:** ANNEX: Lecture sources and recommended readings & textbooks:

· Data & document sources:

o <https://ec.europa.eu/energy/>

o <http://ec.europa.eu/clima/>

o <http://ec.europa.eu/research/index.cfm?pg=dg>

o [https://www.cia.gov/search?q=energy&site=CIA&output=xml\\_no\\_dtd&client=CIA&myAction=%2Fsearch&proxystylesheet=CIA&submitMethod=get](https://www.cia.gov/search?q=energy&site=CIA&output=xml_no_dtd&client=CIA&myAction=%2Fsearch&proxystylesheet=CIA&submitMethod=get)

o <http://www.energypost.eu>

o <http://www.iea.org>

o <http://www.irena.org/home/index.aspx?PriMenuID=12&mnu=Pri>

o <http://www.cleanenergyministerial.org>

o <http://www.wef2016.org>

o <http://mission-innovation.net>

o <http://www.energiespourlafrique.org>

o [http://www.ecosources.info/dossiers/Hydrolienne\\_eolienne\\_sous-marine](http://www.ecosources.info/dossiers/Hydrolienne_eolienne_sous-marine)

oenergy efficiency : [http://www.lemonde.fr/planete/article/2013/07/01/se-chauffer-grace-a-l-energie-des-serveurs-informatiques\\_3439685\\_3244.html](http://www.lemonde.fr/planete/article/2013/07/01/se-chauffer-grace-a-l-energie-des-serveurs-informatiques_3439685_3244.html)

o <https://www.boell.de/en/topics/energy-transition>

· Lecture Sources & recommended books –

oLa grande histoire du pétrole , Matthieu Auzanneau

oThe Prize , Daniel Yergin

oPlanetary Economics , Michael Grubb

oClean disruption, Tony Seba

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o Choisir maintenant, Al Gore

o [http://mudancasclimaticas.cptec.inpe.br/~rmclima/pdfs/destaques/sternreview\\_report\\_complete.pdf](http://mudancasclimaticas.cptec.inpe.br/~rmclima/pdfs/destaques/sternreview_report_complete.pdf)

o Pic pétrolier, pic gazier : sans cesse reportés de J.P. Schaeken Willemaers (Auteur)

**Professor:** LENTZ Guy

### Tutorat

**Module:** Module 4-Tutorat (Semester 3)

**ECTS:** 5

**Description:** The tutorat provides a preparatory forum for your dissertation or internship. In the context of the tutorat, you will principally be working with your supervisor in order to delineate an appropriate research topic or professional project.

To this end, you will be required to produce a substantial literature review in your chosen area, as well as presenting an initial research design (in the case of the dissertation) or a professional project (in the case of the internship).

The research design should clearly set out a research question/hypothesis, as well as a plan of work outlining how you propose to answer this question/test this hypothesis.

The professional project should clearly set out your objectives in terms of the skills/experience which you seek to acquire through your intended placement, as well as giving an initial indication of your projected tasks during the placement and the manner in which they will allow you to achieve these goals.

In addition to regular meetings with your supervisor there will also be a limited number of group sessions for all students not on an exchange semester. These will consist of an orientation session at the beginning of the semester, as well as a series of seminars later on in the semester at which all members of the group will present interim progress reports.

Students participating in an Erasmus exchange in their third semester should arrange an appropriate timetable with their supervisor for the completion of the required written work.

**Language:** Anglais, Français

**Mandatory:** Oui

**Professor:** KOFF Harlan

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### Semester 4

#### Stage

**Module:** Stage/Mémoire (Semester 4)

**ECTS:** 30

**Description:** The internship is intended to provide you with a structured professional experience applying the skills and knowledge which you have developed during the taught programme. While the programme may periodically be able to offer a limited number of internship positions on a competitive basis by way of specific institutional arrangements, we are not able to guarantee that the number of such positions in any given year will correspond to student demand. Please be advised that you are ultimately responsible for securing your own internship position if you choose to pursue this option.

All internships must be substantially related to the broad areas of European and international governance as covered in the taught programme. This encompasses appropriate placements in both the public and private sectors. Examples of possible internship opportunities include (but are not limited to): the European institutions; national and regional governmental and parliamentary institutions; NGOs; lobbying and consultancy firms; and the European (policy analysis) divisions of larger firms. All internship placements are subject to the approval of the Programme Director and to the conclusion of a standard University of Luxembourg agreement.

**Language:** Français, Anglais

**Mandatory:** Non

#### Mémoire

**Module:** Stage/Mémoire (Semester 4)

**ECTS:** 30

**Description:** The dissertation is intended to provide you with an initial, structured experience of advanced academic research. As such, it must be structured around a clearly defined central argument or hypothesis which derives from an identifiable body of scholarly literature. This argument or hypothesis should address a question or problem of European or international governance consistent with the broad themes explored in the taught programme. Your supervisor will provide you with guidance as to the appropriateness of specific topics. As a general guide, however, suitable topics will generally fall within one of the three broad research axes of: Democracy, Parliamentary Studies and EU Decision-making Processes; Development, Regions, Rights and Resources; and European and International Public Policy.

Your dissertation must normally include a significant component of 'original' research. Examples of this include (but are not limited to): documentary research (involving archives, case law, legislative texts, etc.); interviews; participant observation; and the use and/or collection of other forms of original data. Your supervisor will assist you in developing your own research design in a manner which incorporates an appropriate element of primary research.

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The final dissertation should normally not exceed 20,000 words in length, exclusive of bibliography and any annexes.

The dissertation will be evaluated by both your supervisor and a second member of academic staff. You must also present your work in a public oral defense, which will include a question and answer session with your two examiners. The evaluation of your written work constitutes 80% of your final grade; the oral defense is worth 20% of your final grade.

**Language:** Français, Anglais

**Mandatory:** Non

### Stage + Mémoire

**Module:** Stage/Mémoire (Semester 4)

**ECTS:** 30

**Description:** This option allows you to combine a professional placement with the completion of a dissertation. In this case, the guidelines for the dissertation apply as regards the preparation and examination of your written work. The internship is subject to the same terms and conditions as the stand-alone internship, but may be of shorter duration. Please also note that, in this case, your dissertation topic must be directly related to your internship (e.g. an internship at the European Court of Auditors, during which you complete a dissertation on an aspect of performance audit).

**Language:** Français, Anglais

**Mandatory:** Non