



Certificate of European Studies

2018-2019

Fall Semester (September-January)

Course syllabus

History, Institutions, and Policies of the European Union (24h)

Bianca Polo del Vecchio

Lecturer in European Integration, ITIRI, LSHA

Doctoral Researcher in Political Science, SAGE

Compulsory module for CES students (Unit 2)

Requisites:

Students should have a basic understanding of the concept of European integration and the functioning of the European Union. Those who feel they lack this should read *John McCormick 'Understanding the European Union : A Concise Introduction', Palgrave Macmillan, 6th Edition, 2014.*

Objectives

and

skills

Through this course students will develop a broad understanding of the process of European integration: its origins, its evolution, and its institutional and policy outcomes.

Students will gain the knowledge and tools to allow them to formulate opinions on matters relating to European integration, and will gain in confidence presenting and defending these positions. Students will have the opportunity to take part in class debates and in discussions within smaller groups. Students will be asked to draw and report conclusions, and to make both individual and group presentations.

Description:

The course begins with an introduction to European integration, the post-World War II geopolitical context and the key theories that have been put forward by scholars to account for the process of integration. With context and theory in mind, students will study, and seek to explain, subsequent developments in European integration from the establishment of the European Communities to the most recent Treaty reforms. Students will learn about the composition, the roles, and the functioning of the European Union's institutions as well as the various steps of the policy-making process. Particular attention will be paid to the Single Market and Economic and Monetary Union, with students critically analyzing the success of these programmes. Students will study the EU's programme of enlargement and considers its consequences for the EU, its member states, and (potential) candidate states. The course ends

with students reflecting on Europe in crisis and asking what next for the EU and European integration.

Reference/reading Materials:

Essential

1. John McCormick, *Understanding the European Union: A Concise Introduction*, Palgrave MacMillan, 5th Edition, 2011.
2. Michelle Cini & Nieves Pérez-Solórzano Borraran (Eds), *European Union Politics*, Oxford University Press, 5th Edition, 2016.
3. EU News Sites : EU Observer ; Euractiv
4. Think Tank websites : Centre for European Reform ; European Council on Foreign Relations ; Centre for European Policy Studies ; European Policy Centre

Additional

5. Desmond Dinan (Eds), *Origins and Evolution of the European Union*, Oxford University Press, 2nd Edition, 2014.
6. European Union, *Consolidated Treaties – Charter of Fundamental Rights*, Publications Office of the European Union, 2010.
7. Ian Bache, Simon Bulmer, Stephen George, and Owen Parker, *Politics in the European Union*, Oxford University Press, 4th Edition, 2015
8. Simon Hix and Bjørn Høyland, *The Political System of the European Union*, Palgrave MacMillan, 3rd Edition, 2011.
9. Daniel Kenealy, John Peterson, and Robert Corbett (Eds), *The European Union : How does it work ?*, Oxford University Press, 4th Edition, 2015
10. John Peterson and Michael Shackleton (Eds), *The Institutions of the European Union*, Oxford University Press, 3rd Edition, 2012.
11. Helen Wallace, Mark A. Pollack, and Alasdair Young, *Policy-Making in the European Union*, Oxford University Press, 7th Edition, 2014.
12. Robert Ladrech, *Europeanization and National Politics*, Palgrave Macmillan, 2010.
13. Cécile Leconte, *Understanding Euroscepticism*, Palgrave Macmillan, 2010.

Assessment details

Students will receive a grade based on performance in class (presence, frequency and quality of participation in debates/discussions, presentation) and a grade based on a written exam to take place in December. The final grade will be the average of these two grades.

The European Union and the World Economy

(18h)

Prof Aristomène Varoudakis

Compulsory module for CES students (Unit 2)

Outline of lectures

The lectures will provide an overview of the European Union's evolving position in the World Economy and the policy issues related to the functioning of the European Monetary Union – the EU's single most important endeavor towards further unification. The focus will be on three main topics: (a) The EU's trade and investment policies, including its impact on developing countries through development assistance and the Common Agricultural Policy (Themes 1-4); (b) The structure of economic policy making in the European Monetary Union (Themes 5-7); and, (c) The vulnerability of the European economy to developments in the world economy, as exemplified by the impact of the 2008-09 global financial crisis (Themes 8-9).

- Theme 1: The process of economic integration in Europe
- Theme 2: EU international trade, trade policy, and development assistance
- Theme 3: The Common Agricultural Policy and its impact on world food markets
- Theme 4: Financial and banking integration in Europe and the international role of the Euro
- Theme 5: The European Monetary Union: Is the Eurozone an optimum currency area?
- Theme 6: Monetary policy in the European Monetary Union and the European Central Bank
- Theme 7: Fiscal policy in the European Monetary Union
- Theme 8: Origins and management of the sovereign debt crisis in the Eurozone
- Theme 9: How to complete the European Monetary Union?

Main References:

R. Baldwin and C. Wyplosz, *The Economics of European Integration*, McGraw Hill, 4th ed., 2012

P. De Grauwe, *Economics of Monetary Union*, Oxford UP, 10th edition, 2014

M. Wolf, *The Shifts and the Shocks: What We've Learned – and Have Still to Learn – from the Financial Crisis*, Penguin, 2014

Assessment

Final written exam (1h30) in December.

Bio

AristomeneVaroudakis is Professor of Economics at the University of Strasbourg. He has served at the World Bank in various positions, as Adviser to the Chief Economist, Lead Economist and Country Manager at the Europe and Central Asia and Middle East and North Africa Departments, and also at the World Bank's Independent Evaluation Group. Prior to joining the World Bank, he served as Sr. Economist in the OECD. He specializes in macroeconomics, development economics, public finance, and international finance. His work has been published in academic journals and collective volumes. He is the author or co-author of four books.
<https://ideas.repec.org/f/pva650.html>

Cultural Policy in Europe

(18h)

Dr Caroline Lehni

Module entirely taught in English

Mondays, 16:00-18:00

Compulsory module for CES students (Unit 2)

This module examines cultural policy in Europe by laying specific emphasis on the ways in which it has been redefined since the early 1980s. We will explore shifts in terms of policy objectives assigned to culture, away from the traditional emphasis on civic education or support for high art.

After defining the type of public action that can be referred to as “cultural policy” and identifying the various actors involved (at EU level, national level but also regional and urban level), the course will thus focus on a number of case studies in order to analyse how cultural policy intersects with other policy areas (economic policy, city marketing, urban planning, social cohesion, etc.). Our main case study will be Glasgow, which was nominated European City of Culture in 1990 and European City of Architecture and Design in 1999. Glasgow indeed placed cultural policy at the very heart of a strategy aimed at transforming a city marked by unemployment and depression into a revitalised post-industrial city. Many other cities in Europe (Liverpool, Marseilles or Bilbao for example) have built a strategy based on the impact of cultural policy on the economy, social cohesion and/or city marketing.

In other cases, cultural policy is used as a way of achieving social cohesion, by alleviating social divisions, bringing together estranged areas within a city, by reconciling divided communities. Belfast is one of those: various government agencies, assisted by EU funds, have become involved in transforming the visual landscapes of certain areas that still bear the mark of the Troubles.

A special focus will also be given to Strasbourg, through a focus on attempts at promoting the democratization of access to its museums and on the policy and political aspects of Strasbourg’s candidacy to UNESCO for the election of the Neustadt as a World Heritage Site.

Other European cities will be mentioned in class discussions, like Barcelona, Berlin, Ferrara and Turku, etc., so as to provide a comparative and critical perspective on the uses of cultural policy in Europe and the effects of such policies on the areas concerned.

Most two-hour classes will be divided into one hour of lecture and one hour of seminar discussions based on students' presentations and readings.

Select bibliography (more references to be given at the beginning of term)

Bianchini, Franco and Parkinson, M. *Cultural Policy and Urban Regeneration: The West European Experience*. Manchester: Manchester University Press, 1993.

Bianchini, Franco and Albano, Roberto. "The Regenerative Impacts of European City/Capital of Culture Events". In Michael E. Leary and John McCarthy (eds.), *The Routledge Companion to Urban Regeneration*. New York: Routledge, 2013, pp. 515-525.

Dubois, Vincent. "Cultural Policy Regimes in Western Europe." *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed.), 2015, pp. 460-5.

Garcia, Beatriz. "Deconstructing the City of Culture: The Long-term Cultural Legacies of Glasgow 1990". *Urban Studies*, vol. 42, no. 5-6, May 2005, pp.841-868.

Gibson, Lisanne and Stevenson Deborah (eds.). *Urban Spaces and the Uses of Culture*. Special issue of the *International Journal of Cultural Policy*, vol. 10, no.1, 2004.

Grodach, Carl and Silver, Daniel (eds). *The Politics of Urban Cultural Policy: Global Perspectives*. Abingdon, New York: Routledge, 2013.

Immler, Nicole L. "(Re)Programming Europe: European Capitals of Culture: rethinking the role of culture". *Journal of European Studies*, vol. 44 no. 1, March 2014, pp.3-29.

Littoz-Monnet, Annabelle. *The European Union and Culture: Between Economic Regulation and European Cultural Policy*. Manchester, New York: Manchester University Press, 2007.

McGuigan, Jim. *Rethinking Cultural Policy*. Maidenhead: Open University Press, 2004.

Miller, Toby and Yudice, George. *Cultural Policy*. London: Sage, 2002.

Assessment

- Oral participation in class discussions (20%)
- Reading report OR Oral presentation (40%)
- In-class final written test (40%)

EU-India Relations

Room 212, 2 hrs, Dr T. DiCOSTANZO

18 hrs

The EU and India seem to have much in common: they are similar in size, have a huge population and are multicultural. One is a democratic federated nation while democratic European nations belong to a supranational Union. India has had consistent economic growth since 1991 and it is important in the IT and service sector. The EU-28 is the largest economy in the world and the world's largest trader of goods and services. The EU-28 is India's main economic partner and EU soft power (cooperation, development aid) is gaining importance in India. Cultural exchanges are slowly taking off too as is the idea of multilateralism and the normative approach. However, the EU and India face different geopolitical concerns: the reform of the UN, terrorism, human rights, and the nuclear issue. Each is focused on its own traditional 'neighbourhood': South/Central Asia and the Indian Ocean versus the Mediterranean/Atlantic. One is a Realist power, the other is a Social-Constructivist power. This has prevented each unit from developing any proper strategic partnership (SP), and negotiations for a free trade agreement are not progressing. The latest EU-India Summit was held in 2016 but failed to jumpstart the relation.

REFERENCE LIST:

(BOOKS FOUND IN 'SCIENCES PO' LIBRARY)

1. Aarstad, Åsne Kalland, and Knud Erik Jørgensen. The SAGE Handbook of European Foreign Policy (volumes 1 & 2). London, SAGE Reference, 2015.
2. Aziz-Wülbers, Shazia. The Paradox of EU India Relations: Missed Opportunities in Politics, Economics, Development Cooperation and Culture. Lexington Books, Maryland, USA, 2011.
3. Jain, Rajendra K. (editor). India and the European Union in a Changing World. New Delhi, Aakar Books, 2014.
4. Jain, Rajendra K. (editor). India, Europe and Conflict Resolution in South Asia. New Delhi, Knowledge World Publishers, 2015.***
5. Jain, Rajendra K. (editor). Multiculturalism in India and Europe. New Delhi, Aakar Books, 2014.
6. Jain, Rajendra K. (editor). The European Union and South Asia. New Delhi, Knowledge World Publishers, 2015.
7. Jones, Erik, Anand Menon, and Stephen Weatherill (editors). The Oxford Handbook of the European Union. Oxford, Oxford University Press, 2012.
8. Winand, Pascaline, Marika Vicziany, and Poonam Datar. The European Union and India: Rhetoric or Meaningful Partnership? Cheltenham, UK, Edward Elgar Publishing, 2015.

OTHER REFERENCES

- a) Chakrabarty, Dipesh. Provincializing Europe : Postcolonial Thought and Historical Difference, Princeton : Princeton University Press, 2000.

- b) Dusche, Michael. Identity Politics in India and Europe, Delhi : Sage, 2010.
- c) Erckel, Sebastien. India and the EU: Two Models of Integration, Santa Cruz: Grin, 2013.
- d) Gaens, Bart, Jokela, Juha, and Limnell Eija. The Role of the EU in Asia: China and India as Strategic Partners, Farnham: Ashgate, 2009.
- e) Jain, R.K., "Perceptions and Visibility of the European Union in India: A Study of the Media, Elites, and Public Opinion," in Zajackowski, Jakub, Jivanta Schottli and Manish Thapa (eds). India in World Politics and Economy. New Delhi, Routledge, 2013.
- f) Jain, R.K., "India and EU-China Relations," in Amin, Jayaraj (eds). European Union in Changing World Order. New Delhi, Kaveri Book Service, 2012, pp. 168-180.
- g) Jain, R.K., "India's Relations with the European Union," in Scott, David (ed.) Handbook of India's International Relations. London, Routledge, 2011, pp.223-232.
- h) Nandy, Ashis. The Intimate Enemy: Loss and Recovery of Self Under Colonialism. Delhi, Oxford University Press, 1983.
- i) Tripathi, Dhananjai. Development Role of the EU in South Asia. New Delhi, Vij books, 2011.

INDIAN THINK TANKS:

1. 1870, USI, official
<http://usiofindia.org/>
2. 1965, IDSA= official, Arvind Gupta
<http://www.idsa.in/>, <http://www.idsa.in/profile/cwagner>
3. 1973, CPR=Pratap Bhanu Mehta
<http://www.cprindia.org/people/pratap-bhanu-mehta>
4. 1990, ORF=C Raja Mohan <http://indianexpress.com/profile/columnist/c-raj-mohan/>,
<http://carnegieendowment.org/experts/698>, <http://www.orfonline.org/>
5. 1996, IPCS= Dipankar Banerjee
<http://www.ipcs.org/dipankar/>
6. 1999, CASS
<http://www.cassindia.com/HOME.html>
2002, SFG, Sundeep Waleskar
<http://www.strategicforesight.com/>
7. 2006, Carnegie India
<http://carnegieindia.org/>
8. 2009, ICGR=Manjeet Kripalani
<http://www.gatewayhouse.in/>

9. 2009, BJP/VIF
<http://www.vifindia.org/>
10. 2010, TI
<http://takshashila.org.in/>

WESTERN/EU THINK TANKS

1. **Australia: The International Federation of Arts Councils and Culture Agencies (IFACCA) is the global network of arts councils and ministries of culture, with member organisations in over 70 countries.**
<http://www.worldcp.org/india.php#>, <http://www.worldcp.org/profiles-download.php>
2. Belgium: Centre for European Policy Studies <https://www.ceps.eu/publications/how-boost-eu%E2%80%93india-relations>
3. Belgium: EGMONT (The Royal Institute for International Relations)
<http://www.egmontinstitute.be/the-eu-india-summit-on-the-threshold-of-change/>
4. Delegation of the European Union to India and Bhutan:
https://eeas.europa.eu/delegations/india_en
5. European Commission: https://ec.europa.eu/europeaid/countries/india_en,
https://ec.europa.eu/culture/initiatives/external-relations_en
6. European Parliament: <http://www.europarl.europa.eu/delegations/en/d-in/home.html>,
<http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A8-2017-0242+0+DOC+XML+V0//EN>, <http://www.europarl.europa.eu/thinktank/en/search.html?word=india>
7. France, Belgium: The Robert Schuman Foundation <https://www.robert-schuman.eu/en/bookshop/0159-contemporary-indian-views-of-europe>
8. France/Belgium: The European Union Institute for Security Studies (EUISS)
<https://www.iss.europa.eu/content/eu-india-partnership-time-go-strategic>
9. France: EU-Asia Centre <http://www.eu-asiacentre.eu/>
10. Germany: German Development Institute / Deutsches Institut für Entwicklungspolitik (DIE)
<https://www.die-gdi.de/en/>
11. Germany: The Konrad-Adenauer-Stiftung (KAS) http://www.kas.de/wf/doc/kas_29944-1522-2-30.pdf?120118092530
12. Netherlands: ECF <http://www.culturalfoundation.eu/library/dwarfing-2>,
<http://www.culturalfoundation.eu/library/dwarfing-2>, Raj Isar:
<https://www.youtube.com/watch?v=tZqCRRmMiDU>
13. Pan-European ECFR (The European Council on Foreign Relations) Germany, UK, Spain, Paris, Italy, Bulgaria and Poland
http://www.ecfr.eu/article/commentary_understanding_india_the_role_of_the_eu4001,
http://www.ecfr.eu/podcasts/episode/ecfrs_world_in_30_minutes_india,
http://www.ecfr.eu/what_does_india_think

14. Spain : FRIDE <http://fride.org/publication/939/the-eu-and-india:-a-loveless-arranged-marriage>

15. UK: Chatham House, the Royal Institute of International Affairs

<https://www.chathamhouse.org/research/regions/asia/india>

16. US: Carnegie Endowment for International Peace

<http://carnegieendowment.org/2012/05/10/india-and-europe-in-multipolar-world-pub-48038>

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APPLIED EUROPEAN STUDIES

- **Tutorials, visits and field trip**

(TBC)

1. ECHR-European Court of Human Rights
2. COE-Council of Europe- Anne Kaerle
3. *FR-Town Hall Bernard Rohfritsch
4. &NATO-Eurocorps - Rafal Adamczewski
5. &EU-‘Lieu d’Europe’-Anne Billaut
6. *Sakharov Prize –Ambre Muller
7. EU-European Parliament
8. EU-ECB Frankfurt
9. &EU-Arte Television- Elke Blocher
10. &COE-Intercultural Cities Programme - Irena Guidikova

Fascisms. European history, current challenges

Dr Wiebke Keim (wiebke.keim@misha.fr)

Optional module for CES students (Unit 4)

Objectives and skills:

Students acquire conceptual and theoretical tools regarding analyses of historical fascisms. They then critically discuss in how far one can apply those tools to the current period and to cases outside of the historical and geographical realm of fascism.

Description:

The course introduces key literature in the field of fascism theories. We will first deal with analyses of historical fascisms in Europe. Students then have the task to reflect upon current developments within and outside of Europe referring to the theoretical and conceptual tools they have acquired. Participants will critically discuss what common aspects and what differences there are between the historical fascisms and chosen current examples.

Selection of introductory readings:

Kallis, Aristotle A. (ed.) (2003), *The Fascism Reader*, Routledge: London and New York

Mudde C (2007), *Populist Radical Right Parties in Europe*. Cambridge University Press (marketing excerpt available online: <http://www.cambridge.org/et/academic/subjects/politics-international-relations/european-government-politics-and-policy/populist-radical-right-parties-europe>)

N. Langenberger & B. Schellenberg (eds.) (2011), *Is Europe on the 'right' path? Right-wing extremism and right-wing populism in Europe*. Friedrich Ebert Stiftung: Berlin (available online: <http://library.fes.de/pdf-files/do/08338.pdf>, 1.8.2016)

Blamires, Cyprian P./Jackson, Paul (eds.) (2006), *World Fascism. A Historical Encyclopaedia*. ABC Clío: Santa Barbara, Denver, Oxford

Assessment details

Students choose an empirical example of post-1945 fascisms. Examples of topics could be a singular group or party, a specific country-case, a given time period, a political or scholarly controversy around usage of the term "fascism" in the post-1945 period,... Students are required to relate their chosen case to the theoretical approaches we dealt with in class, and to critically assess the question whether in the chosen

case, one can meaningfully speak of fascism or not, and why. Students are encouraged to get into touch with me to discuss their research ideas in the course of the semester.

The format of the assessment is a research paper. This means: that the students do research on their own on the chosen topic; that they construct a corpus of literature, which includes scholarly publications, but can also cover newspaper articles, films, political statements, juridical texts etc.; that they develop an argument in which they link the empirical material to the theoretical approaches we discussed in class; that the paper is written according to scientific standards.

European Cultural History

(24h)

Dr Ulrich Maximilian Schumann

Optional module for CES students (Unit 4)

Objectives and skills:

The participants shall be strengthened in their abilities to:

- distinguish the criteria and characteristics of «the European city»
- discern the most significant stages and milestones of its development in relation to political and social changes
- understand the complexity of urban spaces and locate the interfaces of privacy and publicness
- contour actual developments on the basis of historical experience
- participate in class discussions
- choose an individual research topic and handle it scientifically in a term paper

Topics: Description:

This course offers an introduction to the broad phenomenon of European culture by focusing on its most complex artefact: the city. Through some of its most illustrative examples, the successful model of "the European City" will be discussed and its characteristics and role in the evolution of European culture highlighted.

Correspondingly, the principal guideline will be cultural complexity. Here, the city will not be reduced to one of its major facets – f.e. technical product, administrative unit, work of art, symbol of its time, expression of anonymous history, mirror of abstract ideas – but regarded as a synthesis: a human artefact able to blend the most diverse interests into a perceptible form.

The course will be taught in the form of a dynamic lecture. The basic inputs will be brought in by the coordinator. The students are encouraged to intervene and put questions across at any time during the lecture. A lot of free room will be offered to the students for discussions and contributions.

Reference/reading Materials:

Introductory reader

Benevolo, Leonardo, *The European City*, Oxford and Cambridge/Mass. (Blackwell) 1993.

Curl, James Stevens, *European Cities and Society: Influence of Political Climate on Town Design*, London (Leonard Hill) 1970.

De Vries, Jan, *European urbanisation, 1500-1800*, London (Methuen) and Cambridge/Mass. (Harvard University Press) 1984

Hall, Peter, *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880*, Oxford (Blackwell) 1988.

Hinse, Ton, *The Morphology of the Times: European Cities and their Historical Growth*, Berlin (Dom Publishers) 2014.

Laitinen, Riitta and Cohen, Thomas (eds.) *Cultural history of early modern European streets*, Leiden (Brill) 2009.

Macionis, John J. and Parrillo, Vincent N., *Cities and Urban Life*, Upper Saddle River (Pearson) 2010.

Meller, Hellen, *European Cities, 1890-1930s: History, Culture and the Built Environment*, John Wiley & Sons; Auflage: 1 (April 2001).

Mumford, Lewis, *The City in History*, New York (Harcourt, Brace & World) 1961.

Ward, Stephen V., *Planning the Twentieth-Century City: The Advanced Capitalist World*, Chichester (Wiley) 2002

Assessment details

The students' success in the course will be evaluated mainly on the basis of a scientific term paper of approximately ten pages. Active participation in class will be taken into account with 25%.

The Commonwealth of Nations: From Empire Management to Postcolonial Policies

(24 hours)

Dr Virginie Roiron

Optional module for CES students (Unit 4) – 4th year optional module

Outline of the course:

I. The Commonwealth in the making (1776-1971)

A) Looking for a new way of managing the Empire

1- From Boston to Ottawa: Transforming an American failure into an American success for the Empire

The lessons drawn from the independence of the US: the emergence of a more informal conception of the empire – Consequences for settlement colonies: the Durham report on Canada (1839) and the pragmatic emergence of “Dominion status”

2- The formalisation of the Empire in non settlement territories

The doctrine of trusteeship – the Indian mutiny (1857) – The Berlin conference (1885) – the scramble for Africa

B) Transforming the Empire into a “British Commonwealth of Nations”

1- From the colonial conferences to the Statute of Westminster

Attempts at unifying the self-governing empire (from the 1887 colonial conference to the experience of the war Cabinet) – The Irish issue – the Balfour report – the Statute of Westminster

2- Cracks in the colonial Empire: a new British imperial policy?

The imperial policy in the non-settlement colonies – towards an extension of the Dominion status to the whole empire? – The impact of WW2: the end of the ideal of a British-centred imperial community

C) Institutionalising the Commonwealth

1- The birth of the “modern” Commonwealth

Ireland, Burma, India, three visions of the Commonwealth – The 1949 London Declaration – The British King as Head of the Commonwealth

2- The Commonwealth: Britain’s tool or a fully fledged international organisation?

The Suez crisis, 1956 – The African independences (Ghana, 1957) – The institutionalisation of the Commonwealth – the creation of the Secretariat General (1965) – Britain’s entry into the EEC

3- The Commonwealth in search of a new role

The time of crises: South Africa’s departure (1961) – The Rhodesian crisis (1965) – the Prime Ministers’ conferences of 1966 and 1969 – The way forward: The Singapore declaration (1971)

II-The Commonwealth as an empowering force ?

A) A bridge between the North and the South

1- Commonwealth multilateral co-operation: the Commonwealth as a capacity builder

From the Colombo Plan (1951) to the Commonwealth Fund for Technical Co-operation (1971) – The CFTC today – The co-ordinating role of the Secretariat general (organisation of the Secretariat, the Commonwealth Youth Programme)

2- “Helping the world to negotiate”: the Commonwealth as an enabler

The role of the Secretary General – Giving poorer countries a chance to be heard in international forums and economic negotiations – Promoting understanding and co-operation at the summit: the CHOGMs

3- The Commonwealth of peoples: transnational actions

The Commonwealth Foundation – The “unofficial Commonwealth” – Focus on the civil society

B) Defending human rights and democratic principles

1- Ending racial discrimination in Southern Africa

The outcome of the Rhodesian crisis – The end of apartheid in South Africa

2- The post-Cold War era and the defence of democratic principles

The Harare Declaration (1991) – the CMAG – New conditions for membership – From the admission of Mozambique (1995) to that of Rwanda (2009) – Promoting sustainable development

C) Risk and development: the Commonwealth’s perspective about small states

1- A growing concern

A majority of Commonwealth members – the Nassau CHOGM (1985) – a specific definition in terms of vulnerability

2- A specific Commonwealth issue?

Commonwealth assistance for small states – Commonwealth advocacy at international level - a multi-faceted approach in terms of economic and political development - Building the economic resilience of small states as a new priority for the Commonwealth?

Conclusion: “The Commonwealth @ 60”, an assessment

Selected bibliography:

Brown J.M., Louis W.R. (dir), *The Oxford History of the British Empire*; vol. 4: *the Twentieth Century*, Oxford University Press, 2001

Crowder M. (dir), *The Cambridge History of Africa*, Vol 8, 1940-1975, Cambridge University Press, 1984

Darwin J., *Britain and Decolonisation: The Retreat from Empire in the Post-War World*, Basingstoke, Macmillan, 1988

Gallagher J., *The Decline, Revival and Fall of the British Empire*, Cambridge University Press, 1982

Judd D., *The British Imperial Experience from 1765 to the Present*, London, Harper Collin, 1996

Kitchen M., *The British Empire and Commonwealth, A Short Story*, London, Simon Fraser University, 1996

Mansergh N., *The Commonwealth Experience*, University of Toronto Press, 1982 (2nd edition)

Mayall J. (dir.), *The Contemporary Commonwealth, An Assessment, 1965-2009*, London / New-York, Routledge, 2009

McIntyre D., *The Commonwealth of Nations: Origins and Impact, 1869-1971*, University of Minnesota Press, 1977

McIntyre W.D. , *The Significance of the Commonwealth 1965-90*, Basingstoke, Macmillan, 1991

Miller JDB, *Survey of Commonwealth Affairs : Problems of Expansion and Attrition, 1953-1969*, Oxford University Press, 1974.

Moore R.J., *The Making of the New Commonwealth*, Oxford University Press, 1987

O'Neill R. and Vincent R.J. (dirs), *The West and the Third World, Essays in Honour of JDB Miller*, Basingstoke, Macmillan, 1990

Paine A., *The Fallacies of Hope: The Post-Colonial Record of the Commonwealth Third World*, Manchester University Press, 1991

Porter A. (dir.), *The Oxford History of the British Empire, vol. 3 : The Nineteenth Century*, Oxford University Press, 1999

Redonnet J.-C., *Le Commonwealth, politiques, coopération et développement anglophones*, Paris, Presses Universitaires de France, 1998

Reynolds D., *Britannia Overruled, British Policy and World Power in the 20th century*, London, Longman, 1995

Srinivasan K., *The Rise, Decline and Future of the British Commonwealth*, Basingstoke, Palgrave Macmillan 2005

Financiél Investment (Market Finance)

Prof Joël Petey

Optional module for CES students (Unit 4) – 4th year module

Prerequisites:

- Introductory knowledge in microeconomics and accounting.
- Basic mathematical skills: variance, covariance, derivatives of usual functions.
- Knowledge of investment decision tools (Net Present Value, Internal Rate of Return) is appreciated but not required.

Outline:

Chapter 1 Fixed Income

- Definition and characteristics of bonds
- Bond pricing : zero-coupon rates, yield-to-maturity, the quotation of bonds
- Interest rate risk: sensitivity and duration
- Particular bonds: Floating rate notes, convertibles, mandatories...

Chapter 2 Decision making under risk

- Mathematical expectation
- The expectation-variance framework and the risk/return substitution
- Expected utility
- Portfolio choice under risk: An introductory model

Chapter 3 Portfolio management

- Risk and return in a portfolio : the two assets case
- Systematic risk and diversification
- The Capital Asset Pricing Model
- Actuarial valuation models : The Gordon-Shapiro model and Price-Earnings ratios

Chapter 4 Forward contracts

- Forward transactions and risk transfer
- Characteristics of a forward contract
- Speculation, hedging, and arbitrage

Chapter 5 Options

- Definition and basic transactions
- The call/put parity
- Determinants of option prices

- The Black and Scholes formula.

Reference book:

Finance d'entreprise (Corporate Finance), Jonathan Berk and Peter DeMarzo, Pearson

Assessment:

Written final examination, 2 hours

Microfinance

(24h)

Prof Régis Blazy

Optional module for CES students (Unit 4) – 4th year optional module

Microfinance is a collection of banking practices built around providing small loans, most of them without collaterals and leading to weekly repayments, accept tiny savings deposits, and offering slight insurance contracts. These activities are mostly dedicated to the poorest part of the population, helping women, and poor households in developing a business activity. The initial objective of microfinance aims to help the poor countries to develop, and to reduce poverty, both in poor and rich countries. This lesson aims at explaining the mechanisms, the strengths and the limits of microfinance. It relies on both theoretical and empirical aspects.

The core of this lesson is based on the reference book: *The Economics of Microfinance*, Armendariz B. and J. Morduch, MIT Press. For more information: lecture outline available on the IEP's website.

Immigration to the United Kingdom since 1945: History and Representations

(24 hours)

Dr Caroline Lezni

Optional module for CES students (Unit 4) – 4th year optional module

Description:

Immigration has played a major role in the demographic and cultural transformations which the United Kingdom experienced in the second half of the twentieth century. Following the German refugees who fled the Nazi regime, Poles and Italians made their way to Britain in the immediate post-war era, while Irish migration, already well-established in the nineteenth century, continued at high levels. The arrival of immigrants from beyond Europe in large numbers from the late 1940s represented a turning-point. Whereas non-whites represented no more than 1 percent of the British population at the close of the Second world war, half a century later, the British society had turned into a multi-ethnic society, with over 3 million people of Asian, African or Caribbean origins. Beyond its social fabric, the British media and cultural representations testify to the extent to which the UK has indeed become multicultural.

The first objective of this course is to provide students with precise knowledge concerning the history of immigration to the UK by emphasising the specificity of immigration flows to the UK, the originality of the political responses by the successive British governments and the impact which immigration had both on the native society and on migrant communities. The second objective of this course is to help students to acquire the essential concepts needed to question political issues connected to immigration such as the reasons for the weakness of the extreme right in Britain, the United Kingdom's original position on religion and secularism and the opposition between various models of integration, assimilationism and multiculturalism in particular. Although the primary focus of this course will be the United Kingdom, interrogating these concepts should help students to better apprehend other national situations, the French one in particular. The final objective of this course is to focus on British representations of immigration and ethnic minorities by analysing a variety of documents, both written and visual. A few political speeches and literary texts will be analysed and special attention will be devoted to visual representations (caricatures, sitcoms and films in particular).

The course will follow a chronological progression, in order to highlight the varying patterns of immigration flows, shifts in the legislative framework concerning immigration, evolutions in the situation of immigrants and their offspring in British society as well as changing attitudes to ethnic minorities.

Provisional outline:

Lesson 1: Immigration to Britain before 1945: Britishness, Citizenship and Integration

1. *Kingdom and Empire: The Formation of Identities of Self and Other*
From Multi-National Kingdom to Empire – Empire and Britishness – Scientific Racism – Popular Views of the Imperial Other
2. *British Policy on Immigration and Citizenship up to 1905*
3. *The Gradual Integration of European Immigrants*
Irish immigration – Jewish immigration
4. *Early Black and Asian presence in Britain*

Lesson 2: Immigration to Post-war Britain (1945-1962): From Laissez-faire to Restrictionism

1. *The Political and Economic Reasons of Post-War Laissez-Faire*
From War to Reconstruction: Migration to Britain in the 1940s – The British Nationality Act, 1948
2. *Primary Immigration from the 'New Commonwealth'*
General explanatory factors - West Indian Migration to Britain – South Asian Primary Migration – Other Diasporas
3. *British Attitudes to New Commonwealth Immigrants: Racialising Immigration?*
Popular and Media Attitudes to Immigration – Attitudes to Immigration in Parliament and Government – The 1962 Commonwealth Immigrants Act

Lesson 3: Immigration in the Age of Bipartisan Consensus (1962-1979)

1. *Post-1962 Immigration Flows*
2. *The 'Package Deal' on Immigration: Restrictions and Equal Rights*
3. *Love Thy Neighbour (1972): Turning Racism into a Laughing Matter*
4. *The East African Asian Crises of 1968 and 1972*
5. *Powellism and the right-wing shift on Immigration*
Powell's Rivers of Blood speech (April 1968) – The Restrictionist Turn to Conservative Policy on Immigration – British Far-Right Movements

Lesson 4: Ethnic minorities in Neo-Conservative Britain (1979-1997)

1. *Neo-Conservative Immigration Policy*
The 1981 British Nationality Act – From Commonwealth Migrants to Asylum Seekers
2. *Integration in Question*
Assimilationism in Education Policy – Policing and Urban Unrest – Political Attitudes among Ethnic Minorities
3. *The Emergence of Black and Asian Cinema: My Beautiful Laundrette (1985)*

Lesson 5: The Rise and Fall of Multiculturalism (1997-2010)

1. *The Paradoxes of New Labour's Multiculturalism*
The Promotion of State Multiculturalism – *Bend it Like Beckham* (2002) and *Ae Fond Kiss* (2002): Triumphant Multiculturalism? – Immigration Policy under New Labour: Change or Continuity?
2. *The Impact of 9/11 and 7/7*

Political and Media Discourse on Multiculturalism following 9/11 and 7/7 – British Muslims in the 2000s – Losing Faith in Multiculturalism: *Yasmin* (2005) and *Four Lions* (2010)

Select bibliography:

- BRUNT Rosalind and CERERinella (ed.). *Postcolonial media culture in Britain*. Basingstoke: Palgrave Macmillan, 2011.
- ECKSTEIN, Lars, KORTE, Barbara and PIRKER Eva Ulrike (ed.). *Multi-ethnic Britain 2000+: New Perspectives in Literature, Film and The Arts*. Amsterdam: Rodopi, 2008.
- ESTEVEs Olivier, *De l'invisibilité à l'islamophobie, musulmans britanniques (1945-2010)*, Paris: Presses de Sciences Po, 2011.
- FRIEDMAN, Lester D. (ed.). *British Cinema and Thatcherism* (1993). London: Wallflower Press, 2006.
- GARBAYE Romain and SCHNAPPER, Pauline (eds.). *The Politics of Ethnic Diversity in the British Isles*. London: Palgrave Macmillan, 2014.
- HANSEN Randall, *Citizenship and Immigration in Postwar Britain: The Institutional Origins of a Multicultural Nation*, Oxford University Press, 2000.
- MASON David, *Race and Ethnicity in Modern Britain* (1995), Oxford University Press, 2000.
- MODOOD Tariq (ed.). *Ethnic minorities in Britain: Diversity and Disadvantage*, London: Policy Studies Institute, 1997.
- PANAYI, Panikos. *An Immigration History of Britain: Multicultural Racism since 1800*. Harlow, New York: Pearson Longman, 2010.
- SOLOMOS John, *Race and Racism in Britain* (1989), Basingstoke, New York : Palgrave Macmillan, 2003.

Select Filmography

- Ae Fond Kiss*. Screenplay by Paul Laverty. Dir. Ken Loach. 2004.
- Babylon*. Screenplay by Franco Rosso and Martin Stellman. Dir. Franco Rosso. 1980.
- Bend it like Beckham*. Screenplay by Gurinder Chadha. Dir. Gurinder Chadha. 2002.
- Four Lions*. Screenplay by Christopher Morris and Simon Blackwell. Dir. Christopher Morris. 2010.
- My Beautiful Laundrette*. Screenplay by Hanif Kureishi. Dir. Stephen Frears. 1985.
- Sapphire*. Screenplay by Janet Green. Dir. Basil Dearden. 1959.
- Yasmin*. Screenplay by Simon Beaufoy. Dir. Kenneth Glenaan. 2005.
- East is East*. Screenplay by Ayub Khan-Din. Dir. Damien O'Donnell. 1999.
- It's a Free World*. Screenplay by Paul Laverty. Dir. Ken Loach. 2007.

Law Society and Global Justice in Wider Europe (24 hours)

1/ Staffing:

Coordinator: **Julia Kozma**, Member of the European Committee for the Prevention of Torture (CPT, Council of Europe), Human Rights Consultant and teaching staff member at the University of Strasbourg; **Claudia Lam**, Adviser at the Office of the Commissioner for Human Rights (Council of Europe); **Paul Lemmens**, Judge at the European Court of Human Rights (ECtHR, Council of Europe)

2/ Topics: Description:

Timeline

I. Seminar: Introduction to Human Rights (3h) (9 October 2017, 1:00-4:00 p.m.)

Julia Kozma (Julia.KOZMA@coe.int)

This seminar is aimed at acquainting the students with the main concepts and principles of human rights law. Starting with an interactive task for students, in the course of which they are given the opportunity to present their own understanding and existing knowledge of the international, regional and national human rights regimes, the history and philosophy of human rights, differentiation from related concepts such as refugee law and humanitarian law, the main universal and regional human rights treaties and institutions, and key principles such as universality, inalienability and indivisibility of human rights will be critically discussed. At the end of this part, students should feel comfortable in the use of basic international legal terminology.

The second part of the seminar will look at the substance of different categories of rights, and related State obligations (respect-protect-fulfil). Based on the European Convention on Human Rights (ECHR), derogations from and limitations of human rights will be explained. The right to a remedy for victims of human rights violations as developed by the European Court of Human Rights (ECtHR) shall be clarified. Students will have the opportunity to apply the ECtHR's proportionality test on a number of short cases, with the help of a step-by-step analysis tool that will be handed out to them.

Reading materials:

- Council of Europe, Compass, Manual for Human Rights Education with Young People, “What are Human Rights?”, <http://www.coe.int/en/web/compass/what-are-human-rights->
- Leila Nasr, London School of Economics and Political Science, Human Rights Blog, “Are Human Rights Really ‘Universal, Inalienable, and Indivisible?’”, <http://blogs.lse.ac.uk/humanrights/2016/09/14/are-human-rights-really-universal-inalienable-and-indivisible/>
- Mikael Rask Madsen, “The Challenging Authority of the European Court of Human Rights: From Cold War Legal Diplomacy to the Brighton Declaration and Backlash”, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2588471 (click “Download this paper”)

II. Thematic Seminar: The Right to Life and the Prohibition of Torture and Inhuman or Degrading Treatment (3h) (16 October 2017, 1:00-4:00 p.m.)

Julia Kozma

“Article 2, which safeguards the right to life and sets out the circumstances when deprivation of life may be justified, ranks as one of the most fundamental provisions in the Convention, to which no derogation is permitted. Together with Article 3 [the prohibition of torture and other forms of ill-treatment], it also enshrines one of the basic values of the democratic societies making up the Council of Europe.” The ECtHR has in its judgments time and again repeated this opinion regarding the right to life; and indeed, notwithstanding the notion that all human rights are equally important for a dignified human existence, it is evident that none of the other rights could be applied if Article 2 ECHR had been violated and an individual’s life had been taken.

The Court puts the right not to be subjected to torture and inhuman or degrading treatment or punishment, which is termed as an absolute prohibition in Article 3 ECHR, on an equal footing with the right to life, as it enshrines the fundamental notion of the inviolability of human dignity.

Exemplary for many other rights, these two provisions provide an excellent opportunity to discuss the main difference between absolute rights and rights that are subject to limitations, thereby enhancing the students’ skill to apply the ECtHR’s proportionality test, as well as to comprehend State obligations.

Moreover, both rights raise a number of complex legal and moral questions, which illustrate the dilemmas often faced by those who are called to adjudicate on them.

Reading materials (students will be requested to prepare a selection of the below-mentioned cases):

- ECtHR: *Soering v. The United Kingdom*, Application no. 14038/88, 7 July 1989, available at HUDOC
- ECtHR: *Öcalan v. Turkey*, Application no. 46221/99, 12 May 2005, available at HUDOC
- ECtHR: *Bader and Kanbor v. Sweden*, Application no. 13284/04, 8 November 2005, available at HUDOC
- ECtHR: *Pretty v. The United Kingdom*, Application no. 2346/02, 29 April 2002, available at HUDOC
- ECtHR: *Vo v. France*, Application no. 53924/00, 8 July 2004, available at HUDOC
- ECtHR: *McCann and Others v. The United Kingdom*, Application no. 18984/91, 27 September 1995, available at HUDOC
- ECtHR: *Perişan and Others v. Turkey*, Application no. 12336/03, 20 May 2010, available at HUDOC
- ECtHR: *Nachova and Others v. Bulgaria*, Applications nos. 43577/98 and 43579/98, 6 July 2005, available at HUDOC
- ECtHR: *Soare and Others v. Romania*, Application no. 24329/02, 22 February 2011, available at HUDOC
- ECtHR: *Osman v. The United Kingdom*, Application no. 23452/94, 28 October 1998, available at HUDOC
- ECtHR: *Ireland v. The United Kingdom*, Application no. 5310/71, 18 January 1978, available at HUDOC
- ECtHR: *Z. and Others v. The United Kingdom*, Application no. 29392/95, 10 May 2001, available at HUDOC
- ECtHR: *Tyrer v. The United Kingdom*, Application no. 5856/72, 25 April 1978, available at HUDOC
- ECtHR: *Selmouni v. France*, Application no. 25803/94, 28 July 1999, available at HUDOC
- ECtHR: *Mikheyev v. Russia*, Application no. 77617/01, 26 January 2006, available at HUDOC

III. Seminar: The European Court of Human Rights and its contribution to human rights, the rule of law and democracy in Europe” (3h) (date and time tbc.)

Judge Paul Lemmens (Paul.LEMMENS@echr.coe.int)

Paul Lemmens has served as a Judge at the ECtHR since 2012. With his vast first-hand experience he will acquaint the students with the role of the ECtHR in a system based on shared responsibilities of the domestic authorities and the Court. Based on a number of ECtHR cases, he will highlight the Court’s contribution to the development of human rights, the rule of law and democracy in Europe,

and its guarantor role in upholding these values. Challenges faced by the ECtHR and subsequent reforms of the system shall be critically discussed.

Reading materials:

IV. Thematic Seminar: Women's rights and gender equality (3h) (17 November 2017, 2:00 to 5:00 p.m.)

Claudia Lam (Claudia.LAM@coe.int)

In the course of this thematic seminar, the students will discuss with an experienced practitioner in the field issues such as *de jure* and *de facto* equality, stereotypes and prejudice against women, as well as women's access to justice. The lecturer will provide students with a number of key statements to be examined, and together they will solve a practical case study.

Reading materials:

- Nils Muižnieks, Council of Europe Commissioner for Human Rights, "**Protect women's sexual and reproductive health and rights**", [Human Rights Comment](#), 21 July 2016
- Nils Muižnieks, Council of Europe Commissioner for Human Rights, [Report on Poland 2016](#), paragraphs 128-196
- European Court of Human Rights Registry Press Unit, [Factsheet on gender equality](#)
- United Nations, Office of the High Commissioner for Human Rights, [Women's rights are human rights](#), New York and Geneva, 2014

V. Thematic Seminar: Trafficking in human beings and forced labour (3h) (1 December 2017, 2:00 to 5:00 p.m.)

Claudia Lam

This thematic seminar will clarify legal definitions and put them into the context of real world experiences. Students will learn about a victim-centered and human rights-based approach to combating human trafficking and forced labour. A case study will be provided to the students, which will give them the opportunity to apply legal remedies.

Reading materials:

- Council of Europe's Action against trafficking in human beings' [website](#): two [leaflets](#) on the anti-trafficking Convention (victim's rights and monitoring mechanism)
- Nils Muižnieks, Council of Europe Commissioner for Human Rights: **"Improving protection for victims of forced labour and human trafficking"**, [Human Rights Comment](#), 12 November 2015
- European Court of Human Rights Registry Press Unit, [Factsheet](#) on Slavery, Servitude and Forced Labour
- United Nations - Office of the High Commissioner for Human Rights, UN Recommended [Principles and Guidelines](#) on Human Rights and Human Trafficking, 2002

VI. Final Seminar: Arguing a Case before the ECtHR – Practical Implementation of the Acquired Knowledge (3h) (4 December 2017, 1:00 to 4:00 p.m.)

Julia Kozma

The students will be provided with the principle facts of a case before the ECtHR; in different groups, they will argue for the claimants' or the government's side, or sit as judges who will ultimately have to decide whether a violation has occurred.

NB: Active participation in this task will form part of the students' assessment!

Topics for the final essay will be handed out at the end of the class.

3/ Assessment/Evaluation

Evaluation will be conducted based on both active class participation and implementation of individual and group assignments such as case studies and role play (50%), and an essay to be handed in until the end of the winter semester (50%).

The Council of Europe and its relation with the EU

(32 hours)

Prof BirteWassenberg

Master-level module open to CES students (unit 4) and Sciences Po Strasbourg's visiting students (6 students maximum)

Outline:

1. Introduction

Introduction to the course:

- Structure and functioning of the Council of Europe

Working groups:

- The statute of the Council of Europe

2. The beginnings of the Council of Europe (1949-1969)

From the setting up of the Council of Europe until the Paris summit of the EEC (1949-1969)

Working groups on examples of activities in the Council of Europe:

Human Rights – Culture – Multicultural Society – Teaching of History – Teaching of languages –
Protection of environment – Europe and the world – Youth work – Health protection

3. The development in cooperation/opposition to the EEC 1969-1989

The enlargement and deepening of activities in the Council of Europe and its co-existence with the EEC/EU until the East-West detente (1969-1989)

4. The pan-European Organisation 1989-2009

In search for a pan-European identity for the Council of Europe: the enlargement of the Council of Europe and its role as a pan-European organization after the fall of the Berlin wall in 1989

Working groups on the enlargement procedure

5. Recent developments (2009-2014)

The Human Rights Courts reforms

The debate on the accession of the EU to the European Court of Human Rights

The Council of Europe combating new threats: cybercrime, corruption...

Crises in the Council of Europe with recent conflictual situations of Member States

6. Examples of fields of cooperation: Culture, Youth and environment

The cultural convention and its application

Promoting education, culture and sports for all

Eurimages

The European Youth Centres and its intercultural activities

Protection of environment and animals

Explication of the simulation game on a session of the Parliamentary Assembly on the admission of the Kosovo as a member of the Council

7. Original cooperation methods and structures

The Venice Commission

Monitoring

The Congress for local and regional authorities

A profusion of decentralised cooperation bodies

Simulation game

8. Which role for the Council of Europe in the European architecture

Final comparative analysis of the Council of Europe with regards to the EU and other international organizations

- The approach to European integration (theory)
- Objectives and development of the Council
- Relationship with other organizations: between cooperation and competition
- The future ?

Discussion and conclusion

- **During the course: intervention of at least one high civil servant from the Council of Europe on his field of competence.**

Bibliography:

BATES, Ed, *The evolution of the European Convention of Human Rights. From its inception to the creation of a permanent Court of Human Rights*, Oxford University Press, Oxford, 2010.

BITSCH, Marie-Thérèse, *Histoire de la construction européenne de 1945 à nos jours*, Editions complexe, Paris, 2001

BITSCH, Marie-Thérèse, *Jalons pour une histoire du Conseil de l'Europe*, actes du Colloque, de Strasbourg (8-10 juin 1995), Peter Lang, Berne, 1997

GERBET, Pierre, *La construction de l'Europe*, Imprimerie Nationale, Paris, 1999

GILBERT, Mark, *European Integration. A concise History*, Rowman & Littlefield, 2012.

HALLER, Bruno, *An Assembly for Europe, the Parliamentary Assembly of the Council of Europe 1949-1989*, Council of Europe, Strasbourg, 2006

HUBER, Denis, *Une décennie pour l'Histoire, Le Conseil de l'Europe 1989-1999*, Conseil de l'Europe, Strasbourg, 1999

WASSENBERG, Birte, *Histoire du Conseil de l'Europe*, PIE Peter Lang, Bruxelles, 2012

WASSENBERG, Birte, *History of the Council of Europe*, Council of Europe, Strasbourg, 2013

www.coe.int

EUROPEAN CONVENTION OF HUMAN RIGHTS

(24 hours)

ACADEMIC PROGRAM

Academic year 2018-2019

Juge Ledi BIANKU

I -Introduction

The “European Convention on Human Rights” has become a fundamental document for the protection of individuals’ rights in Europe and in setting guidelines for the operation of public and private institutions in the member States.

It is therefore crucial for students of political sciences to understand legal issues and solutions around some of the most interesting and difficult debates taking place in the European society and political and judicial institutions.

The development of an academic process in relation to this subject will attempt first of all to give the basic understanding of the European Convention of Human Rights as interpreted by the Strasbourg Court and the impact it has had over the years in shaping legal and social notions amongst the European societies.

The course will offer information on how the system of the European Convention of Human Rights, especially the Court, works. It will also analyse some of the major achievement of the case-law of the Court in relation to the most important substantive and procedural individual rights protected by the Convention.

Most of the course will consist in power point presentation by the professor, L. Bianku, and students are very much invited to participate in the debate during these presentations. Part of the course will be papers prepared by the students on specific judgments to be indicated by the professor. Besides written presentations students will be invited to make very short (10-15 min) presentation of the cases during class discussions.

I. The Instruments to achieve the objectives

1. Theoretical lectures by the lector.
2. The organisation of work-shops, so the presentation and interpretation of cases by the students themselves.
3. The eventual simulation games.
4. Visits at the European Court of Human Rights

II. The teaching appointments

1. Annual teaching appointments:

18 hours of lectures/seminars

2. Weekly teaching appointments:

2 hours per session

3. The academic Year:

The "European Convention on Human Rights" course will take place in the first semester of the academic year 2018-2019 (September-December 2018)

4. Academic obligations:

- 40% presentation during the classes and participation in the debate

- 60% final examination

III. COURSE STRUCTURE

1. The character of the international human rights law (1 hour).
2. The European system on the protection of human rights and fundamental freedoms. Problems and solutions. The mechanisms offered by the European Convention for the Protection of Human Rights and Fundamental Freedoms. (1 hour).
3. Right to life - the article 2 of the Convention and its 6th and 13th Protocols - Slavery and servitude - article 4 of the Convention. (2 hours).
4. Torture and inhuman treatments - article 3 of the Convention and the European Convention on the prevention of torture. (2 hours).
6. Right to liberty and security - the article 5 of the Convention. (2 hours).
7. Right to a fair trial, non- retro applicability of criminal law and right to an effective remedy - articles 6, 7 & 13 of the Convention. (4 hours).
8. Right for private and family life. Right to found a family - articles 8 & 12 of the Convention. (2 hours).
9. Freedom of thought, conscience and religion, freedom of expression and of peaceful assembly and association - articles 9, 10 & 11 of the Convention. (2 hours).
10. Right to property, education and free elections - Protocol 1 of the Convention. (2 hours).