

1. GENERAL INFORMATION			
1.1. Course teacher	Tamara Čapeta	1.6. Year of the study programme	5 (4+1)
1.2. Name of the course	Constitutional Law of the European Union	1.7. Credits (ECTS)	7
1.3. Associate teachers	No associate teachers, but visiting professors will give lectures	1.8. Type of instruction (number of hours L + S + E + e-learning)	L (28 hours) + S (28 hours)
1.4. Study programme (undergraduate, graduate, integrated)	graduate	1.9. Expected enrolment in the course	30
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0 %
2. COUSE DESCRIPTION			
2.1. Course objectives	To develop knowledge of institutional framework and legal system of the European Union; to develop understanding of basic tensions in relationship of EC and national, particularly constitutional law; to develop understanding of basic economic logic and policy shaping the four freedoms, particularly free movement of goods; to make distinction between different branches of jurisdiction and understand differences and choices of different judicial procedures under the TEC/Draft Constitutional Treaty		
2.2. Course enrolment requirements and entry competences required for the course	Level 6 competences of European Qualifications Framework. Knowledge of English language.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Problem solving</p> <p>Students will have demonstrated basic skills in application of knowledge at situations of limited complexity in order to reach reasoned solutions to real or hypothetical problems.</p> <p>Research</p> <p>Student will have demonstrated basic ability to identify legal issues, to find and retrieve legal sources in paper and electronic format, to use relevant primary and secondary legal sources.</p> <p>Analysis, synthesis, critical judgment and evaluation</p>		

	<p>Student will have ability to identify sources and problems and to rank the materials as to their relevance and importance, to gather information from a variety of sources, to demonstrate synthesis of relevant doctrinal problems, to critically evaluate arguments, to choose among several possibilities and to explain the choice.</p> <p>Independence and ability to learn</p> <p>Student will have demonstrated basic capacity to implement student research supervised by a professor, regardless whether the area of research was previously discussed in class or not, to reflect upon process of learning and to be able to ask for and use advice of his or her supervisor.</p> <p>Communication and literacy</p> <p>Student will have been able to use professional language and to present information in a way that is comprehensible to others, to read and discuss legal materials written in technical and complex language, and to write a student essay and be able to present it in appropriate way.</p> <p>Other general learning outcomes</p> <p>Student will have ability to use internet, including e-mail, to work in a group and to contribute to achievement of group goals.</p>
<p>2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)</p>	<ol style="list-style-type: none"> <li>(1) To have knowledge about relevant legal sources of the European Union law and to be able to distinguish them based on their characteristics and effects. To be able to differentiate legal sources of EU law from national legal sources, international legal sources and law of the Council of Europe;</li> <li>(2) To understand main political objectives of the European integration and to be able to recognize them on grounds of analysis of primary sources, secondary sources and case law. To understand how economic integration and political objectives are interrelated, and how they were defined by the founding fathers of the EU. To acquire ability to identify such objectives by analysis of legal materials;</li> <li>(3) To understand competences of the institutions of the European union and to have command of the basic concepts relevant for law making in the European Union;</li> <li>(4) To understand the concept of conferred powers and why is the European union an organization of conferred powers. To understand importance of having a valid legal basis for enactment of secondary legislation of the European Union. To understand a concept of dual legal basis and to acquire ability to decide when certain legal act can be adopted on grounds of a single or dual legal basis;</li> <li>(5) To understand concepts of subsidiarity and proportionality and to be able to recognize their main elements in legislative and judicial practice;</li> </ol>

	<p>(6) To understand the role of the European Court of Justice in development and constitutionalisation of EU law, and place and function of its decisions within the legal order of the EU;</p> <p>(7) To develop basic understanding of the Community method and to be able to distinguish it from international law method, method of civil law and the common law method;</p> <p>(8) To understand the concept of <i>new legal order of European law</i>, its main characteristics, and what makes it different from legal orders of Member States of the EU and the legal order of international law;</p> <p>(9) To familiarize with basic obligations of national courts when they apply EU law and their obligations in case of conflict between legal rules of national law and legal rules of EU law, particularly, in context of constitutional review of national law;</p> <p>(10) To understand economic and political background of legal regulation of market freedoms, in particular in area of free movement of goods, services, workers and capital.</p>
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>The Course is organized in 15 units, each extending over one week of the semester, during 15 weeks. Each unit comprises a methodological and research component.</p> <p>Unit 1 – Evolution of the European Union and its basic legal framework</p> <p>Learning objectives: to understand the structure of the European Union under the Treaty of Lisbon and its historic evolution. To understand the main stages of European economic integration, and how economic integration affects political and social sphere. To understand economic and political objectives of the European integration and to understand links between economic integration and political goals of the founding fathers of the EU.</p> <p>Unit 2 – European Union after the Lisbon Treaty</p> <p>Learning objectives: To understand the institutional setting of the European Union, to get acquainted with its institutions, particularly, their roles and interrelationship. To understand the vertical separation of powers between the EU and her Member States. To understand competences of the European Union and to develop ability to determine their scope. To understand the role of Member States in the European regulatory process, particularly the role of national parliaments. To get basic understanding of concepts of subsidiarity, proportionality and conferred powers. To understand the European regulatory process and roles of individual actors (Commission, the Council, the European Parliament).</p> <p>Unit 3 – The European Court of Justice</p> <p>Learning objectives: To get the basic overview of the judicial structure of the European Union, notably, the General Court and the European Court of Justice. To understand the main branches of jurisdiction of the European Court of</p>

Justice, notably, the preliminary rulings procedure (Art. 267 TFEU), infraction proceedings (Arts. 258-261 TFEU), and actions for annulment of the acts of the EU and failure to act (Arts. 263-266 TFEU).

#### Unit 4 – The "new legal order"

Learning objectives: To understand the concept of the "new legal order of European Law" and what makes it different from the legal orders of Member States of the EU and the legal order of international law. To get familiarized with the legal reasoning of the ECJ. To develop understanding of inductive and deductive method and to understand their relevance for judicial reasoning. To understand the role of the ECJ in process of constitutionalisation of EU law. To understand place and function of its decision in the legal order of the EU. To acquire understanding of concepts of "direct effect" and "supremacy" of EU law.

#### Unit 5 – Supremacy of EU law from the national perspective

Learning objectives: To get acquainted with differences in understanding of supremacy of EU law that exist between the ECJ and national courts. To understand national arguments that challenge supremacy of EU law and counterarguments that contend the opposite. To familiarize with the major national judicial decisions that challenge supremacy of EU law, particularly the doctrine of the German Bundesverfassungsgericht.

#### Unit 6 – Procedural supremacy and the Simmenthal doctrine

Learning objectives: To understand obligations of national courts flowing from doctrines of supremacy and direct effect. To understand procedural and interpretative problems that may arise in this context. To understand different models of judicial review and how they are affected by the Simmenthal doctrine. To get a theoretical overview of national systems of preliminary rulings and how they compare to the Preliminary ruling procedure under Art. 267 TFEU. To develop understanding how Community law is applied in national legal systems, especially regarding the principle of supremacy of Community law and obligations of national courts when confronted with choice between national and European legal sources.

#### Unit 7 – Sources and effects of EU law

Learning objectives: To get acquainted with sources of secondary EU law and to understand the difference between primary and secondary EU law. To learn to distinguish vertical from horizontal direct effect of the Founding Treaties, to understand the importance of that distinction, and to understand what effects primary EU law has in national legal order. To understand the concept of general principles of EU law and how they relate to primary and secondary sources. To develop ability to determine the scope of EU law based on applicability of particular categories of applicable legal rules (primary law, secondary law, general principles of law).

#### Unit 8 – Secondary EU law: Regulations

Learning objectives: To understand obligations of Member States related to application of Regulations. To understand effects of Regulations in national legal orders of Member States. To develop ability to identify and apply, in national law, individual rights created by a Regulation.

#### Unit 9 – Secondary EU law: Directives 1

Learning objectives: To understand specific characteristics of Directives as a source of secondary EU law. To develop basic knowledge about their effects in legal order of the EU and in national legal orders. To understand the difference between Directives and Framework Decisions under the Treaty of Nice, and the changes introduced by the Treaty of Lisbon. To understand the TFEU distinction between Regulations and Directives and reasons for choice of one of the two categories of sources.

#### Unit 10 – Secondary EU law: Directives 2

Learning objectives: To understand how ECJ justifies vertical direct effect of directives and to develop understanding of judicial policy in case of Member State failure to implement a Directive. In this respect, to understand the concept of "emanation of State" in case law of the ECJ. To understand differences between vertical and horizontal effects of directives and to develop skill to discuss arguments for and against such effects.

#### Unit 11 – Interpretative duties of national authorities

Learning objectives: To understand obligation of Member States to apply EU law, particularly Directives, fully, correctly and effectively. To acquire ability to distinguish between direct and indirect effect of Directives. To understand concept of EU law-friendly interpretation and to be able to determine the limits of such interpretation. To understand motivation and method of the ECJ in relevant cases where that concept was introduced. To understand principles of equivalence and effectiveness of legal protection of rights based in EU law.

#### Unit 12 – State liability for damages in case of breach of EU law

Learning objectives: To understand criteria for Member State liability for damages in case of non-implementation of directives and other breaches of Community law. To acquire ability to recognize "sufficiently serious breach" of Community law. To understand obligations of national courts for proper application of Community law and their responsibility for breach of Community law. To understand changes in balance of power in Member States that were caused by the relevant decisions of the ECJ.

#### Unit 13 – The 4 freedoms: legal regulation of economic disarmament

	<p>Learning objectives: To understand the economic and political background of the internal market. To understand the motivation of the ECJ that underlies its reasoning. To understand basic concepts such as: prohibition of quantitative restrictions and measures of equivalent effect, mutual recognition, mandatory requirements.</p> <p>Unit 14 – The 4 freedoms: justification of national measures</p> <p>Learning objectives: To understand how national measures restricting market freedoms can be justified. To understand concepts of subsidiarity, proportionality and non-discrimination, as applied in the law of the EU, especially to be able to perform basic proportionality analysis, based on the facts of a case. To understand the concept of margin of appreciation, as applied by the ECJ. To understand the roles of the actors, particularly, the legislature and the judiciary on national and European level.</p> <p>Unit 15 – Fundamental rights in the EU</p> <p>Learning objectives: To understand relationship between market freedoms and fundamental rights in the EU and how are they balanced by the ECJ. To acquire ability to critically assess the balance between market freedoms and fundamental rights in the legal order of the EU. To understand different sources of fundamental rights and how to interpret and apply them in the legal order of the EU. To get acquainted with evolution of protection of fundamental rights in the EU and to determine situations in which they can be invoked before national courts and before the ECJ.</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		<p>2.7. Comments:</p> <p>The course is based on socratic method. E-learning includes access to teaching materials and student assignments requiring on-line research of sources.</p>	
2.8. Student responsibilities	<p>Students need to attend classes and prepare by reading assigned materials which will be discussed in class. They will be required to write an 3000 word essey based on an individually tailored research project and pass a written, open book exam. 18 hours of lectures and 18 hours of seminar.</p>					
2.9. Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	2	Research	2	Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	3	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Class attendance and class activity will be evaluated by the professor. A 3000 word research based essay will be discussed in class and evaluated by the professor. Final open-book exam based on a hypothetical situation will</p>					

	cover issues discussed during the term and evaluated by the professor. The final grade is aggregate of the 3 components, graded on scale from 1 to 5.		
2.11. Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Craig & De Búrca: EU Law: Text, Cases, and Materials, Oxford UP, 5th edition	5	no
	Čapeta & Rodin, Osnove prava EU, Narodne novine, Zagreb 2011	5	no
	J. H. H. Weiler, the Transformation of Europe, 100 Yale Law Journal, No. 8 (1991)	1	Yes, on-line
	A. von Bogdandy, A Bird's Eye View on the Science of European Law: Structures, Debates and Development Prospects of Basic Research on the Law of the European Union in a German Perspective	1	Yes, on-line
	S. Rodin, T. Čapeta i I. Goldner Lang (ur.), Reforma Europske Unije – Lisabonski ugovor	5	no
	Rodin, Čapeta & Goldner Lang, Izbor presuda Europskog suda, Informator, Zagreb 2009	5	no
2.12. Optional literature (at the time of submission of study programme proposal)	Any other major EU law textbook Treaty on European Union OJ C 115/13 Treaty on Functioning of the European Union, OJ C 115/47		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Quality assurance in accordance with requirements of the University of Zagreb. All written submissions will be kept on file for 12 months after the course for purpose of peer review. Validation of the course by EACEA, as a part of Jean Monnet program. Self-evaluation will be performed.		
2.14. Other (as the proposer wishes to add)	Course heavily relies on reading of primary sources, e.g. judicial decisions, European Commission documents, etc. Those are not listed in this document but are available on internet and students will be instructed how to access them.		

<b>1. GENERAL INFORMATION</b>			
1.1. Course teacher	Boris Vujčić/ Ana-Maria Boromisa	1.6. Year of the study programme	5 (4+1)
1.2. Name of the course	Economics of European Integration	1.7. Credits (ECTS)	7
1.3. Associate teachers	none	1.8. Type of instruction (number of hours L + S + E + e-learning)	L (28 hours) + S (28 hours)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
<b>2. COUSE DESCRIPTION</b>			
2.1. Course objectives	Getting familiar with history of the European economic integration, motives and economic arguments for integration, current challenges and necessary/potential solutions.		
2.2. Course enrolment requirements and entry competences required for the course	n/a		
2.3. Learning outcomes at the level of the programme to which the course contributes	The course gives the fundamental knowledge in economics necessary for the graduate level study of European studies.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After having passed exam, the student will understand economic aspects of the process of European integration, in particular:</p> <ul style="list-style-type: none"> <li>• Economic arguments, evolution, costs and benefits from integration of markets for goods, services, labour and capital; costs and benefits of internal market</li> <li>• Understand selected EU policies (Common Agricultural Policy, State aid, Competition policy and Trade policy of the EU)</li> <li>• Understand reasons, costs and benefits of the European monetary union</li> <li>• Reasons for eurozone crisis</li> <li>• Changes of the architecture of the European monetary union, necessary for sustainability of the EUrozone</li> <li>• EMU as work in progress, current challenges</li> </ul>		



2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p>- history of European integration (The early phase of the EU: trade integration; the Single European Act (SEA) and the effects of free movement of persons, capital, goods and services within the EU), 3 hours</p> <p>- Evolution of EU policies and their economic dimension (The Common Agricultural Policy (CAP) and its evolution, The EU Regional Policy and its future in the post-2020 Europe, EU enlargement, EU Neighbouring Countries and migration, energy and climate policies) 6 hours</p> <p>-growth and employment promoting policies : Europe 2020 and Smart Growth Agenda, development strategy ; European Semester 3 hours</p> <p>-current challenges, The impact of the economic crisis and Brexit, 3 hours</p> <p>- Exchange rate policy, history of exchange rate mechanisms in Europe (3 hours)</p> <p>- European monetary System (3 hours)</p> <p>- European Monetary Union (EMU) (3 hours)</p> <p>- Financial markets and euro (3 hours)</p> <p>- Fiscal policy, Stability pact, European semester, 'Sixpack' (3 hours)</p> <p>- New architecture of EMU after 'Sixpack', bank union, common supervision, resolution scheme, deposit insurance (3 hours)</p>						
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	2.7. Comments:				
2.8. Student responsibilities	18 hours lectures, 18 hours of seminars						
2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )	Class attendance	2	Research		Practical training		
	Experimental work		Report	1	(other)		
	Essay	2	Seminar essay		(other)		
	Tests		Oral exam		(other)		
	Written exam	2	Project		(other)		

2.10. Grading and evaluating student work in class and at the final exam	Student's work is evaluated through final written exam that covers all topics discussed at class. Students are also required to write an essay on one of their preferred topic and will have to write a short report on topic given by professors. Reports will be presented at seminar.		
2.11. Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Richard Baldwin, Charles Wyplosz: 'Economics of European Integration', 5th Edition, Mc Graw-Hill, 2015.	1	Internet
	Materials prepared by professors	0	Internet
2.12. Optional literature (at the time of submission of study programme proposal)	Relevant EU documents, including Commission's proposals, Barnier Proposal regarding Banking union, Van Rompuy paper on Banking union. These issues are updated almost on a weekly basis, thus it is planned that updated reading list will be prepared during the academic year.		
2.13. Quality assurance methods that ensure the acquisition of exit competences	Quality assurance in accordance with requirements of the University of Zagreb. All written submissions will be kept on file for 12 months after the course for purpose of peer review. Self-evaluation will be performed.		
2.14. Other (as the proposer wishes to add)			

1.1. Naziv predmeta	Economics of European Integration (Ekonomija europske integracije)	1.6. Bodovna vrijednost (ECTS)	7
1.3. Suradnici	nema	1.7. Način izvođenja nastave (broj sati P+V+S+e-učenje)	P (28 sati) + S (28 sati)
1.4. Studijski program (preddiplomski, diplomski, integrirani)	Diplomski	1.8. Očekivani broj studenata na predmetu	30
1.5. Status predmeta	Obvezni	1.9. Razina primjene e-učenja (1, 2, 3 razina), postotak izvođenja predmeta <i>on line</i> (maks. 20%)	0
<b>2. OPIS PREDMETA</b>			

2.1. Ciljevi predmeta	Upoznati studente s poviješću europske ekonomske integracije, motivacijom i ekonomskim razlozima za nju, problemima s kojima se suočava i potrebnim/mogućim rješenjima.
2.2. Uvjeti za upis predmeta i ulazne kompetencije potrebne za predmet	Položen predmet Osnove međunarodne ekonomije.
2.3. Ishodi učenja na razini programa kojima predmet pridonosi	Predmet pruža temeljna znanja iz ekonomije potrebna za diplomsku razinu studija Europskih studija.
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	<p>Nakon položenog ispita studenti će razumijeti ekonomske aspekte procesa Europske integracije, posebno:</p> <ul style="list-style-type: none"> <li>- Razumijevanje svih aspekata europske ekonomske integracije.</li> <li>- Ekonomski razlozi i koristi od integracije tržišta roba, usluga, rada i kapitala. Analiza troškova i koristi zajedničkog tržišta</li> <li>- Razumijevanje Europske zajedničke poljoprivredne politike, politike subvencija i tržišnog natjecanja i trgovinske politike</li> <li>- Razumijevanje razloga, troškova i koristi za uspostavljanje europske monetarne unije</li> <li>- Razlozi krize eurozone</li> <li>- Promjene arhitekture Europske monetarne unije potrebne za očuvanje eurozone</li> <li>- EMU kao projekt u nastajanju/razvoju, otvorena pitanja</li> </ul>
2.5. Sadržaj predmeta detaljno razrađen prema satnici nastave	<p>- povijest ekonomske integracije (rana faza: trgovinska integracija, jedinstveno tržište, učinci slobodnog kretanja robe, usluga, kapitala i ljudi), 3 sata</p> <p>- razvoj politika EU i njihova ekonomska dimenzija (zajednička poljoprivredna politika, regionalna politika, politika proširenja, energetska i klimatska politika), 6 sati</p> <p>-politike koje potiču rast i zapošljavanje:: Europe 2020, razvojja strategija; Europski semestar . 3 sata</p> <p>-Učinkci ekonomske krize i Brexit, 3 sata</p>

	<ul style="list-style-type: none"> <li>- Exchange rate policy, history of exchange rate mechanisms in Europe (3 hours)</li> <li>- European monetary System (3 hours)</li> <li>- European Monetary Union (EMU) (3 hours)</li> <li>- Financial markets and euro (3 hours)</li> <li>- Fiscal policy, Stability pact, European semester, 'Sixpack' (3 hours)</li> <li>- New architecture of EMU after 'Sixpack', bank union, common supervision, resolution scheme, deposit insurance (3 hours)</li> </ul>					
2.6. Vrste izvođenja nastave:	<input checked="" type="checkbox"/> predavanja <input checked="" type="checkbox"/> seminari i radionice <input type="checkbox"/> vježbe <input type="checkbox"/> <i>on line</i> u cijelosti <input type="checkbox"/> mješovito e-učenje <input type="checkbox"/> terenska nastava		<input type="checkbox"/> samostalni zadaci <input type="checkbox"/> multimedija i mreža <input type="checkbox"/> laboratorij <input type="checkbox"/> mentorski rad <input type="checkbox"/> (ostalo upisati)		2.7. Komentari:	
2.8. Obveze studenata	18 sati predavanja i 18 sati seminara					
2.9. Praćenje rada studenata ( <i>upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS bodova odgovara bodovnoj vrijednosti predmeta</i> ):	Pohađanje nastave	2	Istraživanje		Praktični rad	
	Eksperimentalni rad		Referat	1	(Ostalo upisati)	
	Esej	2	Seminarski rad		(Ostalo upisati)	
	Kolokviji		Usmeni ispit		(Ostalo upisati)	
	Pismeni ispit	2	Projekt		(Ostalo upisati)	
2.10. Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu	Studentski rad ocjenjuje se kroz pismeni ispit koji pokriva sve teme o kojima se raspravlja u sklopu predmeta. Studenti trebaju napisati esej o jednoj od tema koje preferiraju te trebaju napisati kratki referat o temi koju profesori zadaju. Referate trebaju prezentirati na seminaru.					
2.11. Obvezna literatura (dostupna u knjižnici i putem ostalih medija)	<b>Naslov</b>			<b>Broj primjeraka u knjižnici</b>	<b>Dostupnost putem ostalih medija</b>	

	Richard Baldwin, Charles Wyplosz: 'Economics of European Integration', peto izdanje, Mc Graw-Hill, 2015.	1	Internet
	Materijalni i ppt prezentacije pripremljeni od strane nastavnika	0	Internet
2.12. Dopunska literatura (u trenutku prijave prijedloga studijskoga programa)	Dopunska literatura sastojati će se u velikoj mjeri od dokumenata EU koji se tiču promjena pojedinih politika i arhitekture EU/Eurozone, poput prijedloga Europske Komisije, Barnier-a za osnivanje Europske bankarske unije ili zadnjeg Van Rompuy-evog papira na istu temu. Kako se radi o području koje velikim dijelom gotovo na tjednoj, a izgledno mjesečnoj razini doživljava promjene, studenti će o njima biti kontinuirano obavještavani, a materijali zanovljavani.		
2.13. Načini praćenja kvalitete koji osiguravaju stjecanje izlaznih kompetencija	Osiguranje kvalitete je u skladu sa zahtjevima Sveučilišta u Zagrebu. Svi pisani radovi će se držati u arhivi 12 mjeseci nakon završetka nastave za potrebe kontrole kvalitete. Samoprocjena će biti osigurana.		
2.14. Ostalo (prema mišljenju predlagatelja)			

1. GENERAL INFORMATION			
1.1. Course teacher	Iris Goldner Lang/Tamara Perišin	1.6. Year of the study programme	5 (4+1)
1.2. Name of the course	EU Internal Market Law	1.7. Credits (ECTS)	7
1.3. Associate teachers	No associate teachers, but visiting professors will give lectures	1.8. Type of instruction (number of hours L + S + E + e-learning)	L (28 hours) + S (28 hours)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COUSE DESCRIPTION			
2.1. Course objectives	<p>The main objective of the course is to transfer advanced knowledge and understanding of EU internal market law. In order to achieve this objective the course aims at developing and deepening students' knowledge of the EU internal market and economic and political background of the EU and its fundamental freedoms – free movement of goods, workers, services and capital. The course explores the interaction between EU institutions, as well as between EU institutions and EU Member States in the process of the development of fundamental freedoms. It addresses the principles of conferred powers, subsidiarity and proportionality in the context of market freedoms and discusses not only legal, but also economic and social aspects of EU fundamental freedoms. The topic is discussed by analysing the evolution of both positive and negative integration, the limits of national regulatory autonomy and the contributions made by the Court of Justice of the European Union and other EU institutions.</p>		
2.2. Course enrolment requirements and entry competences required for the course	Level 6 competences of European Qualifications Framework. Knowledge of English language.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Development of problem-solving skills and critical thinking;</p> <p>Application of the newly acquired knowledge by course participants in their day-to-day life and professional work;</p> <p>Raising civic engagement and public awareness;</p> <p>Ability to conduct independent research;</p> <p>Communication and literacy</p> <p>Student will have been able to use professional language and to present information in a way that is comprehensible to others, to read and discuss legal materials written in technical and complex language, and to write a student essay and be able to present it in appropriate way.</p> <p>Exchange of ideas and experiences among course participants;</p> <p>Professional literacy;</p> <p>Other general learning outcomes</p>		

	Student will have ability to use internet, including e-mail, to work in a group and to contribute to achievement of group goals
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> <li>(1) To develop and deepen the knowledge of the functioning of the EU internal market and the economic and political background of the EU and its fundamental freedoms;</li> <li>(2) To develop and deepen the knowledge of fundamental freedoms – free movement of goods, workers, services and capital;</li> <li>(3) To learn and understand the interaction between EU institutions (Court of Justice of the European Union, European Commission, Council, European Parliament) and the EU institutions and EU Member States in the process of the development of fundamental freedoms;</li> <li>(4) To learn and understand the scope and effect of the law of the free movement of goods - the mechanism of free movement of goods through positive and negative integration, the limits of national regulatory autonomy and the contributions made by the Court of Justice of the European Union and other EU institutions;</li> <li>(5) To learn and understand the principles of conferred powers, subsidiarity, proportionality;</li> <li>(6) To learn and understand the economic and social aspects of free movement of workers, the prohibition of discriminatory and non-discriminatory restrictions and the exceptions;</li> <li>(7) To learn and discuss the rights of family members of EU nationals;</li> <li>(8) To learn and understand the concept of EU citizenship;</li> <li>(9) To understand and differentiate the criteria for the application of the provisions on free movement of services and freedom of establishment and the criteria for assessing when national measures can be used;</li> <li>(10) To understand how the Court of Justice of the European Union has developed the rights of individuals and companies to carry on business across national frontiers.</li> </ul>
2.5. Course content broken down in detail by weekly class schedule (syllabus)	<p><b>Unit 1: Political and economic foundations of the EU</b></p> <p><b>Learning objectives:</b> to understand the economic and political background of EU internal market rules; to understand the concept of four fundamental market freedoms – free movement of goods, persons, services and capital.</p> <p><b>Unit 2: Free movement of goods I</b></p> <p><b>Learning objectives:</b> to understand concepts “quantitative restrictions”, “measures having equivalent effect”, “distinctly applicable measures” and “indistinctly applicable measures”, and develop the skill of differentiating such measures in practice; to understand the relationship between Articles 34 and 36 TFEU on the one hand, and Article 114 TFEU on the other hand; to understand the reasons and circumstances which led to the development of the judicial doctrine of “mutual recognition as well as its consequences for the process of European integration; to understand the limits of national regulatory autonomy.</p> <p><b>Unit 3: Free movement of goods II</b></p>

**Learning objectives:** to understand the system of justifying measures caught by Article 34 TFEU – legitimate aims of consumer protection, environmental protection, fundamental rights, etc; to understand types of proportionality assessment and develop the skill of applying it in practice.

#### **Unit 4: Positive integration in the EU – competences, subsidiarity, proportionality**

**Learning objectives:** to understand the competences of the EU in regulating the internal market; to understand the principles of conferred powers, subsidiarity and proportionality; to understand the importance and ways of selecting the appropriate Treaty basis for EC legislation.

#### **Unit 5: Free movement of workers I**

**Learning objectives:** to understand the economic and social aspects of free movement of workers in the context of the EU internal market; to understand direct effect of Article 45 TFEU; to understand the territorial reach of Article 45 TFEU; to understand the meaning of the term “worker”; to understand the scope of freedom of movement of workers as guaranteed by the Treaty.

#### **Unit 6: Free movement of workers II - public policy, security and health justifications and public service exception**

**Learning objectives:** to understand the concepts “public policy”, “public security” and “public health” in EU law as well as situations in which these justifications are allowed; to understand the concept of public service and the scope of its application.

#### **Unit 7: European citizenship and family reunification**

**Learning objectives:** to understand the concept of EU citizenship and its importance in EU law according to Treaty articles and the practice of the Court of Justice of the European Union; to understand the rights of family members of EU citizens as regulated by the case law of the Court of Justice of the European Union, Treaty articles and Directive 2004/38 on the right of EU citizens and their family members to freely move and reside in the territory of Member States.

#### **Unit 8: Free movement of services and freedom of establishment I**

**Learning objectives:** to understand and differentiate the criteria for the application of the provisions on free movement of services and freedom of establishment; to understand the concept of proportionality in the context of free movement of services and freedom of establishment; to understand the criteria for assessing whether national measures can be used; to understand the phrase “a measure that hinders or makes less attractive”; to understand the balancing done by the Court of Justice of the European Union between fundamental freedoms and fundamental rights.



	<p><b>Units 9: Free movement of services and freedom of establishment II</b></p> <p><b>Learning objectives:</b> to understand whether Treaty provisions on establishment and services have horizontal direct effect; to understand the functioning of the establishment of companies.</p> <p><b>Unit 10: National tax rules as obstacles to free movement of persons and services</b>  <b>Free movement of capital - golden shares</b></p> <p><b>Learning objectives:</b> to understanding that tax rules can present obstacles to market freedoms; to understand the justifications for these obstacles; to identify the consequences of internal market rules for national fiscal systems; to understand that privileged shares owned by a MS in a privatised company, limitations on shareholders voting powers and similar measures can restrict or make less attractive the movement of capital; to understand the narrow possibilities for justifying such measures.</p>					
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p> <p>E-learning includes access to teaching materials and student assignments requiring on-line research of sources.</p>			
2.8. Student responsibilities	<ol style="list-style-type: none"> <li>1. Preparation for each class by reading the course material provided in advance at the course website.</li> <li>2. Attendance in class (18 hours of lectures and 18 hours of seminars) and participation in class discussion, solving of hypothetical cases in class.</li> <li>3. Anonymous, two-hour, written exam-entailing problem solving of hypothetical cases and essay type questions.</li> </ol>					
2.9. Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )</i>	Class attendance	2	Research		Practical training	
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests		Oral exam		(other)	
	Written exam	5	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	Class attendance is a necessary condition for taking the course exam.					

	<p>The exam is taken after the classes have finished. It is a written exam containing 4 questions – 2 essay-type questions and 2 hypothetical cases, each covering different course units and examining different learning outcomes. A student has to answer two questions. The grade is based on the quality of the provided answers.</p> <p>Exams are anonymous. Each exam is examined by 2 examiners i.e. course teachers.</p>		
2.11. Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	C. Barnard, <i>The Substantive Law of the EU</i> , OUP, Oxford, 2010.	0	Internet
	T. Perišin, <i>Free Movement of Goods and Limits of Regulatory Autonomy in the EU and WTO</i> , T.M.C. Asser Press, The Hague, 2008	0	Internet
	Selected primary and secondary sources of EU law (Treaties, directives, regulations, cases etc.).	0	- Course website; - Eurlex.
2.12. Optional literature (at the time of submission of study programme proposal)	<p>P. Craig and G. de Burca, <i>EU Law</i>, OUP, Oxford, 2011.</p> <p>Wyatt and Dashwood's <i>European Union Law</i>, Sweet and Maxwell, London, 2011</p>		
2.13. Quality assurance methods that ensure the acquisition of exit competences	<p>Quality of the course will be assessed by self-evaluation, student evaluation and institutional evaluation.</p> <p>Quality assurance in accordance with requirements of the University of Zagreb. All written submissions will be kept on file for 12 months after the course for purpose of peer review. Self-evaluation will be performed.</p>		
2.14. Other (as the proposer wishes to add)			

1. GENERAL INFORMATION			
1.1. Course teacher	Zoran Kurelić	1.6. Year of the study programme	5 (4+1)
1.2. Name of the course	European Political Thought: Liberalism and Nationalism	1.7. Credits (ECTS)	7
1.3. Associate teachers	none	1.8. Type of instruction (number of hours L + S + E + e-learning)	L (28hours) + S (28 hours)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	20
1.5. Status of the course	Elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0

## 2. COUSE DESCRIPTION

2.1. Course objectives	<p>Objectives of this course are:</p> <ul style="list-style-type: none"> <li>- to present the relationship between liberalism and nationalism, especially the liberal criticism of nationalism</li> <li>- to familiarize course participants with the phenomenon of nationalism</li> <li>- to delineate the ideas of national sovereignty and national self-determination</li> <li>- to give theoretical (and sometimes political) information which is necessary for understanding the revival of nationalism in Europe</li> <li>- to enable students to creatively think about the phenomenon of nationalism</li> </ul>
2.2. Course enrolment requirements and entry competences required for the course	<p>This course is designed for students educated in social sciences and humanities who have educational level 6 according to Croatian and European qualification framework. The course does not presuppose a sophisticated knowledge of political theory and political philosophy, but allows students to familiarize with the topic through the reading of classic texts.</p>
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>In this course students will „get in touch“ with a philosophical and theoretical aspect of the phenomenon we research within our programme. The programme consists of three groups of courses: political science, economics and law. The only course in political science dealing with a number of fundamental abstract concepts is this one, so the most important learning outcome of this course is the ability of students to understand, creatively interpret and discuss a number of fundamental concepts of European political thought related to liberalism and nationalism.</p>
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the successful completion of this course students will be:</p> <ul style="list-style-type: none"> <li>- informed about a few fundamental concepts in the history of European politics</li> <li>- able to discuss their importance in our modern world</li> <li>- familiar with the meaning of terms - nation, nationalism, imperialism, liberalism, multiculturalism</li> <li>- able to independently understand the relationships between liberal individualism and nationalism, nationalism and democracy and liberalism and multiculturalism and problems of self-determination and the international protection of human rights</li> <li>- able to creatively and shortly present and interpret theoretical texts</li> </ul>

	<ul style="list-style-type: none"> <li>- able to participate in argued discussion in small study groups</li> <li>- able to present complex theoretical concepts in English language.</li> </ul>						
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<p>We will have 12 classes:</p> <ul style="list-style-type: none"> <li>- Why is the relationship between liberalism and nationalism interesting nowadays?</li> <li>- What are liberal institutions? Brian Barry <i>How not to Defend Liberal Institutions?</i></li> <li>- On toleration, Locke - <i>Letter Concerning Toleration</i>, Milton – <i>Areopagitica</i></li> <li>- J. S. Mill's liberalism, J. S. Mill, <i>Considerations on Representative Government</i> (Chapter XVI), Renan, <i>What is a Nation?</i></li> <li>- What is liberal nationalism? Lord Acton, <i>Nationality</i></li> <li>- Is nationalism anti-liberal? Kedourie, <i>Nationalism</i>, Chapters I-VI</li> <li>- Nationalism and imperialism, H. Arendt, <i>The Origins of Totalitarianism</i>, 'Imperialism' pp. 123-222.</li> <li>- Arendt v. Kedourie 'Imperialism' pp.223-302.</li> <li>- Nationalism and liberty, Plamenatz, <i>Two Types of Nationalism</i></li> <li>- Liberalism, nationalism and multiculturalism, Taylor, <i>Politics of Recognition</i></li> <li>- Nation and culture, Barry, <i>Culture and Equality</i> PART III (chapter 8)</li> <li>- Beyond liberalism and nationalism?</li> </ul>						
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>				
<p>2.8. Student responsibilities</p>	<p>18 hours of lectures and 18 hours of seminars, four response papers, one 15-20 minute presentation</p>						
<p>2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )</p>	Class attendance	2	Research		Practical training		
	Experimental work		Report	2	(other)		
	Essay	3	Seminar essay		(other)		
	Tests		Oral exam		(other)		
	Written exam		Project		(other)		

2.10. Grading and evaluating student work in class and at the final exam	There is no exam in this course. Students are expected to write four 1000 word papers (4 pages), and to give one 15-20 minute presentation.		
2.11. Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	J. Locke – <i>Letter Concerning Toleration</i> J. Milton – <i>Areopagitica</i>	2	studomat
	J. S. Mill – <i>Considerations on Representative Government, On Liberty</i> E. Renan – <i>What is a Nation?</i>	10+10	studomat
	Lord Acton – <i>Nationality</i>	10	studomat
	E. Kedourie – <i>Nationalism</i>	2	studomat
	H. Arendt – <i>The Origins of totalitarianism, On Revolution</i>	10+5	studomat
	J. Plamenatz – <i>Two Types of Nationalism</i>	10	studomat
	Ch. Taylor – <i>Politics of Recognition</i>	10	studomat
	B. Barry – <i>Culture and Equality</i> * All literature is available at "studomat"	20	studomat
	2.12. Optional literature (at the time of submission of study programme proposal)	K. Schmitt – <i>The Concept of the Political</i> K. Popper – <i>Open Society and its Enemies</i> B. Anderson – <i>Imagined Communities</i> I. Berlin – <i>Four Essays on Liberty</i> E. Gellner – <i>Nations and Nationalism</i>	
2.13. Quality assurance methods that ensure the acquisition of exit competences	The way in which students take the exam in this course represents the permanent control of their learning. Essays they are required to write examine whether they are able to understand, creatively interpret and present sophisticated thoughts and arguments. Presentations have the purpose of putting students in a situation in which they have to explain in English language, in 15 minutes their understanding of classic texts in political theory. Furthermore, constant discussions in small study groups encourage and improve techniques of argumentation and persuasion. Quality assurance in accordance with requirements of the University of Zagreb. All written submissions will be kept on file for 12 months		

	after the course for purpose of peer review. Self-evaluation will be performed.
2.14. Other (as the proposer wishes to add)	

1. GENERAL INFORMATION			
1.1. Course teacher	Hrvoje Špehar/Nataša Beširević	1.6. Year of the study programme	5 (4+1)
1.2. Name of the course	Politics and Political System of the EU	1.7. Credits (ECTS)	7
1.3. Associate teachers	none	1.8. Type of instruction (number of hours L + S + E + e-learning)	L (28 hours) + S (28 hours)
1.4. Study programme (undergraduate, graduate, integrated)	Graduate	1.9. Expected enrolment in the course	30
1.5. Status of the course	Required	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)	0
2. COUSE DESCRIPTION			
2.1. Course objectives	To develop knowledge of the political process and political system of the European Union; to develop understanding of the processes, actors, interests, behaviours and the political system of the EU as a whole; to develop understanding of the political logic and political categories of the EU political process; to develop understanding of the political theory of European integration; to make distinction between the classical institutional approach, international relations approach and the comparative politics and multi-level governance approach.		
2.2. Course enrolment requirements and entry competences required for the course	B. A. level of education in social sciences and humanities.		
2.3. Learning outcomes at the level of the programme to which the course contributes	Upon the successful completion of this course the student will be able to demonstrate understanding of the political process and the political system of the European Union, understanding of intergovernmental and transnational activities shaping institutions and public policies of the EU, knowledge of the decision-making process and functions and disfunctions, i.e. pathologies of the body politics.		
2.4. Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Cognitive knowledge: Students receive a detailed overview of current theoretical issues, research and the dominant interpretation of European Studies. They are able to recognize and handle the political aspects of a political institutions, actors, values, development, processes and content of the EU; Intellectual abilities: development of critical thinking, argumentation and time-limited structured presentation;		

	<p>Research abilities: researching case studies, political papers, databases and problem-oriented issues train students for political/ policy analysis of the EU in broader terms;</p> <p>Practical abilities: due to understanding of the development of political and social institutions of the EU, students are trained for political analysis and operation within political parties, non-governmental organizations and international organizations. By practicing communication / presentation skills students learn how to analyze political communication, for example, to work in various media and agencies. In addition, they develop the ability to monitor the process of deciding on certain public policies of the EU, which qualifies them to work in state and local government.</p>		
<p>2.5. Course content broken down in detail by weekly class schedule (syllabus)</p>	<ol style="list-style-type: none"> <li>1. Introduction lecture: aims, structure, assignments and marking criteria</li> <li>2. Political theory and conceptual tools of studying the EU: international relations approach, comparative politics approach and public policy approach; theories of European integration</li> <li>3. The Evolution of the European Union: from the end of WW II until fifth enlargement</li> <li>4. Managing and Shaping the European Union: the European Commission</li> <li>5. The Council of the European Union: intergovernmental decision making</li> <li>6. The European Parliament: Democratizing the EU</li> <li>7. The Rule of Law in the European Union: the Court of Justice</li> <li>8. Budget, funds and programmes of the EU</li> <li>9. Organized interests and lobbying in the EU: types of actors, emergence and rise of organized interests at EU level. political lobbying and power aggregation</li> <li>10. Public policies in the EU; key-features and differences between national and EU policies</li> <li>11. Disfunctions and pathologies of the EU system: corruption, bureaucratization, inefficiency</li> <li>12. Emerging Superpower or Marginal Player: the European Union in the World</li> <li>13. Future of the EU: current and future enlargements, obstacles and challenges</li> <li>14. Evaluation lecture</li> </ol>		
<p>2.6. Format of instruction:</p>	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	<p>2.7. Comments:</p>
<p>2.8. Student responsibilities</p>	<ul style="list-style-type: none"> <li>- Attendance of lectures and seminar</li> <li>- Oral presentation</li> <li>- 3000 words term paper graded "pass" or higher</li> <li>- 18 hours of lectures and 18 hours of seminars</li> </ul>		



2.9. Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course )	Class attendance	2	Research		Practical training	
	Experimental work		Report		Seminar presentation	2
	Essay		Seminar essay		Participation in discussion	1
	Tests		Oral exam		(other)	
	Written exam	2	Project		(other)	
2.10. Grading and evaluating student work in class and at the final exam	<p>Students should be noted on criteria for validation, points and marks during introduction lecture, through mailing list and intranet.</p> <p>Validation of oral presentation+final written exam+participation+class attendance in written form (lecturer's feedback) as follows:</p> <p>Oral presentation – 30% of final mark  Participation – 20% of final mark  Class attendance – 10% of final mark  Final written exam – 40% of final mark</p> <p><u>Final exam</u> - a list of three open questions will be provided which should be answered in the form of a mini-essay.</p>					
2.11. Required literature (available in the library and via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	Hix, S., <i>The Political System of the European Union</i> , Palgrave, Basingstoke, 2004			0	Internet	
	Wallace, H. and Wallace W., <i>Policy-Making in the European Union</i> , OUP, Oxford, 2005			0	Internet	
	Nugent, N. <i>The Government and Politics of the European Union</i> , Palgrave, Basingstoke, 2003			0	Internet	
	Rosamond, B., <i>Theories of European Integration</i> , Palgrave, Basingstoke, 2001			0	Internet	
	George S. and Bache I., <i>Politics in the European Union</i> , OUP, Oxford, 2001			0	Internet	
	Dinan, D., <i>Ever Closer Union: An Introduction to European Integration</i> , Macmillan, London, 1999			0	Internet	
2.12. Optional literature (at the time of submission of study programme proposal)	All optional literature should be submitted by the end of 1st week via students' mailing list and it would be available via online databases in pdf format.					

2.13. Quality assurance methods that ensure the acquisition of exit competences	Quality assurance in accordance with requirements of the University of Zagreb. All written submissions will be kept on file for 12 months after the course for purpose of peer review. Self-evaluation will be performed.
2.14. Other (as the proposer wishes to add)	



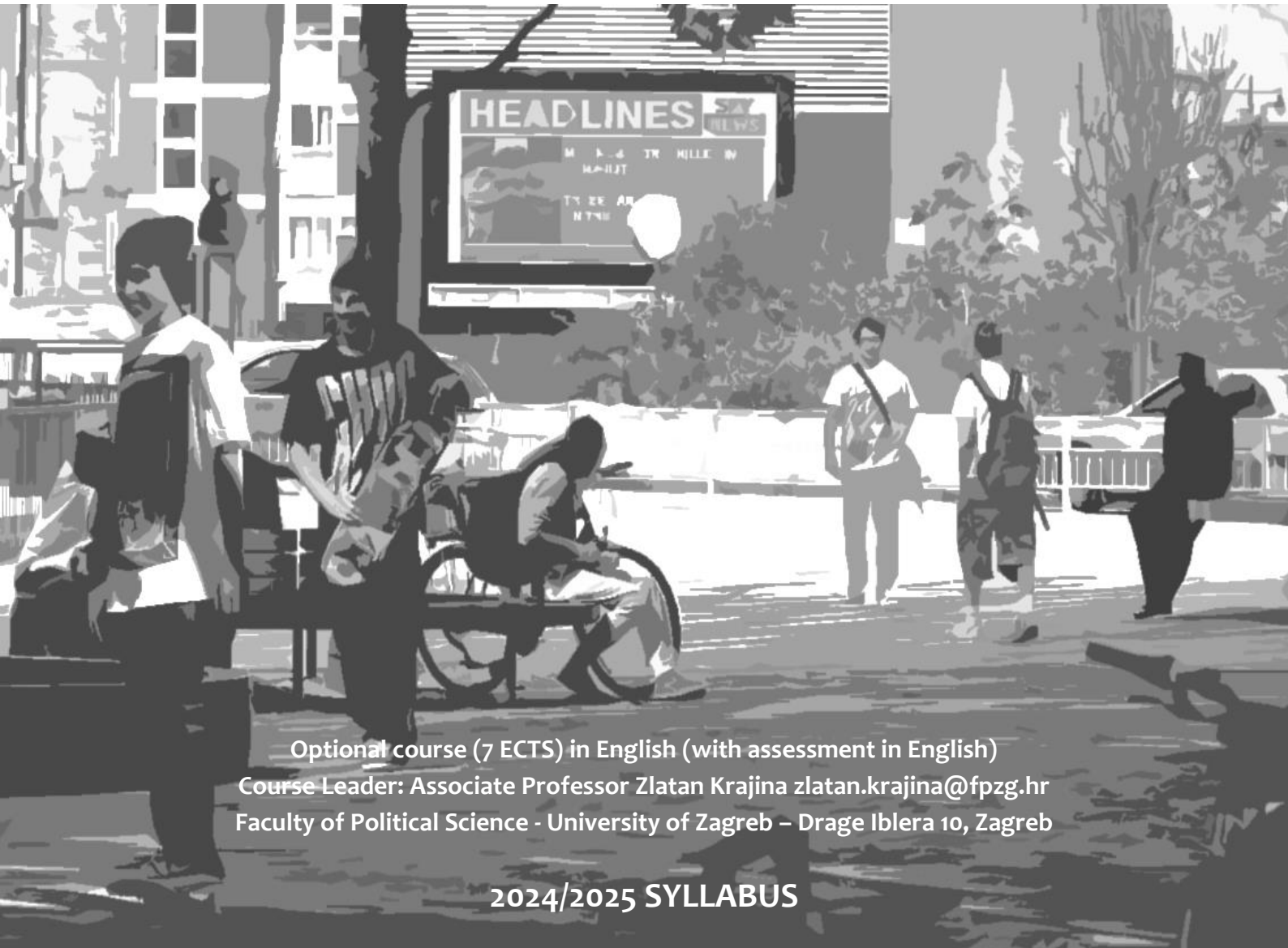
1. OPĆE INFORMACIJE			
1.1. Nositelj(i) predmeta	Doc.dr.sc. Enes Kulenović	1.6. Godina studija	1
1.2. Naziv predmeta	The Politics of Human Rights	1.7. Bodovna vrijednost (ECTS)	7
1.3. Suradnici		1.8. Način izvođenja nastave (broj sati Predavanja+Vježbe+Seminari)	2 sata P + 2 sata S tjedno
1.4. Studijski program (preddiplomski, diplomski, poslijediplomski)	diplomski	1.9.	
1.5. Status predmeta (obavezni, izborni, OTS)	izborni	1.10.	
2. OPIS PREDMETA			
2.1. Ciljevi predmeta (najviše: 200 riječi)	<p>The aim of the course is to offer students a historical account of how the concept of human rights has developed as a political ideal invoked in different political struggles. Unlike a juristic approach that gives an insight into the development of human rights as a part of international and national legal frameworks or the philosophical account that offers insights into the very nature and logic of the concept, this course will concentrate on those political struggles and controversies that shaped the understanding of human rights we have today.</p> <p>In the seminar the students will be involved in a simulation of preparing work documentation for UN Human Rights Council on one of the following topics: torture &amp; extraordinary renditions, human rights &amp; drone strikes, genocide &amp; humanitarian intervention, cultural relativism &amp; group rights, human trafficking, human rights &amp; the environment, sexual minority rights.</p>		
2.2. Uvjeti za upis predmeta i ulazne kompetencije potrebne za predmet	Kolegij mogu upisati studenti diplomskog studija politologije s vrlo dobrim poznavanjem engleskog jezika.		
2.3. Ishodi učenja na razini studijskog programa kojima predmet pridonosi *	<ol style="list-style-type: none"><li>1. Magistri politologije mogu primijeniti znanje stečeno u grani političke teorije za razumijevanje međudnosa političkog znanja i političkog konteksta, te procijeniti učinke politoloških uvida u temeljne političke koncepte i primjeni tih spoznaja u konkretnom političkom kontekstu.</li><li>2. Magistri politologije sposobni su integrirati znanje i formulirati sudove vezane uz aktere, procese i institucije lokalne, nacionalne i međunarodne politike, te javne politike koje se oblikuju na tim razinama. Na temelju istraživanja spomenutih procesa, institucija i politika mogu zaključivati i rasuđivati o značajkama politike na globalnoj, nacionalnoj i lokalnoj razini.</li><li>3. Magistri politologije sposobni su komunicirati svoje stavove, ideje i rješenja zainteresiranoj publici. Osposobljeni su, uporabom napredne političke analize (<i>political analysis</i>) i analize politika (<i>policy analysis</i>), povezivati spomenute stavove, ideje i rješenja s temeljnim argumentima na kojima oni počivaju, te su na taj način osposobljeni za sustavnu političku argumentaciju i njezino prezentiranje zainteresiranoj javnosti.</li><li>4. Magistri politologije sposobni su samostalno zastupati stavove o političkim problemima strukturirano ih povezujući s argumentima i dokazima na kojima argumenti počivaju. Time će steći sposobnost sustavne političke argumentacije i njezine prezentacije prilagođene publici i kontekstu.</li><li>5. Magistri politologije sposobni su za dizajniranje i provođenje samostalnog istraživanja i pripremljeni su za nastavak obrazovanja u okviru cjeloživotnog učenja, formalno na poslijediplomskim studijima, ali i samostalno kroz različite oblike</li></ol>		

	dodatnog usavršavanja.
2.4. Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja)	Studenti koji uspješno završe ovaj kolegij će: 1) imati razumijevanje razvoja koncepta ljudskih prava od 15. stoljeća do danas, 2) imati razumijevanje šireg političkog konteksta u kojem je ideja ljudskih prava razvijana i njene uloge u tim različitim kontekstima, 3) kroz grupni seminarski projekt primjeniti će stečeno znanje i razviti sposobnosti suradnje s drugima na određenoj istraživačkoj temi, 4) sposobnost raspravljanja i prezentiranja kompleksne problematike povezane s teorijom i primjenom ljudskih prava, 5) analizirati različite politike i normativna rješenja povezanih s teorijom i primjenom ljudskih prava.
2.5. Sadržaj predmeta detaljno razrađen prema satnici nastave (bez literature)	<p><b>SCHEDULE</b></p> <p><b>Week 1</b> Introduction</p> <p><b>Week 2</b> <i>Lecture:</i> Conquest of the Indies &amp; Valladolid Debate <i>Seminar:</i> Genealogy of Human Rights</p> <p><b>Week 3</b> <i>Lecture:</i> Hugo Grotius &amp; the Birth of International Law <i>Seminar:</i> Guest speaker</p> <p><b>Week 4</b> <i>Lecture:</i> English Civil War &amp; Glorious Revolution <i>Seminar:</i> Group 1 presentation – Human Trafficking</p> <p><b>Week 5</b> <i>Lecture:</i> American Revolution <i>Seminar:</i> Group 2 presentation - Cultural Relativism &amp; Groups Rights</p> <p><b>Week 6</b> <i>Lecture:</i> French Revolution <i>Seminar:</i> Guest speaker</p> <p><b>Week 7</b> <i>Lecture:</i> Abolitionists &amp; Atlantic Slave Trade <i>Seminar:</i> documentary <i>Taxi to the Dark Side</i></p> <p><b>Week 8</b> <i>Lecture:</i> Death of Human Rights in 19<sup>th</sup> Century <i>Seminar:</i> Group 3 presentation – Sexual Minority Rights</p> <p><b>Week 9</b> <i>Lecture:</i> Death of Human Rights in 19<sup>th</sup> Century <i>Seminar:</i> Group 4 presentation – Sexual Minority Rights</p> <p><b>Week 10</b> <i>Lecture:</i> UN Universal Declaration of Human Rights <i>Seminar:</i> Group 5 presentation – Genocide &amp; Humanitarian Intervention</p> <p><b>Week 11</b> <i>Lecture:</i> Cold War &amp; Decolonization</p>

	<p><i>Seminar:</i> Group 6 presentation – Women’s Rights as Human Rights  <b>Week 12</b>  <i>Lecture:</i> 70’s Renaissance of Human Rights  <i>Seminar:</i> Guest speaker  <b>Week 13</b>  <i>Lecture:</i> Human Rights in the 90’s  <i>Seminar:</i> Group 7 presentation – Human Rights &amp; the Environment  <b>Week 14</b>  <i>Lecture:</i> Human Rights &amp; the War on Terror  <i>Seminar:</i> Final Exam</p>				
2.6. Vrste izvođenja nastave:	+ predavanja + seminari i radionice <input type="checkbox"/> vježbe <input type="checkbox"/> <i>on line</i> u cijelosti <input type="checkbox"/> mješovito e-učenje <input type="checkbox"/> terenska nastava		+ samostalni zadaci <input type="checkbox"/> multimedija i mreža <input type="checkbox"/> laboratorij <input type="checkbox"/> mentorski rad <input type="checkbox"/> (ostalo upisati)	2.7. Komentari:	
2.8. Obveze studenata	Students are required to attend lectures and seminars. They are also required to prepare for seminar discussions by reading the core literature for that week.				
2.9. Praćenje rada studenata ( <i>upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS bodova odgovara bodovnoj vrijednosti predmeta</i> ):	Pohađanje nastave	1	Istraživanje		Praktični rad
	Eksperimentalni rad		Referat		(Ostalo upisati)
	Esej		Seminarski rad		(Ostalo upisati)
	Kolokviji		Usmeni ispit		(Ostalo upisati)
	Pismeni ispit	4	Projekt	2	(Ostalo upisati)
2.1. Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu	The final grade has three parts: 1) student participation in seminar discussions (10%), 2) group presentation (30%) and 3) final exam (60%). The final exam is an open book exam covering the topics and core readings from seminars.				
2.2. Obvezna literatura (dostupna u knjižnici i putem ostalih medija)	<b>Naslov</b>				
	Donnelly, Jack, 2003: <i>Universal Human Rights in Theory &amp; Practice</i> (2 <sup>nd</sup> Edition), Cornell University Press, New York.				
	Goodhart, Michael (ed.), <i>Human Rights: Politics and Practice</i> , Oxford University Press, Oxford.				

2.12. Dopunska literatura (u trenutku prijave prijedloga studijskoga programa)	Michelin Ishay, <i>History of Human Rights</i> , University of California Press, 2008.		
2.13. Načini praćenja kvalitete koji osiguravaju stjecanje izlaznih kompetencija	Kvaliteta nastave prati se kroz anonimne studentske ankete koje studenti ispunjavaju na kraja svakoga semestra, kroz praćenje rezultat ispita od strane uprave Fakulteta, te uz koordinaciju oko tema i autora koje se obrađuju u sklopu kolegija na sastancima Odsjeka za političku i socijalnu teoriju.		

# Media and the city



Optional course (7 ECTS) in English (with assessment in English)  
Course Leader: Associate Professor Zlatan Krajina [zlatan.krajina@fpzg.hr](mailto:zlatan.krajina@fpzg.hr)  
Faculty of Political Science - University of Zagreb – Drage Iblera 10, Zagreb

## 2024/2025 SYLLABUS

Lectures: Tuesdays 8:30 – 10:00, Seminars: 10:15-11:45, all in Room B

Tutorials: by appointment

Course structure: A combination of lectures and seminars as well as individual/independent and group/practical/workshop work (e.g. smart city speculative design, urban exploration and urban walks). Please pay attention to course materials distributed during the term about resources and guidelines for examination.

Learning resources: Library materials (Hard copy books + folder Media and the City course literature on One Drive – link will be distributed) and Facebook group ‘Media & the City’ (for sharing links to relevant videos and articles). Please log into the course portal at [fpzg.unizg.hr](http://fpzg.unizg.hr) regularly for course announcements and attached materials.

Student requirements and examination for 7 ECTS:

- Regular attendance and participation (up to 3 absences are tolerated)
- One 10' in-session presentation
- One coursework essay (3000-3500 words) or a 5-10' audio-visual essay (for students with background in television and film);
- One small 30-min partial exam (kolokvij) related to three selected texts from the course materials

## COURSE SUMMARY

We have entered the *urban age* - most of the world population now lives in cities, which means we live in spaces managed and negotiated via the use of an array of communication technologies and practices.

In what is a rapidly growing field in media and cultural studies, the concoction “media city” cannot satisfactorily examine the dual object of its study from a single perspective (neither urban studies nor media studies alone), but requires select inputs from a range of disciplines (politics, media studies, urban studies, human geography, sociology of everyday life, sociology of media consumption, cultural studies, and architecture). Adopting this inter-disciplinary frame, in this course we examine how contemporary urban spaces manifest themselves as “mediated cities”, and why it is useful to understand a wide array of media and communications in their formative *urban* context, such as:

- reading city spaces (plans, layouts, street furniture, monuments) as symbol and text;
- understanding urban infrastructures as media (and vice-versa, analysing platforms as infrastructures);
- the rise of transnational cultures and social disparities in global cities;
- urban and suburban media cultures: newspapers, cinema, radio, television and the mobile phone;
- changing spaces and practices of urban consumption (the storefront, the mall);
- the mediation of the neighbourhood, community and diaspora;
- the centrality of politics and culture to urban regeneration;
- communicative responses to urban crises such as racism, poverty and pollution;
- the role of street art, graffiti and performance in the negotiation of ‘the right to the city’;
- city competition and urban branding;
- outdoor advertising;
- changing forms of urban experience: indifference, encounter, flaneuring, street life;
- moving image architecture;
- the transformation of private/public as well as global/local in the contemporary city;
- ‘smart’/cyber urbanism;
- the emergence of Media City production spaces and clusters.

You will gain access to cutting edge, creative and critical intellectual tools for understanding mediated urban life and you will develop an informed and independent understanding of what it means to live in the contemporary city. You will be expected to investigate mediated urban living creatively and critically, through a range of cross-disciplinary association, combined and unconventional methodology (paying attention to historical links and materiality of communication) as well as developing your own interest in the more specific issues and phenomena.

Hope you enjoy the course!

Zlatan Krajina



## LEARNING AIMS AND OUTCOMES

### General Learning Outcomes

By the end of the course students will:

- become familiar with key perspectives on the relevance of media and communications in the development of the modern (industrial) city and the post-modern (service-based) metropolis;
- be able to engage in an depth, informed and critical exploration of an empirical case of mediated urban living;
- demonstrate a sound understanding of how urban communication informs the ongoing transformation of cities and citizens' daily lives;

### Specific Learning Outcomes

By the end of the course students will be able to:

- demonstrate an understanding of contemporary debates in urban and media studies;
- undertake and report on independent and multidimensional research on a particular case of urban communication;
- think inter-disciplinarily about matters of space, technology, identity and community;
- work individually and in groups, and make use of a diverse range of academic and non-academic resources (e.g. the arts, libraries, electronic sources, public sites, archives, etc.)

**Textbook: Krajina, Zlatan & Stevenson, Deborah (eds) (2020) The Routledge companion to urban media and communication (in the library) – henceforth: "UMC"**

### Additional highly recommended resources:

Routledge Companion to media and the city (new – 2022; will arrive during the term in the library),  
Routledge Companion to urban imaginaries (online)

#### **Any of the readers on urban cultures in the folder..**

Podcast series about Media and the city "Publicly Sited" on "Podbean" by Dr Scott Rodgers (Birkbeck Uni) (highly recommended!)

Platform urbanism resources: <http://www.festivalofurbanism.com/2022-events/2022/9/20/platform-urbanism-from-smart-to-autonomous-city-futures>

*Urban Communication Readers* (three volumes 2007-2013),

*Urban Communication: Production, Text, Context* (ed. Gibson, A. and Lowes, M., Rowman & Littlefield 2006),

*Cybercities Reader* (ed. Graham, S., Routledge 2004), and

*Urban Screens Reader* (ed. Scott McQuire et al, 2009),

*Media City*, ed. by Eckhardt, F., et al, 2008

Proceedings from International conferences (e.g. the Media Architecture Institute's regular *Media Architecture / Media facades festival Biennale*; *Media and Place*, Leeds, 2014; *Media and the City*, Helsinki, 2013; *MediaCity* events, NY, 2013; annual ECREA 'Media and the City' conferences/events such as the *Urban Media Studies*, Zagreb, 2015);  
Academic networks (e.g. *Urban Communication Association* in the USA; *Connecting Cities* project in the EU; *Media and the City* group within ECREA);

Special journal issues (e.g. *International Journal of Communication*, 2016, on urban media methods; *Observatorio* 2015; *City – Screen Cities*; *Reading 'The Wire'*; *The Arab Spring* special issues, etc.; *Urban Studies*, 1998, on consumption; *Urban Geographies*, 1996, on urban cultural studies; *International Communication Gazette*, 2013, on mediated cities);

New specialist journals (e.g. *Mediapolis*; *Journal of Urban Cultural Studies*; *Architecture MPS*)

Book series (e.g. *Urban Communication*, Peter Lang; *Mediated Cities*, Intellect).

FINAL GRADE:

Partial exam 15 points (must have at least 8 points to pass the course)  
Essay 25 points (must have at least 13 points to pass the course)  
Presentation 5 points  
Participation 5 points

46-50 = 5  
39-45 = 4  
34-38 = 3  
27-33 = 2

## **THEMATIC ORGANISATION AND ACTIVITIES SESSION BY SESSION:**

### **Session 1 – Welcome + plan of work**

### **Session 2 – Defining ‘urban media studies’ and introducing Spatial Analysis of urban media phenomena**

Indicative texts:

Borden, I., Kerr, J. et al (2000) ‘Things, Flows, Filters, Tactics’ in Borden, I. et al (eds.) *Unknown City: Contesting Architecture and Social Space* MIT pp 3-8.

McQuire, S. (2020) ‘An archaeology of the mediated city’ in Krajina, Z. & Stevenson, D. (eds) *Routledge Companion to urban media and communication (UMC)*,

Parker, S. (2004), ‘Encountering the City’ in his *Urban Theory and the Urban Experience*: Routledge pp 1-5

Krajina, Z. (2021) ‘Multispace’ in McQuire, Scott et al (eds) *Communicative Cities*, London: Routledge

Shannon Mattern “A city is not a computer” in UMC

Activity: Please bring a photo of an urban place you know well where people, buildings, signage and vehicles are visible. (Discuss in conjunction to McQuire o Krajina)

### **Session 3 – The cinematic city as a history of modern urbanism and experience 14/3/2023**

Indicative literature:

Donald, James (2020) *Cinema and the city*, in Krajina and Stevenson (UMC)

Routledge Companion to Urban Imaginaries

Work by E. Huhtamo, F. Casetti, F. Penz

Presentation: watch a recommended film and identify mo/po-mo elements and discuss their role and representation (is the cinematic city more than an image?) (2 presentations)

### **Session 4 – 21/3/2023 – Post-cinematic Screen cultures**

Indicative texts:

Virilio, P. (2004) ‘The Overexposed City’ in Redhead, S. (2004) (ed.) *The Paul Virilio Reader* Edinburgh: Edinburgh University Press, pp. 83-99.

UMC – chapters 3 (Melzer), 14 (Shaw – on artificial light!), 9 (Jensen – on mobility and screens)

McQuire, S. (2016) ‘Googling the City’ in *Geomedia: Netowrked cities and the future of public space*, Polity

Krajina, Z (2022) ‘Electronic Presence’ in Rose, G. (ed) *Seeing the city digitally*. Amsterdam U Press

Activity: classroom workshops

### **Session 5 – 28/3 – Outdoor Advertising: Images and Rhythms of Urban Consumption**

Indicative literature:

Anne Cronin (2013) *Advertising and the urban*. Palgrave.  
Cesare Silla in UMC

Presentation: a case of urban advertising – is it only about selling products and services?

### **Session 6 – 4/4 – Everyday life, space and place**

Activity: Classroom workshops

Presentation: Jungnickel, K. & Aldred, R. (2014) 'Cycling's sensory strategies: how cyclists mediate their exposure to the urban environment' in *Mobilities* 9: 2, pp 238-255.

Indicative literature:

Shaun Moores "Cities of feet and hands" in UMC

Krajina, Z. (2015) 'Public Screenings Beside Screens: A Spatial perspective' in Crisp, V and Menotti G (2015) *Besides the Screen: Moving Images through Distribution, Promotion and Curation* London Palgrave, pp 177-195. (ZADAR)

Krajina Z. Domesticating the Screen-Scenography: Situational Uses of Screen Images and Technologies in the London Underground in Chris Berry et al (ed) (2013) *Public Space, media space*. Palgrave

In UMC ch 38: Tina Richardson on Situationism

### **Session 7 – 11/4 – Postcinematic cultures II**

Film viewing of Tsai Ming-liang's short film "The Skywalk is gone" + analysis, text reading (excerpt from Anna McCarthy's *Ambient Television* 2001), discussions, as preparation for essays

Partial exam/Kolokvij 30'

### **Session 8 – 18/4 – Smart City**

A guest workshop by UK/Cro critical design thinker Maja Grakalic

Indicative literature:

Sarah Barns (2022) *Platform urbanism* Palgrave.

Paul James "Global cities and mediated spaces" in UMC

### **Session 9 – 25/4 – City branding, regeneration and rythmanalysis**

**Presentation of select key cases(briefly describe the project , its potentials, shortcomings) each 5-10mins max:**

Dodd, Dianne (2000) 'Barcelona: The making of a Cultural City' in Miles, M. (et al) eds *The City Cultures Reader 2<sup>nd</sup> edition* London Routledge

Silk, M. (2014) 'The London 2012 Olympics: The cultural politics of urban regeneration' in *Journal of Urban Cultural Studies* volume 1 number 2 pp 273-293 [ask course leader for the copy]

Xin Gu - From "Creative Cities" to "Media Cities": The Cases of Manchester, UMC

Peter Campbell and Dave O'Brien - "European Capital of Culture" and the Primacy of Cultural Infrastructure in Post-Industrial Urbanism, UMC

Indicative literature:

Allen, John (2006). Ambient power: Berlin's Potsdamer Platz and the seductive logic of public spaces. *Urban Studies*, 43(2) pp. 441-455.

Deborah Stevenson on City tourism and branding (2020) in UMC

Amy Y. Zhang, Asa Roast, and Carwyn Morris (2022) 'WANGHONG URBANISM: TOWARDS A NEW URBAN-DIGITAL SPECTACLE' in *Mediapolis* (online)

### **Session 10 – 2/5 – Media, community, and the city: belonging and difference**

**For this seminar everyone, apart from presenters, reads (obligatory):** Zygmunt Bauman: *City of Fears, City of Hopes* (online via Goldsmiths College)

**Indicative literature:**

Georgiou, M. (2013) *Media and the City: Cosmopolitanism and difference, chapter 5 – Community and transnational solidarities* London: Polity

D'Ignazio, C., Gordon, E. and Christoforetti, E. (2019). "Seamful Interfaces for a Community-Centered Smart City." In *Urban Interfaces: Media, Art and Performance in Public Spaces*, edited by Verhoeff, Nanna, Sigrid Merx, and Michiel de Lange. *Leonardo Electronic Almanac*, 22 (4)

**Screening of "Mesto na travniku" (about Nova Gorica, Slovenia), a videoessay by A. Medved and N. Velušček**

**Session 11 - 9/5 – Urban walk**

DETAILS: TBA

Locations: Radnička, Cvjetni trg, Trg bana Jelačića, skvot/centar Medika, Tkalčičeva

**Session 12 – 16/5 – Public art and public space**

**Guest speaker: art historian and curator Ana Kutleša from BLOK**

Indicative literature:

Ash Amin (2008) *Collective Culture and Urban Public Space*, in *City*

Martin Zebracki: *Digital public art*, in *UMC*

**Session 14 – 23/5 – Conclusion Urban media research as a mode of representation and critique of life in mediated cities**

***Activity: group feedback on drafts of your essays + a classroom workshop to wrap up***

Presentation:

Stanton, Gareth (2005) 'Peckham tales', *City*, 9:3, 355 — 369

Indicative text: Aiello & Tosoni "Methodological approaches" in *UMC*

# **Democracy and economic development**

Syllabus for the academic year 2017/2018

## **Course lecturer**

Prof. Nenad Zakošek, PhD

E-mail: [nzakosek@fpzg.hr](mailto:nzakosek@fpzg.hr)

## **Class location**

Lectures and seminars: Lepušićeva 6, 2<sup>nd</sup> floor, room C

## **Class hours**

Thursdays, 15:30-17:00 (lectures), 17:15-18:45 (seminars)

## **Office location**

Fabkovićeva 1, 5<sup>th</sup> floor

## **Office hours for students**

Thursdays, 14:30-15:30, or by appointment

## **Teaching methods**

The course consists of 12 lectures and seminar meetings. A mid-term (after the 8<sup>th</sup> meeting) and a final written colloquium are *optional*.

## **ECTS credits: 7**

## **Semester**

Winter semester 2017/2018

## **Course obligations**

Seminar participation and seminar papers: 20%

Written examination: 80%

The final grade is composed of two parts: seminar participation and a written exam.

All course participants are required to read the seminar assignments and participate in the seminar discussion. They are also obliged to either prepare a Powerpoint based seminar presentation or write a 1500 words written paper (based on additional literature). The presentation or paper, as well as regular attendance and engagement, will be evaluated. The acquired knowledge is verified through an obligatory written examination (which can be substituted by two optional colloquia).

## Course description

The course deals with the problem of economic prerequisites of democratization, which is a well-researched topic in comparative politics. Since the early 1960s there is an ongoing debate among political scientists on the relationship between economic development and establishing consolidated liberal democracies. A comparison of quantitative studies with large number of cases and qualitative historical studies with in-depth analysis of a small number of cases is given on the basis of Todd Landman's *Issues and Methods in Comparative Politics*.

Another focus of the course are problems and theories discussed in Ronald Inglehart's and Christian Welzel's book *Modernization, Cultural Change and Democracy*: the author's reformulation of the modernization theory, the question how economic and social development affects value change and what is the link between modernization, value change and democratization. Finally, the question is raised about the origins and consequences of the financial and economic crises of 2008. A special emphasis is given to the problem of compatibility of capitalist economy, welfare state and democracy in Europe, based on analyses by Wolfgang Streeck and Claus Offe.

## Learning outcomes

The course participants are expected to acquire knowledge about some fundamental concepts in comparative research, such as modernization, cultural change, regime change, class structure, class coalitions, economic development, liberal democracy, formal democracy, effective democracy, democratization and the sequence of human development. In particular, they should be able to understand and interpret different cases of socio-economic development and how they are related to the establishment of democratic or authoritarian regimes. In terms of methodology, course participants shall learn how to formulate research questions and write simple research papers based on secondary analysis of existing research studies. Through seminar meetings the course participants shall develop their abilities to understand and interpret literature dealing with particular theoretical and empirical issues, to prepare and present seminar papers and to discuss selected topics.

## Evaluation of learning outcomes

### *Colloquium*

5-6 points	= 2 (satisfactory)
6,5-7,5 points	= 3 (good)
8-8,5 points	= 4 (very good)
9-10 points	= 5 (excellent)

### *Seminar presentation or paper*

1 = failed, 2-5 points = grades 2-5 (satisfactory to excellent)

### *Written exam*

10-12 points	= 2 (satisfactory)
12,5-15 points	= 3 (good)
15,5-17,5 points	= 4 (very good)
18-20 points	= 5 (excellent)

### *Final exam grade*

11-14 points	= 2 (satisfactory)
14,5-17,5 points	= 3 (good)
18-21 points	= 4 (very good)
21,5-25 points	= 5 (excellent)

### **Reading requirements for written examination**

Todd Landman (2003) *Issues and Methods in Comparative Politics*, London & New York: Routledge, pp. 60-87.

Ronald Inglehart and Christian Welzel (2005) *Modernization, Cultural Change and Democracy*, Cambridge and New York: Cambridge University Press.

### **Seminar literature**

Colin Crouch (2004) *Post-Democracy*. Cambridge and Malden: Polity Press.

Colin Crouch (2011) *The Strange Non-Death of Neoliberalism*. Cambridge and Malden: Polity Press.

Luebbert, Gregory (1991) *Liberalism, Fascism, or Social Democracy. Social Classes and the Political Origins of Regimes in Interwar Europe*. New York and Oxford: Oxford University Press.

### **Course structure (lectures)**

1. (12 October) Course introduction: overview of the topics covered in the course, working methods and students' obligations, learning outcomes.
2. (19 October) Streeck: The crisis of democratic capitalism.
3. (26 October) Basic research concepts dealing with the relation between democracy and economic development; Landman: quantitative big N research studies.
4. (2 November) Landman: quantitative small N and single-country research studies.
5. (9 November) Landman: qualitative (comparative historical) research studies.
6. (16 November) Landman: example of a qualitative research study – Rueschemeyer et al. *Capitalist Development and Democracy*, themes and country case studies.
7. (23 November) Inglehart and Welzel: A revised theory of modernization.
8. (30 November) Inglehart and Welzel: Modernization, cultural change and cultural traditions.
9. (7 December) Mid term colloquium: Landman, pp. 60-87; Inglehart and Welzel, pp. 1-93.
10. (14 December) Inglehart and Welzel: Socio-economic development and cultural change.
11. (21 December) General seminar discussion: Democracy and capitalism in contemporary Europe.
12. (11 January) Inglehart and Welzel: Democratic values and democratic institutions.
13. (18 January) Inglehart and Welzel: Civic culture, democracy and human development.
14. (25 January) Final colloquium: Inglehart and Welzel, pp. 94-300.

## Seminar meetings

1. (12 October) Course introduction: explanation of seminar topics. Debate on capitalism and democracy.
2. (19 October) Introduction to Luebbert *Liberalism, Fascism, or Social Democracy*: Liberalism and the emergence of working class movements in Europe (2. Ties That Would Divide: Liberal-Labor Alliances in Britain, France, and Switzerland before the War, 3. Cleavage Structures and the Failure of Liberal Movements in Late Nineteenth-Century Europe, pp. 15-109).
3. (26 October) 4) Luebbert *Liberalism, Fascism, or Social Democracy*: 4. The Break with Liberalism and the Formation of Working-Class Movements (pp. 110-158) (student presentation). *Guiding questions: What were the causes for the split between liberal parties and the working class in European societies at the turn of the century? Compare the outcomes of the rise of an independent labour movement in different European countries.*
4. (2 November) Luebbert *Liberalism, Fascism, or Social Democracy*: 5. The Organization of Workers: Liberal and Aliberal Societies Compared (pp. 159-187) (student presentation). *Guiding questions: What were the main features of the working class organizations in liberal and aliberal societies? What was the connection between trade unions and working class political parties? What was the impact of the economic structure and of the state?*
5. (9 November) Luebbert *Liberalism, Fascism, or Social Democracy* 6. War, Crisis, and the Stabilization of the Liberal Order; 7. Narrowing the Aliberal Outcomes: Liberalism's Final Failure and the Irrelevance of Traditional Dictatorship (pp. 191-266) (student presentation). *Guiding questions: What were the consequences of WW I and the economic crisis 1929-1933 for the liberal societies in Europe? Compare the situation of working class organizations in these societies? What were the consequences of the economic crisis 1929-1933 in the European aliberal societies? Why were liberal political forces unable to preserve liberal institutions in aliberal societies? Why were traditional dictatorships irrelevant in Europe?*
6. (16 November) Luebbert *Liberalism, Fascism, or Social Democracy*: 8. Social Democracy and Fascism, 9. Conclusion: Class Alliances and Transition to Mass Politics (pp. 267-315) (student presentation). *Guiding questions: What were the final outcomes of the interwar economic and political crisis in the aliberal societies in Europe? Describe the two aliberal models of social democracy and fascism. What general conclusions can be drawn from the comparison of political development in European societies until 1945?*
7. (23 November) Colin Crouch *Post-Democracy*: 1. Why Post-Democracy? 2. The Global Firm: The Key Institution of the Post-Democratic World, 3. Social Class in Post-Democracy (pp. 1-69) (student presentation). *Guiding questions: What is post-democracy? Which economic developments have caused the emergence of post-democracy? How has social stratification and class structure in contemporary capitalism influenced democratic politics?*
8. (30 November) Colin Crouch *Post-Democracy* 4. The Political Party under Post-Democracy, 5. Post-Democracy and the Commercialization of Citizenship, 6. Conclusion: Where Do We Go From Here? (pp. 70-123) (student presentation) *Guiding questions: How have political parties been transformed in post-democracy? What are the features of citizenship in contemporary capitalism? What are the consequences of post-democracy?*



9. (14 December) Colin Crouch *The Strange Non-Death of Neoliberalism*: 1. The Previous Career of Neoliberalism, 2. The Market and Its Limitations, 3. The Corporate Takeover of the Market (pp. 1-70) (student presentation). *Guiding questions: How does the author define the concept of neoliberalism? Describe the economic transformations characteristic for neoliberalism.*
10. (21 December) General seminar discussion: Democracy and capitalism in contemporary Europe.
11. (11 January) Colin Crouch *The Strange Non-Death of Neoliberalism*: 4. Private Firms and Public Business, 5. Privatized Keynesianism: Debt in Place of Discipline (pp. 71-124) (student presentation). *Guiding questions: How have relations between economy and state changed in neoliberalism? What is the economic and political function of debt?*
12. (18 January) Colin Crouch *The Strange Non-Death of Neoliberalism*: 6. From Corporate Political Entanglement to Corporate Social Responsibility, 7. Values and Civil Society, 8. What's Left of What's Right? (pp. 125-180) (student presentation). *Guiding questions: What are possible political answers to transformations that occurred in neoliberal economies and societies?*

### **Additional literature**

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