

# EUROPEAN COMPETENCES

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ENLIVEN – Modules for European Competences

Winter Term 2022/23

Instructor: Doris Wydra

The focus of the modules is on interactive experiences and a student exchange across national barriers. It addresses students from EU member states, but also from third countries. The aim is to allow students a new and reflected approach to European peculiarities, the European political system, European identity and European values.

The modules consist of three parts:

1. The clip: a short clip (3-8 minutes) introduces the topic, with the aim of generating the interest of the students. The clip presents the background, raises questions, and highlights the specific problematic in a very concise manner. Usually a short quiz will follow the clip for students to check their knowledge.
2. Background material provided through an online-platform or provided by email. A Dropbox-File will be set up for this course as it has to connect students from different universities. If students have no access to dropbox, files will be sent by e-mail.
3. Several tasks for students: the main idea is to engage students in a discussion with each other, in general students with different nationalities. Incentives are also set for exchange students to engage with their host environment. The language of instruction is English.

The course will take place through zoom regularly on Thursdays (see schedule below) 4-5.30 pm

## **ENLIVEN European Competences**

Join the meeting:

<https://us06web.zoom.us/j/89295050442?pwd=UVovNHhkOS9qTjNEWHBQR0dxa2VpQT09>

Meeting-ID: 892 9505 0442

Code: 394713

## Schedule

Date	Topic/ Module
25.10.2022 4-5.30 pm	<p><b>Introduction meeting international students</b> Presentation of Course outline; clarification of questions; Discussion on what the term “Europe” means to the students and which experiences they have made with “Europe” and the “European Union”</p>
3.11.2022 4-5.30 pm	<p><b>European Public Sphere</b> The goals are to</p> <ul style="list-style-type: none"> <li>- students to acquire a better knowledge about the European public spheres and how this is linked to the issue of European democracy</li> <li>- encourage a critical assessment of media content and address national coverages from a European perspective</li> <li>- learn about the possibilities for the development of “communication area” across national and linguistic boundaries</li> <li>- understand the role of traditional media (newspapers, TV, radio) and social media in a developing transnational media landscape</li> <li>- encourage a more regular engagement with media coverage in different languages</li> </ul>
10.11.2022 4-5.30	<p><b>European Values/ European Democracy</b> The goals are to</p> <ul style="list-style-type: none"> <li>- introduce students to the concept of liberal democracy and how this is reflected in the EU’s approach towards democracy</li> <li>- create better knowledge on the European Parliament and the challenges of representative democracy in the EU</li> <li>- provide students with a better understanding of the functioning of European democracy in a multi-level system</li> <li>- make students reflect on the linkages between democracy, freedom, human rights, rule of law</li> <li>- allow students to reflect on current challenges for democracy and reasons for democratic back-sliding</li> </ul>
17.11.2022 4-5.30	<p><b>European Values/Rule of Law</b> The goals are</p> <ul style="list-style-type: none"> <li>- introduce students to the concept of the rule of law and how it contributes to the functioning of European democracy</li> <li>- provide a better understanding of how the rule of law contributes to the functioning of the European Union</li> <li>- allow for a better understanding about different institutions, mechanisms and provisions contributing to the proper functioning of the rule of law at the national level</li> <li>- create a sensitivity for mechanisms limiting the proper functioning of the rule of law in the European Union</li> </ul>
24.11.2022 4-5.30	<p><b>European Values/ Human Rights</b> The goals are</p> <ul style="list-style-type: none"> <li>- make students aware of the importance of human rights in liberal democracies, the connection between different categories of human rights and the sensitive balance between them</li> </ul>

	<ul style="list-style-type: none"> <li>- provide students with a better knowledge on the comprehensive protection of human rights in Europe, in particular the connection between the European Convention of Human Rights and the European Court of Human Rights and the EU, but also the relation with the UN and OSCE</li> <li>- address the question of social, digital and ecological rights</li> <li>- discuss the connection between human rights, human dignity, freedom with other values of the EU, like equality, rule of law and democracy</li> <li>- engage critically with the question of the universality of human rights, European pluralism and diversity</li> </ul>
<p>1.12.2022 4-5.30</p>	<p><b>European Citizenship</b> The goals are</p> <ul style="list-style-type: none"> <li>- Get a better understanding of the concept of national citizenship, the rights and duties connected with citizenship</li> <li>- Compare aspects of national citizenship with European citizenship: what are similarities, what are differences</li> <li>- Have a better comprehension about the connection between citizenship and democracy</li> </ul>

## INTRODUCTORY MEETING

In the first meeting the aims of the course will be explained and we will go through the different tasks. Open questions will be clarified. We will start the course with a discussion on what “Europe”, the “European Union” means to the students, which experiences they have made, what it means for them to be European (or to live in Europe), and whether they have engaged with European values, European identity etc. before.

## EUROPEAN PUBLIC SPHERE

### Learning Outcome:

Module 2 tackles a core issue of European democracy: the interaction of European citizens across language barriers and national media spheres. The aim is to engage students in a discussion about media landscapes and the role of media for democracy and raises their understanding about the necessity, but also challenges of creating (a) European public sphere(s). The module builds on questions of national and European identities discussed in the first model and links it to the question of political communication and democracy.

After going through the module the students will

- be able to assess the necessity of a functioning public sphere for democracy and the role of a free media for the public sphere
- develop a better understanding for the challenges of creating a public sphere across language barriers and national media landscapes, but also of a developing transnational media
- have a better knowledge on existing projects and instruments to allow for the development of a European public sphere and means to communicate “the EU” to its citizens

### Reading material

Eriksen, Erik O. (2004), Conceptualizing European Public Spheres. General, Segmented and Strong Publics. ARENA Working Paper 3/04, available at: [https://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2001-2010/2004/04\\_03.html](https://www.sv.uio.no/arena/english/research/publications/arena-working-papers/2001-2010/2004/04_03.html)

Eder, Klaus; Trenz, Hans-Jörg (2007), Prerequisites of transnational Democracy and mechanisms for Sustaining It: The Case of the European Union in: Kohler Koch, B.; Rittberger, B. (eds.), Debating the democratic legitimacy of the European Union, Rowman & Littlefield Publishers, 165-188.

### Tasks for students

Task	Deadline
Watch Clip 2_2	3.11.2022
What is happening in the European Union? Closely follow the news coverage of your home/ native country for a week; ideally select different journals (probably addressing different	3.11.2022

<p>audiences), national TV, radio; which topics with EU relevance are covered? How are these issues framed? Do different outlets frame and present these topics differently? How are the preferences, interests, problems of your country presented? How is the EU characterized? How are other EU member states and their interests presented?</p> <ul style="list-style-type: none"> <li>- Summarize your most important findings</li> <li>- Each day think about what kind of message you could post on Twitter, if you were commenting on current European developments</li> </ul>	
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### In Class

Task	Date
<ul style="list-style-type: none"> <li>- Meet with other students from different countries and present your findings to each other; what are the differences and similarities in the news coverage? What are differences/similarities in how the role of the EU and the European institutions is presented?</li> <li>- Share your twitter messages and discuss the role of social media in shaping opinion and knowledge on the European Union</li> </ul> <p>Have you come across the term “disinformation”? How would you assess your own media literacy?</p>	<b>3.11.2022</b>

## EUROPEAN VALUES

### Learning Outcome:

The foundational values of the European Union are defined in Article 2 TEU (Treaty on European Union): respect for human dignity, freedom, democracy, equality, the rule of law, respect for human rights (including the rights of persons belonging to minorities). The task of this module is to create awareness among students how these values contribute to a pluralist and tolerant society and thus are the core of European identity. This module can easily be connected with introductory Module 1, but each of the sub-modules can be used as separate unit to introduce students to particular aspects of the European value system. It is also possible to re-order the sub-units and connect them to the modules on the European Public Sphere and European Culture(s).

After going through the module the students will

- know the basic content of the European value spectre, understand the inter-connectedness of these values and how these values are at the core of the EU’s identity
- have a better idea on the specific European understanding of the different concepts
- have an overview on the instruments and policies of the European Union to realize and implement the values of Article 2 in its internal and external policies
- be able to critically address and discuss the European value system also in comparative approaches

## Reading Material

EU values explained in one minute: available at:  
<https://www.europarl.europa.eu/news/en/headlines/eu-affairs/20210325STO00802/eu-values-explained-in-one-minute>

Manners, Ian (2006), The constitutive nature of values, images and principles in the European Union. In S. Lucarelli; Manners, I. (eds), Values and Principles in European Foreign Policy, Routledge, 19-41.

Akaliyski, Plamen; Welzel, Christian; Hien, Josef (2021), A community of shared values? Dimensions and dynamics of cultural integration in the European Union, Journal of European Integration, available at  
<https://www.tandfonline.com/doi/full/10.1080/07036337.2021.1956915>

## TOPIC 1 - European Values and European Democracy

### Task for students

Task	Deadline
Watch Clip "European Values" (general) and "European Democracy"	<b>10.11.2022</b>
Reflect on the clip and the answers of the students: what would have been your answers? Do you share the European values? Are there other values which are important to you, which have not been mentioned? Is there a difference between "European values" and "values of the European Union"? Take notes and keep them until you have gone through the modules;	<b>10.11.2022</b>
Find out about your democratic rights in the EU: which elections are you allowed to participate in? Do you know the MEPs of your country? Which parties of your country are represented in the EP? Can you find the political groups of the EP they belong to? Do you know what a European Citizens' Initiative is?	<b>10.11.2022</b>

### In Class

Task	Date
Get together in a group with other students and exchange your views on democracy: which prerequisites are necessary to make a democracy function? How is democracy connected to human rights, rule of law, transparency, equality? What is your opinion on the democratic quality of your home country, your host country, the EU? Which specific challenges do you see for making European democracy work? Would you have recommendations for the future development of the European democratic system?	<b>10.11.2022</b>
In a number of countries in- and outside of the EU we see a deterioration of the quality of democracy. In groups of 2-3 students reflect on the challenges for democracy and which factors you think contribute to the phenomenon of democratic backsliding.	<b>10.11.2022</b>
<b>Take a quiz on European Democracy</b>	<b>10.11.2022</b>

## TOPIC 2 The Rule of Law as European Value

### Tasks for Students

Task	Deadline
Watch Clip 4_2 Rule of Law	17.11.2022
After engaging with the provided literature, try to come up with a definition of the rule of law in your own words. What is the particular importance of the rule of law? – write a short observation note (1 page)	17.11.2022
Take a look at the Commission's website on the Rule of Law Report (Country Chapters: <a href="https://ec.europa.eu/info/policies/justice-and-fundamental-rights/upholding-rule-law/rule-law/rule-law-mechanism/2021-rule-law-report/2021-rule-law-report-communication-and-country-chapters_en">https://ec.europa.eu/info/policies/justice-and-fundamental-rights/upholding-rule-law/rule-law/rule-law-mechanism/2021-rule-law-report/2021-rule-law-report-communication-and-country-chapters_en</a> ). Consult the website for the report of your home country, your host country: which critical aspects are addressed? Which priorities are stressed?	17.11.2022

### In Class

Tasks	Date
Take what you have learned and studied into a discussion with other students from different countries of origin: how do they define the rule of law and describe its importance? What have they found in the respective country reports? Exchange opinions on the realisation of the rule of law in the European Union: how do you assess the efforts of the EU to promote the rule of law?	17.11.2022
What are consequences for national societies/ the European Union if the rule of law were not strictly implemented? What is your opinion? Has the COVID-19 Pandemic affected the rule of law in the EU? Discuss it with other students	17.11.2022

## TOPIC 3 European values: Human Rights, Human Dignity, Freedom

### Tasks for Students

Tasks	Deadline
Read a daily newspaper for a few days: which human rights issues do you find? Do you find freedom restricted and on which occasions? Are there any instances, where you are concerned about human dignity? Make a list.	24.11.2022
What have you learned about European human rights protection? After having engaged with human rights, human dignity and freedom in various formats, where do you see priorities for action? Do you think that in the future we will face new challenges for human rights protection, in particular as we have to cope with climate change, a digital revolution and probably also a social transformation? Write a short essay about your thoughts and considerations.	30.11.2022

### In Class

Task	Date
Take a quiz: what do you know about the European system of human rights protection? Engage with the clips and the material on blackboard and try to answer some questions	24.11.2022
Meet in small groups (3-5 students) and discuss your lists of human right abuses, restrictions of freedom and concerns about human dignity: have you found similar or different aspects? What are your biggest concerns? Which new challenges do you see? What is/ should be the role of the EU, national governments, but also European societies to cope with these problems?	24.11.2022

## EUROPEAN CITIZENSHIP

### Learning Outcome:

The module helps students

- To understand the concept of European citizenship and how it builds on national citizenship
- To comprehend the rights connected to European citizenship
- To gain understanding of the connection between European citizenship and European democracy
- To assess new approaches of the European Commission to develop a fully fledged European citizenship
- To relate aspects of solidarity to European citizenship

### Reading material

Shaw, Jo (2019), EU citizenship: Still a Fundamental Status? In: Bauböck, Rainer (ed.), Debating European Citizenship. Springer Cham, pp. 1-17

Kochenov, Dimitry (2019), What's in a People? Social Facts, Individual Choice, and the European Union. In: Bauböck, Rainer (ed.), Debating European Citizenship. Springer Cham, pp. 37-41.

Shaw, Jo (2019), Testing the Bonds of Solidarity in Europe's Common Citizenship Area. In: Bauböck, Rainer (ed.), Debating European Citizenship. Springer Cham, pp. 43-46.

Flash Eurobarometer 485, European Union Citizenship and Democracy, July 2020.

### Tasks for students

Tasks	Deadline
Read the proposed text and do some additional research on specific aspects of European citizenship and write a blog post (approx. 1000 words) on aspects, which interest you: why is EU citizenship important? How does it add to national citizenship? Which aspects are missing? Can European citizenship contribute to European identity? Is European citizenship important for European democracy and how?	1.12.2022



How would you present the issue of European citizenship? How would you present it? Produce a short video (3-4 minutes) with your mobile phone (if possible together with other students) or a poster on European citizenship. Make it colourful!	<b>1.12.2022</b>
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**In Class**

<b>Task</b>	<b>Date</b>
Tell other students about your experiences with citizenship: what is your citizenship? In which cases has your citizenship mattered to you? Which rights, which obligations have you experienced because you are the citizen of a particular country? Do you have a double citizenship? Would you want to become a citizen of another country? Why?	<b>1.12.2022</b>