



ACG186/3c: Aprobación de la propuesta de verificación del Máster Universitario en "Arqus Joint Master's Programme in European Studies by the University of Granada, University of Graz, Leipzig University and Vilnius University"

- Aprobado en la sesión ordinaria del Consejo de Gobierno de 26 de octubre de 2022

Cooperation Agreement European Studies –
Concept Note Including the Curriculum Outline and Mobility Tracks

Arqus Joint Master's Programme

European Studies

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1. General Information

Joint Master's Programme: 2-year programme, 120 ECTS

Study Programme: Arqus Joint Master's Programme "European Studies"

Institutions:

University of Granada, International School of Postgraduate Studies / Department of Public International Law and International Relations;

University of Graz, Centre for Southeast European Studies;

Leipzig University, Global and European Studies Institute;

Vilnius University, Institute of International Relations and Political Science

Academic Responsibility:

Leipzig: Prof. Dr. Matthias Middell

Graz: Prof. Dr. Emma Lantschner

Granada: Prof. Dr. Amelia Díaz Pérez de Madrid

Vilnius: Dr. Ieva Giedraitytė

Group of study fields: Interdisciplinary Studies¹

Study field: European Studies²

Degree: Master of Arts (MA)³

¹Equivalent to 038 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-fields-of-education-and-training-2013-detailed-field-descriptions-2015-en.pdf> [last access 2022-01-18]]

² In various European countries, interdisciplinary fields of study are classified differently by the respective governments; in some countries, European Studies is regarded as a special field within political science and is institutionally located there, even if research results from history, cultural studies, law, economics, and social sciences are taken into account. This is explicitly *not* our understanding, but rather we understand European Studies as a larger interdisciplinary field in which independent contributions from the aforementioned discipline cultures as well as from different area studies flow together.

³ Equivalent to master's level (7) according to ISCED (2011).

The consortium members aim to fully support the ambition to award a joint degree in European Studies. They are, however, bound by national legislation. In case a joint degree awarded by all consortium members cannot be established, a joint degree will be awarded by three participating universities, or a joint degree between two participating universities being established, respecting the rule that students must have studied at least courses amounting to 30 ECTS in one place in order to be issued a degree from this university together with a partner institution.

Duration: 4 semesters (2 years)

Credits: 120 ECTS

Language: The programme is organized in such a way that it can be studied entirely in English and that all examinations can also be taken in English. At the same time, there is also the possibility for students to take additional elective courses in languages other than English and, in this way, further deepen their multilingualism.

➤ *What prospects can be offered to students who choose the Joint Master's Programme?*

European Studies has already made it possible for some time to prepare for a growing labour market that has developed together with European integration and the growing role of Europe in the world. However, in recent years, there have been changes both in the processes summarized as Europeanization, which take place in many societal dimensions, and in the positioning of the European Union (EU) and the individual European countries in relation to transregional and global processes, for which this study programme reflects and prepares its students. As the first joint master's programme of the Arqus European University Alliance, this programme is a model for the transnational cooperation of the members of this alliance in the education of their students, both from the participating universities and from other parts of Europe and the world.

Diversity in Europe is increasing, the number of global influencing factors to be considered is growing, and the relationships between EU and non-EU members are becoming more complex. These trends also have an impact on the labour market for students of European Studies. It is by far no longer the central institutions of the EU in Brussels that absorb the majority of students in this field. On the contrary, managing relationships not only within and with the EU but also with other European countries has become so complex that specialists are needed in companies, in administrations, in the media, in think tanks, and in research both inside and outside Europe. The chances to find a satisfying job after studying European Studies have become just as diverse as the subject itself has.

European Studies has experienced a double inspiration internationally as a field of study and research. On the one hand, the field has developed in many non-European countries as one area study among many and has been shaped by the different experiences that these countries and

regions have had historically with contact to Europe – these range from the derivation of their own democratic development to the tradition of settler colonialism, for example in the USA, to a critical perspective on colonization by Europeans and the continuing dependency after decolonization, as can be observed in Latin America or Africa. Often the outside perspective on Europe has focused mostly on larger Western European countries, ignoring smaller ones and other regions of the continent.

The other source of European Studies is the identification with a European project derived from antiquity, Christianity, and the Enlightenment, propagating the EU as a community of values for democracy, liberalism, and supranational cooperation and as an anchor in the West and in rule-based multilateralism, which expanded into Eastern Europe after the end of the Cold War. This second tradition was accompanied by the implicit promise to students that training associated with this project would prepare them for a professional career. However, as early as the beginning of the 2000s, when the expansion of the EU into East-Central Europe was still forthcoming, it became apparent that this formula was too simple, and, as a result, demand grew for study programmes that were based on a broader concept of Europe and also reflected more critically on Europe's history to date – including a reflection on its colonial legacy and mechanisms of exclusion, as well as an understanding of Europe that incorporates migration and different cultural and religious traditions. The massive rise of a right-wing populist Euroscepticism that can be seen across Europe and beyond as well as the ways in which the concept of Europe has been used to exclude migrants, Muslims, and other communities in public discourse have developed into challenges to which a concept of renewed European Studies has to respond.

As a consequence, the field of European Studies has changed considerably in recent years not only under the influence of new trends of Europeanization and the positioning of Europe in global processes but also under the influence of a changing academic landscape.

Firstly, the challenge to the European project posed by Brexit has increased the number of important European countries outside the EU and thus raises the broader question of how future relations between EU members and non-EU member states will be shaped. This can also be observed very well in Eastern and Southeastern Europe and represents a new challenge for the EU's neighbourhood policy. Right-wing populist nationalism has also grown in many EU member states. Secondly, there are shifts in the global geopolitical situation – those that stand out are the rise of numerous Asian economies with China (as the most prominent example), the increasing orientation of the USA towards the Pacific region, the emergence of a multilateralism that follows fewer and fewer general rules, and a new regionalism. Thirdly, the climate crisis is undoubtedly a factor that increasingly influences Europe's development and also raises the question of how the EU; Europe, as a geographical ensemble; and Europa, as part of a global community, relate to each other. European Studies as a field of study and as a field of research must find new answers to these challenges with

regard to its subject matter and can no longer focus on observing the EU as the core of an ever-expanding European project.

At the same time, changes in the intellectual landscape also play a role, as numerous new interdisciplinary fields such as migration studies; the study of transnational and global processes in economics, politics, media, religious practice, and culture; peace and conflict studies; development studies; climate and sustainability studies; and (global) health studies, to name but a few, have found a rapidly growing interest in international academia and must now be integrated into an approach to European Studies that considers the current state of research. Furthermore, an enrichment of European Studies can be observed through the professionalized preoccupation with individual regions (areas) of Europe, which in turn must be integrated into an overall picture.

Finally, European Studies is being increasingly confronted with new tendencies in global history and post-colonial studies that have fundamentally criticized traditional Eurocentrism. Recent proposals for the analysis of the Anthropocene have at the same time pointed out the weakness of the solely anthropocentric fixation of the humanities and social sciences. A productive confrontation with these current tendencies necessarily leads to the need for a renewal and expansion of the methodological tools of European Studies, which have long been anchored in the classical social and political sciences.

To meet such substantial challenges requires a coordinated effort by a group of experienced institutions that have a sufficient record in practising European Studies from different angles, yet while still complementing each other. The Arqus European University Alliance provides a unique opportunity to develop further local European Studies programmes into something conceptually renewed and highly attractive to students from all the participating universities as well as to applicants from other countries.

In order to address the above-mentioned new trends in a joint curriculum we believe in the following items being an appropriate reaction to such trends:

- a) Facilitate students from as many different countries as possible to meet and experience their studies in a joint programme that confronts them with the commonalities and differences of academic cultures across Europe while giving them a chance to practise multilingualism in a pragmatic way. Although the core programme is taught in English, the physical mobility will provide students with the opportunity to immerse themselves for one semester or more in a foreign-language context where they can practise a foreign language in daily life and have the chance to also pick electives in languages other than English.
- b) Make them familiar with different social, political, cultural, and intellectual contexts within Europe and beyond despite the place where the course in European Studies is offered.

- c) Train students in systematic multiperspectivity by allowing them to participate via physical and virtual mobility in courses at four different universities, which share a common understanding of Europe as a global actor but differ in their positionality within Europe and towards societies outside of Europe.
- d) Overcome the outdated distinction between Europeanization and globalization (as if the former is a sort of internationalization for an inner circle and the latter is the exotic side of such processes) and integrate Europe's foreign relations with other world regions as an essential art into the programme's curriculum.
- e) Provide a critical reflection on the concepts of Europe and questions of colonialism, racism, and exclusion.
- f) Make European Studies an interdisciplinary programme that brings history, law, and political economy – as well as the study of cultural representations of all kinds and the European approaches to the relationship between humankind and nature – into a coherent programme. Such an aim will be beneficial to introduce students to a problem-centred approach that uses disciplinary approaches in a reflexive manner and combines the advantages of different perspectives
- g) Integrate jointly conceptualized and taught virtual courses with local seminars led by lecturers at the participating universities. The programme also qualifies students for a world where digital communication occupies an ever-growing space.

The Arqus Joint Master's Programme aims to advance a multidisciplinary understanding of Europe's role in the world by drawing on a range of approaches in the humanities and social sciences. The programme contemplates and assesses the relationship between Europeanization and globalization, the impact of global developments on Europe, and the changing role of the continent in the new world order. It considers European people, governments, and companies as well as civil society as global actors. Through research-based analysis, students will be able to make independent contributions to analysing and shaping future-oriented projects and the related scientific and political debates. The appropriate format to respond to these challenges is a joint transnational study programme offered by a consortium of universities from different parts of the European continent. The Arqus Alliance, as one of the first-generation European university alliances, is the appropriate home for such a programme since its member universities come from the Eastern, Southern, Western, and Northern as well as Central European regions and have foci in their research-based teaching that complement each other perfectly. For this joint programme, the Arqus European University Alliance brings together the universities of Granada, Graz, Leipzig, and Vilnius, four long-standing comprehensive research universities that share extensive experience in joint projects and a common profile as internationalized institutions. They all have developed over the past years one or another form of European Studies, and they now bring this extensive experience into the new

framework of a joint degree programme. Within the Arqus Alliance, active cooperation of this core consortium with partner institutions is envisaged.

The Joint Master's Programme "European Studies", which puts particular emphasis on Europe as a global actor, is primarily designed as a scientific programme that trains students to work in the areas of research and research-based advice of various social actors in Europe and abroad. At the same time, it prepares students for a number of professional fields outside of the university.

Depending on the combination of the competencies achieved during the previous bachelor's programme and the specialization within the Joint Master's Programme, the professional qualification from the degree programme prepares students to access:

- Public administration at all levels, from local units/communes to supranational entities;
- Subareas in business and management, especially where cooperation with a European dimension is involved;
- Intergovernmental institutions, multilateral organizations, and non-governmental organizations, as well as all kinds of knowledge production in think tanks and in related organizations;
- Research and training activities across the world addressing Europe's global outreach;
- Practices of intercultural transfer of knowledge/mediation across public and private institutions; and
- Journalism and public relations for internationally oriented organizations at all scale levels, from the communal to the global.

➤ *What is the additional qualification for the Joint Master's Programme, compared to the first graduate qualification (e.g. bachelor's degree)?*

The research-oriented and interdisciplinary transnational Joint Master's Programme analyses Europe's past, current, and envisioned role in the world at large. It is distinctive from programmes on a bachelor's level owing to its implementation of multiperspectivity and systematic deepening of the relation to current research. Based on up-to-date research and in an interdisciplinary manner, the programme addresses the many topics belonging to this vast area of expertise. It combines different approaches to the subject and introduces students to a multidisciplinary perspective, increasing their ability to analyse and understand new developments in Europe's role as a global actor in an original and innovative way. This will result in the necessary competencies to adapt to a changing world and to face new challenges in creative ways.

Against the background of a growing number of global trends and factors to be considered and the increasing complexity of the ever-denser relationships between EU and non-EU members, the main aim of the Joint Master's Programme "European Studies" is to train students in addressing the relationship between Europeanization and globalization in a multi- and interdisciplinary way and to consider Europe/Europeans as global actors. The research-based analysis will enable students to make independent contributions to the analysis and design of future-oriented political, economic, social, and cultural projects run by Europeans. For this purpose, the study programme brings together the expertise and knowledge of different European universities in a consortium.

The Arqus Joint Master's Programme assumes that Europe as a global actor

- is not just a phenomenon of the last few decades, which is why the programme cultivates an understanding of the historical background of Europe's current and future role in the world;
- corresponds to Europe, which is more than the EU, not only geographically but also with regard to global action and therefore contains modules that focus not only on the EU but also on other parts of Europe;
- includes the development of political and cultural patterns and thus cannot be reduced to just economic and political processes and their social consequences, regardless of how important they are;
- makes the world a connected one through the action of European people, institutions, governments, companies, non-governmental organizations, and so on, which is not only a subject of teaching but also the background against which internships are organized; and
- represents the interest of very diverse European actors who reach out to similarly different parts of the world and create their own globality – which is reflected in the offer to students to choose their own perspectives, especially when it comes to the selection of topics for the master's thesis, which is intensively supervised by specialists of the various aspects of the overall topic of the programme.

- *Which are the general (higher education entrance qualification) and subject-specific (modern foreign languages, etc.) admission requirements that have to be met? If applicable, how are students selected – that is to say, what are the selection procedures?*

Admission requirements: A bachelor's degree or a similar degree of EQF6 according to the European reference framework in the various fields of the humanities and social sciences. Admission is possible also with a bachelor's degree in related fields in life and natural sciences – for example, dealing with societal aspects of technological transformation, climate change, and public/global health – if a convincing explanation of a strong motivation for this special study programme can be given.

Language-specific requirements: Fluency in English (with a minimum level that corresponds to B2 level within the European framework) both in writing and speaking.

Selection procedure: The consortium elects a selection committee with one member per participating university. The process of selection and admission is a three-step procedure. In the first step, the coordinating institution collects all applications and checks them according to the criteria of eligibility and provides a list of applicants that passed the eligibility check to the first and second priorities among the chosen entrance universities. In the second step, after a second check based on the selection criteria, the relevant entrance university produces a ranking list of candidates following interviews of a sufficient number of candidates according to the listed criteria:

- Thematic and methodological fit as well as examination results of previous studies (40%);
- Motivation as expressed in the application (15%);
- Performance and linguistic competencies during the interview (30%);
- Extra-curricular activities exercised so far and additional language competencies (15%).

In the third step, on the basis of this ranking, the selection committee in a joint meeting decides on the allocation of study places as well as mobility tracks, considering the number of places available at the individual institutions. Admission to the entrance universities and mobility to the second universities are separate processes according to the usual local procedures.

- *What is the target group of the Joint Master's Programme? What specific knowledge, skills, and interests should students already have (languages, artistic talent, etc. – especially for master's courses)?*

The Joint Master's Programme is meant to qualify excellently trained and highly motivated bachelor's graduates, either students from the countries involved in the Arqus European University Alliance or international students, who have completed a degree in social, historical, political, or cultural studies, as well as those having degrees in the life and natural sciences that have received a relevant part of teaching on societal aspects of climate change, technological transformations, or public/global health issues. Students require sufficient skills in writing, reading, and speaking in English that at least correspond or are equivalent to the B2 level within the European framework. This can be proven by certificates from relevant exams or during the interview as well as by demonstrating that the applicant has performed successfully in an English-speaking environment.

- *How many new students can be enrolled in the Joint Master's Programme per cohort?*

The capacity of the programme is calculated individually by the members of the consortium according to the number of students accepted in one classroom. Therefore, the consortium accepts a maximum of 25 students per year and per participating university.

Students can start the programme at all four participating universities only at the beginning of the winter term.

- *How is the Joint Master's Programme integrated into the strategic orientation and the research and teaching profile of the participating universities? Please provide evidence of this by using the university's and faculty's mission statements or alternative reference documents.*

The Arqus European University Alliance aspires to build on the member universities' prior valuable experience in cooperation in order to achieve a high level of integration. Its mission is to "enhance the education of critically engaged European and global citizens who are able and willing to contribute to a multicultural, multilingual and inclusive Europe which is open to the world" and to "better respond to the grand societal challenges of the 21st century in Europe and beyond".⁴ As its principal ambition, the alliance aims to "act jointly as a laboratory from which to move forward in the design, testing and implementation of an innovative model for deep inter-university cooperation" and to "enhance the quality of student learning and employability" by having "a shared academic offer".⁵

The Joint Master's Programme "European Studies" is a flagship project of the Arqus European University Alliance, and it is key for the implementation of the alliance's overall strategy of integration. As the alliance has set "innovating in joint programme development" as one of its central goals, it supports "developing small-scale joint programmes in an innovative quick and easy way, leaving open entry points for other partners to join in at any time".⁶ The experiences gained from the programme (both its development and implementation) will not only serve the purpose of this particular programme and its further improvement but also influence future steps towards an ever-increasing cooperation within the Arqus Alliance and it profits from the support the alliance has to offer.

While the programme is key to the overall strategy of the Arqus Alliance, it is also an expression of the strategies followed by the individual member universities of the European Studies consortium.

In the case of Leipzig University, both the concept of the Joint Master's Programme and its curricular implementation are central to the research and teaching profile and the strategic orientation of the university as a whole, as well as of its Faculty of Social Sciences and Philosophy. The study

⁴ <https://www.arqus-alliance.eu/index.php/about/vision-mission> [Last access 2021-12-29]

⁵ <https://www.arqus-alliance.eu/about/major-goals> [Last access 2021-12-29]

⁶ <https://www.arqus-alliance.eu/action-lines/student-centred> [Last access 2021-12-29]

programme contributes to the development of the university's strategic research field "Changing Orders in a Globalized World". The study programme deals with central aspects of social structures and social change in Europe and thus makes a substantial contribution to the University's common teaching profile.

Leipzig University has prioritized the development of transnational interdisciplinary study programmes in the university development plan for the period 2020–2025 and has particularly emphasized the importance of the Arqus Alliance in this endeavour. This is also reflected in the strategy of the Faculty of Social Sciences and Philosophy, where the study programme will be located. In its institutional strategy, the faculty describes the current four international degree programmes as a particular strength of the faculty and wants to further expand the proportion of English-language courses as well as the interdisciplinary interlinking of competencies in the faculty and in neighbouring faculties.⁷ Since 2008, the faculty has been the institutional home for an institute specialized in the combination of Global Studies and European Studies. This institute maintains a number of cooperation agreements essential for the degree programme, for example with the Faculty of Law, the Department of Human Geography, the Faculty of Theology, and the Faculty of Social Sciences, as well as with other institutes in the fields of sociology, cultural studies, political science, and communication and media studies. The needs of the Joint Master's Programme "European Studies" were explicitly taken into account in the renewal of the teaching staff through vacancies and the appointment of professors in 2020/21 (including joint appointments with the non-university Leibniz Institute for the History and Culture of Eastern Europe). The programme can rely on a whole series of successful research projects with corresponding external review and financial support, including the Collaborative Research Centre (SFB) 1199: "Processes of Respatialization under the Global Condition", the Leibniz ScienceCampus "Eastern Europe – Global Area", and the Research Institute Social Cohesion. In a Jean Monnet Centre of Excellence, questions of European citizenship in the rural peripheries of Europe are being researched. In other projects funded by the Federal Ministry of Education and Research, Europe's peace and security policy in relation to Africa, the development of law in Eastern Europe, and the changes in knowledge systems under the influence of current global processes are being investigated. Furthermore, cooperation with the non-university research institutes – Leibniz Institute for the History and Culture of Eastern Europe (GWZO), Leibniz Institute for Regional Geography (IfL), and Leibniz Institute for Jewish History and Culture (SDI) – plays a very important role, being specifically emphasized in the university strategy. Last but not least, the programme management for the Joint Master's Programme "European Studies" is linked to the position of deputy director of the GWZO.

As a central outcome of the first funding phase of the Arqus European University Alliance, this study programme fulfils one of the main objectives of the alliance: providing extensive networking and

⁷ Institutional Strategy of the Faculty of Social Sciences and Philosophy, Leipzig 2021, Chapter 2.

cooperation at the level of studying and teaching as well as facilitating the exchange of experiences in the areas of training graduates for a further career in research as well as in various parts of society. The Joint Master's Programme accordingly contributes to the excellence and attractiveness of European higher education as well as the alliance's integration through the innovative development of joint interdisciplinary study programmes.

With its interdisciplinary cooperation across several faculty boundaries, the extensive networking with non-university partner institutions and its wide range of transnational mobility (both physical and virtual, as well as for students and lecturers alike), the course also realizes the central goals of both the alliance's and the faculty's strategies with regard to a high level of international mobility of scholars and students.

At the University of Granada, the internationalization strategy was approved on 31 January 2017 and is currently being updated and incorporated into the university's overall strategic plan for 2021–2031. The strategy builds on a strong commitment to multilateral cooperation in the form of networks and alliances, such as the Arqus Alliance, which has a central place in the new strategic plan. The plan is based on a similarly strong commitment to the core European values of democracy, respect for diversity and human rights, and the rule of law while reaffirming our firm belief in academic freedom.

The strategy combines a wide range of diverse instruments to promote comprehensive and transversal internationalization of the entire institution. Among these instruments pertinent to this joint submission are joint international programmes as forms of highly structured international cooperation, focusing on institutional integration in the case of the Arqus Alliance, and as instances of highly structured mobility in the form of jointly designed and implemented innovative degree programmes, together with the promotion of virtual cooperative learning opportunities. There are currently approximately 40 joint international programmes in place, including 4 Erasmus Mundus master's programmes, awarding double or multiple degrees. Recent legislative reform in Spain has now made the implementation of programmes leading to joint degrees a feasible option, and the strategy will now seek to enhance the existing offer to include fully joint degree programmes, which will be submitted for the first time to a quality assurance agency for approval.

Regarding the development of the Joint Master's Programme "European Studies", in terms of research and teaching demands, the International School of Postgraduate Studies brings together numerous programmes (master's programmes, doctoral programmes, etc.) and cooperates with institutions such as the Institute for Migration Research and the Institute of Peace and Conflict Studies, as well as other institutions such as the European Documentation Centre, the Jean Monnet Chair on Economic Integration, and the Jean Monnet Chair on Migration and Integration of Asylum-seekers and Refugees in the European Union.

For Vilnius University, this study programme, firstly, meets its long-term goal of the university's "influence on society and the state", which is realized through the projected career opportunities for graduates of the study programme, as they are expected to be directly involved in providing expertise on various European matters. Secondly, the curriculum is designed to ensure the long-term goal of "interdisciplinary and international science and studies" as the programme offers students both a high-level curriculum in English and extensive opportunities for academic mobility within the Arqus European University Alliance and beyond.⁸ Moreover, the study programme is designed in line with the "international studies" direction of Vilnius University's Institute of International Relations and Political Science (IIRPS), which aims at creating a transnational study environment and at developing well-rounded individuals who can function professionally in a global world and successfully solve complex problems.⁹ One of the initiatives under this strategic direction is the attraction of international students for short-term visits or permanent studies at the institute.

For the University of Graz, the study programme fits well into the university-wide strategy to sharpen up its research and teaching profile through the establishment of Fields of Excellence, distinguished by outstanding achievement, international success, and socially relevant topics. One of the five established Fields of Excellence is dedicated to "Dimensions of Europeanization", which deals with processes of social change in the past and present. Under investigation are changing discourses about Europe and the transfer of concepts, values, and ideas. The study programme, focusing on Europe's role as a global actor from a variety of disciplinary perspectives, therefore fits perfectly into this strategic orientation of the university. It further adds to the internationalization strategy of the university in the area of teaching, demonstrated by its long-standing promotion of joint interdisciplinary programmes.

As can be seen from the relationship between local and national strategies for university development and the common goals of this Joint Master's Programme, the programme can build on the extensive expertise and stable institutionalization of the respective partner institutions.

They all have a long-standing expertise in the particular field of the Joint Master's Programme:

- The Department of Public International Law and International Relations of the University of Granada contributes with its expertise in international and European law and hence provides a suitable intellectual perspective for the multidisciplinary subject(s) in European Studies in the field of international and European legal studies, in particular, regarding the external action of the EU and the rule of law or the redefinition of the EU foreign action after Brexit (both topics of its latest research projects). The department will work together with the International School of Postgraduate Studies, which is the management and

⁸ https://www.vu.lt/site_files/Taryba_VUStrateginis_planas2021-2025.pdf [last access 2022-01-19]

⁹ <https://www.tspmi.vu.lt/wp-content/uploads/2017/08/VU-TSPMI-strateginis-planas.pdf> [last access 2022-01-19]

coordination centre for postgraduate studies and which channels the interdisciplinary contribution of the University of Granada to the Joint Master's Programme.

- The Centre for Southeast European Studies of the University of Graz has considerable expertise in the realm of the interrelationship between law, politics, economics, and culture, with a particular emphasis on the regional dimension of Southeastern Europe. It has been running its Interdisciplinary Joint Master's Programme "Southeast European Studies" since 2011. The centre will provide its experience of interdisciplinary collaboration in the research field of law and politics in Southeastern Europe as well as Southeastern European history and can further build on interinstitutional cooperation with the Institute of the Foundations of Law, the Conflict-Peace-Democracy Cluster, and the Centre for East European Law and Eurasian Studies at the Faculty of Law.
- The Global and European Studies Institute (GESI) of Leipzig University is devoted to graduate teaching and research in the field of globalization and Europeanization. It works at the crossroads of several disciplines and aims at an analytical interpretation of the global condition. GESI will provide extensive experience in studying the emergence of the global condition and examining the reciprocity of increasing flows of people, goods, capital, and ideas transcending traditional borders of political, economic, and cultural units, on the one hand, and shifting attempts to gain control over these flows, on the other hand.
- The Institute of International Relations and Political Science of Vilnius University, as one of the most prominent social sciences institutions in Eastern Europe and the Baltic region, provides deep and comprehensive knowledge about the Eastern European region and Russia – its political, economic, and cultural particularities. The experience and qualities of interdisciplinary, which covers not only politics but also neighbouring disciplines of economics and law, bring considerable benefit to the Joint Master's Programme.

Other members of the Arqus Alliance are also interested in joining the consortium in the capacity of an associated member, allowing them to provide some courses to the common curriculum with the clear intention to become full members in the long run.

Altogether, the consortium covers the various parts of Europe, its various neighbourhoods, and its strategic global partner regions with specialized teaching based on excellent research.

In the area of internationalization, the Joint Master's Programme fulfils all of the universities' central development goals. Increasing international mobility and unproblematic recognition of the workload realized abroad are fundamental goals of all participating universities. The Joint Master's Programme makes a meaningful contribution to strengthening the welcoming culture at all participating universities. Furthermore, in today's global system of higher education, international exchange and the sharing of knowledge are promising ways of organizing effective and intellectually stimulating training in emerging interdisciplinary and transnational fields of research such as European Studies.

Once the internal mechanisms of governance and quality assessment are fully set, the consortium will look for partnerships with universities specializing in European Studies outside Europe. First contacts are already established. One of the aims of the internationalization strategy of the consortium is to increase the number of non-European students and of European students gaining experience outside Europe during their study time.

- *What measures are being taken with regard to internationalization (e.g. cooperation agreements, projects, teaching imports, foreign language teaching/literature/content, etc.) and how is the mobility of students ensured without loss of time (mobility window)?*

The Joint Master's Programme "European Studies" is a jointly offered programme based on a consortium agreement between the four participating universities that regulates the joint selection process, the joint teaching programme, and the joint degree awarding. Modules, specifically in the first term, are taught jointly in a way that a course is conceptualized and held by academics from different partner institutions and that local seminars complement this joint course. Additionally, modules that support the individual or joint supervision of the master's thesis are held together via video conferences. The mobility of students, which is a central feature of the programme, allows students to study at two or even three different study places and makes the study experience a truly transnational one.

Regarding the offered mobility tracks, students are encouraged to study at two or more partner universities and will move onwards after the first term, which already contains a very strong element of virtual mobility during their second and/or third term at another participating university of the consortium. Physical mobility is greatly encouraged but is not compulsory in this programme. Preference is given to candidates who choose a physical mobility track within their application. Despite the privilege to study at a second or third participating university, the transnational learning experience of the programme can also be realized via participation in virtual mobility, which continues after the foundational courses (first term) to provide academic specialization across the consortium. The programme therefore contributes to the overall aim of the Arqus European University Alliance to increase both physical and virtual mobility.¹⁰

We assume that such a programme not only is attractive to students from the member universities of the Arqus Alliance but will also increase the number of other international students. Besides numerous possibilities to benefit from the cooperation within the Arqus Alliance (also outside the European Studies consortium), partnerships with universities outside the alliance (for example, the existing exchange within the Erasmus+ framework) will provide additional opportunities for mobility.

¹⁰ The mobility of student is implemented taking into the consideration the national regulations in each partner country. In those cases, where some specific requirements exist, they will be explicitly stated in the agreement with the student.

The student mobility is at the core of the Joint Master's Programme.

The language of instruction and assessment is English.

Additional courses (electives) can also be taken in local languages, with the language of assessment corresponding to the language of the courses.

All four universities offer all the necessary general services for students from abroad via their international offices, and local coordinators care about all students enrolled in the programme in order to facilitate both physical and virtual mobility, mentoring, and all the directly programme-related issues, such as visa, housing, medical support, and so on.

2. Objective of Qualification and Outline

Which objectives of qualification does the Joint Master's Programme pursue, for example which technical and interdisciplinary skills should students have at the end of the degree programme?

As described in the first part of this concept note, the Joint Master's Programme "European Studies" is a combination of social, cultural, political, economic, legal, and historical approaches to the study of contemporary developments and the relation of Europeanization and globalization processes. It aims at training students in understanding the role of various European actors, among them prominently the European Union but not limited to it, as global actors. Based on contributions from different European countries, the programme provides opportunities to understand different (disciplinary and regional) perspectives on the same subject and to develop the necessary interdisciplinary skills to combine insights, methods, and theories from a whole series of disciplines to approach the topic in different ways. It helps students to understand processes of Europeanization and globalization as interwoven and mutually influencing each other.

The intended learning outcomes of the programme are the following:

- Knowledge and advanced understanding of the complex processes of European integration, Europeanization, and globalization, together with the ability to follow their developments, critically assess them, and learn how concepts of Europeanization and globalization have been and can be applied in and to various European regions and their relationships with other world regions and international organizations;
- Knowledge and understanding of as well as the ability to explain how global and regional events shape Europe's and Europeans' role as (a) global actor(s);
- The ability to apply different theories, perspectives, and methods stemming from different analytical and theoretical approaches to a critical analysis of European integration, the EU's

global role, and relations with other actors while combining them in a comprehensive manner;

- Knowledge and understanding of European institutions and decision-making policies and the ability to conduct independent scholarly analysis;
- The ability to apply different research methodologies and methods in an integrated way, compare concepts, and investigate their mutual interactions;
- Knowledge and awareness of one's own rootedness in a specific discipline and academic culture and the opportunity to become familiar with different academic ways of looking at a variety of European actors and the correlation with processes of globalization;
- The ability to communicate effectively using the appropriate terminology, engaging with different audiences;
- The ability to apply sociopolitical insights and concepts in the design and execution of an independent study or research project and present it in a scientifically sound paper, report, or thesis;
- The ability to develop general and professional skills for a wide range of possible future employment in a global society;
- The ability to develop the necessary social and communicative skills to work both independently and in collaboration with others in a profoundly multidisciplinary and multicultural context.

4) What is the focus of the Joint Master's Programme, whether it is more application oriented or research oriented? How will this be explicit?

The Joint Master's Programme is primarily research oriented. It is anchored in current and ongoing research debates, while offering students the opportunity to gain their first experience with the research process in the classroom and aiming at giving them the means to undertake an independent scientific project (e.g. in the form of a subsequent dissertation). Accordingly, in the examination performances (in the form of essays in the individual modules and of writing the master's thesis), the independence of the academic work and the research-based nature of the performances are emphasized and assessed. All consortium members offer students the opportunity to get involved in their ongoing research projects.

5) What are the focuses of the Joint Master's Programme in terms of content? How does the content correspond to the qualification goals and the outline of the master's programme?

The programme is divided into modules of 10 ECTS each; within each module, there are two related courses. There are two types of modules. On the one hand, there are modules that are offered jointly by the consortium, which strengthen the virtual mobility between the study places. Students come together for joint classes, and lecturers from all participating universities teach on topics they are particularly qualified for. As a rule, these modules consist of one jointly offered online course and one offline course. The offline course is taught by local lecturers but is thematically and methodologically related to the online course, deepening the learning objectives using local specialized knowledge.

On the other hand, there are modules that are the responsibility of the individual study places, providing an incentive to the students to follow the physical mobility track by emphasizing – within a common thematic framework for these modules – the particular subject-related strengths of the individual study places and by allowing students to prepare for their theses in a specialized manner.

The first module format focuses primarily on the first semester, in which the programme lays a common foundation of knowledge and methodological tools for students who have very different disciplinary backgrounds and prior knowledge. The focus is on an introduction to the programme-specific understanding of European Studies and its positioning in the interdisciplinary field of European Studies in general (Module 1 – responsibility: Leipzig); an introduction to the recent history, economy, and politics of contemporary Europe (Module 2 – responsibility: Graz); and an introduction to the legal relations between the different parts of Europe and with its partners outside the continent (Module 3 – responsibility: Granada). This is continued in the second semester with an introduction to the foreign policies of Europe (Module 4 – responsibility: Vilnius) and in the third semester, with a module on the role of Europe in development cooperation, which also includes a joint summer school where lecturers and students from all partner institutions come together (Module 7 – responsibility: Vilnius). Essay: 6 weeks. The lecturers involved in the jointly taught modules will meet regularly for workshops aiming at conceptualizing the co-teaching and evaluating its results in order to adapt this innovative way of teaching to the experiences made with the core modules of the programme.

The second module format is offered in the second semester, with modules on the analysis of different regions of Europe, for which the individual locations have special expertise (Module 5), and on social transformations in Europe (Module 6). This is continued in the third semester with modules on Europe's handling of global challenges (Module 8) and a broadly themed module on cultural patterns, for example value-based European politics, the role of religions, post-socialism, and so on (Module 9), which also offer a varied range of topics that demonstrate the diversity of possible research specializations. In the third semester (or optional during the fourth semester), there is also the possibility of completing an internship outside the universities or a research internship in one of the participating universities in order to establish a relationship between the topic choice for the master's thesis and the world of possible later work opportunities. The programme encourages

students to benefit from the chance to discover the practical part of research during an internship. Those students who will not do an internship will complete an elective module in order to receive the required credits. The fourth semester is mainly dedicated to the preparation and writing of the master's thesis, whereby a course of specialization (Module 10) at the particular university deepens the understanding of research for their own research project (master's thesis). Furthermore, the joint colloquium of the entire consortium (Module 11) and the possibility of double supervision of theses by lecturers from different consortium members again underline the commonality of the programme.

With this programme structure, the Joint Master's Programme "European Studies" aims at enabling students to attain knowledge of Europe as a global actor and provide them with the necessary skills and competencies to handle theories and methods from a broad range of disciplinary approaches at an academic level and to work independently in this research area. The students will also develop their scientific skills in such a way that after successfully completing the Joint Master's Programme they either qualify for a doctoral programme or access a professional field, for which the study programme also provides relevant professional qualifications. Graduates will be able to critically reflect on Europe-related research approaches from different subdisciplines (in particular history, social, economic, policy, and law) and to develop their own approaches using an appropriate combination of methods.

6) What goals does the Joint Master's Programme target for getting a qualified job, for social commitment, and for personal development?

The current (global) trends also have an impact on the job market for European Studies students. The chances to get a satisfactory job with a degree in European Studies have become just as diverse as the subject itself has. The consequences of these changes for the curriculum are reflected and integrated by the participating universities of the Joint Master's Programme, for instance through strategies for internships, master's thesis topics, and other parts of the curriculum to provide a direct reference to future career opportunities for alumni.

The students will acquire a broad knowledge, including regional-specific knowledge. On this basis, they will be able to analyse and explain the coherence of subjects regarding Europe and its role on a global level. Graduates of the programme will have further developed their ability to think systematically and analytically and to reflect on their own and other people's perspectives critically. They will have research skills and knowledge to apply these requirements to specific objects of investigation. Furthermore, the graduates will be able to write and present articles for different scientific contexts and participate in debates about new research questions. The transnational Joint Master's Programme also trains and prepares students for a subsequent doctoral project. Graduates will develop the ability to undertake transdisciplinary collaboration and knowledge transfer (by using

technology for virtual cooperation as well). They will be especially prepared for a professional career in an international environment. Furthermore, they will be able to gain knowledge independently, reflect in a critical way on their own analyses and those of others, and integrate new findings into the existing context of knowledge.

The objective of the Joint Master's Programme within the Arqus European University Alliance cannot be realized without the contributions of many different disciplines and their respective approaches, methods, and theories. This will ensure that students are well prepared to enter very different parts of the labour market. Students travelling within the programme to at least two, if not three, different universities will become acquainted with particular skills to manage cultural diversity and scientific complexity.

3. Curriculum

8) On what didactic concept is the Joint Master's Programme based?

The programme is primarily based on two didactic concepts. On the one hand, it offers knowledge that provides an overview of the different dimensions of Europe's positioning in global processes and contexts. Moreover, it systematically introduces the different disciplinary approaches to this topic, and it offers the opportunity to become familiar with Europe's regional diversity. This interdisciplinary learning is underscored by the fact that the introductory courses are actually designed and taught jointly by scholars from different study places. On the other hand, the programme offers considerable opportunities for guided self-learning by requiring students to make their own presentations in the seminars, which later have to be elaborated upon and turned into more complex term papers. For this purpose, teachers consistently provide feedback and introduce students step by step to the independent scientific treatment of a specific topic, in which students must know the international state of research, justify the selection of suitable methods and theories, and provide an interweaving of empirical evidence and theoretical argumentation.

In addition, there are intensive engagement and support with the practical dimensions of the topic of the degree programme in that students are introduced to the possibility to apply academic knowledge in internships and research placements and are asked to reflect in an internship report on their role.

- *How is the qualification level of students taken into account in the conception and implementation of the modules?*

Due to the interdisciplinary and transnational character of the Joint Master's Programme, students inevitably have a diverse study background (different bachelor's degrees, different teaching and

learning cultures, etc.). Therefore, specifically during the first semester, they need courses that take such differences into consideration and that are conceptualized in a way that not only allows for the quick creation of a common body of knowledge and methods, but also incorporates the individual prior knowledge of the students. Therefore, the introductory courses of the first term are jointly taught and complemented by seminars/tutorials that bridge the various disciplinary as well as local teaching and learning cultures. While there is a clear responsibility for the courses in organizational and conceptual terms (joint course 1: Leipzig; joint course 2: Graz; joint course 3: Granada, joint course 4 and 7: Vilnius), they are at the same time subjects of common discussion, and scholars from partner institutions intervene in individual sessions. Such cooperation is the precondition for the full integration between the joint courses and the locally organized seminars/tutorials. Such active cooperation allows a truly interdisciplinary and translocal learning environment to form and builds up a common basis for subsequent specialization.

- *How will individual courses be combined to form a consistent module? Moreover, how does the sequence of the modules result in a conclusive qualification profile? (Selection, interlinking, and sequence of certain types of courses = common thread)*

As already explained above, each module consists of two courses that build directly on each other (overview and in-depth focus). The sequence of the modules is chosen in such a way that the jointly designed introductory modules in the first semester are followed by a growing proportion of specialized modules in the second and third semesters – in which the research foci of the partner institutions belonging to the consortium are brought to the fore and allow students to specialize thematically and methodologically. In turn, this knowledge acts as the basis for the fourth semester, the master's thesis, which is built upon by the accompanying colloquium. All modules are linked together by the idea of the multidimensionality of Europe's interactions with global processes and structures – the introductory Module 1 serves to make this thread through the programme recognizable for all students and to provide the necessary interdisciplinary skills to study the programme along this thread.

- *How are your teaching content and goals, as well as methods and examination, aligned?*

Since this is an interdisciplinary field of study, teaching content, methods, and approaches from very different subjects are one of the fundamental challenges of this study programme. First of all, a foundation is needed in the foundational courses, which provide an overview and give students the tools they need to find their way through the variety of approaches. At the same time, these courses in the first semester pursue a second goal, namely the mediation between the common perspective that the consortium takes on its subject matter and the respective special local expertise.

Accordingly, the modules in the first semester are divided between online courses, which are taken jointly by all researchers active in the programme, and in-depth seminars, each of which is taught by researchers at the respective location. These modules have a mixed examination structure: the knowledge and skills acquired in the overview courses are examined in the form of written examinations or standardized tests, whereas the local seminars are based on students' independently prepared presentations and assess the extent to which students already see themselves as capable of acting independently in the interdisciplinary field of European Studies.

The mixture of joint online events of the consortium and local in-depth seminars continues in the second and third semesters, and accordingly the examination modes are similar, although there is an increasing shift towards essays (research papers), which emphasize the independent and individual character of the student's examination performance. This becomes evident in the modules that are offered at the respective study places in the second and third semesters, according to the specializations cultivated there and for which students decide themselves according to their physical mobility track. These modules help students to begin specializing in preparation for the master's thesis and are combined with an examination culture based on individual semester papers.

If an internship is undertaken in the third or fourth semester, it should be concluded with a report that invites reflection on the practical experience gained and should place it in relation to the studied subjects or intended thesis.

- *How does the organization and realization of the study programme correspond to the heterogeneity of students (social, economic, and cultural background; special student groups, for example with children; etc.)?*

A programme that is characterized by a high degree of interdisciplinarity, by a highly diverse body of students, by transnational mobility, and by the joint effort of universities with different academic cultural backgrounds is in this regard particularly challenging and therefore needs a particular culture of care for students. At each partner institution, there is a local coordinator who is offering individualized advice to students in need of such care. Local coordinators are the first contact and will also be responsible for connecting students to the specialized services at the respective universities (from language centres to career services, from mental and psychological support structures to all other health-related institutions as well as services regarding housing, etc.); moreover, all lecturers across the consortium are committed to a culture of care, help, and advice. In specific well-demonstrated cases, the organization of the curriculum can also be adapted for individual students. The steering committee supervises the action of local coordinators and is responsible for a permanent and institutionalized dialogue with student representatives at the consortium level.

Mobility is a central feature of the programme, realized through virtual and physical mobility tracks. Students are encouraged through both the concept of the programme as well as the supervision scheme to participate in physical mobility and to gain study experience in several study places. The consortium will make sure that there is an equal distribution of students with respect to their mobility tracks. With consideration for special social circumstances, it is also possible to complete the degree programme on the basis of extensive virtual mobility from one study place.

➤ *How are students involved in the development of the curriculum?*

The development of the new joint programme concept, which is based on the extensive experiences of existing programmes at the four study places, is accompanied by the student representatives of these already existing programmes. After the introduction to the Joint Master's Programme, students, both at the local level and at the consortium level, are involved in the regular quality assurance checks of the programme by means of the following:

- a) Annual evaluation of individual courses according to the local rules set at the respective universities; and
- b) Annual meeting of the consortium, where local evaluations are presented and feedback is given by the student representatives from each study place on the local circumstances as well as on the overall fit of the contributions to the programme. The consortium not only will directly respond to complaints and criticism as much as possible at such meetings but will also be responsible for written feedback to the respective universities. Students are regularly invited to provide feedback and suggestions for further development of the curriculum. More generally, the consortium aims at developing a culture where the feedback from students in the courses is a continual source of inspiration for all lecturers to review the content and didactics of the courses and adjust them if necessary.

9) *On which examination concept is the study programme based?*

➤ *How many assignments, including the master's thesis, have to be completed in the period of study?*

National and local rules for the number and type of examinations vary between the participating universities. The Joint Master's Programme strives to standardize as much as possible the framework of the legal regulations. The overarching idea is to keep the number of examinations as few as possible while respecting national regulations and to examine interrelated complex content jointly in one format of examination if possible.

The dominant form in this kind of research-based master's programme is an individual task and not a standardized examination format. That means that students are required to answer in an essay (research paper) or a project report a question relevant to the respective research and, in doing so, to demonstrate their developing skills to work independently. Such skills will be developed over the course of the programme, since students' tasks will become increasingly more complex from the first to the last term, including intensive supervision via both presentations in class, plus the appropriate feedback, and comments to the written essay.

The master's thesis has to be written as a single-authored or group work manuscript, shall not exceed 28,000 words, and serves to demonstrate independent scientific work on a relevant problem related to the academic topics of the programme. It is reviewed and graded independently by two examiners.

- *What is the range of examinations? (Listing is sufficient) How is this selection based on the didactic concept? How is it ensured that the examination density and organization are adequate and appropriate to the workload?*

As explained above, the main format is an independently written essay (research paper), but since the programme is an interdisciplinary one, examination cultures differ slightly between disciplines.

Students are required to present their first ideas or drafts of their future essays (research papers) already in class during the semester, and it is part of their workload to progress with the relevant reading from a first outline to a full essay (research paper). During the first semester, students are required to write one essay (research paper) per module and to pass a more standardized exam to demonstrate their familiarity with the content of the overviews provided from Module 1 to Module 3. During the second and third semester, students are regularly expected to submit one to two essays (research papers) per module, based on a larger and more diversified reading list than in the first semester.

At the same time, examination formats shall motivate students not only to summarize the knowledge they have acquired in a coherent argumentation of limited scope and to examine critically the state of research but also to develop their skills for various professional fields (short presentations to diversified audiences, summaries of fieldwork and data collection, formulation of policy advice, etc.)

Overall, this organization of examinations corresponds to the didactic principles of the whole programme (see above) and allows students to measure their progress through the development of their skills and competencies from the first to the last semester and to prepare for fulfilling the requirements of the master's thesis.

➤ *How will the evaluation criteria be made transparent for students?*

At the beginning of the semester, students are provided with a detailed course catalogue of all courses at each participating university on the common website of the Joint Master's Programme, which presents the specific requirements and the evaluation criteria relevant for grading in detail.

➤ *How is the compensation for students with disabilities and chronic diseases ensured?*

Following national and local tradition, such compensation is either regulated in general terms at university's level or will be granted upon request by the examination board. In both cases, the forms of compensation are the same (alternative forms of examination, longer time for written work, etc.) and will be streamlined by the consortium's steering committee if there is need. Alliance universities are open and committed to providing appropriate study conditions for disabled students: investments are made in adapting the university environment; there is an access to a wide range of compensatory equipment to help tailor the study process to individual needs; students with disabilities are provided with more flexible forms of payment and the possibility to personalize the study process according to their disability and needs; advice on accessibility issues is provided to the student(s) and lecturer(s); and seminars and other events on disability issues are organized for the university community as required. It is important to note that for students with special needs the aim is not only to provide physical conditions for studying by adapting the environment and providing access to compensatory technology, but also to individualize the study process according to the needs arising from the disability, including mental disability, autism spectrum disorder, attention disorder, learning disability, or a temporary medical condition. Information on the financial support, adapting the study process to individual needs, and available compensatory technology can be obtained from the assigned contact persons at the academic departments of the institutions.

10) Which practical parts are planned in the Joint Master's Programme? How are these organized (supervision, cooperation, internship exchange, etc.), and how are the experiences integrated into the curriculum?

One of the central features of the programme is the high degree of mobility that enables students to have a deeper insight into and familiarity with other (academic) cultures, and this is evidently already one of the practical parts in the Joint Master's Programme. A similar positive influence on self-reflexivity and the development of intercultural competencies can be expected from the international composition of the student body at all participating universities. As mobility takes priority in the organization of the programme, an internship is recommended, which is usually completed at the same time as the semester abroad or directly after it. This allows students to

choose either to do their internship abroad and to broaden their experience with foreign environments, both academic and job related, or to do it at the final study place and relate it to the subject of the master's thesis. In both ways, the consortium provides supervision and arranges, wherever need be, for joint and coordinated supervision for those students moving from one study place to another during their second year.

There are two options with regard to the internship. Students can do it outside academia and will be actively supported by local coordinators of the study programme. Another possibility, especially for those aiming at an academic career, is a research internship in an institute or think tank related to the consortium where students gain insight into the practical dimensions of research activities.

Both forms of internships are optional during the third or fourth semester and will be an additional benefit for students of this programme.

11) What does the course plan, including module descriptions and module objectives, look like in concrete terms? (Attachment)

See the list of modules and courses in the attachment (no. 9)

12) How is the workload of the course distributed across the individual modules? What is the relationship between self-study and face-to-face study?

The workload is evenly distributed across the four semesters. The vast majority of modules is worth 10 ECTS and contains two courses. Here, the ratio is 52–60 hours of attendance time (face-to-face or online teaching) and 190–240 hours of independent study (the workload calculated in hours differs from country to country slightly).

One module in the fourth semester, in the form of a colloquium concerning work on the master's thesis, is worth 5 ECTS and has 30 hours of in-class attendance and 95–120 hours of self-study and of preparation for presentations in class.

13) From which content-related and/or institutional cooperation (e.g. cooperation with other degree programmes, teaching import and export, university partnerships, etc.) can students benefit? How are these collaborative relationships documented?

In all four participating universities, the organizing partner institution fosters a wide range of cooperation with colleagues and neighbouring institutions, and many of them are institutionalized in form of interdepartmental agreements.

Regarding Leipzig University, the Global and European Studies Institute has signed such cooperation agreements with the following faculties and institutions:

- Faculty of History, Art and Oriental Studies
- Faculty of Law
- Faculty of Theology
- Leibniz Institute for Jewish History and Culture
- Leibniz Institute for Regional Geography
- Leibniz Institute for the History and Culture of Eastern Europe
- Leipzig University's Centre for the Study of France and the Francophonie
- Leipzig Research Centre Global Dynamics

For the courses offered by Vilnius University, the Institute of International Relations and Political Science cooperates with the following faculties and institutions:

- Faculty of History
- Faculty of Philology
- Faculty of Philosophy
- Faculty of Life Science
- Eastern Europe Studies Center
- Government Strategic Analysis Centre
- Ministry of Foreign Affairs
- Ministry of National Defence

For the courses offered by the University of Graz, the Centre for Southeast European Studies closely cooperates with the following institutions:

- Institute of the Foundations of Law, Faculty of Law
- Conflict-Peace-Democracy Cluster
- Centre for East European Law and Eurasian Studies

Furthermore, the centre runs in parallel its Interdisciplinary Joint Master's Programme "Southeast European Studies". Students will benefit from exchange with students of this master's programme, as some of the classes are jointly offered to students from both programmes.

For the courses offered by the University of Granada, the International School of Postgraduate Studies collaborates with the following programmes and cooperates closely with the following institutions:

- Master’s programmes: Advanced International and European Studies; Arab and Hebrew Cultures: Al-Andalus and the Contemporary Arab World; Business Process Management and Technologies; Culture of Peace, Conflicts, Education and Human Rights; Development Cooperation, Public Management and NGDO Administration; East Asian Studies; Economics; Economics and Business Management; History: From Europe to America. Societies, Powers, Cultures (EURAME); Latin American Studies: Culture and Management; Public Sector Management and Administration; and Territorial Planning, Governance and Leadership
- Doctoral programmes: City, Territory, and Sustainable Planning; Economics and Business Studies; Legal Sciences; Migration Studies; and Social Sciences
- Research institutes: the Institute for Migration Research and the Institute of Peace and Conflict Studies
- Other institutions, such as the European Documentation Centre or the Jean Monnet Chair on Economic Integration and the Jean Monnet Chair on Migration and Integration of Asylum-seekers and Refugees in the European Union

4. Demand

14) How is the demand from prospective students to be assessed?

The experiences with previous programmes in the field of European Studies at the participating universities, as well as with similar transnational programmes in related fields, show that the demand is way above average for master’s programmes. We therefore make a calculation based on a selection according to a ratio of 1:3 or 1:4 between the number of admitted students and the number of applications.

15) How is the demand for graduates on the labour market to be assessed?

Against the background of current developments with regard to Europeanization and globalization processes, we assume that graduates of the transnational Arqus Joint Master’s Programme are well equipped and qualified to meet the requirements of a very diverse and complex job market. In general, the types of activities and domains are very diverse and complex, which the transnational Joint Master’s Programme “European Studies” captures and reflects.

The demand for graduates of the study programme can be assessed on the basis of the Skills Forecast data of the European Centre for the Development of Vocational Training (CEDEFOP) according to four occupational groups¹¹ – namely, Chief Executives, Senior Officials and Legislators; Administrative and Commercial Managers; Business and Administrative Professionals; and Legal, Social and Cultural Professionals – where graduates of the study programme are likely to be employed. Between 2021 and 2030, the annual growth in the number of people in employment is projected at 1.3% for the EU as a whole, 1.1% for Germany and Spain, 0.7% for Austria, and 0.9% for Lithuania. This can be compared with an annual growth rate of 0.4% in the EU for all occupations, 0.3% in Germany, 0.7% in Spain, 0.8% in Austria, and -0.6% in Lithuania.¹²

As explained earlier in this concept note, the programme prepares students to secure employment in a broad range of institutions across the economic, public service, civil society, and knowledge production sectors. Thus far, our experience shows that there is a degree of employability that is far above average in the humanities and social sciences; therefore, we expect that with a carefully designed and executed programme we will prepare students for a wide range of opportunities in the labour market. As the study programme provides comprehensive in-depth theoretical knowledge and strengthens practical research and analytical skills, graduates of this study programme will be able not only to work as experts, analysts, advisors, and consultants in various governmental, non-governmental, and private institutions but also to pursue research activities in various academic institutions.

16) How does the Joint Master's Programme differ from similar study programmes (regional, national, and, if applicable, international)? What are its characteristics?

The programme is interdisciplinary (beyond the scope of classical social sciences only) and has a strong research orientation. In contrast to many European Studies programmes, the one presented here is much less inward looking by focusing on the role of Europeans as global actors. A special emphasis is given to the regional diversity of Europe and to conflicting patterns of development between the different parts of Europe that are related to global challenges. Overall, the consortium competently covers the different parts of Europe, its different neighbourhoods, and its strategic global partner regions with specialized teaching based on excellent research. In the context of the Covid-19 crisis in 2020, the universities of the consortium gained experience with the processes of digitization in the areas of study, teaching, and virtual mobility. This experience encourages the further development of online teaching, blended formats, as well as virtual and mixed mobility and the creation of innovative course formats that overcome the limits of traditional classroom teaching

¹¹ By the International Labour Organization's (ILO) International Standard Classification of Occupations (ISCO), available online at ISCO - <https://www.ilo.org/public/english/bureau/stat/isco/isco08/> [Last access 2022-01-20]

¹² <https://www.cedefop.europa.eu/en/tools/skills-forecast> [Last access 2022-01-20]

and physical mobility tracks. In this way, the Joint Master's Programme may become a role model for the design of other study programmes, becoming a foundation of the Arqus European University Alliance cooperation.

5. Professional Field

17) What possible professional fields do the graduates have in prospect? What empirical evidence is the base for this (e.g. analyses of the job market, alumni surveys, etc.)?

Depending on the combination of the bachelor's degree and specialization in the Joint Master's Programme, the professional degree provides access to

- Intergovernmental institutions, multilateral organizations, and non-governmental organizations;
- Intercultural knowledge transfer/communication;
- Journalism and public relations for international organizations;
- Public administration at all levels, from local units/municipalities to supranational units; and
- Subareas in business and management, especially when it comes to cooperation with a European dimension.

Since all partner institutions already have European Studies programmes in place, results can be taken from an analysis of the success rates that the alumni from these local programmes have experienced. At the same time, we base our assumptions about the foreseeable future of European Studies on a careful observation of the debate at the annual gatherings of the Council of European Studies and the presentations taking place there, where some of them are directly addressing the issue of employability and demands from the labour market. The Council of European Studies is the largest professional organization in the field, which brings together the experience of more than a hundred academic institutions from various continents providing education in the field of European Studies.¹³

The need for the future study programme can also be supported by an existing analysis of the employability of graduates of the current study programme from Vilnius University's Institute of International Relations and Political Science, which supports the need for training specialists in the interdisciplinary field of European Studies. In March and April 2021, a survey was conducted of graduates of the Master's Programme "East European and Russian Studies". This programme is similar to the Joint Master's Programme "European Studies" in that it is conducted in English and that the study environment is also made up of students from different countries. In addition, the

¹³ [https://councilforeuropeanstudies.org/about/\[Last access 2021-12-29\]](https://councilforeuropeanstudies.org/about/[Last access 2021-12-29])

master's programme also covers the European region, with a slightly more specialized focus on Eastern Europe. The survey confirms the demand for political science professionals, as 88% of the foreign graduates surveyed had entered the labour market within one year of graduation. Moreover, according to data from the Education Management Information System and the career management information system Karjera, 67% of graduates of the related European Studies programme from Vilnius University's IIRP were employed in 2020 within 6 months after graduation.

18) To what extent representatives of these professional fields are involved in the planning and further development of the study programme and what measures are planned?

It is envisioned to establish an advisory (employability) committee to which the partner institutions will propose members from the various professional fields addressed by this programme. According to the experience with other such advisory groups, we expect such a committee to be extremely useful in influencing not only the steady improvement and adaptation of the programme but also a direct involvement in teaching and advice to students. Over time, an alumni organization will also support the programme and relate students to the world of work.

6. Organization and Implementation

19) How are the responsibilities in the Joint Master's Programme regulated (course coordinator, module coordinator, etc.)?

The programme is run by a consortium that is based on an appropriate governance organization. It is directed by a steering committee (board) to which each partner institution sends an academic representative and where each partner has one vote. The steering committee is coordinated by the chair of the study programme. The steering committee is supported by a committee of academic coordinators in which one coordinator participates from each partner institution (administrative committee). Representatives to both bodies will be nominated for periods of two years by each participating university.

For each module in the programme, there is an academic who is responsible for the coordination of joint content development as well as regular quality assurance and who reports to the steering committee. Module responsibilities are regulated in the module descriptions. The steering committee involves the partner institutions for the nomination of members of additional committees, particularly focusing on selection, curriculum review, advice on matters of employability, and so forth. Such members can either be academics or be selected from social partners with whom the programme has strong ties. Students elect two representatives, ideally from different cohorts of the programme, to the steering committee, where they have full voting rights.

The relationship between the programme and the participating universities as well as with the bodies of the Arqus European University Alliance are described and regulated in the cooperation agreement.

20) How are the modules and examinations coordinated from an organizational point of view in order to ensure that studying is possible (freedom from overlaps, availability, assessment standards, etc.)?

Modules and examinations are coordinated by the responsible person or body as described in the module descriptions. It is their responsibility to secure the availability of all the courses necessary for the completion of the module requirements. The steering committee, with the support of the coordinators at each partner institution, is responsible for facilitating uncomplicated participation and completion of the programme by avoiding overlaps wherever relevant and possible, by developing and monitoring jointly agreed assessments standards, and by harmonizing academic and teaching cultures as much as relevant and possible for the success of the programme.

21) How are the following aspects organized and realized?

- *professional and interdisciplinary advice and support, equal opportunities, and diploma supplement (possible in tabular form)*

There will be a jointly developed web presence of the study programme under the responsibility of Leipzig University, where all general information and advice for applicants and current students will be provided. The information relates to specific websites from the partner institutions, giving more detailed information about current affairs while at the same time also connecting to the overall web presence of the Arqus European University Alliance. Lecturers and students have access to a shared Moodle platform for teaching materials of all courses. Each partner institution has an academic coordinator who offers all necessary advice and support to students and helps them with onboarding after admission as well as with all organizational matters during the study period. A jointly organized introductory week supports each cohort to find its way into the programme and to overcome organizational hurdles.

Each participating university has a well-developed institutional setting for the promotion of equal opportunities and diversity as well as for providing help to students with disabilities. Such settings are at the disposal of all students and supports the consortium in meeting the ambitious goals of the Arqus Alliance also in this respect.

In case there is a joint degree, the coordinating institution cares about the collection of all necessary data (grades and additional information needed for the issuing of the diploma supplement providing all necessary details about the study programme and the institutions involved).

22) How is the recognition of assignments achieved outside of a university regulated?

Assignments achieved outside one of the participating universities have to be submitted to the steering committee of the consortium for validation and recognition. The steering committee accepts and recognizes such achievements on the basis of the respective national regulation for the study place that has responsibility over the assignment to be replaced by the submitted one.

7. Resources

23) Which resources (personnel and physical) are available for the implementation of the Joint Master's Programme and its quality assurance (evaluation and reporting, academic personnel development, study programme development, etc.)? (possible in tabular form)

As outlined above, all four institutions coming together in this consortium are already sufficiently equipped with the necessary resources to run similar local programmes. By bringing their capacities together, they promote and support in the development of interdisciplinarity and multiperspectivity, which will be the central features of the Joint Master's Programme.

At Leipzig University, the Global and European Studies Institute is home to various transnational master's programmes and has gained substantial experience with its accreditation following the European approach. It has, as all the other partner institutions, developed the necessary skills to manage virtual mobility during the recent pandemic. One other feature that qualifies GESI in particular for the role of the coordinating institution in this consortium is its experience with the moderating and governing similar consortia and bilateral partnerships across Europe and globally. As a relatively small institute, it has developed a particular capacity to bring disciplinary strengths and different cultural backgrounds together in an innovative way. Its strong ties with the Graduate School Global and Area Studies and the Leipzig Research Centre Global Dynamics provides it with the necessary background in large-scale research activities and international networking.

Over the past years, GESI has developed with the support of external funding agencies good collection of materials at the central university library, with relevant research literature and textbooks in the fields of Global Studies and European Studies. Additional to this, the Leipzig Research Centre Global Dynamics has established a research data management system that allows students to connect with ongoing research and to profit from (and contribute to) respective data collections. On the basis of these features, GESI has become very active in pushing cooperation within the Arqus European University Alliance forward, where it has met other partners of this consortium who make their respective resources available to the Joint Master's Programme.

In general, it can be said that the material resources that are made available to the partner institutions by their respective universities in terms of teaching rooms, technical equipment for

digital teaching, and facilities for self-study periods are sufficient to carry out the high quality of the study programme, to ensure the desired internationality, and to guarantee above-average graduation rates within the standard period of study.

The coordination of the programme will be exercised at the department/institutional level (Granada, Leipzig, and Vilnius) or in close cooperation between the central administration and the Centre for Southeast European Studies in Graz. Coordinators will care about the facilitation of the programme and its virtual presence (website, social media accounts, teaching platform, etc.). Library facilities are excellent and give sufficient access to international literature as well as to the increasingly important online resources.

We plan on additional funding from the Arqus Alliance for the launch period, during which this programme will be established and its central features and structures will be set up according to the description given above. The programme will attempt to receive short-term third-party funding to cover, for example, scholarships, mobility, and so on.

The programme will be staffed by researchers recognized in their fields of research and by qualified early career academics, whose diversity of subject interests will allow for the establishment of a coherent and varied teaching approach. All lecturers are proficient in English and profit from the various courses providing up-to-date training for further skills needed in international programmes, both in didactic and subject-professional areas. The offer made by the Arqus Alliance in this respect further qualifies the lecturers and helps to integrate staff across study places. A periodic evaluation of teaching staff's competencies helps to secure this high level of skills.

8. Quality Assurance

24) How is the Joint Master's Programme integrated into the faculty's quality management system (evaluation plan, commissioner, or specialist advisory board)? Which quality assurance instruments are used, and how do they contribute to the development of the degree programme?

There are well-elaborated programmes of quality management at all four study places. In case of Leipzig University, the Faculty of Social Sciences and Philosophy has set up a quality assurance system and developed a quality assurance concept that has been in use since 2005. The evaluation plan adopted annually by the Faculty Council and an annual evaluation report, which has to be submitted to the Faculty Council, are part of this. Student surveys are carried out regularly at the level of the Faculty of Social Sciences and Philosophy and is an important part of the quality assurance system at the faculty, which result in summary reports for the university and the regional government.

Together with similar local quality assurance mechanisms, this quality assurance system will be the basis for the common quality assurance system of this Joint Master's Programme. This common system makes use of the local evaluation reports and organizes regular feedback by students during

the summer school. This feedback and the reports from individual universities will be brought together in an annual report submitted to the steering committee by the coordinator's committee. The steering committee will then decide whether changes in the study programme are necessary and whether indication of local obstacles for the success of the overall programme has to be sent to the individual universities.

This allows for permanent critical assessment of the entire programme and resulting improvement.

9. Attachment – Curriculum Outline

Arqus Joint Master's Programme "European Studies" – Modules Overview

9.1 General Programme Structure

1	Module 1: An Introduction to European Studies: Traditions and Future Challenges to Knowledge Production about Europe 1 joint online course (Organization: Leipzig U) 1 local course	Module 2: Europeanization under the Global Condition: History, Economics, and Politics 1 joint online course (Organization: U Graz) 1 local course	Module 3: Europe and Law 1 online course (Organization: U Granada) 1 local course
2	Module 4: European Foreign Policies 1 joint online course (Organization: Vilnius U) 1 local seminar (summer school or other course)	Module 5: Regions in Europe 2 local courses Offered by individual universities according to their disciplinary and research foci	Module 6: Social Transformations in Europe 2 local courses Offered by individual universities according to their disciplinary and research foci
3	Module 7: Europe and Development: Developmental Policies 1 joint online colloquium (Organization: Vilnius U) 1 (online) course	Module 8: Global Challenges and European Answers 2 local courses Offered by individual universities according to their disciplinary and research foci	Module 9: Cultural Representation in Current European Societies - Specialization at participating universities - Optional: Internship (during the 3rd or 4th term)



4	Module 10: Europeanization and Globalization - Specialization at participating universities - Optional: Internship (during the 3rd or 4th term)	Module 11: Colloquium: Europe as a Global Actor Course offer: online colloquium with presentations of exposés and draft chapters by students – jointly offered	Module 12: Master's Thesis A dissertation of a maximum of 28,000 words, supervised at one of the participating universities and possibly mentored by scholars from a second university
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9.2 Modules at the Global and European Studies Institute, Leipzig University

1	Module 1: An Introduction to European Studies: Traditions and Future Challenges to Knowledge Production about Europe 1 joint online course (Organization: Leipzig U): 1 local course: <ul style="list-style-type: none"> Approaches to the Study of Europeanization 	Module 2: Europeanization under the Global Condition: History, Economics, and Politics 1 joint online course (Organization: U Graz) 1 local course: <ul style="list-style-type: none"> De-/constructing Europe: Multiple Perspectives on Europeanization 	Module 3: Europe and Law 1 joint online course (Organization: U Granada) 1 local course: <ul style="list-style-type: none"> From International Law to Transitional Justice: Legal Problems of Europe as a Global Actor Europa- und Völkerrecht
2	Module 4: European Foreign Policies 1 joint online course (Organization: Vilnius U) 1 local course from the following: <ul style="list-style-type: none"> Europe as a Peace Project Neighbourhood Policies of Regional Powers as Competing Space Formats Worldwide Climate Change und the 	Module 5: Regions in Europe – Between East and West 2 local courses from the following: <ul style="list-style-type: none"> The French Globalization Project Towards a Transnational History of East-Central Europe Politics and History of Southern Europe 	Module 6: Social Transformations in Europe – Transnational Perspectives 2 local courses: <ul style="list-style-type: none"> Belonging in a Transnational World: Cultural Sociology and Methodological Approaches Social Transformations in Europe



	EU Or summer school		
3	Module 7: Europe and Development: Developmental Policies 1 joint online colloquium (Organization: Vilnius U) 1 (online) course from the following: <ul style="list-style-type: none"> Rural Peripheries in Europe Europe and the New Resource Conflicts 	Module 8: Global Challenges and European Answers – Global Conflict Management 2 local courses from the following: <ul style="list-style-type: none"> Global Crises and European Answers Sociologies of Globalization: Power, Space, and Health Economic Geography of Europe 	Module 9: Cultural Representation in Current European Societies 2 local courses from the following: <ul style="list-style-type: none"> Transnational European Cultures Religion in Contemporary European Societies European Cultural History of the Jews Populism in Europe Optional: Internship (during the 3rd or 4th term)
4	Module 10: Europeanization and Globalization 1 local course: <ul style="list-style-type: none"> Europeanization and Globalization Optional: Internship (during the 3rd or 4th term) 	Module 11: Colloquium: Europe as a Global Actor 1 joint online colloquium	Module 12: Master's Thesis A dissertation of a maximum of 28,000 words

9.3 Modules at the Centre for Southeast European Studies, University of Graz

1	Module 1: An Introduction to European Studies: Traditions and Future Challenges to Knowledge Production about Europe	Module 2: Europeanization under the Global Condition: History, Economics, and Politics 1 joint online course (Organization: U Graz)	Module 3: Europe and Law 1 joint online course (Organization: U Granada) 1 local course from the following:
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	1 joint online course (Organization: Leipzig U) 1 local course from the following: <ul style="list-style-type: none"> • Introduction to the Interdisciplinary Approach • History of European Integration: From the Idea to the Realization 	1 local course from the following: <ul style="list-style-type: none"> • History of SEE • Europe and the Balkans: From Crisis to Membership 	<ul style="list-style-type: none"> • Theory and Philosophy of EU Law • The Rule of Law Crisis in the EU: Poland and Hungary in Focus
2	Module 4: European Foreign Policies 1 joint online course (Organization: Vilnius U) 1 local seminar from the following: <ul style="list-style-type: none"> • European Integration and Enlargement • Legal Challenges of Forming a European Foreign Policy • EU-Russia Relations: Neighbours between Cooperation and Contestation Or summer school	Module 5: Regions in Europe: Southeastern Europe 2 or 3 local courses from the following: <ul style="list-style-type: none"> • Democratization of Southeastern Europe in the Context of EU Enlargement • Europeanization Processes in Southeastern Europe • History, Society, and Politics of Turkey: An Intersectional Introduction • Politics in Southeastern Europe 	Module 6: Social Transformations in Europe – Socio-Economic Development and Social Change 2 local courses from the following: <ul style="list-style-type: none"> • Socioeconomic Development in Southeastern Europe • The Economics of Transition in Southeastern Europe • Culture, Social Change, and Technology • Sociology of Gender
3	Module 7: Europe and Development: Developmental Policies 1 joint online colloquium (Organization: Vilnius U) 1 (online) course <ul style="list-style-type: none"> • Development and Globalisation • Law and Economics of Globalization and Development 	Module 8: Global Challenges and European Answers – Europe as a Peace Actor 2 local courses from the following: <ul style="list-style-type: none"> • EU-Russia Relations: Neighbours between Cooperation and Contestation • The EU as a Peace Actor: Between Security and Peace – The EU as an Actor in International Relations • The Influence of EU Law on Nationality as a Legal Status under International Law 	Module 9: Human Rights and Diversity Management I 2 local courses from the following: <ul style="list-style-type: none"> • Non-discrimination Law and Politics in SEE and Beyond • The Protection of Fundamental Rights in the European Multilevel Legal Framework • Fundamental and Human Rights Protection in Austria and Europe Optional: Internship (during the 3rd or 4th term)

		<ul style="list-style-type: none"> • Introduction to Migration Studies • Gender, Displacement, and Border: Intersectional Perspectives on Forced Migration 	
4	Module 10: Human Rights and Diversity Management II 1 local course from the following: <ul style="list-style-type: none"> • Minority Rights in SEE and Beyond • Race, Racialization, and Racism Optional: Internship (during the 3rd or 4th term)	Module 11: Colloquium: Europe as a Global Actor 1 joint online colloquium	Module 12: Master's Thesis A dissertation of a maximum of 28,000 words

9.4 Modules at the Institute of International Relations and Political Science, Vilnius University



1	<p>Module 1: An Introduction to European Studies: Traditions and Future Challenges to Knowledge Production about Europe</p> <p>1 joint online course (Organization: Leipzig U) 1 local course:</p> <ul style="list-style-type: none"> European Integration: Theories, Institutions, and Decision-making Processes 	<p>Module 2: Europeanization under the Global Condition: History, Economics, and Politics</p> <p>1 joint online course (Organization: U Graz) 1 local course:</p> <ul style="list-style-type: none"> The Political Economy of European Integration 	<p>Module 3: Europe and Law</p> <p>1 joint online course (Organization: U Granada) 1 local course</p> <ul style="list-style-type: none"> EU Public Policy and Law
2	<p>Module 4: European Foreign Policies</p> <p>1 joint online course (Organization: Vilnius U) 1 local seminar</p> <ul style="list-style-type: none"> EU External Action <p>Or summer school</p>	<p>Module 5: Regions in Europe – A Northern and an Eastern Perspective</p> <p>2 local courses from the following:</p> <ul style="list-style-type: none"> Eastern European Studies Nordic and Baltic Studies Contemporary Politics of the Eurasian Region and Its States 	<p>Module 6: Social Transformations in Europe. Nationalism and Civic Resistance</p> <p>2 local courses from the following:</p> <ul style="list-style-type: none"> Nationalism in the Central and Eastern Europe Revolutions: From Social and Major to Colour and Electoral. Comparative Historical Analysis Non-violent Civic Resistance
3	<p>Module 7: Europe and Development – Developmental Policies</p> <p>1 joint online colloquium (Organization: Vilnius U) 1 (online) course</p>	<p>Module 8: Global Challenges and European Answers – Eastern Europe and the Global</p> <p>2 local courses from the following:</p> <ul style="list-style-type: none"> Global Issues and the European Union Russia, the EU, and the Change of Global Politics Migration and Citizenship 	<p>Module 9: Practical Skills & Knowledge on Eastern Europe</p> <p>2 local courses from the following:</p> <ul style="list-style-type: none"> International Negotiations Programme and Project Management in Public Sector Organizations Inventing Eastern Europe: Explorations of the European East Economic Transformation: From Command Economy to a New System

4	<p>Module 10: Internship / Research Internship / Deepening the knowledge acquired</p> <p>1 local course from the following:</p> <ul style="list-style-type: none"> • Energy Security • Islam in Europe • State and Society in Eastern Europe and Russia <p>Optional: Internship (during the 3rd or 4th term)</p>	<p>Module 11: Colloquium: Europe as a Global Actor</p> <p>1 joint online colloquium</p>	<p>Module 12: Master's Thesis A dissertation of a maximum of 28,000 words</p>
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9.5 Modules at Department of Public International Law and International Relations, University of Granada

1	<p>Module 1: An Introduction to European Studies: Traditions and Future Challenges to Knowledge Production about Europe</p> <p>1 joint online course (Organization: Leipzig U)</p> <p>1 local course:</p> <ul style="list-style-type: none"> • History of Peace 	<p>Module 2: Europeanization under the Global Condition: History, Economics, and Politics</p> <p>1 joint online course (Organization: U Graz)</p> <p>1 local course:</p> <ul style="list-style-type: none"> • The Europeanization process from a historical political approach 	<p>Module 3: Europe and Law</p> <p>1 joint online course (Organization: U Granada)</p> <p>1 local course from the following:</p> <ul style="list-style-type: none"> • The Institutional and Legal System of the European Union
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2	<p>Module 4: European Foreign Policies</p> <p>1 joint online course (Organization: Vilnius U) 1 local course from the following:</p> <ul style="list-style-type: none"> Europe as an International Tourist and Cultural Power <p>Or summer school</p>	<p>Module 5: Regions in Europe: Geographical Perspectives</p> <p>2 local courses</p> <ul style="list-style-type: none"> Geography of Europe. Internal and External Regions, and Relevance of European Union in the International Context Understanding Europe through the Regions. Rural Spaces and Central Urban Nexus 	<p>Module 6: Social Transformations in Europe: Socio-Economic Processes and Critical Views of Europe</p> <p>2 local courses from the following:</p> <ul style="list-style-type: none"> Anti-Europeanization Backlash and Rising Nationalisms Economic and Social Transformation in Europe: Policies and Challenges
3	<p>Module 7: Europe and Development – Developmental Policies</p> <p>1 joint online colloquium (Organization: Vilnius U) 1 (online) course from the following:</p> <ul style="list-style-type: none"> Strategies for the Development and Revitalization of European Rural Areas Strategies and Challenges for Environmental Sustainability 	<p>Module 8: Global Challenges and European Answers: Public-Private Approaches to Climate Change</p> <p>2 local courses:</p> <ul style="list-style-type: none"> EU Climate Diplomacy Global Challenges and European Firms: Innovation, Internationalization, and Sustainability Strategies. 	<p>Module 9: Beyond Europe: Conflicts, Actors, and Scenarios of Change</p> <p>2 local courses:</p> <ul style="list-style-type: none"> Political Changes, Transitions, and Civil Society in the Arab World: Maghreb and the Middle East Conflicts, Territorial Policies, and Decolonization Processes <p>Optional: Internship (during the 3rd or 4th term)</p>
4	<p>Module 10: Europeanization and Globalization: the European Approach to Migration</p> <p>1 local course:</p> <ul style="list-style-type: none"> Migratory Policies in Europe <p>Optional: Internship (during the 3rd or 4th</p>	<p>Module 11: Colloquium: Europe as a Global Actor</p> <p>1 joint online colloquium</p>	<p>Module 12: Master's Thesis A dissertation of a maximum of 28,000 words</p>



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9.6 Overview on Modules and Courses at All Four Universities

M1: An Introduction to European Studies: Traditions and Future Challenges to Knowledge Production about Europe		
1st term		
10 ECTS		
	Joint/online	Introduction to European Studies (Organization: Leipzig U)
Leipzig U	Local	Approaches to the Study of Europeanization
U Graz	Local	Introduction to the Interdisciplinary Approach
	Local	History of European Integration: From the Idea to the Realization
Vilnius U	Local	European Integration: Theories, Institutions, and Decision-making Processes
U Granada	Local	History of Peace

M2: Europeanization under the Global Condition: History, Economics, and Politics		
1st term		
10 ECTS		
	Joint/online	Europeanization under the Global Condition (Organization: U Graz)
Leipzig U	Local	De-/constructing Europe: Multiple Perspectives on Europeanization
U Graz	Local	History of SEE
	Local	Europe and the Balkans: From Crisis to Membership
Vilnius U	Local	The Political Economy of European Integration
U Granada	Local	The Europeanization process from a historical political approach

M3: Europe and Law		
1st term		
10 ECTS		
	joint/online	Europe and Law (Organization: U Granada)
Leipzig U	Local	From International Law to Transitional Justice: Legal Problems of Europe as a Global Actor
	Local	Europa- und Völkerrecht
U Graz	Local	Theory and Philosophy of EU Law
	Local	The Rule of Law Crisis in the EU: Poland and Hungary in Focus
Vilnius U	Local	EU External Action
U Granada	Local	The Institutional and Legal System of the European Union

M4: European Foreign Policies 2nd term			10 ECTS
	Joint/online	European Foreign Policies (Organization: Vilnius U)	
	Optional	Summer School	
Leipzig U	Local	Europe as a Peace Project	
	Local	Neighbourhood Policies of Regional Powers as Competing Spatial Formats	
	Local	Worldwide Climate Change and the EU	
U Graz	Local	European Integration and Enlargement	
	Local	EU-Russia Relations: Neighbours between Cooperation and Contestation	
	Local	Legal Challenges of Forming a European Foreign Policy	
Vilnius U	Local	European Foreign Policies	
U Granada	Local	Europe as an International Tourist and Cultural Power	

M5: Regions in Europe 2nd term			10 ECTS
Leipzig U	Local	Towards a Transnational History of East-Central Europe	
	Local	The French Globalization Project	
	Local	Politics and History of Southern Europe	
U Graz	Local	Europeanization Processes in Southeastern Europe	
	Local	Democratization of Southeastern Europe in the Context of EU Enlargement	
	Local	Politics in Southeastern Europe	
	Local	History, Society and Politics of Turkey: An Intersectional Introduction	
Vilnius U	Local	Eastern European Studies	
	Local	Nordic and Baltic Studies	
	Local	Contemporary Politics of the Eurasian Region and its States	
U Granada	Local	Geography of Europe. Internal and External Regions, and Relevance of European Union in the International Context	
	Local	Understanding Europe through the Regions. Rural Spaces and Central Urban Nexus	

M6: Social Transformations in Europe 2nd term			10 ECTS
Leipzig U	Local	Belonging in a Transnational World: Cultural Sociology and Methodological Approaches	
	Local	Social Transformations in Europe	

U Graz	Local	The Economics of Transition in Southeastern Europe
	Local	Socioeconomic Developments in Southeastern Europe
	Local	Culture, Social Change, and Technology
	Local	Sociology of Gender
Vilnius U	Local	Nationalism in the Central and Eastern Europe
	Local	Revolutions: From Social and Major to Colour and Electoral – Comparative Historical Analysis
	Local	Non-violent Civic Resistance
U Granada	Local	Anti-Europeanization Backlash and Rising Nationalisms
	Local	Economic and Social Transformation in Europe: Policies and Challenges

M7: Europe and Development – Developmental Policies
3rd term

10 ECTS

	Joint/online	Colloquium (Organization: Vilnius U)
Leipzig U	Local	Rural Peripheries in Europe
	Local	Europe and the New Resource Conflicts
U Graz	Local	Development and Globalisation
	Local	Law and Economics of Globalization and Development
Vilnius U	Local	Security and Sustainable Development
U Granada	Local	Strategies for the Development and Revitalization of European Rural Areas
	Local	Strategies and Challenges for Environmental Sustainability

M8: Global Challenges and European Answers
3rd term

10 ECTS

Leipzig U	Local	Global Crises and European Answers
	Local	Sociologies of Globalization: Power, Space, and Health
	Local	Economic Geography of Europe
U Graz	Local	EU-Russia Relations: Neighbours between Cooperation and Contestation
	Local	The EU as a Peace Actor: Between Security and Peace – The EU as an Actor in International Relations
	Local	Introduction to Migration Studies
	Local	Gender, Displacement, and Border: Intersectional Perspectives on Forced Migration
	Local	The Influence of EU Law on Nationality as a Legal Status under International Law
Vilnius U	Local	Russia, the EU, and the Change of Global Politics
	Local	Migration and Citizenship
	Local	Global Issues and the EU

U Granada	Local	EU Climate Diplomacy
	Local	Global Challenges and European Firms: Innovation, Internationalization, and Sustainability Strategies

M9: Cultural Representation in Current European Societies		
3rd term		
10 ECTS		
	Optional	Internship (during the 3rd or 4th term)
Leipzig U	Local	Transnational European Cultures
	Local	Religion in Contemporary European Societies
	Local	European Cultural History of the Jews
	Local	Populism in Europe
U Graz	Local	Non-discrimination Law and Politics in SEE and Beyond
	Local	Fundamental and Human Rights Protection in Austria and Europe
	Local	The Protection of Fundamental Rights in the European Multilevel Legal Framework
Vilnius U	Local	International Negotiations
	Local	Programme and Project Management in Public Sector Organizations
	Local	Inventing Eastern Europe: Explorations of the European East
	Local	Economic Transformation: From Command Economy to a New System
U Granada	Local	Political Changes, Transitions, and Civil Society in the Arab World: Maghreb and the Middle East
	Local	Conflicts, Territorial Policies, and Decolonization Processes

M10: Europeanization and Globalization		
4th term		
5 ECTS		
	Optional	Internship (during the 3rd or 4th term)
Leipzig U	Local	Europeanization and Globalization
U Graz	Local	Minority Rights in SEE and Beyond
	Local	Race, Racialization, and Racism
Vilnius U	Local	Energy Security
	Local	Islam in Europe
	Local	State and Society in Eastern Europe and Russia
U Granada	Local	The EU in the International Migratory Flows: Historical, Geographical, and Economic Perspectives
	Local	The EU Common Migratory Policy

M11: Europe as a global actor 4th term			5 ECTS
	Joint/online	Colloquium: Europe as a Global Actor	

(M12): Master's Thesis 4th term		20 ECTS
A dissertation of a maximum of 28,000 words, supervised at one of the participating universities and possibly mentored by scholars from a second university		