



Your Study Guide to

Europe in the World

2016/2017

Hogeschool Utrecht, School of Journalism, the Netherlands
Danish School of Media and Journalism, Aarhus, Denmark
www.europeintheworld.com

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WELCOME

A warm welcome to participants of the 25th Europe in the World programme, an international programme for advanced undergraduate journalism students and young professionals, to take place in Utrecht, the Netherlands and in Aarhus, Denmark from August 2016 - June 2017.

Understanding Europe through reading, writing, travelling and living in two European countries is what Europe in the World is all about. You will also have the opportunity of working in other European countries. This Study Guide provides you with the details, the requirements and an overview. Read it carefully. It is your guide to a successful year.

The Utrecht part concentrates on Europe and the European Union: its politics, culture and identity, social economic structure and relevant policies and legislation. The Utrecht part of the programme provides you with the theoretical framework, contextualized within the journalism profession. In the practical workshop "Reporting Europe" all theory is translated into web based products, that reflect the broad field of journalism and media.

In Aarhus the focus of the programme changes, the perspective becomes wider: from Europe to the world. The position of Europe in the world will be discussed in various lectures and assignments with focus on foreign policy and euro reporting.

The course gets more practical as it goes on. After the lectures, generally in March, there is a travel period. During this period students practice their knowledge and understanding by collecting material in various European countries for the production of the multimedia website and magazine "Euroviews" that finalizes this practical period of European and world affairs.

The programme ends with the main production of this course; the final exam project, which is defended at an official oral exam. Students choose their own theme for the exam project.

The whole programme is offered both on bachelor and on honours level. In this Study Guide the requirements for both levels are explained in detail.

So we welcome you all, the 26th group of participants, and hope you all will have a wonderful and successful year!

Carien J. Touwen

Media Institute, HU University of Applied Sciences
Utrecht, The Netherlands

Inger Munk

Danish School of Media and Journalism
Aarhus, Denmark

MISSION STATEMENT AND OBJECTIVES

The goal of the Europe in the World programme is to develop the understanding of Europe and the European Union, both on regional and global level, for future journalists and media professionals.

The courses aim to provide grounding in politics, economics and society at the European level with a view to the wider world. The emphasis is on providing: the background knowledge necessary, the tools you must have to become capable journalists and the challenges that allow you to grow personally, intellectually and professionally.

The programme is based on interactive learning, and requires a high degree of commitment and work from the student, both individually and in team settings. Learning takes place in a multicultural framework where you work with students from other countries. During the course we combine text, audio, video and photos on online platforms. Multimedia productions will be part of your work, and tools for this will be taught progressively during the programme. The teaching staff is from the Danish and the Dutch schools of journalism, supplemented by lecturers and journalists from other countries, institutions and media.

Europe in the World is offered on both bachelor and honours level. The bachelor level is the basic level of the programme and should be achieved to successfully complete the programme and acquire the Europe in the World certificate. For some students the programme is the finalisation of their journalism bachelor and with completion they acquire their bachelor diploma, issued by their home institution.

On top of this an honours level can be achieved, which results in an additional honours certificate in European journalism. All courses contain both bachelor and honours competences and requirements. In the final exam, all requirements are integrated.

The competences required for bachelor level follow the Tartu Qualification Profile 2013 published by the European Journalism Training Association (see www.ejta.eu).

1. The competence to reflect on journalism's role in society

Reflect on the societal role of and developments within journalism, specifically in the European context and as a euroreporter.

2. The competence to find relevant issues and angles

Find relevant issues and angles, concerning Europe and the European Union, given the public and production aims of a certain medium or different media

3. The competence to organise journalistic work

Produce a quality work plan based on European topics, relevant content, medium, target group, length and deadline

4. The competence to gather information swiftly

Work in an international context of news gathering and use sources from various cultures in an efficient way through relevant research methods and by contacting oral sources

5. The competence to select the essential information

Select the essential information from your research and literature. Basic understanding of various relevant subject areas concerning European issues is required. Ability to reflect on the information and perspectives, analyse and explain issues in a journalistic manner

6. The competence to present information in an effective journalistic form

Organize journalistic work in a professional way, while planning accurately and communicating effectively with other participants. Structure information in a journalistic manner. Present information based on research in a journalistic product, in several genres, and on different platforms.

7. The competence to account for journalistic work

Reflect on the quality of your work by evaluating own work and the work of fellow students. Reflect on ethical aspects of the work and of the role of journalism in society, and understand the rights and responsibilities of the journalist.

8. The competence to cooperate in a team

Understand the basic requirements needed to cooperate in a team and experience specific editorial settings.

9. The competence to act as an entrepreneurial journalist

Work as a freelance euroreporter, showing ability to produce and publish items in a professional context, understanding the challenges and requirements of working as a journalist in Europe, for local and international platforms

10. The competence to contribute to the renewal of the profession

Define a complex practical/professional situation in the context of Europe and provide workable solutions in the scope of the future of journalism.

Competences for the honours level follow the profile characteristics of the Excellent Professional as defined by the HU University of Applied Sciences, applied for Journalism and Media Studies. Apart from competences the honours level is defined by a higher level of complexity, a broader scope and autonomous professional conduct, in line with the [Dublin Descriptors](#), level 6+ (bachelor with honours).

The honours certificate is issued by the HU University of Applied Sciences.

Reflective practitioner

- ✓ Shows to systematically understand the discipline and masters skills and methodologies
- ✓ Assesses his own professional conduct critically and systematically adjusts his actions accordingly
- ✓ Acts in a realistic professional context

Global Professionalism

- ✓ Is able to position his professional practice in an international context
- ✓ Takes into account cultural diversity
- ✓ Can make an internationally oriented contribution to the professional development
- ✓ Conducts research and produces in a broader context of global developments

Leadership

- ✓ Can analyse problem situations, generate possible solutions and make decisions.
- ✓ Acts proactively and inspires and stimulates others
- ✓ Reflects on his actions and adjusts his practice accordingly (learning ability). Is aware of his own personal abilities and perceptions.
- ✓ Acts from vision
- ✓ Can work within a team, is able to plan, execute, and delegate.
- ✓ Can communicate effectively within a team and individually, focusing on the successful completion of a task and /or process of cooperation.

Entrepreneurship and Professional drive

- ✓ Has a clear vision on the profession and his own professional development
- ✓ Dares to set challenging goals and takes initiative to achieve them.
- ✓ Learns from setbacks, continues to achieve goals and shows creativity in problem solution.
- ✓ Can work purposefully and self-directed. Masters skills such as goal setting, monitoring and process evaluation. Can thus successfully complete tasks within the stipulated time.

Research, Innovation and Dissemination

- ✓ Is able to conduct thorough research on complex issues, using methods of investigative journalism
- ✓ Is able to think divergently by developing innovations and convert them into a useful product or service.
- ✓ Recognizes opportunities to implement new innovations.
- ✓ Is able to develop and share products and services for the needs and benefits of society.
- ✓ Is able to share insights and train and support others

STUDY LOAD AND CREDITS

The total study load is based on time spent on lectures combined with an estimated amount of self-study. For each passed course students receive ECTS credits (European Credit Transfer System). For each achieved honours activity or project students receive a star. (For further details about grades, see the section about Study rules and regulations.)

Utrecht: August – January

<i>Courses and fieldtrips</i>	<i>ECTS</i>
Knowing JJO-EITW.PEL-16	10
European Economy	
European Politics	
European Law	
'Economic Hub Ruhr Area' (Fieldtrip Germany)	
Thinking JJO-EITW.RDCI-16	10
Sustainable Regional Development	
Culture and Identity	
'Sustainable and Creative City' (Fieldtrip Rotterdam)	
Doing JJO-EITW.RE-16	10
UtrechtViews (<i>introduction</i>)	
Reporting Europe	
English Writing (<i>optional</i>)	
'Euroreporter' (Fieldtrip Brussels)	
<i>Total ECTS Utrecht</i>	<i>30</i>

Aarhus: January - June

<i>Course</i>	<i>ECTS</i>
Introduction - Euroviews	10
Foreign Policy – World politics	10
Final exam project and honours assessment	10
<i>Total ECTS Aarhus</i>	<i>30</i>

Total ECTS EitW	60
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GRADING SYSTEMS – COMPARATIVE TABLE

HU	DMJX	EU	US	US GPA	%**	
9.0-10	12	A	A	4	10	Excellent: outstanding performance with only minor errors
8.0-8.9	10	B	A	4	25	Very good: above the average standard but with some errors
7.0-7.9	7	C	A	4	30	Good: generally sound work with a number of notable errors
6.0-6.9	4	D	A	4	25	Satisfactory: fair but with significant shortcomings
5.5-5.9	2	E	B	3,5	10	Pass, sufficient: performance meets the minimum criteria
5.0-5.4	00	FX	B	3,0	-	Fail: some more work required before the credit can be awarded
<5.0	-3	F	C	<2,5	-	Fail: considerable further work is required
Academic year = 60 ECTS credits, Semester = 30 ECTS credits, Term = 15 ECTS credits, NVD=not pass, NA=not attended, 1 ECTS credit = 28 hours						

** % of successful students normally achieving the grade.

PROGRAMME POLICY - STANDARDS OF JOURNALISM

We strive to uphold the standards of excellence in education and professionalism. We require the students to uphold the IJF standards of journalism in all their work:

The IFJ Declaration of Principles on the conduct of journalists:

“This international declaration is proclaimed as a standard of professional conduct for journalists engaged in gathering, transmitting, disseminating and commenting on news and information in describing events.

1. Respect for truth and for the right of the public to truth is the first duty of the journalist.
2. In pursuance of this duty, the journalist shall at all times defend the principles of freedom in the honest collection and publication of news, and of the right of fair comment and criticism.
3. The journalist shall report only in accordance with facts of which he/she knows the origin. The journalist shall not suppress essential information or falsify documents.
4. The journalist shall use only fair methods to obtain news, photographs and documents.
5. The journalist shall do the utmost to rectify any published information which is found to be harmfully inaccurate.
6. The journalist shall observe professional secrecy regarding the source of information obtained in confidence.
7. The journalist shall be aware of the danger of discrimination being furthered by the media, and shall do the utmost to avoid facilitating such discrimination based on, among other things, race, sex, sexual orientation, language, religion, political or other opinions, and national or social origins.
8. The journalist shall regard as grave professional offences the following:
 - plagiarism;
 - malicious misrepresentation;
 - calumny, slander, libel, unfounded accusations;
 - acceptance of a bribe in any form in consideration of either publication or suppression.
9. Journalists worthy of the name shall deem it their duty to observe faithfully the principles stated above. Within the general laws of each country the journalist shall recognise in professional matters the jurisdiction of colleagues only, to the exclusion of every kind of interference by governments or others.

(Adopted by the 1954 World Congress of the IFJ. Amended by the 1986 World Congress.)

When submitting your student work, be aware that plagiarism is presenting someone else's words, images or other work as your own without credit or attribution. This includes copying without proper quotation and/or attribution. Automated plagiarism control systems are implemented both in Utrecht and in Aarhus. Be aware that fabrication in the form of deliberate use of bogus information is an act of dishonesty and unprofessionalism.

Violations of the basic rules of journalism and/or exam rules will be brought before the exam board of the institute and can result in failing the course. Severe cases will result in expulsion from the programme. Violation of the rules in honours assignments will result in exclusion from participation on honours level.

RULES AND REGULATIONS

General

1. Students' grades are not merely based on the results of their assignments and exams. Also taken into account are their attendance at lectures and field trips, preparation of the lectures, class participation and professional attitude. Students are expected to attend all classes. If you are unable to attend, you should notify the lecturer(s) in advance.
2. Courses in Utrecht will be graded by the Dutch grading scale. Courses in Aarhus will be graded by the Danish grading scale.
3. The International Office translates national grades to ECTS grades according to the comparative table of grading systems.
4. Grades are published in the relevant intranet systems.
5. In Utrecht, all written assignments have to be submitted both digitally via the Ephorus plagiarism control system and by email. In Aarhus the Urkund plagiarism control system and the Moodle online learning system are used.
6. In Utrecht each student has two chances *per year* to obtain a passing mark, for each course. One regular chance and one rewrite. For both the full grading scale is used, but for rewrites the extra time and feedback is taken into account.
7. In Denmark each student has three chances in total to obtain a passing mark for each course, one regular chance and two rewrites. For the regular chance the full grading scale is used. Rewrites will be marked with either pass (ECTS: E) or fail. Special regulations apply for the exam project.
8. No student who has received a passing mark for an assignment will be permitted to resubmit in order to gain a better result. The first result stands.
9. All subjects have to be graded at least pass (ECTS: E) to graduate.
10. Results will be available within three weeks after the deadline or exam.
11. In Utrecht students will receive a feedback form to explain their grade.
12. Students may request a consult with the lecturer within ten working days after results are available.
13. All lecturers have a number of hours for tutorials in order to assist students with their studies, written assignments, preparation for examinations etc. Students can use these tutorials by making an appointment with the lecturer.

Deadlines

14. Keeping deadlines for set work is part of journalism professionalism, deadlines must be met. If students fail to submit work by a deadline the work will not be accepted and the result will be a fail.
15. Basic requirements for set work (spelling, source list formats, quotation, heading, page numbers a.s.o.) must be held. If not the lecturer is not obliged to correct the work and can grade it with a fail.
16. If a student has requested and has been granted permission for an extension on a deadline, the assignment counts as the first chance and will be graded normally.
17. Permission for an extension within the three week marking period can be given by the lecturer, any further extension can only be given by the programme coordinator.
18. A written request for extension should be submitted at least a day prior to the concerning deadline or exam, together with documents to support your request. In certain circumstances you can only submit afterwards. In such cases, requests have to be submitted within ten days after the deadline or exam and should contain exclusive proof.

Plagiarism

19. Plagiarism is defined as passing off the ideas or words of someone else as though they were your own. It applies equally to the work of other students and to published sources. All work is assessed on the assumption that it is the work of the student: the words, ideas and arguments should be their own. However, much coursework will be based on what students have read and hear. It is therefore important that students show where, and how, their work is indebted to their own sources. Students should list the sources used in a bibliography or reference section at the end of each piece of work or using footnotes.
20. In Utrecht, each assignment can be digitally checked on plagiarism via the 'Ephorus' system. Similar checks will be done in Aarhus via the 'Urkund' system.
21. Plagiarism is a very serious offence. Plagiarism can result in expulsion from the programme.

ACADEMIC CALENDAR UTRECHT

Week	Date	Activities
35	2 September 2016	Introduction International Office and EitW
36	5-9 September	Introduction programme: Utrecht Views Start Tutorials + newsroom Reporting Europe
40	5 October	Rotterdam fieldtrip
43	24-28 October	Study Break
44	31 October – 3 November	Exams
	4 November	Ruhr Fieldtrip
48	28 November – 2 December	Brussels fieldtrip
52,53	24 Dec – 8 January 2016	Christmas Break
1,2	9 - 20 January 2016	Integrated newsroom, examination and rewrites Utrecht
3	from 21 January	Leaving for Denmark

ACADEMIC CALENDAR AARHUS

Week	Date	Activities
3	January 2017	Registration with Danish authorities and student housing agency. Arrival at the latest the 18 th January
4-5	23 January – 1 February	Introduction to the programme, to the Danish School of Media and Journalism and to Danish society and Politics. Start of Euroviews workshop (intro production).
4-10	26 January – 9 March	Classes in Foreign Policy - World Politics
6-13	06 February – 24 March	Euroviews classes (including Euroskills classes, travel preparations). Three days of exam project preparations.
12-15	27 March – 18 April	Euroviews travel period and Easter break
15-16	18 April – 28 April	Euroviews production period, and two days of exam project preparations.
17-23	1 May – 9 June	Final exam project – coaching and registration, research and production.
23	9 June	12:00 deadline final exam project
24	12 June	12:00 deadline honours exam material 12:00 deadline evaluation survey
24	15 + 16 June 2017 (tentative)	Examination days, and graduation on 16 June (OR 19 + 20 June) Honours final assessments.

PROGRAMME DESCRIPTION UTRECHT

The programme in Utrecht consists of three tracks of 10 EC each. In the first term you will acquire basic knowledge of European Politics, Economics and Law. At the same time you will learn how to produce news items in our newsroom Reporting Europe. Productions are published on an online platform and cover all journalistic genres from short blogs to long features. The track Thinking starts with basic tutorials in the first term and gets more intense as we go along. Each track has a fieldtrip (see page 5).

The Knowing and Thinking tracks are all tested by exams, essays, dossiers or presentations. The track Knowing ends with exams in week 44. The tracks Thinking and Doing will finalize after Christmas break.

In each track there is one honours assignment, supplementary to the required bachelor assignments but linked to the bachelor programme. Students who want to do the honours level also take this extra assignment.

Europe in the World 2016			Aug	Sept				Okt				Nov				Dec				Jan						
Week				36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	1	2	3	4	
FCJ schedule				5-sep	12-sep	19-sep	26-sep	3-okt	10-okt	17-okt	24-okt	31-okt	7-nov	14-nov	21-nov	28-nov	5-dec	12-dec	19-dec			9-jan	16-jan	23-jan		
EitW schedule				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	christ	mas	8	9	10	DK
KNOWING (10 EC)	Politics																									
	Law																									
	Economics																									
THINKING (10 EC)	fieldtrips																									
	Sustainable Regional Development																									
	Culture&Identity																									
DOING (10 EC)	Utrecht Views																									
	Reporting Europe (including media and journalism)																									
	Reporting Europe																									
			English writing (optional)																							

KNOWING

The 'track' Knowing consists of three major disciplines to understand how the EU works: Politics, Economics and Law. This track provides the body of knowledge you will need as a journalist. This knowledge is not only important for a firm theoretical basis but also to know where to find sources and to understand how 'Brussels' is organized and functions. The courses in this track are all assessed with a written exam and supported by class work, presentations and case discussions. Attending the lectures and participating in class work is compulsory. Be sure to spend time studying the literature during the course, not just because that is a smart way to study, but also because you need the content in the other tracks (Thinking and Doing). The assignments in the Doing-track are linked to the disciplines in the Knowing-track. The focus in the first part is News, the journalistic genre is news items and news stories. The Brussels-fieldtrip is based on your knowledge of Politics, Economics and Law and your understanding of how the EU works.

The courses in the Thinking-track show an integration of disciplines, you will need your 'body of knowledge' to understand how regional development works. That is why Knowing is more intensive in the first part of the programme and Thinking becomes more intensive towards the end. The Ruhr fieldtrip will provide you with an actual, in the field, case of how EU politics and economics influence a region.

The total amount of credits for this track is 10 EC. Each course makes up one third of the study load and the final mark. Each part can be rewritten separately.

European Politics

Lecturer : Arie de Jongh
 BA credits : 3 EC
 Type of course : tutorial, with presentations
 Contact : arie.dejongh@hu.nl

Course content

The course aims to give an introduction into the history and the political structure of the European Union. We will take a look at the evolving of the EU and try to find out what factors were dominant in its History and led to the current structure. The creation and working of the institutions usually were an outcome of the way power was distributed within Europe and they all have the characteristic of compromise. Of course theories that played part in the the integration process also will be analyzed and the question will be in how far they were a relevant constituting force.

Apart from the process the workings of the institutions will be a central theme as this reflects the relation between the supranational and intergovernmental forces. Knowledge of the formal relation between the institutions is an important condition for understanding the more informal power struggle that is going in the European Union. As integration is an ongoing process this course will try to pick out current affairs and will place them in a political and historical context. The several policies are discussed in other courses, but we will take a look at the foreign policy of the EU as this is an important field in which the elements of intergovernmentalism are still predominant.

Course relevance

In order to publish on and analyze the European Union it is important journalists are aware of its structure and what are powers determining policies in Brussels. The historical context is necessary to understand the current situation and helps journalists to see patterns in the development of the EU. In our Knowing block European Politics is one of the three constituting elements together with European Economics and European Law.

Learning outcomes

Gather information swiftly, using newsgathering techniques and methods of research(4)

Select the essential information (5)

- Students see and reproduce the main trends of the history of the EU
- Students can identify the major factors determining EU policies
- Students analyze knowledge of the relations between the main institutions of the EU
- Students transfer acquired background knowledge into analysis of the current situation
- The students are competent to translate the more general knowledge into a specific topic on European politics

- Present information in appropriate language and effective form (6)
- Students show their knowledge about the EU , oral as well as written in a presentation and a report
- Student present a broader and more in depth understanding of certain topics related to the course content

Assessment

1. Individual assignment: A written exam on the basis of the literature and the topics discussed in class. The 10 questions will test knowledge and insight on the EU and its institutions (see assessment document for more detail).

2. Group assignment: In depth research and analyses of a specific topic on European Politics, resulting in a written and oral presentation. It needs to be a comprehensive and reliable narrative on the chosen topic.

In order to pass the course both assignments should be graded by at least a pass. The final grade will consist of adding up both assignments on a 50/50 basis.

Rewrite: In case the group assignment is a fail students will do a rewrite of the written presentation

Course overview

Week	Topics lectures	Presentations
36	Origins of the EU and growth	
37	Crisis and Recovery	
38	Enlargement and deepening Integration	Group 1
39	European Commission: driving forces	Group 2
40	European Parliament and Council of Ministers: who is in control?	Group 3
41	Europe in the World	Group 4
42	Exam practice and questions (optional)	
43	Study Week	
44	Exam Week	

Literature

Dinan, Desmond. Ever Closer Union. An Introduction to European Integration, London, 2010, 4th edition. Ch. 4,5,6,7,8,9 and pp.545-567

Economics
McCormick,

European Economics

Lecturer : Jeroen Heuts
BA credits : 4 EC (including fieldtrip to Ruhr Area)
Type of course : tutorial, with practical assignments
Contact : jeroen.heuts@hu.nl,

Course content

Today's European Union developed from the European Economic Community, a purely economic set-up establishing a common market between member states. Later on, business interests kept playing a prominent role in driving the development of the European Union forward. Economics still is at the heart of much what is happening in Brussels. It comprehends agricultural policy (CAP), cohesion and structural policy, the internal or common market, social policy and employment, industrial policy and innovation, financial and monetary policy (ECB), both within the EU as – since 2001 – the EMU or Eurozone

Course relevance

Many current developments regarding the EU can only be understood fully with sufficient knowledge of the economic context. To be able to write about European subjects, journalists should have a clear understanding of economic fields, policies and developments, and their impact upon the citizens of Europe. This information is needed to be well prepared for the Brussels trip, and also to have sound knowledge for the journalistic articles to be written for some other subjects of this course

During each lecture the teacher will provide some propositions on current economic policy, inviting the students to consider, formulate and defend their opinion on these statements.

Learning outcomes

- The student correctly interprets current (newspaper) articles on the EU economy (Tartu 2)
- The student shows sufficient grasp of European economic and financial themes, problems and debates to report about them. (4)
- The student demonstrates basic knowledge of long term (macro) economic trends and developments in the EU (4)
- The student distinguishes the economic, social, financial, technological and political aspects of European issues and themes (6)
- The student selects relevant journalistic articles on current EU issues from quality papers, summarizes these articles, linking them to the theoretical subject matter (4)
- The student actively and confidently participates in economic discussions about the E(M)U and formulates arguments and statements pro and con current EU and eurozone economic (and financial) policy.(1)
- The student convincingly motivates and justifies his/her personal opinion on European social economic issues and policy options (2)

Assessment

The students are expected to participate actively and to prepare themselves thoroughly by reading the subject matter before the lectures. Their knowledge and understanding of the subject matter in the course literature will be tested in a written exam, consisting of 20 open questions.

Students can previously earn an exemption for 4 questions at choice (=20 points) by turning in an assignment each week, consisting of 5 profound and intricate questions (no reproductive or definition questions) about the relevant chapter in the textbook, and a current (English) qualified and relevant news article (e.g. from The Economist) about the subject matter of the week, to be both summarized and linked to the textbook. Obviously the quality of both questions and summary has to be at bachelor standard in order to be accepted.

The rewrite of the exam will consist of a similar test (20 new questions), the exemption can be used again

Literature

Desmond Dinan: *Ever Closer Union. An introduction to European integration*, 4th edition, 2010, Chapter 12 (Agriculture and Cohesion) 13 (The Internal Market and Monetary Union), 14 (Economic Performance), 16 (Beyond the EU's Borders). Page 329 – 523 (minus 451-482).

John McCormick, *Understanding the European Union*, 6th edition 2014, Chapter 7 and 8.1-8.3

Course overview

Week	Topics in the lectures
36	Common Agricultural Policy
37	Cohesion policy
38	Internal market and competition
39	EMU and monetary policy
40	Social policy and Employment
41	Enterprise and Industry, innovation
42	Foreign trade relations of the EU
43	Study Week
44	Exam Week

Fieldtrip Ruhr Area

The German Ruhr Area is a perfect example of economic restructuring in a traditional industrial and mining region. After a period of industrial and urban decay the landscape and the economy changed completely. Now Ruhr stands for innovating technology, science and culture. Steel-works and mine pits turned into cultural venues, museums and creative factories. We will visit Duisburg and Essen, two major cities in this fascinating region, on a one day trip in October. Costs: around 70 euros (transport, entry Ruhr Museum, lunch).



European Law

Lecturer : Marc Veldt
 BA credits : 3 EC
 Type of course : tutorial with practical assignments
 Contact : marc.veldt@hu.nl

Course content

The countries of Europe are to a considerable extent guided and restricted by European law. The same holds true for the citizens and companies of Europe. But for the latter, there is another, possibly more important side of the coin: 'Europe' also protects them and gives them rights.

It is a well-known fact that the European Union produces a lot of rules, and obviously, we are not going to cover this entire body of law. Instead, we focus on a few important areas. Less well known than the EU, is the European system of human rights that is established by the Council of Europe, the European Convention on Human Rights and the European Court of Human Rights. However, this convention and court protect the basic rights of some 800 million Europeans from 47 different countries. Fairly recently, in 2009, human rights also have been incorporated in the legal system of the European Union, when the EU's Charter of Human Rights entered into force. Before that, the European Union had from early on protected certain basic rights of an economic nature. Human rights is, therefore, one of the topics the course will focus on.

Other topics will be:

- The general system of European Union law;
- The importance of the Court of Justice of the European Union;
- The results EU law has produced for citizens and companies, for instance for workers and professionals, students, migrants and consumers.

Course relevance

Since laws are an important instrument of the EU to achieve policy goals, a journalist that publishes about the EU needs to understand both the general system and at least a number of specific effects that EU law has in society.

Human rights play an ever more important role, both close to home and in international politics. The European Convention on Human Rights is widely regarded as the most effective international human rights regime in the world. Debates about human rights, however, can touch on issues of cultural identity and national sovereignty. As a consequence, the successful European human rights system has caused some friction within individual member states of the Council of Europe and the EU, which make European human rights a fine example of the ever-present debate 'do we need more or less Europe?'

Students can also use the knowledge they acquired in this course when they publish about subjects related to EU law or European human rights in Reporting Europe.

Learning outcomes

- Students remember and identify the basic principles of European human rights law and European Union law (Competences: several named under 4).
- Students show understanding of the role and importance of the European courts (the European Court of Justice and the European Court of Human Rights) (under 4).
- Students recognize, analyze and interpret news and current affairs concerning EU law and European human rights law (for instance court cases, political dealings between member states and / or European institutions). (Competences: under 2, 5)
- Students find the appropriate sources for information and research concerning EU law and European human rights law (4)
- Students analyze individual or political issues that are related to European law and explain the juridical question(s) that are debated (under 5, 6, 7)
- Students explain legal matters in clear, simple language, avoiding jargon. In their presentation, they make an (abstract and usually complicated) legal question understandable and interesting for a general audience. At the same time, they avoid possible legal pitfalls and do not oversimplify (6).
- Students see and explain what is at stake for the parties in the legal conflict, and also the wider impact for European citizens, companies, and EU / Council of Europe member states in general (6 and 7).
- Students read a legal text and understand and explain its essence (5 and 6).

Assessment

1. Students will do a written exam on the basis of the studied literature and the discussed content in class (individual assignment).
2. Students will present an important European court case in class (assignment in small groups). Other students will be assigned to ask questions about this court ruling.

Rewrite: The exam can be rewritten twice within the time span of the Utrecht part. The presentation will be substituted by extra questions on the written exam.

Literature

1. Boom Basics Human Rights ISBN 9789089745576
2. The Council of Europe and human rights - An introduction to the European Convention on Human Rights (2010) ISBN 978-92-871-6836-8
3. Court rulings and other texts will be handed out in class.
4. Desmond Dinan: Ever Closer Union. An introduction to European integration, 4th edition, 2010.
5. Optional: background on many EU court cases in Penny Kent: NutCases European Union Law. Sweet & Maxwell, ISBN 978-1-84703-733-6. There are some copies present in the faculty library.

Course overview

Week	Topics lectures	Group work
36	General introduction, EU law and Council of Europe	
37	Council of Europe, ECtHR, human rights	
38	Human rights, ECtHR	
39	Human rights & EU.	
40	EU. Rights in context of Internal Market, e.g. workers, students, social protection.	
41	EU. Rights of e.g. consumers, migrants, other groups.	Presentations
42		Presentations
43	Study Week	
44	Exam Week	

THINKING

The courses in the Thinking-track show an integration of disciplines, you will need your 'body of knowledge' to understand how regional development works or to see the impact of identity on political choices. That is why Knowing is more intensive in the first part of the programme and Thinking becomes more intensive towards the end. The core elements of the Thinking-track are critical/ethical thinking, research and analytical skills. The course Sustainable Regional Development integrates content from economics, politics, law, environmental sciences, geography and philosophy in the context of a region's development. The course Culture and Identity triggers you to think out-side-the box and look at European culture and identity from a philosophical, psychological and social sciences angle, within the context of art (film). These courses require in depth research and structured planning. This serves journalistic genres such as features, background articles and analyses. You will need these skills for the productions in the integrated newsroom, which finalizes the Doing-track (Reporting Europe) in January.

The total amount of credits for this track is 10 EC. Sustainable Regional Development makes up 60% of the study load of this track, including the fieldtrip to Rotterdam. Culture and Identity makes up 40%. The final mark is calculated accordingly. Both parts can be rewritten separately (see course descriptions).

Sustainable Development in European Regions

Lecturer(s) : Marcel Bayer and Carien Touwen
BA Credits : 6 ECTS, including fieldtrip to Rotterdam
Type of course : tutorial, research training
Contact : carien.touwen@hu.nl;
marcel.bayer@hu.nl;

Course content

Demographical and social change are connected with economic developments. Unequal economic development is mirrored in housing- and environmental problems, ethnic conflicts and social marginalisation. For those reasons it is interesting to study regional development and the effect of regional economic policy. Especially since European regions with the Lisbon Agenda and cultural programmes more than ever are competitors in the 'battle' for investors, visitors, attention.

During this course we analyse factors that contribute to regional economic development and we will study mainstreams in scientific research and thinking on this subject. We compare perspectives in several European regions and pay attention to regional economic policy on regional, national and European scale.

Sustainability and Liveability are major topics in our societies since the first UN Earth Summit in Rio de Janeiro in 1992. Since then these policy-areas have more priority at local, regional, national and European government-level. The European Commission formulates Sustainability as one of the three policy-pillars (besides Smart and Inclusive). It's an integral part of its regional and environmental policy, so the EU stimulates European regions to integrate these topics in its programmes and projects. The trending focus of development is to make regions sustainable and 'climate proof'. As examples we will visit Rotterdam and the Ruhr Area.

Course relevance

The world becomes increasingly global and regional/local at the same time. This in itself is an interesting development for journalists to analyse. Regional storytelling is becoming the major aspect of the work of Euro reporters. In this course we will focus on the way sustainability and innovation is shaped in a regional context, effecting the local economy and its people.

Learning outcomes

Gather information swiftly, using newsgathering techniques and methods of research (4)

Select the essential information (5)

- Students understand the history and importance of economic regional and urban development in the European context
- Students understand the development and importance of environmental and climate policy and regulation in the European context

- Students recognize the regional economic dynamics in the European regions and can mention relevant factors behind it
- Students are able to analyse regional, European and global ideas and discourses on environment, climate change and sustainability
- Students know where to find reliable sources on economic and sustainable urban performance of European regions

Find relevant issues and angles, given the public and production aims of a certain medium or different media (2)

- Students are able to translate acquired information on sustainable and economic development in European regions in useful journalist subjects
- Students have the knowledge of current events and are able to assess if a subject is both interesting and newsworthy enough for an specific audience

Organise and plan journalistic work (3)

- Students are able to make a realistic work plan and keep to deadlines
- Students show flexibility and creativity when changes to the plan are required

Cooperate in a team or an editorial setting (8)

- Students show social skills, dedication and initiative as part of a research team

Reflect on the societal role of and developments within journalism (1)

- Student have insight in the role and influence of journalism in modern European society, especially in relation to topics such as development and sustainability

Assessment

Group assignment for a research team of 2 students: Produce a research portfolio on sustainable development of a region of your choice in Europe. Relevant list of sources is required. You may design your research portfolio in a format of your choice, print-based or web-based. Give a presentation of your region on the basis of your research. Detailed requirements can be found in the study manual on the course page at the start of the programme in September.

The Research portfolio is input for your final project in the Reporting Europe newsroom in January.

Rewrite: Deadline for the rewrite is within two months after the course ended.

Literature

1. *Regional sustainable economy: analyses and perspectives*, a reader by Marcel Bayer and Carien Touwen, 2013.
2. Desmond Dinan: *Ever Closer Union. An introduction to European integration*, 4th ed., 2010
3. Articles and links on the course page

Course overview (more detail on course page on Sharepoint at the start of the programme)

Fieldtrip Rotterdam

As part of the course Sustainable Regional Development we will visit Rotterdam. Rotterdam is an international harbour city with a strong emphasis on innovative development, creative industry, sustainability and climate change (<http://www.rotterdamclimateinitiative.nl/en>).

Cost will be around 25-30 euros for transport from Utrecht to Rotterdam by train, and local transport in Rotterdam (bus, ferry)



A photography assignment will be part of the excursion.

European Culture & Identity

Lecturers : Brian Maston and Carien Touwen
 BA Credits : 4 ECTS
 Type of course : tutorial
 Contact : carien.touwen@hu.nl; 088- 481 3186, room 2F110
brian.maston@hu.nl; 088-481 3188, room 2F210

Course content

The course is based on didactical theory of experiential learning. The starting point is a European film, which is shown at the faculty in the evening. Each film revolves around a different topic in continental philosophy and cultural/social theory. The course is split in three parts, thus coinciding with similar topics in the Knowing track. In this way the general knowledge on Politics, Economy and Law is translated to different aspects of European identity.

This course is about the role of 'big ideas' in shaping notions of European identity. *Isms* including liberalism, Marxism, fascism, post-modernism, multiculturalism, globalism, nationalism, feminism, and orientalism have all contributed to the formation of European world-views. These various and often related ideologies will be discussed in small groups and in class based on close watching of the film, groups discussion and visualization of ideas. The class and individual work is supported by relevant literature, which is added to the body of knowledge co-created by students and lecturers.

Course relevance

The course provides an essential reference to the most relevant and influential tenets of European thought. Notions of a just society, the relationship between an individual and the state, and the relations between social classes, have played a tremendous role in shaping world events way beyond Europe's borders. In addition, these big ideas provide a framework for understanding the socio-cultural fabric of European life. They are, in short, necessary, foundational material for journalists working internationally in Europe and elsewhere.

Learning outcomes

Gather information swiftly, using newsgathering techniques and methods of research (4) and Select the essential information (5)

- The student interprets and places in a historical framework important political, social, economic and cultural developments relating to European identity;
- The student can demonstrate a good general knowledge and societal insight in economic theories, political ideologies and socio-cultural issues;

Find relevant issues and angles, given the public and production aims of a certain medium or different media (2) and Organise and plan journalistic work (3)

- The student can use relevant, authoritative sources on European cultural identity in the production of his work;
- The student can translate theoretical concepts of European cultural identity to a journalistic context and find relevant angles to address a European audience

Cooperate in a team or an editorial setting (8)

- Students show social skills, dedication and initiative as part of a research team

Assessment

Research assignment for a team of four students, consisting of mind maps, class presentation, discussion and individual essays which form part of the group portfolio. Both parts (group portfolio and individual essay) need to be at least a pass and make up an equal part of the final grade.

Rewrite: Incomplete portfolios and individual essays can be rewritten (see regulations of this programme). Deadline for the rewrite is in January before departure to Denmark.

Literature (students and lecturers co-create a body of knowledge). Basic literature:

Stuart Hall, *Representation: Cultural Representations and Signifying Practices*,
 1997 – Sage Publications
 ISBN: 9780761954323

Course overview (more detail on course page on Sharepoint at the start of the programme)

Honours in the Knowing and Thinking Tracks

How Honours works will be explained in the first honours meeting in the introduction week. Students participating in honours will have one weekly meeting in which we will discuss progress of honours assignments and work on special initiatives. Honours at the HU Applied Sciences Universities aims to challenge students and support them to develop extra-curricular competencies such as leadership, innovation and entrepreneurship (see page 4).

The first part of honours in Europe in the World is linked to the course subjects in Knowing and Thinking and deals with an EU funded project or region. The project you choose will also be the one you use for your Regional assignment, so make sure you choose wisely.

Your assignment is to find out how different elements from Politics, Economics and Law, Culture and Sustainability are integrated and how they add to development within a region, supported by EU regional development funding.

The assignment also deals with the impact of EU funding in your region/project. The purpose of this assignment is to critically research the impact of an EU funded project or development and to write a comprehensive analyses, supported by valid data and arguments. The question should be why Europe is funding projects/supporting regions and what the benefits are, both for the project or region involved as for Europe as a whole. The outcome should be transferred to an above regional, preferably global level.

You can work in pairs. In this honours assignment you will work on the competencies 'reflective practitioner', 'professional drive' and 'global professional'.

Reflective practitioner

- Students evaluate EU-policies on regional economic and sustainable development
- Students critically analyse the benefits and the impact on a social and cultural level of EU-funding in a specific region
- Students translate their findings into a comprehensive argument on the effects of EU funding in a specific region of Europe

International perspective/global citizenship

- Students critically analyse the impact of an EU project on sustainability in both a European context as globally
- Students translate their research and argumentation into a journalistic piece for an international audience

Entrepreneurship and professional drive

- Students write an analytical essay that is fit for publication for an international audience
- Students dares to set challenging goals and show self-direction to achieve them.
- Students earns from setbacks, shows creativity in problem solution and is able to reflect and change plans accordingly

Your product will be assessed on the basis of the following criteria:

- a relevant and challenging topic
- broad and in depth research into the impact and benefits of EU-funding
- dissemination of research results in a comprehensive manner
- clear and valid argumentation
- a realistic professional context
- a clear vision on the relevance of the analyses in the context of the journalism profession
- contextualization of the topic and research outcomes on an above regional level
- fit for publication
- reflection on own conduct and performance

Find a project in the Netherlands, Belgium or Germany (in reasonable travel distance from Utrecht, app 250 km). The project or region needs to receive EU funding. It might be a project dealing with climate change, environment, nature protection, agriculture, infrastructure, social

welfare, employment, culture, education, science. It is important to find a project that is complex and multidisciplinary, or it will not meet the honours requirements. Start with finding out what the project entails, who are involved, what is the EU role and why. Propose a research question and continue with more in depth research. Visit the project, interview people and take pictures/collect visual information.

Your achievements will be assessed on the basis of the following criteria:

- systematic understanding of the disciplines involved
- analyses and clear presentation of the project and the stakeholders
- broad and in depth research dealing with the integration of different disciplines
- a realistic professional context
- a relevant and challenging research question
- a clear vision on the relevance of the research in the context of the journalism profession
- perseverance in dealing with setbacks, achieving goals and showing creativity in problem solution.
- purposeful and self-directed conduct
- dissemination of research results in a comprehensive manner

Time frame:

- | | |
|--|-------------|
| 1. Choice of project and co-researcher | 17 October |
| 2. Research Question | 7 November |
| 3. Assignment portfolio/draft essay | 12 December |

All your information is used to answer your research question and to give background information. You can present your information and argumentation in any way you see fit (essay, item, webpage, newsanalyses, background article). A personal evaluation is always included.

DOING

The Doing-track in fact is our digital newsroom which carries all the other course content in a journalistic context. This is the most practical part of the programme, but by no means is it just a newsroom where you learn to 'write about Europe'. It is fundamental to make you understand and experience why the content of the other courses is relevant and how. Furthermore this is the only place where you truly work as a team and develop newsroom skills. The productions will in the last week be presented to media professionals inside and outside the institute.

Reporting Europe

Lecturer(s) : Bram Peeters and Marc Veldt
BA Credits : 10 ECTS
Type of course : workshop /newsroom
Contact : bram.peeters@hu.nl / marc.veldt@hu.nl

Course relevance

Reporting Europe is the practical component of the EitW programme in Utrecht. This course works as a newsroom; students select news issues from the European policy areas and produce news stories on a website.

This is easier said than done, as the EU is widely regarded by the public as boring, bureaucratic and complicated. People's confidence in the EU has dropped to record lows in most member states. The EU is under attack, one can say. Is it up to reporters to defend the construction of the European Union, and the decisions made by its institutions? Certainly not. However, it's the obligation of the media to inform the public. And to do so, reporters should have an understanding of the working of the main European organisations and institutions.

How to 'sell' Europe to your reader is therefore the key question in this course. How can you 'seduce' your reader to take an interest in European affairs? What do you need to know as a journalist about the EU in order to offer quality reporting? Where can you find the right information in order to write stories that will actually be read because they are interesting? These challenges will be faced in the newsroom of Reporting Europe.

Course content

Reporting Europe teaches students to debate, find, interpret, process and publish European news. We will start the course with publishing about the themes that are addressed in courses like European Politics & Law and Economics & Law. We will practice researching for information and human sources, brainstorming about the content of the next issue, and regularly writing shorter news articles. Later on, we will focus on longer background stories based on the Brussels trip and research related to the Sustainable Development course. During the whole Reporting Europe course, everybody will regularly contribute to the website's Twitter stream. Besides our journalistic production concerning 'Europe', we will also focus on practical topics like freelancing.

Learning outcomes

Bachelor level

- Students will know how to find news and background stories regarding Europe. They recognize news connected to Europe which is fit to print or to publish otherwise. (Tartu 2)
- Students are able to research Europe-related topics creatively and thoroughly. They find the relevant people, organisations and data bases. (3,4,5)
- Students can analyse European current affairs and background developments and find news angles and interesting approaches to / basic statements about these developments. (competence 2,3,4)
- Students can produce articles on EU developments and publish them on a website. (5,6,8,9)
- Students are able to explain European topics to a general, not-specialized audience. (2,5,6)

- Students know how to write in an attractive manner about European current affairs. (2,5,6)
- Student can work in teams and will also know how to evaluate each other's work constructively. (7, 8)
- Students will have an idea how to approach media and sell story ideas or articles as a freelancer. (9)

Assessments – newsroom productions

The group will meet twice every week with the lecturers, and continue during the week as a newsroom. The week starts with news selection and discussion about the news angle. When stories have been assigned and the news team has decided on the type of stories, students start production during that week. Production is discussed in class the week after, and students will read and comment on an assigned article of a classmate in the week after it has been published. Articles will also be assessed by the lecturers.

The first part of Reporting Europe pivots around News, resulting in news items and stories. The major event is the Brussels fieldtrip, this also concludes the first part of Reporting Europe (for more info on the trip see 'Excursions and Fieldtrips'). In the second part, after the Christmas break, the Doing-track is finalized with a bigger production such as a feature, background story or analysis. This is based on the desk research done during the Thinking-track as well as research on location in the beginning of January.

Rewrite

The news articles will be assessed only once as 'fail-pass-good'. When deadlines are missed, the articles will be marked as a 'fail'. Only the Brussels assignment and the final production can be rewritten when marked as a 'fail'. When too many articles were marked as 'fail', resulting in a final grade lower than 5.5 or if the general input/attitude is seen as insufficient, an extra assignment (news analysis of 1500 words on a current EU related topic) will be the consequence.

Course overview

Semester	1										2									
Week	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	Christmas	1	2	
Content	News									Exams				Brussel	Background			Final product		
Lecturers	Marc Veldt and Bram Peeters										MV, BP				MV, BP			MV, BP		

Suggested literature

Mike Gandon, (edited by Heather Purdey), *English for International Journalists*, 2013 – Routledge

Fieldtrip Brussels

In the second term we will spend a short week in Brussels. Visits to the European Parliament and the European Commission aims to illustrate how Economics, Politics and Law work in every day practice. We will also focus on subjects in the Thinking track (Regional Development, Sustainability and Culture). In three days you will meet a number of speakers who will tell you about Europe from different points of view, covering different topics. The second part of the week you will work on your own stories and do research, speak to sources and collect material.

The 'school' makes arrangements for accommodation for the first three days and will inform you in time about costs and deposits. You have to arrange your own accommodation for the remainder of the week, and must also arrange your own transport.

The exact programme will be available mid October.

Approximate costs for the field trip:

Hostel : 30 euro per night, including breakfast

Meals : own choice

Trip : 55/60 euro return train ticket or 25/30 Euro return bus ticket with Eurolines



Travel : 10-20 euro within Brussels

You will not need a visa for Belgium, as Belgium is a Schengen-country, but you have to bring your passport or ID-card.

Additional info

In the second part, after the Christmas break, the Doing-track is finalized with a bigger production such as a feature, background story or analysis. This is based on the desk research done during the Thinking-track as well as research on location in the beginning of January. The location depends on your subject chosen during the Regional Development course and is therefore your choice. It can be in The Netherlands or abroad.

Doing Honours

In the newsroom: Working in a newsroom requires more than just participating, meeting the requirements for journalism productions and uploading your articles to the web. Students are offered the opportunity to work on special skills and competences on honours level. During the course several students can act as editors (production teams) or editors-in-chief (multimedia newsroom). Students can also redesign the production platform by implementing innovations or new possibilities for publication.

In the full time multimedia newsroom all students can show professional drive by setting higher goals than acquired, show creativity in problem solution, work under pressure and still perform above average. The multimedia newsroom is a new part of the first semester and therefore there is a lot of room for own initiative and suggestions especially for the honours level. In addition students who sell news articles can achieve a star for Reflective practitioner.

Learning outcomes Honours level

Reflective practitioner

- The student assesses his own professional conduct critically and systematically adjusts his actions and production in order to sell and publish productions on an acknowledged platform
- The student acts in a realistic professional context

Leadership skills

- The student acts proactively and inspires and stimulates others, takes the lead in decision making
- The student is aware of his own personal abilities and perceptions in relation to the group process.
- The student can work within a team, is able to plan, instruct, execute, and delegate.
- The student communicates effectively and focuses on the successful completion of the production.

Professional drive

- The student has a clear vision on the multimedia journalism and is able to translate this into a realistic product
- The student dares to set challenging goals and takes initiative to achieve them.
- The student learns from setbacks and shows creativity in problem solution.
- The student can work purposefully and self-directed. He/she can successfully complete tasks within the time constraints of full time three-day multimedia newsroom.

Innovation and dissemination

- The student is able to think divergently by developing innovations and convert them into a useful product for the multimedia website
- The student recognizes opportunities to innovate the production platform and can implement them or instruct others to do so.

PROGRAMME DESCRIPTION AARHUS

INTRODUCTION and Euroviews

Credits : 10 ECTS

Introduction

Lecturer : Inger Munk and guest lecturers

Contact : imu@dmjx.dk

The aim of this course is to give an introduction to the Aarhus programme, the Danish School of Media and Journalism and its facilities, and a general introduction to your new town and country; Aarhus and Denmark. Lectures about Danish Politics and Danish media and a visit to and lecture at the City Hall are parts of the introduction with the objective to give an insight into political, social and cultural aspects of the Danish Society to be reflected in the first production.

Workshop: First production

Lecturer : Asbjørn Slot Jørgensen and guest lecturers

Contact : asbo@dmjx.dk

The aim of the workshop is to continue the process of giving exercises to make a journalistic production. The process started with UtrechtViews and Reporting Europe. Now, further components are added to give a more thorough basis for the production of Euroviews and the Final Exam Project. The content is journalistic stories covering Aarhus and Denmark from an international perspective. It also serves as an introduction to the school, city and country.

Workshop: Sound, photo, video

Lecturer : Tom Fangel, Hans B. Nørgaard, Søren Pagter, Suzanne Sommer and Henrik Møller

Contact : tf@dmjx.dk, hbn@dmjx.dk, sp@dmjx.dk, ss@dmjx.dk, hm@dmjx.dk

Students learn during these workshops the basics of techniques of: photo, video, sound InDesign layout and online publishing – all of which to be used in the preparation and production of the different assignments and the Exam Project. These and other workshops are offered according to the needs and priorities of the EITW class and teachers.

FOREIGN POLICY – World Politics

Lecturers : tba

BA Credits : 10 ECTS

Type of course : lectures/tutorials and practical assignments

Contact : asbo@dmjx.dk or imu@dmjx.dk

Course content

This course introduces students to the theories and methods of international relations, and the major approaches currently used.

From studying the foreign policies of the world's major players, the course will focus on how foreign policy is made - and how it has changed.

Starting from definitions of foreign policy, globalisation and the world agenda, the course moves on to the foreign policy of powers like the US, United Kingdom, Germany, China - still linked to current affairs and the role of Europe.

There are 12 predefined lectures, each 3x50 minutes with preparation for each lecture in the form of literature and assignments. A few additional lectures are expected about current issues and the Euroviews topic.

Course relevance

This course aims to introduce the theories of international relations and foreign policy analysis, and the studies of foreign policy of major powers. The current position and interests of these powers are analysed through current events, seen through the necessary cultural and historical background.

While the courses in Utrecht concentrate on Europe and the European Union, this course positions Europe and its countries in the World, discussed in various lectures and assignments with a focus on foreign policy.

The lectures on foreign policy are followed by lectures to prepare the Euroviews themes.

Learning outcomes

- Have the ability to analyse international events in a systematic fashion.
- Manage the tools and methods for transforming this analysis into a written piece of foreign policy analysis.
- Achieve deeper understanding of how foreign policy and international relations are conducted.
- Obtain awareness of national identities, international understandings, and national-global debates - and the role of the media in establishing or changing these identities, understandings and debates.
- Know the characteristics of the foreign policies of the world's major powers.
- Understand the concepts of globalization, and how globalization is affecting foreign policy.

Assessment

Each student will turn in three articles, do two class presentations, and submit a number of hand-ins. Class attendance is required.

Honours students will produce an additional assignment in the form of an essay or foreign policy analysis, details to be agreed with the responsible teacher.

Literature

A reader will be made available to the students by the start of the semester in Aarhus. Additional current examples and handouts will be distributed in class or online.

EUROVIEWS

Lecturers : Asbjørn Slot Jørgensen (course leader), and guest lecturers
BA Credits : 10 ECTS (including Introduction and Daneviews)
Honours : Comparable to Reporting Europe students can work mainly on Leadership, Innovation and Professional Drive, but depending on the topics Reflective Practitioner and International Perspective are possibilities too.
Type of course : workshop with theory and a number of lectures; newsroom.
Contact: : asbo@dmjx.dk

Course content

The Euroviews course comprises a number of workshops, lectures, tutorials, and presentations, linked together by exercises and assignments. It starts in the Daneviews workshop with the introduction of different themes, media issues, and journalistic assignments. It overlaps and interacts with the World Politics course. And it concludes in the production of a common magazine (of which you will find earlier editions on euroviews.eu.) As such, the Euroviews course contains the main practical components of the semester in Aarhus, and includes a period of travel and reporting in a European country.

The course introduces patterns of modern media consumption, including test/analysis of audience behaviour with state of the art equipment. Ethics and professional conduct are discussed, along with concrete guidance for the international reporting.

Course relevance

The EitW year aims at preparing students for a career in journalism; hence the practical approach with a focus on applicable tools, and on ways to navigate the media market with classical journalism or new products and business models. Working in changing team settings is an important feature of the course, while also having to complete individual tasks. The series of content based courses in Utrecht and Aarhus, as well as the different components in the first part of the Euroviews course, provide a solid foundation for the students' individual travel period. And the Euroviews magazine and website contribute to the students' portfolio.

Meanwhile, Euroviews is also meant as a lab; the students are highly encouraged to test themselves and to experiment with tools and methods before the exam project. The workshop also serves to providing the necessary components for the students' Final Exam Project.

Learning outcomes

- Students will know basic principles of journalistic entrepreneurship, and the main challenges in developing business plans and models.
- Students will know different European journalism traditions and codes of conduct, and understand the concepts of stereotypes.
- Students learn ways to integrate different types of media, and produce photos, video, text to tell a story with a variety of tools.
- Students gain basic knowledge and tools to produce online and print magazines.
- Students gain methods to manage resources and time individually and in a newsroom setting.
- Students gain experience in the teambased creation of a common coherent product.
- Students understand reading patterns for online stories and websites, as well as ways to measure individual readers' behaviour.
- Students understand ways to engage with the audience through dialogue and social media tools.
- Students will know how to develop story ideas for international reporting and prepare with background research, problem analyses and story synopses.
- Students can transform complex problems and concepts into journalistic stories, and show causes and consequences on a very concrete level.
- Students can plan an international reporting assignment, including scheduling appointments and conduct research.
- Students will know ways to track sources, develop alternative stories and find relevant case stories in foreign environments.

AssessmentBachelors level:

- Submission of journalistic multimedia stories; produce research plans, synopses, story pitches; produce reflection reports and source lists to supplement the stories (40 %).
- Presentations in class. Contribution in the required group work. Completion of necessary newsroom tasks beyond compiling own stories. (30 %).
- Analyses of productions, and of different media products and other material. Active participation in the course's workshops. Successful completion of the practical exercises. (30 %).

Honours level:

1. Leadership, Innovation, Professional Drive follow similar criteria as for the Reporting Europe course in Utrecht.
2. Stars can be awarded for taking on extra tasks or arrange activities related to the course.
3. Students are encouraged to propose or engage in extra-curricular activities, and include these in their honours portfolio.
4. A high level of complexity in selected topics can qualify for stars.

Additional information:The travel period:

The students prepare for the travel period individually, group wise and in the class, supervised by the responsible teacher. The travel is independently financed by the students, who may look for individual sponsors. The Danish School of Media and Journalism tries to find sponsors, too.

Literature:

1. Readers, articles and tip sheets related to the workshops.
 2. Manuals for all technical components.
- All literature will be made available as photocopies, booklets or via the online course pages.

FINAL EXAM PROJECT

Assessors	: lecturers from Utrecht and Aarhus, assisted by external professionals (external examiners)
Credits	: 10 ECTS
Honours level	: certificate of excellence/honours certificate
Assessment	: Production of final exam project, including journalistic productions, reflection report and oral exam
Contact/coordinator	: Asbjørn Slot Jørgensen, asbo@dmjx.dk

Objective

Bachelor level

The final exam project consists of journalistic product(s), a reflection report, and lists of sources and literature.

In the exam project the student shows to have acquired the skills and knowledge of the EitW programme in a coherent manner and masters them at the end level (bachelor) of the programme, and thus meets the Tartu competences for journalism professionals.

The final exam project must reflect development of the idea, knowledge about society and the role of the media, analytical skills, research skills, ability to communicate, considerations about target groups as well as the ability to organise time and information.

For Dutch and Danish students, the exam project is also the finalization of their bachelor programme.

Evaluation Criteria

The evaluation of the final exam project focuses on three main areas:

- research & analysis,
- production & presentation of material, and
- professionalism & reflection.

The numbers in paranthesis reflect the Tartu competences for journalism professionals.

Research & Analysis:

(Tartu 2,3,4,5)

- Insight in society/Europe, use of information from the EitW courses.
- Development of an idea, logical choice of angle, consistency in project.
- Analytical skills; analysis of the problem; and contextualization.
- Research skills, variety and relevance of sources.
- Planning skills, swiftly gathering information, adjustments of plans.
- Documentation, reliability, balance.

Production & presentation of material:

(Tartu 1,2,4,5,6)

- Ability to communicate; clarity, possible identification and fascination.
- Knowledge of target group shown in use of language, complexity level, background info provided.
- Selection of information, connection of elements, use of quotes and arguments.
- Content ready for publication, set in a realistic/professional context.
- Presentation of sources, proper referencing, credits.
- Well used story structure, adequate structure in relation to genre and medium. Adequate use of narrative techniques (interview, features, human interest).

Professionalism & Reflection:

(Tartu 1,7,8,9,10)

- Understanding of relevance of the chosen topic, in all dimensions.
- Reflections on other media coverage of the topic.
- Considerations about target group, related to language, complexity, background info.
- Assessment of sources; credibility, relevance, bias, value.
- Ethical considerations, grounded on professional standards and relevant law.
- Use of professional terminology. Reflection on learning and content from the EitW year.

- Insight in own process, notion of strengths and weaknesses. Explanation of and responsibility for choices made.

Assessment and grading

If one of the three main focus areas of the final exam project is weak, it may lead to failure, even if the project is strong in the two other areas.

The grade is based on the entire project (both the journalistic product, the reflection report, and the lists of sources and literature).

The exam project is assessed following an open oral examination under the supervision of an external professional. The final mark is expressed in relevant grading systems (European, Dutch, Danish).

Group Projects

Two students may choose to produce their exam project together provided that each student's share of the product must be easily identifiable.

Deadlines, format, platforms, and other submission details:

- The format and the choice of medium are open, and are discussed with the responsible teacher before the registration.
- Projects reflecting the EitW programme's multimedia approach are welcome but not mandatory. This includes projects aimed for online or mobile platforms.
- Students may use the school's equipment, upon availability. Similarly, students can obtain technical assistance and advice for problem solving as available. However, the deadlines can not be extended to compensate the extra time needed for e.g. tv editing or programming.
- Quantitative requirements:
 - The journalistic product will reflect the equivalent of a written project of 25,000-40,000 characters with spaces per student (50,000-80,000 characters total if two students work together). It is normally divided in several items.
 - If TV is the medium: 20-25 minutes for one student, 25-30 minutes for two students.
 - Radio: 25-35 minutes for one student, 40-50 minutes for two students.
 - Mixed products and web-based products are calculated individually but will respect and reflect the above limits.
 - Reflection report: 10,000-40,000 characters with spaces (same for one or two students). The report follows guidelines specified in an assignment guide.
 - The lists of sources/literature: No quantitative limitations. The lists follow specifications in an assignment guide.
- Students turn in three hardcopies of their work.
- Students may be asked in addition to upload their project for online access for examiners.
- All text must also be submitted to the school's plagiarism control system.

An assignment guide distributed by the start of the exam project period will contain details about procedures, counselling, equipment availability, registration, deadlines, etc.

For Dutch students additional requirements are in place:

- In case of group work the individual contributions should be clear
- All work must be uploaded on the digital graduation portfolio of the School of Journalism
- The oral exam is with two Utrecht examiners and one external expert, the examiners establish the grading, the expert has an advisory role

Rewrite:

Students who fail the final exam project can do a rewrite. The deadline will be within two months after the oral exams, and the rewrite is a new project on a new topic. The student must contact the Study Office and the responsible teacher beforehand.

Dutch students are allowed to conduct this 2nd attempt in Utrecht, upon acceptance from both institutions. In Utrecht the rewrite and oral examination must be completed before 1 September in order to graduate in time for the BA diploma.

Non-Danish/Dutch students may be allowed to correct a failed assignment, in order to obtain their EitW diploma.

Honours level

Students who have successfully participated in the honours programme during EitW can apply for the honours certificate.

To qualify, the student will demonstrate in his/her final exam project that she/he can perform on honours level, and meet higher standards for production and reflection. The student will describe this in a separate written submission, and present her/his performances to a committee of honours lecturers and field experts. Supported by the honours portfolio, this proves that the student can explain and defend visions and choices in a coherent, convincing and autonomous manner, and that the student can liaise with other media practitioners in a constructive and professional manner.

Criteria for honours level in the final exam project

In the productions, the reflection report and the professional discussion with the examiners and the external professional, the candidate performs on all aspects (stars) of the beginning excellent professional.

- The project as a whole forms a coherent total on a European issue or topic, in the broader scope of Europe in the World. (international perspective)
- The issues addressed have a high level of complexity. The candidate shows to work autonomously and with a high level of self-direction. (reflective practitioner, professional drive).
- The issues are transferred to an above-regional level, dealing with different political, economic or cultural angles, concerning multiple stakeholders. (reflective practitioner, international perspective)
- The productions are ready for publication on relevant platforms. The candidate can present proof of possible publication, and sees different opportunities for sharing and developing. (innovation and dissemination, reflective practitioner)
- The candidate works in a proactive manner, shows initiative, inspires and stimulates others as part of a team, and reflects on these issues. This is shown in the exam project and throughout the programme. (leadership qualities)
- The reflection report and oral exam shows that the student has a clear vision on the profession and the current developments and how he/she can contribute to the future development of the profession (professional drive, reflective practitioner, innovation and dissemination)

Students who fail the honours level will not acquire the certificate but will gain a statement for the stars earned during the EitW programme. They still earn their Europe in the World certificate which deals with the bachelor level.

GUEST LECTURES

EitW students will be invited to lectures offered by international guest lecturers coming to the Danish School of Media and Journalism, and to Aarhus University. Some of these lectures may be included in the Euroviews and World Politics courses.

INTERNSHIPS

The Europe in the World programme does not include internships. We realise, however, that internships are important for the education of journalists. The staff of the programme will help by discussing students' possibilities of internships, and providing letters of recommendation. The initiative and the responsibility for the realization of an internship rest with the student. In Denmark only few media outlets are in English. Students may sell their articles to the Copenhagen Post. There is a possibility to work with the Aarhus University-based news site <http://www.jutlandstation.dk> during the period in Aarhus, and to work with the school's student run media outlets (print magazine, radio station, broadcast TV).

As part of the honours programme it is possible for Dutch students to do an extra two month internship through the regular internship programme. This internship starts after the final exam project and should be finalized before 1 September, the official graduation date for the Dutch BA Journalism.

ALUMNI

A unique possibility to stay in touch with your former international classmates is to sign up for the LinkedIn alumni site on:

http://www.linkedin.com/groups?home=&qid=2055813&trk=anet_ug_hm . Former groups have also separate sites like Facebook sites.

There is also a EitW Facebook site for alumni. And one specially for the jubilee this year.

PRACTICAL INFORMATION UTRECHT



Faculty opening hours

Monday-Thursday:	07:00-22.00
Friday:	07.00-19.00
During school holidays:	07:00-17.00
National holidays:	closed

During the weekend and/or after school hours, we advise you to go to the University library at the Uithof, Heidelberglaan 3. More information is available at www.library.uu.nl.

Email

Together with your HU account, you also receive a HU student email address: firstname.familyname@student.hu.nl. You can access your email from any location via webmail.hu.nl with your login account and password. Do check this email address regularly or forward it to your private email address!

Room number

Lessons are scheduled in our faculty (FCJ). The rooms in our school are written as figure-figure. The first figure indicates the floor, the last figure is the room number. For example 1.118 is first floor, room no. 118 (note: ground floor is zero). Our building on the Bolognalaan is a 'flex building', which means that lecturers have no designated offices and there are a lot of small project rooms and other facilities to study or work together in groups. You can make room reservations in the system if you need a special space or sit down in the open Institute square.

Personal guidance

Carien Touwen is the coordinator of the programme. Barbara Krijtenburg is the project-assistant and responsible for a lot of the administrative and logistic matters. Brian Maston is our study coach for international students. He can give first hand advice on any study or personal matters. If required we also have a school psychologist. For practical issues such as housing, visa, funding, please contact the International Office.

Payments

The only way to pay within the school is with a chip card. You need it to pay for lunch at the restaurant, for using printers and photocopiers. Dutch debit cards have a chip, but mostly students need to buy separate chip cards. Prepaid chip cards are for sale at the University library, Heidelberglaan 3 at De Uithof.

The international office also assists students with a temporary Dutch bank account, the a chip is included in your bank card.

Photocopiers, printers, fax

You can make photocopies and prints, not free of charge, with your student card.

Books

All required literature can be bought at Studystore, Heidelberglaan 2 at De Uithof. But via Bol.com it is often easier. They are the largest online book supplier in the Netherlands.

Phone

You can buy phone cards in any supermarket or post office. We strongly suggest you bring your own cell phone and buy a Dutch SIM-card and a prepaid card upon arrival. The SIM-card costs about 15 Euro but you will receive the same amount back in the prepaid card. In 'international phone shops' in the multi-cultural neighbourhoods such as Lombok you can also buy cheap-rate cards for international calls using a code.

Computers

In school students mostly use Apple computers (I-Mac). All computers have access to the internet. Computers are available during opening hours of the school (outside opening hours go to the University library, Heidelberglaan 3). You may work on each available computer except when the class room is reserved for lessons. In each computer room you'll find a schedule of reservations. If you bring your own laptop, you can use the wifi. There are many student corners available where you can work without reservation. Make sure to have a network card installed on your laptop. A wireless Mac would be the best option.

**Library**

Our faculty has a wide variety of foreign newspapers, magazines and books. The library (or mediatheek) of all other faculties from the Hogeschool Utrecht as well as the library from the University of Utrecht is at your disposal. You can order their books through our faculty library or online. You will be issued a library card the first time you want to take out books. The complete catalogue can be found online: <http://www.library.hu.nl/>
Website of the University of Utrecht library: <http://www.library.uu.nl>

Mail boxes

All staff members and students have individual mail boxes/folders on the ground floor, near the entrance. Students can contact lecturers via their mailbox or email address (firstname.surname@hu.nl).

Fieldtrips

For fieldtrips you often need public transport. Apart from a bike this is the best option for transport in the Netherlands in general. An OV-chip card is used on all busses and trains. On occasion you can also buy a one-way ticket, but this is way more expensive. You can buy an OV-chip card at any bus or train station and repeatedly upload money from your credit or debit card onto it. For international trips you can order train tickets at the international desk at the central station or online. Sometimes long distance buses offer cheaper rates.

LIVING IN UTRECHT

Utrecht combines a rich past with a dynamic present. The city, with its central location in the heart of the Netherlands, is known for its Dom church and Tower, museums and especially for its romantic canals. Thanks to its central position, Utrecht is one of the most important cities in the Netherlands. Here, all rail, road and water transport systems come together. Utrecht houses over 300,000 inhabitants and is the 4th largest city in the Netherlands. It is the largest student city with both an academic and applied sciences university. Since Utrecht has a population of approximately 45,000 students, there are many cafés, restaurants, shops and sports facilities at low budget prices.



Utrecht Science Park (De Uithof)

Most of the faculty buildings of both academic and applied sciences universities are located on the campus grounds of De Uithof, recently also referred to as the Science Park. Bus lines 11 and 12 directly go from central station to campus, but it is more convenient to take a bike. On campus there is also student accommodation, some shops and restaurants, the academic hospital, the university library, an academic book shop, sports facilities and the botanic garden. Nearby lies the nature reserve Amelisweerd, a popular lunch break area for academics and students and one of the major green areas of the city of Utrecht.

Sports facilities

Sports facilities are open to all students at the *Sport Centre Olympus*. The centre has tennis courts, playing fields, squash courts, a fitness room and three sport halls where you can follow a course from fencing and tai ki ken po to salsa and street dance. Of course, Utrecht has many more sports facilities in town (soccer, swimming, ice-skating, bowling, sailing and several fitness centres and saunas). Amelisweerd and several parks in the city centre have good options for jogging. There is plenty of water to be found around Utrecht. There are two lakes to the north-west of the city, the *Loosdrechtse plassen* and *Maarsseveense plassen* and one in the new western suburb Leidsche Rijn: *Haarijnse Plas*, where you can swim and get a tan in summer or do some sailing and windsurfing. To explore Utrecht from a different view, rent a canoe or water bike, either in town or in Amelisweerd.

Cultural activities

De Uitwijk is the social-cultural platform of the Utrecht University. Its aim is to make life for students as pleasant as possible. It is a meeting place for students and staff where you can play games, read magazines or watch television. They offer courses in English like photography, drawing, yoga and almost every week day at 18:00 they show movies free of charge. *Parnassos* is the International and Cultural Centre. They offer a number of music, theatre and dance courses for students at very reasonable prices.

As Utrecht inhabits a fair amount of international students there are a number of international students organisations such as: the Dutch United Nations Student Organisation (SIB in Dutch), the European students network AEGEE has a very active group in Utrecht and the European Geography Association for students and young geographers, EGEA has its headquarters in Utrecht. They often organize activities (seminars, excursions, debates) for a broader public than members only.

Utrecht has the second highest number of cultural events in the Netherlands, after Amsterdam. Every first Sunday the city is the arena for a variety of cultural events connected to various themes. There are many cinemas in Utrecht showing movies in the original language with Dutch subtitles. Utrecht also hosts three art-house theatres. Several special film festivals such as the Latin American Film festival and Campus Doc (the school of journalism documentary festival) are held in these venues.



Erasmus Student Network

The School is a member of the Erasmus Student Network (ESN). Their bi-monthly magazine will be distributed in your mail folder. ESN organizes a range of activities, parties and sight-seeing trips for international students. They have a weekly gathering at Mick O' Connells bar where you can meet other students. You can find more about their activities at their website.

Dutch courses

Learn online and acquire a beginner's or intermediate knowledge of Dutch. If you prefer a more intensive, effective, but more expensive language courses you can find possibilities in the 'Welcome to Utrecht' guide. There is, for example, the James Boswell Institute, a subdivision of the Utrecht University.

Useful sites

www.international.hu.nl

www.osiris.hu.nl

www.webmail.hu.nl

www.catalogus.hu.nl

www.olympus.nl

www.library.uu.nl

www.parnassos.uu.nl

www.esn-utrecht.nl

www.12utrecht.nl

www.taalthuis.com/course/index.htm

www.volksuniversiteit.nl

International Office HU

Main website Osiris

Your HU email account

Library Hogeschool Utrecht

Sport Centre Olympos

Library University Utrecht

International & Cultural Centre Parnassos

Erasmus Student Network

Tourism Office Utrecht

Online Dutch course

Volksuniversiteit Utrecht (offering Dutch courses)

PRACTICAL INFORMATION AARHUS

Student Handbook

Please also see the Student Handbook on www.dmjx.dk/international for more details.

Personal guidance

Asbjørn Slot Jørgensen and Inger Munk are in charge of the Europe in the World programme. Anna Nejrup will assist in practical (including housing) and personal matters. Their office numbers are 613, 404 and 417 resp.

Phone

We expect that you have a mobile phone, and that you buy credits for your phone upon arrival. For long distance calls, we advise students to buy global cards/other cards or use Skype.

Photocopiers and printers

All students receive a number of free prints/copies by the start of the semester. Additional print/copy credits can be purchased.

Computers and e-mail:

Students are encouraged to bring their own computer, and can use the school's free wi-fi. You will have access to the school's computers for production purposes.

Students are granted an e-mail address at the school. This e-mail address is needed in order to check emails from lecturers and administration, to make prints, to work on the school computers, to use the wi-fi, and to access course material and other online resources. Students are expected to check their school email on a daily basis. This email account is closed one month after the courses have ended.

Online classroom

The school uses a Moodle-based intranet (virtual classroom) for study related material and communication. For online publishing purposes, the school's WordPress-based Mediajungle-sites are used. Most productions are published on the www, some in in collaboration with external partners.

Access to DMJX evenings and weekends

If you want to work late or during weekends at DMJX you need an access cards. Each department requires a separate card (printed media, tv, radio departments). A 200 DKK deposit is required.

You can get hold of an access card to the Department for Printed Media in office 221. You are required to show your study-card when applying.

Library

The library and the Danish Media Archives are at your disposal. There are computers specially set up for international wire services and databases. The Danish State library at the Aarhus University is open for use if you have a social security number (CPR number). Books from the State Library and other libraries can also be ordered through the DMJX library.

Cameras for photo and video; sound recorders

Students can borrow video cameras and sound recorders at the school for assignments upon availability.

Students are advised to bring their own photo cameras (tourist camera or smartphone is usually sufficient).

Mailbox

Regular letters, telefaxes etc. will be delivered to the school's information desk.

LIVING IN AARHUS

With a population of about 320,000 inhabitants, Aarhus is the second largest city in Denmark. It has a lot to offer journalism students.

Aarhus was founded around the year of 900, at the time of the Vikings. Today, Aarhus is a thriving business and commercial sector as well as many schools and educational institutions located in the area. Thus, the city hosts more than 42,000 students of higher education, making Aarhus a young and vibrant city.

Aarhus combines a country setting with the advantages of city living. Being situated right on the waterfront, you are never far from sandy beaches and refreshing green woods. In addition, Aarhus offers all the usual city comforts, such as restaurants, cafés, parks and gardens, theatres, art museums and galleries, shopping centres, and night life. It has also a variety of offers for all levels of sports enthusiasts. Foreign films are subtitled and cultural events take place all year round.

Information sites

- See <http://www.denmark.dk/en> for a general information about Denmark.
- See <http://www.kl.dk/English/> about the Danish Local Government System
- See <http://www.aarhus.dk/da/omkommunen/english.aspx> and www.businessregionaarhus.com for general information about Aarhus.

Transportation in Aarhus

The transportation within Aarhus depends on where your student room is situated.

The bus system in Aarhus is very efficient and the busses leave often. Two lines have bus stops right outside the DMJX.

Bus timetables can be bought in the kiosks in town or you can find them on Midttrafik's webpage: <https://www.midttrafik.dk/in-english.aspx>

Monthly bus passes can be obtained from Midttrafik Customer Service at Aarhus Bus Station on Fredensgade 45. You should bring a passport sized photo.

Ten trip cards can be obtained in any kiosk (and does not require photo).

Bicycles

It is possible to find second-hand bikes for sale at flea markets or in the online classifieds such as dba.dk or guloggratis.dk.

Alternatively, you can purchase a second-hand bike through Østjysk Auktion (<http://oj-auktion.dk>).

You can also use the public citybikes, available from stands all over town (only during summer); they only require a 20 DKK deposit. Or you can use the commuterbikes for a low rental cost, see <http://cibi.dk>.

Student housing in Aarhus

More information about housing will be given in October/November.

Feel free to find your own housing before you arrive.

However, be aware that it is difficult to find housing for students in Aarhus. The school cooperates with the Municipality Housing office and can offer you a room from January 1 until June 30 (only six month periods available). Students will be housed in student accommodation at various places in and near Aarhus. The rooms are furnished but you should provide your own bedding (duvets/blankets, pillows, covers etc.). In the housing papers it will be specified what you have to bring.

Danish language

Courses are offered for free by lærdansk (www.laerdansk.dk) and introduced during the introduction week.

Other options is the online course www.speakdanish.dk

Social life: Friday bar

Students at the Danish School of Media and Journalism have their own bar. It is situated in the school basement and is open every Friday from 14.15 until 24.00.

The bar is managed by student volunteers. In the beginning of each semester new volunteers are looked for. Approximately ten are required and international students are welcome.

Social life: Other activities

Naturally, most of the student run activities at the school are in Danish, such as debates, and the students' council. However, international activities are welcomed, on students' initiative. There is a student soccer team as well.

Social life: School parties

The student union at the Danish School of Media and Journalism arrange two big school parties every semester. They are held in the school canteen and are very popular.

Stuenterhus Aarhus (student house)

During the first week of introduction, international students get introduced to Stuenterhus Aarhus. Stuenterhus Aarhus is the meeting place for foreign students and Danes. It is a place where you can relax when you are not studying or working. It has years of experience in organising social activities, advising and providing practical information to foreigners living in Denmark. It is a non-profit, non-religious and non-political organisation. The aim of the student house is to promote international understanding by providing a relaxed atmosphere for social and cultural interaction and exchange. See more on www.stuenterhusaarhus.dk

COURSE FEE AND ADMISSION

The Europe in the World programme is open to all last year BA journalism students and young professional journalists. The course fee is 3.000 euro for non-exchange students for the Utrecht part and 4.400 euro for non-exchange students for the Aarhus part. Exchange students enter the programme free of charge and have priority to admission. There is a possibility to apply for a Danish stipend to cover the fee for the Danish part for non-European participants from non-partner institutions.

The course fee must be paid in advance to the financial department of the respective schools of journalism. Reimbursement of the fee, if leaving the course, is not possible after one month after the start of the programme. In case of leaving within one month, the fee minus 10% will be reimbursed.

BUDGET

The following budget is an estimate of average costs and is subject to changes, many depend on your personal circumstances. All figures are in Euro.

1 Euro ≈ 7,5 DKK

Course fee:	Only to be paid by non-exchange students	3.000 (Utrecht) + 4.400 (Aarhus)
Travel expenses:	Ticket home-Netherlands vice versa	depends on country
	Travel Utrecht-Aarhus vice versa	150
Other expenses:	Insurance through Lippmann Group 10 months Insurance is compulsory. Lippmann optional	360
	Registration fee SSH Utrecht (housing)	175
	Rent 5 months Utrecht	± 2200
	Living expenses 5 months Utrecht	± 2000
	Field trips Utrecht period	350
	Books Utrecht	100
	Rent 6 months Aarhus	± 2300
	Living expenses 5 months Aarhus	± 2300
	Travel period Denmark	± 700
	Books Aarhus	50
Visa Netherlands:	Non-EU students should check whether they need an entry visa and/or residence permit. Check www.nuffic.nl/immigration or www.ind.nl which procedures apply to your personal circumstances.	± 430
Visa Denmark:	Everyone needs to apply for a residence permit, applications for non-EU students are made while in the Netherlands. EU students apply after arrival in Denmark.	248

CONTACT DETAILS

Utrecht- Media Institute

Programme coordinator : Carien J. Touwen
 Room/phone : 06-14241315
 E-mail : carien.touwen@hu.nl
 Programme assistant : Barbara Krijtenburg
 Room/phone : barbara.krijtenburg@hu.nl
 Web : www.hu.nl
 Correspondence address : Hogeschool Utrecht
 FCJ-Media Institute, Carien J. Touwen
 P.O. Box 8611
 3503 RP Utrecht
 The Netherlands
 Visiting address : Bolognalaan 101
 Utrecht (De Uithof)

Utrecht- International Office

For each item the International Office has its own contact person. Please check the website for names and phone numbers!

Assistance : Ms. Adelheid Brenninkmeijer (incoming students)
 Ms. Aytül Aydinhan (incoming students)
 Phone : +31 (0)88 481 8925
 Fax : +31 (0)88 481 6448
 E-mail : adelheid.brenninkmeijer@hu.nl or aytul.aydinhan@hu.nl
 Web : www.international.hu.nl
 Correspondence address : Hogeschool Utrecht
 International Office, Visiting students
 P.O. Box 13272
 3507 LG Utrecht
 The Netherlands
 Visiting address : FC Donderstraat 65
 3572 JE Utrecht

Aarhus

Course leaders : Inger Munk, Asbjørn Jørgensen,
 Assistance : Anna Nejrup
 Phone : +45 89 440 440
 Fax : +45 8616 8910
 E-mail : imu@dmjx.dk; asbo@dmjx.dk; anna@dmjx.dk
 Web : www.dmjx.dk/international
 Correspondence address : Danish School of Media and Journalism
 Olof Palmes Allé 11
 DK-8200 Århus N
 Denmark
 Visiting address : Olof Palmes Allé 11

STAFF UTRECHT

Bayer, Marcel

Present occupation
Educational background
Work experience

Lecturer Journalism and Geography.
MSc Geography, Utrecht University.
Freelance journalist in the Caribbean and Latin America, publishes about regional and urban developments (The Metropolis in Latin America, 1991).
Lecturer since 1987; editor professional magazine
Urban and regional economic developments, international politics
Sustainable Regional Development
marcel.bayer@hu.nl

Fields of interest

Course in EITW
Email

Heuts, Jeroen

Present occupation
Educational background

Work experiences
Fields of interest

Lecturer Economics and Sociology
MA Contemporary history, Utrecht University,
MSc General Economics, Free University of Amsterdam
Lecturer since 1991
Politics, history, theatre, literature, contemporary serious music, philosophy
European Economy
jeroen.heuts@hu.nl

Course in EitW
Email

Hodgkiss, Richard

Present occupation
Educational background
Work experience

Fields of interest
Course in EitW
Email

Language Consultant and English Language lecturer
Trained teacher and TEFL diploma holder.
Business English Language Consultant since 2000.
Proofreading and lecturing for EITW since 2004.
See: www.richardhodgkiss.com or LinkedIn
English writing.
info@richardhodgkiss.nl

Jongh, Arie de

Present occupation
Educational background
Work experience
Fields of interest
Course in EitW
Email

Lecturer Journalism and Communication, History.
Head of International department, School of Journalism.
MA Modern history, Utrecht University
MA Mass Communications, University of Amsterdam.
Lecturer since 1979;
Contributor to Utrechts Nieuwsblad
History and Journalism.
European Politics
arie.dejongh@hu.nl

Maston, Brian

Present occupation
Educational background
Work experience

Fields of interest
Courses in EitW
Email

Lecturer Journalism, Film and Media Studies
MA, M.Ed.,
Independent film production, documentary coach/co-creator
Campus Documentary Honours Programme
Journalism Minor: Utrecht University
Documentary journalism, Film Studies, Media Psychology
Culture & Identity
brian.maston@hu.nl

Peeters, Bram

Present occupation
Educational background
Work experience

Freelance journalist and lecturer, editor at Clingendael,
Netherlands institute for foreign relations
School of Journalism, Applied Sciences University Utrecht
Danish School of Journalism (EitW 2000/2001)
Staff writer at Dutch news agency ANP. Reported as a
freelance journalist from Africa, USA, Latin America, Middle

Course in EitW	East & Europe. Stories published in Dutch, Belgian, Spanish and Danish media.
Email	Lecturer since 2009 Reporting Europe bram.peeters@hu.nl / bram@brampeeters.nl
Touwen, Carien J.	
Present occupation	Lecturer environmental journalism, media researcher, Coordinator EitW,
Educational background	MSc Geography, Utrecht University MPhil African Studies, Leiden University
Work experience	Lecturer since 1994, Consultant/trainer project and quality management
Fields of interest	Conflict/Peace reporting, Africa, philosophy
Course EitW	Sustainable Regional Development, Culture & Identity
Email	carien.touwen@hu.nl
Veldt, Marc	
Present occupation	Lecturer in Journalism and Law. Freelance writing journalist.
Educational background	MA Law, Utrecht University,
Work experience	Lecturer since 2002. Freelance journalist, researcher/producer, reporter and scriptwriter
Fields of interest	International developments, photography, writing, music, film.
Course in EitW	European Law, Reporting Europe
Email	marc.veldt@hu.nl
Krijtenburg, Barbara	
Present occupation	Programme assistant EitW
Educational background	Management Assistant at Schoevers college
Email	Barbara.krijtenburg@hu.nl

STAFF AARHUS

Buch, Roger

Present occupation
Educational background
Work experience

Course in EitW

Email:

Head of research, Political Science

Ph.D. Political Science

From 2004 associate professor at the Danish School of Media and Journalism. 1993-2004 research fellow and associate professor at South Denmark University, World politics.

rb@dmjx.dk

Jørgensen, Asbjørn Slot

Present occupation
Educational background
Work experience

Course in EitW:

Email:

Lecturer, associate professor

Journalism from DMJX

1989-2000: Reporter at various Danish media, comprising daily newspapers Berlingske Tidende and Jyllands-Posten. Periods of freelance working (journalism and consultancy). 2000-present: Training coordinator, international project manager and associate professor at the Danish School of Media and Journalism.

Daneviews, Euroviews and final exam project. Course leader

asbo@dmjx.dk

Munk, Inger

Present occupation
Educational background
Work experience

Course in EitW

Email:

Head of International Department DMJX

MSc.Geography, University of Aarhus.

Head of International programmes and international project manager specialized in EU projects like EU-ICI and Erasmus Mundus at the Danish School of Journalism since 1996. From 2008 head of Int. Dep. 1986-1996 County Development Executive at the county of Viborg, Denmark, specialized in Regional Development Planning, Business Development Projects and International Affairs.

Introduction and course leader.

imu@dmjx.dk

Nejrup, Anna

Present occupation
Educational background
Work experience

Course in EitW

Email:

Student coordinator, DMJX - Journalism

MA in French and English from the Aarhus School of Business

Student coordinator at the Danish School of Media and Journalism since 1993 for the international programmes.

Introduction and course coordinator

anna@dmjx.dk

Strudsholm, Jesper

Present occupation
Educational background
Work experience

Course in EitW:

Email:

Journalist, guest lecturer

Journalism from DMJX, Architect

Reporter, news editor and foreign reporter for various Danish news media organisations. 15 years as foreign correspondent in Africa based in Cape Town. Consultant in international media programmes.

World Politics and Euroviews.

jesper@strudsholm.com

