



Your Guide to

# Europe in the World

2009/2010

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## **WELCOME**

Europe in the World, an international programme for advanced undergraduate journalism students and young professionals, to take place in Utrecht, the Netherlands and in Århus, Denmark from September 2009 - June 2010.

Understanding Europe through reading, writing, travelling and living in two European countries is what Europe in the World is all about. This Vademecum 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, history and economic structure. The programme is theoretical rather than practical: i.e. more lectures than producing.

In Århus 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.

The course gets more practical as it goes on. After the lectures, generally in March, there is a travel period. During this period the students practice their knowledge and understanding by collecting material in various European countries for the production of "Euroviews". The production of the multimedia website "Euroviews" finalizes this practical period of European and world affairs; the preparation of the Euroviews-site begins in Utrecht, by working on Utrecht Views and continues in Århus with Dane Views.

The programme ends with the main production of this course; the final exam product, which is defended at an official oral exam.

We welcome the 19th group of participants, and hope you all will have a wonderful and successful year!

Arie de Jongh  
School of Journalism  
**Utrecht, The Netherlands**

Inger Munk  
Danish School of Media and Journalism  
**Århus, Denmark**

## Mission statement

The goal of the Europe in the World program is to develop the students' understanding of European and global affairs: 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 course is based on the interactive learning, and requires a high degree of commitment and work from the student.

Learning takes place in a multicultural environment where you work with students from other countries. During the course we combine text, audio, video and photos in an online environment. Multimedia productions will be part of your work, and tools for this will be taught progressively during the course. Independent work assignments in other countries are part of the requirements of the course. The teaching staff is from the Danish and the Dutch schools of journalism supplemented by teachers and journalists from other countries and institutions and media.

The level of the course is last year BA, and quite a number of participants graduate with the program. The competences participants are expected to possess when they finish the program build on the competences already possessed after several years of journalism studies.

The program competences follow the competence goals set in the Tartu declaration published by the European Journalism Training Association (see [www.ejta.eu](http://www.ejta.eu)).

The Europe in the World program expects to provide its participants with the following competences:

1. The student will be able to select relevant topics and find relevant angles concerning Europe and the European Union considering the medium and target group
2. The student should be able analyze important and relevant developments regarding Europe, the European Union and the individual member-states
3. Working in an international context of news gathering the student should be able to draw up a quality research plan based on the medium, target group, length and deadline
4. The student should be able to use sources from various cultures in an efficient way through research methods and by contacting oral sources
5. The student should be able to present his research in a journalistic product, in several genres and in at least two media: in print and as a multi-media production
6. The student will be able to organize his journalistic work in a professional way, while planning accurately and communicating effectively with other participants
7. The student will be able to reflect on ethical aspects of his work and the role of journalism in society and understand the rights and responsibilities of the journalist.
8. The student will be able to reflect on the quality of his work by evaluating his own work and the work of fellow students.
9. The student will have an understanding of the basic literature in the various relevant subject areas and be able to reflect on the information and perspectives that it contains.
10. Students will have the competence to cooperate in a team or editorial setting

## 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).

Student's final 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 respect for deadlines. Students are expected to attend all classes. Lectures use the national grading scale according to the comparative table of grading systems. The International Office translates national grades to ECTS grades.

### Utrecht: September - December

Course	ECTS credits
Introduction and UtrechtViews	1
Regional Economy	5
Reporting Europe	4
European Economics	4
European History	4
European Politics/Brussels trip	4
Introduction to European Law	4
Europe and the Islam	4
English Writing (optional)	4
<i>Total ECTS Utrecht</i>	<i>30 + 4 optional</i>

### Arhus: January - June

Course	ECTS credits
Introduction and DaneViews	2
Foreign Policy – World politics	10
Euroviews 2010	8
Final exam project and oral exam	10
Jean Monnet Lectures (optional)	
<i>Total ECTS Arhus</i>	<i>30</i>

<b>Total ECTS EitW</b>	<b>60 + 4 optional</b>
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## COMPARATIVE TABLE OF GRADING SYSTEMS

HU	DSMs J	ECTS*	%**		USA
9.0-10	12	A	10	Excellent: outstanding performance with only minor errors	A+
8.0-8.9	10	B	25	Very good: above the average standard but with some errors	A
7.0-7.9	7	C	30	Good: generally sound work with a number of notable errors	B
6.0-6.9	4	D	25	Satisfactory: fair but with significant shortcomings	C
5.5-5.9	2	E	10	Pass, sufficient: performance meets the minimum criteria	D
5.0-5.4	00	FX	-	Fail: some more work required before the credit can be awarded	E
<5.0	-3	F	-	Fail: considerable further work is required	F
Academic year = 60 ECTS credits Semester = 30 ECTS credits Term = 20 ECTS credits					

\* ECTS: European Credit Transfer System

\*\* % of successful students normally achieving the grade.

## PROGRAMME POLICY

We strive to uphold the standards of excellence in Journalism.

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 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 from internet pages without quotation marks and /or attribution.

Be aware that fabrication in the form of deliberately using bogus information is an act of dishonesty. Be aware that violations of the basic rules of journalism will result in failing the course where the violation occurs or if repeated in expulsion from the programme.

## **RULES AND REGULATIONS**

### **General**

1. Student's final 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 respect for deadlines. Students are expected to attend all classes. If you are unable to attend, you should notify the teacher and course leader.
2. Teachers use the national grading scale according to the comparative table of grading systems.
3. The International Office translates national grades to ECTS grades.
4. Grades are published in Osiris (Utrecht) or via the International Office (Arhus).
5. In Utrecht, all written assignments have to be submitted both digitally via the Ephorus system and on paper in the teacher's pigeonhole. The exact procedure will be explained during the introduction.
6. Each student has two chances to obtain a passing mark. If a student fails an assignment he may be offered one (1) resit on that assignment. A resit can never have a higher score than a pass. The regulations for the resit do not apply for the exam.
7. 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.
8. All subjects have to be graded at least pass (ECTS: E) to graduate.
9. Results will be available within two weeks after the deadline or exam.
10. Students may request a consult with the teacher within ten working days after results are available.
11. All teachers 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 teacher.

### **Deadlines**

12. Deadlines for the submission of set work are important and must be met.
13. If students fail to submit work by a deadline the work will not be accepted and the result will be a fail (ECTS:F).
14. 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.
15. Permission for an extension on a deadline can only be given by the course leaders.
16. A written request for permission should be submitted prior to the concerning deadline or exam, together with documents to support your request. In certain circumstances you can only submit afterwards. In this case, requests have to be submitted within ten days after the deadline or exam.

### **Plagiarism**

17. 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.
18. In Utrecht, each assignment will be digitally checked on plagiarism via the 'Ephorus' system.
19. Plagiarism is a very serious offence. In each case of plagiarism, the Exam Committee will decide upon penalty.

## ACADEMIC CALENDAR UTRECHT

Week	Date	Activities
35	August 27 - 28	Introduction by International Office and course leader Europe in the World
36	August 31 – September 4	Introduction Week
37	September 7	Start lectures
43	October 19-23	Fall break
44	October 31-November 3	Berlin trip
48	November 23-November26	Brussels trip
52	December 21	Christmas holiday

## ACADEMIC CALENDAR ÅRHUS

Week	Date	Activities
1	January 4-10	Arrival
2-3	January 11-22	Introduction to program, the Danish School of Journalism (computers and library/research) and Danish society DaneViews production
4-9	January 25 - March 5	Classes in: *Foreign Policy - World Politics
10-11	March 8-19	* Euroviews preparation
12-13	March 22- April 5	Travel period (Easter break week 13)
14-15	April 6-16	Euroviews production
16-17	April 19-29	Final exam project – Preparation, coaching and registration
18-22	May 3 – June 6	Production of final exam project
23	June 7	<u>12:00 deadline final exam project</u>
23	June 11	<u>12:00 deadline evaluation of eitw Danish part</u>
24	June 14	FINAL EXAM and graduation

## **PROGRAMME DESCRIPTION UTRECHT**

### **INTRODUCTION**

Lecturer : Arie de Jongh, Gert-Jan Peddemors and Marc Veldt  
Credits : 1 ECTS  
Contact : arie.dejongh@hu.nl

The first aim of this course is to give you an introduction to the programme, the group, the school and its facilities. You will receive the Vademecum, you'll get your login account and password and we will show you the school. A guided tour and a bike tour through the historic center of Utrecht will be organised as well as lectures about European Politics.

### **Utrecht Views**

Lecturer : Marc Veldt  
Contact : marc.veldt@hu.nl

The aim of the course is to write about Utrecht and get the feeling of writing in English. The EitW program starts with the production of Utrecht Views. You will be introduced on various avenues to report on Utrecht. Students are paired for the assignments. The product, interviews and assembled articles on Utrecht, will be reviewed and put on the web. (See Digital Publishing).

### **Digital Publishing**

Lecturer : Gert-Jan Peddemors  
Contact : gert-jan.peddemors@hu.nl

Students will be learning the basics in working with the Content Management System in order to publish articles on the net. Students will be learning basic photographic skills and simple video editing for publishing on the web. The course is connected to the production and publication of UtrechtViews, the Berlin trip and Regional Economy.

### **Assessment**

- An article about your first impression of Utrecht or the Netherlands, max. 400 words.
- In couples: article in 'city guide' format for international students, max. 500 words.
- The couples also interview each other and write a profile about him or her, max. 400 words.

## REGIONAL ECONOMY

Lecturer	: Marcel Bayer
Credits	: 4 ECTS
No. of lectures	: 9 incl. 2 field trips
Lecture time	: 120 minutes per lecture + field trips
Contact	: marcel.bayer@hu.nl

### Course content

Regional contrasts in economic and social development always have been the case. History shows us interesting examples of affluent regions and regions in decay. Some regions experienced both. To journalists contrast in development at first doesn't seem relevant. But certainly they are, because of the effects on society. Demographical and social change most of the time are connected with economic developments. Unequal economic development is mirrored in housing- and environmental problems, ethnic conflicts and social marginalisation. For that reasons it is more than 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.

We'll give special attention to the way cities try to invest in creative industries and attract the creative class. In most European cities we see new life for old neighbourhoods as they become the breeding ground for creative talent, while other parts of the city develop into high quality living, shopping and leisure areas. The outskirts of the city show a different picture: urban decay, more than average unemployment figures, a dominance of immigrants. What developments are behind these trends, and what are the consequences? We try to answer these questions during this course. As examples we will visit Rotterdam and the Ruhr Area.

The Americans say 'Don't tell it, show it', the emphasis during this course is on practice. Questions we try to answer are:

- how can we recognize regional economic developments?
- how do regional economic problems manifest themselves?
- how can we get information on investment programs organized by governmental institutions and companies?
- how is the European Union trying to solve regional economic problems, and does it work?

This course is completed with an assignment (a 1200 words article) on economic developments in a particular region.

### Course aims

- Students are able to understand the importance of regional and urban social economic developments in the European context
- Students can recognize the regional economic dynamism in the European regions and can mention relevant factors behind it
- Students know how the structural funds of the EU work
- Students know where to find reliable sources on regional and urban economic performance of European regions
- Students are able to translate regional and urban economic developments in useful journalist subjects.

### Assessment

1200 words article on economic developments in a particular region. Main focus: the background information about the region, challenges and perspectives for economic recovery, crucial factors and actual policy, examples mentioned explanation of structural bottlenecks, quality of sources.

### Literature

*Regional economy: analyses and perspectives*, by Marcel Bayer.

**Costs of excursions:** Approx. € 95,00 in total.

## REPORTING EUROPE

Lecturer	: Peter Verweij
Credits	: 4 ECTS
No. of lectures	: 6
Lecture time	: 120 minutes
Contact	: peter.verweij@hu.nl

### Course content

For most citizens the European Union is far a way in Brussels. The turnout for the elections of European Parliament is generally lower than for national elections, with an average of less than 50%. This is astonishing when one realizes that more than half of national legislation finds its origins and limits of scope in Brussels, at the European Commission. Secondly European countries are doing not too bad in the present economic crisis, thanks to the Euro, internal market and the coordination between the member states. At the same the amount of time and space the media are given to European issues compared to national issues is rather small.

The Europe in the World programme is focusing on these issues. First the programme offers an understanding of the working of the main European institutions from a journalistic perspective. The leading question is; what do you need to know as a journalist about the EU in order to do quality reporting? This is not an introduction in European politics and economics, but this programme applies this knowledge to current affairs issues and trains in the research of journalistic sources to report.

Journalism practice is the second pillar in this programme. Attention will be given to the ways various European Media are reporting, their sources and story structures. However after the digital revolution, the Chinese walls in the newsroom separating print from audio and video are gone. Integrated or converged newsrooms aiming at multi platform publishing are emerging. This also applies to European news. The practical component of this programme, Reporting Europe, is aiming at reporting from Brussels from a multi media perspective. How to include audio, video, ext and photographs in a report. In this way the programme tries to contribute to enhancing the quality of and the interest in reporting about the EU.

Reporting Europe works as a newsroom; students in this group select news issues and produce multi media news stories on a blog. Writing for the web and integrating multi media production for a blog is one of the aims of this group  
News issues could be based on repurposing information, using text data, audio, video etc offered by the EU press services, or it could be prepurposed stories based on production of a team of reporters. Various roles(editor, reporter, video editor etc)will be assigned to the students in the group; these roles will be rotating over the weeks. Finally of course the content, that is EU news aiming at EU news stories for a larger audience

### Course aims

- Students are able to analyze current news topics regarding the European Union
- Students will be able to translate EU policy to national levels
- Students will be able to produce reports on developments in the EU for a general public
- Students will be trained in the use of multi-media
- Students should learn to focus on the attitude of the public towards the EU

### Assessment

This groups will meet every week as a newsrooms and starts with news selection and discussion about the news angle. When stories have been assigned and decided the type of stories(text, audio, video), students start during that week production. Production is discussed in class. Production could be done, depending on the type of story, by one student or a couple. Each student produces at 1-2 stories a week.

## EUROPEAN ECONOMICS

Lecturer : Jeroen Heuts ([jeroen.heuts@hu.nl](mailto:jeroen.heuts@hu.nl), office 2D100, tel 2193523)  
 Credits : 4 ECTS  
 Nr. of lectures : 6, 120 minutes per lecture  
 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. For example the policy on mergers and acquisitions, supervision of financial institutes, European agriculture and world trade, social protection of workers, solidarity between East and West, all items being hotly debated in recent years, and only understandable from their economic rationale.

To be able to write about European subjects, journalists should have a clear understanding of economic interrelationships and their impact upon society.

What does a common market entail? Does it mean fencing off Europe from globalization, or is it essentially, as former Dutch EU commissioner Frits Bolkestein maintained, a liberal endeavour? If so, are trade unions and left wing parties right in claiming that the EU is not sufficiently social-minded, these sentiments leading to a rejection of the European Constitution by Referendum in France and Holland in 2005 ?

Was establishing a common currency, the euro, and a common monetary policy, a good idea? What do economists nowadays make of the Common Agricultural Policy? Is the Lisbon Agenda attainable?

### Course aims

- After this course the student is able to read and understand newspaper articles about the EU economy (on macro level) in the media.
- The student has sufficient grasp of European economic themes and discussions to report about them.
- The student is able to participate in economic discussions about the EU and to formulate arguments and statements about European economic policy.

### Assessment

The students are expected to participate actively and to prepare themselves thoroughly by reading the subject matter before the lectures. Individually they have to write an investigative background article on a current European economic topic, to be chosen out of a specific list. For this assignment students will get a separate instruction. A draft text must be provided in week 4.

Their knowledge and understanding of the subject matter in the handbook will be tested in a written exam, consisting of 20 open questions.

Students can obtain an exemption for 4 questions (=20 points) by turning in each week an assignment, consisting of 5 complicated questions about the relevant chapter in the textbook, a current news article about the same subject matter, and a summary of that article, linking its content to the textbook.

### Literature

Desmond Dinan: *Ever Closer Union. An introduction to European integration*, 3<sup>rd</sup> edition, 2005, Chapter 12 ( Agriculture and Cohesion) 13 (Economic Integration), 14 (Social Policy), 15 (Economic and Monetary Union). Additional material may be handed out during class.

### Calendar:

Lecture 1 : The Common Agricultural policy  
 Lecture 2 : Cohesion Policy  
 Lecture 3/4 : Economic Integration: Growth and Competition  
 Lecture 5 : Social Policy, Employment and the Environment  
 Lecture 6 : Economic and Monetary Union (EMU)

## EUROPEAN HISTORY

Lecturer : Arie de Jongh  
 Credits : 4 ECTS  
 Number of lectures : 6 lectures and two excursions  
 Contact : arie.dejongh@hu.nl

### Course content

The course focuses on the history of Europe since the World War II. Developments during this period have been dominated by the struggle between the two superpowers, though of course since the demise of the Soviet Empire the situation has changed fundamentally. The book will supply you with information on the chronological developments. During these decades the European Union was founded. This didn't happen in a void and we will try to see how the EC and later the EU grew to become the current organization.

During the lectures we will try to explore the following themes:

- Looking at the field of international relations the relationship of Europe towards the United States will be an important theme.
- After a period of reconstruction the French president De Gaulle tried to dominate Europe in the 1960's founding France's European role ever since.
- The European integration was severely hampered by the economic crisis that originated in the 1970's. The model of the welfare state was under attack.
- Germany was split and while the Federal Republic developed into a democratic society, the Democratic Republic became a model for the Communist bloc. When they reunited in 1990 Germany had to respond to new challenges and find its new place in Europe
- Eastern Europe was occupied during a large part of the period and rediscovered its own national ambitions after 1990
- The European integration process is a leading topic, developments will be placed in this general context, the relationship between national attitudes and European integration being an important theme

History is not a fixed story, but a debate amongst historians, influencing perceptions of journalists. We will take a look at several opinions during the course and debate them.

Students will prepare these debates and introduce them during class.

### Course aims

- You will get an overview of European history, giving you insight on the current situation in Europe
- You will develop insights on important discussions about themes that dominate historical writing of this period
- You will discover how the past influences the current debate on Europe's (political) position
- You will select a ( Berlin ) theme that is relevant in showing that current developments are still influenced by the past

### Assessment

- Journalistic article on Berlin 20 years after the Fall of the Berlin Wall
- Participating in an assignment ( presentation and discussion)

### Literature

Tony Judt. Postwar. A History of Europe since 1945, Penguin, 2005

### Calendar

Lecture 1 : Europe and the American Empire. The age of reconstruction  
 Lecture 2 : Gaining independence. Turmoil and the Gaullist challenge  
 Lecture 3 : European 'independence' détente and after. The crisis of the welfare state  
 Lecture 4 : The end of the Cold War . A new Europe  
 Lecture 5 : Germany: Democracy and self-confidence  
 Lecture 6 : Eastern Europe: nationalism and minorities

- Excursion to the Yugoslavia Tribunal in The Hague
- Excursion to Berlin (see calendar). Berlin, once capital of the German Empire , centre of the Nazi-state and the former frontline during the Cold war is a city where several periods of European History have left their scars. This year it is 20 years ago that the Berlin Wall came down leading to the reunification of the two Germanys.

Students will be preparing and researching for a journalist production. We will be discussing the theme during class. The items will be published on the web.

**Costs of excursions**

Busticket Eurolines to Berlin	: approx. € 85,00
Local transport in Berlin	: approx. € 25,00
Hostel Berlin	: € 63,00 incl. breakfast
Meals and entries in Berlin	are not included.
Trainticket The Hague	: approx. € 20,00

## EUROPEAN POLITICS

Lecturer : Remko van Broekhoven  
 Credits : 4 ECTS  
 Number of lectures : 6 lectures, exam and re-exam.  
 Contact : Remko.vanbroekhoven@hu.nl

### Course content

The course focuses on European Politics in three dimensions: ideals, power structures, and the relation between European and World politics. Ideals, because they inspired European integration in the first place, whether or not they were realized to their full potential subsequently. Power structures, as these determine what ideals are to be fulfilled and who gets what, when and how in the European context. And European-Global relations, because Europe definitely is not an island: in the geographical, economical, cultural nor the political sense. We'll deal with these issues through the eyes of (in)famous political philosophers, referring to current events and helped by our own analytical skills.

### Course aims

- You will know which ideals there are if it comes to European integration; which actors exert influence within the European Union; and what the place of the EU in world politics is.
- You can do research in a journalistic manner into European politics, and you're able to 'translate' this research into an attractive and understandable publication.

### Assessment

- Exam, with a combination of open book and the application of study into publications distributed by the teacher and theory put forward by him in class.
- Journalistic publication, which can be either written (internet, magazine, daily) or audiovisual (TV, radio, digital). Based on at least six primary sources.

### Literature

Desmond Dinan. Ever Closer Union, 2005

### Calendar

Lecture 1 : Ideals I. Nationalism and federalism, supranational and intergovernmental.  
 Lecture 2 : Ideals II. Democracy and bureaucracy, politics, economy and culture.  
 Lecture 3 : Power structures I. Member states, citizens and 'Brussels'.  
 Lecture 4 : Power structures II. Commission – Council – Parliament. Lobbies?  
 Lecture 5 : European and World Politics I. The World seen from Europe.  
 Lecture 6 : European and World Politics II. Europe seen from the World.  
 Exam  
 Re-Exam

### Brussels trip

At last students will see the European Institutions 'in the flesh'. A visit to the European Parliament and the European Commission aims to illustrate all that is taught in the various classes. In three days you will meet a number of speakers who tell you all about Europe from different points of view. The exact programme is set up by the European Journalism Centre and will be available in November. Approximate costs for the field trip:

Hostel : 20 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 Euro within Brussels

For the European Politics assignment you are invited to contact sources in Brussels. This means that the assignment will be handed in after the Brussels trip. Remko van Broekhoven will give you further instructions on this.

**INTRODUCTION TO EUROPEAN LAW**

Lecturer : Marc Veldt  
Credits : 4 ECTS  
No. of lectures : 6  
Lecture time : 120 minutes per lecture  
Contact : marc.veldt@hu.nl

**Course content**

Many developments and current affairs concerning the European Union can only be understood fully with sufficient knowledge of the legal background. The EU is, to a large extent, a legal enterprise: many of the organisation's activities consist of producing laws which must be carried out by member states, enterprises of individuals. The Union is also, from a legal point of view, quite a unique international organisation. And EU law has its own momentum: for instance, case law of the European Court of Justice and of national judges continues to proceed, regardless of politics.

**Course aims**

- Students will have knowledge of the basic principles of international and European law;
- Students will be able to analyze and interpret news and current affairs concerning European law, for instance court cases, new laws from Brussels, plans or discussions about European legal initiatives;
- Students will be able to find the necessary sources for information and research concerning European law;
- Students will be able to form an independent view, as well as to write a journalistic article, about developments concerning EU law.
- Students will be able to translate European legal topics to a general audience.

**Assessment**

The student proves his or her understanding of principles of European law by writing a journalistic background article, or interview, about a European legal topic. The subject matter should be made understandable and attractive for the chosen target audience, and should deal with current European (legal) affairs. Besides insight in European juridical developments, journalistic techniques are important.

Several smaller assignments will be given in class.

**Literature**

Penny Kent: Nutcases European Union Law, 5<sup>th</sup> edition 2009. ISBN 978-1-847-03-733-6, Sweet & Maxwell.

Other texts will be handed out during class.

**Calendar**

- Lesson 1 : Basic principles of international law. Differences between the EU and other international organisations.
- Lesson 2 : The most important fields of EU law. Sources of European law.
- Lesson 3 : The European Court of Justice and its role in the development of EU law.
- Lesson 4 : Development of EU (case) law and 'hot' legal topics.
- Lesson 5 : Justice & Home Affairs / The Council of Europe and the European Court of Human Rights
- Lesson 6 : The Council of Europe and the European Court of Human Rights

## **EUROPE AND THE ISLAM**

Lecturer : Ruud Hoff  
Credits : 4 ECTS  
No. of lectures : 6  
Lecture time : 120 minutes per lecture  
Contact : ruud.hoff@hu.nl

### **Course content**

The relations between the West and the world of Islam are tense and complicated. The common history of Europe and the Middle East is one of deep conflicts as well as of fruitful cooperation. The main political issues of the Middle East (such as the Israeli-Palestinian conflict, the future of Iraq, political Islam, terrorism and oil) will directly affect the peace and security around the Mediterranean. For more than thirty years the EEC and the EU are trying to formulate a common foreign policy towards the Middle East, separate from the US policy. A major problem in contemporary Europe is the position of many muslim migrants and their integration in western society.

### **Relevance**

Knowledge and insight in the relations between the West and the Islamic world is essential to understand international politics today. The gap between Europe and the Middle East is partly due to misunderstanding and lack of knowledge of each other. Journalists must try to explain the religious, cultural and political differences and common backgrounds and discuss the way the European press is handling this problem.

### **Course aims**

- students will learn more about backgrounds of Islam
- students will learn to analyze the problems in the relationship between Islam and European (western) culture
- students will be able to recognize the difficulties in reporting about these issues
- student will learn to write about issues in this field

### **Assessment**

Backgroundarticle 2500 words.

### **Literature**

Will be handed out during lessons.

### **Calendar**

Lecture 1 : introduction Islam, relation Islam-Christianity-Secularism  
Lecture 2 : Europe and the Middle East, history  
Lecture 3 : Islamic law, Islam and politics  
Lecture 4 : Divisions within Islam, sectarianism  
Lecture 5 : muslims in European society  
Lecture 6 : EU and the relations with the Islamic World

### **ENGLISH WRITING (optional)**

Lecturer : Richard Hodgkiss  
Credits : 4 ECTS  
No. of lectures : 6 + individual assistance  
Lecture time : 120 minutes per lecture  
Contact : rich.lou@planet.nl

#### **Course content**

This course provides students with some help in producing the written work (articles, essays, etc.) that is required in the other courses in the programme. This help takes two forms: general English classes to "brush up" existing skills and individual correction and improvement of written work.

The first session will start with a diagnostic test to check their grammatical awareness

One class can be devoted to the British political system (if required.) This also serves as material for a written assignment The course is not intended to do more than to improve your writing skills in English.

In the classes the emphasis lies on dealing with grammatical problems, widening vocabulary, and learning modern English expressions which are suitable for the type of articles being written. In the individual tutorials students will be able to correct, discuss and improve the work they are producing for the other courses.

#### **Course aims**

- to help students use English grammatical structures accurately.
- to help students expand their vocabulary.
- to help students improve their individual written assignments for other classes.
- to provide some useful examples of good newspaper and magazine writing in English.

#### **Assessment**

Before the course starts students are requested to write and hand in a "portrait" of another member of the group (approximately 500 words). This will provide the teacher with an indication of each student's written English skills. In the first session there will also be a brief diagnostic test to determine the general level of language proficiency.

#### **Literature**

Students may find it useful to bring a dictionary to the classes. There are various good English-English "learners dictionaries" (Longman's, Oxford, etc). An excellent dictionary for more advanced students is the Collin's Cobuild Dictionary. There is also a good Student's Grammar (with exercises) available from Collins Cobuild.

## PROGRAM DESCRIPTION ÅRHUS

### INTRODUCTION

Lecturer : Inger Munk and others  
Credits : 2 ECTS (including Daneviews)  
Contact : [imu@journalisthøjskolen.dk](mailto:imu@journalisthøjskolen.dk)

The aim of this course is to give an introduction to the Aarhus programme, the Danish School of 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 part of the introduction with the objective to give an insight into political, social and cultural aspects of Danish Society to be reflected in the DaneViews production.

### DaneViews

Lecturer : Asbjørn Slot Jørgensen  
Credits : 2 ECTS (including Introduction)  
Contact : [asbo@journalisthøjskolen.dk](mailto:asbo@journalisthøjskolen.dk)

The aim of the course is to continue the process of giving exercises to make a multimedia production. The process started with UtrechtViews and Reporting Europe with the print and photo components. In DaneViews further media components are added to give a thorough basis for the production of Euroviews and the Final exam project.

The content of DaneViews are journalistic stories covering Århus and Denmark from an international perspective.

### Sound and video

Lecturer : Chester Folming  
Contact : [snabela@dmjx.dk](mailto:snabela@dmjx.dk)

Students learn during this 2 days course the basics of video and sound techniques to be used in the production of DaneViews and Euroviews and the final exam project.

### Assessment

- Production of Dane Views

### Literature

Selected texts and exercises are available at the beginning of the course. See [www.um.dk](http://www.um.dk)

### The Convergence Conductor Game

Game Masters : Torben Nielsen, UPDATE  
Contact : [tn@update.dk](mailto:tn@update.dk)

The Convergence Conductor Game is an educational game about media convergence and being a media conductor. It is an eye-opening tool to prepare the participants for new trends and challenges in the multimedia landscape. The aim is to give students some profitable tools for the multimedia productions. The game takes place one day in February/March.

## **FOREIGN POLICY-WORLD POLITICS**

Lecturers : Hans-Henrik Holm  
Credits : 10 ECTS  
Lecture time : 3 x 50 minutes per lecture  
No. of lectures : 11  
Preparation : 4 hours per lecture

### **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. The lectures on foreign policy will be followed by lectures to prepare the Euroviews theme.

### **Course aims**

This course aims to introduce the theories of international relations, foreign policy analysis and the studies of foreign policy of major powers.

### **Course objectives**

The objective is to give students the ability to analyze international events in a systematic fashion; to improve their understanding of how foreign policy and international relations are conducted; and to build their awareness of national identities and international understandings.

### **Assessment**

Three articles, two class presentations and class participation.

### **Literature**

A reader will be made available to the students.

### **Calendar**

Lecture 1: Introduction to world politics. World politics: The agenda. What are the major questions in World Politics today?  
Lecture 2: US foreign policy I  
Lecture 3: US foreign policy II  
Lecture 4: German foreign policy  
Lecture 5: German foreign policy  
Lecture 6: United Kingdom: foreign policy  
Lecture 7: United Kingdom: domestic sources  
Lecture 8. Euroviews theme  
Lecture 9: Euroviews theme  
Lecture 10: Euroviews theme  
Lecture 11: Conclusions/perspectives on theme

## **EUROVIEWS**

Lecturer/Editor : Troels Østergaard and Chester Folming  
Credits : 8 ECTS

### **Course Content**

Euroviews is a journalistic print media production and website, which will develop the students' abilities to:

- Write for a defined target audience
- Write for the web
- Illustrate their online articles with relevant images, shoot their own photos, and record video for the web
- Integrate images and audio in the Soundslides format
- Enter responsibly into an editorial environment with the joint goal of creating a coherent journalistic production

For the EuroViews production, the students will be using the multimedia tools, they have been taught during the course. These include recording video and audio, shooting images, and producing sound slides in an InDesign Page Turn production; a combination of images and audio. The production follows a research and travel period. During the travel period, students will gather video, sound, photo as well as interviews for the subsequent two weeks of production at the Danish School of Media and Journalism.

Based on intensive preparation and teaching, the students will produce magazine articles as well as an international online magazine featuring multimedia elements. The magazine is available on the Internet (for the Euroviews edition 2009 see [www.dmjx.dk/international](http://www.dmjx.dk/international) students' work. The content is the result of the study programme and research conducted by the students during their travel period. Each edition has its own theme.

Based on lectures from Danish and international teachers, the students will prepare for the two-week EuroViews travel period, which is independently financed by the students and individual sponsors. The Danish School of Media and Journalism tries to find sponsors, too. The travel period runs from March 22 till April 5, 2010. Students start producing EuroViews on Tuesday, April 6, till April 16, 2010.

This years theme of Euroviews is Energy and Sustainable Development, a policy field of growing importance in Europe. The EU has defined a Renewed Sustainable Development Strategy. It is an overarching strategy for all EU policies which sets out how we can meet the needs of present generations without compromising the ability of future generations to meet their needs. The Sustainable Development Strategy deals in an integrated way with economic, environmental and social issues and lists the following three key challenges:

- Climate change and clean energy
- Sustainable transport
- Sustainable consumption and production

### **Assessment**

Production of the Euroviews 2010

## FINAL EXAM PROJECT

Lecturer	: Various supervisors
Credits	: 10 ECTS
Assessment	: Production of final exam project and oral exam

### Rules for the final exam project

The project is produced within a five-week period, following a pre-production period, during which the teaching staff and the students must agree on a framework for the content and format of the exam project. The decision whether a student's idea for a project falls within the framework of the European year and whether the format and choice of medium are feasible, must be approved by the teaching staff.

### Rules for Danish students

There are special rules for Danish students: The final exam is their final journalism exam before graduating and Danish rules for final exam/Ba projects must be respected (subject to change from 2010).

### Rules for graduating Dutch students

There are special rules for graduating Dutch students: Als je met EitW gaat afstuderen aan de School voor Journalistiek dienen ook de algemene regels voor het afstudeerproject in acht genomen te worden. De regels vind je in de studiegids en in het 'Vademecum voor studenten in het afstudeerproject' te verkrijgen bij het Facility Point. Neem vóór vertrek naar Denemarken contact op met de Examencommissie en Onderwijsbureau zodat je precies weet waar je aan moet voldoen.

### Content

The final exam project consists of:

1. journalistic products and
2. a written reflection report about the chosen subjects and the students' research work.

The journalistic products are the basis of the final grade. The reflection report is a documentation of the professional standards of the product, and a demonstration of the students ability to reflect on own work. The grade is based equally on both the product and the reflection report.

### Objective

In the final exam project, the student has to demonstrate that (s)he has acquired the basic skills and knowledge which have been offered in the program. It is also important that the working period of about 5 weeks has been used in a relevant way.

The final exam project must reflect and demonstrate idea development, basic knowledge about society, analytical skills, research skills, ability to communicate and considerations about target groups as well as ability to organize time and information.

### **Evaluation Criteria**

The evaluation of the final exam project focuses on three main areas: analysis, presentation and reflection.

Analysis: Idea development, choice of sources, documentation, precise analysis of both material and the way of presenting the problems, are all important questions answered? There should be a basis for a good story.

Presentation: The structure of stories, possibilities of identification, possibilities of fascination, confident use of narrative techniques and ability to structure and analyse information etc. The story should be presented in an attractive way.

Reflection: Carefully prepared choices in terms of angle, target groups, credibility, analysis and presentation (all these issues will be presented in the reflection report during the oral examination). The student demonstrates that (s)he knows what (s)he has been doing.

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

### **Form**

The journalistic product should be presented in a way that makes it possible to be published without any changes. This means that the product may not be based upon sources that were only willing to participate because they were interviewed on an exam project which was not meant to be published. A real publication can only take place after the oral examination.

Other types of final exam project including multi media products must be approved by the responsible professor.

### **The Reflection Report**

The report should contain considerations concerning the subjects listed below:

- Choice of media and target group. The subject's interest and relevance to the public and special target groups or media should be described.
- A source list containing arguments for choice of source and a description of the most important sources' liability and relevance. Furthermore, it should be specified if anonymous sources have been used or information from sources not willing to participate. Phone numbers of oral sources must be presented.
- Choice of angle and choice of subject must be presented including social relevance together with the considerations the student has taken in connection with the target group's interests and need for knowledge. Reason for the aim of the story.
- Information about possible source ideas/article suggestions the researcher has had in mind, but rejected.
- Considerations about possible legal and ethical problems.
- Form (language, organisation of information, presentation, choice of genre, relation to the media etc.)
- Group projects: Work division both in relation to the research part and the presentation phase must be made clear so as to make individual assessment possible.
- A description of the chosen subject areas most important literature and a reflection and discussion of the literature.

### **Group Projects**

Two students may choose to write an exam project together. They must make a work division plan during the research phase and decide upon a common outline of the final product.

The students cannot be examined together. Each student's share of the product must be easy to identify in the product and as regards contents, and the report must contain a description of the work division during the research phase.

Quantitative requirements: 600-800 lines (50 units per line) = 30.000-40.000 characters with space per student. Students are advised to divide the product into 3-4 separate articles. Students turn in three copies of their work.

## **JEAN MONNET LECTURES**

Every spring the Jean Monnet Centre at University of Aarhus offers a series of lectures focusing on European affairs. Europe in the World students are offered to take part in these lectures on an optional basis.

## **INTERNSHIPS**

The Europe in the World programme does not include any internships. We realize, however that internships are an important part in the professional education of the European journalist. Therefore internships based on students' initiatives are highly recommended. The staff of the program will help students to realize such an internship, by discussing with students possibilities of internships, and providing letters of recommendation. The initiative and the responsibility for the realization of an internship rest with the student.

## PRACTICAL INFORMATION UTRECHT

### Faculty opening hours

Monday-Thursday:	08:00-21.30
Friday:	08.00-18.00
During school holidays:	08:00-16.30
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](http://www.library.uu.nl).

### Osiris

All HU students must register for their classes and exams through the online registration system OSIRIS. There you will also find your schedule and results and you can view and change your personal details. It is a secure system. As soon as you have a legal registration at the Hogeschool Utrecht, you will receive a student number and password to log in. For a direct login link and a manual in English, please go to our website: [www.international.hu.nl](http://www.international.hu.nl) and click 'Visiting Students' or go to the Osiris main website. An English version is available by clicking on the English flag! Main website Osiris: <http://www.osiris.hu.nl>

### Email

Together with your HU account, you also receive a HU student email address: [firstname.familyname@student.hu.nl](mailto:firstname.familyname@student.hu.nl). You can access your email from any location via [webmail.hu.nl](http://webmail.hu.nl) with your login account and password. Do check this email address regularly!

### Room number

Lessons are scheduled in our faculty (FCJ) as well as next door in the Faculty of Economics and Management (FEM). An indoor corridor on the first floor, next to the library connects the two buildings together. The rooms in our school are written as figure-letter-figure. The first figure indicates the floor, the letter indicates the wing and the last figure is the room number. For example 2S.290 is second floor, S-wing, room no. 290 (note: ground floor is zero). You can find the rooms in the FEM in the same way, except they don't use an indication for the separate wings.

### Timetable

Lessons are divided in so-called 'blocks', with a maximum of 5 blocks a day. Each block is 2 x 60 minutes with a short break in between.

- 1: 08.30-10.30
- 2: 10.30-12.30
- lunch break
- 3: 13.30-15.30
- 4: 15.30-17.30
- 5: 18.30-20.30

### Personal guidance

Arie de Jongh is in charge of the programme. (Room 2F190). Eveline de Vroom is of assistance in practical matters (Room 2F190). Contact details are available at page 30.

### 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. There is one exception: Café Stefs. In the introduction period the International Office will show the students around at the Campus ('De Uithof') and tell them where to buy a chip card on De Uithof.

### Photocopiers, printers, fax

You need a chip card to make photocopies and prints, not free of charge.

### Books

All required literature can be bought at Selexyz Broese Bookstore at De Uithof.

### **Phone**

There is one public phone available in the main hallway on the ground floor. You can buy phone cards in any supermarket or post office. We strongly suggest you to 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.

### **Computers**

In school students use Apple computers (I-Mac). During the first week an introduction course will be offered and students receive a login name and password. 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 internet facilities as well. 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 as well. 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.catalogus.hvu.nl>  
Website of the new University library: <http://www.library.uu.nl>

### **Mail boxes**

All staff members and students have individual mail boxes/folders in the main corridor on the second floor. Students can contact professors via his or her mailbox or their email address. Journalism students have mail folders in drawers next to room 2S 150. Please check the International Students drawer (bottom right) every time you are in school. All mail, faxes and messages on paper will be distributed there.

## LIVING IN UTRECHT

Utrecht is a combination of a rich past and 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 300,000 inhabitants and is the 4<sup>th</sup> largest city in the Netherlands. Since Utrecht has a population of approximately 45,000 students, there are many cafés, restaurants, shops and sports facilities at low budget prices.

### Sports facilities

Sports facilities are open to all students at the *Sport Centre Olympus*, situated near the School of Journalism. 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 for soccer, swimming, ice-skating, bowling, sailing etc. There is plenty of water to be found around Utrecht. There are two lakes, the *Loosdrechtse plassen* and *Maarsseveense plassen* 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.

### Cultural activities

*De Uitwijk* is the social-cultural centre near our school. 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 school 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. There are many cinemas in Utrecht showing movies in the original language with Dutch subtitles.

### Erasmus Student Network

The School is a member of the Erasmus Student Network (ESN). Their bi-monthly magazine will be distributed in your mailfolder. 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

<a href="http://www.international.hu.nl">www.international.hu.nl</a>	International Office HU
<a href="http://www.osiris.hu.nl">www.osiris.hu.nl</a>	Main website Osiris
<a href="http://www.webmail.hu.nl">www.webmail.hu.nl</a>	Your HU email account
<a href="http://www.catalogus.hu.nl">www.catalogus.hu.nl</a>	Library Hogeschool Utrecht
<a href="http://www.olympus.nl">www.olympus.nl</a>	Sport Centre Olympos
<a href="http://www.library.uu.nl">www.library.uu.nl</a>	Library University Utrecht
<a href="http://www.parnassos.uu.nl">www.parnassos.uu.nl</a>	International & Cultural Centre Parnassos
<a href="http://www.uitwijk.uu.nl/en">www.uitwijk.uu.nl/en</a>	De Uitwijk; courses, free movies etc.
<a href="http://www.esn-utrecht.nl">www.esn-utrecht.nl</a>	Erasmus Student Network
<a href="http://www.12utrecht.nl">www.12utrecht.nl</a>	Tourism Office Utrecht
<a href="http://www.taalthuis.com/course/index.htm">www.taalthuis.com/course/index.htm</a>	Online Dutch course
<a href="http://www.volksuniversiteit.nl">www.volksuniversiteit.nl</a>	Volksuniversiteit Utrecht (offering Dutch courses)

## **PRACTICAL INFORMATION ÅRHUS**

### **Personal guidance**

Hans-Henrik Holm and Inger Munk are in charge of the Europe in the World program. Anna Nejrup will assist in practical (including housing) and personal matters. You can find Anna in room 417, Hans-Henrik in room 416 and Inger in room 404.

### **Residence Permit**

Non-scandinavian students and students from outside Europe need a residence permit for their stay in Århus, if the stay exceeds 3 months. Additionally, students from the European Union need a proof of residence if they stay longer than 3 months. If you are an EU citizen, it is usually easier to apply when you have entered Denmark. If you are a Scandinavian student, you do not need a residence permit, but you need to bring your "internordisk flyttepapirer" stating a change of address. You obtain the relevant forms from your home municipality. While in Utrecht you start procedures for your visa application for Denmark. It usually takes about 6 weeks to obtain a Danish residence permit. It is very important you can show the Danish embassy an overview of means of financial support/grant (around € 3,500 for six months), which must be in your name.

### **Health Insurance**

You will need a health insurance to cover you during the first 6 weeks after your arrival. When you arrive in Århus, you must register at the National Registry Office (Folkeregistret) within 5 days upon arrival. Please bring your passport, your residence permit and the confirmation letter from the Danish School of Media and Journalism stating the duration of your stay in Århus. When you register, you will be given a personal registration number, the CPR-number. It takes approximately 6 weeks until you receive your CPR card. When you receive your CPR card, you are eligible to receive health benefits and are covered by the Danish health insurance system. Visits to a doctor, an eye and ear specialist as well as any hospitalization in a public hospital are free. However, other expenses such as dental expenses are only partly covered by the Danish health insurance system. You must pay for all medicine, including prescribed medicine.

It is also easier to open a bank account and receive a library card for the state library in Århus when you have the CPR card.

### **Student housing in Århus**

It is very hard to find housing for students in Århus. Students will be housed in student accommodation at various places in and near Århus. 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. The school can offer you a room from January 1 until June 30 (only six month periods). Feel free to find your own housing before you arrive.

### **Phone**

We expect that you have a mobile phone when you arrive, and that you buy phone cards for your mobile upon arrival. The mobile is an important part of your journalistic equipment. For long distance calls, we advise students to buy global cards/other cards or use skype. The expenses to your phone will probably be the highest expenses you have for material, since you only have to buy a few books.

### **Photocopiers**

Copy cards can be purchased at the information desk.

### **Computers and e-mail:**

Students will have access to use the schools computers, primarily mac's. Students preferring to work on their own computer can use the schools free wireless network.

Students are granted an e-mail address at the school, to be used during their stay in Århus. The e-mail address is needed in order to make prints and to get access to school computers and the wireless network.

The dsj-email is closed one month after the course has ended.

### **Access to DSJ evenings and weekends**

If you want to work late or during weekends at DSJ you need access cards. A special card is required for each department – Printed Media, Television and Radio Department. A 200 DKK deposit is required.

You can get hold of an access card to the Department for Printed Media in office 221 (Monday-Friday between 12.00 and 12.30). You are required to show your study-card when applying.

An access-card to the Television department can be acquired in the Television technicians office 060 anytime during teaching hours. To the Radio department in office 503 Monday-Friday from 9.00-14.00.

### **Library**

The library and the Danish Media Archives are at your disposal. There is a large variety of international papers and magazines. There are also 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 Danish social security number (CPR number) Books can be ordered through the DSJ library, also if you do not have a CPR number.

### **Multimedia equipment**

DSJ has some multimedia equipment students may borrow. See procedures in the student handbook. Students are advised to bring own cameras.

### **Mailbox**

Mail, faxes etc. will be delivered in a mailbox at the information desk.

### **Danish language course**

The School offers a short and basic cultural Danish language course for complete beginners as part of the introduction week.

For longer and more intensive courses you need a Danish personal registration number (CPR No.) in order to attend. (It is not possible to apply for a CPR No. before you are actually in Århus.) The government funds the language schools and the course will cost you only a small fee. See [www.sprogcenter-aarhus.dk](http://www.sprogcenter-aarhus.dk).

The International Student Centre at Århus University also offers language courses for a fee of about 500-600 DKK per course.

### **Teach yourself Danish - online**

#### **Free of charge:**

**Netdansk** – online course developed by Aarhus School of Business: <http://netdansk.asb.dk>

**Danish grammar:** <http://hjem.tele2adsl.dk/johnmadsen/Danish/danish.html>

Test your language online with **Dialang** – a test developed by EU:

<http://www.dialang.org/danish/main.htm>

**Dansk nu** – make a log-in and then you can use

- Historien om Peter (the story about Peter)
- Spil (games)
- Udtale (pronunciation)

<http://www.dansk.nu>

#### **With a fee:**

Speak Danish [www.speakdanish.dk](http://www.speakdanish.dk)

### **The International students centre**

The school offers a free membership of the International Student Centre in Århus.

### **Transportation in in Århus**

The transportation within Århus depends on where your student room is situated. The bus system in Aarhus is very efficient and the busses leave often. Two buslines have busstops right outside school. Both go to the citycentre. Bustimetables can be bought in the kiosks in town.

If you get a student dormitory close to the school it will of course be possible to walk to school.

### **Bicycles**

You can buy a bicycle at the International Student Centre. They sell used bicycles, formerly owned by foreign students, and you can re-sell it upon departure. Another possibility is to look for a second-hand bike for sale in the classifieds of the local newspapers such as Århus Onsdag, which is delivered free of charge to all households on Wednesdays. Alternatively, you can purchase a bike through the monthly police auction held on the first Wednesday of every month at:

Nellemann and Thomson  
Skanderborgvej 104-106  
8260 Viby.

You can take a look at the bikes from 12.00 and the auction starts at 13.00. You have to pay what you bid plus an auctioneer's fee.

You can also choose to use the public bikes. They are to be found all over town and you release one by putting 20 kr. in the slot. You get your money back when you return the bike to one of the official public bike boxes.

## **LIVING IN ÅRHUS**

With a population of about 300,000 inhabitants, Århus is the second largest city in Denmark. It has a lot to offer journalism students! Århus was founded around the year of 900, at the time when the Vikings ruled the country. Today, Århus 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 30,000 students of higher education, making Århus a young and vibrant city. Århus combines a country setting with all the advantages of city living. Being situated right on the waterfront, you are never far from sandy beaches and refreshing green woods. In addition, Århus offers all the usual city comforts, such as restaurants, cafés, parks and gardens, theatres, art museums and galleries, shopping centres, and night clubs. 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.

### **Tourism sites**

- [Webwalk](http://www.webwalk.dk) www.webwalk.dk: If you have a fast internet connection Webwalk will provide you with a multimedia introduction to the city of Århus.
- [Visit Aarhus](http://www.visitaarhus.com) www.visitaarhus.com: Tourist information about Århus.
- [www.Visitdenmark.com](http://www.Visitdenmark.com) is the official tourism site to Denmark.

## CONTACT DETAILS

### Utrecht- School of Journalism

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### Utrecht- International Office

For each item the International Office has its own contactperson. Please check the website for names and phonenumbers!

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### Århus

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 Web : [www.dmjx.dk/international](http://www.dmjx.dk/international)  
 Correspondence address : Danish School of Media and Journalism  
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## ALUMNI

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

[http://www.linkedin.com/groups?home=&gid=2055813&trk=anet\\_ug\\_hm](http://www.linkedin.com/groups?home=&gid=2055813&trk=anet_ug_hm) . Former groups have also separate sites like Facebook sites.

## COURSE FEE AND ADMISSION

The Europe in the World program is open to all last year BA journalism students and young journalists (maximum age 27). The course fee is 3.000 Euro for non-exchange students for the Utrecht part and 3.500 euro for non-European non-exchange students for the Aarhus part. Exchange students enter the programme free of charge and have priority to admission.

The course fee must be paid in advance to the financial department of the respective School of Journalism. Reimbursement of the fee, after leaving the course is not possible after one month of 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(3500 for Danish part)
Travel expenses:	Ticket home-Netherlands vice versa	depends on country
	Travel Utrecht-Århus vice versa	150
Other expenses:	Insurance through Lippmann Group 10 months	(optional) 360
	Mediation fee housing Utrecht	120
	Rent 4 months Utrecht	1.700
	Living expenses 4 months Utrecht	1.650
	Field trips Utrecht period	400
	Books Utrecht	120
	Rent 6 months Aarhus	1.650
	Living expenses 6 months Aarhus	2.500
	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 <a href="http://www.nuffic.nl/immigration">www.nuffic.nl/immigration</a> or <a href="http://www.ind.nl">www.ind.nl</a> 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.	100

## STAFF UTRECHT

### **Bayer, Marcel**

Present occupation  
Educational background  
Work experience

Lecturer Journalism and Geography.  
Geography, Universiteit Utrecht.  
Freelance journalist in the Caribbean and Latin America, publishes about regional and urban developments (The Metropolis in Latin America, 1991). Lecturer at School of Journalism since 1987.

Fields of interest

Urban and regional economic developments, international politics

Course in EITW

Regional Economy

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### **Broekhoven, Remko van**

Present occupation  
Educational background

Lecturer Journalism and Politics.

1986-1990 School of Journalism Utrecht;

1990-1993 Political Science Vrije Universiteit Amsterdam.

Work experience

1987-present freelance journalist for several magazines and newspapers, lecturer at School of Journalism since 1995.

Fields of interest

International politics, human rights, globalization, Latin American politics.

Course EitW

Political Philosophy

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### **Heuts, Jeroen**

Present occupation  
Educational background

Lecturer Economics and Sociology

University of Utrecht, Contemporary history, 1974-1981; Free

University of Amsterdam, General Economics, 1986-1989

Work experiences

High school Teacher, Lecturer at Hogeschool Utrecht:

Economic Faculty (1991-1997) and Faculty for

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Fields of interest

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Course in EitW

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### **Hodgkiss, Richard**

Present occupation  
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Lecturer of English language, Faculty of Education

English Language and Literature, University of Durham UK,

English as a second language, University of Leeds.

Work experience

Teacher of English as a Foreign Language in London (UK) and Rabat (Morocco). Since 1972 lecturer of English language in Dutch teacher education.

Fields of interest

English for Special Purposes, inter-cultural communication.

Course in EitW

Assistance in writing in English.

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### **Hoff, Ruud**

Present occupation  
Educational background  
Work experience

Lecturer Journalism and International Politics.

University of Amsterdam, History and Political Science

Lecturer at the School of Journalism since 1983; guest

lecturer at Clingendael, an Institute for International

Relations; wrote several books and publications on Middle East issues.

Courses in EC&EJ

Reporting Europe and the Islam, Political Reporting.

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**Jongh, Arie de**

Present occupation  
Educational background

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Modern history, Universiteit Utrecht 1974-1978; Mass Communications, Universiteit van Amsterdam 88-92.  
Lecturer in higher education since 1979, at the School of Journalism since 1988.  
History and Journalism.  
Contributor to Utrechts Nieuwsblad.  
European History.  
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**Smit, Gerard**

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Fields of interest  
Course EitW  
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Philosophy and Psychology, University of Amsterdam  
Lecturer at the School of Journalism since 1991; editor of professional journal; happiness coach  
Literature and sports  
Research classes connected to European Economics  
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**Veldt, Marc**

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Fields of interest  
Course in EitW  
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Lecturer in Journalism and Law. Freelance writing journalist. Law, Universiteit Utrecht, 1984-1990 (European law, Dutch law and intellectual property law.)  
Teaching journalism and law at the Faculty of Communications and Journalism since 2002. Freelance writing since 1991. Researcher / producer, reporter and scriptwriter for several public television programmes from 1999 to 2002.  
International developments, photography, writing, music, film.  
Introduction to European Law  
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**Verweij, Peter**

Present occupation  
Educational background  
Work experience

Course in EitW  
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Lecturer European politics, New Media, Sociology  
Sociology and philosophy, Katholieke Universiteit Nijmegen.  
Lectured in The Netherlands and abroad in Social Sciences, European politics and Media. Published many articles on new media.  
Reporting Europe and Brussels trip.  
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**STAFF ÅRHUS****Folming, Chester**

Present occupation  
Educational background  
Working experience

Development executive in DSMJ it-department  
Multimedia Designer, Århus Business School  
Working at DSJ since 2000 in the it-dept. Teaches technology needed in production of multimedia content in Danish/English in different classes. Has been responsible for planning and teaching the Multimedia classes in the international semester program since fall 2001.

Course in EitW  
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Technical support for Euroviews.  
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**Holm, Hans-Henrik**

Present occupation  
  
Educational background  
Work experience

Jean Monnet Professor of World Politics  
(leave from the EitW 2007-08)  
Political science

From 1989 professor at the Danish School of Journalism. 2001, 2008 Visiting professor at the European University Institute in Florence. 1975-1989 Institute of Political Science, Aarhus University. 1983-1984 and 2007 Visiting professor at the University of California, Berkeley. Regular contributor to various Danish newspapers.

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**Asbjørn Slot Jørgensen**

Present occupation  
Educational background  
Work experience

Lecturer, Ass. professor  
Journalism from DSJ

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.

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Head of International programmes 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 manager.

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**Nejrup, Anna**

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MA in French and English from the Aarhus School of Business

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language and literature from the University of Aarhus  
Magazine editor, copy writer, international PR Manager.  
Lecturing at DJS since 2006. Specialized in journalism for  
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13	Mulders, Roos	Hogeschool Utrecht	The Netherlands
14	Nuijen, Suzan	Hogeschool Utrecht	The Netherlands
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