

CLIOHWorld

The European History Network

Report



Education and Culture DG



Life Long Learning

Tuning

Educational Structures in Europe

European Integration and European Union History

Enhancing Learning
Teaching Assessment



Creating a New Historical Perspective: EU and the Wider World

CLIOHORLD

REPORT

V

CLIOHWORLD is supported by the European Commission through the Lifelong Learning Programme of its Directorate General for Education and Culture, as an Erasmus Academic Network for History of European Integration and the European Union in a world perspective. It is formed by 60 partner universities from 30 European countries, and a number of Associate Partners including the International Students of History Association.

The CLIOHWORLD Partnership

Karl-Franzens-Universität, Graz (AT)
Paris-Lodron-Universität, Salzburg (AT)
Universiteit Gent (BE)
Nov Balgarski Universitet, Sofia (BG)
Sofijski Universitet "Sveti Kliment Ohridski", Sofia (BG)
Panepistimio Kyprou, Nicosia (CY)
Univerzita Karlova v Praze, Prague (CZ)
Otto-Friedrich-Universität Bamberg (DE)
Ruhr-Universität, Bochum (DE)
Technische Universität Chemnitz (DE)
Universität Potsdam (DE)
Roskilde Universitetscenter (DK)
Tartu Ülikool (EE)
Universitat de Barcelona (ES)
Universitat Pompeu Fabra, Barcelona (ES)
Universidad de Deusto, Bilbao (ES)
Universidad Autónoma de Madrid (ES)
Oulun Yliopisto, Oulu (FI)
Turun Yliopisto, Turku (FI)
Université Pierre Mendès France, Grenoble II (FR)
Université de Toulouse II- Le Mirail (FR)
Ethniko kai Kapodistriako Panepistimio Athinon (GR)
Panepistimio Dytikis Makedonias (GR)
Aristotelio Panepistimio Thessalonikis (GR)
Miskolci Egyetem (HU)
Colaíste na hOllscoile Corcaigh, Cork (IE)
Ollscoil na hÉireann, Gaillimh-Galway (IE)
Háskóli Íslands, Reykjavík (IS)
Università di Bologna (IT)
Università degli Studi di Milano (IT)
Università degli Studi di Padova (IT)
Università di Pisa (IT)
Università degli Studi di Roma Tre (IT)
Vilniaus Universitetas, Vilnius (LT)
Latvijas Universitāte, Riga (LV)
L-Università ta' Malta, Msida (MT)
Rijksuniversiteit Groningen (NL)

Universiteit Utrecht (NL)
Universitetet i Oslo (NO)
Uniwersytet w Białymstoku (PL)
Uniwersytet Jagielloński, Kraków (PL)
Universidade de Coimbra (PT)
Universidade Nova de Lisboa (PT)
Universitatea Babeş Bolyai din Cluj-Napoca (RO)
Universitatea "Alexandru Ioan Cuza" Iaşi (RO)
Universitatea "Ştefan cel Mare" Suceava (RO)
Linköpings Universitet (SE)
Uppsala Universitet (SE)
Univerza v Mariboru, Maribor (SI)
Univerzita Mateja Bela, Banská Bystrica (SK)
Çukurova Üniversitesi, Adana (TR)
Karadeniz Teknik Üniversitesi, Trabzon (TR)
University of Aberdeen (UK)
Queen's University, Belfast (UK)
University of Sussex, Brighton (UK)
The University of the West of England, Bristol (UK)
University of Edinburgh (UK)
University of Strathclyde (UK)
Swansea University (UK)
Primrose Publishing (UK)

Associate Partners

Universität Basel (CH)
ISHA- International Students of History Association
Universiteti i Tiranës (AL)
Univerzitet u Banjoj Luci (BA)
Univerzitet u Sarajevu (BA)
Osaka University, Graduate School of Letters (JP)
Univerzitet "Sv. Kliment Ohridski" - Bitola (MK)
Moskovskij Gosudarstvennyj Oblastnoj
Universitet (RU)
Univerzitet u Novom Sadu (SCG)

Guidelines and Reference Points
for

European Integration and European Union History

Enhancing Learning Teaching Assessment



Education and Culture DG

Lifelong Learning Programme

This booklet is published thanks to the support of the Directorate General for Education and Culture of the European Commission, by the Erasmus Academic Network CLIOHWORLD under the Agreement 142816-LLP-1-2008-1-IT-ERASMUS-ENW (2008-3200).

The booklet is solely the responsibility of the Network and the authors; the European Community cannot be held responsible for its contents or for any use which may be made of it.

Published by CLIOHWORLD 2011 (www.cliohworld.net)

© CLIOHWORLD 2011

Informatic editing
Răzvan Adrian Marinescu

Editorial assistance
Viktoriya Kolp

Cover photo
aki

Contents

Preface

1

Ann Katherine Isaacs, Guðmundur Halfdanarson

History of European Integration and of the European Union

I. An overview of the subject area in European universities	3
II. Employability	4
III. Key competences	5
IV. Cycle and course unit level descriptors	14
V. Learning, teaching and assessment	16
1. Competence-based approaches to learning, teaching and assessment	16
2. Examples of good and interesting practice	20
3. Lifelong learning strategies	22
4. Teaching and learning materials	24
5. Selected links	25
VI. Quality criteria	29
Members of CLIOHWORLD Work Group 1	30
Publications of the CLIOHWORLD Erasmus Academic Network	31

Preface

We are proud to present the *Report* of the CLIOHWORLD Working Group 1, on “European Integration and European Union History”. It contains an overview of the theme or specific Subject Area, including a discussion of the current state of affairs in European Higher Education Institutions, and – using the standard Tuning Template format – the *Guidelines and Reference Points* that the Group has elaborated and tested. The Template format includes a description of the thematic area (Part I), a discussion of the prospects and potential for employment that graduates are likely to find (Part II), and a list of specific key competences (Part III). These sections are followed and completed by the Cycle and course unit level descriptors (Part IV), and a substantial section on learning, teaching and assessment. This comprises the presentation of the special materials – including a very useful Reader – that the Group has prepared for use in the classroom (Part V).

The Report ends with the Quality criteria elaborated and tested by the Group (Part VI), and a list of the Group’s members.

Work Group 1 has had an important role in the framework of the CLIOHWORLD Erasmus Academic Network for History. A central part of the responsibility of the European History Network is to look at, reflect on and propose ways of enhancing the present level of provision in the area of History of European Integration and History of the European Union itself. Strikingly, the task of informing new (and older) generations of European citizens about the extraordinary polity of which they are a part, has been largely eluded by European universities. In some, there are excellent degree programmes, high levels of quality research, and well planned and executed course units in this field. In many however there is little on offer, and in nearly all, the History of Europe and of the European Union itself are still seen almost exclusively from the point of view of the country in which they are being studied.

The Group has elaborated a number of resources and materials which can help to improve this situation. These are illustrated in this publication.

We hope that it will prove useful and even inspiring. We believe that an important part of building Europe will be thinking and learning about it, using the wealth of knowledge and understanding that has been built up in its single member states in a new way: integrating viewpoints and beginning to elaborate a more exact, more complex, more reflexive and critical view of what Europe is and what it can be.

Ann Katherine Isaacs
University of Pisa

Guðmundur Hálfðanarson
University of Iceland, Reykjavik

History of European Integration and of the European Union

I. An overview of the subject area in European universities

The history of the European Union is not the same as the history of European Integration and vice versa: the two terms cover different aspects of European History. The main focus of the history of the European Union is on the history of a very dense kind of European integration, centred on institutionalised forms of integration and on the member states of the European Union. On the contrary, the history of European Integration also covers aspects of integration that go beyond the European Union. Moreover, to reach a mature understanding of the complex political, social, economic and juridical framework in which the EU has been conceived and built, it is important to broaden our view back in history before 1945 and World War II. One of the most obvious tools of analysis that history offers is 'historical perspective': the diachronic dimension provides important insights into present-day phenomena. The understanding of long term aspects, events and processes, is also vital in building a critically aware European citizenship.

CLIOHWORLD undertook an extensive survey of the current state of European Union and European integration history learning and teaching, through detailed mapping of selected countries (Austria, Germany, Ireland, Italy, Portugal, Spain and the UK), and supplemented this with further sample-based mapping of other countries in Europe (Bulgaria, Cyprus, Finland, Malta, Romania) and beyond Europe (Japan).

Although the mapping covered a broad and diverse range of countries and institutions, a number of common points were evident. In particular, it was striking that there is very little learning/teaching specifically dedicated to the history of the European Union or European integration. Courses devoted to these subjects are overwhelmingly oriented towards political science, legal or linguistic studies. Where there was evidence of a historical approach to the subject it tended to be framed within either national histories (the relations between one state and the rest of Europe) or included in general histories of Europe, wherein the history of European integration and the European Union was treated either as a discrete

part of the whole or implicitly (rather than explicitly) embedded in studies of post-1945 west European political and economic development.

The difficulty of identifying historical approaches to the subject underlined the problems of defining what that history is, however. There are a number of issues that make a neat definition of European Union history and the history of European integration problematic. These are principally chronological and thematic. If we seek to add a historical dimension to existing institutional studies of the European Union and of European integration, for example, questions arise about cultural and historical connections (what might be termed 'European-ness') which in turn open up problems of periodisation (specifically, whether an exclusively post-1945 focus is adequate, but if not how should the chronological parameters be defined?).

The importance of history in programmes of European Studies is in fact not very pronounced, although history is often mentioned in the programme descriptions. Even where European Union history is reasonably well covered, it is usually as one optional module, a fact which raises issues about coherence, or the importance of thinking about what that history is. Although dealing with "Europe" is quite popular in European academic institutions and many universities and departments offer courses on "European history" or the history of European regions, an explicit focus on the history of European integration and of the European Union is not very widespread. "European history" is often seen as history that happened in Europe or parts of it, not in a comparative way that contrasts different structures and addresses the process of European integration.

II. Employability

Studying the history of European Union and European integration at university level is not simply a means of gaining qualifications for certain jobs but is also important as a way of enhancing personal culture and citizenship. History is an important tool for increasing knowledge of the human past and for enhancing the awareness and the identity of human social and political communities, of which the European Union is one. In order to achieve a better understanding of what the European Union is and what it means to be a European citizen it is essential to improve the knowledge and understanding of both the history of the European integration process and the history of the European Union itself. Universities are an important place where students can acquire such essential knowledge and awareness in a mature way.

Typical occupations of the graduates in history of European Union and European integration are similar to those of history graduates and graduates of Euro-

pean studies and be seen in a combination of these thematic areas. Programmes, modules and courses on the history of European integration and the European Union offer a professional qualification for the public sector and governmental agencies, NGOs, European institutions and international organizations, tourism and business, information centres, media and journalism, museums, archives, libraries dealing with the topic of European integration and EU-history. Graduates with a masters degree are, in addition, prepared for occupations in education and research. Third cycle graduates hold a qualification for an academic career and leading roles in research.

III. Key competences

According to the Tuning Educational Structures in Europe project, the objective of single course modules and degree programmes is to develop “competences”, in the broadest sense, in the learner. In substance the central element in organising the learning process is what the person involved will know, understand and be able to do at the end of it. Attitude too, in this case the historical mind-set or approach, is fundamental. Using the Tuning results of the History Subject Area Group as a starting point, a number of key competences can be developed in the area of the History of the European Union and European integration:

1. A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts
2. Ability to place events and structures in historical perspective
3. Ability to define suitable research topics to contribute to historiographical knowledge and debate
4. Ability to identify and utilise appropriate sources of information for a research project
5. Interdisciplinarity as a tool for research oriented teaching of the history of European integration and the European Union
6. Knowledge of the history of European integration and the European Union as part of modern European history in a comparative perspective
7. Knowledge and ability to reflect in a critical way on central terms and concepts such as “Europe”, “European community”, “European Union” and “integration”
8. Knowledge of one’s own national, regional and local history as a part of the European integration process and knowledge of the impact of the integration process on national, regional and local level

9. Ability to place the history of European integration in a context of world and global history
10. Awareness of the social policies (welfare state, employability, higher education, etc) in the framework of the EU integration process
11. Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds
12. Ability to read, write and communicate in at least one foreign language using the terminology appropriate to the subject
13. Ability to communicate key information on the history of European integration and the European Union to non-experts in oral and written form
14. Ability to encourage the public debate on European integration and the idea of European citizenship

Here we describe the key competences more fully:

1. A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts

Learners should be aware that the history of the European Union does not start with European integration in the form of the European communities after 1945 and that processes and structures going further back than 1945 strongly influence the present situation in the EU and the perception of the EU by its inhabitants.

Learners should be aware that current events are often seen through an inherited perspective that is historically based in national and regional frameworks. Knowledge of the history of Europe is necessary to be able to interpret the different perceptions of current events in various European nations and regions.

The knowledge that the learners should acquire in order to be aware of a relationship between current events and processes in the past is not primarily based on simple facts and dates but also on a knowledge of basic structures, the economic and social situation, demography, religion and political systems.

Learners should also be able to identify the role of national or regional myths and interpret the often “invented” significance of certain historical events in the context of the “identities” forged by European nations and their instrumental use and propagation in national/nationalistic historiography.

2. Ability to place events and structures in historical perspective

While a literal interpretation of European Union history – its institutional history/development since 1945 – can be reasonably easily defined and adds to legal and political science approaches, it is important that students also develop an appreciation of European history that pre-dates World War II. Students should be able to demonstrate an understanding of the complex and contested historical origins of the European Union and be able to justify their chosen definition of what constitutes the history of the European Union. This will require them to understand the complementary and divergent natures of specific (e.g local or national) histories within the EU (to examine the EU as [more than] the sum of its parts) as well as external perspectives on the EU. They should, therefore, demonstrate an understanding of the multiplicity of EU histories defined both chronologically and geographically. By examining the internal and external histories of the EU, students will be able to define “history of the European Union” and its place in world history.

3. Ability to define suitable research topics to contribute to historiographical knowledge and debate

The learner should be able to identify a number of significant studies relating to the history of European integration and cooperation during the 20th and the 21st centuries, including for example the concrete acts underpinning it, the ideas surrounding it and the obstacles to it; to connect these works with the historical and political context in which they were produced; and to define the position of the author with respect to the historical, political, methodological and theoretical questions addressed.

The learner should be able, on this basis, to pose new questions for research having the potential to advance knowledge and debate, of a complexity appropriate to the level of study. The learner should be able to elaborate a research plan, organised around a bibliography, documents and other sources (oral, written, material), as appropriate to address the questions posed and to revise (broaden, perfect) it in relation to his or her findings.

4. Ability to identify and utilise appropriate sources of information for a research project

The European Union is sometimes compared to an onion (as a sphere) with concentric layers. That means that it has a horizontal synchronic geographical segmentation and a diachronic vertical periodization. Learners need to acquire

competences that allow them to distinguish, compare and analyse different periods and spaces of European and European Union history.

This will require competences in finding, classifying and using critically sources of information appropriate to the historical time period, geographical space or phenomena analysed.

Students should have at least a basic knowledge of the methodology of related disciplines and an ability to use this interdisciplinary methodological arsenal (e.g. International Relations theories, security studies, comparative political sociology and political science theory).

Learners should be able to combine sources of different kinds (e.g. treaties, European Union law, the *acquis communautaire* [the body of EU law established until now], audiovisual materials, press releases, discourses, political programmes) and forms (written, electronic sources, official sites of EU administration), address them with critical awareness and analyse them in the appropriate historical, national, international or EU community context.

5. Interdisciplinarity as a tool for research oriented teaching of history of European integration and the European Union

The learner should be aware of and able to use tools of other human sciences as well as those of the various branches of historical research. This entails understanding that different kinds of history (e.g. economic, political, intellectual, cultural, social, institutional, legal, diplomatic, gender and religious history; history of international relations) as well as other human sciences (anthropology, literary criticism, history of language, art history, archaeology, law, sociology, philosophy) are indispensable tools in creating a critical awareness of the relationship between current events related to the history of the European Union and the processes of the past, a vital point in student competences.

Moreover, the learner should understand that many of these different branches of history or human sciences may offer a specific and focused viewpoint that allows for an analysis of the history of the EU in a more profound way. This kind of perspective allows the learner to perceive the differences between the various approaches to the history of European integration and the European Union in a broader sense, fostering critical awareness of the way many political discourses are founded on a specific historical view of Europe and its history. In fact, many different approaches may be used, both in studying the European Union, and in studying European History, but not all of them are equally valid in terms of

historical analysis and methodology: some are functions of particular political points of view and based on revisionist or nationalist perspectives.

The history of the European Union is more than the sum of the histories of many different countries, plus the history of the European Union itself. The EU, just like European citizenship and European identity, can be considered multi-layered or stratified. It is a complex system and requires a multi-faceted approach.

6. Knowledge of the history of European integration and the European Union as part of modern European history in a comparative perspective

The history of European integration should not be seen as an isolated phenomenon but as a part of the European history itself. So the history of European integration and the European Union have to be considered in a broader sense within the framework of European history and its central structures as the Cold War, the rivalry between the European nations or later on the economic and military cooperation of European nations. But also the results of de-colonisation after 1945 and the shifting from a political sense of colonisation to an economic one form an important basis for EU integration as at least the main political attention of many European nations was then focused on Europe again. It is also important that students can understand and communicate an important aspect of the European integration history, which is a history of peace projects within a world history. This comparative perspective also enables one to break up national narratives and avoids the problem of the EU itself inventing a kind of national narrative that is exclusive to the rest of the world.

7. Knowledge and ability to reflect in a critical way on central terms and concepts such as “Europe”, “European community”, “European Union” and “integration”

The learner should be aware of, and able to explain his or her understanding of, concepts and terms such as ‘Europe’, ‘EC’, ‘EU’, and ‘integration’. The student should be aware that these are not static concepts, that they are contested, and that their meanings and significance will vary according to the perspective adopted in examining them. In particular, the student will be able to demonstrate an understanding of the non-linear structure and process(es) of European integration; that is, to see this as a process of both integration and disintegration in which any consolidation of an idea of European union or commonalty incorporates a sense of both movement closer together and further apart, of harmony and discord, of advance and regression. The student should therefore be able to examine the history of these concepts in a way that reflects and critically exam-

ines issues of the evolution of world political, economic, cultural, social thought. The student should be able to reflect on the ways and extent to which each concept describes contemporary understanding of European integration history.

8. Knowledge of one's own national, regional and local history as a part of the European integration process and knowledge of the impact of the integration process on national, regional and local level

While paying full attention to the grounds on which European integration and union is expressive of common or shared experience and histories, students should also demonstrate an awareness of the multiplicity of those experiences and histories within the whole. Students should therefore be aware that European integration does not take place in a uniform or centralised manner, but is felt and experienced throughout Europe at all institutional levels and is perceived in the "Lebenswelt" (or everyday life of people). Thus, students should be able to understand that the interpretation of the European integration process depends on the perspective of national, regional, and local histories and should reflect both differences as well as common experience. The history of European integration and the European Union might therefore be seen as being also, and importantly, defined by ideas, values, and institutions with a local or regional inspiration.

A student should be able to explain all of these aspects of the history of European integration and the European Union. She or he should be able to understand and compare all these national, regional and local "narratives" on identity, history of population, education and economic-administrative institutional system and try to understand the cultural and mental, habitual heritage of a region. Students should try to analyze whether there were genuine and continuous connections among regions, states and, last but not least, whether there was any interrelatedness of European currents with the local history and how extensive this was both in former ages as well as in contemporary history including the phases before and after the EU accession of the particular country or more specifically the region with its institutions and population.

9. Ability to place the history of European integration in a context of world and global history

It is important that the student is able to see Europe from outside as well as from within. While often studied as a (potentially) inclusive model and process of historical development, it is important to recognise also the exclusive nature of EU and integration histories and to understand and explain how the history of the European Union is also concerned with a political structure that separates Europe from the

rest, and to be familiar with the meaning and significance of concepts such as ‘fortress Europe’, ‘European hegemony’ and to be able to examine critically the ways in which this can, or has been seen as, a model for cooperation – political, social, cultural, intellectual, institutional – in other world regions.

10. Awareness of the social politics (welfare state, employability, higher education, etc) in the framework of the EU integration process

The student should be aware of the importance of understanding the integration process in terms of what the EU has achieved as well as how it has achieved it. While paying attention to forms, therefore, the student should be able to examine and contextualise European integration in terms of its impact on the lives of European citizens. The student should be able to explain in what ways the development or shifting of modern society is affected by European-wide or EU-level activities and ideas, as against national or regional factors. In considering the EU in terms of social politics, the student should be able to refine their understanding of the nature and significance of ideas and values within the integration process.

Students should be prepared in practice to demonstrate an awareness of those policies and legal frameworks that concern their field of study and the economic-cultural sector in which they wish to work by acquiring a basic knowledge of the European institutional system, policies and programmes that govern and promote their field of activity: education, training, media, or others. It should be borne in mind that the social and cultural policies of the EU include grants and exchange programmes that are useful both during the student’s university career and subsequently during post-HE employment as these policies are dedicated to forging a more united and convergent Europe. Students should be well prepared for applying, using and working with these Europe-wide integration-projects.

11. Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds

Diversity is an important aspect in the shaping of European Union and integration histories. Students therefore should be able to analyse that diversity in variety of senses, such as (although not exclusively): social, economic, political, and historical factors. The student should be able to interpret and explain with sensitivity the parts comprising the whole of the European ‘experience’. Considered fundamental in any History programme, the competence of working in a multicultural team must be especially emphasised when the EU is the specific subject of studies and the field of action. To deal with a union that is built up of 27 different interacting parts is in itself sufficient to justify the need to develop the ability to work in a multicultural team with awareness of and respect for

European diversity in its variety of senses. Mobility systems for students and teachers such as summer courses, Erasmus exchanges, joint Master or PhD programmes, contribute to the development of this competence as people with different cultural backgrounds can develop their learning process together. Thus the university can be seen as a training ground for work in a multicultural team. Students who have learned about Europeanness and the cultural diversity of Europe would act empathetically and be tolerant towards other opinions and views deriving from the different cultural background, mentality, (working, acting or thinking) habits of their colleagues in the multicultural team, seminar or laboratory. Students should be encouraged to develop a mutual understanding of the diverse cultural and historical profiles of each of the European member-states or regions, and the variety of mental, habitual and social backgrounds of European citizens, including minorities and immigrants. As such, the acquisition of competences enabling students, researchers and workers to develop their activities in a climate of respect for cultural diversity and differences of opinions is highly desirable, both in the different cycles of University study, and in programmes of life-long learning. Students should therefore acknowledge different cultural points of view and understand them as a means to provide a richer perspective on European issues, and to integrate them, in a critical way, in the process of acquiring knowledge.

12. Ability to read, write and communicate at least in one foreign language using the appropriate terminology to the subject

Students should be able to use foreign languages accurately when searching for data on European Union history and European integration history. She/he must be able to read sources, to comment on historiographical texts, original documents etc., in written and oral form. The ability to communicate in one or more foreign languages is linked to and an important aspect of fulfilling competence 11 above. In a multicultural Europe with so many cultural and historiographic traditions, the mastery of a single language may contribute to a narrow view of the problems the student intends to analyse. This ability to communicate in at least one foreign language is fundamental to an ability to share with 'foreign parts', local, regional and national histories as well as experiences of how the European integration process has and had different impacts on an individual's way of life and thereby better explain one's own experiences as well as those of others. Such linguistic ability will also allow students to access and work effectively with different historiographic traditions. The ability to use terminology appropriate to the subject is considered essential to guarantee the effectiveness of communication (linked to competence 7 above).

13. Ability to communicate key information about the history of European integration and the European Union to non-experts in oral and written form

The most widespread views on the history of European integration and on the History of the EU do not always integrate the best and most up-to-date information, reflecting academia's frequent inability to produce information in a clear and easily accessible manner. This can lead to an inadequate and outdated dissemination of historical information. Through the acquisition of this competence, which must be demanded at all levels, including lifelong learning, the student may become an effective agent of dissemination, reaching a wider and more diversified public, including those naturally less receptive to academic texts.

Given that the history of European integration and the European Union should be understood in terms of their impact on *Lebenswelt*, it is important that students are able to engage with audiences beyond the academy in their study of those histories and processes. The student should be able to examine, discuss, and explain his or her work in terms that recognise the quotidian as well as high governmental aspects of that work. The student should be aware of the ways in which the history of European integration and the European Union have shaped the experiences and outlook of all citizens and be able to explain the varied levels of wider, popular, engagement and disengagement (or non-engagement) with the integration process. This links also to competences 1 and 8 in particular and shows the importance of historical research and thinking as an important tool in understanding the world in past present and future.

Students should be able to contribute with their knowledge and understanding of the history of European integration and the European Union both in oral form (to a variety of audiences) and in written form (for example in forms dedicated to public opinion such as scientific and newspaper articles). This competence demands a basic ability in communication-techniques and good knowledge of European issues, problems, and ideas, as well as an ability to make critical use of European sources of information.

14. Ability to encourage public debate on European integration and the idea of European citizenship

Students should be able to communicate the essential information of the history of European integration and the European Union to non-experts in order to develop and enrich a wider understanding of European citizenship. This may take the form of participation in public debate or voluntary activities, or other

forms of work or activity that examine critically and responsibly varied and controversial opinions and which seek to promote active citizenship. The student should aim to encourage participation, rational debate, and active citizenship, while also being aware of the issues associated with dealing with subject matter and information that is frequently controversial: the student should therefore understand how to contextualise and interpret ideas and data drawn from a variety of sources and perspectives.

IV. Cycle and course unit level descriptors

According to the constitutive structure of university education it is necessary to differentiate learning outcomes according to first, second and third cycle programmes and course units. The following suggestions for the EU-history and the history of European integration are defined with reference to the “Dublin” descriptors that resulted from the Joint quality initiative in the framework of quality assurance and accreditation of bachelor, master and PhD programmes in Europe.

1. First cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the History of the European Union and the integration process, based on a specialised and up-to-date bibliography, and on a broad selection of key primary sources.

Applying knowledge and understanding

The graduate is able to use a historical approach to enrich the critical understanding of the recent history of the European Union and the process of European integration, devising and sustaining arguments that reflect a broad awareness of the relevant historiographical issues.

Making judgements

The graduate is able to identify, retrieve and evaluate critically information on the history of European integration and the European Union from a variety of sources in order to address relevant topics in the field or thematic area.

Communication

The graduate is able to communicate in appropriate form, written and orally, in his/her own and if possible another language, basic knowledge about the European Union, its history and its organisation, to students, peers and the general public.

Learning skills

The graduate knows where information about new developments in the history of European Union and European integration process can be found and how to utilise it, in order to be updated.

2. Second cycle

Knowledge and understanding

The graduate has a critical knowledge and understanding of the current developments in the History of the European Union and the history of European integration, including interdisciplinary debates, sufficient to be able to formulate and address an original research problem.

Applying knowledge and understanding

The graduate is able to apply the critical perspectives and methodologies acquired to address problems regarding more than one spatial or thematic area.

Making judgements

The graduate is able to propose well-founded interpretations of relevant social, ethical or other issues facing the European Union/European integration process basing them on the use of the critical bibliography and employing both known and new sources and the ability to model complex interactions.

Communication

The graduate is able to illustrate and explain in his/her own and if possible another language to an audience (specialist or non specialist) his/her findings about the history of European integration and the European Union and the sources and methodologies on which they are based, both in academic and non-academic form.

Learning skills

The graduate is able to undertake self-directed study in the history of European integration and the European Union, using information, theories and methods and networks relative to various disciplinary frameworks.

3. Third cycle

Knowledge and understanding

The holder of the doctorate has a critical overview of the field, including an understanding of the historical and methodological contexts which mould the various national, thematic and disciplinary viewpoints; and the ability to assess critically those perspectives in an innovative manner.

Applying knowledge and understanding

The holder of the doctorate has demonstrated the ability to conceive and execute an innovative research project designed to address a relevant problem in the history of the European Union and/or of the European integration process which makes a substantial contribution to existing debates or raises new questions, such as to merit national or international publication.

Making judgements

The holder of the doctorate is able to analyse and evaluate complex aspects of the European Union/European integration process and to propose syntheses that may lead to further academic research and facilitate knowledge transfer.

Communication

The holder of the doctorate is able to communicate, in his/her own and at least one other language, both specialised and general knowledge about the history of the European Union and the integration process in an interactive way (establishing a dialogue) with specialists from other disciplines (law, economics, international relations, sociology etc.) and general audiences, and has the ability to initiate and conduct public debate.

Learning skills

The holder of the doctorate has the ability to initiate, conduct and participate in debates regarding new developments in the broad field of the social sciences and humanities enhance knowledge and understanding in the field as related to the history of European Union and European integration and to promote projects and activities suitable to increase knowledge and understanding.

V. Learning, teaching and assessment

1. COMPETENCE-BASED APPROACHES TO LEARNING, TEACHING AND ASSESSMENT

The learning and teaching approaches to the history of European integration and the European Union do not differ fundamentally from those that we see in history teaching in general. This is the case with the kinds of courses used most commonly as lectures, tutorials, workshops, seminars, group work or excursions. But in order to broaden the view of the history of European integration and the European Union and in order to overcome national points of view it is useful to implement learning and teaching activities that enlarge the perspectives of students and teachers such as placements in public, educational or scientific institutions, student exchange, joint programmes, modules and courses or collaboration over national frontiers by online-courses and discussion forums.

Of course, the variety of competences that should be achieved in programmes and courses on the history of European integration and the European Union (see chapter II) as well as their differentiation in the three Bologna cycles (see chapter III) demand different forms of learning, teaching and assessment that can be exemplified using a selection of the key competences listed in chapter III and relating them to the different cycles.

First cycle

Competence 1	A critical awareness of the relationship between current events in the EU and processes in the past and awareness of differences in historiographical outlooks in various periods and contexts.
Teaching Method	This competence requires students to acquire a wide and critical overview of the subject and approaches to it. It is important to stimulate understanding of how the differences in historiographical outlooks are perceived and conceived in different times and areas of the world, due to political, economic, cultural and social contexts. This might be achieved through the use of lectures, workgroups, seminars and group work, the latter including both supervised and supported student-centred learning (such as project work).
Learning Activities	Attendance at lectures and/or seminars; directed reading on the histories of the European Union and of European integration based on assigned bibliographies; group work, including presentations; on-line learning activities where appropriate. Study of some of the major historical processes and events in history from ancient times to present with particular emphasis on the different approach with which various historiographies analyse the same process or historiographical problem. Comparison of the different approaches, explaining how an historiographical outlook is formed and why there are different perspectives, placing them in relation with different methodological or cultural approaches.
Way of Assessment	Written and/or oral examination; assessment of participation in group discussions and where used also of presentations and group project work

Competence 9	Ability to place the history of European integration in a context of world and global history.
Teaching Method	Lectures, workshops, group work aiming to stimulate understanding of how differences are perceived and conceived in different historiographical outlooks in different times and areas of the world, due to political, economic, cultural and social contexts..

Learning Activities	Study of major historical processes and events in world history from ancient times to present with particular emphasis on one non-European macro-region; study of main elements of colonialism, decolonisation and state formation in Europe and of other continents in comparative perspective; more specific study of 20th-century world history; acquisition of basic knowledge about European integration (more developed under competence 6); preparation of presentations and reports showing how European integration appears to those in other continents in specific periods.
Way of Assessment	Formative assessment on the basis of written or oral presentations with input from peers; final assessment by written or oral examination by teacher.

Second cycle

Competence 11	Ability to work in a multicultural team with awareness and respect for points of view deriving from different cultural backgrounds.
Teaching Method	lectures, workshops with the participation of students and lecturers in ERASMUS mobility; blog for discussing themes related to the course syllabus; access to e-learning tools; guided research by students.
Learning Activities	Critical analysis of information sources coming from different origins and in the different languages within European space (at least one community language beyond mother tongue and English); creation of a website on a theme of history of European integration and of the European Union with access to materials suitable to giving a comparative perspective (e.g. comparative chronology, collection of press news); participation in a blog for discussion with students from other universities integrating the website.
Way of Assessment	Participation in discussions in class and in the blog; presentation of an oral paper in one of the workshops; research for collecting written, audio and visual materials concerning the topic selected for the elaboration of the website; production of written materials for insertion in the website.

Competence 13	Ability to communicate key information on the history of European integration and the European Union to non-experts in oral and written form
Teaching Method	Lectures, workshops and group work to stimulate debate and capacity of argumentation especially adapted to the public in question relating EU-History and European Integration using specific problems and realities known and lived by the community to be addressed. To promote the understanding of the key role of the media in shaping public opinion, frequently acting as misleading and contradictory information. Short length papers, focusing on keys ideas expressed in a correct but current and friendly language.
Learning Activities	Creating a database on relevant sites focusing on general information but also on specific data related to different publics/regions/problems that can be presented to the general public. Develop the ability to examine critically complex sources; participation in seminars and conferences; contact with non professionals in the area of EU's social policies (e.g. through placements)
Way of Assessment	Formative assessment on the basis of written or oral presentations, participation in discussions, placements reports; evaluation by teacher's/supervisor and fellow students.

Third cycle

Competence 10	Awareness of the social policies (welfare state, employability, higher education, etc) in the framework of the EU integration process.
Teaching Method	lectures, research seminars, workshops, excursions, placements, individual supervision, joint seminars or modules, student exchange
Learning Activities	conceiving and executing an innovative research project designed to address a relevant problem of of the EU's social policies; critical examination of sources; participation in seminars and scientific conferences; building up a portfolio; collecting information in contact with professionals in the area of EU's social politics (eg by placements)
Way of Assessment	doctoral thesis; written papers, oral presentations, participation in discussions; presentations at conferences; portfolio; evaluation by supervisor and fellow students

Competence 14	Ability to encourage the public debate on European integration and the idea of European citizenship.
Teaching methods	Lectures, workshop, oral presentation, carry out public discussion, writing media articles, student exchange programme, collaboration with the mass media
Learning activities	finding arguments for evaluation of European integration; knowledge of regional, cultural, and social differences in Europe as the important background for broader cooperation among the European countries; building up feeling of European identity; presentation of civic culture; knowledge of mediation and leading of public discussion; reasoning of European integration; dissemination of knowledge about the evolution of the idea of European identity
Way of assessment	PhD theses, written papers, writing media articles, oral presentation, mediation of public discussion

2. EXAMPLES OF GOOD AND INTERESTING PRACTICE

Examples of good and interesting practice can be found in all of the countries that were mapped in detail. These examples can be found on several levels: 1. On the level of programmes it is seen as good practice if courses on European Union history and the history of European integration are a – preferably compulsory – part of programmes of European studies or European history. 2. Courses are seen as representing good and interesting practice if they cover European Union history and history of European integration in a way that goes beyond an institutional history of the European Union and its organisations. Some selected cases out of a variety of interesting programmes, modules and courses will illustrate these examples of good and interesting practice.

At the beginning of the Masters programme “Sociology – European societies“ (Freie Universität Berlin [DE]) there is a module that deals with “the process of political integration in Europe and the development of European societies after 1945”. The link between European integration and the development of societies broadens the horizon of the history of European integration. Critical views on the process of integration are also presented in a lecture series forming part of the Master of European Studies (MES) offered by the Europa-Universität Viadrina, Frankfurt on Oder (DE). What is interesting in this example is also the inter- or multi-disciplinary approach, also used in other courses such as “Interdisciplinary Analysis of EU” (in the “Integrated Studies of Europe” Programme, Universität Bremen [DE]). Here topics such as cultural pluralism and “European identity”

or the transformation of the welfare state and “social Europe” are dealt with. The latter topic is the main focus of the Masters in European Union Studies offered at Paris-Lodron Universität, Salzburg (AT). Here, courses on social and economic history in the *longue durée* (18th – 21st centuries) and courses that put EU integration in a pan-European and global framework can be seen as examples of good practice. That is also the case in a course on “Transnational History” at St Andrews (UK) that deals with the interconnections between European societies and non-European regions from the 18th century. Also the “M.A. Europe: Integration and Globalisation” at University of Marburg (DE) is oriented in that way. That the history of integration after 1945 is very much affected by historical events that happened before 1945 is dealt with in a course on “European History Since 1945” (University College, University of London [UK]). There particular attention is paid to the impact of experiences and memories of war, occupation, resistance and the holocaust in the period after 1945. Also the programme in European Studies (M.E.S.) at the University of Vienna, Austria, offers compulsory courses on “Plans for Europe in a historical context before 1945” and “Basics of European integration politics on a historical foundation”. A comparative and transnational approach to the idea of Europe in a long *durée* perspective is pursued in the second cycle programme in “European Historical Studies” at the University of Évora (Portugal) as well as in a number of courses in the history programme at University of Hildesheim/Jean Monnet Chair (e. g. “Cold War, European Disintegration and the Western European Integration”).

Emphasis on the above-mentioned aspect of “European-ness” can be seen in several courses, such as “Culture and Identities in a Contested Continent” (Open University, UK). Here, Europe is defined as a contested and a dynamic space, rather than as a fixed geographical entity. Ideas and concepts of Europe are also part of the programmes on the European Union and European integration at the University of Coimbra (Portugal) that are mainly taught from a historical perspective. The Faculty of Humanities (Letters) of the University of Coimbra emerges as an example of interesting practice due to the strong presence of the subject across a range of scopes and levels: from a single course unit on the history of European integration and the European Union compulsory for history students to first and second cycle programmes on European Studies where History is one of the five major fields of research.

It can be considered good practice to offer joint studies that stress a broad transnational perspective. The University of Coimbra is – as one example among many – a member of a network of Universities that, with the support of the European Commission, organises a Master in European Studies: “The Process of Building Europe”.

As a result of mapping the situation and taking a deeper look at examples of good and interesting practice, several factors emerged that – by integrating historical approaches – are useful for improving learning and teaching of the history of European integration and the European Union:

- a. Placing recent decades in a *longue durée* perspective, including history before 1945.
- b. Dealing with aspects of European-ness (perceptions and representations, memory and history), hence with cultural and social history as well as with institutional history.
- c. Analysing ‘integration’ as a complex process that comprises both integration and disintegration.
- d. Adding a view of European history from outside Europe and analysing the links between European societies and non-European regions.
- e. Adopting an inter- and multidisciplinary approach.
- f. Offering joint programmes on the basis of cooperation between universities.

3. LIFELONG LEARNING STRATEGIES

With numerous and intense implications in everyone’s daily life it is hard to find a subject with more impact in contemporary societies than the history of the EU and European Integration. History of European integration and of the European Union is therefore not a question only related to history students or future history professionals, but one arousing interest and curiosity in general. Without going any further, within a scope of 27 countries, people are no longer just French, German or Greek. We are all, simultaneously, members of a larger – and continuously enlarging – entity: the European Union. In the process of shaping these new identities it is essential to provide citizens at all ages and in numerous contexts with opportunities to increase the knowledge and understanding of a complex process as well as encourage openness towards this changing world.

Promoting broad and transversal teaching and learning strategies on history of European integration and of the European Union will increase thoughtful, well-informed and active citizens, socially committed in sustaining integration and social cohesion. Amongst many other skills it will:

1. increase the critical understanding of Europe’s past, present and future and its role in the wider world;

2. enable individuals at all stages of their lives to pursue opportunities across Europe, promoting mobility;
3. help to go beyond the narrowness of the national point of view, breaking the common “one-way perception”;
4. improve awareness, respect and appreciation of diversity and multiculturalism;
5. increase awareness of, and respect for points of view deriving from other national or cultural backgrounds;
6. promote a deeper understanding of political or religious conflicts, migration movements, minorities, etc;
7. enable citizens to find the way through a huge amount of information, frequently contradictory/knowledge of and ability to use complex information from a variety of sources;
8. to be aware and critical about the way information is used depending on the context.

In this strategy universities have a major role not only regarding their usual addressees, students of first, second and third cycles, but also in reaching out to a much broader audience: this means planning open access for anyone who might be interested. The first step is to identify the potential publics interested in studying the history of European integration and of the European Union. The second step is to understand their demands and needs, matching the different requests of different learners according to their ages, background, levels of skill and responsibility. In this sense the major challenge is to design courses tailored to target groups.

Regarding the first step one might easily identify large groups to address specific courses and/or materials based on their ages and/or on their particular profiles:

1. Children
2. Young adults
3. Mature students
4. 3rd age students
5. Secondary school
6. First cycle, second cycle and third cycle (of non history programmes)
7. History teachers in secondary education

8. Migrants communities
9. Minorities communities
10. Civil servants (from the cultural sector; foreign and frontiers affairs)
11. Journalists
12. Lawyers, economists or diplomats
13. General public

Beyond the formal learning settings such as the usual seminars, lectures, independent and guided study, Lifelong Learning courses should emphasise teamwork, fieldwork and practical approaches in general. In the particular case of History of European integration and of the European Union oral history can and should play a major role because one way or the other we are all actors of these historical process.

To reach a broader public classes should as much as possible occur within a flexible calendar such as evening seminars, free courses, summer courses, intensive or part-time courses within or outside traditional spheres of education as schools and universities. So the idea of an “Academic Inn” – academic discussions in an informal atmosphere – or the use of games could be useful for learning activities dealing with the history of European integration and the European Union. At the same time Lifelong Learning strategies regarding history of European integration and of the European Union have to be aware of the potential of ICT and its key role although naturally taking into account the different ways in which individuals interact with digital technologies at different stages of the life course. Beyond boosting distance learning/e-learning, the use of Word Wide Web resources is of extreme help in what regards this particular subject especially for the process of teaching and learning in a non-formal setting. In fact, one can access online a huge amount of quality and targeted materials, many of them provided by the European Commission and translated into all members’ languages. Amongst many others (some of the most important ones listed below) The Jacques Delors European Information Centre: eurocid portal (<http://www.eurocid>) is a good example while offering completely different materials to entirely different sorts of publics.

4. TEACHING AND LEARNING MATERIALS

There is a great deal of material dealing with the history of European integration and the European Union both available on the internet and in print. Some of the material has been produced by the European Union and its associations.

But also a lot of academic institutions are dealing with the topic and publish books, journals and didactic material. There are also some portals or gateways that collect information on EU and EU integration history in the context of European history (such as “European Navigator” or “Themenportal Europäische Geschichte”). These are perhaps the first addresses to find teaching and learning material on European integration. For teaching purposes books and booklets can be ordered – sometimes free of charge or for a small fee – at the European Union or at other institutions dealing with education (e.g. in Germany “Bundeszentrale für Politische Bildung”, www.bpb.de).

There is a collection containing selected examples of useful annotated links on the CLIOHWORLD website (www.cliohworld.net). On this website you can also find a reader on the history of European integration and the European Union and teaching material created by CLIOHWORLD. The reader consists of texts that deal with the integration process in general and with examples that enable the learner to overcome the national views dominated by the “own” historiographical tradition. The learning material deals with EU-history in general and with an aspect of European-ness on the example of the diplomatic sanctions of the member states of European Union against Austria because of the right-wing Federal party participating in Austrian government.

5. SELECTED LINKS

European Navigator

<http://www.ena.lu/>

Digital library, designed and developed by the Centre Virtuel de la Connaissance sur l'Europe (CVCE), now contains over 16 000 documents on the European integration process. The key post-war historical events and the European organisations are presented chronologically and thematically, and are illustrated by a wide range of archive documents, as well as interviews conducted by the CVCE with people who have been actively involved in European integration. The CVCE is a Luxembourg-based public undertaking supported by the Ministry of Higher Education and Research.

EUROPA – The EU at a glance – The History of the European Union

http://europa.eu/abc/history/index_en.htm

A short history of the European Union from 1945 to the present on the EU-homepage including films, biographies, information to central dates of the European integration and political and cultural background information.

Themenportal Europäische Geschichte [online-resources on European history]
<http://www.europa.clio-online.de/>

“Themenportal Europäische Geschichte” provides online-resources on European history such as texts, statistical data, images and maps and cover the European history from 18th century to the present.

The history of European Union. The European citizenship
<http://www.historiasiglo20.org/europe/index.htm>

The website by the Spanish ministry for science and education gives an overview of the history of European integration.

The European Integration History Index
<http://vlib.iue.it/hist-eur-integration/Index.html>

The European Integration History Index provides internet resources on the history of Europe after WWII in all languages. European integration is here understood as the process of political, economic and cultural integration and cooperation between various European countries in the 20th century - mainly in the period after 1945. The development of the European Community after 1950 receives particular attention.

Archive of European Integration (AEI)
<http://aei.pitt.edu/information.html>

The Archive of European Integration (AEI) is an electronic repository and archive for research materials on the topic of European integration and unification. The AEI collects two types of materials: certain types of independently-produced research materials and official European Community/European Union documents

European Union Documentation (University of St. Andrews)
<http://www.st-andrews.ac.uk/library/resources/collections/officialpublications/europeanunion/>

A significant amount of European Union documentation is now freely available on the internet. This page aims to provide links to the most commonly used material in this area.

The European Union Liaison Committee of Historians

<http://www.eu-historians.eu/>

The European Union Liaison Committee of Historians came into being in 1982 as a result of an important international symposium that the Commission had organized in Luxembourg to launch historical research on European integration. The committee is composed of historians of the European Union member countries who work on contemporary history. The page gives information on researchers, publication series, journals, new publications, conferences and archives.

ARENA – Centre for European Studies at the University of Oslo Working Papers Series

<http://www.arena.uio.no>

ARENA is a multidisciplinary centre of basic research at the University of Oslo studying the evolving European political order.

European Research Papers Archive

<http://eiop.or.at/erpa/>

Online repository dedicated to the collection of full text materials on European integration. ERPA is a common access point for the following online series in the field of European integration research.⁰

European Integration online Papers

<http://eiop.or.at/erpa/eiop.htm>

The European Integration online Papers (EIoP) are the first peer reviewed online research paper series in the field of European integration. The EIoP is published by the executive committee of the European Communities Studies Association Austria (ECSA-Austria) since April 1997.

Jean Monnet Working Papers Series

<http://www.jeanmonnetprogram.org/>

The Working Paper Series is designed to bring to a wider readership a selection of papers presented previously at Harvard Law School and now at the NYU un-

der the auspices of the Jean Monnet Chair. This papers archive includes papers from 1995 onwards.

Working Papers of the Robert Schuman Centre for Advanced Studies (EUI-RSCAS)

<http://www.eui.eu/RSCAS/Publications/>

The Robert Schuman Centre for Advanced Studies (RSCAS) is an interdisciplinary research centre launched in September 1993. Its aim is to promote research on the major issues confronting European society, principally the construction of Europe. It has set out to meet that objective by developing a strategy of co-operation, both internally and externally.

Mannheim Centre for European Social Research (MZES) Working Papers

http://www.mzes.uni-mannheim.de/publications/wp/wp_E.html

The “Mannheimer Zentrum für Europäische Sozialforschung” – an institute of the University of Mannheim – was founded in 1989. The MZES focuses on comparative European research and research on European integration and aims to combine the two.

The ESRC One Europe or Several? Programme Working Papers

<http://eiop.or.at/cgi-bin/erpa-search.pl?site=OneEurope&cmd=search>

This paper series aims to make research results, accounts of work in progress and background information available to those concerned with contemporary European issues. It draws from 24 research projects and one programme fellowship under a 5-year national research programme, funded by the Economic and Social Research Council of the UK.

The Queens papers on Europeanisation

<http://www.qub.ac.uk/schools/SchoolofPoliticsInternationalStudiesandPhilosophy/Research/PaperSeries/EuropeanisationPapers/>

Originally published by the Institute of European Studies, are now published by the School of Politics and International Studies. The Queen's Papers on Europeanisation contribute to the theoretical development and empirical exploration

of ‘Europeanisation’ in a way that straddles disciplines and facilitates a dialogue between contending perspectives.

VI. Quality criteria for European Integration and European Union History

It is obvious that EU-history and history of European integration can be taught and learned in very different ways and with emphasis on different aspects. So it is not useful to define very strict criteria that refer to the content of programmes and courses. But in order to enhance the importance of history in courses or programmes on the EU and the European integration it is reasonable to present guidelines that come out of the mapping and the identification of good practice.

The “CLIOHWORLD European Union and Integration History Quality Label” is designed for three different levels, from single course units to designated programmes.

Recommendations for improving learning and teaching of European Union and European integration history:

- a. Placing recent decades in a *longue durée* perspective, including history before 1945;
- b. Dealing with aspects of European-ness (perceptions and representations, memory and history), hence with cultural and social history as well as with institutional history;
- c. Analysing ‘integration’ as a complex process that comprises both integration and disintegration;
- d. Developing a plurality of European viewpoints so as to be able to observe the European Union history and integration process from a variety of national or thematic perspectives;
- e. Adding a view of European history from outside Europe and analyzing the links between European societies and non-European regions;
- f. Adopting an inter- and multidisciplinary approach;
- g. Offering joint programmes on the basis of cooperation between universities (both national and/or international);
- h. Having partnerships or synergy relationship, which extend beyond the university such as placements in European organizations or other potential employers;

Course unit label:

The course unit label can be awarded to a single course unit or module which demonstrates compliance with at least four out of six points (*a* to *f*);

Programme label:

The programme label can be awarded to a degree programme in which 20% of the credits are relative to the history of European integration and/or of the European Union and which fulfils at least four of the criteria *a* to *f*. In addition it must be possible for the student to complete his/her dissertation/thesis in an area of the history of European integration and the European Union;

Dedicated Programme label:

The dedicated programme label can be awarded to a degree programme which is defined as a degree in the History of the European Union and/or European Integration, which includes a minimum of 50% of the credits in this thematic area and which fulfils at least six of the eight criteria *a* to *h*.

Members of CLIOHWORLD Work Group 1

The CLIOHWORLD Work Group 1 includes Ewald Hiebl (University of Salzburg, Austria) and Luisa Trindade (University of Coimbra, Portugal) (co-chairs), David Brown (Strathclyde University, Glasgow, UK), Attila G. Hunyadi, Mihai Alexandrescu (both of University of Babeş-Bolyai, Cluj, Romania), Ann Katherine Isaacs (University of Pisa, Italy), Manfredi Merluzzi (Rome3 University, Italy), Amélia Andrade (Nova University of Lisbon, Portugal), Ausma Cimdina (University of Latvia, Riga), Blanka ŘíCHOVÁ (Charles University, Prague, Czech Republic).

Publications of the CLIOHWORLD Erasmus Academic Network

BOOKS

1. *Developing EU-Turkey Dialogue. A CLIOHWORLDReader*, Guðmundur Hálfðanarson, Hatice Sofu eds., Pisa 2010; second revised and expanded edition, Pisa 2011.
2. *Multiculturalism in Historical Perspective* (CLIOHWORLD-ISHA Reader I), Francesco Malfatti ed., Pisa 2009.
3. *Being a Historian. Opportunities and Responsibilities, Past and Present* (CLIOHWORLD-ISHA Reader II), Sven Mörsdorf ed., Pisa 2010.
4. *East and West. Bridging the Differences* (CLIOHWORLD-ISHA Reader III), Vedran Bileta, Anita Buhin eds., Pisa 2011.
5. *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs ed., Pisa 2011; second revised and expanded edition, *Perspectives on European Integration and European Union History. A CLIOHWORLDReader*, Ann Katherine Isaacs, Ewald Heibl, Luisa Trindade eds., Pisa 2011
6. *Myths, Heroes, Gender and Identities* (CLIOHWORLD-ISHA Reader IV), Aureliana Popa, Bogdan Rentea eds., Pisa 2011.
7. *World and Global History. Research and Teaching. A CLIOHWORLD Reader*, Seija Jalagin, Susanna Tavera, Andrew Dilleys eds., Pisa 2011, revised edition Pisa 2011.
8. *Regional and Regional and Transnational History in Europe. A CLIOHWORLD Reader*, Steven G. Ellis, Iakovos Michailidis, eds., Pisa 2011
9. *Guidelines and References Points for Learning and Teaching in the Areas of History of European Integration and of the European Union, World and Global History, e-Learning and Digitisation in History, Developing EU-Turkey Dialogue, Regional and Transnational History* (CLIOHWORLD Guide 1), Pisa 2011, second revised edition, Pisa 2011.

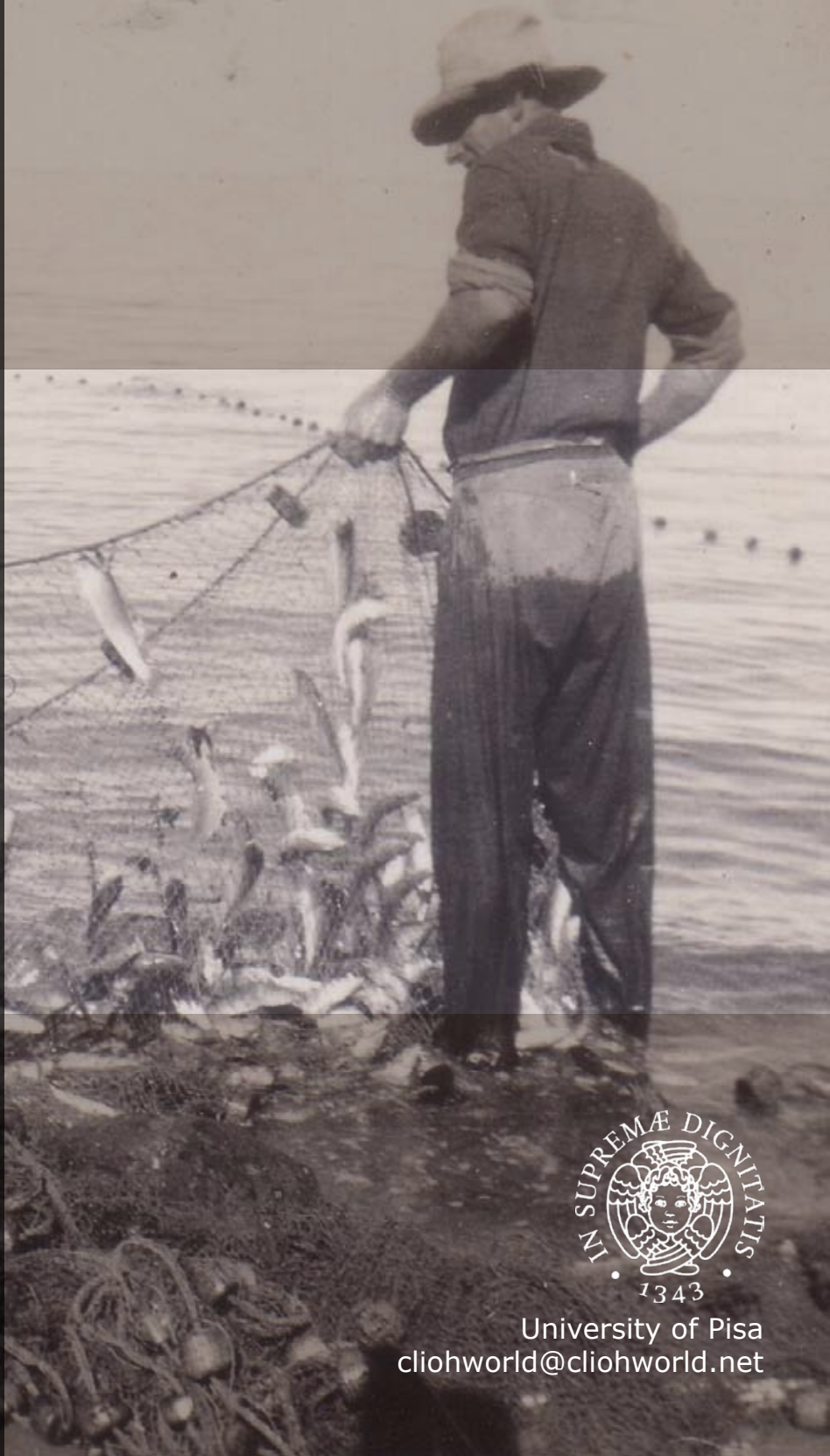
All the above are available in book form and for free download from www.clioeworld.net

Other Readers, reports, and learning/teaching tools are available in electronic form only and can be downloaded freely from the CLIOHWORLD website.

Published in September 2011
Under the aegis of CLIOHWORLD



www.cliohworld.net



University of Pisa
cliohworld@cliohworld.net