

**CONSTITUTIONAL &
ADMINISTRATIVE LAW
SSC LAW 307
Spring 2019**



SSC LAW 307 Constitutional & Administrative Law

Classroom no : Eleanor 8
Class times : Tuesday 08:45 – 10:45 and Friday 13:45 – 15:45
Instructor : Prof. dr. Barbara Oomen
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Tel : 0118-655528
Office location: Simpelhuisstraat 12
Office hours : Wednesday mornings upon appointment

I. Track information

- a) SSC 171 and a 200-level course in the law track (unless dispensation was granted)
- b) Courses in philosophy (ethics) and politics are particularly relevant for this course

For further information about the track, please see the track document available on the UCR intranet.

II. Course description

Constitutional and administrative law are two key fields of public law, and concern the relationships between different organs of the state and the rights of citizens. They thus provide a normative framework that governs key aspects of our daily lives, and of public life in general. Constitutional law is concerned with the attribution of power to public authorities, the division of power between them and the regulation of fundamental relations between public authorities and the individual. This course will provide students with insights into the main features and functions of constitutions worldwide, and into key concepts in constitutional law in general, but also enable them to focus on one particular issue of constitutional law.

If constitutional law is about the fundamentals of public life, administrative law is about its nitty gritty. The broad principles set out in constitutions find their way into administrative law, the body of law that governs the activities of the administrative agencies of government, including making and enforcing rules. The course introduces students to the main principles of administrative law, and to a number of key fields, like migration, education and environmental law.

In terms of its structure, the first part of this course will be devoted to the central topics of *comparative constitutional law*. The textbook by Heringa discusses and compares differing constitutional traditions and the diverse state-structures (federalism, unitary state), the positions of parliaments, governments and head of states, the system of decentralization, the (independent) position of the judiciary (and the pro's and con's of judicial review) and catalogues of rights and their protection. It focuses on the constitutional system of five countries (UK, USA, Germany, France and the Netherlands) and one emerging 'political entity' (the European Union). You will compare two of these countries, or one that is discussed in the book and one that is not in order to obtain a more global perspective. You have to be fluent in the language of at least one of the two countries you chose to compare. The basic purpose of this introduction to comparative

constitutional law is to learn about key concepts in constitutional law, gain a clearer understanding of the importance of a reliable and effective constitutional system and of the contemporary challenges to these established systems.

The second part of the course focuses on the general principles and actual practices of administrative law. In developed and dynamic modern societies there is (always) a wide variety of administrative rules and regulations. On the one hand the state intervenes in the life of companies and citizens (instrumental function), on the other hand the legal position of private institutions and individuals must be maintained (legal protection). Given the complexity of administrative law, we will first focus on one country (the Netherlands) to set out the general principles of administrative law. Next, to make the somewhat abstract principles more tangible, a number (special) fields of administrative law will be viewed more closely: immigration law, education law, health law and tax law. We will discuss these on the basis of the focus of student papers.

This course is not only on “*law in the books*” but tries to activate interest in “*law in action*”. For this reason, students do a project on constitutional law as well as a mini-internship in administrative law. In the *project*, students pursue their own interest, or follow one of the teacher’s suggestions, to organize activities or to attend debates and seminars related to the development of constitutional law today. In the *mini-internship*, students meet and ‘tag along with’ a professional in the field of administrative law.

III. Study Load

This course earns students four credits (equivalent to 7.5 ECTS). The class meets twice a week for two hours. Preparation time is approximately 10 hours per week. Students are asked to plan this time carefully: in the ‘constitutional law’ half of the course the first part of the week should go to studying/summarizing the book (with the aid of quizzes, about 4 hrs) and the second part to writing the comparative chapters (about 6 hrs).

IV. Course materials

- a) Required book: Aalt Heringa & Philipp Kiiver. (2016) *Constitutions compared: an introduction to Comparative Constitutional Law*. Antwerp: Intersentia
- Matthias Ruffert (ed.), (2013), *Administrative law in Europe: between common principles and national traditions*. Groningen: Europa Law Publishing – via Utrecht University Digital Library
- Tom Barkhuysen, W. den Ouden, and Ymre E. Schuurmans. "The law on administrative procedures in the Netherlands." *NALL: Netherlands administrative law library 2012* (2012): 26 - via Utrecht University Digital Library
- Others to be announced

Good additional sources will but posted on Moodle but include:

- André Alan and David Haljan, *International Encyclopedia for Constitutional Law*, via <http://bibe.library.uu.nl/zoek/biblio/index.php?disc=l%3Arec> , contains detailed information on main global constitutions

- Selected country chapters from: André Alan and David Haljan. (2015) *International Encyclopedia for Constitutional Law*, <http://bibe.library.uu.nl/zoek/biblio/index.php?disc=I%3Arec> – via Utrecht University Digital library
- Index to foreign legal periodicals
- Lexplicatie, Kluwer Navigator
- Max Planck Encyclopedia of Comparative Constitutional Law
- <https://www.constituteproject.org/>
- <https://verfassungsblog.de/>: excellent blog, you can also subscribe to their newsletter

V. Course organization and requirements

I hope for this class to be a collaborative learning community. This does not only ensure that we all learn but more from this course, but also ensures mutual support where needed, and equips you with the type of skills needed in a future work environment, whether in the field of (public) law or elsewhere.

At times, we will work on our laptops, and you are asked to bring your laptop to class for this purpose. We will make extensive use of Moodle. It is therefore useful to download the Moodle app on your phone, even if Moodle is best consulted via your laptop.

In discussing Constitutional and Administrative law, it will be good to look at what's happening in the world. Students are very much encouraged to subscribe to a good newspaper/news site and to bring examples of relevant issues to class.

- Students may not miss any classes. Absences will affect the participation grade. If you miss more than 6 classes, you will get an immediate F for the course. You should inform me and your tutor about the reason for any absence by sending both of us an email or a Moodle message before class starts. If you are frequently ill or if there are other mitigating circumstances, the onus is on you to get your tutor to officially withdraw you from the course on time (see your Student Handbook). At the instructor's discretion, absences for whatever reason may have to be compensated by a written assignment.
- Students are expected to be on time for all classes.
- Assignments lose 5% of the grade for every 24 hours they are handed in late. After 5 days they can no longer be handed in and will automatically receive an F (0%).
- The course assignments must be handed in via Moodle, which will be connected to the instructor's URKUND address: b.oomen.ucr@analysis.orkund.com where it will automatically be checked for plagiarism.
- If you plagiarize or cheat, you will receive an F for the course. The Board of Examiners will always be notified and further sanctions could follow from the BoE. Plagiarism is a very serious academic offence which carries heavy sanctions. Please acquaint yourself with the Plagiarism Policy in your UCR Student Handbook.
- The use of mobile phones and other electronic equipment is forbidden unless in the instances set out above. Students who break this rule will be asked to leave the class and they will be marked down as absent from the class session.
- Beverages and food may not be consumed in the classroom at any time (water is fine, of course).

- As all UCR courses, this course is subject to UCR academic rules and procedures. Both students and instructors are required to know and follow these rules and procedures.

VI. Assessment

Constitutional law	Administrative law
Comparative constitutional law mini-book 30 %	Administrative law paper 30 % (10 % draft, 5 % presentation, 15 % final)
Constitutional law active participation 10 %	Administrative law active participation 10 %
Constitutional law project 10 %	Constitutional & administrative law Internship 10 %

- *Comparative Constitutional Law mini-book*: In order to process and apply the information presented by Heringa you will write a small book in which you introduce the reader to (comparative) constitutional law and compare two constitutions. The book is submitted in 8 parts. Although there is no precise word count, each part will be need to approximately 1500 words in order to cover the material. If you do not hand in the relevant book chapter you cannot attend the Friday class as it is about discussing these chapters.
- *Constitutional law project*: helps you see the relevance of constitutional law in practice. You either propose a project yourself or participate in one of the pre-set projects. You hand in a brief reflection at the end of the project.
- *Active participation*: is a prerequisite for making this course into a success. You are welcomed (actually, required) to always come to class prepared, and to make the quiz on the materials before class. In addition, you are required to actively participate in classroom discussions and to bring in news items, case law and other materials of interest. At times, Moodle badges will be issued for aspects of active participation.
- *Administrative law paper*: This is a concise paper of 3500 words max. (excluding footnotes and references) in which you delve deeply into one aspect of administrative law in one particular setting
- *Mini-internship*: in this, you will ‘work together/for’ someone who works with administrative law on a daily basis for a few hours in order to get a basic insight of its application in practice. You hand in a brief reflection at the end of the project.

VII. Course schedule

Date	Topic	Extra info	Preparation
Tuesday 29/1	Introduction, what is (comparative) constitutional law?	Write classroom constitution	Read chapter 1
Friday 1/2	WS I: sources of constitutional law. Writing legal texts		Hand in introduction to your booklet (precise instructions via Moodle)
Tues 5/2	Origins and main features of Constitutions	<i>Take your walking shoes</i>	Heringa 2, Constitutions compared, do quiz
Thu 7/2			<i>Project: Start Grondwethuis</i>
Fri 8/2	WS II: origins and main features compared		Hand in chapter 2 of your booklet
Tue 12/2	Federalism, unitarism, decentralization		Heringa 3, do quiz
Fri 15/2	WS III: Federalism etc.	<i>Guest lecture Lisenne Delgado: Statute Kingdom</i>	Hand in chapter 3 of your booklet
Tue 19/2	Parliaments and law-making		Heringa 4, do quiz
Fri 22/2	WS IV Parliaments etc		Hand in chapter 4 of your booklet
Tue 26/2	Bills of rights: the right to vote	<i>Guest lecture Dr Tom Teuns</i>	Read Heringa 5, do quiz
Fri 1/3	WS V Governments, parliaments and Heads of State		Hand in chapter 5 of your booklet
Tue 5/3	Judicial review and human rights		Read Heringa 6, do quiz
Fri 8/3	100 years universal of suffrage		Women's day, Hand in ch 6 booklet
Tue 12/3	Reading and analysing case law		To be announced
Fri 15/3	Strategic litigation	<i>Guest lecture Jelle Klaas (PILP)</i>	
Tue 19/3	Constitutions as balancing acts, multi-level governance		
Wed 20/3	<i>Activities elections</i>		<i>Project: provincial elections</i>

Fri 22/3	No class		Hand in full booklet, incl ch 7 Final hand in project report
Spring break			
Tue 2/4	Administrative Law; General Principles and Specific Sub-Fields		<i>Discussion on paper topics</i>
Fri 5/4			
	Westhoek lecture	13:45-18:00	Municipal migration policies
Tue 9/4	Admin. Law in the EU		Ch. I Ruffert
Fri 12/4	Administrative Law & Admin. Law of procedure in the Netherlands		Article administrative procedures in the Netherlands, by Barkhuysen ea
Tue 16/4	Tbd		
Wed & Thu	Individual paper meetings		
Fri 19/4	<i>Good Friday</i>		No class
Tue 23/4	<i>Prepare paper outline</i>		No class
Fri 26/4	<i>Prepare paper outline</i>		<i>Hand in extensive paper outline</i>
Tue 30/4	Climate change and the law		
Fri 3/5	Refugee law		<ul style="list-style-type: none"> • <i>Christian, Any, Julia</i> • <i>Dewa, Naomi, Judith</i> • <i>Fenja</i>
Tue 7/5	Environmental/health law		<ul style="list-style-type: none"> • <i>Mathilde, Ben</i> • <i>Louise, Vilde</i>
Fri 10/5	Local authorities		
Tue 14/5	Privacy a.o.		Hand in final internship report
Wed 16/5			Seminar Ippel
Fri 17/5	Conclusion course		Hand in final paper

Classroom Constitution

As agreed upon on 29/11/2019 with the whole class present, by simple majority of the vote

Preamble

We, the people of UCR's Constitutional and Administration for Spring of 2019, declare that this Constitution will provide the path to a healthy, enlightening and inspiring learning environment.

To ensure that we can tread this path we should share our common values - such as respect, eagerness to learn and love for cake

Powers of the Instructor

- ① right to judge fairly and free from prejudice (grading)
- ② right to allow a 5 minute grace period on Tuesday's class which starts at 8:15
- ③ right to cut off discussion when it details or drags on off topic.
- ④ right to host discussions and lead the class
- ⑤ right to stop any student from eating, drinking or using electronics in class

(right to prohibit phones in class)

Powers of the CLASS

1. The class has the power to give feedback and constructive criticism to each other and the instructor.
2. The class has the power to ask questions whenever they want.
3. The class has the power to go to the bathroom whenever they want.
4. The class has the power to add more powers at any moment. → leave (add) clause
↳ veto

Responsibilities

- do readings on time
- hand in assignments on time
- participate in class discussions
- stay up-to date about current affairs share them

BEHAVIOR

- (1) BE ON TIME
(1)(A) BE IN THE CLASSROOM AT LEAST ONE MINUTE BEFORE THE OFFICIAL CLASS TIME
- (2) Do NOT INTERRUPT OTHERS (UNLESS EXIGENT CIRCUMSTANCES DICTATE OTHERWISE)
- (3) Do NOT SLEEP IN CLASS
- (4) USE APPROPRIATE VOICE-LEVELS
- (5) RAISE YOUR HAND BEFORE SPEAKING

We, the Students

Reserve our Right to:

1. Miss #5 classes without grade deterioration.
2. Eat and Drink in Class.
3. Have Freedom of Speech.
4. Have a 15-minute break.
5. Be presumed Innocent until proven Guilty.
6. Receive Good and Fair grades.

Constitution

I. Comparative constitutional law booklet (30 %)

You will write your own introduction to constitutional law (in general) and comparison of two countries, and submit this in 8 separate parts. Every week, you will introduce a topic of (comparative) constitutional law by summarizing the main points in the Heringa book (and other sources where relevant). In addition, you will compare the constitutional law of two countries. You are free to select these countries according to your interest, but you have to speak the language of at least one of them fluently in order to be able to read original sources. There is a plural purpose to this exercise. Firstly, it will help you gain in-depth insight into the main concepts in constitutional law. It will also help you with processing large amounts of text and with practicing legal writing.

You will hand in the booklet in 8 phases, and have to hand in before the Friday class. You will receive feedback on your 1st and 2nd chapter jointly. In addition, you will discuss your work with your peers in class. If you do not hand in a chapter before Friday 13:00 you cannot attend the Friday class, and will be marked absent, so it's better to hand in something than nothing at all. Failure to hand in your chapters will lead to 10 % lowering of your grade (per time not handed in). Before the Spring Break, you have the opportunity to hand in your final book.

The final booklet will be graded on the basis of the following criteria:

- Your booklet provides a concise overview of the key concepts discussed in Heringa (20 %)
It distills the main relevant concepts from the text and discusses them in appr. 1000 w per chapter (the word count is free, but anything under the 400 w or over 5000 will be downgraded)
- Your booklet correctly applies these concepts to two countries and concludes by summarizing the main comparative findings (20 %)
- For the country comparison, you make use relevant source material (20 %)
At the very minimum (passing grade) you adequately summarize and reference two countries discussed by Heringa. In order to come to a more informed discussion you can also make use of other sources, like the references in Moodle or a textbook on your country. The better the quality and variety of your source material, the higher the grade.
- Your booklet is properly referenced in Oscola, with footnotes, and has a Table of Authorities in the right format (15 %)
- Your booklet is well written: to the point, not too colloquial, with a clear structure, one central thought per alinea, with correct usage of grammar and style and text that invites the reader to read on (15 %)
- Your (final) booklet complies with the formatting provided, is neatly laid out, has a table of contents and is complete (10 %)

II. Constitutional and administrative law project 10 %

In order to acquire insight into the day to day relevance of constitutional and administrative law students are invited to take part in a *project* of their choice. Given the fact that this is a 300-level course, at a time when students are preparing for master programs and career choices, the main purpose of the project is to stimulate encounters with “the wider world” and insight into the key role played by issues of constitutional and administrative law in it. Such engagement also shows the individual effort that is the prerequisite of any type of rights realization. Spring 2019 offers a number of unique possibilities for such engagement. The ones in the Netherlands often require students to speak Dutch, but there are ample opportunities in English and students are – very – welcome to propose their own projects. Full projects and requirements are posted on Moodle.

Celebrating the right to vote:

- *Teaching in preparation for the provincial election:* You will work together with the NGO Prodemos in giving guest lectures on the provincial elections at MBOs (vocational schools). For this, you will receive a training in the beginning of February. Next to the days of the classes taught, you will have to be available on the 20th of March (election day) to supervise an election festival at an MBO in Terneuzen or Goes. In principle, you have to speak Dutch for this (although I am seeing whether there are alternatives in English).
- *Living the provincial elections:* You can also become involved in the provincial elections in another manner: by attending a meeting of the Provincial States (either 1 February or 1 March), volunteering for a political party of your choice, and registering to count votes. As with the teaching project, you will have to be available for the whole day on March 20 and have to speak Dutch.
- *Celebrating 100 years of Voting for Women in the Netherlands:* Universal suffrage was introduced into the Dutch Constitution in 1917, and Dutch women got the right to vote in 2019. You are invited to organize an activity to celebrate this on the 8th of March (Women’s Day) together with a variety of partners in Zeeland. All students welcome to
- *Strengthening the Dutch Constitution:* A consultancy called ‘Staatshuys’ seeks to start a campaign to bring the Dutch Constitution alive, in debates and in practice. You are invited to be part of the Zeeland organization of this campaign. The kick off is on the 7th of February in Den Bosch, after this we will decide how to conduct the campaign in Zeeland.

Human rights close to home:

- *Initiating the discussion on Black Pete: Challenging the Black Pete tradition in Middelburg:* A variety of UN Bodies has indicated that the Dutch tradition of Black Pete forms a violation of the prohibition of racial discrimination. At the same time, this tradition is deeply rooted in Dutch culture, with many actors in a place like Middelburg clearly committed to it. In this project, you will first look into the general legal framework and then engage with key stakeholders in Middelburg to discuss how this tradition could be challenged.
- *Considering translating the Climate Agreement to UCR:* ((to be explained if interest)
- *Support for the Roma in Middelburg:* (to be explained if interest)
- *Human rights in historical context in Middelburg:* Middelburg has a dark history when it comes to slavery. At the same time, the rights of enslaved persons were also debated in the 18th and 19th century. In this project, together with mr Jongepier of the municipality of

Middelburg, you will do research on these debates, in order to provide background to an exhibition on the East India Company and human rights.

Campaigning for change

- A *political campaign*: Your project can also involve campaigning for a change that you'd like to see in a corner of the world. In order to qualify as a project for this course

Applying for a subsidy

- *Applying for a grant* for a project. There is no better way to get to know European administrative law than by applying for a grant. As a practice-oriented item in this course you can apply for EU (or other) funding for something that goes further than your own interest: a project at UCR, in Middelburg or in your home town. You have to be genuinely motivated for the project, and genuinely prepared to carry it out if you receive the support. Check out options at f.i. <https://www.welcomeurope.com/european-subsidies-sector-Youth.html> or <https://www.mediawijzer.net/netwerk/fondsenoverzicht/>

- **Attending seminars/conferences/HR festivals**

- *Attending the Human Rights Watch festival*: The Human Rights Weekend in Amsterdam from 7-10 February offers ample opportunities to not only see relevant movies and documentaries but to also engage with key actors. In order to comply with the requirements you need to see and reflect on at least two films/debates
- *Other seminars*: can also qualify. Please check Moodle and discuss options with the instructor

You have to organize one activity *or* attend 2 inspiration sessions before the Spring Break. For each activity you attend/organize, you will be expected to upload a 500 word description of 1) Your name 2) What you did and when you did it 2) What information you gained in terms of human rights and 3) how it relates to the readings in this course. Your contribution will be graded on a scale of unsatisfactory – excellent based upon the effort that you put into the activity in combination with the quality of your reflection. The combined grade makes up 10 % of your final grade.

ASSESSMENT RUBRIC PROJECTS 10 %

<i>Insufficient</i>	<i>Sufficient</i>	<i>Good</i>	<i>Excellent</i>
The report was handed in late <i>or</i> does not contain the basic information <i>or</i> does not discuss what the student learned from the activity <i>or</i> does not comply with the word count (+/- 10 %, excl. endnotes)	The report is handed in on time, contains all the information called for in a summary manner	The report fulfills all the requirements and contains a good reflection on what the student learned about constitutional law and how it relates to course readings	The student went out of his/her way to find an interesting activity and writes about the lessons learnt in compelling terms, of interest to a wider readership (more of a review than a report only)

Project reflection

This will be graded on the basis of:

- The amount of effort that you put into selecting good experiences
- The creativity and curiosity with which the student conducted the activities
- The quality of the student's input into the activities (if applicable)
- The degree of insight into constitutional law gained, and as transpires from the report
- The quality of the writing of the report

III. Mini-internship

For your mini-internship you will 'work together/for' someone who works with administrative law on a daily basis for a few hours in order to get a basic insight of its application in practice. You hand in a brief 500w reflection at the end of the mini-internship. This will be graded on the basis of:

This will be graded on the basis of:

- ✓ The amount of effort that you put into selecting good experiences
- ✓ The creativity and curiosity with which the student conducted the activities
- ✓ The quality of the student's input into the activities (if applicable)
- ✓ The degree of insight into administrative law in practice gained, and as transpires from the report
- ✓ The quality of the writing of the report

ASSESSMENT RUBRIC MINI INTERNSHIP 10 %

<i>Insufficient</i>	<i>Sufficient</i>	<i>Good</i>	<i>Excellent</i>
The student failed to engage proactively, politely and professionally with the mini-internship supervisor	The student responded to emails and showed up for appointments, but in a very marginal manner	The student engaged proactively, politely and professionally with the mini-internship supervisor	The student went out of her/his way to make the most out of this internship
Where there was background research to be done or an activity to perform the student did not, or hardly, put in any effort	Where there was background research to be done or an activity to perform the student produced minimal work	Where there was background research to be done or an activity to perform the student produced good work	Where there was background research to be done or an activity to perform the student did far above the average
The report was handed in late <i>or</i> does not contain the basic information <i>or</i> does	The report is handed in on time, contains all the information called for in a summary manner	The report fulfills all the requirements and contains a good	The student went out of his/her way to find an interesting

not discuss what the student learned from the activity <i>or</i> does not comply with the word count (+/- 10 %, excl. endnotes)		reflection on what the student learned about administrative law and how it relates to course readings	activity and writes about the lessons learnt in compelling terms, of interest to a wider readership (more of a review than a report only)
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IV. Administrative law paper (30 %: 10 % draft, 5 % sharing, 15 % final)

In the second half of the course, students are expected to write a research paper on a specific topic of administrative law, within a specific country setting (or within the EU context). The more focused the topic, the better. One way of finding topics is via specialized journals on domains of administrative law (social law, migration law, environmental law, health law, educational law, building law etc.) within the UU domain. Another way is via browsing parliamentary or EU website to learn about topics of current interest. You are highly recommended to combine writing the paper with your mini-internship. The analysis has to be primarily legal, and pay due regard to the multi-level character of administrative lawmaking (i.e. the interplay or even the tension between the different layers of law). In addition, you can embed your research within the political, economic and societal context of the issue at stake.

The paper will be written in two phases, an **extensive draft (10 %)** and a **final paper (15 %)** and the results will be **shared with the class (5 %)**:

The **extensive draft** should:

- Address a focused question of administrative law, in a specific country context, with attention for the multi-level character
- Contain a clear research question and subquestions
- Have, at the very least, an introduction, subheadings and a conclusion
- Provide tentative answers to the research question
- Be based upon primarily legal literature and original legal sources (laws, regulations, case law, parliamentary discussions)
- Be referenced in *Oscola* (an)d follow the style guidelines of the booklet
- Have about 2000 words

The **final paper** should:

- Address a focused question of administrative law, in a specific country context, with attention for the multi-level character
- Be based upon a clear, explicit research question with subquestions
- Contain, at the very least, an introduction, subheadings and a conclusion
- Be referenced in *Oscola* (an)d follow the style guidelines of the booklet (including Table of Content and Table of Authorities)

- Have a title page, with an appealing title (not a question!), name/student nr, date, word count
- Answer the research question on the basis of solid, legal research and scholarly and other literature on that is properly referenced
- Be logically structured, and contain one thought/'golden sentence' per section
- Have about 3500 words (+/- 10 %) excl. references and footnotes

The **sharing with the class**:

- Should be done in a manner that really engages your fellow students in your research topic
- Should be interactive
- Should contribute to your fellow students learning of key concepts of administrative law
- Should inform your fellow students about the main findings of your research

VIII. Student learning outcomes

Period	Teaching activities	You will be able to
<i>Weeks 1-8</i>	Quizzes on the book, in-class discussions and exercises in comparative constitutional law, writing a booklet in which students summarize key concepts and compare two constitutions, peer discussions of comparisons and class presentations on findings, classroom newsflashes on current affairs	SLO 1 – Understand and be able to explain key concepts in constitutional law and the way in which these are enshrined in constitutions worldwide, including the multi-level legal order (EU, CoE, International) and its national legal implications SLO 2 – Apply these understandings to a comparison of two countries and analyze and discuss the merits of different constitutional systems SLO 3 – Write a concise legal text on the basis of research into legal sources, with the appropriate style of writing and referencing
<i>Weeks 1-8</i>	In class discussion of case law pertaining to the countries of choice, analysis of key constitutional law cases and practice in writing case briefs	SLO 4 – Critically read and understand case law, and identify the relevant facts, the issue(s), the court’s holding(s), the court’s reasoning, and the rules of law set out in court decisions
<i>Weeks 1-8</i>	Constitutional projects, classroom discussions and activities, tracing how a Bill becomes a Law in your country	SLO 5 – Be able to appreciate the degree to which constitutional law is permanently renegotiated and your own role as a public intellectual in this process SLO * - Understand the lawmaking process, and have traced the legal history of one particular piece of legislation in one country setting.
<i>Weeks 9-15</i>	Readings, quizzes, guest lectures, classroom discussions, presentations by peers Administrative law paper	SLO 6 - Understand and apply the general principles and procedures of administrative law as well as understanding how these materialize in a number of specific fields of administrative law SLO 7 - Display in-depth knowledge of one particular administrative issue and report on it in proper legal writing
<i>Weeks 9 - 15</i>	Mini-internship	SLO 8 – Understand how professionals work with administrative law on a daily basis, and its omnipresence in the modern world
<i>Weeks 1-15</i>	Peer reviews, feedback on each other’s written work and presentations in class and via Moodle workshop.	SLO 5 – Work together professionally and as a team, providing feedback upon each other’s work