

RMA European Studies

Faculty of Arts and Social Sciences

The programme information in this document is based on the selection criteria that you entered in the online prospectus (

www.maastrichtuniversity.nl/web/Faculties/FASoS/TargetGroups/ProspectiveStudents/MastersProgrammes/ResearchM

Should it not contain the information that you were looking for, we recommend that you try again using different selection criteria.

Please bear in mind that the programme information is continuously updated. It is therefore wise to check the online prospectus regularly.

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Table of content

European Integration: State of the Art.....	3
General Philosophy of Science.....	5
Integrated Skills track I.....	7
Administrative Governance.....	9
Qualitative Methods.....	11
Europe and The World.....	13
Quantitative Methods.....	15
Integrated Skills track II.....	16
Information, expertise and politics.....	18
Political ideas and ideologies in modern.....	20
Comparative Methods.....	22
Risk Governance in the EU.....	24
The Symbolic Construction of Communities.....	26
Discourse Analysis.....	28
Research Methods II.....	30
Research Colloquia.....	32
Thesis.....	34
Study abroad.....	36
Internship.....	37
Europeanisation.....	39
Democracy and International Regimes.....	41
History and Theory of European integrati.....	43

European Integration: State of the Art

Academic year 2013-14

Date last modified

25-1-2014 1:27

Period

Period 1 Startdate: 02-Sep-13 Enddate: 27-Sep-13

Code

EUR5000

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

T. Conzelmann

Description

This module will set the scene for the two year programme by introducing students to the contending approaches and perspectives on European integration. This will include an overview of the historical evolution of the European Union and the idea of European integration, a discussion of the political, economic and social dynamics behind these developments, and an introduction to the uses of theory in understanding and explaining the integration process. In doing so, the module will seek to bring together insights from a range of disciplines, in particular comparative politics, international relations, history, public administration and the philosophy of science.

Goals

This course aims to give a concise introduction to the main disciplinary approaches to European integration and some of the current debates on European integration in these disciplines. The lectures and the debating seminars will be divided into four blocks, each covering one week: European Integration Theory (week 1); History (week 2); Political Philosophy (week 3); International Relations (week 4).

Instruction language

Prerequisites

Recommended literature

The course syllabus provides a detailed list of readings for each seminar. In addition, students are advised to consult the following books: - Jones, Erik, Anand Menon and Stephen Weatherill (eds.) (2012): *The Oxford Handbook of the European Union*; Oxford: Oxford University Press. (State of the art overview of all aspects of European Studies) - Cini, Michelle and Nieves Pérez-Solórzano Borragán (eds.) (2010): *European Union Politics* (3rd ed.); Oxford: Oxford University Press.

(Students who feel they lack some of the background in European Studies will appreciate this basic, but not

unsophisticated textbook). - Wiener, Antje and Thomas Diez (eds.) (2009): European Integration Theory (2nd edition); Oxford: Oxford University Press. (A must-read for the theoretically minded). - Dinan, Desmond (ed.) (2006): Origins and Evolution of the European Union; Oxford: Oxford University Press (repr. 2010; good overview articles, focused on EU history). - Judt, Tony (2005): Postwar. A History of Europe Since 1945; London: Pimlico (repr. 2010 at Vintage books; accessible postwar history, not confined to the EU)

Teaching methods

Assessment methods

FINAL PAPER

Key words

European integration, theory, history,

General Philosophy of Science

Academic year 2013-14

Date last modified

25-1-2014 1:27

Period

Period 1 Startdate: 02-Sep-13 Enddate: 27-Sep-13

Code

EUR5001

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

D.M. Cressman

Description

As a general introduction to the methodology track of the Research Master this course is about the reflections on, and convictions about the fundamental and distinguishing features of 'science' as formulated by the major philosophical traditions and schools of thought.

Goals

The objective of the course is to give students the expertise to understand the philosophical presuppositions contained in what are often taken to be "neutral" research-based statements.

Instruction language

Prerequisites

Recommended literature

The course syllabus provides a detailed list of readings for all meetings.

Teaching methods

PBL

LECTURE(S)

Assessment methods

FINAL PAPER

Key words

Philosophy of science, epistemology, ontology, research methods,

Integrated Skills track I

Academic year 2013-14

Date last modified

25-1-2014 1:27

Period

Period 1 Startdate: 02-Sep-13 Enddate: 31-Jan-14

Code

EUR5500

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

E.J. Radulova - Ivanova

Description

The Skills Track aims at training the future researchers in various skills: academic writing, searching for academic literature, presentation skills, searching for specialised EU literature (in legislative databases or archives), bibliographic skills, elite interviewing , etc.

Goals

The objectives are skills in: - writing of academic essays - presentation of research findings- writing of academic research papers - writing research designs - searching for academic articles - keeping and using bibliographic references - getting acquainted with the method of elite interviewing

Instruction language

EN

Prerequisites

Recommended literature

Teaching methods

LECTURE(S)

WORK IN SUBGROUPS

ASSIGNMENT(S)

Assessment methods

FINAL PAPER

PRESENTATION

Key words

Academic writing skills, research skills, presentation skills,, interviewing,

Administrative Governance

Academic year 2013-14

Date last modified

11-6-2013 1:28

Period

Period 1 Startdate: 30-Sep-13 Enddate: 22-Nov-13

Code

EUR5002

ECTS credits

7.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Neuhold

Description

This 8-week module 'Administrative Governance' focuses on the role and influence of bureaucracy in multi-layered systems of decision making. While the EU polity, being one of the most advanced examples of multi-level governance, is a central concern, the focus of the module is broader and also includes the role of administrative governance in theory and historical experience. Secondly, it examines the theoretical and conceptual challenges brought by inter- and supranational administrations. Finally the module examines in detail the organizational structure, working methods and political influence of the main institutions of European integration.

Goals

-to provide insight into the historical development and role of bureaucracies in policymaking -to get an understanding of the main theories on administrative governance; -to acquire empirical knowledge on the administration of the European Union and international organizations more broadly.

Instruction language

Prerequisites

Recommended literature

For each research seminar the syllabus provides a series of journal articles and/or book chapters

Teaching methods

RESEARCH

PAPER(S)

Assessment methods

FINAL PAPER
PRESENTATION

Key words

Bureaucracy, EU institutions, multi-level governance, administrative, governance,

Qualitative Methods

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 1 Startdate: 30-Sep-13 Enddate: 22-Nov-13

Code

EUR5003

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A.B. Spendzharova

Description

The course focuses on qualitative data collection through interviews, questionnaires, participant-observation and focus groups. We also examine the use of case study designs, process tracing and comparative historical analysis.

Goals

This course introduces students to using qualitative research designs. The short lectures present the main features of qualitative research tools and techniques. The interactive discussions are dedicated to an in-depth exploration of the assigned readings.

Instruction language

Prerequisites

Recommended literature

Gary King, Robert Keohane, Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Henry Brady and David Collier (eds.) 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. New York: Rowman and Littlefield. Symposium on "Interview Methods in Political Science," *PS: Political Science and Politics* 35 (4), December 2002: Selections Andrew Bennett and Colin Elman. 2006. "Qualitative Research: Recent Developments in Case Study Methods." *Annual Reviews of Political Science* 9: 455-476. Richard Fenno. 1986. "Observation, Context, and Sequence in the Study of Politics," *American Political Science Review* 80 (1): 3-15. Charles Tilly. 2001. "Mechanisms in Political Processes." *Annual Reviews of Political Science* Vol. 4.

Teaching methods

LECTURE(S)

PBL

Assessment methods

FINAL PAPER

Key words

Causality in qualitative analysis, interviews, case studies, process, tracing, causal mechanisms,

Europe and The World

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 2 Startdate: 25-Nov-13 Enddate: 31-Jan-14

Code

EUR5004

ECTS credits

7.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

S.M.R.L. Vanhoonacker - Kormoss

Description

This module focuses on the EU's external policies and the interaction with the broader processes of global governance and globalisation. Apart from surveying the conceptual work on EU foreign policy and discussing its links with broader IR theories, the module discusses a variety of policy areas, such as security, civilian and military stabilization missions, trade, and development. In addition, the course will analyse the relations between the EU and its Eastern and Southern neighbours as well as with emerging powers such as Brazil and China.

Goals

To understand the development and difficulties of EU external action; to be able to critically analyze EU external policies.

Instruction language

Prerequisites

Recommended literature

Hyde-Price, Adrian (2008): A "Tragic Actor"? : A Realistic Perspective on "Ethical Power Europe"; *International Affairs* 84: 1, 29-44. Keukeleire, Stephan and MacNaughtan, Jennifer (2008): *The Foreign Policy of the European Union*; Basingstoke, New York: Palgrave Macmillan. Manners, Ian (2002): Normative Power Europe: A Contradiction in Terms?; *Journal of Common Market Studies* 40: 2, 235-258.

Teaching methods

PBL

LECTURE(S)

RESEARCH

Assessment methods

FINAL PAPER

Key words

EU foreign policy, security, trade, development, EU as a global actor,

Quantitative Methods

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 2 Startdate: 25-Nov-13 Enddate: 31-Jan-14

Code

EUR5005

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C.U. Arnold

Description

The objective of this course is to provide students with a understanding of how quantitative social research is designed, executed and how its findings can be interpreted.

Goals

Instruction language

Prerequisites

Recommended literature

Teaching methods

LECTURE(S)

ASSIGNMENT(S)

Assessment methods

FINAL PAPER

Key words

Quantitative data analysis, statistics, causal mechanisms,

Integrated Skills track II

Academic year 2013-14

Date last modified

25-1-2014 1:27

Period

Period 3 Startdate: 06-Jan-14 Enddate: 27-Jun-14

Code

RES5506

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

One of the most common tasks of professional researchers and academic scholars is the writing of research proposals. Such documents present ideas about future research projects, about their relevance and significance. Furthermore, they outline the steps the researcher (and the researcher's team) will undertake in order to arrive at certain level of understanding or explanation of a particular social phenomenon. Research proposals are the basis for evaluation of prospective research ideas, and crucially, for the granting of research funding. The craft of presenting research intentions in a systematic and convincing manner is critically important in this regard, both in terms of written research proposals and oral presentations.

Goals

This skills course is focused on research design, with a specific focus on the development of an innovative research idea, the drafting of a systematic MA thesis outline and the oral presentation and defense of a research project. Additionally, the course will look ahead in three ways; first, at Year 2 of the RMES in terms of planning a research strategy for the MA thesis; second, at publication strategies for publishing an academic paper on the basis of the MA theses; thirdly, at the immediate post-RMES future in terms of acquiring external funds for a PhD project or applying for a funded PhD position in Maastricht or elsewhere. Students will receive personal coaching by way of meetings with the RMES director of studies and potential thesis supervisors.

Instruction language

EN

Prerequisites

Recommended literature

Hall, Mary Howlett, Susan (2003) Getting Funded: The Complete Guide to Writing Grant Proposals, Continuing Education Press: Portland State University, Chapter 5, pp. 59-72 Dunleavy, Patrick (2003) How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation. London: Palgrave, Envisaging your thesis as a whole (Chapter 2 pp. 18-42) and (Chapter 9 Publishing your research), pp. 227-26

Teaching methods

Assessment methods

FINAL PAPER

Key words

Research, skills, publishing, applications, proposal writing,,

Information, expertise and politics

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 4 Startdate: 03-Feb-14 Enddate: 04-Apr-14

Code

RES5006

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Blom

Description

This module focuses on the role and meaning of information and expertise in 'bureaucratic politics' - a subject already touched upon by module II on Administrative Governance. The emphasis of this module is more on the 'politics of information' within the EU, i.e. on the choices made in the process of institutionalisation, eventual standardisation or even quantification of information, and on the actors and interests involved in this process. In the research project (workshop) parallel to the seminar students will do empirical research on EU agencies to combine, finally, their empirical findings with theoretical insights gained during the seminars, while using actively the research methods taught during the comparative methods course. The research done during this workshop thus forms the lynchpin between theories and methods.

Goals

The aims of this module are to analyse and provide insights about the choices made in the process of institutionalization, possible standardization or even quantification of information in the EU system of multi-level governance, and on the actors and interests involved in this process. How is politically relevant 'information' produced, structured, channeled and processed is the central question the module aims to address.

Instruction language

Prerequisites

Introductory course on bureaucratic politics and institutionalization in contemporary political life

Recommended literature

Selection: - March, J.G. and. Simon H.A ([1958] 1993). Organizations. Cambridge (Mass.): Blackwell Publ. Tushman, M.L.

& Nadler D. A. (1978), "Information Processing as an Integrating Concept in Organizational Design", *Academy of Management Review* 3, pp. 613 - 623 (E-journal) - Beach, L.R. and Mitchell, T.R. (1978), A Contingency Model for the Selection of Decision Strategies. *Academy of Management Review* (July) pp.439 - 449 (E-journal) - Kahneman, D. & Tversky A. (1984), "Choices, Values and Frames", *American Psychologist* Vol. 39, No. 4 , pp. 341 -350 - Payne, J.W., Bettman, J.R. and Johnson, E.J. (1988), Adaptive Strategy Selection in Decision Making, *Journal of Experimental Psychology: Learning, Memory and Cognition* 14 (3), pp. 534 - 552 - Moe, T. M. (1991), "Politics and the Theory of Organization", *Journal of Law, Economics, & Organization*, Vol. 7, pp.106 - 129 - Majone Majone, G. (1997). 'The New European Agencies: Regulation by Information', *Journal of European Public Policy*, 4 (2), pp. 262-275.(E-journal) - Thatcher, M. (2002), " Delegation to Independent Regulatory Agencies: Pressures, Functions and Contextual Mediation", *West European Politics* Vol. 25 no. 1, pp 125 - 147 (E-journal) - Keleman D. R. (2002), "The Politics of ' Eurocratic' Structure and the New European Agencies", *West European Politics* Vol. 25 no.4, pp. 93 - 118 (E-journal)

Teaching methods

PBL

LECTURE(S)

Assessment methods

FINAL PAPER

PRESENTATION

Key words

Information, standardization, expertise, bureaucratic politics,,

Political ideas and ideologies in modern

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 4 Startdate: 03-Feb-14 Enddate: 04-Apr-14

Code

RES5007

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A. Labrie

Description

The emergence of post-national polities has provoked a radical shift in our ideas and discourse about politics. Traditional political concepts were the product of 'nationalism' and are therefore closely linked to the institutional framework of the nation-state. In today's Europe these traditional notions are still highly influential. This module studies this intellectual heritage and reflects on the several continuities and discontinuities in the history of Western political thought and discourse.

Goals

The module aims at the following study objectives: - Students should acquire thorough knowledge of the history of nation formation, nation-states and nationalism in Europe and their role in the European integration process. - Students should acquire thorough knowledge of the various (historical, sociological, political, cultural, anthropological) theories and approaches in this academic field. - Students should demonstrate the ability to make a critical assessment of these theories, comparing them and weighing the pro's and con's of each of them. - Students should demonstrate the ability to do independent historical research on a specific topic in this field, using these theoretical insights.

Instruction language

Prerequisites

Recommended literature

Teaching methods

LECTURE(S)

PBL

Assessment methods

PRESENTATION

FINAL PAPER

Key words

Nation, nationalism, nation-state, ideology, political discourse,, community,, modernization.,

Comparative Methods

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 4 Startdate: 03-Feb-14 Enddate: 04-Apr-14

Code

RES5008

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

This course provides students with a solid understanding of the set- theoretical underpinnings of comparative methods and of the practical research skills needed to perform Qualitative Comparative Analysis (QCA).

Goals

After the course, participants will be able to identify and deal with the issues, problems and strategies of 'small and medium sized' research with an N between around 5 to 50 for which these techniques are most suited. This knowledge of systematic comparative methods is also highly relevant for those students who intend to apply a case study or focused comparison design in future research

Instruction language

Prerequisites

Recommended literature

Rihoux, B. & Ragin, C.C. (2009). *Configurational Comparative Methods: Qualitative Comparative Analysis (QCA) and Related Techniques*. Los Angeles etc.: Sage. Ragin, C.C. (2008). *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago and London: University of Chicago Press

Teaching methods

LECTURE(S)

Assessment methods

Key words

Comparative methods; QCA; boolean analysis; fuzzy-set analysis,

Risk Governance in the EU

Academic year 2013-14

Date last modified

25-1-2014 1:27

Period

Period 5 Startdate: 07-Apr-14 Enddate: 28-May-14

Code

RES5009

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

F.E. Boudier

Description

What is “risk governance”? And why chose a module on risk governance? The concept is used as an umbrella term to refer to research on complex actor-networks in which heated debates develop on possible harm to human beings and/or the environment. Such issues, which range from nuclear energy to GMO, from new vaccines to man-made chemicals, are usually at the core of controversial EU policy dossiers. The scholarly community engaged with risk governance is very interdisciplinary. It finds itself at the crossroads of law, engineering sciences, psychology, sociology and Science and Technology Studies (STS). In the face of scandals and controversies, eminent scholars have started to suggest proactive ways to deal with these challenges. Important features of regulatory innovation involve a re-think of the attitude towards uncertainty, risk communication, public participation, and the complementary roles of science, politics and civic society.

Goals

- Stimulate the acquisition of critical competence on risk governance. - Offer robust training in order to enable students to conduct high quality research projects in the field.

Instruction language

Prerequisites

Recommended literature

van Asselt, M. and van Bree, L. (2011) “Uncertainty, precaution and risk governance”. *Journal of Risk Research*, 14(4), 401-408. van Asselt, M. and Renn, O. (2011) “Risk Governance”. *Journal of Risk Research*, 14(4), 431-449. van Asselt, M. B. A., and Vos, E. (2008) “Wrestling with uncertain risks: EU regulation of GMOs and the uncertainty paradox.” *Journal of Risk Research*, 11(1-2 January-March), 281-300. Boudier, F. Slavin, D. and R. E. Löfstedt (eds.) (2007). *The Tolerability of Risk: A New Framework for Risk Management*, Earthscan; see also the book review by T. Fox and M.B.A. van Asselt (2008)

in Risk Analysis, 28(5), p. 1487 - 1489. Fischhoff B., Slovic P. and Lichtenstein S. (1978) 'How safe is safe enough? A psychometric study of attitudes towards technological risks and benefits', Policy Sciences 9: 127-152. Jasanoff, S. (2005). Designs on Nature: Science and democracy in Europe and the United States, Princeton University Press, Princeton. Löfstedt, R. E. (2005). Risk management in post-trust societies, Earthscan. Löfstedt, R. Boudier, F., Wardman, J. and S. Chakraborty (2011), "The changing nature of communication and regulation of risk in Europe", Journal of Risk Research, 14(4), 409- 429. Slovic, P. (1987) 'Perception of risk', Science (236) 280-285. Walker, G., Simmons, P., Irwin, A., and Wynne, B. (1999). "Risk communication, public participation and the Seveso II directive." Journal of Hazardous Materials, 65, 179-190. Jonathan B. Wiener, Michael D. Rogers, James K. Hammitt, and Peter H. Sand (Eds.) (2011) The reality of Precaution, Comparing Risk Regulation in the United States and Europe, 602 pp. Washington DC: Resources for the Future.

Teaching methods

Assessment methods

PRESENTATION

FINAL PAPER

Key words

Risk, Governance, precautionary principle, Stakeholder engagement,

The Symbolic Construction of Communities

Academic year 2013-14

Date last modified

11-6-2013 1:28

Period

Period 5 Startdate: 07-Apr-14 Enddate: 28-May-14

Code

RES5010

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

K.K. Patel

Description

This module introduces students to more interpretative methods of studying politics and the political domain, mainly from the constructivist perspective which holds that social categories, such as nation, class, and gender, are invented rather than a social given. This module examines the relevance of political ritual, ceremonies, shared memories and histories in the successful construction of communities in Europe since the 20th century. The collective memory of the two World Wars shapes European identities to this day. Therefore the module examines some of the differences in the national memorialization of the Great War in Germany, France and Britain; and how the West European nations after 1945 succeeded in symbolically reconstructing their communities through commemorations, rituals and memorials. The end of the Cold War in 1989/91 pushed historians and politicians to revise the history of the Second World War in light of a re-unified Europe. Therefore students are asked think about ways in which a European history of the 21st century can account for these recent political changes. The contestations of some of the powerful identity markers defining Europe - and the EU, will be analyzed. Topics such as 'Fortress Europe', Europe's Other, Euroscepticism, 'Old and New Europe' are at the core of this multidisciplinary module, which draws on social theory, cultural history and politics. Students are encouraged to employ qualitative and quantitative research methods.

Goals

Research project related to the theme Symbolic Construction of European Communities.

Instruction language

Prerequisites

Recommended literature

Bartov, O. (2000): *Mirrors of Destruction: War, Genocide, and Modern Identity*, NY: OUP (chapters: intro, 1, 2). Cohen,

Anthony (2007, c1985). *The Symbolic Construction of Community* (pp. 11- 15, 108-110 and 115-118). London: Routledge.

Connerton, Paul (2007, c1989). *How Societies Remember* (pp. 41-71). Cambridge: CUP.

Foret, F. (2009 a) Religion : a Solution or a problem for the Legitimization of the European Union?, in: *Religion, State and Society*, 37 (1/2).

Judt, Tony (2005), *Post War: A History of Europe since 1945*, Penguin, pp. 803 - 834.

Kertzer, David (1988). *Ritual, Politics, and Power* (pp. 1-14 and 114- 124). New Haven: Yale University Press.

Lukes, Steven (1975). Political ritual and social integration in Sociology. *The Journal of the British Sociological Association*, 9, pp. 289-308.

Mosse, G. L. (1991), *Fallen Soldiers: Reshaping the Memory of the World Wars*, New York: Oxford University Press. (chapters: intro, 3, 5, 9, 10)

Tilmans, Karin, Jay Winter, Frank van Vree, (2010) *Performing the Past: Memory, History, and Identity in Modern Europe*, Amsterdam University Press (chapters1,2,4).

Winter, Jay (2006), *Remembering War. The Great War Between Memory and History in the 20th Century*, Yale University, pp. 1-13; 17-51

Teaching methods

LECTURE(S)

Assessment methods

TAKE HOME EXAM

PRESENTATION

Key words

Collective memories, identity politics, politics of history, political, rituals,, constructivism.,

Discourse Analysis

Academic year 2013-14

Date last modified

28-1-2014 1:28

Period

Period 5 Startdate: 07-Apr-14 Enddate: 28-May-14

Code

RES5012

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

E.J. Radulova - Ivanova

Description

This course aims to provide an introduction to applied textual analysis, and to get students acquainted with the various methods referred to as “discourse analysis” (DA) and “content analysis” (CA). In particular, closer will be examined: frame analysis, critical discourse analysis and history of ideas on the qualitative side, and classic content analysis and scaling techniques on the quantitative side. The course also contains a practical component. It namely invites the participants to consider, develop and conduct a discourse analytic study related to their master theses.

Goals

- To familiarise the students with the various methods for textual analysis referred to as discourse analysis and content analysis - To train the students in critical discussion of the applicability and limitations of the different discourse analytic techniques in academic studies - To assist and supervise the students in the development of their own discourse analytic study (in relation to the master thesis)

Instruction language

Prerequisites

An Introductory Philosophy of Science course

Recommended literature

Selected readings include: D. R. Howarth and J. Torring (eds.) Discourse Theory in European Politics: Identity, Policy and Governance, Houndmills: Palgrave. Phillips, Nelson, and Cynthia Hardy. 2002., Discourse Analysis: Investigating Processes of Social Construction, The Qualitative Research Methods Series. London: SAGE. M. Foucault, The Archeology of Knowledge, London/New York 2005, p. 23-43 and 151-156. Q. Skinner, “Meaning and Understanding in the History of

Ideas”, in: idem, Visions of Politics. Volume 1: Regarding Method, Cambridge: Cambridge University Press 2002
Neuendorf, Kimberly. 2002. The Content Analysis Guidebook. London: SAGE

Teaching methods

LECTURE(S)

Assessment methods

FINAL PAPER

Key words

Discourse analysis, content analysis, textual analysis, social,, constructivism,,

Research Methods II

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 1 Startdate: 02-Sep-13 Enddate: 11-Oct-13

Code

RES6001

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A.B. Spendzharova

Description

The advanced seminar on qualitative research methods in year II of the Research Master's in European Studies revisits the debate on the relationship between qualitative and quantitative methods in social science. Should qualitative methodology strive to meet the standards of the experimental method in order to arrive at valid causal claims? Alternatively, do we have robust research and inferential qualitative tools that allows us to understand and explain complex social phenomena, but do not subscribe to the overarching logic of social inquiry exemplified by quantitative methods (King, Keohane and Verba 1994)?

Goals

We will discuss hands-on guidelines to conduct process tracing and uncover causal mechanisms relevant for one's research project. At the end of this seminar, participants will have a better grasp of the most recent debates about the role and foundations of qualitative research in social science such as the debate between the Bayesian and the frequentist traditions. They will also be able to apply these insights to writing a competent methodological section in their Master's thesis and future research projects.

Instruction language

EN

Prerequisites

none

Recommended literature

Alexander L. George and Andrew Bennett (2005) *Case Studies and Theory Development in the Social Sciences*. MIT University Press. John Gerring (2007) *Case Study Research: Principles and Practices*. Cambridge University Press. Derek Beach and Rasmus Brun Pedersen (2012) *Process Tracing methods - Foundations and Guidelines*. University of Michigan Press. David Collier (2011) "Understanding Process Tracing" *PS: Political Science and Politics* 44 (4): 823-830

Teaching methods

Assessment methods

FINAL PAPER

Key words

Relationship between qualitative and quantitative methods in social, inquiry;, Bayesian and frequentist traditions; causality and explanation in social, science,

Research Colloquia

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 1 Startdate: 02-Sep-13 Enddate: 25-Oct-13

Code

RES6503

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Neuhold

Description

One of the main foci of the second year of the Research Master European Studies (RMES) is the Master thesis. These master classes have been designed to give students an opportunity to receive feedback on their MA theses and at the same time debate with leading scholars in the field. After a stock-taking exercise (in the first meeting) as regards to student's interests and needs, meetings covering specific issues can be arranged. Meetings will then be organised on the latest debates and topics, featuring leading scholars in the academic disciplines that contribute to the broad research area of European Studies. Another item that will merit special focus is the "life after the RMES", i.e. perspectives to obtain a PhD position or to embark on a different, research-based career, for example in a think-tank. It is in this vein, that students will be asked to refine their PhD proposal or refine their funding proposal

Goals

After having followed this course, students should be able to: • Have a clear insight into how to proceed with their MA thesis; • Have an insight into the latest debates and topics in the field of European Studies and where relevant take this into account when drawing up their Master thesis, • Have an insight into the options and challenges of staying academia or embarking on a career elsewhere

Instruction language

EN

Prerequisites

Integrated Skills Track II

Recommended literature

Dunleavy, Patrick (2003) How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation. London: Palgrave,

Teaching methods**Assessment methods**

PARTICIPATION

FINAL PAPER

Key words

Research colloquia, MA thesis, PhD proposal. Current affairs,

Thesis

Academic year 2013-14

Date last modified

11-6-2013 1:28

Period

Period 1 Startdate: 02-Sep-13 Enddate: 27-Jun-14

Code

RES6800

ECTS credits

34.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

One of the requirements to obtain your MA “ Research Master European Studies” (RMES) degree is to write a Master thesis on a topic related to the courses you followed. You (the RMES student) are expected to do substantial amount of work throughout both years on your thesis but especially during the second year. If you do an internship it would be very advisable to make sure that you can also conduct research for your thesis during your internship, i.e. link up the internship to your thesis topic if that is at all possible. During the skills training (Writing a Research Proposal) you will receive training and support in preparing an extended research proposal for your Master thesis. A Faculty staff member will act as your supervisor, advise you on your research and give feedback to a first draft of a chapter(s). Your thesis will be evaluated by your supervisor and a second ‘reader’. The thesis counts for 34 ECTS credits.

Goals

The Master thesis is an individually written piece of work of academic level. The objectives one should have in mind when writing a RMES thesis are the following: § To be able to conduct an extensive review of relevant academic literature § To be able to critically select and process data § To be able to apply appropriate analytical methods § To be able to achieve a balanced and critical interpretation of results in comparison to existing knowledge § To be able to use relevant and appropriate concepts and theories The thesis should present the conclusions of the research done in an academic and professional way. The point of reference several are articles which would qualify for publication in an academic journal

Instruction language

EN

Prerequisites

Recommended literature**Teaching methods**

RESEARCH

Assessment methods

FINAL PAPER

Key words

Master thesis,

Study abroad

Academic year 2013-14

Date last modified

29-1-2014 1:28

Period

Period 1 Startdate: 02-Sep-13 Enddate: 31-Jan-14

Code

RES6910

ECTS credits

26.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

Goals

Instruction language

EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words

Internship

Academic year 2013-14

Date last modified

25-1-2014 1:27

Period

Period 1 Startdate: 02-Sep-13 Enddate: 31-Jan-14

Code

RES6990

ECTS credits

26.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

The Research Masters in European Studies (RMES) is designed to provide training for students of different backgrounds, broadening their knowledge of theories and methods that are relevant to the critical study of European integration. It aims to equip students with the knowledge and the skills necessary for the conduct of original research projects. It is specifically intended to prepare students for the entry into a PhD programme, either at the Faculty of Arts and Social Science in Maastricht or at a different institution. Academia is, however, not the only option for students taking the RMES. Research skills and insights into the use and application of methods are vital for many professions, be it at the European institutions or at think- tanks. This is why students taking the RMES are encouraged to do a research internship during the first semester of the second year, regardless of whether they envisage an academic career or not. Examples of research internships • Huygens Institute for Netherlands History, The Hague • European Journalism Centre, Maastricht • Dutch Ministry of Foreign Affairs, The Hague • European Institute of Public Administration, Maastrich

Goals

A research internship has clear characteristics. RMES candidates are to carry out in-depth research on different topics and could also have the opportunity to conduct research that is linked to their MA thesis. The learning objectives of the internship are the following. After the internship, RMES students 1. are able to relate theoretical knowledge to a real-world setting; 2. have been able to apply methodological skills within a professional setting 3. are able to apply/use the relevant knowledge and skills acquired during the RMES; 4. have been able to conduct research relevant to their MA thesis; 5. have been able to carry out research that could/will be used for publication (either online or in print). 6. are able to establish professional contacts; 7. are able to work within a set organizational structure (hierarchy) with fixed working hours, work patterns, routines, etc.; 8. have acquired the academic and personal skills to conduct and reflect upon professional skills in an ethical and socially responsible fashion. 9. have gained working experience and found out

more about their personal skills and interests

Instruction language

EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

FINAL PAPER

Key words

Research internship,

Europeanisation

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 1 Startdate: 14-Oct-13 Enddate: 22-Nov-13

Code

RES6003

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

T. Christiansen

Description

Europeanisation can most generally be defined as the impact of European integration at the national level. Scholars use the concept to assess the effectiveness of European level policies at the domestic level, as well to understand how the integration process impacts on national politics, procedures and institutions. This research agenda thus focuses on changes in national political systems that can be attributed to the development of European integration, and brings together scholars from the fields of international relations, EU studies, and comparative politics. In this module we thus study the question of how, and how much, Europe actually matters for domestic politics. Does European integration lead to a convergence of politics and policies between the member states of the European Union, or are there perhaps still great differences in how Europe matters for different polities? And in the latter case: how can we explain the differential impact of 'Brussels' on national politics?

Goals

This course will examine these and other issues linked to Europeanisation and in order to practically apply these questions, students will thus be asked to provide an in-depth study of how these concepts have been applied at the national level.

Instruction language

EN

Prerequisites

Successful completion of Year 1 of the RMES or equivalent

Recommended literature

Featherstone, K. and Radaelli, C. M. eds (2003) *The Politics of Europeanization*. OUP Oxford P. Graziano and M. Vink, eds (2007). *Europeanization: New Research Agendas*. Basingstoke: Palgrave Macmillan. Cowles, M. G., Caporaso, J. and Risse, T. eds (2001) *Transforming Europe: Europeanization and Domestic Change*. Cornell University Press, p. 272

Teaching methods**Assessment methods**

FINAL PAPER

Key words

Europe, integration, theory, comparative politics,

Democracy and International Regimes

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 2 Startdate: 25-Nov-13 Enddate: 17-Jan-14

Code

RES6004

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Blom

Description

The focus of this module is on the chances for democracy in 'post-national' contexts. After examining basic issues of the theory of democracy we will turn to the EU, using it as a 'screen' onto which various problems related to theories of democracy in general will be projected. It is widely known that democracy is a troubling issue within the European Union and this course investigates why this is the case, or at least: why the social and political realities of European integration do not square with our traditional understanding of democracy as 'liberal' and 'parliamentary' democracy. In this way, the module provides a link between the complex and often theoretical debates on democracy and the concrete, actual political reality of trans- and international forms of political cooperation.

Goals

The basic aim of "Democracy and International Regimes" is for students to acquire an understanding of the specific problems and questions that emerge when we leave the framework of the classical nation state behind us and start reflecting on (the possibility of) democracy in transnational and international settings. As such, this course should contribute to a critical understanding of the moral and political aspects of processes of trans- and international political cooperation.

Instruction language

EN

Prerequisites

Recommended literature

Dahl R.A., Democracy and its Critics, London 1989. Birch, A.H. (1996), The Concepts and Theories of Modern Democracy,

London Christiano, Th. (1996). *The Rule of the Many - Fundamental Issues in Democratic Theory*, Boulder, Andersen S.S. & K.A. Eliassen (eds.) . (1996), *The European Union: How Democratic is it?* London Moravcsik, A. (2002), "In Defence of the Democratic Deficit: Reassessing legitimacy in the European Union", *Journal of Common Market Studies* 40(4), p. 603 - 624. Follesdal A. & S. Hix (2006), "Why there is a democratic deficit in the EU: A response to Majone and Moravcsik", *Journal of Common Market Studies* 44 (3), p. 533 - 562

Teaching methods

PBL

Assessment methods

FINAL PAPER

Key words

Democracy, Democratic Deficit, International Regimes,

History and Theory of European integrati

Academic year 2013-14

Date last modified

1-5-2013 1:24

Period

Period 2 Startdate: 25-Nov-13 Enddate: 17-Jan-14

Code

RES6005

ECTS credits

6.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

T. Christiansen

Description

THIS COURSE IS NOT OFFERED IN ACADEMIC YEAR -2012-2013

Goals

Instruction language

EN

Prerequisites

Recommended literature

Teaching methods

Assessment methods

Key words