

RMA European Studies
Faculty of Arts and Social Sciences

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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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Writing and Presenting a Research Paper

Academic year 2015-16

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Period

Period 1 Startdate: 31-Aug-15 Enddate: 16-Dec-15

Code

RES5509

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

P.J. Stephenson

Description

This course aims at training various skills: academic writing, searching for academic literature, presentation skills, searching for specialised EU literature (in legislative databases or archives), bibliographic skills, and giving an academic presentation. The objective is to obtain skills in writing academic essays; presenting research results; writing academic research papers; searching for academic articles; keeping and using bibliographic references.

Goals

- have knowledge and understanding of: the APA referencing guidelines
- have the ability to: structure written text as an academic essay and as a research paper, to select and properly reference (academic) sources
- have the skill to: identify relevant (academic) sources for research projects and to create and maintain a bibliographic library (recommended is the use of bibliographic software e.g. Endnote or Zotero);
- have the ability to: construct a convincing academic presentation given a particular time-limit, to answer follow-up questions and defend one's views in an academic setting;

Instruction language

EN

Prerequisites

Recommended literature

Greetham, Bryan. (2008). How to Write Better Essays. 2nd ed., Palgrave Study Skills, New York: Palgrave Macmillian

Teaching methods

Lecture(s)

Work in subgroups
Assignment(s)

Assessment methods

Final paper
Presentation
Assignment

Key words

Academic writing skills; research skills; presentation skills,

European Integration: State of the Art

Academic year 2015-16

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Period

Period 1 Startdate: 01-Sep-15 Enddate: 23-Oct-15

Code

RES5013

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

T. Conzelmann

Description

This introductory seminar is the first module in the first year of the Research Master European Studies (RMES). It sets the scene for the 2-year programme in two ways: first, by introducing students to some of the key current debates and contending 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 bring together insights from a range of disciplines, in particular comparative politics, international relations, history, and public administration. Second, the module introduces a teaching format that will be distinctive for the RMES, namely a mix of focused interactive lectures and seminar-style discussion blocks following the model of PBL. The lectures and the debating seminars cover the main theories of European integration and also serve to introduce the three specialisations of the RMES: I) European integration: historical approach; II) Governance and representation in the EU; and III) Europe and the world.

Goals

Students in this course will

- gain knowledge on how different academic disciplines have dealt with the issue of European integration and understand the key debates in these different fields;
- be able to recognise the potential and the limitations of these approaches in opening specific routes of inquiry and in inspiring their own research work;
- formulate judgments on the appropriateness of specific disciplinary perspectives for specific research questions and be able to take a reasoned position in specific debates, e.g. on whether or not a 'democratic deficit' of EU governance exists and what should or should not be done about it;
- can do an exercise in communicating such insights by means of a take-home exam;
- be able to deepen and extend their knowledge through a selected set of further readings and a good preparation for the subsequent modules.

Instruction language

EN

Prerequisites

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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.) (2013): *European Union Politics* (4th 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 ed.); Oxford: Oxford University Press. (A must-read for the theoretically minded). - Dinan, Desmond (ed.) (2014): *Origins and Evolution of the European Union* (2nd ed.); Oxford: Oxford University Press (good overview articles, focused on EU history). - Judt, Tony (2005): *Postwar. A History of Europe Since 1945*; London: Pimlico (repr. 2006 at Penguin and 2010 at Vintage books; accessible postwar history, not confined to the EU).

Teaching methods

Lecture(s)

PBL

Assessment methods

Participation

Take home exam

Key words

European integration; theory of European; history of European integration,

Research Methodology of European Studies

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Period 1 Startdate: 01-Sep-15 Enddate: 23-Oct-15

Code

RES5014

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

This course introduces the different methodological traditions in the field of European Studies. We discuss the different approaches to scientific inference, especially from qualitative and quantitative perspectives. At the heart of the course is the discussion of the claim by King, Keohane and Verba (1994: 4) that ‘the differences between the quantitative and qualitative traditions are only stylistic and are methodologically and substantively unimportant.’ This claim is contested by, among others, Goertz and Mahony (2012) who argue that these different approaches actually constitute ‘two cultures’ within social science, ‘each internally coherent yet marked by contrasting norms, practices, and toolkits.’ We discuss different ideas about causal inference, research design and analytical approaches in light of broader debates about the fundamental and distinguishing features of ‘science’ as formulated by the major philosophical traditions and schools of thought. The course will prepare the ground for the subsequent methodological courses on qualitative and quantitative research methods.

Goals

- have a nuanced understanding of the origins, core aspects and consequences of different methodological traditions within European studies;
- be able to discuss the differences between historical perspectives on philosophy of science;
- apply these insights to case studies in the field of European studies that require an understanding of why and how knowledge claims are used to frame reality.

Instruction language

EN

Prerequisites

Recommended literature

In this course we discuss selected parts of the following books, plus some additional readings that will be announced in the course syllabus: King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Goertz, G. and J. Mahony (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press. Popper, K.R. (1980). *The Logic of Scientific Discovery*. London: Hutchinson. Kuhn, T. (1962 [1970]). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

Teaching methods

PBL

Assessment methods

Assignment

Key words

Research methods; philosophy of science; epistemology; ontology; qualitative; quantitative; interdisciplinarity.,

Social Science Statistics

Academic year 2015-16

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Period

Period 1 Startdate: 01-Sep-15 Enddate: 23-Oct-15

Code

RES5021

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C.U. Arnold

Description

This course aims to provide a solid understanding of how statistical methods can be used to address social scientific research questions. The course will train students both as consumers and producers of quantitative social science research. As consumers, students will need to have the competence to read and understand quantitatively oriented scholarly research. Thus, as a key requirement it is necessary to know what assumptions are made with different statistical techniques, how the analysis was conducted and how to critically evaluate the output that is being reported in scholarly research. Furthermore, the course will train students from different disciplinary backgrounds to become producers of quantitative social science research. Here emphasis is placed on understanding the match between the research question, the data used for the empirical analysis, the data structure and how to choose the best statistical technique to answer research questions that are relevant within European studies. Furthermore, the course will teach students how to interpret and to effectively report the research results. Thus, both for consumers and producers of social science research, the course will provide an introduction to the fundamentals of statistical analysis.

Goals

- read, understand and evaluate the professional literature that uses descriptive and inferential statistics;
- critically apply knowledge, understanding and problem-solving abilities to a range of research questions and different datasets;
- show the ability to formulate an original research question relevant to the state of the art in European Studies and know how to independently design and execute the empirical analysis of a research project with the aim of testing the substantive theory;
- have the skills to independently use and apply quantitative methodologies and to address questions of application and interpretation of statistical analysis in a largely autonomous manner.
- have the foundation to learn about more advanced statistical procedures.

Instruction language

EN

Prerequisites

-

Recommended literature

Field, Andy (2009) Discovering Statistics Using SPSS. London: Sage Publications.

Teaching methods

Lecture(s)

Skills

Assessment methods

Written exam

Key words

Quantitative data analysis; descriptive and inferential statistics; measures of, central tendency and dispersion; probability; hypothesis testing;, non-parametric and parametric measures of association; simple and multiple, regression.,

Historicizing European Union

Academic year 2015-16

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Period 2 Startdate: 26-Oct-15 Enddate: 16-Dec-15

Code

RES5015

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

K.K. Patel

Description

This module provides students with in-depth knowledge of central driving forces, turning points, and features in the history of European integration. It applies an interdisciplinary mix and combine approaches from history, international relations, and comparative politics and introduces students to working with primary sources. Thematically, the module focuses on some of the key moments of European integration history (such as the Hague summit of 1969) and combines this with more thematically organized sessions, e.g. focusing on actors in European integration history. It thus introduces students to the complexity of multi-perspective (and potentially multi-archival, multi-lingual) European integration history research and its relevance for understanding present-day and future challenges for the EU.

Goals

Research project related to the history of European integration

Instruction language

EN

Prerequisites

-

Recommended literature

Gilbert, Mark (2012). *European Integration: A Concise History*. Lanham: Rowman & Littlefield. James, Harold (2003). *Europe Reborn: A History, 1914-2000*. Harlow: Longman. Dinan, Desmond (2010). *Ever Closer Union: An Introduction to European Integration*. Boulder, CO: Lynne Rienner. Dinan, Desmond (ed.) (2006). *Origins and Evolution of the European*

Union. Oxford: Oxford University Press. Judt, Tony (2005). Postwar: A History of Europe since 1945. London: Penguin. Kaiser, Wolfram, Leucht, Brigitte, and Rasmussen, Morten (eds.) (2009) The History of European Union: Origins of a Trans- and Supranational Polity, 1950-72. New York: Routledge. Kaiser, Wolfram and Varsori, Antonio (eds.) (2010). European Union History: Themes and Debates. Basingstoke: Palgrave. Milward, Alan (2000, c1992). The European Rescue of the Nation-State. London: Routledge. Palayret, Jean-Marie, Wallace, Helen and Winand, Pascaline (eds.) (2006). Visions, Votes and Vetoes: The Empty Chair Crisis and the Luxembourg Compromise Forty Years On. Brussels: Lang. Patel, Kiran Klaus (2013). "Provincialising European Union: Co-operation and Integration in Europe in a Historical Perspective," in: Contemporary European History 22 (2013), 649-673. Weiler, J. H. H. (1999). The Constitution of Europe. Cambridge: Cambridge University Press. Wiener, Antje and Diez, Thomas (eds.) (2004). European Integration Theory. Oxford: Oxford University Press.

Teaching methods

PBL

Research

Assessment methods

Take home exam

Presentation

Key words

Contemporary history, postwar, European integration,

Case Study Methods and Process-Tracing

Academic year 2015-16

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Period

Period 2 Startdate: 26-Oct-15 Enddate: 16-Dec-15

Code

RES5022

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A.B. Spendzharova

Description

Qualitative research methods are widely used in political science and public policy to analyze in-depth case dynamics. This course will introduce students to the most widely used case study research designs in social science such as most likely, least likely, typical cases as well as most similar and most different systems designs. Special emphasis will be given to qualitative data analysis using process tracing. Students will practice conceptualizing and identifying causal mechanisms, drawing on examples from published research in European Studies. In particular, one course session is dedicated to analyzing the qualitative research design of a published article from one of the core substantive modules in the RMES. Furthermore, two sessions will be dedicated to feedback from the instructor on the methodological aspects of students' research workshop projects conducted in the parallel substantive modules.

Goals

After this course students should be able to:

- demonstrate knowledge and understanding of research design terminology and concepts;
- apply knowledge and understanding of qualitative methods when analysing published academic research;
- formulate judgments on appropriate case study research design choices in qualitative methods;
- communicate one's understanding and evaluation of research design issues and formulate questions for the group when chairing the discussion;
- learn how to update one's knowledge of the latest debates in qualitative methods and keep up with the state of the art in the field.

Instruction language

EN

Prerequisites

RES5014

Recommended literature

Henry Brady and David Collier (eds.) 2004. Rethinking Social Inquiry: Diverse Tools, Shared Standards. New York: Rowman and Littlefield. Alexander L. George and Andrew Bennett. 2005. Case Studies and Theory Development in the Social Sciences. Cambridge, M.A.: MIT University Press. Derek Beach and Rasmus Brun Pedersen. 2013. Process Tracing Methods - Foundations and Guidelines. Ann Arbor, M.I.: University of Michigan Press.

Teaching methods

Lecture(s)

PBL

Assessment methods

Final paper

Key words

Causality in qualitative analysis; case studies; process-tracing; causal, mechanisms,

Methods and Sources

Academic year 2015-16

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Period

Period 2 Startdate: 26-Oct-15 Enddate: 16-Dec-15

Code

RES5023

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

V.C. Lagendijk

Description

This course trains students in finding, analyzing and using historical sources for their research. Tutorials will feature hands-on training with various types of sources -- ranging from archival to oral to visual resources - and methods of presenting them -- narrative, comparative, and statistical. The course is closely coordinated and integrated with the parallel course "Historicizing European union". Students should apply the methods taught in this course in the workshop of "Historicizing European union".

Goals

After this course student should be able to deal with the following issues:

- Understanding the aims, benefits, and limitations of historical analysis. This includes understanding the importance of contextualizing historical actors, the uniqueness of historical events, and the long-term processes in which developments take place.
- Being able to locate and discern between different kinds of qualitative and quantitative historical sources, and use them in relevant ways. This includes archival, legal, and policy documents, oral history, audiovisual sources, statistics, and secondary literature.
- Understand and be able to work with sources along various historical methods, including narrative, conceptual, comparative, and statistical approaches.

Instruction language

EN

Prerequisites

-

Recommended literature

To be announced in course syllabus.

Teaching methods

Assignment(s)

Research

PBL

Assessment methods

Assignment

Key words

Historical methods; working with sources; source criticism; contextualization,

Linear and Generalized Linear Regression

Academic year 2015-16

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Period

Period 2 Startdate: 26-Oct-15 Enddate: 16-Dec-15

Code

RES5024

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C.U. Arnold

Description

This course is a continuation from the course “Social Science Statistics in European Studies”. In the first part of the course we will cover in greater detail the linear regression model. We will see that this model depends heavily on several assumptions. We will examine these assumptions in detail, considering why they are necessary and what the consequences are if they are violated. We will also cover dichotomous independent variables and multiplicative interaction terms. Further, we will demonstrate the composition of the independent variable effect. This will form the foundation for structural equation modeling. Additionally, we will cover the step-wise regression model and regression diagnostics. The second part of the course deals with the most fundamental regression models for binary, ordinal, nominal and count outcomes. Particular emphasis is placed on the interpretation of results of these nonlinear models. Various methods of interpretation are presented. The binary model is extended to the multinomial logit model. We will also touch the ordinal logit and probit models.

Goals

- read, understand, and evaluate the professional literature that uses advanced linear and generalized linear regression models;
- show the ability to independently design and execute the analysis of a research project with multiple regression and generalized linear regression;
- be able to thoroughly test for the violation of model assumptions and know how to best present the results of these diagnostic tests in a research publication;
- have the competence to choose the appropriate statistical technique for a given research question and data, to properly interpret the results of nonlinear models and to know how to best present these results in a research publication.

Instruction language

EN

Prerequisites

RES5021

Recommended literature

Field, Andy (2009) *Discovering Statistics Using SPSS*. Sage. Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied Multiple Regression/Correlation Analysis for the Behavioral Sciences*, 3rd Edition. London: Lawrence Erlbaum Associates. Long, J. Scott. 1997. *Regression Models for Categorical and Limited Dependent Variables*. Thousand Oaks, CA: Sage.

Teaching methods

Lecture(s)

Skills

Assessment methods

Written exam

Key words

Linear and generalized linear regression, model assumptions, model diagnostics, and interpretation, binary logistic regression, ordinal logit and probit, models, multinomial logistic, count data.,

Democratic Governance

Academic year 2015-16

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Period

Period 2 Startdate: 26-Oct-15 Enddate: 16-Dec-15

Code

RES5030

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Neuhold

Description

The EU has been diagnosed of suffering from a democratic deficit (Follesdal and Hix 2006) and lately more in particular from a representation deficit (Bellamy and Kroeger 2013). The EU thus falls short on premises that are “shared by a broad range of democratic theorists” (Follesdal and Hix 2006). In order to overcome these deficits, attention both by academics and policy-makers has turned to four major channels of representation: 1. Strengthening and up-grading the European Parliament (EP) especially by way of the extension of the Ordinary Legislative Procedure, where the EP is co-legislator together with the Council. Moreover the Lisbon Treaty additionally strengthens the role of the EP in the process of selecting the next Commission President. Somewhat paradoxically, however,, the consistent upgrade of the EP has gone hand-in-hand with a decreasing turnout for the EP elections. What we also see is that in order for the EP to be able to cope with the increasing legislative burden is that unelected officials increasingly play a key role within the EP (Neuhold and Dobbels 2014) ; 2. The Lisbon Treaty has formally recognised the role of National Parliaments (NPs) and these have been given new powers as “watchdogs” of the EU decision-making process, by way of the so-called Early Warning System (EWS); 3. The Commission has increasingly taken centre-stage in a model of expert- and good governance. In order to reflect its continued representativeness of “European citizens” it has increasingly consulted civil society organisations (CSOs). CSOs have been seen to channel citizen’s interests in a more participatory manner (Bellamy and Kroeger 2013) 4. Last but not least, more direct forms of citizen involvement, such as the citizens’ initiatives and referenda have also taken root at the EU level. This Seminar will address all four aspects of “democratic representation” in the EU and explore the tension between democratic and administrative governance in interactive lectures and literature debates. Research papers can focus on one or two dimensions of democratic representation. Examples of topics include in-depth (comparative) case studies on the role of national parliaments and how they make use of their Lisbon powers or on the involvement of CSOs in selected policy-fields and the extent to which this helps to overcome the EUs alleged “representation deficit”. Another option would be to probe into the role unelected officials play within directly elected

institutions and how this impacts both on the policy process concretely and also on more normative questions of representative democracy. Papers can also explore quantitatively what citizens expect in terms of democratic representation and European governance, how they identify with processes of European integration, or how turnout rates and results of EP elections vary across EU member states and regions, for example.

Goals

After this course students are expected to be able to: • demonstrate knowledge and understanding of democratic representation in the EU and the challenges thereof; • apply this knowledge and understanding to concrete research projects on democratic representation; • demonstrate the ability to formulate judgements on more normative and conceptual issues relating to democratic representation; • communicate the findings to others - fellow students, scientific staff and practitioners - discuss these in a critical manner; • have the learning skills that allow continuing to study in a largely self-directed or autonomous manner and at the same time translate some of the findings to other research domains.

Instruction language

EN

Prerequisites

-

Recommended literature

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

Teaching methods

Lecture(s)

PBL

Research

Assessment methods

Final paper

Key words

EU institutions; democratic representation; political parties; Civil Society, Organisations,

Qualitative Interviewing

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code

RES5025

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

H. Dijkstra

Description

Interviews are an often-used research method in qualitative-orientated research in the field of European Studies. Interviews with EU officials provide scholars with unique data about the processes that take place behind the scenes. They are also important tool to establish casual inference and connect the dots. Using interviews as a data source is, however, not without problems. Interview data are notoriously unreliable. Conducting interviews is furthermore time-intensive and therefore a costly research method. This skills training course on qualitative interviewing provides students with an in-depth insight into the strengths and weaknesses of different types of academic interviews. It furthermore provides students a hands-on training in conducting interviews. This skills training course will be organised around four hands-on seminars during which students will improve their interview skills. They will read literature in preparation for the seminars and will have to hand in a number of assignments. By actively conducting interviews and reporting on those interviews, students will get a practical introduction in qualitative interviewing. Students will have to conduct an interview with a policy official and write a report on this interview. The report will discuss the preparation of the interview, selection of the interviewee and response rate, a transcript of the interview, and a concluding reflection. In addition, students will have to write a short paper using the transcripts from the interviews as the main source of data.

Goals

After this course students should be able to: • understand the strengths and weaknesses of qualitative interviewing as a research method; • know how to conduct a qualitative interview; • know how to transcribe a qualitative interview; • know how to use data from qualitative interviews.

Instruction language

EN

Prerequisites

-

Recommended literature

Herbert J. Rubin and Irene S. Rubi (2011) *Qualitative Interviewing: The Art of Hearing Data*, SAGE Publications. Robert Weiss (1995) *Learning from Strangers: The Art and Method of Qualitative Interview Studies*, Simon & Schuster.

Teaching methods

PBL

Research

Assessment methods

Final paper

Presentation

Assignment

Key words

Research methods, qualitative interviews, elite interviews, content analysis,, process-tracing.,

Survey Data Methodology

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code

RES5026

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

Description

The course offers various study sessions at Statistics Netherlands (CBS) on the daily practice of designing, collecting and processing, primarily quantitative, data based on large-scale surveys and population registers. The students will get familiar with (complex) sampling designs and the fieldwork strategies, including the merits and problems of various mixed-mode data-collection methods by internet, telephone, paper and face-to-face interviews. Response rates will be studied, as well as weighting models to reduce the non-response bias. They will visit the telephone interviewer center, the big data room and the questionnaire laboratory. Furthermore, they will get familiar with the Social Statistical Database in which all register information and surveys based on the whole Dutch population are linked, and how this database serves as a tool for the production and dissemination of social statistics. Across country statistics based on the European Social Survey, the Labor Force Survey, Time-Use Survey, and EU-Statistics on Income and Living Conditions will be outlined, including the problems related to the harmonization of such surveys. The students will receive ample information on Eurostat, the European Statistical Office in Luxembourg. In addition the census taking, its requirements and assessments, in various countries will be demonstrated. All topics will be covered by lectures from statistical experts, followed by exploring research questions based on available databases.

Goals

- Getting familiar with various survey designs, collection, processing and analyzing quantitative data based on large-scale surveys and population registers
- Understand the complexity of sampling designs and the fieldwork strategies, including the merits and problems of various mixed-mode data-collection methods by internet, telephone, paper and face-to-face interviews.
- Be able to investigate response rates and non-response bias and understand weighting models to reduce the non-response bias
- Become familiar with existing databases from national statistical offices and large-scale comparative surveys

Instruction language

EN

Prerequisites

RES5021, RES5024

Recommended literature

-

Teaching methods

Lecture(s)

Work in subgroups

Assignment(s)

Assessment methods

Assignment

Key words

Surveys, questionnaires, sampling, non-response.,

Research Design

Academic year 2015-16

Date last modified

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Period

Period 3 Startdate: 04-Jan-16 Enddate: 29-Jan-16

Code

RES5510

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

G.I. Bosse

Description

This research training is focused on research design, and in particular on training students in the writing and defense of an individual research project proposal. Students are asked to (i) develop an innovative research idea for the MSc thesis, (ii) design a research proposal for a 'pilot' project related to the topic of their MSc thesis and (iii) defend their research proposal to their peers. One of the most common tasks of professional researchers and academic scholars is the writing of research proposals. A research proposal defines the core aims, background and originality of a proposed research project, its methodology and work plan, alongside presenting the feasibility and credibility of the proposed research. Designing a solid research proposal is of crucial importance for carrying out any kind of research activity (be that the writing of an MSc thesis, developing academic articles or books; or applying for research funding). The knowledge of how to design and present a systematic and convincing research proposal is thus critically important to students' ability to develop their individual MSc thesis research projects later on in the MSc European Studies.

Goals

After this course students should

- have knowledge of the specifics and the stages of the social scientific research projects; including the
- ability to write a concise summary of a research project
- ability to elaborate the aims, objectives, background and originality of a research project
- ability to develop a research design
- ability to evaluate the suitability of different data analysis and collection methods for a concrete research project
- ability to critically reflect on the strengths and limitations of a research project
- ability to design a feasible project plan
- ability to demonstrate the relevance of the proposed research project for non-academic stakeholders)
- have the ability to develop a design a complete research proposal (the 'pilot' for the MSc thesis)
- have knowledge of/ ability to use standard assessment criteria for research proposals

Instruction language

EN

Prerequisites

-

Recommended literature

Zina o'Leary (2004; 2009). The Essential Guide to Doing Your research project, SAGE, London. Bob Hancké (2009).

Intelligent research design: a guide for beginning researchers in the social sciences. Oxford University Press, Oxford, UK.

Teaching methods

Lecture(s)

PBL

Assessment methods

Presentation

Assignment

Key words

Research design; planning a research project; presenting a project; thesis, proposal,

Europe and the World

Academic year 2015-16

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Period

Period 2 Startdate: 26-Oct-15 Enddate: 16-Dec-15

Code

RES5019

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

S.M.R.L. Vanhoonacker - Kormoss

Description

This seminar focuses on the development of the EU polity and its external policies and the interaction with the broader processes of global governance and globalisation. It does so by first conceptualising the linkages discussed above through the lenses of international relations, political science, history, and sociology. It then goes on to look at a variety of issues, such as the interaction between European integration on the one hand and the problems of global security, global trade, global development, and global migration on the other. In the research workshop that is integrated in the seminar students will do empirical research on a question relating to the external relations of the European Union and combine their empirical findings with theoretical insights gained during the seminars. Students are expected to apply either qualitative or quantitative research methods, which are taught in the methodology track. Hence the workshop is open to two types of research questions: first, those questions that are focused on specific instances of EU external relations that can be researched in case studies with process-tracing methods, such as the role of the European Parliament in the EU's external relations or the evolution of the European External Action Service; or, second, on questions that aim to understand the systematic conditions that contextualize EU external action, for example in the field of humanitarian missions or international sanctions, which can be investigated in a cross-case manner.

Goals

- have an understanding of the EU's institutional architecture in the field of external relations, with a special emphasis on the post-Lisbon changes and have the theoretical lenses to allow for a better understanding of the EU's international role;
- have achieved a comprehensive overview of the historical development of the EU as an international actor;
- be able to critically reflect on the EU's international role in an emerging multipolar world order and the normative questions linked to the development of a European-level foreign policy;
- be able to formulate a research question on an issue related to EU external relations and the role of Europe in the world, and to design and implement a small research

project using either qualitative or quantitative research methods; • be able to present a research project orally and in a written paper

Instruction language

EN

Prerequisites

-

Recommended literature

Hill, Christopher and Smith, Mike (2011), International Relations and the European Union (Oxford: Oxford U.P.).

Keukeleire, Stephan and Delreux, Tom (2014): The Foreign Policy of the European Union; Basingstoke, New York: Palgrave Macmillan.

Teaching methods

Lecture(s)

PBL

Research

Assessment methods

Participation

Final paper

Key words

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

Information, Expertise and Politics

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

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'. The emphasis of this module is 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 workshop that is integrated in the seminar students will do empirical research on EU agencies and combine their empirical findings with theoretical insights gained during the seminars. Students are expected to apply either qualitative or quantitative research methods, which are taught in the methodology track. Hence the workshop is open to research questions that are focused either more on tracing processes of institutionalization in case studies of specific EU agencies, or on analyzing the conditions, which contextualize such processes in a cross-case manner by looking at multiple EU agencies and/or national and international actors (across time). The research done during this workshop thus forms the lynchpin between theories and methods.

Goals

This module focuses on the role and meaning of information and expertise in 'bureaucratic politics'. The emphasis of this module is 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 workshop that is integrated in the seminar students will do empirical research on EU agencies and combine their empirical findings with theoretical insights gained during the seminars. Students are expected to apply either qualitative or quantitative research methods, which are taught in the methodology track. Hence the workshop is open to research questions that are focused either more on tracing processes of institutionalization in case studies of specific EU agencies, or on analyzing the conditions, which contextualize such processes in a cross-case manner by looking at multiple EU agencies and/or national and international actors (across time). The research done during this workshop thus

forms the lynchpin between theories and methods.

Instruction language

Prerequisites

RES5030

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, 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.,

Symbolic Construction of EU Community

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code

RES5010

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

K.K. Patel

Description

Most existing studies analyzing the historical trajectories of larger groups from a 'social constructivist' perspective focus on nation-states. This class transfers the analysis to a European level. It thus examines the role of symbols, 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. Methodologically, this module introduces students to 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. Students in this course will be expected to apply methods from the parallel course 'Qualitative Content Analysis'.

Goals

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

Instruction language

Prerequisites

Recommended literature

Bottici, Chiara and Challand Benoît (2013). *Imagining Europe: Myth, Memory, and Identity*. Cambridge: Cambridge University Press. Calligaro, Oriane (2013). *Negotiating Europe: The EU Promotion of Europeanness since the 1950s*. New York: Palgrave. Cohen, Anthony (2007, 1985). *The Symbolic Construction of Community*. London: Routledge. Foret, François (2009). "Religion: A Solution or a Problem for the Legitimization of the European Union?," in: *Religion, State and Society*, 37 (1/2). Judt, Tony (2005). *Postwar: A History of Europe since 1945*. London: Penguin. Mosse, George L. (1991). *Fallen Soldiers: Reshaping the Memory of the World Wars*. New York: Oxford University Press. Patel, Kiran Klaus (ed.) (2013). *The Cultural Politics of Europe: European Capitals of Culture and European Union since the 1980s*. London: Routledge. Shore, Cris (2000). *Building Europe: The Cultural Politics of European Integration*. London: Routledge. Tilmans, Karin, Jay Winter, Frank van Vree, (2010). *Performing the Past: Memory, History, and Identity in Modern Europe*. Amsterdam: Amsterdam University Press. Winter, Jay (2006). *Remembering War: The Great War Between Memory and History in the 20th Century*. New Haven: Yale University Press.

Teaching methods

PBL

Research

Assessment methods

Take home exam

Presentation

Key words

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

EU-Asia Relations in the Context of Glob

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code

RES5020

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

T. Christiansen

Description

This course looks at a specific aspect of the European Union's external relations, namely its relations with countries and regional organisations in East Asia. This module examines the significance of this relationship in the context of an emerging multi-polar world, focusing in turn on the economic, political and cultural links between these global regions. This is not a symmetrical relationship: while the EU is a highly integrated organisation (albeit with difficulties to project a coherent foreign policy), Asia is much less homogenous politically and economically. A first concern for this module is therefore the question to what extent the EU is actually capable to play in role in international politics, considering its particular nature. Another important dimension is the international context to EU-Asia relations, the interaction of European and Asian actors in international organisations and global governance regimes, and the role of third countries such as the United States.

Goals

Students having successfully completed the course will have • a thorough understanding of the relations between the EU and the main countries and organisations in the Asian region. • an ability to assess the capacity of the EU to project a coherent foreign policy, including security as well as economic relations, towards the Asian region • an understanding of the complexities of such relations in the context of changing global politics. Students will be expected to be able to demonstrate such knowledge, and the ability to apply it, through in-depth analysis of a particular question or puzzle within the scope of the course. The latter also includes an element of skills training in the context of research design and academic writing for the final paper of the course.

Instruction language

EN

Prerequisites

RES5019

Recommended literature

Christiansen, T. Kirchner, E. and Murray, P. (eds) (2015) The Palgrave Handbook of EU-Asia Relations (Basingstoke: Palgrave) (selected chapters). More specialised literature will be assigned in the course of the module

Teaching methods

PBL

Lecture(s)

Research

Assessment methods

Final paper

Key words

EU foreign policy; Asia; comparative regionalism, security; trade; EU as a, global actor,

Set-Theoretic Comparative Methods

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code

RES5027

ECTS credits

5.0

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). 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 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.

Goals

- demonstrate a solid knowledge and understanding of comparative methods, in particular QCA and its crispset and fuzzyset variations;
- apply knowledge and understanding of QCA methodology to existing datasets with standard QCA software packages;
- formulate judgments on the relevance of comparative methods to research design strategies in European Studies;
- can continue to study the applicability of comparative methods and critically explore additional comparative techniques in a manner that is largely self-directed.

Instruction language

EN

Prerequisites

RES5014

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

Written exam

Key words

Comparative methods; QCA; Boolean analysis; fuzzy-set analysis.,

Qualitative Content Analysis

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code

RES5028

ECTS credits

5.0

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. It trains the systematic and accountable analysis of texts via qualitative research methods such as (policy) frame analysis and qualitative content analysis. This method course aims to demonstrate the rationale, application and limitations of text analysis. The course enlarges the qualitative research toolbox of the RMES students by training them to accomplish a concrete project: throughout this method course the students will develop and conduct a text-analytical study related to the parallel elective research seminar they follow in Period 4.

Goals

- have knowledge of the methods for textual analysis referred to as qualitative content analysis and frame analysis;
- be able to apply qualitative content analysis systematically to research questions in the field of European Studies;
- demonstrate the ability to engage in critical discussion of the applicability and limitations of the qualitative content analytic techniques in academic studies;
- have the ability to further develop skills in qualitative content analysis in the remainder of their study, including the MSc thesis.

Instruction language

EN

Prerequisites

RES5014, RES5022

Recommended literature

Selected readings include: Neuendorf, Kimberly. 2002. *The Content Analysis Guidebook*. London: SAGE; D. R. Howarth and J. Torfing (eds.) *Discourse Theory in European Politics: Identity, Policy and Governance*, Houndmills: Palgrave; Entman, Robert. 2007. *Framing Bias: Media in the Distribution of Power*, *Journal of Communication*, Vol. 57: 163-173 Phillips, Nelson, and Cynthia Hardy. 2002., *Discourse Analysis: Investigating Processes of Social Construction*, *The Qualitative Research Methods Series*. London: SAGE.

Teaching methods

Lecture(s)

Assignment(s)

Assessment methods

Final paper

Key words

Qualitative content analysis; frame analysis; text analysis; social, constructivism,

Multilevel and Longitudinal Modeling

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Apr-16

Code

RES5029

ECTS credits

5.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

A.H. Schakel

Description

Most datasets in European studies contain data whereby the traditional assumptions of ordinary least-squares regression are violated, primarily in a cross-sectional and longitudinal context and because the dependent variable is non-continuous. Individuals are grouped into countries, (Eurobarometer surveys), European Union decision-making is recorded on an annual basis (EUPOL dataset), or members of the European Parliament are asked in how far they agree (five answer categories) with the statement that the European Parliament should have more powers with regard to a particular policy item (EPRG MEP Survey). This course aims to provide an introduction into the most commonly used advanced statistical models to deal with clustered and (auto- or multi-)correlated data and categorical limited dependent variables. One learns statistics best by applying the techniques to a substantive topic of interest. Students are asked to choose a dataset (with one or more of the 'violations' mentioned above) on a research topic related to the seminar that runs parallel to this course and they will work on this dataset from the first week onwards. Students will acquaint themselves with a method suitable for their research purposes which may include clustered and panel corrected standard errors, random and fixed effects models, multilevel models and logit, ordered logit and multinomial logit models.

Goals

After this course students will be: • Introduced to the assumptions underlying advanced statistical methods (hence students are not expected to be able to 'do the math' themselves); • Able to identify the data structure and to recognize potential violations of traditional assumptions of ordinary least-squares regression; • Able to choose an appropriate statistical model in case of (1) times-series-cross-sectional data and/or (2) categorical and limited dependent variables; • Able to analyze commonly used datasets in European studies and properly apply statistical models in a relevant statistical package (Stata or SPSS).

Instruction language

EN

Prerequisites

RES5021, RES5024

Recommended literature

Beck, Nathaniel and Jonathan N. Katz. (1995). 'What To Do (and Not To Do) with Time-Series Cross-Section Data', American Political Science Review, 89: 634-47. Beck, Nathaniel, Jonathan N. Katz and Richard Tucker. (1998). 'Taking Time Seriously: Time-Series-Cross-Section Analysis with a Binary Dependent Variable', American Journal of Political Science 42: 1260-88. Hsiao, Cheng. (2003). Analysis of Panel Data. Second Edition. Cambridge: Cambridge University Press. [Specific chapters] Scott Long, J. (1997). Regression Models for Categorical and Limited Dependent Variables). London: Sage Publications. [Specific chapters] NB further suggested readings will be made available depending on methodological interests of students.

Teaching methods

Lecture(s)

Research

Assessment methods

Final paper

Key words

Quantitative skills, statistical models, time-series-cross-section datasets,, multilevel models, limited and categorical dependent variables,

Research Project

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 5 Startdate: 04-Apr-16 Enddate: 27-May-16

Code

RES5031

ECTS credits

10.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

G.I. Bosse

Description

This research training is focused on implementation of a research project. In the first part of the course, students revise and further refine the research proposals for the 'pilot' project related to the topic of their MSc thesis (prepared in the previous course on Research Design). An emphasis is now placed on 'upgrading' the proposals by developing a solid theoretical and methodological framework based on the courses followed within the specialization track of each student. In the second (and main) part of the course, students are asked to implement the individual pilot projects by following their own research project proposal (including inter alia carrying out the data collection and data analysis methods proposed, according to the envisaged timetable, leading to the proposed project output, etc). At the end of the course, students present and defend their 'pilot thesis', and discuss the potential and the limitations of the project. Students will receive personal coaching by way of meetings with the course coordinator, potential thesis supervisors and methods course coordinators throughout the course. The design and implementation of the pilot project aims to prepare students for developing and executing their MSc thesis projects via a 'learning-by-doing' approach. Students are made aware of potential logistical and methodological pitfalls which may occur in the research process, they learn how to better judge the feasibility of carrying out a research plan, and develop a better feel for the linkages between research design and research project (implementation).

Goals

After this course students should:

- have developed a research project that addresses a research question that is relevant in the context of a critical discussion of the state of the art within the thematic specialization of the student, with a view to the proposed thesis project;
- have the skills to design and implement an independent research project, including the implementation of data collection and data analysis methods using the research techniques acquired within the methodological specialization of the student; and the development of a critical awareness of the linkages between

research design and research project (implementation), and good judgment of the feasibility of carrying out a research plan. • be able to defend a research thesis, and critically reflect on the strengths and limitations of a research project

Instruction language

EN

Prerequisites

-

Recommended literature

Zina o'Leary (2004; 2009). The Essential Guide to Doing Your research project, SAGE, London.

Teaching methods

PBL

Assessment methods

Presentation

Assignment

Key words

Pilot research project; planning and implementing a research project; , presenting research results; MSc thesis,

Thesis Proposal

Academic year 2015-16

Date last modified

13-1-2016 1:25

Period

Period 5 Startdate: 04-Apr-16 Enddate: 01-Jul-16

Code

RES5511

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

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 MSc thesis outline and the oral presentation and defense of a research project. One of the most common tasks of professional researchers and academic scholars is writing research proposals. Such documents present ideas about future research projects, their relevance and significance. Furthermore, they outline the steps the researcher (and the researcher's team) will undertake in order to arrive at a certain level of understanding or explanation of a particular social phenomenon. Research proposals are the basis for evaluating of prospective research ideas, and crucially, for the granting of research funding. Thus the craft of presenting research intentions in a systematic and convincing manner is critically important, both in terms of written research proposals and oral presentations. Students will receive personal coaching by way of meetings with the RMES director of studies and potential thesis supervisors.

Goals

- have the practical skills to draft and assess research proposals, particularly the thesis proposal;
- be able to discuss critically the potential and limitations of presented research designs in the context of the established research questions;
- be able to present an outline for the thesis proposal in a clear and convincing manner and being able to respond to critical questions and comments.

Instruction language

EN

Prerequisites

-

Recommended literature

-

Teaching methods

Lecture(s)

Presentation(s)

Skills

Assessment methods

Final paper

Key words

Thesis proposal; project presentation,

Europeanisation

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 1 Startdate: 31-Aug-15 Enddate: 06-Nov-15

Code

RES6008

ECTS credits

12.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

K.M. Pomorska

Description

Europeanisation can most generally be defined as the mutual interactions between the national and European level, applied to different countries, policy fields or, for example, narratives. On the one hand, scholars have often used the concept to assess the effectiveness of European level policies at the domestic level, to understand how the integration process impacts on national politics, procedures and institutions (the so-called “downloading” dimension of Europeanisation). On the other hand, researchers have also studied the ways in which member states projected their own ideas and policy preferences onto the European level (the so-called “uploading” dimension of Europeanisation). This research agenda thus focuses on changes in national political systems and in the European policies and institutions 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 questions of 1) how, and how much, Europe actually matters for domestic politics and 2) how the states seek to export their policy preferences, often through the processes of consultation and cooperation. Does European integration lead to a convergence of politics and policies between the member states of the EU, 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? Are some states more effective in exerting influence on the EU’s policies? This course examines these and other issues linked to Europeanisation and in order to practically apply these questions, students will be asked to provide an in-depth study of Europeanisation. These projects can be framed in such a way that they relate to the research interests of the students. There will be also a number of interim graded tasks the students will need to perform in order to successfully pass the module.

Goals

- have an understanding of the concept of Europeanisation and of the theories and methods on the way in which

European integration affects domestic politics and society; • have achieved a comprehensive overview of how Europeanisation relates to global developments, as an alternative explanation for domestic change; • have achieved an understanding of the 'uploading' dimension of Europeanisation and different mechanisms it involves; • be able to formulate a research question on an issue related to Europeanisation and to design and implement a small research project; • be able to critically reflect on concepts, theories and methods of Europeanisation research; • be able to present a research project orally and in a written paper.

Instruction language

EN

Prerequisites

-

Recommended literature

The recommended literature will be specified in the syllabus available in advance of the course.

Teaching methods

PBL

Research

Assessment methods

Presentation

Final paper

Key words

EU Politics, Europeanisation, governance, European integration,

Democracy and International Regimes

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 2 Startdate: 09-Nov-15 Enddate: 29-Jan-16

Code

RES6009

ECTS credits

12.0

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 and questions of political representation 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. The basic aim of this course is for students to acquire an understanding of the specific problems and questions that emerge when we leave the framework of the classical nationstate behind us and start reflecting on (the possibility of) democracy in transnational and international settings.

Goals

- have an understanding of the concept of democracy and of the way in which European integration, and internationalisation of politics more generally, affects democracy and representation in Europe;
- have achieved a comprehensive overview of how global developments affect democratic representation and legitimacy of politics;
- having a critical understanding of the moral and political aspects of processes of trans- and international political cooperation;
- be able to formulate a research question on an issue related to democracy research and to design and implement a small research project;
- be able to critically reflect about concepts, theories and methods of democracy research;
- be able to present a research project orally and in a written paper.

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.

Teaching methods

PBL

Research

Assessment methods

Presentation

Final paper

Key words

Democracy, Democratic Deficit, International Regimes,

Academic Publishing

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Jul-16

Code

RES6504

ECTS credits

2.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Neuhold

Description

This skills course gives students an opportunity to discuss and receive feedback on their MSc theses and to prepare for life after the RMES. The course will look ahead in three ways: first, we discuss the progress of the research for the MSc thesis and any challenges that might arise in the last stages; second, regarding publication strategies for publishing an academic paper on the basis of the MSc thesis; thirdly, concerning 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.

Goals

- have an ability to formulate original research questions relevant to the state of the art in European Studies for PhD research;
- have an ability to design and plan PhD project;
- be able to present the methodology of a research project orally;
- be able to present a PhD plan in an academic setting and to be able to discuss a proposal of a peer;
- be able to write an original and coherent research proposal that will enable to apply for PhD positions of funded research.

Instruction language

EN

Prerequisites

RES5509, RES5510, RES5511, RES5030

Recommended literature

-

Teaching methods

Skills

Assignment(s)

Presentation(s)

Assessment methods

Assignment

Participation

Presentation

Key words

Thesis; academic publications; career opportunities; PhD application,

MSc thesis, including thesis seminar

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Jul-16

Code

RES6800

ECTS credits

34.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

The final requirement to obtain the MSc degree is to write a MSc thesis on a topic related to the curriculum. Students are expected to do a substantial amount of work on their theses throughout both years but especially during the last semester of the second year. The MSc thesis is an individually written piece of work of academic quality, aiming at publication in an academic journal. The thesis should present the conclusions of the research done in an academic and professional way. In preparation for the submission of the thesis regular meetings are organized, both between the student and the supervisor(s), as well as in group meetings to present and discuss work-in-progress.

Goals

- demonstrate advanced and precise knowledge and understanding of aspects of European integration, as well as the theories and methods to study European integration as a process, as well as its limitations;
- be able to use relevant and appropriate concepts and theories;
- be able to apply appropriate analytical methods to the study of European integration;
- be able to formulate a relevant research question and to design, plan and implement an independent research project;
- be able to conduct an extensive review of relevant academic literature;
- be able to critically select and process data and to develop a level of abstraction that allows seeing beyond the data;
- achieve a balanced and critical interpretation of research results in comparison to existing knowledge;
- be able express ideas and findings in written English to an advanced level;
- can engage in a process of critical self-reflection and make constructive use of feedback from the thesis supervisor and from peers.

Instruction language

EN

Prerequisites

RES5510, RES5511, RES5030

Recommended literature

-

Teaching methods

Research

Assessment methods

Final paper

Key words

Master thesis,

Research Internship

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 1 Startdate: 31-Aug-15 Enddate: 29-Jan-16

Code

RES6990

ECTS credits

24.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

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 to conduct original research projects. It is specifically intended to prepare students for the entry into a PhD programme, either at FASoS or at a different institution. Academia is, however, not the only option for RMES students. Research skills and insights into the use and application of methods are vital in many professions, be it at the European institutions or in think-tanks. A research internship implies that RMES candidates are to carry out in-depth research on different topics and have the opportunity to conduct research that is linked to their MSc thesis.

Goals

- be able to relate theoretical knowledge to a real-world setting;
- be able to apply methodological skills within a professional setting;
- be able to apply/use the relevant knowledge and skills acquired during the RMES;
- be able to conduct research relevant to their MSc thesis;
- be able to carry out research that could/will be used for publication (either online or in print);
- be able to establish professional contacts;
- be able to work within a set organizational structure (hierarchy) with fixed working hours, work patterns, routines, etc.;
- have acquired the academic and personal skills to conduct and reflect upon professional skills in an ethical and socially responsible fashion;
- have gained working experience and found out more about their personal skills and interests.

Instruction language

EN

Prerequisites

Completion of all first year courses

Recommended literature

-

Teaching methods

Assessment methods

Final paper

Key words

Research internship,

MSc thesis, including thesis seminar

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Jul-16

Code

RES6800

ECTS credits

34.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

The final requirement to obtain the MSc degree is to write a MSc thesis on a topic related to the curriculum. Students are expected to do a substantial amount of work on their theses throughout both years but especially during the last semester of the second year. The MSc thesis is an individually written piece of work of academic quality, aiming at publication in an academic journal. The thesis should present the conclusions of the research done in an academic and professional way. In preparation for the submission of the thesis regular meetings are organized, both between the student and the supervisor(s), as well as in group meetings to present and discuss work-in-progress.

Goals

- demonstrate advanced and precise knowledge and understanding of aspects of European integration, as well as the theories and methods to study European integration as a process, as well as its limitations;
- be able to use relevant and appropriate concepts and theories;
- be able to apply appropriate analytical methods to the study of European integration;
- be able to formulate a relevant research question and to design, plan and implement an independent research project;
- be able to conduct an extensive review of relevant academic literature;
- be able to critically select and process data and to develop a level of abstraction that allows seeing beyond the data;
- achieve a balanced and critical interpretation of research results in comparison to existing knowledge;
- be able express ideas and findings in written English to an advanced level;
- can engage in a process of critical self-reflection and make constructive use of feedback from the thesis supervisor and from peers.

Instruction language

EN

Prerequisites

RES5510, RES5511, RES5030

Recommended literature

-

Teaching methods

Research

Assessment methods

Final paper

Key words

Master thesis,

Study abroad

Academic year 2015-16

Date last modified

11-9-2015 1:21

Period

Period 1 Startdate: 31-Aug-15 Enddate: 29-Jan-16

Code

RES6910

ECTS credits

24.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

In the second year, students can opt to study the first semester abroad at a partner university, or a full year in the case of the Double Degree programme with the University of Cologne. The university for the exchange and courses are selected with a view to adding to the substantive and methodological specialization of the student, in light of the proposed MSc thesis.

Goals

- Acquire knowledge in the area of thematic and methodological specialization of the student;
- Receive additional feedback on thesis project from experts at exchange university;
- Increase exposure to international study experience

Instruction language

EN

Prerequisites

Completion of first year courses

Recommended literature

-

Teaching methods

Assessment methods

Key words

Study abroad,

MSc thesis, including thesis seminar

Academic year 2015-16

Date last modified

28-10-2015 1:27

Period

Period 4 Startdate: 01-Feb-16 Enddate: 01-Jul-16

Code

RES6800

ECTS credits

34.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

M.P. Vink

Description

The final requirement to obtain the MSc degree is to write a MSc thesis on a topic related to the curriculum. Students are expected to do a substantial amount of work on their theses throughout both years but especially during the last semester of the second year. The MSc thesis is an individually written piece of work of academic quality, aiming at publication in an academic journal. The thesis should present the conclusions of the research done in an academic and professional way. In preparation for the submission of the thesis regular meetings are organized, both between the student and the supervisor(s), as well as in group meetings to present and discuss work-in-progress.

Goals

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Instruction language

EN

Prerequisites

RES5510, RES5511, RES5030

Recommended literature

-

Teaching methods

Research

Assessment methods

Final paper

Key words

Master thesis,