

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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European Integration: State of the Art

Academic year 2014-15

Date last modified

7-8-2014 1:29

Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Sep-14

Code

RES5013

ECTS credits

4.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

T. Conzelmann

Description

This 4-week 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 will be divided into four blocks, each covering one week: Theory of European Integration (week 1); History of European integration (week 2); Issues and Problems in EU Governance (week 3); and International Relations (week 4).

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 judgements 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

-

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

Academic year 2014-15

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Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Sep-14

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 methods, quantitative methods, comparative methods, and discourse analysis.

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,

Integrated Skills I

Academic year 2014-15

Date last modified

23-5-2014 1:28

Period

Period 1 Startdate: 01-Sep-14 Enddate: 30-Jan-15

Code

RES5507

ECTS credits

3.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

E.J. Radulova - Ivanova

Description

The Integrated Skills Track I 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, preparation of research designs, etc. 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; conducting research interviews.

Goals

- have knowledge and understanding of: the APA referencing guidelines, of the gathering of statistical data, and about the preparation and conduct of a research interview;
- have the ability to: structure written text as an academic essay and as a research paper, to select and properly reference (academic) sources, to plan a research interview, to construct a topic guide/interview script for a research interview, to analyse interview data, to input raw data into SPSS;
- 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 identify and approach respondents in the context of research interviews, to adequately assess the importance of the interview context for the conduct of a research interview, and to act accordingly;
- 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;
- have the ability to communicate appropriately with officials and (European) civil servants;
- have acquired the attitude of life-long learning.

Instruction language

EN

Prerequisites

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Recommended literature

Flick, Uwe. (2009). *An Introduction to Qualitative Research*. 4th ed., Thousand Oaks: SAGE Publications
Greetham, Bryan. (2008). *How to Write Better Essays*. 2nd ed., Palgrave Study Skills, New York: Palgrave Macmillian
Grix, Jonathan. (2004). *The Foundations of Research*. Houndmills: Palgrave Macmillan.
Kvale, Steinar, and Svend Brinkmann. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing*. 2nd ed., Thousand Oaks: SAGE Publications
Rubin, Herbert and Irene Rubin. (2005). *Qualitative Interviewing: The Art of Hearing Data*. 2nd ed., Thousand Oaks: SAGE Publications

Teaching methods

LECTURE(S)

WORK IN SUBGROUPS

ASSIGNMENT(S)

Assessment methods

FINAL PAPER

PRESENTATION

ASSIGNMENT

Key words

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

Historicizing European Union

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 1 Startdate: 29-Sep-14 Enddate: 21-Nov-14

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

Assessment methods

TAKE HOME EXAM

PRESENTATION

Key words

Contemporary history, postwar, European integration,

Qualitative Methods

Academic year 2014-15

Date last modified

7-8-2014 1:29

Period

Period 1 Startdate: 29-Sep-14 Enddate: 21-Nov-14

Code

RES5016

ECTS credits

4.0

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 and incorporate the perspective of key stakeholders through structured and semi-structured interviews. This course will introduce students to using qualitative research designs in their own research by a combination of lectures and group discussions. In week one, we will examine the most recent debates on causal inference in qualitative research. Subsequently, we will discuss the use of interviews, questionnaires, participant-observation and focus groups in qualitative data collection. Weeks four, five and six focus on qualitative data analysis using diverse tools such as process tracing and comparative historical analysis. We will pay attention to conceptualizing and identifying causal mechanisms. In preparation for the final paper, week seven is dedicated to analyzing the qualitative research design of a published article from one of the core substantive modules in the RMES.

Goals

- demonstrate knowledge and understanding of research design terminology and concepts;
- apply knowledge and understanding of research design concepts when analysing published academic research;
- formulate judgments on appropriate 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

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. 2012. 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; interviews; case studies; process-tracing;, causal mechanisms,

Administrative Governance in Europe

Academic year 2014-15

Date last modified

24-5-2014 1:28

Period

Period 2 Startdate: 24-Nov-14 Enddate: 30-Jan-15

Code

RES5017

ECTS credits

8.0

Organisational unit

Faculty of Arts and Social Sciences

Coordinator

C. Neuhold

Description

The central theme of the 8-week seminar 'Administrative Governance' is 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, will be a central concern, the focus of this course will be broader. As such it will include the role of bureaucracies in the history of modern nation-states and in the emerging system of global governance. The seminar will be organised around three major themes. Firstly, it introduces traditional approaches of bureaucracies going from Weber to more recent scholars. Secondly, it examines the theoretical and conceptual challenges brought by inter- and supranational administrations. Finally, the seminar examines the influence of administrative actors on the content, scope, and execution of policies formally decided by democratically elected political actors and as such probes into the discrepancy between legal provisions and the practical political process. Students will have to draw up their own research paper on an international bureaucracy.

Goals

- demonstrate knowledge and understanding of the way international bureaucracies work;
- being able to apply this knowledge and understanding to concrete research projects on international bureaucracies;
- demonstrate the ability to formulate judgements on more normative and conceptual issues relating to the study and workings of bureaucracies;
- be able to communicate the findings to others - fellow students, scientific staff and practitioners - discuss these in a critical manner;
- have the learning skills that allow them to continue to study in a manner that may be largely self-directed or autonomous and at the same time translate some of their 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

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

Quantitative Methods

Academic year 2014-15

Date last modified

7-8-2014 1:29

Period

Period 2 Startdate: 24-Nov-14 Enddate: 30-Jan-15

Code

RES5018

ECTS credits

4.0

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, to equip the students with the practical skills to analyse quantitative data and effectively report the results, and to critically evaluate research using quantitative methods. This course is a combination of lectures and tutorials. In this course we will use the statistical package SPSS.

Goals

- demonstrate a solid knowledge and understanding of quantitative methods;
- be able to critically apply knowledge and 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 analysis of a research project with quantitative data;
- have the learning skills to independently use and apply quantitative methodologies and to address questions of application and interpretation of statistical analysis in a largely autonomous manner.

Instruction language

EN

Prerequisites

-

Recommended literature

Philip H. Pollock (2012). The Essentials of Political Analysis. 4th Edition. London: Sage Publications. Philip H. Pollock

(2012). An SPSS Companion to Political Analysis. 4th Edition. London: Sage Publications.

Teaching methods

LECTURE(S)

SKILLS

Assessment methods

WRITTEN EXAM

Key words

Quantitative data analysis; statistics; causal mechanisms,

Comparative Methods

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 4 Startdate: 02-Feb-15 Enddate: 02-Apr-15

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). 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 crisp-set and fuzzy-set 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

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

WRITTEN EXAM

Key words

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

Europe and the World

Academic year 2014-15

Date last modified

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Period

Period 4 Startdate: 02-Feb-15 Enddate: 02-Apr-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.

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;
- be able to present a research project orally and in a written paper

Instruction language

EN

Prerequisites

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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,

Integrated Skills II

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 4 Startdate: 02-Feb-15 Enddate: 02-Apr-15

Code

RES5508

ECTS credits

2.0

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 MA 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 knowledge of the specifics and the stages of the social scientific research projects;
- 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)

Assessment methods

Key words

Information, Expertise and Politics

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 4 Startdate: 07-Apr-15 Enddate: 05-Jun-15

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,,

Symbolic Construction of EU Community

Academic year 2014-15

Date last modified

30-4-2015 1:20

Period

Period 5 Startdate: 07-Apr-15 Enddate: 05-Jun-15

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 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.

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, c1985). *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

LECTURE(S)

Assessment methods

TAKE HOME EXAM

PRESENTATION

Key words

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

Discourse Analysis

Academic year 2014-15

Date last modified

23-5-2014 1:28

Period

Period 5 Startdate: 07-Apr-15 Enddate: 05-Jun-15

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, argumentative analysis, qualitative content analysis, history of ideas, and classic content analysis. 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 or to the elective course chosen by the student in Period 5.

Goals

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

Instruction language

Prerequisites

-

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)

ASSIGNMENT(S)

Assessment methods

FINAL PAPER

Key words

Discourse analysis; content analysis; analysis of political and policy; social, constructivism,

EU-Asia Relations in the Context of Glob

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 4 Startdate: 07-Apr-15 Enddate: 05-Jun-15

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. Furthermore, having assessed critically the coherence of EU action vis-à-vis the Asia-Pacific, the module will look in turn at EU relations with individual states in Asia (such as China, Korea, Japan, India and Indonesia) as well as at relations with Asian regional organisations (e.g. ASEAN, SCO). Another important dimension is the role of the United States, given the strong security engagement the US has in both regions. Beyond these bilateral ties, the module will explore the manner in which the EU and its Asian partners interact in the context of international institutions and regimes, and ask to what extent there is scope for cooperation or conflict in shaping the institutions of global governance.

Goals

Instruction language

EN

Prerequisites

Recommended literature

Key text: Christiansen, Kirchner and Murray (2013) 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

Assessment methods

ASSIGNMENT

FINAL PAPER

PRESENTATION

Key words

Europeanisation

Academic year 2014-15

Date last modified

28-11-2014 1:19

Period

Period 1 Startdate: 01-Sep-14 Enddate: 07-Nov-14

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,

Integrated Skills III

Academic year 2014-15

Date last modified

24-5-2014 1:28

Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Jun-15

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 MA 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 MA 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 MA 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

Integrated Skills I, Integrated Skills II

Recommended literature

-

Teaching methods

SKILLS

ASSIGNMENT(S)

PRESENTATION(S)

Assessment methods

ASSIGNMENT

PARTICIPATION

PRESENTATION

Key words

Thesis; academic publications; career opportunities; PhD application,

Thesis

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Jun-15

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 MA 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 Master 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.

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

-

Recommended literature

-

Teaching methods

RESEARCH

Assessment methods

FINAL PAPER

Key words

Master thesis,

Democracy and International Regimes

Academic year 2014-15

Date last modified

24-5-2014 1:28

Period

Period 1 Startdate: 10-Nov-14 Enddate: 30-Jan-15

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 nation-state 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,

Thesis

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Jun-15

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 MA 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 Master 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.

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

-

Recommended literature

-

Teaching methods

RESEARCH

Assessment methods

FINAL PAPER

Key words

Master thesis,

Study abroad

Academic year 2014-15

Date last modified

3-5-2014 1:28

Period

Period 1 Startdate: 01-Sep-14 Enddate: 30-Jan-15

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

Thesis

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 1 Startdate: 01-Sep-14 Enddate: 26-Jun-15

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 MA 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 Master 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.

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

-

Recommended literature

-

Teaching methods

RESEARCH

Assessment methods

FINAL PAPER

Key words

Master thesis,

Research Internship

Academic year 2014-15

Date last modified

10-5-2014 1:29

Period

Period 1 Startdate: 01-Sep-14 Enddate: 30-Jan-15

Code

RES6990

ECTS credits

26.0

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 MA 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 MA 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

-

Recommended literature

-

Teaching methods

Assessment methods

FINAL PAPER

Key words

Research internship,