

Master's Programme

Compulsory modules

Faculty of Arts and Social Sciences

Thesis

Full course description

One of the key requirements to obtain the MA degree in European Studies is to write a Master thesis on a topic related to the specialisation of your choice. The Master thesis is an individually written research paper of a high academic level, with a length of 12,000 to 15,000 words (excluding notes, bibliography and figures). The point of reference is an extended article which would qualify for publication in an academic journal. In other words, your thesis should have the potential to make a contribution to the scientific literature.

While the thesis is based on individual research under the supervision of an academic member of staff, during this course students learn how to choose a research question embedded in the academic literature. They also learn how to select and apply relevant research methods related to their question. Furthermore, they are supported through academic writing. Over the course of the course, students have to submit five intermediate assignments, which help them to ultimately deliver a high quality thesis.

Course objectives

- Design, plan, and implement an independent research project in the field of European Studies;
- Generate new ideas related to the process of European integration, identify new academic questions and policy problems, and stay up-to-date with the academic and policy literature;
- Select qualitative and quantitative research methods appropriate for answering advanced academic questions about the process of European integration;
- Apply substantive knowledge, theories, and methods in the field of European Studies to new research puzzles in order to facilitate innovation;
- Reach well-reasoned conclusions about the process of European integration by combining substantive knowledge, theories, and methods;
- Express research findings on European integration to specialist European and international academic audiences in written academic English through the medium of the MA thesis.

Recommended reading

O'Leary, Z. (2014). *The Essential guide to Doing Your Research Project* (2nd ed.). London: Sage.

Creswell, J. W. (2009). *Research design. Qualitative, quantitative, and mixed methods approaches* (3rd ed.). London: Sage Publications.

Master European Studies

EUS4800

Period 1

2 Sep 2019

26 Jun 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A. Dandashly](#)

Teaching methods:

Lecture(s), Skills

Assessment methods:

Final paper

Keywords:

research design, Qualitative and quantitative methods, data collection, and interpretation, case
Faculty of Arts and Social Sciences

Post-War Europe: Political and Societal Transformations

Full course description

The course offers students a comprehensive assessment of contemporary Europe, East and West, since the end of the Second World War. The lectures and tutorials provide an overview of the major events in postwar Europe with a problem-oriented discussion of key themes, such as economic reconstruction, decolonization, the Cold War, European integration, and fascism. The tutorials will deal in particular with what the historical events still have to say to us today, in terms of geopolitical power relations, socio-economic development, democratic potential and political cultures. In the skills training, on source criticism, students analyse the use and abuse of history in contemporary Europe. The skills training also challenges students to engage critically with intercultural communication, and helps them to develop their academic research and writing.

Course objectives

- Understand the historical, political, societal, and international context of the process of European integration since 1945; and to apply such knowledge and understanding to academic questions;
- Review academic concepts, from the field of history, aimed at understanding the process of European integration;
- Contextualise and assess past and ongoing developments in the process of European integration;
- Evaluate, compare and develop scholarly arguments in view of forming a judgement on the state of the art of research in European Studies;
- Identify, retrieve, and critically appraise sources and data to build evidence-based arguments concerning the process of European integration; and use ethical rules related to scholarly work, including acknowledgement, use of other persons' sources, and referencing;
- Participate in scholarly and policy debates on European history and integration, within the

international PBL classroom, with an awareness of the sensitivities of inter-cultural communication.

Recommended reading

Buchanan, T. (2012). *Europe's Troubled Peace 1945 to the Present* (2nd ed.). Hoboken, NJ: Wiley-Blackwell.

EUS4012

Period 1

2 Sep 2019

25 Oct 2019

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [F.L. Laczo](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Written exam, Final paper

Keywords:

Contemporary Europe, European integration, History, source criticism.

Specialisation Public Policy and Administration

Faculty of Arts and Social Sciences

The European Policy Process

Full course description

This course concentrates on the analysis and evaluation of policy making, in particular on the different manifestations and modes of policy making within the EU. The course is organised around three themes: political actors with an emphasis on the role of the EU institutions, policy-making which focuses on processes including the democratic deficit, and new approaches to European governance. The skills training that is an integral part of this course focuses on policy analysis by introducing and scrutinising the different phases of the European policy process, while providing the instruments and methods for the analysis thereof.

Course objectives

- Understand the multi-level system of actors, institutions, norms and practices that make up European governance;
- Understand the European policy process, including the different modes of policy-making from agenda-setting to implementations, and the implications of the European integration process

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in terms of democracy;

- Apply major conceptual and theoretical approaches in the field of public administration and you understand their relevance for European public policy;
- Analyse public policy in areas where different modes of EU policy-making apply, specifically in EU trade policy, social policy, energy or the environment;
- Apply concepts and theories to advanced academic questions and policy relevant cases in the field of European public policy;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about European public policy;
- Present an analysis of public policy in the areas of EU trade policy, social policy, energy or the environment;
- Participate in scholarly and policy debates on European public policy, within the international PBL classroom, with a focus on team-work (in preparation for chairing a tutorial),

leading and facilitating discussions and

time-management (both during tutorials).

Prerequisites

Being an advanced course, students are assumed to have a sound knowledge of the European institutions, their formal competences concerning EU policy-making and the basics of EU (institutional) law.

Recommended reading

Versluis, E., Van Keulen, M. & Stephenson, P. (2011). *Analyzing the European Union Policy Process*. Basingstoke: Palgrave Macmillan.

Hix, S., Noury A., & Roland, G. (2006). Dimensions of Politics in the European Parliament. *American Journal of Political Science*, 50, 494-511.

Princen, S. (2007). Agenda-setting in the European Union: a theoretical exploration and agenda for research. *Journal of European Public Policy*, 14, 21-38.

Follesdahl, A. & Hix, S. (2006). Why There is a Democratic Deficit in the EU: A Response to Majone and Moravcsik. *Journal of Common Market Studies*, 44(3). pp. 533-62.

Kelemen, R. D. (2002). The Politics of 'Eurocratic' Structures and the New European Agencies. *West European Politics*, 25, 93-118

EUS4002

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

- [C. Blom](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Take home exam, Presentation

Keywords:

Politics, European institutions, policy (analysis), (new) modes of governance

Faculty of Arts and Social Sciences

Europeanisation and Domestic Change

Full course description

This course aims to examine the changes in the national political systems of the EU member states that can be attributed to the development of the European regional integration. We study how European integration impacts on domestic political opportunity structures and look at actors and institutions, such as governments, parliaments, courts, parties and interest groups. We examine both institutional as well as more historical and cultural factors. In this course we furthermore study the question of how, and to what extent, Europe actually matters for domestic policies (e.g. environmental, immigration, social policy). The skills training focuses on policy evaluation and students put together in small groups a policy evaluation paper.

Course objectives

- Understand how the process of European integration affects the polity, politics and policies of the EU member states and form a judgement on scholarly arguments, including their implicit assumptions, in debates on Europeanisation;
- Apply relevant conceptual and theoretical approaches from comparative politics and public administration and the appropriate research methods to answer advanced academic questions on the domestic impact of European integration;
- Gain insight into EU evaluation processes, understand the challenges of designing evaluation frameworks, and critically interpret and draw conclusions from an evaluation study;
- Reach well-reasoned conclusions about the process of Europeanisation through integrating substantive knowledge, theories and methods, and making use sources and data to build evidence-based arguments, while reflecting on the societal and ethical implications of those conclusions;
- Express ideas and research findings on Europeanisation to specialist European and international academic audiences in written academic English through the medium of an academic paper and an evaluation proposal;
- Autonomously generate new ideas and research questions on Europeanisation, make substantive choices when analysing these questions, while setting priorities and a workplan within the timeframe of the course;
- Participate in scholarly and policy debates on Europeanisation, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Prerequisites

Advanced knowledge of the European institutional construction and the main EU policy processes

Recommended reading

Graziano, P. & Vink, M. (Eds.) (2007). *Europeanization: New Research Agendas*. Basingstoke: Palgrave Macmillan.

EUS4005

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [A. Nastase](#)

Teaching methods:

PBL, Lecture(s), Skills, Work in subgroups

Assessment methods:

Final paper, Assignment

Keywords:

Implementation, transposition, domestic impact of EU integration

Faculty of Arts and Social Sciences

Civil Society and European Integration

Full course description

This course provides students with the knowledge to better understand and critically reflect on contemporary European civil society. Building on political theory, the course discusses both the top-down perspective on civil society and the bottom-up perspective. As part of the top-down perspective, the course focuses on how civil society organisations are included in the EU policy-making process. For the bottom-up perspective it pays attention to grassroots movements, including Eurosceptic groups, and their effect on European integration. For the skills training, groups of students provide a policy brief, on behalf of a civil society organisation, as part of the European Commission ongoing only consultations.

Course objectives

- Understand the role of civil society as an actor in the process of European integration, both from a top-down and bottom up perspective, and form a judgment on scholarly arguments, including their implicit assumptions, in debates on civil society;
- Apply relevant conceptual and theoretical approaches from political philosophy and comparative politics, including the concepts of power, influence, governance and culture, and

the appropriate research methods to answer advanced academic questions on the role of civil society in the process of European integration;

- Reach well-reasoned conclusions about civil society and European integration through integrating substantive knowledge, theories and methods, and making use of sources and data to build evidence-based arguments, while reflecting on the societal and ethical implications of those conclusions;
- Express ideas and research findings on civil society and European integration to specialist European and international (academic) audiences in written academic English through the medium of an academic paper and a policy brief;
- Autonomously generate new ideas and research questions on civil society and European integration, make substantive choices when analysing these questions, while setting priorities and a workplan within the timeframe of the course;
- Participate in scholarly and policy debates on civil society and European integration, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Recommended reading

Edwards, M. (2009). *Civil Society* (2nd ed.). Cambridge: Polity Press.

Greenwood, J., & Dreger, J. (2013). "The Transparency Register: A European vanguard of strong lobby regulation?" *Interest Groups & Advocacy*, 2, 139-162.

Coen, D., & Vannoni, M. (2016). Sliding doors in Brussels: A career path analysis of EU affairs managers. *European Journal of Political Research*, 55(4), 811-826.

EUS4007

Period 5

6 Apr 2020

1 May 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Teaching methods:

PBL, Lecture(s), Skills, Work in subgroups

Assessment methods:

Final paper, Assignment

Keywords:

Philosophy of Civil Society, European Civil Society, access, transparency register, grassroots, Euroscepticism

Faculty of Arts and Social Sciences

EU Budget and Economic Governance

Full course description

This course focuses on the European Union's Budget and Economic Governance. What are the sources of the EU budget? Which member states benefit the most, and which contribute the most?

How are the EU's spending priorities determined? At the end of the course, students will have detailed knowledge of the role of the member states and EU institutions in the budgetary process and will be able to assess critically the distribution of the EU's budget. In addition, they will have an indepth understanding of the Union's spending priorities in the forthcoming years. While economic policy is still made at the national level, in the past decade, the European Union has gained more competencies in regulating the common market and ensuring policy coordination among the member states. This course also introduces new developments in EU economic governance such as the European Semester. As part of the skills training, students work in groups to put together a communication, press and social media portfolio for one of the member states.

Course objectives

- Understand EU budgetary politics, including the EU Multiannual Financial Framework (MFF), net contributors and net beneficiaries, as well as the current reforms in EU economic governance, including the revised European Semester;
- Analyse how EU economic governance works in practice and how the EU's spending priorities are formulated, implemented and audited;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about the EU's economic governance and budgetary policies by drawing on institutionalist theories (rational choice, historical, sociological institutionalism), inter-state bargaining theories and good governance concepts, such as accountability, legitimacy and transparency;
- Identify, retrieve, and evaluate sources and data to build evidence-based arguments to explain past and ongoing developments related to the process of European integration;
- Communicate ideas and positions on EU budgetary policy-making and negotiations to European and international professional audiences and the general public using traditional (press) and online (social) media;
- Participate in scholarly and policy debates on the EU budget, EMU and EU economic governance reforms within the international PBL classroom, as well as function in a group setting and work in an international professional environment.
- Autonomously set and implement objectives, priorities and workplans, while managing time.

Recommended reading

Verdun, A. (2015). A historical institutionalist explanation of the EU's responses to the euro area financial crisis. *Journal of European Public Policy*, 22(2), 219-237.

Streeck, W. & Elsässer, L. (2016). Monetary disunion: the domestic politics of euroland. *Journal of European Public Policy*, 23(1), 1-24.

Matthijs, M. (2016). Powerful rules governing the euro: the perverse logic of German ideas. *Journal of European Public Policy*, 23(3), 375-391.

EUS4014

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

Master European Studies

English

Coordinator:

- [A.B. Spendzharova](#)

Teaching methods:

PBL, Lecture(s), Skills, Work in subgroups

Assessment methods:

Take home exam, Assignment

Keywords:

EU economic governance, EU budget

Specialisation International Relations

Faculty of Arts and Social Sciences

EU Enlargement and Neighbourhood Policy

Full course description

This course examines the EU's policies and influence in the countries in its immediate vicinity - the Western Balkans and Turkey subject to the EU's enlargement policy and Eastern Europe and the Middle East and North Africa belonging to the European Neighbourhood Policy (ENP). The EU's policies vis-à-vis its neighbouring regions are a test case for the EU's external power and global reach. In this sense the course sets the scene for analysing the EU's role in international relations and global governance. In particular, it addresses the following questions: 1) Why does the EU pursue specific policies vis-à-vis its neighbouring regions? 2) What are the mechanisms through which the EU can channel its influence on countries along its borders? 3) What are the conditions under which the EU can have impact on policies, institutions and actors beyond its borders? The course introduces students to the scholarly debate on Europeanisation and EU external governance and applies that conceptual knowledge to case studies from the EU's neighbouring regions. As part of the skills training, students work in groups to put together a communication, press and social media portfolio for one of the enlargement or ENP countries.

Course objectives

- Understand the key concepts of Europeanisation and EU external governance and apply them to advanced academic questions concerning the EU's enlargement and neighbourhood policies while taking into account the empirical realities in the EU's neighbouring regions;
- Compare and assess the EU's role in different neighbouring regions such as the Western Balkans, Eastern Europe, the Middle East and North Africa;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about the EU's enlargement and neighbourhood policies;
- Communicate ideas and positions on the EU's relations with neighbouring countries to European and international professional audiences and the general public using traditional (press) and online (social) media;
- Participate in scholarly and policy debates on the EU's enlargement and neighbourhood policies, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Prerequisites

The course builds on the previous course on International Relations and Global Governance. Good knowledge of EU institutions and policies and of International Relations theories is required.

Recommended reading

Börzel, T. A. & Risse, T. (2012). From Europeanization to Diffusion: Introduction. *West European Politics*, 35, 1-19.

Börzel, T. A., Dimitrova, A., & Schimmelfennig, F. (2017). European Union enlargement and integration capacity: concepts, findings, and policy implications.

Journal of European Public Policy, 24, 157-176.

Schimmelfennig, F. & Sedelmeier, U. (2004) Governance by Conditionality: EU Rule Transfer to the Candidate Countries of Central and Eastern Europe.

Journal of European Public Policy, 11, 661-679.

Lavenex, S. & Schimmelfennig, F. (2009). EU rules beyond EU borders: theorizing external governance in European politics. *Journal of European Public Policy*, 16, 791-812.

EUS4003

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [G.K. Noutcheva](#)

Teaching methods:

PBL, Lecture(s), Skills, Work in subgroups

Assessment methods:

Take home exam, Assignment

Keywords:

European foreign policy, EU enlargement, European Neighbourhood Policy, EU and conflict
Faculty of Arts and Social Sciences

EU Foreign and Security Policy

Full course description

This course examines the EU as an foreign policy actor. The main focus is on the Common Foreign and Security Policy, but it also deals with related topics such as new security threats in the area of justice and home affairs. The emphasis of the course is on the post-Lisbon era with the European

External Action Service, the EU Global Strategy and initiatives such as the European Defence Fund and PESCO. The course pays considerable attention to accountability and legitimacy in European foreign policy and the relations with other major actors, such as China and the United States. As part of the skills training, students engage in policy evaluation by writing in small groups a policy paper with concrete policy recommendations.

Course objectives

- Understand the historical evolution and functioning of the EU's diplomatic and crisis management structure, and form a judgement on scholarly arguments, including their implicit assumptions, in debates on EU foreign and security policy;
- Apply relevant conceptual and theoretical approaches from international relations and foreign policy analysis and the appropriate research methods to answer advanced academic questions on EU foreign and security policy;
- Evaluate the impact of EU foreign and security policy and provide policy recommendations through the means of a policy brief;
- Reach well-reasoned conclusions about EU foreign and security policy through integrating substantive knowledge, theories and methods, and making use sources and data to build evidence-based arguments, while reflecting on the societal and ethical implications of those conclusions;
- Express ideas and research findings on EU foreign and security policy to specialist European and international academic audiences in written academic English through the medium of an academic paper and a policy brief;
- Autonomously generate new ideas and research questions of EU foreign and security policy, make substantive choices when analysing these questions, while setting priorities and a workplan within the timeframe of the course;
- Participate in scholarly and policy debates on EU foreign and security policy, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Recommended reading

Hill, C., Smith, M., & Vanhoonacker, S.(Eds.) (2017).International Relations and the European Union.Oxford: Oxford University Press.

EUS4006

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [P.Y. Petrov](#)

Teaching methods:

PBL, Lecture(s), Skills, Work in subgroups

Assessment methods:

International Relations and Global Governance

Full course description

The course introduces students to international relations theories and engages students into a number of topical debates on the changing global environment. Some of the discussed topics include mainstream and critical theories/concepts, history of international relations, the role of the state, the post-Cold War structure of contemporary international relations, domestic players and trans-national actors, international organisations and regimes, war and peace, humanitarian intervention, human rights, democracy, global justice and international law. In addition, the course presents different approaches to global governance and shows how international relations theories can be applied to understand and explain not only state behaviour but also global efforts at addressing global challenges. The skills training of this course concerns Foreign Policy Analysis and students have to individually present their work.

Course objectives

- Analyse how the global environment has changed since 1989;
- Understand the main challenges of contemporary international affairs for Europe and the EU;
- Summarise the main conceptual and theoretical approaches in the field of international relations and you understand their relevance for the position of Europe within a changing global environment;
- Understand the importance of expert input to foreign policy-making, and understand the challenges involved in that exercise;
- Apply concepts and theories to advanced academic questions and policy relevant cases in the field of international politics;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about a changing global environment;
- Present an analysis of foreign policy for a relevant actor;
- Participate in scholarly and policy debates on International Relations and Global Governance, within the international PBL classroom, with a focus on team-work (in preparation for chairing a tutorial), leading and facilitating discussions and time-management (both during tutorials).

Recommended reading

Baylis, J., Smith, S., & Owens, P. (Eds.) (2017). *The Globalization of World Politics. An Introduction to International Relations* (7th ed.). Oxford: Oxford University Press.

Burchill, S. & Linklater, A. (Eds) (2013). *Theories of International Relations* (5th ed.). Basingstoke, New York: Palgrave Macmillan.

Carlsnaes, W., Risse, T., & Simmons, B. A. (eds.) (2013). *Handbook of International Relations* (2nd ed.). London, Thousand Oaks: Sage.

Dunne, T., Kurki, M., & Smith, S. (Eds.) (2016). *International Relations Theories. Discipline and*

Master European Studies

Diversity (4th ed.). Oxford: Oxford University Press.

Reus-Smit, Ch. & Snidal, D. (eds.) (2008). The Oxford Handbook of International Relations. Oxford: Oxford University Press.

Weiss, T. G. & Wilkinson, R. (Eds.) (2014). International Organization and Global Governance. London, New York: Routledge.

EUS4001

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [T. Conzelmann](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Take home exam, Presentation

Keywords:

International Relations theory, global governance, foreign policy analysis, global challenges.
Faculty of Arts and Social Sciences

EU External Economic Policy

Full course description

The European Union is commonly portrayed as an economic giant, a formidable trade power and a global regulatory actor. Certainly, as the world's largest market concentrating the biggest share of global trade and investments, the EU holds large potential to influence the shape of international markets and global public policy. In this course, students analyse how the EU exercises this market power through its external economic policies, ranging from trade and development, to environment and energy policies. The skills training in this course focuses on negotiation skills, by preparing students for a simulation of a meeting at the Council of the EU to approve a piece of legislation touching on EU external energy policy.

Course objectives

- Understand the role of the EU as an external economic actor, including the and the institutional, political, economic and strategic rationales underlying EU development, trade, energy and environmental policies, and form a judgment on scholarly arguments, including their implicit assumptions, in debates on EU external economic policies;
- Apply relevant conceptual and theoretical approaches from international relations and international political economy, and the appropriate research methods to answer advanced academic questions on EU external economic policies;

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- Reach well-reasoned conclusions about the effectiveness of the EU external economic policies through integrating substantive knowledge, theories and methods, and making use of sources and data to build evidence-based arguments, while reflecting on the societal and ethical implications of those conclusions;
- Express ideas and research findings on EU external economic relations to specialist European and international academic audiences in written academic English through the medium of an academic paper;
- Engage in on-going societal debates, such as controversial trade agreements such as the TTIP, the much-debated inclusion of sustainability and labour rights provisions in trade agreements, new instruments for tackling climate the future of EU energy supplies, in the context of negotiations skills.
- Autonomously generate new ideas and research questions on EU external economic policies, make substantive choices when analysing these questions, while setting priorities and a workplan within the timeframe of the course;
- Participate in scholarly and policy debates on EU external economic policies, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Recommended reading

Keukeleire, S. & Delreux, T. (Eds.) (2014). *The Foreign Policy of the European Union* (2nd Edition). New York: Palgrave Macmillan.

Damro, C. (2012). Market Power Europe. *Journal of European Public Policy*, 19(5), pp. 682-699.

Young, A. R. (2015). The European Union as a global regulator? Context and comparison. *Journal of European Public Policy*, 22(9), 1233-1252.

Müller, P., Kudrna, Z., & Falkner, G. (2014). EU-global interactions: policy export, import, promotion and protection. *Journal of European Public Policy*, 21(8), pp. 1102-1119.

EUS4004

Period 5

6 Apr 2020

1 May 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Final paper, Assignment

Keywords:

EU external relations, Trade, Development, Environmental policy, Energy policy, Negotiations

Specialisation Global Challenges

Faculty of Arts and Social Sciences

Europe, Multilateralism and Multipolarity

Full course description

This course examines the challenges facing Europe in the context of a changing global order. Having critically explored the EU's traditional support for "effective multilateralism", it also considers the implications of an emerging multipolar world. In addition to discussing the theoretical and conceptual approaches to multilateralism and multipolarity, and the Europe's place in these, we will study the EU's developing relationships with global powers and strategic partners such as the United States and China. A further dimension in this context are the EU's relations with, and its support for, regional cooperation in other global regions such as Asia and Latin America. As part of the skills training, students work in groups to put together a communication, press and social media portfolio for one of the emerging countries.

Course objectives

- Understand the main conceptual and theoretical approaches concerning multilateralism and multipolarity in the field of international relations;
- Analyse the relations between the Europe, other (emerging powers) and important regional actors;
- Apply the main conceptual and theoretical approaches concerning multilateralism and multipolarity to advanced academic questions about Europe's relations with the rest of the world;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about multilateralism and multipolarity;
- Communicate ideas and positions on Europe's relations with emerging powers to European and international professional audiences and the general public using traditional (press) and online (social) media;
- Participate in scholarly and policy debates on Europe, multilateralism and multipolarity, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Recommended reading

Keukeleire, S. & Hooijmaaijers, B. (2014). The BRICS and Other Emerging Power Alliances and Multilateral Organizations in the Asia-Pacific and the Global South: Challenges for the European Union and Its View on Multilateralism. *JCMS: Journal of Common Market Studies*, 52(3), 582-599.

Ikenberry, G. J. (2014) 'The Illusion of Geopolitics: The Enduring Power of the Liberal Order', *Foreign Affairs* 93.

Howorth, J. (2016) 'EU Global Strategy in a changing world: Brussels' approach to the emerging powers', *Contemporary Security Policy* 37(3): 389-401.

EUS4016

Master European Studies

Period 3

6 Jan 2020

31 Jan 2020

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [C.M. Weinhardt](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Take home exam, Assignment

Keywords:

regional integration, global governance, multipolarity, multilateralism, emerging powers

Faculty of Arts and Social Sciences

International Relations and Global Governance

Full course description

The course introduces students to international relations theories and engages students into a number of topical debates on the changing global environment. Some of the discussed topics include mainstream and critical theories/concepts, history of international relations, the role of the state, the post-Cold War structure of contemporary international relations, domestic players and trans-national actors, international organisations and regimes, war and peace, humanitarian intervention, human rights, democracy, global justice and international law. In addition, the course presents different approaches to global governance and shows how international relations theories can be applied to understand and explain not only state behaviour but also global efforts at addressing global challenges. The skills training of this course concerns Foreign Policy Analysis and students have to individually present their work.

Course objectives

- Analyse how the global environment has changed since 1989;
- Understand the main challenges of contemporary international affairs for Europe and the EU;
- Summarise the main conceptual and theoretical approaches in the field of international relations and you understand their relevance for the position of Europe within a changing global environment;
- Understand the importance of expert input to foreign policy-making, and understand the challenges involved in that exercise;
- Apply concepts and theories to advanced academic questions and policy relevant cases in the field of international politics;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about a changing global environment;
- Present an analysis of foreign policy for a relevant actor;
- Participate in scholarly and policy debates on International Relations and Global Governance,

Master European Studies

within the international PBL classroom, with a focus on team-work (in preparation for chairing a tutorial), leading and facilitating discussions and time-management (both during tutorials).

Recommended reading

Baylis, J., Smith, S., & Owens, P. (Eds.) (2017). *The Globalization of World Politics. An Introduction to International Relations* (7th ed.). Oxford: Oxford University Press.

Burchill, S. & Linklater, A. (Eds) (2013). *Theories of International Relations* (5th ed.). Basingstoke, New York: Palgrave Macmillan.

Carlsnaes, W., Risse, T., & Simmons, B. A. (eds.) (2013). *Handbook of International Relations* (2nd ed.). London, Thousand Oaks: Sage.

Dunne, T., Kurki, M., & Smith, S. (Eds.) (2016). *International Relations Theories. Discipline and Diversity* (4th ed.). Oxford: Oxford University Press.

Reus-Smit, Ch. & Snidal, D. (eds.) (2008). *The Oxford Handbook of International Relations*. Oxford: Oxford University Press.

Weiss, T. G. & Wilkinson, R. (Eds.) (2014). *International Organization and Global Governance*. London, New York: Routledge.

EUS4001

Period 2

28 Oct 2019

20 Dec 2019

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [T. Conzelmann](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Take home exam, Presentation

Keywords:

International Relations theory, global governance, foreign policy analysis, global challenges.

Faculty of Arts and Social Sciences

Europe and International Migration

Full course description

This course studies migration from the perspective of the Europe, incorporating non-western migration, voluntary and forced migration, recipient and sender views. The main question it addresses is how do the European Union and its member states address the challenge of

international migration and how does this affect their relations with other countries? In this course we aim to understand not just the determinants of migration as a phenomenon, but particularly the policies that deal with migration. Within the EU context we examine the influence of EU policies and instruments on migration and integration policies in the EU member states. We also analyse the international governance of migration, including the EU's role in addressing the global challenge. The skills training focuses on policy evaluation and students put together in small groups a policy evaluation paper.

Course objectives

- Understand core policy-making dilemmas related to migration in Europe, how they affect relations between Europe and the rest of the world, and form a judgment on scholarly arguments, including their implicit assumptions, in debates on migration;
- Apply relevant conceptual and theoretical approaches from comparative politics, sociology and international relations and the appropriate research methods to answer advanced academic questions on European migration policy including the external context;
- Study the impact of European migration policies through the policy evaluation design approach.
- Reach well-reasoned conclusions about European migration policy through integrating substantive knowledge, theories and methods, and making use of sources and data to build evidence-based arguments, while reflecting on the societal and ethical implications of those conclusions;
- Express ideas and research findings on migration and EU migration policy to specialist European and international academic audiences in written academic English through the medium of an academic paper and an evaluation design analysis;
- Autonomously generate new ideas and research questions on migration dilemmas in Europe, make substantive choices when analysing these questions, while setting priorities and a workplan within the timeframe of the course;
- Participate in scholarly and policy debates on migration, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Prerequisites

The course builds on the previous courses of Specialisation 3. Good knowledge of EU institutions and policies and of global governance approaches is required.

Recommended reading

Castles, S., de Haas, H., & Miller, M.J. (2014). *The Age of Migration; International Population Movements in the Modern World* (5th ed.). Basingstoke: Palgrave Macmillan.

Cardwell, P. J. (2018). Tackling Europe's Migration 'Crisis' through Law and 'New Governance'. *Global Policy*, 9, 67-75.

Genschel, P. & Jachtenfuchs, M. (2017). From Market Integration to Core State Powers: The Eurozone Crisis, the Refugee Crisis, and Integration Theory. *Journal of Common Market Studies*, 56(1), 178-196.

Huysmans, J. (2000). The European Union and the Securitization of Migration. *Journal of Common*

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Market Studies, 38(5), 751-777.

Thielemann, E. (2018). Why Refugee Burden-Sharing Initiatives Fail: Public Goods, Free-Riding and Symbolic Solidarity in the EU. *Journal of Common Market Studies*, 56(1), 63-82.

EUS4010

Period 4

3 Feb 2020

3 Apr 2020

[Print course description](#)

ECTS credits:

12.0

Coordinator:

- [M.P. Vink](#)

Teaching methods:

PBL, Lecture(s), Skills

Assessment methods:

Final paper, Assignment

Keywords:

Citizenship, Migration, Immigrant integration, Asylum, European migration

Faculty of Arts and Social Sciences

Europe and the Global South

Full course description

This course will introduce students to different theoretical perspectives on international development and EU's role in it. Europe's position in a 21st century global order marked by increasing multipolarity and dramatic power shifts is the subject of much debate. In order to help us to understand the continent's current role in globalisation and development, it is important to critically examine the position that Europe has occupied in these processes in the past. The course places particular emphasis on the era since World War II, a period often referred to as the "Age of Development"; we also pay close attention to the views of those in the "Global South" towards whom Northern and European attempts at development and globalisation have been directed. This course thus provides an overview of the theories, histories and concepts that underpin European engagement with the developing world, thereby allowing students to creatively imagine the continent's place in a more equitable and inclusive global order. For the skills training, students engage in critical discourse analysis of EU policy documents.

Course objectives

- Understand the relations between Europe and developing countries, including development assistance provided by the EU and its member states, and form a judgment on scholarly arguments, including their implicit assumptions, in debates on the challenges to the European development agenda and the benefits of globalisation and development more broadly;
- Apply relevant conceptual and theoretical approaches from international political economy, globalisation and development studies, and the appropriate research methods to answer advanced academic questions on the relations between Europe and developing countries;
- Reach well-reasoned conclusions about the changing nature of relations between Europe and

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developing countries through integrating substantive knowledge, theories and methods, and making use of sources and data to build evidence-based arguments, while reflecting on the societal and ethical implications of those conclusions;

- Express ideas and research findings on Europe's relations with developing countries to specialist European and international academic audiences in written academic English through the medium of an academic paper;
- Apply the methodology of discourse analysis to the EU's major policy documents in order to understand where these fit into current debates on development in the context of the skills paper;
- Autonomously generate new ideas and research questions on relations between Europe and developing countries, make substantive choices when analysing these questions, while setting priorities and a workplan within the timeframe of the course;
- Participate in scholarly and policy debates on Europe and developing countries, within the international PBL classroom, as well as function in a group setting and work in an international professional environment.

Recommended reading

Nederveen Pieterse, J. (2010). *Development theory*. London: Sage.

Young, A.R. & Peterson, J. (2013) 'We care about you, but...': the politics of EU trade policy and development. *Cambridge Review of International Affairs*, 26(3), pp. 497-518.

Gavas, M., & Maxwell, S. (2017). Walking on two legs: culture and calculus in European Union development cooperation. *Development Policy Review*, 35(4), 587-597.

Onar, N. F., & Nicolaïdis, K. (2013). The Decentring Agenda: Europe as a post-colonial power. *Cooperation and Conflict*, 48(2), 283-303.

EUS4013

Period 5

6 Apr 2020

1 May 2020

[Print course description](#)

ECTS credits:

6.0

Coordinator:

- [E.E. Fourie](#)

Teaching methods:

PBL, Lecture(s), Skills, Work in subgroups

Assessment methods:

Final paper, Assignment

Keywords:

International development, EU development policy, Globalisation, emerging powers