

## **Bachelor European Studies year 1 regular**

### **Language & Professional Skills: Student Support Programme**

#### **Full course description**

This first year of the three-year Student Support Programme focuses on the main challenges that students may encounter when transitioning to a university environment - specifically to a PBL environment. Through a combination of group meetings with the mentor group, individual meetings with the mentor, and collective meetings with the full cohort, students are guided through their first year in academia. The mentor and the student together monitor the progress and acclimatization of the student in the BA European Studies. Furthermore, students are encouraged to think about their further academic career, by attending meetings about second-year activities and related choices to be made. By means of keeping a portfolio, students are asked to reflect upon different issues regarding their learning experience, their study skills, their challenges, and their opportunities.

#### **Course objectives**

At the end of the mentor programme you will possess the skills to:

- Identify your strengths and weaknesses, and describe a course of action, related to your generic skills and competences.
- Manage your work and time effectively and efficiently.
- Actively and constructively work in international teams, by contributing to collective learning processes, and by being able to take up specific responsibilities, such as acting as a chair, proving and receiving feedback, and taking minutes.
- Describe a course of action in order to continue your studies in subsequent years of the BA and, ultimately, if you wish to continue your studies, at Master level.
- Perform a profession requiring a BA-level degree.

#### **Prerequisites**

None

## Recommended reading

- Burns, T., & Sinfield, S. (2012). Essential study skills. The complete guide to success at university. (3rd ed.). London: SAGE.
- Cottrell, S. (2013). The study skills handbook. (4th ed.). Basingstoke: Palgrave Macmillan.
- Moust, J.H.C., Bouhuijs, P.A.J., & Schmidt, H.G. (2007). Introduction to problem-based learning. A guide for students. Groningen: Noordhoff Uitgevers.

EUS1510

Period 1

30 Aug 2021

30 Jun 2022

[Print course description](#)

ECTS credits:

1.0

Instruction language:

English

Coordinators:

- M.M.M. Oostindie
- [C.W. van Leeuwen](#)
- [B.C. Zwegers](#)
- R.L.A. Widdershoven
- [E.D. Dieteren](#)

Teaching methods:

Coaching, Lecture(s), Paper(s), PBL

Assessment methods:

Attendance, Portfolio

Keywords:

Personal development, time management, study skills, academic development, transition to university education, stress management.

Faculty of Arts and Social Sciences

## Imagining Europe: The Development of European Identities

### Full course description

What is Europe? What are Europeans? What characterizes this continent that perhaps isn't even a continent and a people that aren't quite a people? This course traces the far from straightforward development of European identity over the centuries. It examines this identity not as a given but as a construct: the meaning of Europe has always been hotly contested, and these debates have had deep implications for collective relationships, exclusions, and wider political and cultural developments – both within this ambiguous landmass and beyond its fuzzy borders. For ancient Greeks Europa was a goddess; for others it was the land that was not Persia; for many medieval people Europe meant the realm of Christian civilization; while in the Enlightenment it became the cradle of modern, secular civilization. For post-colonial thinkers and revolutionaries, Europe was a source of both oppression and inspiration. Today, many identify Europe with “Brussels”, i.e. the governing institutions of the European Union. No meaning has ever gone uncontested.

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The course investigates the historical processes that have helped shape the creation of European identity and it reflects on the mechanisms of identity-making, including the construction of “Others”. Special attention is paid to the relation of European identity with (equally constructed and evolving) national identities. The course alternates historical analyses with philosophical and sociological reflections on issues of collective identity and nationhood.

### Course objectives

By the end of the module you will be able to:

- Identify key developments in the construction of European identities
- Understand the historical processes that have fed into these developments
- Understand the mechanisms of collective identity-formation

### Recommended reading

- Gerard Delanty (2013) Formations of European Modernity
- Antony Alcock (1998) A Short History of Europe

EUS1009

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

Europe, identities, civilisation, Othering, Religion, Nationalism, political culture, Citizenship, Orientalism, Humanism, Totalitarianism, liberalism, Colonialism

Faculty of Arts and Social Sciences

## Research and Study Skills: Research and Writing in European Studies

### Full course description

This course offers a general introduction into academic writing. Through outlining the programme’s research and writing trajectory, students will be introduced to specific expectations and requirements as regards their papers in European Studies, including ethical issues and APA requirements. The course pays particular attention to how to read different academic texts, identify

## Bachelor European Studies

main and supporting ideas, and translate this understanding into writing. Among the specific tasks trained in the course: finding relevant literature in the University Library; writing a summary and a compare & contrast paper; giving and receiving feedback; planning academic writing tasks. Students will work with texts they are reading for the concurrent content course Imagining Europe. This will further their comprehension of those texts and help them to improve their general study skills and debating skills.

EUS1010

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [C.J. van Leeuwen](#)

Assessment methods:

Final paper

Faculty of Arts and Social Sciences

# **Ruling Europe: the Making and Unmaking of Political Orders after the French Revolution**

## **Full course description**

This course examines the multiple ways in which Europeans and those who have fallen under European-rule have sought to make and unmake political orders. It covers the period from the onset of modern democratic regimes in the late eighteenth century to the collapse of the Soviet Union. The course explores the period as a sequence of changing political regimes that were expressions of specific social and material realities as well as the outcome of competition between different political ideologies: absolute and limited monarchy, liberalism and socialism, liberal democracy and social democracy, communism and fascism. The course asks how different political regimes emerged, how they were legitimised, how the definition of who was part of the political community changed, why Europeans supported or challenged them, how they were eventually unmade or re-made, and what the legacies of these regimes are for present-day Europe. In doing so, the course relates these shifting political orders and imaginaries to different spatial dimensions, exploring the interaction between the national, international, transnational, and the supranational.

The course draws on perspectives and concepts from political philosophy and sociology and explores them in relation to specific historical contexts, processes, and events. As such, it places a particular emphasis on training students in the close reading and analysis of different types of historical primary sources as well as on introducing them to key original writings by highly influential political theorists.

## Course objectives

By the end of this course, students will be able to:

- Identify various basic forms and processes of political ordering that have shaped European politics from the French Revolution to the collapse of the Soviet Union
- Demonstrate a conceptual grasp of some of the ideas that have been deployed to legitimate these forms and processes, as well as an understanding of how historical processes have shaped these ideas.
- Understand the role that the political ordering of the past has played in shaping the current institutional and political structures of Europe
- Conduct and present a basic analysis, contextualisation, and interpretation of different types of primary sources

## Recommended reading

Evans, Richard, J. (2016). *The Pursuit of Power: Europe, 1815-1914*. London: Penguin; Gildea, Robert (2003). *Barricades and Borders: Europe 1800-1914*. Oxford: OUP; Hobsbawm, Eric J. (1996). *The Age of Revolution: 1789-1848*. New York: Vintage Books; Hobsbawm, Eric J. (1996). *The Age of Extremes. A History of the World, 1914-1991*. New York: Vintage Books; Jarausch, Konrad (2015). *Out of Ashes: A New History of Europe in the Twentieth Century*. Princeton: Princeton University Press; Judt, Tony (2005). *Postwar. A History of Europe Since 1945*. London: Pimlico (various reprints available); Mazower, Mark (1998). *Dark Continent: Europe's Twentieth Century*. London: Allen Lane; Merriman, John (2019). *A History of Modern Europe. From the Renaissance to the Present*, 4th ed., London: WW Norton; Patel, Kiran (2020). *Project Europe: A History*, Cambridge: Cambridge University Press.

EUS1011

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C. Erlichman](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

Europe, ideologies, ideas, Institutions, political orders, political movements, political culture, Political Philosophy, societies, Citizenship, revolution, war, authoritarianism, Communism, dictatorships, Colonialism, History

Faculty of Arts and Social Sciences

# Research and Study Skills: Working with Research Problems

## Full course description

During the first period course Research and Writing in European Studies you took your first tentative steps into the world of academic research. In this course, Working with Research Problems, we go one step further by introducing you to what is important in formulating a research problem, consisting of a suitable research topic in the interdisciplinary field of European Studies, a good research question, and the relevance of topic and question. You will also learn about theories, concepts and methodology in academic research and writing. This course not only builds on the period 1 skills course, but it also prepares you for the period 3 course, The Academic Workshop, when you write your first academic paper.

## Course objectives

At the end of this skills training course you will possess the skills to:

- Identify suitable research topics in the interdisciplinary field of European Studies;
- Draft appropriate and effective research questions;
- Persuade the reader of the relevance of a research topic and question;
- Find suitable sources and use them effectively and correctly;
- Make informed judgments and choices regarding research plan, based on your initial research;
- Build a balanced and convincing argument regarding your research plan.

## Recommended reading

Each assignment comes with one central preparatory text. In addition, you are expected to read:

- Booth, W.C., Colomb, G.C., & Williams, J.M. (2008). The craft of research. (3rd ed.). Chicago/London: The University of Chicago Press.
- Wisker, G. (2019). The undergraduate research handbook. (2nd ed.). London: Red Globe Press

EUS1511

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Assignment

Keywords:

## **Research and Study Skills: The Academic Workshop I**

### **Full course description**

Writing is a crucial part of your training as an academic: it is not just a matter of structure and language, but also requires you to analyse, synthesize and evaluate information and ideas, to plan your own work, and to organise collective learning through peer feedback, to name just a few elements. So, while this course focuses on writing your first academic paper, it at the same time brings together the three learning trajectories on (1) Problem-Based Learning, (2) academic research and writing, and (3) generic study skills and reflection.

In the Academic Workshop I you will learn to write a basic library research paper based on a research question you have developed yourselves with tutor guidance. This course builds on the skills developed in period 1 (Research and Writing in European Studies) and period 2 (Working with Research Problems), which introduced you to the basics of academic research and writing. In the Academic Workshop I, we go one step further by also training you in: reflecting on argument and structure in academic writing, engaging with academic literature in your argumentation, dealing with (peer) feedback and organising your writing process.

### **Course objectives**

At the end of this skills training course you will be able to:

Use library research to answer a research question you have developed yourself;

Organise your research and writing process;

Structure an effective academic argument in writing;

Draw on and analyse academic literature to support and strengthen your argumentation;

Communicate your findings in a style fitting to the academic audience in European Studies;

Give constructive, useful feedback to peers;

Revise, edit and proofread your written work building on (peer) feedback and on individual priorities developed on the basis of past writing tasks;

Understand and apply conventions of academic writing, including the guidelines set by the American Psychological Association (APA).

### **Recommended reading**

Readings are assigned via Canvas for each assignment. In addition, we can recommend you (one of) the following textbooks:

Booth, W.C., Colomb, G.C., & Williams, J.M. (2008). *The craft of research*. (3rd ed.). Chicago/London:

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The University of Chicago Press.

Creame, Ph., & Lea, M.R. (2008). Writing at University. A guide for students. (3rd ed.). Maidenhead: McGraw-Hill/Open University Press.

Kirton, B., & McMillan, K. (2007). Just write. An easy-to-use guide to writing at university. London/New York: Routledge.

Wisker, G. (2019). The undergraduate research handbook. (2nd ed.). London: Red Globe Press

EUS1512

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

- [C.W. van Leeuwen](#)

Assessment methods:

Final paper

Faculty of Arts and Social Sciences

## **Constructing Europe: Institutions, theories and challenges in EU Politics**

### **Full course description**

This course studies the European integration process and the institutional and political system of the EU. It covers the gradual development of the EU polity through successive treaties and territorial enlargement, the main EU institutions, their tasks, modes of interaction in policy- and decision-making, as well relationship with member states, and - finally - the current political challenges facing the EU. Throughout the whole course, we make use of theoretical approaches and concepts as tools for explaining what we observe within the European Union.

This course represents a cornerstone with the BA ES curriculum, as it provides students with foundational knowledge on the European Union. It builds on knowledge acquired in earlier courses during Year 1, which have explored "Europe" from broader historical, social and political perspectives, and lays the ground for a number of more specialized courses in Year 2, such as EU Law, Policy Domains, and the skills training Negotiation Skills.

### **Course objectives**

At the end of the course students will be able to:

1. Understand the characteristics of the European integration process, as well as the evolution and basic features of the core EU institutions and the EU decision-making processes;



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2. Understand and apply the main theoretical perspectives used in the study of political system of the European Union;
3. Analyse and make reasoned judgements regarding the contemporary challenges that face the European Union;
4. Present effective and convincing oral arguments relating to EU institutions and politics;
5. Strengthen PBL skills by actively and constructively participating in tutorial discussions, and fulfilling specific roles such as chair, secretary, and note-taker;

### **Recommended reading**

Nugent, N. (2017). *The Government and Politics of the European Union* (8th edition). Palgrave Macmillan.

Cini, M., & Pérez-Solórzano Borragán, N. (Eds.). (2019). *European Union Politics* (6th edition). Oxford University Press.

EUS1012

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A. Nastase](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Written exam

Keywords:

European Union; EU treaty change; EU institutions; EU decisionmaking; Problems in EU integration process.

Faculty of Arts and Social Sciences

## **Research Skills: Back to the Sources**

### **Full course description**

This research training offers a first, hands-on introduction on how to deal with the problems of tracing, selecting and assessing primary sources, especially those related to the (early) history of European integration. In three consecutive assignments the following types of primary sources will be discussed: public political statements, archival government records and public opinion sources (including opinion polls). Students will also be introduced to the quality control criteria of authenticity, credibility and representativity which they will need to apply themselves to a number of

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sources. Two of the three assignments will result in group presentations, in which students will work together to present their analysis of a number of primary sources.

### Course objectives

This training teaches a critical and methodical attitude towards sources. At the end of this training, students will be able to:

Differentiate between primary and secondary sources;

Appreciate the importance of primary sources for the study of historical and contemporary phenomena;

Recognise the different characteristics and pitfalls of several types of primary sources;

Apply the quality control criteria of authenticity, credibility and representativity to any given source.

### Recommended reading

Material to be provided during the course.

EUS1513

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [E.P.M. Stoffers](#)

Teaching methods:

Assignment(s), Presentation(s), Work in subgroups

Assessment methods:

Take home exam, Presentation

Keywords:

Research training, source criticism, historical methods, EU integration

Faculty of Arts and Social Sciences

## Globalizing World: Contemporary Issues and Actors in International Relations

### Full course description

The development of the European Union (EU) cannot be understood without looking at global patterns of conflict and cooperation. Originally a response to both the horrors of World War II and the increasing tensions between the victorious powers, the European integration project was from

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the 1950s to the end of the 20th century, decisively shaped by other global processes. These included processes of decolonization, global economic and technological competition, and later on the fall of the Iron Curtain. In the 21st century, global problems of poverty, climate change, migration, and the rise of new global powers such as China are affecting Europe. At the same time, the EU has increasingly developed own capacities to shape global politics.

This course studies the changing global environment in which the EU and its member states are currently operating. The key objective is to understand how international cooperation has developed, and how stable the resulting global order is. To do that, the course brings together two main elements. First, it introduces the main theories and concepts that have guided the academic study of global affairs: How have different schools looked at the problems of global cooperation and global change? What kind of global order are we living in currently? Second, the course zooms in on a number of practical problems. How does international cooperation function in selected issue areas, and how are state and non-state actors shaping it? While EU foreign policies will be dealt with in later modules of the BA European Studies, this course introduces students to understanding the global context of European cooperation.

### Course objectives

By the end of this module students will be able to:

- analyse how the global political environment has changed since 1989;
- understand the key challenges of contemporary international affairs for Europe and the EU;
- summarise the main conceptual and theoretical approaches in the field of international relations (neo-realism, institutionalism, and constructivism), and understand their relevance for the position of Europe within a changing global environment.

In addition, you will develop a variety of skills, namely:

- conducting problem-based research and writing (final written assignment);
- formulating argumentative positions in explaining global developments through theoretical perspectives (tutorial discussions)
- effective team-work (tutorial chairing and discussions);
- presentation, moderation and discussion skills (small-group work and in-class debates)

Learning success in this course is assessed through a take-home exam. Students will write an analytical essay on a pre-defined topic, using their knowledge from the course and applying it to venture into new territory. Apart from testing students' ability to apply knowledge, the assessment also trains research and writing skills within the academic writing trajectory of the BA ES.

### Prerequisites

none

## Recommended reading

Baylis, John, Steve Smith and Patricia Owens (eds.) (2020): *The Globalization of World Politics. An Introduction to International Relations* (8th ed.); Oxford: Oxford University Press.

Grieco, Joseph M., G. John Ikenberry and Michael Mastanduno (2019): *Introduction to International Relations: Perspectives, Connections, and Enduring Questions* (2nd ed.); London: Red Globe Press.

EUS1015

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinators:

- [T. Conzelmann](#)
- [Reykers, Yf](#)

Teaching methods:

Assignment(s), Coaching, Lecture(s), PBL, Presentation(s), Skills, Work in subgroups

Assessment methods:

Attendance, Final take home exam, Presentation

Keywords:

International Relations, foreign policy, global governance, Theory

Faculty of Arts and Social Sciences

## Language and Professional Skills: Negotiation Skills

### Full course description

In the EU, negotiations are the daily routine. National ministries negotiate with each other to determine their countries' positions; ministers try to defend their national positions in the Council against the European Commission's efforts to secure its own proposals; Members of the European Parliament defend their positions before the Council and the Commission; lobbyists try to influence representatives of various EU institutions, and so on and so forth.

The EU's decision making processes involve complex and intensive negotiations, whereby decisions are reached only after 'long and tortuous dialogues'. When focusing on negotiation practices within the context of the EU, it is not only important to realize that they occupy a central place in the decision making processes. It is also crucial to understand that they take place in particular contexts, and consequently, these processes are complex and highly diverse. This eight-week skills training is organized around three simulation games, which allow students to experience different forms of negotiations, improve their negotiation skills and to better understand the practicalities of decision-making processes in Brussels.

## Course objectives

This eight-week skills training course is organized around three simulation games, which allow students to experience different forms of negotiations, improve their negotiation skills and develop a better understanding of the practicalities of decision-making processes in Brussels.

The objectives of this skills training course are threefold:

- Provide students with a basic introduction of the concepts of negotiation and negotiation theories. These include different negotiation positions, as well as basic game theory concepts;
- Improve students' negotiation skills by applying these concepts in their simulations, and enhancing their ability to design their negotiation strategies based on a given mandate;
- Provide students with a better understanding of EU decision-making at sub-systemic, systemic and super-systemic levels of policy-making, involving actors across different levels and policy areas.

## Prerequisites

none

## Recommended reading

Fisher, R., Ury, W. L., & Patton, B. (2011). Getting to yes: Negotiating agreement without giving in (2nd Edition) (pp. 97-106). Penguin.

EUS1515

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [E.V. Sapir](#)

Teaching methods:

Lecture(s), PBL, Skills

Assessment methods:

Assignment, Participation

Keywords:

Negotiations, simulations, game theory, BATNA, negotiation positions.

Second year courses

Please download the programme overview (in blue, scroll up ^) to see for which courses you have to register. For content information, please click on the courses below.

## **Bachelor European Studies year 2 regular**

Faculty of Arts and Social Sciences

### **Mentor Programme Year 2**

EUS2510

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

0.0

Instruction language:

English

Teaching methods:

PBL

Assessment methods:

Portfolio

Faculty of Arts and Social Sciences

## **Ordering Europe: the New Autonomous Legal Order**

### **Full course description**

This course adds a legal dimension to previous BA ES courses and exposes students to legal thinking and argumentation. The course introduces students to the definition of law and the legal terminology which are the topics of the first two tutorials. Other lectures and tutorials are devoted to EU institutional law after Lisbon. The legal system founded by the European integration process is unique in its supranational characteristics. The latter are based on competences attributed from the Member States and influenced by special decision-making and legislative processes. The system is built on a legal protection system and legal principles, in the form of direct effect, indirect effect and state liability, governing the application of Union law. The latest changes brought about by Lisbon try to achieve more clarity with regard to competences and policies. As these Treaties merge the classic pillar structure in one single legal personality for the Union, there is a need for a reassessment of the classical division between supranational and intergovernmental structures. In addition, the case law of the European courts plays a central role in developing this special legal order, autonomous from national and international law. Precedentsetting cases will be highlighted throughout the course.

### **Course objectives**

At the end of the course, students have acquired adequate knowledge, practical skills and a critical understanding of the following:

- The legal foundations of the European Union (EU) and their special characteristics in relation to national and international law;
- The EU institutions, their historical evolution, the horizontal relationship between them and the

vertical relationship between the EU and its Member States (MS);

- The legislative and decision-making process in the Union, the legal instruments in the form of secondary legislation and other measures
- The question of choosing a legal basis based on different EU policies
- The legal and constitutional principles guiding the relationship among the EU institutions and between the EU and its Member States (principles of supremacy, legality, subsidiarity, proportionality and loyalty);
- The legal and institutional principles, in the form of direct, indirect effect and Member States' liability, guarding and guiding the implementation and application of Union law;
- The legal protection in the form of the implementation and enforcement mechanisms of EU law (infringement proceedings against MS, enforcement through national courts, direct actions to review EU actions).

In addition, by the end of the course, students should have become familiar with legal thinking and legal reasoning, and should be able to:

- Find legal instruments in paper or electronic format;
- Keep abreast of legal developments;
- Read a legal document and extract relevant information from it;
- Construct a legal argument on the basis of EU law;
- Use EU law, especially EU legislation, to give an opinion on a simple problem.

## **Recommended reading**

To be announced. Please see course manual.

EUS2008

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [M.P. Chamon](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Assignment, Written exam

Keywords:

# Governing the European Economy: Between Market and State

## Full course description

The course is an introduction to the roles of the state in economic relations. The students will learn how markets function, and what do public authorities do in order to ensure fair competition and the regulation of negative and positive externalities (such as environmental pollution or public health via vaccines). The course will furthermore serve as basic introduction to public choice models discussing why/how states levy taxes and redistribute income. Last but not least, the course will lay the foundations of International Political Economy exploring topics such as international trade, geo-economics and the economic rationale behind international/European economic integration.

## Course objectives

- Introduce students to economic thinking and reasoning
- Explain the conditions for the appropriate functioning of markets
- Map out the most important roles of the state in economic relations
- Allow students to be informed participants in debates about basic economic choices in various public policy domains
- Understand the role of the state in international trade and global economic cooperation

## Recommended reading

Various sources - see coursebook.

EUS2009

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- L.A.S. van Efferink

Teaching methods:

Lecture(s), PBL

Keywords:

Economics, markets, state interventions, economic cooperation

Faculty of Arts and Social Sciences



## EU Law II

### Full course description

The goal of this course is to give students an insight into the core of the 'substantive law' of the European Union. In that light, the course rests on two pillars: the four freedoms and competition law. These areas are the foundations of the economic and social order of the European Union. The course deals in detail with the free movement of goods (both financial and quantitative restrictions), the free movement of persons, freedom of establishment and services, and the recognition of professional qualifications. The position of Third Country Nationals is also dealt with. Under the umbrella of competition law, agreements and concerted practices; abuse of a dominant position; mergers; public undertakings and state aid, as well as enforcement of competition law are all addressed in this course. Please note that this is an elective course, and the number of places available is limited.

### Course objectives

At the end of this course, students will, among other skills:

- Have knowledge of and insight into the main areas of European Law (outlined above);
- Be able to solve a legal problem in relation to those areas; and
- Be able to critically analyse and reflect on such problems.

EUS2010

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A.C. Broderick](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam

Keywords:

Substantive law, the '4 freedoms'

Faculty of Arts and Social Sciences

## Diversity in Contemporary Democracies

### Full course description

This course will give students the opportunity to delve into challenging issues in contemporary European democracies, such as democratic transitions, migration, religion and politics, safeguarding

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LGBTQ rights, climate change and the environmental movement. The course is the first elective in the 'Culture and Diversity' track. The course will introduce students to the core institutions of representative democracy, such as the executive, legislative, judiciary branches of government, as well as elections, political parties, interest groups and social movements. Parallel to the examination of how the institutions of representative democracy work (or not), every week students will tackle one topical contemporary issue. The course will also examine how these challenges affect existing democratic structures, for example, against the backdrop of rising Euroscepticism, declining voter turnover in elections, and the conundrum of ensuring public participation and fostering open societies during the covid-19 pandemic. Furthermore, the course will encourage students to explore how the history, politics and culture of a specific 'area' (i.e. a country) are shaping the way in which European societies are coping with these important societal challenges. In doing so, the course does not limit itself solely to Europe but also includes the global context, drawing on examples from countries that have specific links with Europe. Students will practice analysing a wide variety of different sources of information ranging from newspaper items to legal texts and policy documents, as well as films, music, and literature. This will allow them to examine complex European challenges and issues in their institutional, socio-political, and historical context.

### **Course objectives**

Understand the core institutions of representative democracy, such as the executive, legislative, judiciary branches of government, as well as elections, political parties, interest groups and social movements;

Analyse challenging issues in contemporary European democracies, such as democratic transitions, migration, religion and politics, safeguarding LGBTQ rights, climate change and the environmental movement;

Analyse how the history, politics and culture of a specific 'area' (i.e. a country) are shaping the way in which European societies are coping with these important societal challenges;

Analyse a variety of different sources of information ranging from newspaper items to legal texts and policy documents, as well as films, music, and literature.

Develop effective team-work skills (tutorial chairing and discussions);

Practice presentation, moderation and discussion skills (small-group work and in-class debates).

### **Recommended reading**

Caramani, D. (Ed.). (2017). *Comparative Politics* (4th ed.). Oxford: Oxford University Press.

Hague, R., & Harrop, M. (2019). *Comparative Government and Politics: An Introduction* (11th ed.). Basingstoke: Palgrave Macmillan.

Lijphart, A. (1999). *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. New Haven and London: Yale University Press.

EUS2012

Period 4

1 Feb 2022

1 Apr 2022

Bachelor European Studies

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A. Sierp](#)

Faculty of Arts and Social Sciences

## **Research methods: Introduction to Qualitative Methods**

### **Full course description**

This course concentrates on introducing you to gaining your first insight into doing qualitative research. This course focuses more specifically on small-n research designs. Qualitative Research Skills aims to equip you with analytical tools in order to design and carry out case studies convincingly. In addition, this course will introduce you to some of the common used methods for data collection and data analysis such as process tracing, interviewing, discourse analysis and archival research. You can further develop those skills in Year three of your Bachelor with the Advanced Document Analysis and Interviewing.

### **Course objectives**

At the end of the course, students will demonstrate the ability to:

- Acquire a basic understanding of qualitative methods such as case selection in small-n research, process tracing, interviewing and discourse analysis.
- Critically reflect and explain the various choices (in terms of case selection and methods used) that researchers make while conducting interpretive research.
- Identify the appropriate situations where qualitative research methods can be used. Apply the skills and knowledge learned in practical examples.

### **Recommended reading**

To be announced. Please see course manual.

EUS2513

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [A. Dandashly](#)

Bachelor European Studies

Teaching methods:

Assignment(s), PBL

Assessment methods:

Take home exam

Keywords:

Qualitative methods, case study research design

Faculty of Arts and Social Sciences

## Urban Europe

### Full course description

In this course we open the map of Europe to focus on cities as sites where various promises and challenges of contemporary Europe's culture and society condensate.

Europe is inconceivable without its cities. Historically, cities have been critical sites where the continent's major socio-economic, cultural and political developments took shape. Cities are closely associated with the idea of European modernity, and have acted as laboratories for political and cultural integration. Today, it is primarily in cities that we are confronted with (often global) challenges, such as issues of identity politics, cultural cleavages, forms of social segregation, poverty, pollution and climate change. At the same time, cities are breeding grounds for alternative futures and innovative ways of living and working.

This course, as a second elective in the Culture and diversity track of the BA European studies, offers you the opportunity to explore the urban dimensions of Europe's culture and society. You will learn to explore urban Europe by analyzing its discourses and cultural imaginaries, its everyday practices and identities, as well as the material culture of its spatial design, technological (incl. digital) infrastructure, and its natural environment and ecologies. As part of the course, students will organize local urban excursions and an Urban Europe festival.

### Course objectives

Cities offer ample opportunity to study European culture and diversity in the making. In Urban Europe you will learn to:

- identify various sociocultural characteristics of European cities and understand Europe through the lens of "the urban" (incl. the role of cities in European history, and as sites where various promises and challenges of contemporary Europe's culture and society condensate);
- conceptualize the "urban" along five dimensions (i.e., urban geography, fault lines, ecology, imaginary and creativity), and use these ideas to explain contemporary sociocultural dimensions of European cities;
- understand the role that discourses and imaginaries, social groupings, everyday practices, material culture, technological infrastructures, and natural elements play in shaping current conditions of urban Europe;
- communicate complex ideas and concepts from the course readings in verbal and written forms, and explore creative formats of presentation;

## Bachelor European Studies

- generate and integrate your own, hands-on experiences with city life as a way to study European culture and diversity (people) and urban environments (places) in the making.
- doing a small empirical case study, incl. a qualitative analysis of different types of primary sources (e.g. film, policy discourse, street interviews), and present your work in the form of an academic essay.

## Recommended reading

Scholarly articles from relevant academic journals, i.a.,

City, Urban Studies, Space and Culture, Journal of Poverty and Social Justice, Antipode, Surveillance & Society, Journal of Environmental Policy and Planning, Environment and Planning D: Society and Space.

Selected book chapters from, i.a.,

Ernstson, H., & Sörlin, S. (Eds.) (2019). *Grounding Urban Natures. Histories and futures of urban ecologies*. Boston: MIT.

Latham, A., McCormack, D., McNamara, K., McNeill, D. (2009). *Key concepts in urban geography*. Los Angeles etc.: Sage.

Lindner, C., & Meissner, M. (Eds.) (2019). *The Routledge Companion to Urban Imaginaries*. New York: Routledge.

Wakeman, R. (2020). *A Modern History of European Cities. 1815 to the present*. London: Bloomsbury.

Wekker, G. (2016). *White Innocence: Paradoxes of Colonialism and Race*. Durham: Duke University Press.

Wheeler, S., & Beetley, T. (Eds.) (2004). *The Sustainable Cities Reader*. London: Routledge.

EUS2015

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [R.P.J. Hendriks](#)

Faculty of Arts and Social Sciences

## International Economics and European Integration

## **Full course description**

This course constitutes an introduction to one of the main disciplines within economics: international economics, emphasizing its relevance for understanding the European integration process. Many of the topics addressed in your mandatory course “Principles of economics: Governing the European economy” will re-appear, to be discussed in greater detail.

International economics focuses on the fact that economies are typically “open” rather than “closed”: they engage in transactions across national borders. Typically, this involves the use of different currencies, different legislation, different preferences, cultures, and languages. As a result, international transactions usually involve additional costs that are absent in a closed economy. Integration processes such as the EU can, to a considerable extent, be understood as attempts to reduce or manage such costs.

International economics consists of two subdisciplines: international macroeconomics, and the theory of international trade (translated liberally: “international microeconomics”).

We will start by addressing the basic message of the theory of international trade. It turns out that international trade has potential benefits for both trading parties, but trade barriers (e.g. tariffs or quotas) make it harder to reap these fruits. The European economic integration process is essentially an attempt to progressively eliminate such barriers, but on a discriminatory basis: while the internal trade barriers are reduced, this is not (or at least: not necessarily) true for the barriers vis-à-vis the rest of the world. We will carefully examine the consequences of such preferential liberalization, for goods, capital and labour markets. This will allow us better understand the development of several important EU policy areas, e.g. the common agricultural policy, competition and state aid policy, and trade policy.

Likewise, we will introduce you to international macroeconomics. Our starting point here is the crucial role of exchange rates: probably the single most important price in an open economy, because they directly influence the prices of goods and services sold and purchased abroad, and the value of countries’ foreign assets and liabilities. Exchange rates are sometimes very volatile, which may lead to currency crises and the ensuing political crises. Policy makers may want to keep exchange rates fixed and predictable; but as we will see, this inevitably comes at the expense of other policy choices. After studying the mechanisms that determine exchange rates, we will discuss policies that can be used to keep them constant, and how they relate to (or conflict with) policies aimed at stabilising output. In particular, we will critically investigate the economics of currency unions like the EMU, and discuss challenges for policy makers, e.g. at the ECB

## **Course objectives**

Introducing important micro- and macroeconomic approaches and theories necessary to understand international economic integration. This will help students to understand and assess many of the economic policies in the EU (e.g. the EU’s competition policy or the ECB’s monetary policy), and to analyze the functioning of the corresponding European institutions. More specifically, some of the learning objectives are as follows:

Why nations trade and how trade affects people, companies, and governments.

How free trade (and tight economic integration in general) can contribute to economic growth.

How European policies are conducted to foster further integration.

## Bachelor European Studies

How exchange rates, interest rates and capital movements between countries (and currencies) are determined.

How the effects of macroeconomic policies are transmitted from country to country.

Why and when it is beneficial (or disadvantageous) to be a member of a currency union.

## Recommended reading

Feenstra, R.C. and A.M. Taylor, International Economics, 5th international edition, Worth Publishers, 2021.

Baldwin, R. and C. Wyplosz, The Economics of European Integration, 6th edition, McGraw Hill, 2020.

EUS2013

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C.C.J.M.C. Kerckhoffs](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

Theory of international trade, trade liberalization, International Macroeconomics, Exchange rates, macroeconomic policy

Faculty of Arts and Social Sciences

## Policy Domains

### Full course description

In order to understand how the EU functions, it is essential to know how the policy process works. In this course we depart where the courses EU Politics and EU Law I ended, and we provide insight into both theoretical and practical aspects of policy-making in the EU. As decision-making procedures and the actors involved vary highly in the different policy domains regulated at European level, it is necessary to study the various policy domains in details in order to understand the complexity of EU policy-making. Therefore, students conduct their own policy analysis via an in-depth case study of a particular legal instrument in a by the students selected policy domain. Via this particular case, students will analyse how policy is made in the EU, what kinds of decision are taken and by whom, and how decisions differ according to policy domain. Furthermore they will become familiar with giving presentations and writing papers.

## Course objectives

In the course Policy Domains: Analysing the European policy process we aim to give students an insight into both theoretical and practical aspects of policy-making within the EU. At the end of the course the students should be familiar not only with a certain policy domain and a decision falling into that policy domain, but should also be able to put their observations within a wider context of studying public policy in general and analysing EU policy-making in particular. At the end of this course students should be able to “read” and analyse different European legal instruments. Students should also be able to link the practical aspects of their research on policy domains to more theoretical aspects.

## Recommended reading

Versluis, E., Van Keulen, M. & Stephenson, P. (2011). Analyzing the European Union policy process. Basingstoke: Palgrave.

EUS2014

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.S.C. Adriaensen](#)

Teaching methods:

PBL

Faculty of Arts and Social Sciences

## Research Methods: Introduction to Quantitative Methods

### Full course description

The objective of this skills training is to enable students to understand quantitative data and to extract knowledge from them. Students will learn the underlying logic of causal order, get acquainted with levels of measurement and measures of central tendency and dispersion as well as statistical techniques, including measures of association, correlation and regression. The overall goal of the skills training is to show students how to interpret commonly used statistics and how to process data in order to produce a variety of statistical procedures. The tutorial sessions will meet in the computer lab to work with a statistical software package called SPSS.

### Course objectives

At the end of the course students will:

- 1) be familiar with the principles of the logic of causal order;



Bachelor European Studies

2) be able to identify the level of measurement of variables;

3) be able to interpret and produce measures of central tendencies, measures of association and correlation;

4) be able to interpret a regression output.

## Recommended reading

Foster L, Diamond I. & Jefferies J. Beginning Statistics. An Introduction for Social Scientists (2nd edition). SAGE Davis J.A. (1985) The Logic of Causal Order (Quantitative Applications in the Social Sciences). SAGE Field A. (2013) Discovering statistics using SPSS (and sex, drugs and rock,n.roll). (4th edition). London: SAGE

EUS2514

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- L. Russo

Teaching methods:

Assignment(s), PBL, Skills

Assessment methods:

Written exam

Faculty of Arts and Social Sciences

## External Relations of the EU

### Full course description

This course makes students acquainted with the specific and multi- faceted nature of EU foreign policy. The course introduces students into the general framework of EU external relations: objectives, institutions, instruments, areas. It puts emphasis on the unique nature of EU foreign policy and evaluates its strengths and weaknesses in various functional domains and regional settings. It places the EU'a foreign policy in a broader international context and discusses some major challenges facing the EU in the 21st century. Please note that this is an elective course and available places are limited.

### Course objectives

At the end of the course students will be able to:

- Understand the main concepts and academic debates related to the external relations of the

Bachelor European Studies

European Union;

- Critically analyse and assess the role of the EU in the world.

## **Recommended reading**

Hill, C.; Smith, M. & Vanhoonacker, S. (2017). International relations of the European Union. (3rd ed.). Oxford: Oxford University Press

EUS2011

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [G.K. Noutcheva](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Final take home exam

Keywords:

External relations, CFSP, trade, development

## **Language & Professional Skills: Second Language**

### **Research and Study Skills: the Academic Workshop II**

Faculty of Arts and Social Sciences

## **Exploring Contemporary Challenges**

### **Full course description**

In the first year skills courses, you have also become familiar with the multidisciplinary nature of the curriculum, being introduced to a wide variety of scholarly approaches to seemingly similar questions. You saw how different disciplines come with their own traditions, theories, methods, terminology and writing requirements, and learnt to distinguish their different “ways of knowing”. You may also have observed that not only do researchers differ in the answers they present, but also in the questions they ask and in the way they go about in answering them. It is now time to take a step further and learn how to start your own research with regards to the literature you are analysing. And one of the first steps in the process, usually involves for you to identify the most important scholarly works written by other academics in a particular field. In other words, in this course you are expected to write a literature review on the challenge that you have previously selected. This means that first you will have to carry out a thematic synthesis of sources to provide

## Bachelor European Studies

readers with an up-to-date summary of theoretical and empirical findings of the prior research on a particular topic. In a nutshell, the literature review needs to identify and discuss/explain all of the main points or findings of a specific topic. These include both classic and the most recent studies, which need to be included to demonstrate an in-depth understanding of the topic at hand. This course is connected to EUS2516 where you will continue working on the challenge you have previously selected.

### **Course objectives**

The aim is to make students competent judges of the quality of scientific research and enable them to see that their own research needs to be previously embedded in a much larger body of literature written by other authors. As a skills training, this course lays the groundwork for later modules that will teach specific research methods. Successfully concluding this course will contribute to students acquiring the following building-blocks of their final ES qualifications:

The ability to identify the most important academic works in a particular field

Students will be able to justify their selection criteria for both the analytical platform and the set of secondary sources they have used.

The ability to gauge the relevance and value of scholarly works and claims.

Students will be able to build databases with the works they have found

Students will be able to structure the literature into different themes

Communicate your findings in a style fitting to the academic audience in European Studies;

Give constructive, useful feedback to peers;

Revise, edit and proofread your written work building on (peer) feedback and on individual priorities developed on the basis of past writing tasks;

Understand and apply conventions of academic writing, including the guidelines set by the American Psychological Association (APA).

### **Recommended reading**

Ridley, D. (2012). *The literature review: A step-by-step guide for students*. (3rd ed.). London: Sage.

Andrew S. Denney & Richard Tewksbury (2013) "How to Write a Literature Review", *Journal of Criminal Justice Education*, 24:2, 218-234.

Petticrew, M. & Roberts, H. (2006). *Systematic Reviews in the Social Sciences: A Practical Guide*. Oxford: Blackwell Publishing.

Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. (2nd ed.). London: Sage.

EUS2515

Period 1

30 Aug 2021

Bachelor European Studies

28 Jan 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Faculty of Arts and Social Sciences

## Discussing Contemporary Challenges

### Full course description

Now that you have identified the most important works in the field of your chosen challenge (having also selected an analytical platform), you can take the next steps. Indeed, if you have carried out a comprehensive analysis of the existing literature, you should be able to recognise the most prominent gaps, lacunae or heated points of debate. This means that you are also ready to position yourself within the field and engage in an academic debate with these authors. Furthermore, this entails that you are now prepared to communicate your potential contribution within the field of the chosen challenge to a larger audience. And that is what you are going to do in this course: write a short essay positioning yourself within the main debates of the field. However, this time there will be two formal specificities. First, you will write the essay as a group (not individually). This means that you will put together the different findings coming from the individual literature reviews, find elements in common, agree on a joint strategy and write the piece all together. Second, you will carry out this exercise in a different format. Rather than writing an academic paper, you will be posting your essay in the form of a blog to be published online. This course is connected to EUS2517 where you will continue working on the challenge you have previously selected.

### Course objectives

During the next weeks you will learn how to position yourself within an academic field, starting from the literature review you wrote in period 1. Another aim of this course is to make students competent researchers and writers in the context of new digital technologies. They should also learn the characteristics of writing academically in the context of a blog, different from classic texts in scholarly journals. As a skills training, this course lays the groundwork for later modules that will teach specific research methods. Successfully concluding this course will contribute to students acquiring the following building-blocks of their final ES qualifications:

Will have acquired some research strategies in the domain of the selected challenge and have knowledge of some of its main scholars, manuals, series, reviews, websites and data collections. They will be aware of the difficulties to establish a constructive dialogue with other scholars.

They will have become familiar with basic principles of digital publishing and media codes of conduct.

They will have developed competences in blog writing.

The ability to work as part of a team.

## Bachelor European Studies

Students will be able to reflect critically on their own research choices for the coming years while also allowing for critical reflection on the discipline of European Studies.

Students will be able to build databases with the works they have found

Students will be able to structure the literature into different themes

Communicate your findings in a style fitting to the academic audience in European Studies;

Give constructive, useful feedback to peers;

Revise, edit and proofread your written work building on (peer) feedback and on individual priorities developed on the basis of past writing tasks;

Understand and apply conventions of academic writing, including the guidelines set by the American Psychological Association (APA).

## Recommended reading

Frey, N., Fisher, D., and Everlove, S. (2009), *Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding*, Alexandria: ASCD.

Ridley, D. (2012). *The literature review: A step-by-step guide for students*. (3rd ed.). London: Sage.

Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. (2nd ed.). London: Sage.

EUS2516

Period 2

25 Oct 2021

17 Dec 2021

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Faculty of Arts and Social Sciences

## Publishing about Contemporary Challenges

### Full course description

Once you have learnt how to write a literature review, and to position yourselves within academic debates (via blog), you can move forward and launch a research project of your own (as usual, based on the challenge you previously selected). The selection of challenge will take place before the course starts, out of a list provided by the course coordinator. Through lectures, tutorials, and peer review sessions, you will also learn how to organise your work, to collaborate on academic research as part of a group, and to develop different a more academic writing style (in this case, aimed at

## Bachelor European Studies

signing a book contract to publish your work). Finally, students will reflect on and extend their existing study strategies and skills, so as to manage their own time and function adequately in the second year of the Bachelor in European Studies.

### Course objectives

The aim is to make students able to submit a research proposal of sufficient quality that is accepted for publication (in this case to an academic editor). As a skills training, this course lays the groundwork for later modules that will teach specific research methods, thus preparing you to actually carry out your own research (not just proposing it). Successfully concluding this course will contribute to students acquiring the following building-blocks of their final ES qualifications:

Students will be able to come up with a comprehensive research design

The ability to raise a proper research question, based on the way you positioned yourself within the field (via the blog).

Students will be able to embed the topic in the existing literature.

Students will provide the reader with an analytical framework suitable to answer the selected research question

Students will be able to show both the academic and the societal relevance of their work

Students will be able to map out the most important primary sources

Students will be able to deliver a detailed workplan, with clear deadlines for the different deliverables.

Give constructive, useful feedback to peers;

Revise, edit and proofread your written work building on (peer) feedback and on individual priorities developed on the basis of past writing tasks;

Understand and apply conventions of academic writing, including the guidelines set by the American Psychological Association (APA).

EUS2517

Period 3

3 Jan 2022

28 Jan 2022

[Print course description](#)

ECTS credits:

7.0

Instruction language:

English

Coordinator:

- [P. Del Hierro](#)

Third year courses

Please download the programme overview (in blue, scroll up ^) to see for which courses you have to

register. For content information, please click on the courses below.

ES students cannot book ACU2007 themselves; please ask the front office to register this course for you > [study-fasos\[at\]maastrichtuniversity\[dot\]nl](mailto:study-fasos@maastrichtuniversity.nl)

## **Bachelor European Studies year 3 regular**

Faculty of Arts and Social Sciences

### **External Relations of the European Union**

#### **Full course description**

This course makes students acquainted with the specific and multi-faceted nature of EU foreign policy. The course introduces students into the general framework of EU external relations: objectives, institutions, instruments, areas. It puts emphasis on the unique nature of EU foreign policy and evaluates its strengths and weaknesses in various functional domains and regional settings. It places the EU's foreign policy in a broader international context and discusses some major challenges facing the EU in the 21st century. Please note that this is an elective course and available places are limited.

#### **Course objectives**

At the end of the course students will be able to: • Understand the main concepts and academic debates related to the external relations of the European Union; • Critically analyse and assess the role of the EU in the world.

#### **Recommended reading**

- Hill, C.; Smith, M. & Vanhoonacker, S. (2017). International relations of the European Union. (3rd ed.). Oxford: Oxford University Press

EUS3005

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [S.M.R.L. Vanhoonacker - Kormoss](#)

Bachelor European Studies

Teaching methods:

Lecture(s), PBL

Assessment methods:

Final take home exam

Keywords:

External relations, CFSP, Trade, Development

Faculty of Arts and Social Sciences

## **After Babel. Language Policies in Europe**

### **Full course description**

The course aims to give students a general introduction into the field of language policy, with a special regard to Europe, its countries and regions and the Institutions of the European Union. Students will thus familiarise with all kinds of language issues in Europe and the EU. They will explore some history of the European language policies and learn about general conceptions of language planning, language use, language learning and multilingualism. The course focuses on various topics: multilingual codes of conduct, national language policies, regional minority languages, language & migration, language & gender, language & identity, language & business, language & media, language imperialism. Students will write a personal blog around course topics and will receive training in blog skills. Please note that this is an elective course and available places are limited.

### **Course objectives**

Following the course, students will gain insight into:

- Current issues and recent history of language policy in Europe and European countries;
- The role of language issues in other European policy domains;
- Codes of conduct in multilingual environments;
- Concepts and arguments generally used in sociolinguistics, language policy and language planning;
- The manifold relation between language and identity.

### **Recommended reading**

Baker, C. (2005). *The care and education of young bilinguals. An introduction for professionals.* Clevedon: Multilingual Matters.

Trudgill, P. (2000). *Sociolinguistics. An introduction to language and society.* (4th ed.). London: Penguin Books.

Wright, S. (2005). *Language policy and language planning. From nationalism to globalization.* Basingstoke: Palgrave Macmillan.

EUS3004



Bachelor European Studies

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [C.J. van Leeuwen](#)

Teaching methods:

Assignment(s), Lecture(s), Skills

Assessment methods:

Assignment, Participation, Oral exam

Keywords:

Multilingualism, language policies, language behaviour, sociolinguistics.

Faculty of Arts and Social Sciences

## **EU law II. Substantive Law of the EU**

### **Full course description**

The goal of this course is to give students an insight into the core of the 'substantive law' of the European Union. In that light, the course rests on two pillars: the four freedoms and competition law. These areas are the foundations of the economic and social order of the European Union. The course deals in detail with the free movement of goods (both financial and quantitative restrictions), the free movement of persons, freedom of establishment and services, and the recognition of professional qualifications. The position of Third Country Nationals is also dealt with. Under the umbrella of competition law, agreements and concerted practices; abuse of a dominant position; mergers; public undertakings and state aid, as well as enforcement of competition law are all addressed in this course. Please note that this is an elective course and the number of places available is limited.

### **Course objectives**

At the end of this course, students will, among other skills:

- Have knowledge of and insight into the main areas of European Law (outlined above);
- Be able to solve a legal problem in relation to those areas; and
- Be able to critically analyse and reflect on such problems.

### **Recommended reading**

Paul Craig and Gráinne de Búrca, *European Union Law: Substantive Law*, Oxford University Press, Oxford, 2016. (NB: this is a custom edition specially published for this course! ISBN: 9780198805205). A more recent version of this custom edition may be published before the course begins;

Nigel Foster, *Blackstone's EU Treaties & Legislation 2018-2019*, Oxford University Press, Oxford,

Bachelor European Studies

2018.

EUS3003

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [A.C. Broderick](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Written exam

Keywords:

Substantive law, the '4 freedoms'.

Faculty of Arts and Social Sciences

## Research Methods: Survey Research

### Full course description

For those who would like to further improve their quantitative research skills, this course is an optional follow-up training. Students will design conduct and analyse surveys for the business sector, NGO's, the university, and cultural organisations in Maastricht and across the Euroregion Maas-Rhine. The course culminates in a one-day conference where students present their research findings and policy recommendations to their client organisations, and the presentation of their research findings on a website.

Please note that this is an elective skills training and available places may be limited; in period 4 students choose two out of the four offered skills of 3 ECTS each.

### Course objectives

At the end of this course, students will possess:

- The ability to respond to the demands of professional organisations and to develop a research design for quantitative data analysis in a 'real' policy-making context;
- The ability to plan and carry out surveys among a larger population;
- The ability to report the research findings to a non-academic audience;
- The ability to formulate policy recommendations.

## Prerequisites

Participation in and completion of Research methods: Introduction to quantitative methods (Year 2, EUS2509), or equivalent course at another faculty.

## Recommended reading

- Sapsford, R. (2007). Survey Research. (2nd ed.). London: SAGE Publications.
- Field, A. (2005). Discovering statistics using SPSS (and sex, drugs and rock 'n' roll). (2nd ed.). London: SAGE Publications.

EUS3502

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [S. Verhaegen](#)

Teaching methods:

Research, PBL

Assessment methods:

Presentation, Assignment

Keywords:

Quantitative data analysis, SPSS, survey research, policy-oriented research

Faculty of Arts and Social Sciences

## Mentor Programme Year 3

EUS3507

Period 1

1 Sep 2021

22 Oct 2021

[Print course description](#)

ECTS credits:

0.0

Teaching methods:

PBL

Assessment methods:

Portfolio

Faculty of Arts and Social Sciences

# Power and Democracy

## Full course description

This course considers democracy not simply as a set of formal institutions, with voting rules, party organisation, and formal relationships between citizens and representatives. Instead, it looks at democracy as something people *do*: something enacted, contested, performed, and embodied. It also considers those actions as done *in contexts*: contexts of unequal power relations, most obviously, but also physical and mediatised contexts, colonial contexts, contexts of gender and workplace relationships. It starts by examining foundational concepts – who “the people” are and how representation works, for instance. It then examines democratic practices and different arenas of democratisation – the public and private spheres, even knowledge and rationality – before turning to challenges to democracy from Marxist and indigenous perspectives.

## Course objectives

The course’s primary objective is to reconstruct the different meanings of power and democracy; develop an understanding of conceptual analysis as a method in political philosophy and history of ideas; and apply those concepts and method to contemporary problems in democratic theory and practice.

## Prerequisites

None

## Recommended reading

- Held, D. (2006). *Models of democracy*. (3rd ed.). Cambridge: Polity Press

ACU2007

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.R. Parkinson](#)

Teaching methods:

PBL

Assessment methods:

Participation, Assignment, Final paper

Keywords:

## Research Methods: Interviewing

### Full course description

In this skills-training, you are trained in the craft of qualitative, semi-structured interviewing. You will learn through a hands-on approach, by arranging, preparing, conducting, recording, transcribing and analysing a research interview on a topic of your choice in small groups. Lectures and readings address the methodological premises, techniques for designing topic lists and formulate good questions, and approaches to coding qualitative data. Practical sessions serve to practice these skills, discuss your experiences, and offer opportunities for extensive feedback by tutors and peers. The assessment is a portfolio of your interview materials, analysis and reflections. Please note that this is an elective skills training and available places may be limited; in period 4 students choose two out of the four offered skills of 3ECTS each.

### Course objectives

At the end of this course, students will have gained:

- An insight into methodological advantages and disadvantages of interviewing;
- First hand experience in conducting and analysing interviews, based on data gathered by the students themselves;
- An understanding of how to use qualitative interviewing as a social science research method.

### Recommended reading

Rubin, H. J. & Rubin, I.S. (2012). Qualitative Interviewing. The Art of Hearing Data. (3rd edition). London: Sage.

EUS3500

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [J.L.M. Bruyninckx](#)

Teaching methods:

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

Assessment methods:

## **Bachelor thesis**

### **Full course description**

The Bachelor Thesis is the final work of the Bachelor in European Studies and offers students the opportunity to explore their personal interests within the field of European Studies. In this 7,500-8,000 words research paper students should demonstrate that they are able to write a substantial individual paper that critically reflects on a topic of their own choice, while applying the knowledge and skills acquired in other European Studies courses and showing that they master the final qualifications of the programme. The writing of the Bachelor Thesis takes place during the sixth semester (periods 3/4/5), meaning that individual and independent work on the paper is scheduled parallel to the regular study programme. Instead of normal tutor meetings, students will meet with their supervisor and fellow students in smaller groups organised around specific themes. They will also receive written individual feedback on the work submitted on four preset deadlines. Three lectures, a Skills Café and a Bachelor Thesis Conference offer further support and additional opportunities for feedback.

### **Course objectives**

At the end of this course students will be able to:

- Write a substantial individual research paper that critically reflects on a topic of their own choice and which applies the knowledge and skills acquired in other European Studies courses;
- Develop a sound conceptual/theoretical and methodological framework;
- Use this framework in an innovative way, either by looking at a topic from a different perspective, or by using original data;
- Build a balanced and convincing argument and communicate this to academic and non-academic audiences;
- Reflect on feedback and comments from their supervisor;
- Work independently and plan their time effectively.

### **Recommended reading**

- Booth, W.C., Colomb, G.C. & Williams, J.M. (2008). *The craft of research*. (3rd ed.). Chicago and London: The University of Chicago Press.
- Greetham, B. (2014). *How to write your undergraduate dissertation*. (2nd ed.). Basingstoke: Palgrave Macmillan.

Bachelor European Studies

• Wisker, G. (2019). The undergraduate research handbook. (2nd ed.). London: Red Globe Press

EUS3900

Period 3

3 Jan 2022

24 Jun 2022

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

- [P.H.M.G. Bijsmans](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

European Studies, Academic research and writing, final work, independent research paper.

Faculty of Arts and Social Sciences

## Culture and Identity in a Globalizing Europe

### Full course description

The course aims to understand the relationship between culture, our sense of self, and material changes in our lives under industrial “modernisation” and globalisation. The course aims to unpack a central claim: that culture and identity do not exist in some ideational realm separate from daily life, but on the contrary are the results of ways of organising, ways of working together, ways of relating to one another.

The course starts with a conceptual analysis of the relationship between globalisation and modernity, and the relationship between those ideas and the concept of culture, drawing primarily on the work of Ernest Gellner and Anthony Giddens. From this central conceptual ‘core’ the course examines theoretical and empirical research into the construction of three different types of identity: religious identities, consumer identities, and digital identities, via the philosophy and social theory of Max Weber, Pierre Bourdieu and Michel Foucault. We apply these concepts to contemporary debates around freedom of speech versus freedom of religion; whether “consumer activism” can ever be an effective tool for climate or fair trade campaigners; and whether a shift to a “digital society” is producing new cultures, new identities, and a threat to democracy itself. Please note that this is an elective course and available places are limited.

### Course objectives

At the end of this course students will be able to:

- Reflect on theoretical research on globalisation, culture and identity;
- Analyse contemporary problems related to globalisation in a cultural register;
- Develop theoretically informed positions on topical issues linked to European debate on globalisation and identity.

## Recommended reading

Hopper, P. (2007). Understanding Cultural Globalization. Cambridge/ Malden, MA: Polity Press.

EUS3006

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [J.R. Parkinson](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Assignment, Final paper

Keywords:

Globalisation, culture and identity

Faculty of Arts and Social Sciences

## Lifting the Iron Curtain. Central and Eastern Europe in the New Europe

### Full course description

Lifting the Iron Curtain. Central and Eastern Europe in the New Europe explores the political and intellectual history of the making and re-making of Eastern Europe. The course surveys key historical, social and political developments in Central and Eastern Europe in the context of the Second World War, the Cold War and its aftermath. It traces the region's political and socio-cultural legacies, as well as developments in the decades following Central and Eastern Europe's "return to diversity". While broadly interdisciplinary, the course puts a strong emphasis on the historical background of the region and on the issues of transition and Europeanization. The course addresses a series of key questions such as: Where is Eastern Europe? How did the communists come to power? Why did the communist regimes collapse? How do post-communist countries cope with the past? Are the economic and democratic transitions in the region completed? How does the EU influence Central and Eastern Europe?

### Course objectives

After the successful completion of this course students should have: - acquired knowledge and a broad understanding about the recent history and developments in Central and Eastern Europe within the larger context of the Cold War and the European integration and globalization; - acquired the capacity to trace, use and interpret historical documents and evidence in order to support their views and arguments; - acquired the ability to write a short essay that combines analysis and theoretical reflection on questions regarding the history and recent developments in Central and



## Bachelor European Studies

Eastern Europe; - acquired the ability to communicate complex ideas about Central and Eastern European issues to their peers and others; - improved their learning skills, which should enable them to prepare for the final Bachelor Paper, as well as for their future education at Masters' level.

### **Recommended reading**

Judt, Tony (2005) Post War. A History of Europe since 1945. Penguin; Rothschild, Joseph & Nancy M Wingfield (2008) Return to diversity. A political history of Central Europe since World War II (Fourth edition). Oxford University Press. Stokes, Gale (1996) From Stalinism To Pluralism: A Documentary History Of Eastern Europe Since 1945 (Second edition). Oxford University Press.

EUS3007

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [F.L. Laczo](#)

Teaching methods:

Assignment(s), Lecture(s), Presentation(s)

Assessment methods:

Presentation, Take home exam

Keywords:

Central and Eastern Europe, history of communism, revolutions, transition, Nationalism, Democratisation, Europeanization

Faculty of Arts and Social Sciences

## **Research Methods: Advanced Document Analysis**

### **Full course description**

Offered in a course period when students prepare their BA thesis, this skills course aims to improve the students' ability to make good use of primary sources in their own research. The course is especially useful for students who are embarking on a thesis that includes an analysis of political language. Advanced Document Analysis explicitly builds on Back to the Sources (ES) / Finding Sources (AC). The focus of these earlier skills courses was on where to find useful sources and how to analyse whether or not they provide credible and representative information. Advanced Document Analysis moves beyond the earlier focus on credibility of sources and focuses on the 'reality effect' of political & public language. It addresses the question how politicians (and media) do things with words, how language is used by these actors as an instrument of power which does not passively reflect reality, but instead shapes (our perception of) reality. In six hands-on assignments students will analyse, for instance, the rhetorics of political speeches, parliamentary debates and newspaper reports. We will not be so much interested in establishing whether the "facts" mentioned in these documents that we find and study are actually correct or not. Rather, what interests us here is to

## Bachelor European Studies

understand the manner in which sources (the kinds of which students commonly use) discursively represent the social and political “reality” they purportedly refer to. As such, this skills course intends to raise the students’ awareness about, and to provide a first introduction to, what has become known as “framing” and “discourse analysis”.

### Course objectives

At the end of this course, students will be able to critically analyze the rhetorics and discourse of political documents and media reports.

### Recommended reading

Material to be provided during the course.

EUS3508

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

- [E.P.M. Stoffers](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Take home exam

Keywords:

Research training, source criticism, document analysis, discourse analysis

Faculty of Arts and Social Sciences

## Othering Europe

### Full course description

It is common practice in academia and society at large, to talk about “Others” through the voices of the majority. Think of, for example, where most of our knowledge of colonial history comes from: through the voices of historians based in western academic institutions. Or think of how minority groups are portrayed in the media: most often through the voices of western journalists. Or how we study the effects of migration on migrant’s lives: through the voice of mostly western researchers. In speaking about or on behalf of the Other, a process of Othering occurs in which the power of representation is in the hands of the author, journalist or researcher.

This course will turn this process on its head and expose you to the narratives of those who are typically Othered in western European societies. We will see how such voices are a central part of European history and identity by focusing on three sets of actors: historically colonized peoples,

## Bachelor European Studies

contemporary marginalized groups, and migrants coming from developing countries to Europe. We will analyze the narratives of these actors through recent approaches in the disciplines of History and Post-Colonial Studies using the lens of representation and the de-colonization of knowledge.

The course ends in a research assignment in which you analyze a migrant novel in terms of our three dimensions: how does its narrative reflect and deal with the colonial past, contemporary marginalization, and migration itself.

### Course objectives

In this course you will:

- Acquaint yourself with recent attempts to de-colonize historical knowledge.
- Familiarize yourself with post-colonial literature on the processes of Othering and recognize these in contemporary society.
- Learn how marginalized actors are a central part of European history and identity formation.
- Analyze a novel as a way to understand societal issues around migration.
- Learn how to formulate a well-reasoned argument on a public debate by taking migrants' perspectives into account.

### Prerequisites

None

ACU2016

Period 4

1 Feb 2022

1 Apr 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- C. Ernsten

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

post-colonialism, de-colonization, the Other, Migration

Faculty of Arts and Social Sciences

## Authority, Expertise and Environmental Change

## Full course description

Scholars agree that the present-day world is undergoing rapid environmental change. Some even see a new epoch arising in which humans have an all-pervasive impact on the planet: the so-called 'Anthropocene'. Global warming, plastic pollution and biodiversity loss are just some of the environmental challenges that come with this increased human impact. In this course, we will explore the ways in which modern societies respond to these challenges. How are environmental problems defined? Who is ascribed expertise when it comes to finding solutions? Who has the political authority to govern the global environment? How, finally, are alternative environmental futures imagined and decided upon? Rather than as just a technical issue we will, thus, study the environment as an object of scientific controversy, political struggle and societal debate.

## Course objectives

The course aims to generate understanding of how authority and expertise with regard to the environment is generated in present-day society. Students will be trained to use these insights for analysing concrete environmental controversies and writing a policy brief.

## Prerequisites

None

ACU2023

Period 5

4 Apr 2022

3 Jun 2022

[Print course description](#)

ECTS credits:

9.0

Instruction language:

English

Coordinator:

- [R. Zeiss](#)

Teaching methods:

PBL

Assessment methods:

Final paper

Keywords:

Authority, expertise, the environment, the Anthropocene, climate change

Elective courses

## Please note:

In the first semester of course year 3 (semester 5), each student will compile an individual programme, consisting of e.g. study abroad, internship, minors.

Minor

See this link for all UM Minors: <https://www.maastrichtuniversity.nl/education/bachelors/minors>

