

European Studies

Master's Programme

Compulsory modules

Faculty of Arts and Social Sciences

Mastering Academic Research Skills and Methods

Full course description

The Skills Track spans from September to January (period 1 - 3), and provides training on various professional and research skills related to academic communication (verbal and written), research design skills (formulation of research questions, basic design of an academic study, choice of methods), as well as working with (academic) sources. The Research Skills component of the Integrated Skills Track is designed to train students in the most important skills required to accomplish research projects in European Studies and European Public Affairs, as well as to prepare for the drafting of the MA ES and MA EPA final work – the internship thesis.

Course objectives

The main goal of the Integrated Skills Track is to equip the students with practical skills indispensable for the contemporary European Studies graduate such as presentation and writing skills, team-work and strategic communication. In addition, the course prepares the students for the drafting of their graduation project - the thesis. This is a substantial piece of individual scholarly work, based on your independent research, that has the potential to make an original contribution to the state of the art research in the field of European Studies.

After the completion of the Mastering Academic Research Course you are able to:

- 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 and European policy making 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/EPA thesis.

By completing your thesis you will show that you have fulfilled all the objectives of the MA in European Studies/EPA MA: You will have strong knowledge of the process of European integration and

policy making; you are able to apply concepts and theories to relevant cases.

Prerequisites

None

Recommended reading

Blaikie, Norman. (2007). Approaches to Social Enquiry: Advancing Knowledge. 2nd ed., Cambridge: Polity

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. The Craft of Research. Fourth ed. Chicago: University Of Chicago Press.

Gerring, John. 2012. Social Science Methodology: A Unified Framework. Second ed. Cambridge: Cambridge University Press.

Gerring, John. 2016. Case Study Research: Principles and Practices. Second ed. Cambridge: Cambridge University Press.

Grix, Jonathan. (2004). The Foundations of Research. Houndmills: Palgrave Macmillan.

Howard, Christopher. 2017. Thinking Like a Political Scientist: A Practical Guide to Research Methods. Chicago: The University of Chicago Press.

Moses, J. and T. Knutsen (2007). Ways of Knowing: Competing Methodologies in Social and Political Research. Houndmills: Palgrave Macmillan.

Mosley, Layna, ed. 2013. Interview Research in Political Science. Ithaca, NY: Cornell University Press.

Thomas, Gary. 2017. How to Do your Research Project: A Guide for Students. 3d edition.

EUS4500

Period 1

4 Sep 2023

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Teaching methods:

Lecture(s), Paper(s), Presentation(s), Research, Skills, Work in subgroups

Assessment methods:

Assignment, Final paper

Keywords:

Research and writing skills, team work, personal effectiveness, communication and presentation

Faculty of Arts and Social Sciences**Researching and Writing the MA ES Thesis****Full course description**

The MAES thesis (period 4 - 6) is an external representation that you have achieved the expertise necessary to be a professional in your field. It demonstrates that you know how to approach and master complex ideas and information; you have mastered your discipline's knowledge base, acquired its professional skills and competencies, and are capable of doing independent research. Fortunately you are not alone in writing your thesis. While EUS 4500 – Mastering Academic Research Skills and Methods (MARSaM) course introduces you to the research methods you have at your disposal and discusses why and how certain methods are used to explore and understand certain phenomena. In EUS 4801 – Researching and Writing the MA Thesis, you will also learn how to develop and evaluate sensible and systematic scientific research puzzles and good research output. After submitting your research design in period 3 (January), In EUS 4801, you will be working closely with your supervisor to implement your research design: to actually write your thesis. Furthermore, we provide you with additional support through methods clinics, writing workshops, and a thesis conference. So Research and Writing Course (EUS 4801) consists of:

- Supervision
- Research Methods Clinics in period 4
- Writing Workshops with John Harbord in period 4
- Thesis Workshop/Conference to present your research in the month of May

By completing your MA thesis (14,000-15,000 words) you will show that you have fulfilled all the objectives of the MA in European Studies: You will have strong knowledge of the process of European integration; you are able to apply concepts and theories to relevant cases and come to informed conclusions; you are able to communicate your conclusions; and you have done a large scale research project autonomously.”

EUS4801**Period 4**

5 Feb 2024

5 Jul 2024

[Print course description](#)**ECTS credits:**

15.0

Instruction language:

English

Coordinator:[A. Dandashly](#)**Assessment methods:**

Faculty of Arts and Social Sciences

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives

Full course description

Since at least the onset of the financial crisis in 2008, we have become accustomed to thinking about Europe in an alarmist tenor. To many, the last two decades have witnessed nothing but a seemingly never-ending series of upheavals: from the financial crisis through to the migration crisis, the rule of law crisis in Eastern Europe and the surge of populist movements across the continent, the Brexit vote, the environmental crisis, the Covid pandemic, and more recently the Russian invasion of Ukraine. In light of this, it would be easy to conclude that Europe, or perhaps the project of European integration, is reaching its terminus. Rather than resigning in front of such calamities, however, for students of European Studies the main task is to understand the challenges faced both by those living on the continent as well as by those around the globe affected by the choices made in Europe.

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives is intended as a course that will allow you to do just that. It explores major political, social, and economic challenges in contemporary Europe by tracing their long-term genealogy. Rather than simply treating such challenges in a presentist manner as the immediate expressions of recent political choices and the ups-and-downs of party politics, we shall take an emphatically historical approach to understand the long-term gestation of these problems since the end of the Second World War and the beginning of the so-called 'post-war' era. In doing so, our aim will be to approach what scholars now call the 'history of the present' through understanding the underlying causes, dynamics, agencies, and structures that have fused to produce the present we inhabit today.

Course objectives

After the completion of this course, you will be able to:

- Demonstrate advanced knowledge of major challenges in contemporary Europe and their historical gestation, including knowledge of major political, social, economic, and international developments in Europe since 1945 and the ways in which they impact contemporary Europe
- Demonstrate knowledge of academic concepts and frameworks from the fields of history, political science, international relations, and sociology aimed at understanding the process of European integration and its relation to other major trends in post-war European history
- Apply knowledge and understanding of the process of European integration, within its historical, political, societal, and international contexts, to academic and societal questions
- Analyse, understand, differentiate, and critically assess how scholars of European Studies have studied the historical origins and evolution of major contemporary challenges
- Evaluate, compare, and develop scholarly arguments in the field of European Studies in view of forming a judgement on the state of the art in the field
- Appraise, contextualise, and judge past and ongoing developments in Europe and in the process of European integration, including its historical, political, societal, and international context
- Identify, retrieve, synthesise, and critically appraise various source materials to build evidence-based arguments; and to use ethical rules related to scholarly work, including styles of acknowledgement, use of the sources of others, and the proper use of referencing
- Participate in scholarly and policy debates on European history and integration, within the

international PBL classroom, with an awareness of the requirements of intercultural communication

Recommended reading

- Patel, K. (2020). Project Europe: A History. Cambridge University Press
- Dinan, D. (2014). Origins and Evolution of the European Union. Oxford University Press (2nd edition).
- H. Zimmermann, & A. Dür (eds.) (2012), Key Controversies in European Integration. Palgrave.
- Judt, T. (2005). Postwar. A History of Europe Since 1945. London: Penguin.
- Börzel, T. A. (2018). Researching the EU (studies) into Demise? Journal of European Public Policy, 25(3), 475-485.
- Gilbert, M. (2008), Narrating the Process: Questioning the Progressive Story of European Integration. Journal of Common Market Studies, 46: 641-662.

EUS4022

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

[C. Erlichman](#)

Teaching methods:

PBL, Skills, Lecture(s)

Assessment methods:

Final paper, Written exam

Keywords:

European Studies, contemporary challenges, post-war Europe, Democracy, populism, Migration, Identity, Colonialism, Welfare state, borders, Crisis

European Public Policy, Institutions and Governance

Master's Programme

Compulsory modules

Faculty of Arts and Social Sciences

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By completing your thesis you will show that you have fulfilled all the objectives of the MA in European Studies/EPA MA: You will have strong knowledge of the process of European integration and policy making; you are able to apply concepts and theories to relevant cases.

Prerequisites

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Mosley, Layna, ed. 2013. Interview Research in Political Science. Ithaca, NY: Cornell University Press.

Thomas, Gary. 2017. How to Do your Research Project: A Guide for Students. 3d edition.

EUS4500

Period 1

4 Sep 2023

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Teaching methods:

Lecture(s), Paper(s), Presentation(s), Research, Skills, Work in subgroups

Assessment methods:

Assignment, Final paper

Keywords:

Research and writing skills, team work, personal effectiveness, communication and presentation skills

Faculty of Arts and Social Sciences

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives

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- Participate in scholarly and policy debates on European history and integration, within the international PBL classroom, with an awareness of the requirements of intercultural communication

Recommended reading

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- Dinan, D. (2014). Origins and Evolution of the European Union. Oxford University Press (2nd edition).
- H. Zimmermann, & A. Dür (eds.) (2012), Key Controversies in European Integration. Palgrave.
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EUS4022

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

[C. Erlichman](#)

Teaching methods:

PBL, Skills, Lecture(s)

Assessment methods:

Final paper, Written exam

Keywords:

European Studies, contemporary challenges, post-war Europe, Democracy, populism, Migration, Identity, Colonialism, Welfare state, borders, Crisis

Faculty of Arts and Social Sciences

Researching and Writing the MA ES Thesis

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provide you with additional support through methods clinics, writing workshops, and a thesis conference. So Research and Writing Course (EUS 4801) consists of:

- Supervision
- Research Methods Clinics in period 4
- Writing Workshops with John Harbord in period 4
- Thesis Workshop/Conference to present your research in the month of May

By completing your MA thesis (14,000-15,000 words) you will show that you have fulfilled all the objectives of the MA in European Studies: You will have strong knowledge of the process of European integration; you are able to apply concepts and theories to relevant cases and come to informed conclusions; you are able to communicate your conclusions; and you have done a large scale research project autonomously."

EUS4801

Period 4

5 Feb 2024

5 Jul 2024

[Print course description](#)

ECTS credits:

15.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Assessment methods:

Final paper

Specialisation: European Public Policy, Institutions and Governance

Faculty of Arts and Social Sciences

EU Politics and the Policy-Making 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 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

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

[C.U. Arnold](#)

[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

Governing the European Economy: the Politics of EMU and the EU Budget

Full course description

This course focuses on the Political Economy of European Integration. In particular, students will familiarise themselves with key economic domains of European integration, such as the Economic and Monetary Union (EMU), the budget of the European Union, the EU single market, and EU financial sector governance. While economic policy is still made at the national level, in the past decade, the European Union has gained more competencies in regulating the single market and ensuring policy coordination among the member states in financial sector governance. The course introduces new developments in EU economic governance, such as the European Semester, and important new economic policy initiatives at the EU level, such as the European Green Deal. Furthermore, the course provides insights into the sources of the EU budget, which member states benefit the most, and which contribute the most. At the end of the course, students will have detailed knowledge of the role of the member states and EU institutions in EU economic governance, the EU budgetary process, the single market, and financial sector governance, and will be able to critically assess the recent governance choices made in these important policy domains of European economic integration. In addition, they will have an in-depth understanding of the Union's spending priorities in the forthcoming years and new economic policy initiatives, such as the European Banking Union and the European Green Deal.

Course objectives

Analyse how EU economic governance works in practice and how the EU's spending priorities are formulated, implemented and audited;

- 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, EU financial sector governance, and the EU single market especially the impact of Brexit;
- Evaluate and form a judgement on scholarly arguments, including their implicit assumptions, in debates about the EU's economic governance, financial sector governance, and budgetary policies,

and the single market 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 economic integration;
- Communicate ideas and positions on ongoing developments related to the process of European economic integration;
- Participate in scholarly and policy debates on the EU, EMU and EU economic governance reforms, EU budget, financial sector governance, and the single market 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 work plans, while managing time.

Recommended reading

Benedetto, G. (2017) Power, money and reversion points: the European Union's annual budgets since 2010. *Journal of European Public Policy*, 24(5), 633-52.

Chang, M. (2016). *Economic and Monetary Union*. London: Macmillan Education, Palgrave.

Crum, B. & Stefano Merlo, S. (2020) Democratic legitimacy in the post-crisis EMU, *Journal of European Integration*, 42(3), 399-413.

Howarth, D. & Verdun, A. (2020) Economic and Monetary Union at twenty: a stocktaking of a tumultuous second decade: Introduction, *Journal of European Integration*, 42(3), 287-293.

Schöller, M. G. (2017). Providing political leadership? Three case studies on Germany's ambiguous role in the eurozone crisis. *Journal of European Public Policy*, 24(1), 1-20.

Steinbach, A. (2018). EU economic governance after the crisis: revisiting the accountability shift in EU economic governance. *Journal of European Public Policy*.

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

EUS4018

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

[A.B. Spendzharova](#)

Teaching methods:

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

Assessment methods:

Assignment, Take home exam

Keywords:

EU economic governments, EU budget, EU financial sector governance, single market

Faculty of Arts and Social Sciences

Civil Society, Lobbying and Policy Influence in the EU

Full course description

This course provides students with the knowledge to better understand and critically reflect on contemporary European civil society, movements and interest groups. Building on insights from political theory, political science and sociology the course discusses bottom-up forms of protest by grassroots movements as well as more professionalized and 'quiet' forms of advocacy or lobbying. The first week focuses on conceptualizing what civil society is or should be. We reflect on civil society's role in strengthening (or weakening) democratic decision-making from contrasting theoretical and philosophical perspectives. The second week focuses on how private interests try to shape policy through 'quiet politics' or lobbying. We explore the mobilization patterns, action repertoires and influence of advocacy organizations in the EU. We discuss how lobbying is regulated and how the European Commission tries to involve or even shape societal interests and foster a level playing field. The third week focuses on the role of 'noisy politics' and protest in EU public policy. We examine how social movements and civil society organisations navigate the EU's complex and opaque multi-level maze. We analyse whether, how and when more antagonistic strategies can impact policy decisions. Students approach these topics from both an academic and hands-on perspective through lectures, tutorials, (peer-)review seminars, skill sessions and practical assignments. For the skills training, students present a communication portfolio on behalf of a civil society organisation of their choosing.

Course objectives

- Understand the role of civil society, protest movements and advocacy groups in strengthening or weakening democracy in the EU and form a judgment on scholarly arguments and empirical research on the topic;
- Apply relevant conceptual and theoretical approaches from political theory and comparative politics, including the concepts of power, influence, strategies and opportunity structures, and the appropriate research methods to answer advanced academic questions on the role of civil society in EU public policy;
- Reach well-reasoned conclusions about civil society, advocacy groups and social movements 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, advocacy groups and protest movements in EU Public 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 on civil society, advocacy groups and protest movements, make substantive choices when analysing these questions, while setting priorities and a work plan within the short timeframe of the course;
- Participate in scholarly and policy debates on civil society, advocacy groups and protest movements in EU public policy, within the international PBL classroom, as well as function in a group setting and

work in an international professional environment.

Recommended reading

Culpepper, P. D. (2010). Quiet politics and business power: Corporate control in Europe and Japan. Cambridge University Press.

Mahoney, C. (2008). Brussels versus the beltway: Advocacy in the United States and the European Union. Georgetown University Press.

Parks, L. (2015). Social movement campaigns on EU policy: In the corridors and in the streets. Springer.

EUS4021

Period 5

8 Apr 2024

8 May 2024

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

[I.W.P. de Bruycker](#)

Teaching methods:

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

Assessment methods:

Assignment, Final paper

Keywords:

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

International Relations

Master's Programme

Compulsory modules

Faculty of Arts and Social Sciences

Mastering Academic Research Skills and Methods

Full course description

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Prerequisites

None

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Gerring, John. 2016. Case Study Research: Principles and Practices. Second ed. Cambridge: Cambridge University Press.

Grix, Jonathan. (2004). The Foundations of Research. Houndmills: Palgrave Macmillan.

Howard, Christopher. 2017. Thinking Like a Political Scientist: A Practical Guide to Research Methods. Chicago: The University of Chicago Press.

Moses, J. and T. Knutsen (2007). Ways of Knowing: Competing Methodologies in Social and Political Research. Houndmills: Palgrave Macmillan.

Mosley, Layna, ed. 2013. Interview Research in Political Science. Ithaca, NY: Cornell University Press.

Thomas, Gary. 2017. How to Do your Research Project: A Guide for Students. 3d edition.

EUS4500

Period 1

4 Sep 2023

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Teaching methods:

Lecture(s), Paper(s), Presentation(s), Research, Skills, Work in subgroups

Assessment methods:

Assignment, Final paper

Keywords:

Research and writing skills, team work, personal effectiveness, communication and presentation skills

Faculty of Arts and Social Sciences

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives

Full course description

Since at least the onset of the financial crisis in 2008, we have become accustomed to thinking about Europe in an alarmist tenor. To many, the last two decades have witnessed nothing but a seemingly never-ending series of upheavals: from the financial crisis through to the migration crisis, the rule of law crisis in Eastern Europe and the surge of populist movements across the continent, the Brexit vote, the environmental crisis, the Covid pandemic, and more recently the Russian invasion of Ukraine. In light of this, it would be easy to conclude that Europe, or perhaps the project of European integration, is reaching its terminus. Rather than resigning in front of such calamities, however, for students of European Studies the main task is to understand the challenges faced both by those living on the continent as well as by those around the globe affected by the choices made in Europe.

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives is intended as a course that will allow you to do just that. It explores major political, social, and economic challenges in contemporary Europe by tracing their long-term genealogy. Rather than simply treating such challenges in a presentist manner as the immediate expressions of recent political choices and the ups-and-downs of party politics, we shall take an emphatically historical approach to understand the long-term gestation of these problems since the end of the Second World War and the beginning of the so-called 'post-war' era. In doing so, our aim will be to approach what scholars now call the 'history of the present' through understanding the underlying causes, dynamics, agencies, and structures that have fused to produce the present we inhabit today.

Course objectives

After the completion of this course, you will be able to:

- Demonstrate advanced knowledge of major challenges in contemporary Europe and their historical gestation, including knowledge of major political, social, economic, and international developments in Europe since 1945 and the ways in which they impact contemporary Europe
- Demonstrate knowledge of academic concepts and frameworks from the fields of history, political science, international relations, and sociology aimed at understanding the process of European integration and its relation to other major trends in post-war European history
- Apply knowledge and understanding of the process of European integration, within its historical, political, societal, and international contexts, to academic and societal questions
- Analyse, understand, differentiate, and critically assess how scholars of European Studies have studied the historical origins and evolution of major contemporary challenges
- Evaluate, compare, and develop scholarly arguments in the field of European Studies in view of forming a judgement on the state of the art in the field
- Appraise, contextualise, and judge past and ongoing developments in Europe and in the process of European integration, including its historical, political, societal, and international context
- Identify, retrieve, synthesise, and critically appraise various source materials to build evidence-based arguments; and to use ethical rules related to scholarly work, including styles of acknowledgement, use of the sources of others, and the proper use of referencing
- Participate in scholarly and policy debates on European history and integration, within the international PBL classroom, with an awareness of the requirements of intercultural communication

Recommended reading

- Patel, K. (2020). Project Europe: A History. Cambridge University Press
- Dinan, D. (2014). Origins and Evolution of the European Union. Oxford University Press (2nd edition).
- H. Zimmermann, & A. Dür (eds.) (2012), Key Controversies in European Integration. Palgrave.
- Judt, T. (2005). Postwar. A History of Europe Since 1945. London: Penguin.
- Börzel, T. A. (2018). Researching the EU (studies) into Demise? Journal of European Public Policy, 25(3), 475–485.
- Gilbert, M. (2008), Narrating the Process: Questioning the Progressive Story of European Integration. Journal of Common Market Studies, 46: 641-662.

EUS4022

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

[C. Erlichman](#)

Teaching methods:

PBL, Skills, Lecture(s)

Assessment methods:

Final paper, Written exam

Keywords:

European Studies, contemporary challenges, post-war Europe, Democracy, populism, Migration, Identity, Colonialism, Welfare state, borders, Crisis

Faculty of Arts and Social Sciences

Researching and Writing the MA ES Thesis

Full course description

The MAES thesis (period 4 - 6) is an external representation that you have achieved the expertise necessary to be a professional in your field. It demonstrates that you know how to approach and master complex ideas and information; you have mastered your discipline's knowledge base, acquired its professional skills and competencies, and are capable of doing independent research. Fortunately you are not alone in writing your thesis. While EUS 4500 – Mastering Academic Research Skills and Methods (MARSaM) course introduces you to the research methods you have at your disposal and discusses why and how certain methods are used to explore and understand certain phenomena. In EUS 4801 – Researching and Writing the MA Thesis, you will also learn how to develop and evaluate sensible and systematic scientific research puzzles and good research output. After submitting your research design in period 3 (January), In EUS 4801, you will be working closely with your supervisor to implement your research design: to actually write your thesis. Furthermore, we

provide you with additional support through methods clinics, writing workshops, and a thesis conference. So Research and Writing Course (EUS 4801) consists of:

- Supervision
- Research Methods Clinics in period 4
- Writing Workshops with John Harbord in period 4
- Thesis Workshop/Conference to present your research in the month of May

By completing your MA thesis (14,000-15,000 words) you will show that you have fulfilled all the objectives of the MA in European Studies: You will have strong knowledge of the process of European integration; you are able to apply concepts and theories to relevant cases and come to informed conclusions; you are able to communicate your conclusions; and you have done a large scale research project autonomously.”

EUS4801

Period 4

5 Feb 2024

5 Jul 2024

[Print course description](#)

ECTS credits:

15.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Assessment methods:

Final paper

Specialisation courses

Specialisation: International Relations

Faculty of Arts and Social Sciences

International Relations and European Foreign Policy

Full course description

The aim of this course is to study the changing global environment in which the EU and its member states are operating. It brings together the main schools of thought that have structured the academic study of international affairs and a number of carefully selected topical debates on the way in which the EU interacts with international organizations and other global powers.

In the first part of the course, you will learn to distinguish different theoretical approaches in International Relations. Specifically, we will deal with neo-realism, liberal institutionalism, constructivism, and alternative perspectives such as those offered by Marxism and 'postcolonial' approaches. You will understand how these approaches offer different perspectives on the main actors and main driving forces of global politics, as well as the changing global environment and Europe's role in it. The second part then looks at the transformation of modern global politics in the 21st century and the role of the EU in the emerging world order. The International Relations theories discussed in the first part of the course will help us to make sense of contemporary developments. We will discuss the transatlantic and EU-China relations, the interaction of the EU with other international organizations, and the EU's role as a global crisis manager, especially in the light of transforming character of modern conflict. These different foci aim at giving you a solid foundation for the study of Europe's role in the world. In particular, the course is aligned with and prepares the students for the subsequent courses in specialization 2 of the MA ES.

The course also includes a skills component, which deals with the practice of writing briefing notes.

Course objectives

After the completion of this course you will be able to:

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

Prerequisites

The course builds on the previous course 'Key Challenges for Contemporary Europe' (EUS 4022). A good understanding of EU institutions and policies is required.

Recommended reading

If you wish to buy or consult introductory textbooks, you should consider the volumes mentioned below. They contain useful essays dealing with all aspects of the course. Buying a book is not

obligatory for success in this course.

Baylis, J., Smith, S., & Owens, P. (Eds.) (2020). *The globalization of world politics. An introduction to International Relations* (8th ed.). Oxford: Oxford University Press.

A basic and encompassing textbook dealing both with theories and issues of IR. A number of chapters from this book will be read in class. If you consider buying a book, and you are not already an IR crack, this is your choice.

Devetak, R. & True, J. (Eds.) (2022). *Theories of international relations* (6th ed.). London: Red Globe Press.

A theory textbook for more advanced students that is especially strong on critical and post-positivist approaches.

Gstöhl, S., & Schunz, S. (Eds.) (2021). *The external action of the European Union: Concepts, approaches, theories*. London: Red Globe Press.

Brings together state of the art articles on theoretical and conceptual debates by leading scholars on EU external action. Less focus on practical issues in EU foreign policy.

McGlinchey, S., Walters, R., & Scheinflug, C. (Eds.) (2017). *International Relations Theory*. Bristol: E-International Relations. Retrieved from <https://www.e-ir.info/publication/international-relations-theory/>

A theory volume that is especially strong on critical and postcolonial perspectives. A nice extra: it is an open access book that can be downloaded through the link above.

Weiss, T. G. & Wilkinson, R. (Eds.) (2018). *International Organization and global governance* (2nd ed.). London, New York: Routledge.

A volume that puts different global actors and practical issues in the focus, making it a useful complement to the theory books in this list. Accessible texts.

Youngs, R. (2021). *The European Union and global politics*. London: Red Globe Press.

A good complement to the Gstöhl & Schunz volume mentioned above. Pushes the argument that in a changing geopolitical world the EU is becoming a 'normal' power with less emphasis on normative principles.

EUS4017

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

[T. Conzelmann](#)

Teaching methods:

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

Assessment methods:

Written exam

Keywords:

International Relations, EU Foreign and Security Policy, Theory of 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. Why does the EU pursue specific policies vis-à-vis its neighbouring regions? What are the mechanisms through which the EU can channel its influence on countries along its borders? 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.

Schimmelfennig, S. & Sedelmeier, S. (2020). The Europeanization of Eastern Europe: the external incentives model revisited. *Journal of European Public Policy*, 27:6, 814-833.

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

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 5

8 Apr 2024

8 May 2024

[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

The EU as a Security and Market Power

Full course description

In 1991 Gaston Eyskens famously described the EU as an economic giant, a political dwarf and a military worm. In the decades that followed the EU has actively developed both its diplomatic and military profile, but it remains an open question to what extent this transcribes to an actual political and military power today. It also raises the question if the EU is able to leverage its formidable market power beyond the economic realm. In this course, we will examine the EU as an international actor and explore the strengths and weaknesses of the EU's two main tools of foreign policy i.e. the Common Foreign and Security Policy (CFSP) and the Common Commercial Policy (CCP). Beyond studying their political and administrative set up, we will explore how these policies are brought to use in a number of case studies and topical issues such as - EU-US-China relations, trade negotiations and sanctions, trade and sustainable development, crisis-management, EU-NATO cooperation; defence capabilities, democratic accountability. The skills training in this course focuses on analysis of policy implementation in the form of writing a Policy Brief on one of the topics covered in the course. Students will work in small groups in writing their Policy Brief.

Course objectives

Upon completion of this course, students are expected to:

Understand the role of the EU as an external actor, including the institutional, political, economic and strategic rationales underlying EU's CCP and CFSP

Form a judgment on the strengths and limitations of the EU's policies for external action;

Autonomously generate new ideas and research questions of EU external relations, make substantive choices when analysing these questions, while setting priorities and a work plan within the timeframe of the course;

Express ideas and research findings on the EU's external action to specialist European and international academic audiences in written academic English through the medium of an academic paper;

Engage within the international PBL classroom, in on-going scholarly and societal debates such as controversial trade agreements like the TTIP or the EU's aspired strategic autonomy in trade, diplomacy and defense, etc.

Develop a persuasive analysis of policy implementation on topical external relations issues.

Recommended reading

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

Howorth, J. (2014), Security and Defence Policy in the European Union (2nd ed.). London: 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.

EUS4019

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

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

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation and paper

Keywords:

EU external relations, European foreign policy, crisis management, trade, Energy policy, policy implementation

Global Policy and Governance Challenges

Master's Programme

Compulsory modules

Faculty of Arts and Social Sciences

Mastering Academic Research Skills and Methods

Full course description

The Skills Track spans from September to January (period 1 - 3), and provides training on various professional and research skills related to academic communication (verbal and written), research design skills (formulation of research questions, basic design of an academic study, choice of methods), as well as working with (academic) sources. The Research Skills component of the Integrated Skills Track is designed to train students in the most important skills required to accomplish research projects in European Studies and European Public Affairs, as well as to prepare for the drafting of the MA ES and MA EPA final work - the internship thesis.

Course objectives

The main goal of the Integrated Skills Track is to equip the students with practical skills indispensable for the contemporary European Studies graduate such as presentation and writing skills, team-work and strategic communication. In addition, the course prepares the students for the drafting of their graduation project - the thesis. This is a substantial piece of individual scholarly work, based on your independent research, that has the potential to make an original contribution to the state of the art research in the field of European Studies.

After the completion of the Mastering Academic Research Course you are able to:

- 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 and European policy making 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/EPA thesis.

By completing your thesis you will show that you have fulfilled all the objectives of the MA in European Studies/EPA MA: You will have strong knowledge of the process of European integration and policy making; you are able to apply concepts and theories to relevant cases.

Prerequisites

None

Recommended reading

Blaikie, Norman. (2007). Approaches to Social Enquiry: Advancing Knowledge. 2nd ed., Cambridge: Polity

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. 2016. The Craft of Research. Fourth ed. Chicago: University Of Chicago Press.

Gerring, John. 2012. Social Science Methodology: A Unified Framework. Second ed. Cambridge: Cambridge University Press.

Gerring, John. 2016. Case Study Research: Principles and Practices. Second ed. Cambridge: Cambridge University Press.

Grix, Jonathan. (2004). The Foundations of Research. Houndmills: Palgrave Macmillan.

Howard, Christopher. 2017. Thinking Like a Political Scientist: A Practical Guide to Research Methods. Chicago: The University of Chicago Press.

Moses, J. and T. Knutsen (2007). Ways of Knowing: Competing Methodologies in Social and Political Research. Houndmills: Palgrave Macmillan.

Mosley, Layna, ed. 2013. Interview Research in Political Science. Ithaca, NY: Cornell University Press.

Thomas, Gary. 2017. How to Do your Research Project: A Guide for Students. 3d edition.

EUS4500

Period 1

4 Sep 2023

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Teaching methods:

Lecture(s), Paper(s), Presentation(s), Research, Skills, Work in subgroups

Assessment methods:

Assignment, Final paper

Keywords:

Research and writing skills, team work, personal effectiveness, communication and presentation skills

Faculty of Arts and Social Sciences

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives

Full course description

Since at least the onset of the financial crisis in 2008, we have become accustomed to thinking about Europe in an alarmist tenor. To many, the last two decades have witnessed nothing but a seemingly never-ending series of upheavals: from the financial crisis through to the migration crisis, the rule of law crisis in Eastern Europe and the surge of populist movements across the continent, the Brexit vote, the environmental crisis, the Covid pandemic, and more recently the Russian invasion of Ukraine. In light of this, it would be easy to conclude that Europe, or perhaps the project of European integration, is reaching its terminus. Rather than resigning in front of such calamities, however, for students of European Studies the main task is to understand the challenges faced both by those living on the continent as well as by those around the globe affected by the choices made in Europe.

Key Challenges for Contemporary Europe: Historical and Interdisciplinary Perspectives is intended as a course that will allow you to do just that. It explores major political, social, and economic challenges in contemporary Europe by tracing their long-term genealogy. Rather than simply treating such challenges in a presentist manner as the immediate expressions of recent political choices and the ups-and-downs of party politics, we shall take an emphatically historical approach to understand the long-term gestation of these problems since the end of the Second World War and the beginning of the so-called 'post-war' era. In doing so, our aim will be to approach what scholars now call the 'history of the present' through understanding the underlying causes, dynamics, agencies, and structures that have fused to produce the present we inhabit today.

Course objectives

After the completion of this course, you will be able to:

- Demonstrate advanced knowledge of major challenges in contemporary Europe and their historical gestation, including knowledge of major political, social, economic, and international developments in Europe since 1945 and the ways in which they impact contemporary Europe
- Demonstrate knowledge of academic concepts and frameworks from the fields of history, political science, international relations, and sociology aimed at understanding the process of European integration and its relation to other major trends in post-war European history
- Apply knowledge and understanding of the process of European integration, within its historical, political, societal, and international contexts, to academic and societal questions
- Analyse, understand, differentiate, and critically assess how scholars of European Studies have studied the historical origins and evolution of major contemporary challenges
- Evaluate, compare, and develop scholarly arguments in the field of European Studies in view of forming a judgement on the state of the art in the field
- Appraise, contextualise, and judge past and ongoing developments in Europe and in the process of European integration, including its historical, political, societal, and international context
- Identify, retrieve, synthesise, and critically appraise various source materials to build evidence-based arguments; and to use ethical rules related to scholarly work, including styles of acknowledgement, use of the sources of others, and the proper use of referencing
- Participate in scholarly and policy debates on European history and integration, within the international PBL classroom, with an awareness of the requirements of intercultural communication

Recommended reading

- Patel, K. (2020). Project Europe: A History. Cambridge University Press
- Dinan, D. (2014). Origins and Evolution of the European Union. Oxford University Press (2nd edition).
- H. Zimmermann, & A. Dür (eds.) (2012), Key Controversies in European Integration. Palgrave.
- Judt, T. (2005). Postwar. A History of Europe Since 1945. London: Penguin.
- Börzel, T. A. (2018). Researching the EU (studies) into Demise? Journal of European Public Policy, 25(3), 475–485.
- Gilbert, M. (2008), Narrating the Process: Questioning the Progressive Story of European Integration. Journal of Common Market Studies, 46: 641-662.

EUS4022

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinator:

[C. Erlichman](#)

Teaching methods:

PBL, Skills, Lecture(s)

Assessment methods:

Final paper, Written exam

Keywords:

European Studies, contemporary challenges, post-war Europe, Democracy, populism, Migration, Identity, Colonialism, Welfare state, borders, Crisis

Faculty of Arts and Social Sciences

Researching and Writing the MA ES Thesis

Full course description

The MAES thesis (period 4 - 6) is an external representation that you have achieved the expertise necessary to be a professional in your field. It demonstrates that you know how to approach and master complex ideas and information; you have mastered your discipline's knowledge base, acquired its professional skills and competencies, and are capable of doing independent research. Fortunately you are not alone in writing your thesis. While EUS 4500 – Mastering Academic Research Skills and Methods (MARSaM) course introduces you to the research methods you have at your disposal and discusses why and how certain methods are used to explore and understand certain phenomena. In EUS 4801 – Researching and Writing the MA Thesis, you will also learn how to develop and evaluate sensible and systematic scientific research puzzles and good research output. After submitting your research design in period 3 (January), In EUS 4801, you will be working closely with your supervisor to implement your research design: to actually write your thesis. Furthermore, we

provide you with additional support through methods clinics, writing workshops, and a thesis conference. So Research and Writing Course (EUS 4801) consists of:

- Supervision
- Research Methods Clinics in period 4
- Writing Workshops with John Harbord in period 4
- Thesis Workshop/Conference to present your research in the month of May

By completing your MA thesis (14,000-15,000 words) you will show that you have fulfilled all the objectives of the MA in European Studies: You will have strong knowledge of the process of European integration; you are able to apply concepts and theories to relevant cases and come to informed conclusions; you are able to communicate your conclusions; and you have done a large scale research project autonomously."

EUS4801

Period 4

5 Feb 2024

5 Jul 2024

[Print course description](#)

ECTS credits:

15.0

Instruction language:

English

Coordinator:

[A. Dandashly](#)

Assessment methods:

Final paper

Specialisation courses

Global Policy and Governance Challenges

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, global inequality, sustainable development, global economic relations 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 in the form of a briefing.

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 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

30 Oct 2023

22 Dec 2023

[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 the Global South: Migration, Development and Beyond

Full course description

This course will introduce students to academic debates around and critiques of Europe's relations with the so-called "Global South". Europe's changing place in the global order has in recent years intensified demands that it reconsider its engagement with both its former colonial empire and lower-income regions more generally. These demands centre around several issues, of which European migration management and European international development cooperation are among the most prominent. The course is therefore divided into two parts. In Part 1, we focus on migration into Europe, incorporating both recipient and sender views. The main question in this half is "How does the European Union and its member states address the challenge of international migration and how does this affect relations with third countries?" In Part 2, we examine how and why Europe seeks to act as an agent of development cooperation beyond its borders, focusing on its historical legacy, policymaking challenges and evolving role in an increasingly crowded donor landscape.

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;
- Understand the relations between Europe and developing countries, including development cooperation undertaken 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 comparative politics, sociology, international relations, development studies and globalisation studies, and the appropriate research methods to answer advanced academic questions related to the first two objectives.
- In the skills component, study European development and migration policies through the policy evaluation design and discourse analysis approaches.
- Reach well-reasoned conclusions about Europe's relations with the Global South 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;
- Autonomously generate new ideas and research questions on Europe's relations with the Global South, 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's relations with the Global South, within the international PBL classroom, as well as function in a group setting and work in an international

professional environment.

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.

Doidge, M. & Holland, M. (2015). A Chronology of European Union Development Policy: Theory and Change. *Korea Review of International Studies*, 5, 59-80.

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

EUS4020

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

12.0

Instruction language:

English

Coordinators:

[A. Dandashly](#)

[E.E. Fourie](#)

Teaching methods:

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

Assessment methods:

Assignment, Final paper

Keywords:

Globalization, Migration, Citizenship, Development cooperation, Poverty, inequality

Faculty of Arts and Social Sciences

Europe, Global Power Shifts and the Future of Multilateralism

Full course description

This course examines the challenges facing Europe in the context of a changing global order. A global power shift from the "West" to the "East" - most notably to a rising China - has considerably changed the context for the EU as a global actor. Having critically explored the EU's traditional support for "effective multilateralism", it considers the EU's recent endorsement of "strategic autonomy" in a multipolar world in which geopolitical tensions are growing. The course looks at the governance of

climate change and global trade to unpack the current “crisis” of multilateralism. In addition to discussing the theoretical and conceptual approaches to multilateralism and global power shifts, 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 global power shifts/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, its “crisis”, and global power shifts to advanced academic questions about Europe’s relations with the rest of the world;

Critically assess the global governance challenges that Europe faces in the policy areas of global trade and global climate change in a multipolar 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 global power shifts, 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. John. "The Next Liberal Order." *Foreign Aff.* 99 (2020): 133.

Pu Xiaoyu (2012) ‘Socialisation as a Two-way Process: Emerging Powers and the Diffusion of International Norms’, *The Chinese Journal of International Politics* 5(4): 341–367.

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

Smith, M. (2018). The EU, the US and the Crisis of Contemporary Multilateralism. *Journal of European Integration*, 40(5), 539-553.

Period 5

8 Apr 2024

8 May 2024

[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