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In the Research master's programme European Studies, you have the opportunity to customise your programme.

In your first year you can choose 1 out of 3 specialisations:

1. [Histories of European Integration](#)
2. [Democracy and Representation in Europe](#)
3. [Europe and the World](#)

In your second year you can choose 1 out of 3 graduation options:

1. [A Double Degree with Cologne University Germany](#)
2. [A Research Internship](#)
3. [Study Abroad](#)



## Specialisations year 1

Your own research is the focus in this programme, right from the outset. In the first year, after an eight-week introductory period, you immediately start to specialise in one of three thematic areas and in either qualitative or quantitative research methods.

### 1. Histories of European Integration

You will trace forms of governance beyond the nation state in nineteenth- and early twentieth-century international organisations. What is the place of the EU and its predecessors in the history of cooperation at the inter- and trans-national levels? Furthermore, you will explore how 'Europe' is symbolically constructed in various policy domains and through different strategies. You will also analyse the role of history, heritage, remembrance, symbols and representations in shaping a 'European sense of belonging'.

- Methodological specialisation: historical/qualitative research methods (track 1)

### 2. Democracy and representation in Europe

You will focus on questions related to democracy, legitimacy and accountability in the EU, including the role of the European Parliament, national parliaments, civil society and direct citizen involvement. Furthermore, you will examine tensions between democratic and administrative governance, and the influence of unelected officials, lobby groups and experts/expertise on EU politics.

- Methodological specialisation: qualitative (track 2a) or quantitative (track 2b)

### 3. Europe and the world

You will focus on EU external relations policies and EU foreign policy-making, including the interplay between EU institutions and national capitals. Furthermore, you will study how key EU policies have an impact on third countries and other global regions, and how the EU's promotion of regional and global governance norms compares to that of other international actors, such as the US, Russia or China. Drawing on International Relations theories, you will also analyse distinctive features of the EU as an international actor and the role of the EU in the new world disorder.

- Methodological specialisation: qualitative (track 3a) or quantitative (track 3b)

## Graduation options year 2

### 1. A Double Degree with Cologne University, Germany

The research-intensive master's programme in European Studies can also be completed as a double degree programme in cooperation with the [University of Cologne's Faculty of Management, Economics and Social Sciences](#) – one of the top-ranking faculties in this field worldwide. You will follow the first year in Maastricht, and the second year in Cologne taking courses in European Politics, participating in a master's colloquium and writing your thesis under the joint supervision of professors from both institutions. With a double degree, you will have a stronger position in the international labour market, where graduates who have studied in more than one country are increasingly in demand.

#### Additional Admissions requirements

If you wish to enrol in the double degree track, you need to indicate this in your motivation letter when applying to Maastricht University (please explicitly mention if you intend to pursue a double degree and briefly explain why). Your application will be assessed by the Board of Admission of Maastricht University and, independently, by the Board of Admission of the University of Cologne. Please bear in mind that the University of Cologne has specific entry requirements and selection criteria.

#### Application procedure

All candidates need to submit their application at Maastricht University. Maastricht University and the University of Cologne both revise the applications, making sure that candidates fulfil the entry requirements of both universities and pass the selection procedure successfully.

If you are accepted to the double degree option, and applied with a non-German bachelor's degree, it is under the condition that you send certified copies of your documents to uni-assist for evaluation during your first year of studies. You will also have to pay the corresponding handling fee (currently €75; subject to change).

If your application to the Master European Studies (Research) is accepted at Maastricht University but rejected for the double degree option with the University of Cologne, you can study the European Studies Master's programme at Maastricht University with one of the other options offered (internship or study abroad option).

#### Tuition fees for the Double Degree

*Year one*

## Research Master European Studies

In year one you have to pay the regular UM tuition fee. You are enrolled at UM.

### *Year two*

In year two you are enrolled at the University of Cologne. All students of the University of Cologne must pay a social contribution of approximately € 320 per semester. This is not a tuition fee but a solidarity payment. It also includes the cost of the semester ticket for free public transportation.

You do not need to register at Maastricht University at the start of the second academic year. However, in order to graduate at Maastricht University, you need to register for the month in which you submit your master's thesis and will have to pay 1/12 of the applicable tuition fee. The admissions office of the UM will contact you in May of your second year to inform you on the registration procedure at UM. For questions please contact [masteroffice-fasos@maastrichtuniversity.nl](mailto:masteroffice-fasos@maastrichtuniversity.nl).

## 2. A research internship

Students can choose between two types of research internships:

The opportunity to be part of a larger research project for a period of at least 4 months and to perform research activities under the guidance of experienced researchers either affiliated to staff members at the faculty of arts and social sciences or to researchers at other universities in the Netherlands or abroad. The opportunity to carry out research at one of the EU's institutions or at an NGO or a think-tank or a private company of your choice. A research internship implies that MSc European Studies candidates are to carry out in-depth research on different topics and have the opportunity to conduct research that is linked to their MSc thesis.

### **Research internship placements:**

Students have worked with organisations like:

- Statistics Netherlands, Heerlen
- European Journalism Centre, Maastricht
- European Institute for Public Affairs, Maastricht
- Dutch ministry of Foreign Affairs, The Hague
- Centre for European Policy Studies, Brussels
- Institute for European Studies, Ha Noi, Vietnam

## 3. Study abroad

In the second year, students can opt to study the first semester abroad at a partner university. The exchange university and courses are selected with a view to adding to the substantive and methodological specialisation of the student, in light of the proposed MSc thesis.

Spend the first semester of the second year at one of our 4 partner universities:

- Political Sciences courses at [University of Mannheim](#), Germany
- European Governance courses at [Sciences Po Grenoble](#), France
- International and Public Policy courses at [Hitotsubashi University Tokyo](#), Japan
- European Studies courses at [University of Portsmouth](#), UK.

Specialisation courses

# Histories of European Integration: Historical/Qualitative Approach

Faculty of Arts and Social Sciences

## European Integration: State of the Art

### Full course description

This course opens the first year of the Research Master European Studies. It sets the scene for the following periods in two ways: First it introduces students to key current debates and contending perspectives on European integration. The focus will be on historical, theoretical, conceptual, and normative approaches to European integration, which are themselves rooted in international relations, history, political science and political philosophy. By looking at these debates, the course also introduces the three specialisations of the RMES curriculum (Historicising European Union, Governance and Representation in the EU, and Europe and the World). The course combines lectures and in-class discussion in the first four weeks. Subsequently, FASoS researchers who represent one of the three RMES specialisations discuss their specific research projects in class and thus give an insight into the practicalities of conducting research.

### Course objectives

In this module students will:

- Gain knowledge on how different academic disciplines have dealt with the issue of European integration and understand key debates in these different fields;
- be able to recognise the potential and limitations of specific theories and approaches for opening (or closing) specific routes of inquiry on European integration;
- get an insight into the practical conduct of research projects and the choices that are made in designing them;
- be trained to take a reasoned position in specific academic debates and to communicate their insights in oral and written form;
- understand the three specialisations of the RMES and be prepared to make informed choices on their further study trajectory.

### Prerequisites

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### Recommended reading

The course syllabus provides a detailed list of readings for each seminar. Students who want to consult some introductory textbooks may want to consider the following (not mandatory):

Dinan, D., Nugent, N., & Paterson, W. E. (Eds.). (2017). *The European Union in crisis*. Palgrave.

Keukeleire, S., & Delreux, T. (2022). *The foreign policy of the European Union* (3rd ed.). Bloomsbury.

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Patel, K. K. (2020). *Project Europe: Myths and realities of European integration*. Cambridge University Press.

Wiener, A., Börzel, T. A., & Risse, T. (Eds.). (2019). *European integration theory* (3rd ed.). Oxford University Press.

Zimmermann, H., & Dür, A. (Eds.). (2021). *Key controversies in European integration* (3rd ed.). Red Globe Press.

RES5013

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- T. Conzelmann
- [E.J. Radulova](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Participation, Take home exam

Keywords:

Theory of European integration; history of European integration; EU foreign policy, EU governance and democracy

Faculty of Arts and Social Sciences

## **Introduction to Research Methods of European Studies**

### **Full course description**

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

## Course objectives

- to acquire advanced knowledge and understanding of a broad range of theories, concepts and scientific research methods from history;
- political science, international relations, sociology and related academic disciplines aimed at understanding the process of European;
- integration, EU politics and the EU as an international actor in a changing global environment;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and to critically reflect on relevant cultural, social and ethical issues;

## Recommended reading

In this course we discuss selected parts of the following books, plus some additional readings that will be announced in the course syllabus:

King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

Goertz, G. and J. Mahony (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press.

Popper, K.R. (1980). *The Logic of Scientific Discovery*. London: Hutchinson. Kuhn, T. (1962 [1970]). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

RES5032

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M. Fenzl](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

Research methods; philosophy of science; epistemology; ontology; qualitative; quantitative; multi- and interdisciplinarity.

Faculty of Arts and Social Sciences

# Writing and Presenting a Research Paper

## Full course description

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

## Course objectives

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

## Recommended reading

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

Bailey, S. (2014) Academic Writing: A Handbook for International Students, Routledge: London

Billig, M. (2013) Learn to Write Badly - How to Succeed in the Social Sciences, Cambridge University Press.

Duarte, N. (2012) HBR Guide to Persuasive Presentations , Harvard Business Review Press

RES5509

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [P.J. Stephenson](#)

Teaching methods:

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

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

## Historicising European Union

### Full course description

This module provides students with in-depth knowledge of central driving forces, turning points, and features in the history of European integration. It applies an interdisciplinary mix and combines approaches from history, international relations, and comparative politics and introduces students to working with primary sources. Thematically, the module focuses on some of the key moments of European integration history (such as The Hague summit of 1969 or the Maastricht Treaty of 1992) and combines this with more thematically organised sessions, e.g. focusing on actors in European integration history. It thus introduces students to the complexity of multi-perspective (and potentially multi-archival, multilingual) European integration history research and its relevance for understanding present-day and future challenges for the EU.

### Course objectives

The objective of this course is to introduce participants to a dimension of European integration that is often neglected—the history of the process. It will show students how much history impacts on the present, and that any informed and sophisticated analysis of the European Union has to factor in such a historical dimension.

In more detail, the four main objectives of the module are:

- Firstly, to provide students with insights into the background of analyzing the history of European integration by examining the historical, theoretical, and conceptual issues arising within this context; and hence to integrate and combine substantive knowledge, theories and methods from diverse fields of European studies.
- Secondly, to convey a thorough knowledge of the concrete forms and dynamics of European integration;
- By using theoretical and practical insights gained in the research seminars, to enable students to critically assess an episode in European integration history and to conduct research on a concrete case, demonstrating the ability to identify the relevant sources and actors as well as methodological, theoretical, and historiographical frameworks;
- Finally, to teach students to transfer the knowledge they have learned in this module to other processes, such as other forms of European cooperation or other forms of regional integration.

### Prerequisites

There are no formal prerequisites. It is an asset to have several European languages.

### Recommended reading

Patel, Kiran Klaus (2020). *Project Europe: A History*. Cambridge University Press.

James, Harold (2003). *Europe Reborn: A History, 1914-2000*. Harlow: Longman.



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Kaiser, Wolfram, Leucht, Brigitte, and Rasmussen, Morten (eds.) (2009) *The History of European Union: Origins of a Trans- and Supranational Polity, 1950-72*. New York: Routledge.

Kaiser, Wolfram and Varsori, Antonio (eds.) (2010). *European Union History: Themes and Debates*. Basingstoke: Palgrave.

Milward, Alan (2000, c1992). *The European Rescue of the Nation-State*. London: Routledge.

Palayret, Jean-Marie, Wallace, Helen and Winand, Pascaline (eds.) (2006). *Visions, Votes and Vetoes: The Empty Chair Crisis and the Luxembourg Compromise Forty Years On*. Brussels: Lang.

Patel, Kiran Klaus (2013). "Provincialising European Union: Co-operation and Integration in Europe in a Historical Perspective," in: *Contemporary European History* 22 (2013), 649-673.

Weiler, J. H. H. (1999). *The Constitution of Europe*. Cambridge: Cambridge University Press.

RES5015

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinators:

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

Teaching methods:

PBL, Research

Assessment methods:

Take home exam, Presentation

Keywords:

Contemporary history, postwar, European integration

Faculty of Arts and Social Sciences

## Methods and Sources in Historical Analysis

### Full course description

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

## Course objectives

The objective of this module is to introduce and train participants in historical research and writing. The main rationale is to equip students to engage with the history of the European integration process.

In more detail, the three main objectives of the module are:

- Firstly, to provide students with insights into the background of analyzing the history of European integration to integrate substantive, theoretical, and methodological knowledge and issues arising within this context;
- Secondly, by using theoretical and practical insights gained in the skills class (and in combination to the parallel course *Historicising European union*, to enable students to critically assess an episode in European integration history and to conduct research on a concrete case, demonstrating the ability to identify the relevant sources and actors as well as methodological, theoretical, and historiographical frameworks, and to integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.
- Finally, to teach students to transfer the knowledge they have learned in this module, in order to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation.

After concluding this module, RMES participants: Are able to find *historical source material* and can critically assess it, and use it for their own writings; Can conduct their research informed by a *broad range of theories and methods* from history; Are able to use these skills to *research for*, and *write a paper* on the history of European integration and its relevance for today, also in close connection to the parallel course *Historicising European Union*.

## Prerequisites

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## Recommended reading

To be announced in course syllabus.

RES5023

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [V.C. Lagendijk](#)

Teaching methods:

Assignment(s), Research, PBL

## Research Design

### Full course description

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

### Course objectives

After this course students should:

- have knowledge of the specifics and the stages of the social scientific research projects; including the ability to write a concise summary of a research project - ability to elaborate the aims, objectives, background and originality of a research project - ability to develop a research design - ability to evaluate the suitability of different data analysis and collection methods for a concrete research project - ability to integrate and combine substantive knowledge, theories and methods from the diverse field of European Studies in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of European studies; -ability to critically reflect on the strengths and limitations of a research project - ability to design a feasible project plan - ability to demonstrate the relevance of the proposed research project for non-academic stakeholders)
- have the ability to develop a design a complete research proposal (the 'pilot' for the MSc thesis) • have knowledge of/ ability to use standard assessment criteria for research proposals.

### Prerequisites

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## Recommended reading

Zina o'Leary (2004; 2009). *The Essential Guide to Doing Your research project*, SAGE, London. Bob Hancké (2009). *Intelligent research design: a guide for beginning researchers in the social sciences*. Oxford University Press, Oxford, UK.

RES5510

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Y. Reykers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## Qualitative Interviewing

### Full course description

Interviews are an often-used research method in qualitative-orientated research in the field of European Studies. Interviews with EU officials, national diplomats, members of the European Parliament, lobbyists and others provide scholars with unique data about the processes that take place behind the scenes. They are also an important tool to establish causal inference and connect the dots. Using interviews as a data source is, however, not without problems. Interview data are notoriously unreliable. Conducting interviews is furthermore time-intensive and therefore a costly research method. This skills training course on qualitative interviewing provides students with an in-depth insight into the strengths and weaknesses of academic interviewing. It furthermore provides students hands-on training in conducting interviews. This skills training course will be organised around three hands-on seminars during which students will learn about and practice improve their interview skills. They will read literature in preparation for the seminars and hand in a number of assignments. By conducting an interview, processing and analysing it, students get a practical introduction to qualitative interviewing. The course is assessed through a final portfolio which reflects on the preparation of the interview, selection of the interviewee, the interview process, transcription and potential analysis.

### Course objectives

After this course students should be able to:

## Research Master European Studies

- understand the strengths and weaknesses of qualitative interviewing as a research method and critically reflect on these;
- know how to conduct a qualitative interview;
- know how to transcribe a qualitative interview;
- know how to manage and analyse data from qualitative interviews;
- understand the ethical rules regarding the collection, analysis and storage of interview data.

## Prerequisites

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## Recommended reading

Gubrium, J. F. (2012). The SAGE Handbook of interview research: The Complexity of the craft. Second Edition. SAGE Publications.

Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data. Third Edition. SAGE Publications.

RES5025

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinators:

- [A.K.I. Hoh](#)
- [F.S. Colli](#)

Teaching methods:

PBL, Research

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## The Symbolic Construction of European Community

### Full course description

Most existing studies analysing the historical trajectories of larger groups from a 'social

constructivist' perspective focus on nation-states. This class transfers the analysis to a European level. It thus examines the role of symbols, political ritual, ceremonies, shared memories and histories in the successful construction of communities in Europe since the 20th century. The collective memory of the two World Wars shapes European identities to this day. Therefore the module examines some of the differences in the national memorialization of the two world wars in Germany, France, Italy and Britain; and how the West European nations after 1945 succeeded in symbolically reconstructing their communities through commemorations, rituals, and memorials. The end of the Cold War in 1989/91 pushed historians and politicians to revise the history of the Second World War in light of a re-unified Europe. Therefore students are asked think about ways in which a European history of the 21st century can account for these recent political changes. The contestations of some of the powerful identity markers defining Europe and the EU will be analysed. Topics such as 'Fortress Europe', Europe's Other, Euroscepticism, 'Old and New Europe' are at the core of this multidisciplinary module, which draws on social theory, cultural history, and politics. Methodologically, this module introduces students to interpretative methods of studying politics and the political domain, mainly from the constructivist perspective, which holds that social categories, such as nation, class, and gender are invented rather than a social given. Students in this course will be expected to apply methods from the parallel course 'Qualitative Content Analysis'.

## Course objectives

The objective of this module is to introduce participants to a neglected dimension of European integration - the construction of a European imagined community - and to reflect on categories that are too often used uncritically, such as 'Europe,' 'European identity,' and 'European culture.'

In more detail, the four main objectives of the module are:

- Firstly, to provide students with insights into the background of the symbolic construction of Europe by examining the historical, theoretical, and conceptual issues arising within this context, especially the debate regarding the definitions to be given to European identity and culture; and hence to integrate and combine substantive knowledge, theories and methods from diverse fields of European studies.
- Secondly, to convey a thorough knowledge of the concrete strategies conceived by the EU institutions and other actors to promote a European imagined community;
- Using theoretical and practical insights gained in the research seminars, to enable students to critically assess EU action in the symbolic and cultural fields and to conduct research on specific initiatives, demonstrating the ability to identify the relevant sources, actors, and methodological frameworks.
- Finally, to teach students to transfer the knowledge they have learned in this module to other processes, such as the symbolic construction of entities in other world regions or branding strategies in other cultural and economic contexts. Hence, students learn to integrate and apply substantive knowledge, theories and methods to new research puzzles.

## Prerequisites

There are no formal prerequisites. It is an asset to speak several European languages.

## Recommended reading

Bottici, Chiara and Challand Benoît (2013). *Imagining Europe: Myth, Memory, and Identity*. Cambridge: Cambridge University Press. Calligaro, Oriane (2013). *Negotiating Europe: The EU*.

## Research Master European Studies

Promotion of Europeanness since the 1950s. New York: Palgrave. Cohen, Anthony (2007, 1985). *The Symbolic Construction of Community*. London: Routledge. Foret, François (2009). "Religion: A Solution or a Problem for the Legitimization of the European Union?," in: *Religion, State and Society*, 37 (1/2). Judt, Tony (2005). *Postwar: A History of Europe since 1945*. London: Penguin. Mosse, George L. (1991). *Fallen Soldiers: Reshaping the Memory of the World Wars*. New York: Oxford University Press. Patel, Kiran Klaus (ed.) (2013). *The Cultural Politics of Europe: European Capitals of Culture and European Union since the 1980s*. London: Routledge. Shore, Cris (2000). *Building Europe: The Cultural Politics of European Integration*. London: Routledge. Tilmans, Karin, Jay Winter, Frank van Vree, (2010). *Performing the Past: Memory, History, and Identity in Modern Europe*. Amsterdam: Amsterdam University Press. Winter, Jay (2006). *Remembering War: The Great War Between Memory and History in the 20th Century*. New Haven: Yale University Press. Sierp, Aline (2014). *History, Memory and Transeuropean Identity. Unifying Divisions*. London/New York: Routledge

RES5010

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

8.0

Coordinator:

- [A. Sierp](#)

Teaching methods:

PBL, Research

Assessment methods:

Take home exam, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

## Qualitative Content Analysis

### Full course description

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

### Course objectives

- have knowledge of the methods for textual analysis referred to as qualitative content analysis and frame analysis;

## Research Master European Studies

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

## Prerequisites

RES5014, RES5022

## Recommended reading

Selected readings include:

Boréus, K. & Bergström, C. (Eds.) (2017)., Analyzing text and discourse. Eight approaches for the social sciences. SAGE.

Entman, R.M. (1993). Framing. Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.

Hardy, C., Harley, B., & Phillips, N. (2004). Discourse analysis and content analysis: Two solitudes? *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods*, 2(1), 19-22.

Howarth, D.R. & Torfing, J. (Eds.). (2005). *Discourse theory in European politics: Identity, policy and governance*. Palgrave.

Neuendorf, K. (2017). *The content analysis guidebook*, (2nd ed.), SAGE.

RES5028

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Assignment(s)

Assessment methods:



Research Master European Studies

Final paper, Take home exam

Keywords:

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

Faculty of Arts and Social Sciences

## Research Project

### Full course description

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

### Course objectives

After this course students should:

- have developed a research project that addresses a research question that is relevant in the context of a critical discussion of the state of the art within the thematic specialization of the student, with a view to the proposed thesis project;
- have the skills to design and implement an independent research project, including the implementation of data collection and data analysis methods using the research techniques acquired within the methodological specialization of the student; and the development of a critical awareness of the linkages between research design and research project (implementation), and good judgment of the feasibility of carrying out a research plan.
- be able to defend a research thesis, and critically reflect on the strengths and limitations of a research project

### Prerequisites

-

### Recommended reading

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

RES5031

Period 5

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:

- [G.I. Bosse](#)
- Y. Reykers
- [E. Versluis](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

## Thesis Proposal

### Full course description

One of the common tasks of professional researchers and academic scholars is writing research proposals. Such documents lay down the topic, the concrete research question, and the proposed research strategy for future research projects. At the same time, research proposals talk about the societal and academic relevance of the proposed research and present ideas how the results of the research project may be put to practical use.

The sole deliverable of this course is the submission of the Thesis Proposal. This document marks the end of the first year of the MSc ES and will provide the basis for the writing process of your MSc thesis in the second year, while naturally still leaving room for new ideas and necessary adaptations. To assist you in this endeavour, you will receive advice and personal coaching by the course coordinator and by your thesis supervisor.

### Course objectives

- have the practical skills to draft and assess research proposals, particularly the thesis proposal; • be able to discuss critically the potential and limitations of presented research designs in the context of the established research questions;
- be able to present an outline for the thesis proposal in a clear and convincing manner and being able to respond to critical questions and comment
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological

innovation;

- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

-

## Recommended reading

-

RES5511

Period 5

8 Apr 2024

28 Jun 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [T. Conzelmann](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Presentation(s), Skills

Assessment methods:

Final paper

Keywords:

Thesis proposal; project presentation

## Democracy and Representation in Europe: Qualitative Approach

Faculty of Arts and Social Sciences

## European Integration: State of the Art

### Full course description

This course opens the first year of the Research Master European Studies. It sets the scene for the following periods in two ways: First it introduces students to key current debates and contending perspectives on European integration. The focus will be on historical, theoretical, conceptual, and normative approaches to European integration, which are themselves rooted in international relations, history, political science and political philosophy. By looking at these debates, the course also introduces the three specialisations of the RMES curriculum (Historicising European Union,

## Research Master European Studies

Governance and Representation in the EU, and Europe and the World). The course combines lectures and in-class discussion in the first four weeks. Subsequently, FASoS researchers who represent one of the three RMES specialisations discuss their specific research projects in class and thus give an insight into the practicalities of conducting research.

### Course objectives

In this module students will:

- Gain knowledge on how different academic disciplines have dealt with the issue of European integration and understand key debates in these different fields;
- be able to recognise the potential and limitations of specific theories and approaches for opening (or closing) specific routes of inquiry on European integration;
- get an insight into the practical conduct of research projects and the choices that are made in designing them;
- be trained to take a reasoned position in specific academic debates and to communicate their insights in oral and written form;
- understand the three specialisations of the RMES and be prepared to make informed choices on their further study trajectory.

### Prerequisites

-

### Recommended reading

The course syllabus provides a detailed list of readings for each seminar. Students who want to consult some introductory textbooks may want to consider the following (not mandatory):

Dinan, D., Nugent, N., & Paterson, W. E. (Eds.). (2017). *The European Union in crisis*. Palgrave.

Keukeleire, S., & Delreux, T. (2022). *The foreign policy of the European Union* (3rd ed.). Bloomsbury.

Patel, K. K. (2020). *Project Europe: Myths and realities of European integration*. Cambridge University Press.

Wiener, A., Börzel, T. A., & Risse, T. (Eds.). (2019). *European integration theory* (3rd ed.). Oxford University Press.

Zimmermann, H., & Dür, A. (Eds.). (2021). *Key controversies in European integration* (3rd ed.). Red Globe Press.

RES5013

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

5.0

Research Master European Studies

Instruction language:

English

Coordinators:

- T. Conzelmann
- [E.J. Radulova](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Participation, Take home exam

Keywords:

Theory of European integration; history of European integration; EU foreign policy, EU governance and democracy

Faculty of Arts and Social Sciences

## **Introduction to Research Methods of European Studies**

### **Full course description**

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

### **Course objectives**

- to acquire advanced knowledge and understanding of a broad range of theories, concepts and scientific research methods from history;
- political science, international relations, sociology and related academic disciplines aimed at understanding the process of European;
- integration, EU politics and the EU as an international actor in a changing global environment;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and to critically reflect on relevant cultural, social and ethical issues;

### **Recommended reading**

In this course we discuss selected parts of the following books, plus some additional readings that will be announced in the course syllabus:

Research Master European Studies

King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

Goertz, G. and J. Mahony (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press.

Popper, K.R. (1980). *The Logic of Scientific Discovery*. London: Hutchinson. Kuhn, T. (1962 [1970]). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

RES5032

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M. Fenzl](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

Research methods; philosophy of science; epistemology; ontology; qualitative; quantitative; multi- and interdisciplinarity.

Faculty of Arts and Social Sciences

## Writing and Presenting a Research Paper

### Full course description

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

### Course objectives

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

## Recommended reading

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

Bailey, S. (2014) Academic Writing: A Handbook for International Students, Routledge: London

Billig, M. (2013) Learn to Write Badly - How to Succeed in the Social Sciences, Cambridge University Press.

Duarte, N. (2012) HBR Guide to Persuasive Presentations , Harvard Business Review Press

RES5509

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [P.J. Stephenson](#)

Teaching methods:

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

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

Academic writing skills; research skills; presentation skills

Faculty of Arts and Social Sciences

## Democratic Governance and Representation in Europe

### Full course description

It is almost conventional wisdom that the European Union (EU) is suffering from a democratic deficit, as it is seen as falling short on premises that are “shared by a broad range of democratic theorists” (Follesdal and Hix, 2006, p. 547). This is also an issue that policy-makers both at the national level and within the EU institutions – especially the European Parliament (EP) and the Commission – have tried to tackle for several decades.

During this course you will gain new insights into questions of democratic governance and representation in the EU. This course will address all four aforementioned aspect, especially by probing into the tension between democratic and administrative governance. Through interactive lectures and tutorials, we will reflect upon state of the art research. Invited lecturers have published on all the aforementioned issues. In addition, we will discuss key scholarly works on democratic governance and representation in the EU.

Throughout the course you will encounter a range of central concepts, theories and approaches. In addition, you will learn to apply these to the EU system of multi-level governance, while at the same

time also reflecting on the democratic challenges that come with this system. Finally, by building on the knowledge gained from the course, students you should be able to conduct your own research on issues related to questions of democratic governance and representation in the EU, by integrating theory, methodology and empirical insights on this topic.

## Course objectives

Upon completion of this course you will:

1. Have acquired advanced knowledge and understanding of questions related to democratic governance in the EU in its political and institutional dimensions, including an overview of the related state of the art in the interdisciplinary field of European Studies;
2. Be able to integrate and combine substantive knowledge, theories and methods from the interdisciplinary field of European Studies in a well-reasoned manner;
3. Be able to compare, select, integrate, and apply appropriate theories, concepts and scientific research methods to analyse novel research puzzles and questions related to EU politics and questions of democratic legitimacy in the EU;
4. Be able to critically appraise the quality of various source materials and design, plan and implement an independent research projects;
5. Be able to communicate your findings to others - fellow academics, including students and scientific staff, as well as practitioners - and discuss these in a critical manner;
6. Possess the learning skills to continue to study in a manner that is largely self-directed and autonomous, while being able to translate your findings to other research domains.

## Prerequisites

-

## Recommended reading

The syllabus provides a series of journal articles and/or book chapters.

RES5030

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinator:

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

Teaching methods:



Research Master European Studies

Lecture(s), PBL, Research

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## **Case Study Methods and Process-Tracing**

### **Full course description**

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

### **Course objectives**

After this course students should be able to:

- acquire in-depth knowledge and understanding of qualitative research methods and their application to scientific research in the field of European Studies;
- acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- apply knowledge and understanding of case study designs and process tracing in published academic research;
- formulate judgments on appropriate case study research design choices and process tracing;
- communicate one's understanding and evaluation of case study research design issues and formulate questions for the group when chairing the discussion;
- learn how to update one's knowledge of the latest debates in case studies and process tracing methods and keep up with the state of the art in the field.

### **Prerequisites**

RES5014

### **Recommended reading**

Henry Brady and David Collier (eds.) 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. New York: Rowman and Littlefield.

Alexander L. George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social*

Research Master European Studies  
Sciences. Cambridge, M.A.: MIT University Press.

Bennett, A. and Checkel, J. (eds.) 2014. Process Tracing from Metaphor to Analytic Tool. Cambridge: Cambridge University Press.

Derek Beach and Rasmus Brun Pedersen. 2013. Process Tracing Methods - Foundations and Guidelines. Ann Arbor, M.I.: University of Michigan Press.

Beach, D. and R. Pedersen. 2016. Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching, and Tracing. Ann Arbor, MI: University of Michigan Press.

RES5022

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- A. Spendzharova
- [A.B. Spendzharova](#)

Teaching methods:

Lecture(s), PBL, Assignment(s), Work in subgroups, Presentations

Assessment methods:

Final paper, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

## Research Design

### Full course description

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

## Course objectives

After this course students should:

- have knowledge of the specifics and the stages of the social scientific research projects; including the ability to write a concise summary of a research project - ability to elaborate the aims, objectives, background and originality of a research project - ability to develop a research design - ability to evaluate the suitability of different data analysis and collection methods for a concrete research project - ability to integrate and combine substantive knowledge, theories and methods from the diverse field of European Studies in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of European studies; -ability to critically reflect on the strengths and limitations of a research project - ability to design a feasible project plan - ability to demonstrate the relevance of the proposed research project for non-academic stakeholders)
- have the ability to develop a design a complete research proposal (the 'pilot' for the MSc thesis) • have knowledge of/ ability to use standard assessment criteria for research proposals.

## Prerequisites

-

## Recommended reading

Zina o'Leary (2004; 2009). The Essential Guide to Doing Your research project, SAGE, London. Bob Hancké (2009). Intelligent research design: a guide for beginning researchers in the social sciences. Oxford University Press, Oxford, UK.

RES5510

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Y. Reykers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

# Qualitative Interviewing

## Full course description

Interviews are an often-used research method in qualitative-orientated research in the field of European Studies. Interviews with EU officials, national diplomats, members of the European Parliament, lobbyists and others provide scholars with unique data about the processes that take place behind the scenes. They are also an important tool to establish causal inference and connect the dots. Using interviews as a data source is, however, not without problems. Interview data are notoriously unreliable. Conducting interviews is furthermore time-intensive and therefore a costly research method. This skills training course on qualitative interviewing provides students with an in-depth insight into the strengths and weaknesses of academic interviewing. It furthermore provides students hands-on training in conducting interviews. This skills training course will be organised around three hands-on seminars during which students will learn about and practice improve their interview skills. They will read literature in preparation for the seminars and hand in a number of assignments. By conducting an interview, processing and analysing it, students get a practical introduction to qualitative interviewing. The course is assessed through a final portfolio which reflects on the preparation of the interview, selection of the interviewee, the interview process, transcription and potential analysis.

## Course objectives

After this course students should be able to:

- understand the strengths and weaknesses of qualitative interviewing as a research method and critically reflect on these;
- know how to conduct a qualitative interview;
- know how to transcribe a qualitative interview;
- know how to manage and analyse data from qualitative interviews;
- understand the ethical rules regarding the collection, analysis and storage of interview data.

## Prerequisites

-

## Recommended reading

Gubrium, J. F. (2012). *The SAGE Handbook of interview research: The Complexity of the craft*. Second Edition. SAGE Publications.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. Third Edition. SAGE Publications.

RES5025

Period 3

Research Master European Studies

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinators:

- [A.K.I. Hoh](#)
- [F.S. Colli](#)

Teaching methods:

PBL, Research

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## **Lobbying and Expertise in the European Policy Process**

### **Full course description**

Nowadays, lobbying pervades virtually all aspects of EU policy-making. The size of the Brussels interest group population is deemed comparable only to that of Washington D.C., the so-called “lobbying capital of the world” (Dinan & Wesselius 2010). Various watchdog groups and media outlets, as well as the general public have all demonstrated increasing interest in and wariness toward the EU lobby. Against this background, a number of questions arise: who are, in fact, the EU lobbyists? What type of interests are represented in Brussels and under which conditions do national groups decide to have a presence in the EU capital? What is lobbying, after all? How do we decide which activities deserve this label, and which do not? What explains lobbyists’ access to EU institutions and political decision-makers? Furthermore, who wins lobby battles and why? What mechanisms do the EU institutions have in place to rationalize and streamline contact with lobbyists (or interest representatives, as they are referred to in EU jargon)? How well do these mechanisms perform? What standards do we use to judge the democratic legitimacy of lobbying? All these questions and more will be explored at length in the framework of this course.

Parallel to the lectures and tutorials a workshop is offered in which the students will do empirical research on the role of interest groups and expertise in EU policy-making and -implementation, to combine, finally, their empirical findings with theoretical insights gained during the lectures and tutorials and the research techniques taught in the methods courses.

### **Course objectives**

Ability to integrate and combine substantive knowledge, theories and methods in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of interest groups, expertise and politics in the EU.

## Prerequisites

RES5030

## Recommended reading

Greenwood, J. (2017). *Interest Representation in the European Union* (4th edition). Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Kohler-Koch, B., & Quittkat, C. (2013). *De-Mystification of Participatory Democracy: EU Governance and Civil Society*. Oxford: Oxford University Press.

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

RES5006

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

8.0

Coordinator:

- [A. Nastase](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Final paper, Presentation

Keywords:

interest groups, Lobbying, Civil Society, expertise, participatory governance, Regulation

Faculty of Arts and Social Sciences

## Qualitative Content Analysis

### Full course description

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

### Course objectives

- have knowledge of the methods for textual analysis referred to as qualitative content analysis and frame analysis;

## Research Master European Studies

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

## Prerequisites

RES5014, RES5022

## Recommended reading

Selected readings include:

Boréus, K. & Bergström, C. (Eds.) (2017)., Analyzing text and discourse. Eight approaches for the social sciences. SAGE.

Entman, R.M. (1993). Framing. Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.

Hardy, C., Harley, B., & Phillips, N. (2004). Discourse analysis and content analysis: Two solitudes? *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods*, 2(1), 19-22.

Howarth, D.R. & Torfing, J. (Eds.). (2005). *Discourse theory in European politics: Identity, policy and governance*. Palgrave.

Neuendorf, K. (2017). *The content analysis guidebook*, (2nd ed.), SAGE.

RES5028

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Assignment(s)

Assessment methods:

Research Master European Studies

Final paper, Take home exam

Keywords:

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

Faculty of Arts and Social Sciences

## Research Project

### Full course description

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

### Course objectives

After this course students should:

- have developed a research project that addresses a research question that is relevant in the context of a critical discussion of the state of the art within the thematic specialization of the student, with a view to the proposed thesis project;
- have the skills to design and implement an independent research project, including the implementation of data collection and data analysis methods using the research techniques acquired within the methodological specialization of the student; and the development of a critical awareness of the linkages between research design and research project (implementation), and good judgment of the feasibility of carrying out a research plan.
- be able to defend a research thesis, and critically reflect on the strengths and limitations of a research project

### Prerequisites

-

### Recommended reading

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

RES5031

Period 5

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:



- [G.I. Bosse](#)
- Y. Reykers
- [E. Versluis](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

## Thesis Proposal

### Full course description

One of the common tasks of professional researchers and academic scholars is writing research proposals. Such documents lay down the topic, the concrete research question, and the proposed research strategy for future research projects. At the same time, research proposals talk about the societal and academic relevance of the proposed research and present ideas how the results of the research project may be put to practical use.

The sole deliverable of this course is the submission of the Thesis Proposal. This document marks the end of the first year of the MSc ES and will provide the basis for the writing process of your MSc thesis in the second year, while naturally still leaving room for new ideas and necessary adaptations. To assist you in this endeavour, you will receive advice and personal coaching by the course coordinator and by your thesis supervisor.

### Course objectives

- have the practical skills to draft and assess research proposals, particularly the thesis proposal; • be able to discuss critically the potential and limitations of presented research designs in the context of the established research questions;
- be able to present an outline for the thesis proposal in a clear and convincing manner and being able to respond to critical questions and comment
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological

innovation;

- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

-

## Recommended reading

-

RES5511

Period 5

8 Apr 2024

28 Jun 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [T. Conzelmann](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Presentation(s), Skills

Assessment methods:

Final paper

Keywords:

Thesis proposal; project presentation

## Democracy and Representation in Europe: Quantitative Approach

Faculty of Arts and Social Sciences

## European Integration: State of the Art

### Full course description

This course opens the first year of the Research Master European Studies. It sets the scene for the following periods in two ways: First it introduces students to key current debates and contending perspectives on European integration. The focus will be on historical, theoretical, conceptual, and normative approaches to European integration, which are themselves rooted in international relations, history, political science and political philosophy. By looking at these debates, the course also introduces the three specialisations of the RMES curriculum (Historicising European Union,

## Research Master European Studies

Governance and Representation in the EU, and Europe and the World). The course combines lectures and in-class discussion in the first four weeks. Subsequently, FASoS researchers who represent one of the three RMES specialisations discuss their specific research projects in class and thus give an insight into the practicalities of conducting research.

### Course objectives

In this module students will:

- Gain knowledge on how different academic disciplines have dealt with the issue of European integration and understand key debates in these different fields;
- be able to recognise the potential and limitations of specific theories and approaches for opening (or closing) specific routes of inquiry on European integration;
- get an insight into the practical conduct of research projects and the choices that are made in designing them;
- be trained to take a reasoned position in specific academic debates and to communicate their insights in oral and written form;
- understand the three specialisations of the RMES and be prepared to make informed choices on their further study trajectory.

### Prerequisites

-

### Recommended reading

The course syllabus provides a detailed list of readings for each seminar. Students who want to consult some introductory textbooks may want to consider the following (not mandatory):

Dinan, D., Nugent, N., & Paterson, W. E. (Eds.). (2017). *The European Union in crisis*. Palgrave.

Keukeleire, S., & Delreux, T. (2022). *The foreign policy of the European Union* (3rd ed.). Bloomsbury.

Patel, K. K. (2020). *Project Europe: Myths and realities of European integration*. Cambridge University Press.

Wiener, A., Börzel, T. A., & Risse, T. (Eds.). (2019). *European integration theory* (3rd ed.). Oxford University Press.

Zimmermann, H., & Dür, A. (Eds.). (2021). *Key controversies in European integration* (3rd ed.). Red Globe Press.

RES5013

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

5.0

Research Master European Studies

Instruction language:

English

Coordinators:

- T. Conzelmann
- [E.J. Radulova](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Participation, Take home exam

Keywords:

Theory of European integration; history of European integration; EU foreign policy, EU governance and democracy

Faculty of Arts and Social Sciences

## **Introduction to Research Methods of European Studies**

### **Full course description**

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

### **Course objectives**

- to acquire advanced knowledge and understanding of a broad range of theories, concepts and scientific research methods from history;
- political science, international relations, sociology and related academic disciplines aimed at understanding the process of European;
- integration, EU politics and the EU as an international actor in a changing global environment;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and to critically reflect on relevant cultural, social and ethical issues;

### **Recommended reading**

In this course we discuss selected parts of the following books, plus some additional readings that will be announced in the course syllabus:

Research Master European Studies

King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

Goertz, G. and J. Mahony (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press.

Popper, K.R. (1980). *The Logic of Scientific Discovery*. London: Hutchinson. Kuhn, T. (1962 [1970]). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

RES5032

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M. Fenzl](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

Research methods; philosophy of science; epistemology; ontology; qualitative; quantitative; multi- and interdisciplinarity.

Faculty of Arts and Social Sciences

## Writing and Presenting a Research Paper

### Full course description

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

### Course objectives

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

## Recommended reading

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

Bailey, S. (2014) Academic Writing: A Handbook for International Students, Routledge: London

Billig, M. (2013) Learn to Write Badly - How to Succeed in the Social Sciences, Cambridge University Press.

Duarte, N. (2012) HBR Guide to Persuasive Presentations , Harvard Business Review Press

RES5509

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [P.J. Stephenson](#)

Teaching methods:

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

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

Academic writing skills; research skills; presentation skills

Faculty of Arts and Social Sciences

## Democratic Governance and Representation in Europe

### Full course description

It is almost conventional wisdom that the European Union (EU) is suffering from a democratic deficit, as it is seen as falling short on premises that are “shared by a broad range of democratic theorists” (Follesdal and Hix, 2006, p. 547). This is also an issue that policy-makers both at the national level and within the EU institutions – especially the European Parliament (EP) and the Commission – have tried to tackle for several decades.

During this course you will gain new insights into questions of democratic governance and representation in the EU. This course will address all four aforementioned aspect, especially by probing into the tension between democratic and administrative governance. Through interactive lectures and tutorials, we will reflect upon state of the art research. Invited lecturers have published on all the aforementioned issues. In addition, we will discuss key scholarly works on democratic governance and representation in the EU.

Throughout the course you will encounter a range of central concepts, theories and approaches. In addition, you will learn to apply these to the EU system of multi-level governance, while at the same

time also reflecting on the democratic challenges that come with this system. Finally, by building on the knowledge gained from the course, students you should be able to conduct your own research on issues related to questions of democratic governance and representation in the EU, by integrating theory, methodology and empirical insights on this topic.

## Course objectives

Upon completion of this course you will:

1. Have acquired advanced knowledge and understanding of questions related to democratic governance in the EU in its political and institutional dimensions, including an overview of the related state of the art in the interdisciplinary field of European Studies;
2. Be able to integrate and combine substantive knowledge, theories and methods from the interdisciplinary field of European Studies in a well-reasoned manner;
3. Be able to compare, select, integrate, and apply appropriate theories, concepts and scientific research methods to analyse novel research puzzles and questions related to EU politics and questions of democratic legitimacy in the EU;
4. Be able to critically appraise the quality of various source materials and design, plan and implement an independent research projects;
5. Be able to communicate your findings to others - fellow academics, including students and scientific staff, as well as practitioners - and discuss these in a critical manner;
6. Possess the learning skills to continue to study in a manner that is largely self-directed and autonomous, while being able to translate your findings to other research domains.

## Prerequisites

-

## Recommended reading

The syllabus provides a series of journal articles and/or book chapters.

RES5030

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinator:

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

Teaching methods:

Research Master European Studies

Lecture(s), PBL, Research

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## **Linear and Generalised Linear Regression**

### **Full course description**

This course is a continuation from the course “Social Science Statistics in European Studies”. It runs in parallel with your substantive course, and it will teach you how to use the appropriate quantitative method in order to carry out a quantitative analysis in a paper with a topic of your choice. In the first tutorial we will cover in greater detail the basics of how to write a quantitative paper, and we will revise the theory of linear regression model. We continue with an introduction to STATA (the statistic package used in this course). Then we focus on dichotomous independent variables and multiplicative interaction terms, and linear regression diagnostic. We also cover the logit model, and we cover the basics of the ordinal logit and probit models. The last two tutorials are devoted to one-on-one meetings on your research papers.

### **Course objectives**

- to acquire in-depth knowledge and understanding of quantitative research methods and their application to scientific research in the field of European Studies (specialisation c);
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies;; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;
- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments;
- to manage datasets to build evidence-based arguments to understand and explain processes of European integration, EU politics and policies, as well as the EU as an international actor in a changing global environment;
- to set one’s own objectives, priorities and develop feasible work and research plans (self-directed learning);
- to acquire an original and critical style of analysis.

### **Prerequisites**

RES5021



## Recommended reading

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

RES5024

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [L. Russo](#)

Teaching methods:

Lecture(s), Skills

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

## Research Design

### Full course description

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

## Course objectives

After this course students should:

- have knowledge of the specifics and the stages of the social scientific research projects; including the ability to write a concise summary of a research project - ability to elaborate the aims, objectives, background and originality of a research project - ability to develop a research design - ability to evaluate the suitability of different data analysis and collection methods for a concrete research project - ability to integrate and combine substantive knowledge, theories and methods from the diverse field of European Studies in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of European studies; -ability to critically reflect on the strengths and limitations of a research project - ability to design a feasible project plan - ability to demonstrate the relevance of the proposed research project for non-academic stakeholders)
- have the ability to develop a design a complete research proposal (the 'pilot' for the MSc thesis) • have knowledge of/ ability to use standard assessment criteria for research proposals.

## Prerequisites

-

## Recommended reading

Zina o'Leary (2004; 2009). The Essential Guide to Doing Your research project, SAGE, London. Bob Hancké (2009). Intelligent research design: a guide for beginning researchers in the social sciences. Oxford University Press, Oxford, UK.

RES5510

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Y. Reykers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

# Survey Data Methodology

## Full course description

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

## Course objectives

- Getting familiar with various survey designs, collection, processing and analyzing quantitative data based on large-scale surveys and population registers
- Understand the complexity of sampling designs and the fieldwork strategies, including the merits and problems of various mixed-mode data collection methods by internet, telephone, paper and face-to-face interviews.
- Be able to investigate response rates and non-response bias and understand weighting models to reduce the non-response bias
- Become familiar with existing databases from national statistical offices and large-scale comparative surveys
- Be able to produce some 10 questions for a questionnaire in a new or existing survey based and discuss a survey research design.

## Prerequisites

RES5021, RES5024

## Recommended reading

Leeuw, F. L. with Schmeets, H. (2016). Empirical Legal Research. Chapter 8: Analyzing and visualizing quantitative and qualitative data Cheltenham: Edward Elgar, pp. 158-219.

RES5026

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

Research Master European Studies

ECTS credits:

3.0

Instruction language:

English

Coordinators:

- H. Schmeets
- [J.J.G. Schmeets](#)

Teaching methods:

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

Assessment methods:

Assignment

Keywords:

Surveys, questionnaires, sampling, non-response.

Faculty of Arts and Social Sciences

## **Lobbying and Expertise in the European Policy Process**

### **Full course description**

Nowadays, lobbying pervades virtually all aspects of EU policy-making. The size of the Brussels interest group population is deemed comparable only to that of Washington D.C., the so-called “lobbying capital of the world” (Dinan & Wesselius 2010). Various watchdog groups and media outlets, as well as the general public have all demonstrated increasing interest in and wariness toward the EU lobby. Against this background, a number of questions arise: who are, in fact, the EU lobbyists? What type of interests are represented in Brussels and under which conditions do national groups decide to have a presence in the EU capital? What is lobbying, after all? How do we decide which activities deserve this label, and which do not? What explains lobbyists’ access to EU institutions and political decision-makers? Furthermore, who wins lobby battles and why? What mechanisms do the EU institutions have in place to rationalize and streamline contact with lobbyists (or interest representatives, as they are referred to in EU jargon)? How well do these mechanisms perform? What standards do we use to judge the democratic legitimacy of lobbying? All these questions and more will be explored at length in the framework of this course.

Parallel to the lectures and tutorials a workshop is offered in which the students will do empirical research on the role of interest groups and expertise in EU policy-making and -implementation, to combine, finally, their empirical findings with theoretical insights gained during the lectures and tutorials and the research techniques taught in the methods courses.

### **Course objectives**

Ability to integrate and combine substantive knowledge, theories and methods in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of interest groups, expertise and politics in the EU.

### **Prerequisites**

RES5030

## Recommended reading

Greenwood, J. (2017). *Interest Representation in the European Union* (4th edition). Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

Kohler-Koch, B., & Quittkat, C. (2013). *De-Mystification of Participatory Democracy: EU Governance and Civil Society*. Oxford: Oxford University Press.

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

RES5006

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

8.0

Coordinator:

- [A. Nastase](#)

Teaching methods:

PBL, Lecture(s)

Assessment methods:

Final paper, Presentation

Keywords:

interest groups, Lobbying, Civil Society, expertise, participatory governance, Regulation  
Faculty of Arts and Social Sciences

## Multilevel and Longitudinal Modelling

### Full course description

Most datasets in European studies contain data whereby the traditional assumptions of ordinary least squares regression are violated, primarily in a cross-sectional and longitudinal context and because the dependent variable is non-continuous. Individuals are grouped into countries, (Eurobarometer surveys), European Union decision-making is recorded on an annual basis (EUPOL dataset), or members of the European Parliament are asked in how far they agree (five answer categories) with the statement that the European Parliament should have more powers with regard to a particular policy item (EPRG MEP Survey). This course aims to acquaint students with the most commonly used advanced statistical models to deal with clustered and (auto- or multi-) correlated data and categorical limited dependent variables.

One learns statistics best by applying the techniques to a substantive topic of interest. Students are asked to choose a dataset (with one or more of the 'violations' mentioned above) on a research topic related to the seminar that runs parallel to this course and they will work on this dataset from the first week onwards. Through the lectures and homework assignments, students will acquaint themselves with a method suitable for their research purposes which may include clustered and panel corrected standard errors, random and fixed effects models, multilevel models and logit, ordered logit and multinomial logit models. Students will be introduced to the assumptions

## Research Master European Studies

underlying advanced statistical methods (hence students are not expected to be able to 'do the math' themselves); students learn to identify the data structure of a dataset and to recognize potential violations of traditional assumptions of ordinary least squares regression; students will choose an appropriate statistical model and apply it to commonly used datasets in European studies in a relevant statistical package (Stata). The course reserves ample of time to enable students to discuss with the group their progress of their final paper, from choosing a dataset to applying and interpreting the results of a statistical model. In this way, students will be able to write a paper which integrates substantive, theoretical with methodological knowledge and in which students show that they can clearly communicate the results produced by statistical modelling to other researchers within the multi- and interdisciplinary field of European Studies.

## Course objectives

After this course students will be:

- Able to apply to statistical techniques suitable for (1) times-series-cross sectional data and/or (2) categorical and limited dependent variables and give appropriate statistical and substantive meaning to the results provided by these methods
- Able to integrate theories from the multi- and interdisciplinary field of European Studies with the statistical knowledge and methods discussed during this course and to clearly communicate these findings to other researchers within the multi- and interdisciplinary field of European Studies.

## Prerequisites

RES5021, RES5024

## Recommended reading

Cameron, A. Colin and Trivedi, Pravin K. (2009) *Microeconometrics Using Stata*. College Station, Texas: Stata Press.

RES5029

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- [E.V. Sapir](#)
- [L. Russo](#)

Teaching methods:

Lecture(s), Research

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## Research Project

### Full course description

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

### Course objectives

After this course students should:

- have developed a research project that addresses a research question that is relevant in the context of a critical discussion of the state of the art within the thematic specialization of the student, with a view to the proposed thesis project;
- have the skills to design and implement an independent research project, including the implementation of data collection and data analysis methods using the research techniques acquired within the methodological specialization of the student; and the development of a critical awareness of the linkages between research design and research project (implementation), and good judgment of the feasibility of carrying out a research plan.
- be able to defend a research thesis, and critically reflect on the strengths and limitations of a research project

### Prerequisites

-

### Recommended reading

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

RES5031

Period 5

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:

- [G.I. Bosse](#)
- Y. Reykers
- [E. Versluis](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

## Thesis Proposal

### Full course description

One of the common tasks of professional researchers and academic scholars is writing research proposals. Such documents lay down the topic, the concrete research question, and the proposed research strategy for future research projects. At the same time, research proposals talk about the societal and academic relevance of the proposed research and present ideas how the results of the research project may be put to practical use.

The sole deliverable of this course is the submission of the Thesis Proposal. This document marks the end of the first year of the MSc ES and will provide the basis for the writing process of your MSc thesis in the second year, while naturally still leaving room for new ideas and necessary adaptations. To assist you in this endeavour, you will receive advice and personal coaching by the course coordinator and by your thesis supervisor.

### Course objectives

- have the practical skills to draft and assess research proposals, particularly the thesis proposal; • be able to discuss critically the potential and limitations of presented research designs in the context of the established research questions;
- be able to present an outline for the thesis proposal in a clear and convincing manner and being able to respond to critical questions and comment
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological



innovation;

- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

-

## Recommended reading

-

RES5511

Period 5

8 Apr 2024

28 Jun 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [T. Conzelmann](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Presentation(s), Skills

Assessment methods:

Final paper

Keywords:

Thesis proposal; project presentation

## Europe and the World: Qualitative Approach

Faculty of Arts and Social Sciences

## European Integration: State of the Art

### Full course description

This course opens the first year of the Research Master European Studies. It sets the scene for the following periods in two ways: First it introduces students to key current debates and contending perspectives on European integration. The focus will be on historical, theoretical, conceptual, and normative approaches to European integration, which are themselves rooted in international relations, history, political science and political philosophy. By looking at these debates, the course also introduces the three specialisations of the RMES curriculum (Historicising European Union, Governance and Representation in the EU, and Europe and the World). The course combines lectures and in-class discussion in the first four weeks. Subsequently, FASoS researchers who

## Research Master European Studies

represent one of the three RMES specialisations discuss their specific research projects in class and thus give an insight into the practicalities of conducting research.

### Course objectives

In this module students will:

- Gain knowledge on how different academic disciplines have dealt with the issue of European integration and understand key debates in these different fields;
- be able to recognise the potential and limitations of specific theories and approaches for opening (or closing) specific routes of inquiry on European integration;
- get an insight into the practical conduct of research projects and the choices that are made in designing them;
- be trained to take a reasoned position in specific academic debates and to communicate their insights in oral and written form;
- understand the three specialisations of the RMES and be prepared to make informed choices on their further study trajectory.

### Prerequisites

-

### Recommended reading

The course syllabus provides a detailed list of readings for each seminar. Students who want to consult some introductory textbooks may want to consider the following (not mandatory):

Dinan, D., Nugent, N., & Paterson, W. E. (Eds.). (2017). *The European Union in crisis*. Palgrave.

Keukeleire, S., & Delreux, T. (2022). *The foreign policy of the European Union* (3rd ed.). Bloomsbury.

Patel, K. K. (2020). *Project Europe: Myths and realities of European integration*. Cambridge University Press.

Wiener, A., Börzel, T. A., & Risse, T. (Eds.). (2019). *European integration theory* (3rd ed.). Oxford University Press.

Zimmermann, H., & Dür, A. (Eds.). (2021). *Key controversies in European integration* (3rd ed.). Red Globe Press.

RES5013

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- T. Conzelmann
- [E.J. Radulova](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Participation, Take home exam

Keywords:

Theory of European integration; history of European integration; EU foreign policy, EU governance and democracy

Faculty of Arts and Social Sciences

## **Introduction to Research Methods of European Studies**

### **Full course description**

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

### **Course objectives**

- to acquire advanced knowledge and understanding of a broad range of theories, concepts and scientific research methods from history;
- political science, international relations, sociology and related academic disciplines aimed at understanding the process of European;
- integration, EU politics and the EU as an international actor in a changing global environment;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and to critically reflect on relevant cultural, social and ethical issues;

### **Recommended reading**

In this course we discuss selected parts of the following books, plus some additional readings that will be announced in the course syllabus:

King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in*

Research Master European Studies

Qualitative Research. Princeton: Princeton University Press.

Goertz, G. and J. Mahony (2012). A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences. Princeton: Princeton University Press.

Popper, K.R. (1980). The Logic of Scientific Discovery. London: Hutchinson. Kuhn, T. (1962 [1970]). The Structure of Scientific Revolutions. Chicago: University of Chicago Press.

RES5032

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M. Fenzl](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

Research methods; philosophy of science; epistemology; ontology; qualitative; quantitative; multi- and interdisciplinarity.

Faculty of Arts and Social Sciences

## Writing and Presenting a Research Paper

### Full course description

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

### Course objectives

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

## Recommended reading

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

Bailey, S. (2014) Academic Writing: A Handbook for International Students, Routledge: London

Billig, M. (2013) Learn to Write Badly - How to Succeed in the Social Sciences, Cambridge University Press.

Duarte, N. (2012) HBR Guide to Persuasive Presentations , Harvard Business Review Press

RES5509

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [P.J. Stephenson](#)

Teaching methods:

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

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

Academic writing skills; research skills; presentation skills

Faculty of Arts and Social Sciences

## European Foreign Policy

### Full course description

This course focuses on the development of the EU as a foreign policy actor. It does so by first conceptualising the EU and its foreign policy through the lenses of international relations, political science, and history. It also discusses the various institutions underpinning EU foreign policy. It then goes on to look at a variety of issues, such as the interaction between European integration on the one hand and the problems of global security and trade as well as challenges in the European neighbourhood and global governance. In the research workshop that is integrated in the course students do empirical research on a question relating to the external relations of the European Union and combine their empirical findings with theoretical insights gained during the seminars. Students are expected to apply either qualitative or quantitative research methods, which are taught in the methodology track. Hence the workshop is open to two types of research questions: first to those questions that are focused on specific instances of EU external relations that can be researched in case studies with process-tracing methods, such as the role of the European Parliament in the EU's external relations, the evolution of the European External Action Service, or the coherence of EU policies in the Caucasus; or, second, on questions that aim to understand the

systematic conditions that contextualize EU external action, for example in the field of humanitarian missions or international sanctions, which can be investigated in a large-n study.

## Course objectives

- to acquire in-depth knowledge of the EU as an international actor in the context of a changing global environment;
- to acquire in-depth knowledge of the institutional architecture of EU external relations and governance, and its bilateral political and trade relations with major partners, as well as global challenges facing the EU
- to autonomously select and integrate the appropriate theories, concepts and scientific research methods from history, political science, international relations to analyse new research puzzles and questions related to the EU as an international actor in a changing global environment;
- to present a research project orally and in a written paper

## Prerequisites

-

## Recommended reading

Hill, Christopher, Smith, Michael and Vanhoonacker, Sophie (2023), *International Relations and the European Union* (4th edition) (Oxford: Oxford U.P.). Keukeleire, Stephan and Delreux, Tom (2022): *The Foreign Policy of the European Union* (3rd ed.) (London: Bloomsbury Academic).

RES5019

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinators:

- [S.M.R.L. Vanhoonacker](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), PBL, Research

Assessment methods:

Participation, Final paper

Keywords:

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

Faculty of Arts and Social Sciences

# Case Study Methods and Process-Tracing

## Full course description

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

## Course objectives

After this course students should be able to:

- acquire in-depth knowledge and understanding of qualitative research methods and their application to scientific research in the field of European Studies;
- acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- apply knowledge and understanding of case study designs and process tracing in published academic research;
- formulate judgments on appropriate case study research design choices and process tracing;
- communicate one's understanding and evaluation of case study research design issues and formulate questions for the group when chairing the discussion;
- learn how to update one's knowledge of the latest debates in case studies and process tracing methods and keep up with the state of the art in the field.

## Prerequisites

RES5014

## Recommended reading

Henry Brady and David Collier (eds.) 2004. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. New York: Rowman and Littlefield.

Alexander L. George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Cambridge, M.A.: MIT University Press.

Bennett, A. and Checkel, J. (eds.) 2014. *Process Tracing from Metaphor to Analytic Tool*. Cambridge: Cambridge University Press.

Derek Beach and Rasmus Brun Pedersen. 2013. *Process Tracing Methods - Foundations and Guidelines*. Ann Arbor, M.I.: University of Michigan Press.

Research Master European Studies

Beach, D. and R. Pedersen. 2016. Causal Case Study Methods: Foundations and Guidelines for Comparing, Matching, and Tracing. Ann Arbor, MI: University of Michigan Press.

RES5022

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- A. Spendzharova
- [A.B. Spendzharova](#)

Teaching methods:

Lecture(s), PBL, Assignment(s), Work in subgroups, Presentations

Assessment methods:

Final paper, Presentation

Keywords:

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

Faculty of Arts and Social Sciences

## Research Design

### Full course description

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

### Course objectives

After this course students should:

- have knowledge of the specifics and the stages of the social scientific research projects; including the ability to write a concise summary of a research project - ability to elaborate the aims, objectives, background and originality of a research project - ability to develop a research design - ability to evaluate the suitability of different data analysis and collection



## Research Master European Studies

methods for a concrete research project - ability to integrate and combine substantive knowledge, theories and methods from the diverse field of European Studies in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of European studies; -ability to critically reflect on the strengths and limitations of a research project - ability to design a feasible project plan - ability to demonstrate the relevance of the proposed research project for non-academic stakeholders)

- have the ability to develop a design a complete research proposal (the 'pilot' for the MSc thesis)
- have knowledge of/ ability to use standard assessment criteria for research proposals.

## Prerequisites

-

## Recommended reading

Zina o'Leary (2004; 2009). The Essential Guide to Doing Your research project, SAGE, London. Bob Hancké (2009). Intelligent research design: a guide for beginning researchers in the social sciences. Oxford University Press, Oxford, UK.

RES5510

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Y. Reykers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## Qualitative Interviewing

### Full course description

Interviews are an often-used research method in qualitative-orientated research in the field of European Studies. Interviews with EU officials, national diplomats, members of the European Parliament, lobbyists and others provide scholars with unique data about the processes that take place behind the scenes. They are also an important tool to establish causal inference and connect

the dots. Using interviews as a data source is, however, not without problems. Interview data are notoriously unreliable. Conducting interviews is furthermore time-intensive and therefore a costly research method. This skills training course on qualitative interviewing provides students with an in-depth insight into the strengths and weaknesses of academic interviewing. It furthermore provides students hands-on training in conducting interviews. This skills training course will be organised around three hands-on seminars during which students will learn about and practice improve their interview skills. They will read literature in preparation for the seminars and hand in a number of assignments. By conducting an interview, processing and analysing it, students get a practical introduction to qualitative interviewing. The course is assessed through a final portfolio which reflects on the preparation of the interview, selection of the interviewee, the interview process, transcription and potential analysis.

## Course objectives

After this course students should be able to:

- understand the strengths and weaknesses of qualitative interviewing as a research method and critically reflect on these;
- know how to conduct a qualitative interview;
- know how to transcribe a qualitative interview;
- know how to manage and analyse data from qualitative interviews;
- understand the ethical rules regarding the collection, analysis and storage of interview data.

## Prerequisites

-

## Recommended reading

Gubrium, J. F. (2012). *The SAGE Handbook of interview research: The Complexity of the craft*. Second Edition. SAGE Publications.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data*. Third Edition. SAGE Publications.

RES5025

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinators:

- [A.K.I. Hoh](#)

- [F.S. Colli](#)

Teaching methods:

PBL, Research

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## **The EU, The U.S., Russia and China: Competing Approaches to Global Governance**

### **Full course description**

This course looks at the European Union's (EU) relations with China, Russia and the United States (US). You will examine the significance of these relationships in the context of an emerging multipolar world, focusing on the economic, political and cultural links between these global actors. A first central concern for this course is therefore the question to what extent the EU is actually capable to play a considerable role in international politics, given its particular nature. In the end, this might not be relationships among equals, as the EU's approach towards these states is dependent upon agreement among the EU-27. A second concern is to analyse the (overlapping) regional integration projects of the EU (e.g. European Neighbourhood Policy), Russia (e.g. Eurasian Economic Union) and China (e.g. Belt and Road Initiative) and dynamics of conflict and cooperation. Lastly, another important dimension is the international context to these relations, the interaction of the EU (or should we say "Europe") with these countries in international organisations and global governance regimes.

### **Course objectives**

Students having successfully completed the course will have:

- an advanced knowledge and understanding of the relations between the EU and Russia, as well as between the EU and China; and the effect of EU-US relations on the EU's position in global governance;
- a thorough understanding of the complexities of such relations in the context of changing global politics, through the prism of contending IR theories, including Chinese and Russian Schools of International Relations;
- an ability to apply, combine and integrate substantive knowledge and research methods in a well-reasoned manner; and to choose appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles about the relations between the EU, the US, Russia and China, their competing approaches to global governance.
- an ability to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and particularly international relations, and to critically reflect on relevant cultural, social and ethical issues;
- an ability to contribute to knowledge output and dissemination by means of a research paper and an academic presentation;
- an advanced knowledge of how to design, plan and implement an independent research

project in the field of European Studies and to set one's own objectives, priorities and develop feasible work and research plans.

## Prerequisites

RES5019

## Recommended reading

We will read and discuss the work of leading academics based both in and outside Europe. A list of recommended readings (mainly academic journal articles) on the EU's relations with the US, Russia and China will be offered in the course syllabus.

RES5020

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinators:

- [G.I. Bosse](#)
- [Y. Reykers](#)

Teaching methods:

PBL, Lecture(s), Research

Assessment methods:

Final paper

Keywords:

EU foreign policy; Relations between the EU, China and the Russian Federation; European Neighbourhood Policy; Eurasian Economic Union; Belt & Road Initiative

Faculty of Arts and Social Sciences

## Qualitative Content Analysis

### Full course description

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

## Course objectives

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

## Prerequisites

RES5014, RES5022

## Recommended reading

Selected readings include:

Boréus, K. & Bergström, C. (Eds.) (2017)., *Analyzing text and discourse. Eight approaches for the social sciences.* SAGE.

Entman, R.M. (1993). Framing. Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51-58.

Hardy, C., Harley, B., & Phillips, N. (2004). Discourse analysis and content analysis: Two solitudes? *Qualitative Methods: Newsletter of the American Political Science Association Organized Section on Qualitative Methods*, 2(1), 19-22.

Howarth, D.R. & Torfing, J. (Eds.). (2005). *Discourse theory in European politics: Identity, policy and governance.* Palgrave.

Neuendorf, K. (2017). *The content analysis guidebook*, (2nd ed.), SAGE.

RES5028

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Assignment(s)

Assessment methods:

Final paper, Take home exam

Keywords:

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

Faculty of Arts and Social Sciences

## Research Project

### Full course description

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

### Course objectives

After this course students should: • have developed a research project that addresses a research question that is relevant in the context of a critical discussion of the state of the art within the thematic specialization of the student, with a view to the proposed thesis project; • have the skills to design and implement an independent research project, including the implementation of data collection and data analysis methods using the research techniques acquired within the methodological specialization of the student; and the development of a critical awareness of the linkages between research design and research project (implementation), and good judgment of the feasibility of carrying out a research plan. • be able to defend a research thesis, and critically reflect on the strengths and limitations of a research project

### Prerequisites

-

### Recommended reading

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

RES5031

Period 5

Research Master European Studies

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinators:

- [G.I. Bosse](#)
- Y. Reykers
- [E. Versluis](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## Thesis Proposal

### Full course description

One of the common tasks of professional researchers and academic scholars is writing research proposals. Such documents lay down the topic, the concrete research question, and the proposed research strategy for future research projects. At the same time, research proposals talk about the societal and academic relevance of the proposed research and present ideas how the results of the research project may be put to practical use.

The sole deliverable of this course is the submission of the Thesis Proposal. This document marks the end of the first year of the MSc ES and will provide the basis for the writing process of your MSc thesis in the second year, while naturally still leaving room for new ideas and necessary adaptations. To assist you in this endeavour, you will receive advice and personal coaching by the course coordinator and by your thesis supervisor.

### Course objectives

- have the practical skills to draft and assess research proposals, particularly the thesis proposal;
- be able to discuss critically the potential and limitations of presented research designs in the context of the established research questions;
- be able to present an outline for the thesis proposal in a clear and convincing manner and being able to respond to critical questions and comment
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or

## Research Master European Studies

quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;

- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

-

## Recommended reading

-

RES5511

Period 5

8 Apr 2024

28 Jun 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [T. Conzelmann](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Presentation(s), Skills

Assessment methods:

Final paper

Keywords:

Thesis proposal; project presentation

## Europe and the World: Quantitative Approach

Faculty of Arts and Social Sciences

## European Integration: State of the Art

### Full course description

This course opens the first year of the Research Master European Studies. It sets the scene for the following periods in two ways: First it introduces students to key current debates and contending perspectives on European integration. The focus will be on historical, theoretical, conceptual, and normative approaches to European integration, which are themselves rooted in international



## Research Master European Studies

relations, history, political science and political philosophy. By looking at these debates, the course also introduces the three specialisations of the RMES curriculum (Historicising European Union, Governance and Representation in the EU, and Europe and the World). The course combines lectures and in-class discussion in the first four weeks. Subsequently, FASoS researchers who represent one of the three RMES specialisations discuss their specific research projects in class and thus give an insight into the practicalities of conducting research.

## Course objectives

In this module students will:

- Gain knowledge on how different academic disciplines have dealt with the issue of European integration and understand key debates in these different fields;
- be able to recognise the potential and limitations of specific theories and approaches for opening (or closing) specific routes of inquiry on European integration;
- get an insight into the practical conduct of research projects and the choices that are made in designing them;
- be trained to take a reasoned position in specific academic debates and to communicate their insights in oral and written form;
- understand the three specialisations of the RMES and be prepared to make informed choices on their further study trajectory.

## Prerequisites

-

## Recommended reading

The course syllabus provides a detailed list of readings for each seminar. Students who want to consult some introductory textbooks may want to consider the following (not mandatory):

Dinan, D., Nugent, N., & Paterson, W. E. (Eds.). (2017). *The European Union in crisis*. Palgrave.

Keukeleire, S., & Delreux, T. (2022). *The foreign policy of the European Union* (3rd ed.). Bloomsbury.

Patel, K. K. (2020). *Project Europe: Myths and realities of European integration*. Cambridge University Press.

Wiener, A., Börzel, T. A., & Risse, T. (Eds.). (2019). *European integration theory* (3rd ed.). Oxford University Press.

Zimmermann, H., & Dür, A. (Eds.). (2021). *Key controversies in European integration* (3rd ed.). Red Globe Press.

RES5013

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

Research Master European Studies

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- T. Conzelmann
- [E.J. Radulova](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Participation, Take home exam

Keywords:

Theory of European integration; history of European integration; EU foreign policy, EU governance and democracy

Faculty of Arts and Social Sciences

## **Introduction to Research Methods of European Studies**

### **Full course description**

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

### **Course objectives**

- to acquire advanced knowledge and understanding of a broad range of theories, concepts and scientific research methods from history;
- political science, international relations, sociology and related academic disciplines aimed at understanding the process of European;
- integration, EU politics and the EU as an international actor in a changing global environment;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and to critically reflect on relevant cultural, social and ethical issues;

## Recommended reading

In this course we discuss selected parts of the following books, plus some additional readings that will be announced in the course syllabus:

King, G., R. Keohane and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.

Goertz, G. and J. Mahony (2012). *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press.

Popper, K.R. (1980). *The Logic of Scientific Discovery*. London: Hutchinson. Kuhn, T. (1962 [1970]). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.

RES5032

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

6.0

Instruction language:

English

Coordinator:

- [M. Fenzl](#)

Teaching methods:

PBL

Assessment methods:

Written exam

Keywords:

Research methods; philosophy of science; epistemology; ontology; qualitative; quantitative; multi- and interdisciplinary.

Faculty of Arts and Social Sciences

## Writing and Presenting a Research Paper

### Full course description

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

### Course objectives

- have knowledge and understanding of: the APA referencing guidelines
- have the ability to: structure written text as an academic essay and as a research paper, to select and properly reference (academic) sources
- have the skill to: identify relevant (academic) sources for research

projects and to create and maintain a bibliographic library (recommended is the use of bibliographic software e.g. Endnote or Zotero); • have the ability to: construct a convincing academic presentation given a particular time-limit, to answer follow-up questions and defend one's views in an academic setting;

## Recommended reading

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

Bailey, S. (2014) Academic Writing: A Handbook for International Students, Routledge: London

Billig, M. (2013) Learn to Write Badly - How to Succeed in the Social Sciences, Cambridge University Press.

Duarte, N. (2012) HBR Guide to Persuasive Presentations , Harvard Business Review Press

RES5509

Period 1

4 Sep 2023

27 Oct 2023

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [P.J. Stephenson](#)

Teaching methods:

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

Assessment methods:

Final paper, Presentation, Assignment

Keywords:

Academic writing skills; research skills; presentation skills

Faculty of Arts and Social Sciences

## European Foreign Policy

### Full course description

This course focuses on the development of the EU as a foreign policy actor. It does so by first conceptualising the EU and its foreign policy through the lenses of international relations, political science, and history. It also discusses the various institutions underpinning EU foreign policy. It then goes on to look at a variety of issues, such as the interaction between European integration on the one hand and the problems of global security and trade as well as challenges in the European neighbourhood and global governance. In the research workshop that is integrated in the course students do empirical research on a question relating to the external relations of the European Union and combine their empirical findings with theoretical insights gained during the seminars. Students are expected to apply either qualitative or quantitative research methods, which are taught

## Research Master European Studies

in the methodology track. Hence the workshop is open to two types of research questions: first to those questions that are focused on specific instances of EU external relations that can be researched in case studies with process-tracing methods, such as the role of the European Parliament in the EU's external relations, the evolution of the European External Action Service, or the coherence of EU policies in the Caucasus; or, second, on questions that aim to understand the systematic conditions that contextualize EU external action, for example in the field of humanitarian missions or international sanctions, which can be investigated in a large-n study.

## Course objectives

- to acquire in-depth knowledge of the EU as an international actor in the context of a changing global environment;
- to acquire in-depth knowledge of the institutional architecture of EU external relations and governance, and its bilateral political and trade relations with major partners, as well as global challenges facing the EU
- to autonomously select and integrate the appropriate theories, concepts and scientific research methods from history, political science, international relations to analyse new research puzzles and questions related to the EU as an international actor in a changing global environment;
- to present a research project orally and in a written paper

## Prerequisites

-

## Recommended reading

Hill, Christopher, Smith, Michael and Vanhoonacker, Sophie (2023), *International Relations and the European Union* (4th edition) (Oxford: Oxford U.P.). Keukeleire, Stephan and Delreux, Tom (2022): *The Foreign Policy of the European Union* (3rd ed.) (London: Bloomsbury Academic).

RES5019

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinators:

- [S.M.R.L. Vanhoonacker](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), PBL, Research

Assessment methods:

Participation, Final paper

Keywords:

## Linear and Generalised Linear Regression

### Full course description

This course is a continuation from the course “Social Science Statistics in European Studies”. It runs in parallel with your substantive course, and it will teach you how to use the appropriate quantitative method in order to carry out a quantitative analysis in a paper with a topic of your choice. In the first tutorial we will cover in greater detail the basics of how to write a quantitative paper, and we will revise the theory of linear regression model. We continue with an introduction to STATA (the statistic package used in this course). Then we focus on dichotomous independent variables and multiplicative interaction terms, and linear regression diagnostic. We also cover the logit model, and we cover the basics of the ordinal logit and probit models. The last two tutorials are devoted to one-on-one meetings on your research papers.

### Course objectives

- to acquire in-depth knowledge and understanding of quantitative research methods and their application to scientific research in the field of European Studies (specialisation c);
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies;; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;
- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments;
- to manage datasets to build evidence-based arguments to understand and explain processes of European integration, EU politics and policies, as well as the EU as an international actor in a changing global environment;
- to set one’s own objectives, priorities and develop feasible work and research plans (self-directed learning);
- to acquire an original and critical style of analysis.

### Prerequisites

RES5021

### Recommended reading

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

RES5024

Period 2

30 Oct 2023

22 Dec 2023

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinator:

- [L. Russo](#)

Teaching methods:

Lecture(s), Skills

Assessment methods:

Written exam

Keywords:

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

Faculty of Arts and Social Sciences

## Research Design

### Full course description

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

### Course objectives

After this course students should:

- have knowledge of the specifics and the stages of the social scientific research projects; including the ability to write a concise summary of a research project - ability to elaborate the aims, objectives, background and originality of a research project - ability to develop a research design - ability to evaluate the suitability of different data analysis and collection

## Research Master European Studies

methods for a concrete research project - ability to integrate and combine substantive knowledge, theories and methods from the diverse field of European Studies in a well-reasoned manner; - ability to compare, select, integrate, and apply the appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles in the field of European studies; -ability to critically reflect on the strengths and limitations of a research project - ability to design a feasible project plan - ability to demonstrate the relevance of the proposed research project for non-academic stakeholders)

- have the ability to develop a design a complete research proposal (the 'pilot' for the MSc thesis)
- have knowledge of/ ability to use standard assessment criteria for research proposals.

## Prerequisites

-

## Recommended reading

Zina o'Leary (2004; 2009). The Essential Guide to Doing Your research project, SAGE, London. Bob Hancké (2009). Intelligent research design: a guide for beginning researchers in the social sciences. Oxford University Press, Oxford, UK.

RES5510

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

- [Y. Reykers](#)

Teaching methods:

Lecture(s), PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## Survey Data Methodology

### Full course description

The course offers various study sessions at Statistics Netherlands (CBS) and the UM on the daily practice of designing, collecting and processing, primarily quantitative, data based on large-scale surveys and population registers. The students will get familiar with (complex) sampling designs and the fieldwork strategies, including the merits and problems of various mixed-mode data-collection



## Research Master European Studies

methods by Internet, telephone, paper and face-to-face interviews. Response rates will be studied, as well as weighting models to reduce the non-response bias. They will visit the telephone interviewer center, the Center for Big Data Studies and the questionnaire laboratory. Furthermore, they will get familiar with the Social Statistical Database in which all register information and surveys based on the whole Dutch population are linked, and how this database serves as a tool for the production and dissemination of social statistics. Across country statistics based on the European Social Survey, the Labor Force Survey, Time-Use Survey, and EU-Statistics on Income and Living Conditions will be outlined, including the problems related to the harmonization of such surveys. The students will receive ample information on Eurostat, the European Statistical Office in Luxembourg. In addition the census taking, its requirements and assessments, in various countries will be demonstrated. All topics will be covered by lectures from statistical experts, followed by exploring research questions based on available databases.

## Course objectives

- Getting familiar with various survey designs, collection, processing and analyzing quantitative data based on large-scale surveys and population registers
- Understand the complexity of sampling designs and the fieldwork strategies, including the merits and problems of various mixed-mode data collection methods by internet, telephone, paper and face-to-face interviews.
- Be able to investigate response rates and non-response bias and understand weighting models to reduce the non-response bias
- Become familiar with existing databases from national statistical offices and large-scale comparative surveys
- Be able to produce some 10 questions for a questionnaire in a new or existing survey based and discuss a survey research design.

## Prerequisites

RES5021, RES5024

## Recommended reading

Leeuw, F. L. with Schmeets, H. (2016). Empirical Legal Research. Chapter 8: Analyzing and visualizing quantitative and qualitative data Cheltenham: Edward Elgar, pp. 158-219.

RES5026

Period 3

8 Jan 2024

2 Feb 2024

[Print course description](#)

ECTS credits:

3.0

Instruction language:

English

Coordinators:

- H. Schmeets
- [J.J.G. Schmeets](#)

Research Master European Studies

Teaching methods:

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

Assessment methods:

Assignment

Keywords:

Surveys, questionnaires, sampling, non-response.

Faculty of Arts and Social Sciences

## **The EU, The U.S., Russia and China: Competing Approaches to Global Governance**

### **Full course description**

This course looks at the European Union's (EU) relations with China, Russia and the United States (US). You will examine the significance of these relationships in the context of an emerging multipolar world, focusing on the economic, political and cultural links between these global actors. A first central concern for this course is therefore the question to what extent the EU is actually capable to play a considerable role in international politics, given its particular nature. In the end, this might not be relationships among equals, as the EU's approach towards these states is dependent upon agreement among the EU-27. A second concern is to analyse the (overlapping) regional integration projects of the EU (e.g. European Neighbourhood Policy), Russia (e.g. Eurasian Economic Union) and China (e.g. Belt and Road Initiative) and dynamics of conflict and cooperation. Lastly, another important dimension is the international context to these relations, the interaction of the EU (or should we say "Europe") with these countries in international organisations and global governance regimes.

### **Course objectives**

Students having successfully completed the course will have:

- an advanced knowledge and understanding of the relations between the EU and Russia, as well as between the EU and China; and the effect of EU-US relations on the EU's position in global governance;
- a thorough understanding of the complexities of such relations in the context of changing global politics, through the prism of contending IR theories, including Chinese and Russian Schools of International Relations;
- an ability to apply, combine and integrate substantive knowledge and research methods in a well-reasoned manner; and to choose appropriate theories, concepts and scientific research methods political science and related academic disciplines to analyse new research puzzles about the relations between the EU, the US, Russia and China, their competing approaches to global governance.
- an ability to critically appraise standard arguments, assumptions, concepts, theories and methods in the field of European Studies, and particularly international relations, and to critically reflect on relevant cultural, social and ethical issues;
- an ability to contribute to knowledge output and dissemination by means of a research paper and an academic presentation;
- an advanced knowledge of how to design, plan and implement an independent research project in the field of European Studies and to set one's own objectives, priorities and develop feasible work and research plans.

## Prerequisites

RES5019

## Recommended reading

We will read and discuss the work of leading academics based both in and outside Europe. A list of recommended readings (mainly academic journal articles) on the EU's relations with the US, Russia and China will be offered in the course syllabus.

RES5020

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

8.0

Instruction language:

English

Coordinators:

- [G.I. Bosse](#)
- [Y. Reykers](#)

Teaching methods:

PBL, Lecture(s), Research

Assessment methods:

Final paper

Keywords:

EU foreign policy; Relations between the EU, China and the Russian Federation; European Neighbourhood Policy; Eurasian Economic Union; Belt & Road Initiative

Faculty of Arts and Social Sciences

## Multilevel and Longitudinal Modelling

### Full course description

Most datasets in European studies contain data whereby the traditional assumptions of ordinary least squares regression are violated, primarily in a cross-sectional and longitudinal context and because the dependent variable is non-continuous. Individuals are grouped into countries, (Eurobarometer surveys), European Union decision-making is recorded on an annual basis (EUPOP dataset), or members of the European Parliament are asked in how far they agree (five answer categories) with the statement that the European Parliament should have more powers with regard to a particular policy item (EPRG MEP Survey). This course aims to acquaint students with the most commonly used advanced statistical models to deal with clustered and (auto- or multi-) correlated data and categorical limited dependent variables.

One learns statistics best by applying the techniques to a substantive topic of interest. Students are asked to choose a dataset (with one or more of the 'violations' mentioned above) on a research topic related to the seminar that runs parallel to this course and they will work on this dataset from the

## Research Master European Studies

first week onwards. Through the lectures and homework assignments, students will acquaint themselves with a method suitable for their research purposes which may include clustered and panel corrected standard errors, random and fixed effects models, multilevel models and logit, ordered logit and multinomial logit models. Students will be introduced to the assumptions underlying advanced statistical methods (hence students are not expected to be able to 'do the math' themselves); students learn to identify the data structure of a dataset and to recognize potential violations of traditional assumptions of ordinary least squares regression; students will choose an appropriate statistical model and apply it to commonly used datasets in European studies in a relevant statistical package (Stata). The course reserves ample of time to enable students to discuss with the group their progress of their final paper, from choosing a dataset to applying and interpreting the results of a statistical model. In this way, students will be able to write a paper which integrates substantive, theoretical with methodological knowledge and in which students show that they can clearly communicate the results produced by statistical modelling to other researchers within the multi- and interdisciplinary field of European Studies.

## Course objectives

After this course students will be:

- Able to apply to statistical techniques suitable for (1) times-series-cross sectional data and/or (2) categorical and limited dependent variables and give appropriate statistical and substantive meaning to the results provided by these methods
- Able to integrate theories from the multi- and interdisciplinary field of European Studies with the statistical knowledge and methods discussed during this course and to clearly communicate these findings to other researchers within the multi- and interdisciplinary field of European Studies.

## Prerequisites

RES5021, RES5024

## Recommended reading

Cameron, A. Colin and Trivedi, Pravin K. (2009) *Microeconometrics Using Stata*. College Station, Texas: Stata Press.

RES5029

Period 4

5 Feb 2024

5 Apr 2024

[Print course description](#)

ECTS credits:

5.0

Instruction language:

English

Coordinators:

- [E.V. Sapir](#)
- [L. Russo](#)

Research Master European Studies

Teaching methods:

Lecture(s), Research

Assessment methods:

Final paper

Keywords:

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

Faculty of Arts and Social Sciences

## **Research Project**

### **Full course description**

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

### **Course objectives**

After this course students should:

- have developed a research project that addresses a research question that is relevant in the context of a critical discussion of the state of the art within the thematic specialization of the student, with a view to the proposed thesis project;
- have the skills to design and implement an independent research project, including the implementation of data collection and data analysis methods using the research techniques acquired within the methodological specialization of the student; and the development of a critical awareness of the linkages between research design and research project (implementation), and good judgment of the feasibility of carrying out a research plan.
- be able to defend a research thesis, and critically reflect on the strengths and limitations of a research project

### **Prerequisites**

-

### **Recommended reading**

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

RES5031

Period 5

Research Master European Studies

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:

10.0

Instruction language:

English

Coordinators:

- [G.I. Bosse](#)
- Y. Reykers
- [E. Versluis](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

PBL

Assessment methods:

Presentation, Assignment

Keywords:

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

Faculty of Arts and Social Sciences

## Thesis Proposal

### Full course description

One of the common tasks of professional researchers and academic scholars is writing research proposals. Such documents lay down the topic, the concrete research question, and the proposed research strategy for future research projects. At the same time, research proposals talk about the societal and academic relevance of the proposed research and present ideas how the results of the research project may be put to practical use.

The sole deliverable of this course is the submission of the Thesis Proposal. This document marks the end of the first year of the MSc ES and will provide the basis for the writing process of your MSc thesis in the second year, while naturally still leaving room for new ideas and necessary adaptations. To assist you in this endeavour, you will receive advice and personal coaching by the course coordinator and by your thesis supervisor.

### Course objectives

- have the practical skills to draft and assess research proposals, particularly the thesis proposal;
- be able to discuss critically the potential and limitations of presented research designs in the context of the established research questions;
- be able to present an outline for the thesis proposal in a clear and convincing manner and being able to respond to critical questions and comment
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or

## Research Master European Studies

quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;

- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

-

## Recommended reading

-

RES5511

Period 5

8 Apr 2024

28 Jun 2024

[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinators:

- [T. Conzelmann](#)
- [L. Russo](#)
- [A. Herranz Surralles](#)

Teaching methods:

Lecture(s), Presentation(s), Skills

Assessment methods:

Final paper

Keywords:

Thesis proposal; project presentation

Second year courses

## Year 2: Internship

Faculty of Arts and Social Sciences

### Research Internship (individual research project)

#### Full course description

Broadening their knowledge of theories and methods that are relevant to the critical study of European integration. It aims to equip students with the knowledge and the skills necessary to conduct original research projects. It is specifically intended to prepare students for the entry into a

## Research Master European Studies

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

### Course objectives

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

### Prerequisites

Completion of all first year courses

### Recommended reading

-

RES6990

Period 1

4 Sep 2023

5 Apr 2024

[Print course description](#)

ECTS credits:

24.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Assessment methods:

Final paper

Keywords:

Research internship

Faculty of Arts and Social Sciences

## MSc Thesis

### Full course description

The final requirement to obtain the MSc degree is to write a MSc thesis on a topic related to the curriculum. Students are expected to do a substantial amount of work on their theses throughout both years but especially during the last semester of the second year. The MSc thesis is an individually written piece of work of academic quality, aiming at publication in an academic journal. The thesis should present the conclusions of the research done in an academic and professional way.



In preparation for the submission of the thesis regular meetings are organized, both between the student and the supervisor(s), as well as in group meetings to present and discuss work-in-progress.

## Course objectives

- demonstrate advanced and precise knowledge and understanding of aspects of European integration, as well as the theories and methods to study European integration as a process, as well as its limitations;
- be able to use relevant and appropriate concepts and theories;
- be able to apply appropriate analytical methods to the study of European integration;
- be able to formulate a relevant research question and to design, plan and implement an independent research project;
- be able to conduct an extensive review of relevant academic literature;
- be able to critically select and process data and to develop a level of abstraction that allows seeing beyond the data;
- achieve a balanced and critical interpretation of research results in comparison to existing knowledge;
- be able express ideas and findings in written English to an advanced level;
- can engage in a process of critical self-reflection and make constructive use of feedback from the thesis supervisor and from peers ;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;
- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

RES5510, RES5511, RES5030

## Recommended reading

-

RES6800

Period 4

5 Feb 2024

21 Jun 2024

[Print course description](#)

ECTS credits:

34.0

Instruction language:

English

Coordinator:

Research Master European Studies

- [T. Conzelmann](#)

Teaching methods:

Research

Assessment methods:

Final paper

Keywords:

Master thesis

Faculty of Arts and Social Sciences

## Academic Publishing and Grant Acquisition

### Full course description

This skills course gives students an opportunity to discuss and receive feedback on their MSc theses and to prepare for life after the RMES. The course will look ahead in three ways: first, we discuss the progress of the research for the MSc thesis and any challenges that might arise in the last stages; second, regarding publication strategies for publishing an academic paper on the basis of the MSc thesis; thirdly, concerning the immediate post-RMES future in terms of acquiring external funds for a PhD project or applying for a funded PhD position in Maastricht or elsewhere.

### Course objectives

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

### Prerequisites

RES5509, RES5510, RES5511, RES5030

### Recommended reading

-

RES6504

Period 5

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:

2.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Teaching methods:

Skills, Assignment(s), Presentation(s)

Assessment methods:

Research Master European Studies

Assignment, Participation, Presentation

Keywords:

Thesis; academic publications; career opportunities; PhD application

## Year 2: Study Abroad

Faculty of Arts and Social Sciences

### Study abroad

#### Full course description

In the second year, students can opt to study the first semester abroad at a partner university, or a full year in the case of the Double Degree programme with the University of Cologne. The university for the exchange and courses are selected with a view to adding to the substantive and methodological specialization of the student, in light of the proposed MSc thesis. Cologne students must obtain 26 ECTS.

#### Course objectives

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

#### Prerequisites

Completion of first year courses

#### Recommended reading

-

RES6910

Period 1

4 Sep 2023

2 Feb 2024

[Print course description](#)

ECTS credits:

24.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Keywords:

Study abroad

Faculty of Arts and Social Sciences

## **MSc Thesis**

### **Full course description**

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

### **Course objectives**

- demonstrate advanced and precise knowledge and understanding of aspects of European integration, as well as the theories and methods to study European integration as a process, as well as its limitations;
- be able to use relevant and appropriate concepts and theories;
- be able to apply appropriate analytical methods to the study of European integration;
- be able to formulate a relevant research question and to design, plan and implement an independent research project;
- be able to conduct an extensive review of relevant academic literature;
- be able to critically select and process data and to develop a level of abstraction that allows seeing beyond the data;
- achieve a balanced and critical interpretation of research results in comparison to existing knowledge;
- be able express ideas and findings in written English to an advanced level;
- can engage in a process of critical self-reflection and make constructive use of feedback from the thesis supervisor and from peers ;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;
- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

### **Prerequisites**

RES5510, RES5511, RES5030

### **Recommended reading**

-

RES6800

Research Master European Studies

Period 4

5 Feb 2024

21 Jun 2024

[Print course description](#)

ECTS credits:

34.0

Instruction language:

English

Coordinator:

- [T. Conzelmann](#)

Teaching methods:

Research

Assessment methods:

Final paper

Keywords:

Master thesis

Faculty of Arts and Social Sciences

## Academic Publishing and Grant Acquisition

### Full course description

This skills course gives students an opportunity to discuss and receive feedback on their MSc theses and to prepare for life after the RMES. The course will look ahead in three ways: first, we discuss the progress of the research for the MSc thesis and any challenges that might arise in the last stages; second, regarding publication strategies for publishing an academic paper on the basis of the MSc thesis; thirdly, concerning the immediate post-RMES future in terms of acquiring external funds for a PhD project or applying for a funded PhD position in Maastricht or elsewhere.

### Course objectives

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

### Prerequisites

RES5509, RES5510, RES5511, RES5030

### Recommended reading

-

RES6504

Period 5

8 Apr 2024

7 Jun 2024

[Print course description](#)

ECTS credits:

Research Master European Studies

2.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Teaching methods:

Skills, Assignment(s), Presentation(s)

Assessment methods:

Assignment, Participation, Presentation

Keywords:

Thesis; academic publications; career opportunities; PhD application

## Year 2: Double Degree programme

Faculty of Arts and Social Sciences

## Study at Double Degree Partner University

### Full course description

The research-intensive master's programme in European Studies can also be completed as a double degree programme in cooperation with the University of Cologne's Faculty of Management, Economics and Social Sciences - one of the top-ranking faculties in this field worldwide. You will follow the first year in Maastricht, and the second year in Cologne taking courses in European Politics, participating in a master's colloquium and writing your thesis under the joint supervision of professors from both institutions. With a double degree, you will have a stronger position in the international labour market, where graduates who have studied in more than one country are increasingly in demand.

RES6920

Year

1 Sep 2023

31 Aug 2024

[Print course description](#)

ECTS credits:

26.0

Instruction language:

English

Coordinator:

- [A. Herranz Surralles](#)

Faculty of Arts and Social Sciences

## MSc Thesis

## Full course description

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

## Course objectives

- demonstrate advanced and precise knowledge and understanding of aspects of European integration, as well as the theories and methods to study European integration as a process, as well as its limitations;
- be able to use relevant and appropriate concepts and theories;
- be able to apply appropriate analytical methods to the study of European integration;
- be able to formulate a relevant research question and to design, plan and implement an independent research project;
- be able to conduct an extensive review of relevant academic literature;
- be able to critically select and process data and to develop a level of abstraction that allows seeing beyond the data;
- achieve a balanced and critical interpretation of research results in comparison to existing knowledge;
- be able express ideas and findings in written English to an advanced level;
- can engage in a process of critical self-reflection and make constructive use of feedback from the thesis supervisor and from peers ;
- to acquire advanced knowledge of how to integrate substantive, theoretical and methodological knowledge;
- to select and apply, depending on the specialisation, the appropriate historical, qualitative or quantitative social science research methods to analyse new research puzzles and questions in the multi- and interdisciplinary field of European Studies; to integrate and apply substantive knowledge, theories and methods from the multi- and interdisciplinary field of European Studies to new research puzzles so as to facilitate substantive, theoretical and methodological innovation;
- integrate substantive and methodological knowledge as a basis to develop evidence-based arguments.

## Prerequisites

RES5510, RES5511, RES5030

## Recommended reading

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RES6800  
Period 4  
5 Feb 2024  
21 Jun 2024

Research Master European Studies

[Print course description](#)

ECTS credits:

34.0

Instruction language:

English

Coordinator:

- [T. Conzelmann](#)

Teaching methods:

Research

Assessment methods:

Final paper

Keywords:

Master thesis