



Policymaking and Interest Representation in the EU

Block 1, 2023-2024

16th February, 2024

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1 Course details

Course information

- Course title: **Policymaking and Interest Representation in the EU**
- Course code: **6007610EEW**
- Course session: **Block 1, 2023-2024**
- Course convenor: **Jamal Shahin**
- [Caliweb link](#)
- [Canvas link](#)

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Read and re-read this syllabus very carefully.

Please use Canvas' messaging system for queries about the course; resend unanswered messages after four days.

Many questions can be more efficiently dealt with in person (or by re-reading this course manual or the student handbook!).

1.1 Content

This course aims to provide EuroMaster students (of all backgrounds and following all specialisations) with a solid basis for pursuing their interest in the political and social dimensions of EU policymaking and governance. Through this course, you will (critically) understand policymaking developments at the EU level, develop an awareness of the interest-representation mechanisms at play in EU policy-making, and understand how the EU policymaking process adapts to crisis.

1.2 Educational objectives (learning outcomes)

As a core course, we aim to address all aspects of the [EuroMaster Programme Specific learning outcomes](#) in the course.

Specifically, you will develop your skills in:

- thinking conceptually and critically about policy developments and debates in and on the European Union
- constructively challenging dominant theories and explanations on European integration
- constructing their own position independently and free of pre-dispositions
- acquiring further knowledge on selected policy issues in the European policymaking process
- working in a diverse environment and sharing knowledge therein.

By the end of course, you should be able to:

- describe conceptualisations of policymaking processes
- understand and describe the (basic) principles of EU policymaking, including interinstitutional dynamics
- be comfortable in using the most essential EU-relevant legal and policy concepts
- know how interest representation works in EU policymaking, in the policy areas covered in class
- identify and critically analyse the mechanisms of interest representation in the EU policymaking process
- be able to follow and understand debates on policy and political developments in the EU, particularly in times of crisis.

2 Method of instruction

We shall meet in plenary session at the allotted times mentioned in the [schedule summary](#). Additional meetings may be organised and you will be encouraged to participate on a 'best-effort' principle.

Sessions last for approximately three hours, and will generally consist of a one-hour lecture, and two hours of group work and interactive discussion. **Please bring an internet-connected device (tablet, laptop)** to our meetings. During the sessions, we will discuss the required reading(s) and the context around them. It is **our combined** task to link this to current affairs. Each session will also discuss a number of different ways in which research is also executed, either through use of empirical examples, or methodological reflections. Please always briefly review the further reading lists for each session.

To stimulate discussion during lectures, you will be invited to comment - prior to class - on the readings for the week. See the [discussion forum contributions](#) description below.

3 Expectations

3.1 Basic knowledge and motivation

We expect you to have a basic knowledge of European integration and the institutions of the European Union, and will test this in the first class. If you feel uncomfortable with the workings of the European Union's institutions, you can consult the books mentioned in the EuroMaster Student Handbook, and review the recommended reading lists in this course manual.

You must have a clear and strong interest in the academic and policy debates on the European Union, and wish to understand how policy is influenced by different interests.

3.2 Time

You will need to allocate 25% of your study time to this course. This includes preparation for and participation in the meetings and completing the deliverables. The amount of effort may vary from week to week, but we try to ensure that the workload is spread throughout the course. We will try to ensure that you are not overburdened with work from different courses at any given time.

3.3 Participation

Attendance and active participation are vitally important because of the organisation of the course. Attendance and participation will be noted and not preparing for class will make it difficult to gain from the course. We shall make no attempt to 'lecture' about all the material in the reading list. We shall use the limited time available in a flexible way to try to ensure that you maximise your educational objectives and understanding of the tasks at hand. Contact time will also be used to encourage discussion and development of your own ideas. Students are strongly encouraged to come to the classroom with their own ideas for discussion. Given the nature of the course, *participation is*

required in all the meetings mentioned in the [course schedule](#)). If you cannot participate physically, we shall try to ensure an alternative participation method is possible.

3.4 Reading

Reading is allocated per session, and links to required and recommended literature can be found on the Canvas site under each session's module.

You should keep informed through regular reading of current news sources related to your chosen topics. We shall often discuss specific policy fields, which will be related to current issues. **Please keep track of where you read course-relevant news.**

There are no core texts for this course, although we shall use substantial elements of the Routledge Handbook on European Public Policy, edited by Nikolaos Zahariadis and Laurie Buonanno *The Routledge Handbook of European Public Policy* (London: Routledge, 2018), <https://doi.org/10.4324/9781315682723>. The electronic version of this book is available [via the VUB's digital library](#).

We introduce databases to help navigate the material we study in our course. We shall show the utility of [EUR-lex](#), the European Union's legislative portal, and the equivalent database in the European Parliament, the [EP legislative train](#).

You are required to search for additional primary and secondary literature on your own, making full use of the resources provided to you by the VUB library. For a comprehensive list of archival and academic databases available at the university, check [here](#). As a matter of courtesy to your peers and the course convenor, please upload any additional material you find to the specific folder in our [EuroMaster zotero group](#).

3.5 Assignments

The [assignments checklist](#) provides a summary of the work to be submitted during the course. It goes without saying that you should be thinking about *all your assignments* from the start of the course. In the first week of the course, we shall mutually agree on the deadlines for all deliverables.

4 Course evaluation

Students are requested by email to anonymously evaluate their courses when the University sends out requests for evaluation forms. Please do complete the course evaluation, as the EuroMaster Board uses the results to improve the education in your programme. You can fill in the form at the [VUB's student evaluation portal](#).

To ensure direct and timely feedback is given to the course convenor, you will be required to fill out short evaluation 'quizzes' in Canvas after sessions 1, 4, and 5. These will help the programme management understand whether you feel you are supported in achieving the educational objectives of the course, and will be used to adjust the course, wherever possible.

Your feedback is crucial, and helps us build better courses. Be critical during your course evaluation, but also be to the point, polite, and constructive. Finally, ask yourself: could I use this feedback myself?

However, you should not feel as though you have to wait until the end of the course in order to voice any issues that you may have. The course convenor invites you to engage either prior or immediately after our sessions, or via canvas messaging to discuss any concerns.

5 Assessment

5.1 Results and feedback

As all assignments will be graded on Canvas, you will be able to see the grading and comments on the assignments there. You have the right to receive timely feedback on your submissions, which is provided to you as soon as possible, and at least five working days before the resit. Should you require further feedback, please do not hesitate to reach out to the course convenor.

An average of 10 is the minimum grade you need to pass the course. Lower grades on one deliverable may be compensated by higher grades on others. All assignments must, however, be submitted.

5.2 Resits and incomplete course submissions

Deliverable results lapse after the end of the semester in which the final mark was awarded. If you do not complete a course in one semester, you will have to retake the course at a later opportunity, thereby incurring additional fees.

The course convenor cannot offer a new exam to students who miss an exam due to illness or other impediment. Resits are designed to provide for such circumstances. Resits are therefore not intended to always allow students two opportunities to sit an exam.

Resits are only available for individual submissions. In case of a resit, the last grade counts as the final grade. The individual paper resit will be a rewritten version of the paper, deadline to be determined by the course convenor. **Individual papers that are submitted late count as resits.**

5.3 Writing conventions and fraud

You are expected to inform yourself of standard academic procedures for citing and referencing: coherence and consistency is most important. Please feel free to use your preferred referencing standard (MLA, APA, Chicago, Harvard, etc.). Work will be downgraded for language, spelling, and grammatical errors when and where this obfuscates meaning or understanding. Please double check before submitting. You are expected to be familiar with the University's code of conduct and rules on plagiarism, which are explained in the EuroMaster Student Handbook. **For more information on understanding what constitutes plagiarism, see the relevant section of the VUB's [Teaching and Examination Regulations](#).**

6 Course overview by week

The following table provides a summary of sessions and activities. All classes take place between 18h and 21h.

Additional informal lectures with policymakers will be organised throughout the academic year. Although these will not be compulsory, they will enhance your understanding of the topics we cover throughout the course. Participation is **strongly recommended**. Keep an eye on the calendar: <https://thecalendargoeshere.vub.be/>, for eventual changes in the session dates.

Table 1: Course schedule

Session	Topic	Date	Activity
1*	Introduction and group exercise	1 October	mindmapping
2	EU integration: Critical approaches	8 October	discussion
3	Policy cycles	15 October	jigsaw
-	Case study of choice	-	group work
4*	Framing and narratives	22 October	pair/group

Session	Topic	Date	Activity
5*	Interest representation mechanisms I	31 October	jigsaw
6	Interest representation mechanisms II	8 November	jigsaw
7	Dealing with crisis	15 November	jigsaw/debate
-	Paper writing	-	individual

* feedback quizzes to be filled in in Canvas

6.1 Session 1: Introduction and group exercise (1 October)

We introduce the course and its assignments, and then carry out a group exercise to show our understanding of the EU policymaking process. Prepare to be active!

Required reading:

- this course manual
- John McCormick “Understanding the EU’s Policymaking Institutions,” in *The Routledge Handbook of European Public Policy*, ed. Nikolaos Zahariadis and Laurie Buonanno (Abingdon: Routledge, 2018), 199–207.
- Paul James Cardwell “Governance as the Meeting Place of EU Law and Politics,” in *Research Handbook on the Politics of EU Law* (Northampton, MA: Edward Elgar Publishing, 2020), 10–30, <https://china.elgaronline.com/edcollchap/edcoll/9781788971270/9781788971270.00010.xml>.

Further reading:

- refer to the links in the Canvas module for additional materials you may wish to consult.

mindmapping

1. In groups, you will be asked to prepare a graphical representation of your understanding of the current EU institutional setup/policymaking process
2. You will then present these to other groups, comparing our collective understandings
3. We shall then discuss and reflect upon the differences and the similarities in your understanding and explanation of the setup/process of European policymaking.

6.2 Session 2: EU integration: Critical approaches (8 October)

You are requested to read all three of the required readings. Your opinion on the texts will be solicited during our group discussions (which will be launched by a lecture and a reflection on your forum contributions, so make sure you are familiar with all three, and intimately familiar with at least one of them!

Required reading:

- Ian Manners “Critical Social Theory Approaches to European Integration,” in *The Routledge Handbook of Critical European Studies*, ed. Didier Bigo et al., 1st ed. (Abingdon, Oxon; New York, NY : Routledge, 2021.: Routledge, 2020), 139–52, <https://doi.org/10.4324/9780429491306-10>.
- Hans-Jürgen Bieling, Johannes Jäger, and Magnus Ryner “Regulation Theory and the Political Economy of the European Union” *Journal of Common Market Studies*, 54, no. 1 (2016): 53–69, <https://doi.org/10.1111/jcms.12331>.
- Bastiaan van Apeldoorn, Jan Drahokoupil, and Laura Horn “Introduction: Towards a Critical Political Economy of European Governance,” in *Contradictions and limits of neoliberal european governance : From lisbon to lisbon*, ed. Bastiaan van Apeldoorn, Jan Drahokoupil, and Laura Horn (Basingstoke: Palgrave Macmillan, 2009), 1–20, <http://lcn.loc.gov/2008030652>.

Further reading:

- Douglas Webber “How Likely Is It That the European Union Will Dis Integrate? A Critical Analysis of Competing Theoretical Perspectives” *European Journal of International Relations*, 20, no. 2 (June 2014): 341–65, <https://doi.org/10.1177/1354066112461286>.
- Julian Clark and Alun Jones “The Great Implications of Spatialisation: Grounds for Closer Engagement Between Political Geography and Political Science?” *Geoforum; journal of physical, human, and regional geosciences*, 45 (March 2013): 305–14, <http://linkinghub.elsevier.com/retrieve/pii/S0016718512002667>.
- brown2013?
- Simon Bulmer “Politics in Time Meets the Politics of Time: Historical Institutionalism and the EU Timescape” *Journal of European Public Policy*, 16, no. 2 (March 1, 2009): 307–24, <https://doi.org/10.1080/13501760802589347>.

6.3 Session 3: Policy cycles (15 October)

We shall go through key stages of the EU’s policymaking process, linking ‘public policy’ to ‘European integration’. We shall discuss the literature at hand using the ‘jigsaw method’.

Required reading:

- Werner Jann and Kai Wegrich “Theories of the Policy Cycle,” in *Handbook of Public Policy Analysis*, ed. Frank Fischer and Gerald J Miller (Routledge, 2007).

Jigsaw reading:

- Group 1: Petya Alexandrova and Marcello Carammia “Agenda Setting in the European Union,” in *The Routledge Handbook of European Public Policy*, ed. Nikolaos Zahariadis and Laurie Buonanno (Abingdon: Routledge, 2018), 288–98.
- Group 2: Gerda Falkner “Implementation and Enforcement of EU Policies,” in *The Routledge Handbook of European Public Policy*, ed. Nikolaos Zahariadis and Laurie Buonanno (Abingdon: Routledge, 2018), 323–30.
- Group 3: Claire A. Dunlop and Claudio M. Radaelli “If Evaluation Is the Solution, What Is the Problem?” in *The Routledge Handbook of European Public Policy*, ed. Laurie Buonanno and Nikolaos Zahariadis (Routledge, 2018).

Further reading:

- Michael Howlett and M Ramesh *Studying public policy: policy cycles and policy subsystems* (Oxford University Press, Canada, 1995), <http://www.worldcat.org/title/studying-public-policy-policy-cycles-and-policy-subsystems/oclc/34477450>.

jigsaw method

1. In preparation for the session, each of you will prepare one of the texts for the discussion session - groups will be allocated at the beginning of the course
2. In the first part of the jigsaw session, ‘expert groups’ will be formed by people who have all read the same text. You will use the expert group to exchange ideas about the questions posed, complement one another and formulate a final joint answer to the questions which will be presented within the jigsaw groups
3. In the second part of the jigsaw session, the different pieces of the puzzle in the literature are put together in ‘jigsaw groups’, which consist of three people, each having read a different text
4. On the basis of this exchange a final plenary discussion will be launched in which critical questions are posed about the different perspectives presented. What are the main differences? What is the value of the different perspectives taken? Could you think of critiques? What do these perspectives teach us about European integration?

6.4 Session 4: Framing and narratives (22 October)

Examples of policy framing and policy narratives in key policy fields will be provided, and discussed in class. Come prepared to think about how a policy area that interests you can be shaped by a policy narrative, and how this helps you research your chosen policy field. We will discuss this in pairs, and then in bigger groups. We will also dedicate part of this meeting to presentations of case study groups.

Required reading:

- Falk Daviter “Policy Framing in the European Union” *Journal of European Public Policy*, 14, no. 4 (June 1, 2007): 654–66, <https://doi.org/10.1080/13501760701314474>.
- jones2010b?
- kangas2014?

Further reading:

- Michelle Everson “Politicising Europe: Liberating the Technocratic?” in *Research Handbook on the Politics of EU Law* (Edward Elgar Publishing, 2020), 144–61, <https://china.elgaronline.com/edcollchap/edcoll/9781788971270/9781788971270.00017.xml>.
- Joint Research Centre (European Commission) et al. *Competences for Policymaking: Competence Frameworks for Policymakers and Researchers Working on Public Policy* (Publications Office of the European Union, 2022), <https://data.europa.eu/doi/10.2760/642121>.
- Heike Klüver, Christine Mahoney, and Marc Opper “Framing in Context: How Interest Groups Employ Framing to Lobby the European Commission” *Journal of European Public Policy*, 22, no. 4 (April 21, 2015): 481–98, <https://doi.org/10.1080/13501763.2015.1008550>.
- Merlijn van Hulst and Dvora Yanow “From Policy ‘Frames’ to ‘Framing’: Theorizing a More Dynamic, Political Approach” *The American Review of Public Administration*, 46, no. 1 (January 1, 2016): 92–112, <https://doi.org/10.1177/0275074014533142>.
- Frank Fischer *Reframing Public Policy: Discursive Politics and Deliberative Practices*, Discursive Politics and Deliberative Practices (OUP Oxford, 2003).

6.5 Session 5: Interest representation mechanisms I (31 October)

In this session, we discuss (in)formal practices of consultation and policymaking, and how that reflects on the level of institutional design. In our first deep analysis of an EU policy document, we shall address how the European Commission also addresses the issues we have discussed in the previous lectures. We will also dedicate part of this meeting to presentations of case study groups.

Required reading:

- kleine2014a?
- European Commission Better Regulation Guidelines

Jigsaw reading:

- Group 1: Jan Van Tatenhove, Jeannette Mak, and Duncan Liefferink “The Inter-Play Between Formal and Informal Practices” *Perspectives on European Politics and Society*, 7, no. 1 (May 2006): 8–24, <https://doi.org/10.1080/15705850600839470>.
- Group 2: Christine Reh “Is Informal Politics Undemocratic? Trilogues, Early Agreements and the Selection Model of Representation” *Journal of European Public Policy*, 21, no. 6 (May 2014): 822–41, <https://doi.org/10.1080/13501763.2014.910247>.
- Group 3: Alexander Bürgin “The Implications of the Better Regulation Agenda for the European Parliament’s Inter- and Intra-Institutional Power Relations” *Journal of European Integration*, 41, no. 2 (February 17, 2019): 187–202, <https://doi.org/10.1080/07036337.2019.1572134>.

Further reading:

- Martin Lodge “Semistructured Interviews and Informal Institutions: Getting Inside Executive Government,” in *Political Science Research Methods in Action*, ed. Michael Bruter and Martin

Lodge, Research Methods Series (London: Palgrave Macmillan UK, 2013), 181–202, https://doi.org/10.1057/9781137318268_9.

- ahrens2018a?

6.6 Session 6: Interest representation mechanisms II (8 November)

In this session, we dig deeper into the interest representation mechanisms in the EU, focusing on the mechanics of how this plays out in EU policymaking, through concrete empirical examples. We start with a lecture and then move into the jigsaw: the lecture will also explain how to read (and write!) a ‘review article’, so please do read Berkhout (2009). In the lecture and the jigsaw, we shall focus on mechanisms to engage with different stakeholders in EU policymaking, taking a reflective perspective on how democracy works in the EU. At the end of the session, we shall take time to prepare for the ‘debate’ for next session.

Required reading:

- Joost Berkhout “Interest Representation in the European Union and Beyond” *European Political Science*, 8, no. 4 (2009): 469–88, <https://doi.org/10.1057/eps.2009.24>.
- Cris Shore “‘European Governance’ or Governmentality? The European Commission and the Future of Democratic Government: European Governance and the Future of Democratic Government” *European Law Journal*, 17, no. 3 (May 2011): 287–303, <https://doi.org/10.1111/j.1468-0386.2011.00551.x>.

Jigsaw reading:

- Group 1: David Coen and Alexander Katsaitis “Chameleon Pluralism in the EU: An Empirical Study of the European Commission Interest Group Density and Diversity Across Policy Domains” *Journal of European Public Policy*, 20, no. 8 (September 2013): 1104–19, <https://doi.org/10.1080/13501763.2013.781785>.
- Group 2: Patrycja Rozbicka “Advocacy Coalitions: Influencing the Policy Process in the EU” *Journal of European Public Policy*, 20, no. 6 (June 1, 2013): 838–53, <https://doi.org/10.1080/13501763.2013.781820>.
- Group 3: Christine Quittkat “The European Commission’s Online Consultations: A Success Story?” *Journal of Common Market Studies*, 49, no. 3 (January 2011): 653–74, <https://doi.org/10.1111/j.1468-5965.2010.02147.x>.

Further reading:

- Andreas Hofmann “Lobbying and Interest Group Politics in the European Union,” in *The Routledge Handbook of European Public Policy*, ed. Nikolaos Zahariadis and Laurie Buonanno (Abingdon: Routledge, 2018), 279–87.
- Adriana Bunea “Regulating European Union Lobbying: In Whose Interest?” *Journal of European Public Policy*, 26, no. 11 (2019): 1579–99, <https://doi.org/10.1080/13501763.2018.1539115>.
- Christoph Knill “Private Governance Across Multiple Arenas: European Interest Associations as Interface Actors” *Journal of European Public Policy*, 8, no. 2 (February 2011): 227–46, <http://www.tandfonline.com/doi/abs/10.1080/13501760110041569>.
- gornitzka2015?
- Mark A. Pollack “Representing Diffuse Interests in EC Policy-Making” *Journal of European Public Policy*, 4, no. 4 (1997): 572–90.

6.7 Session 7: Dealing with crisis (15 November)

To end on a positive note (!), we look at some of the literature that deals with the EU’s mechanisms that frame and respond to crises. This literature will help you reflect on the processes we have analysed above from a broader perspective, thus giving you the experience in reading texts that address the grand stories of European integration. We shall also use this inspiration to organise a short debate with the subject: ‘is the EU policymaking process fit for purpose?’ Finally, we shall discuss the

course in its entirety, and you will have an opportunity to provide feedback to the convenor.

Jigsaw reading:

- **behr2021?**
- Christian Kreuder-Sonnen “An Authoritarian Turn in Europe and European Studies?” *Journal of European Public Policy*, 25, no. 3 (March 4, 2018): 452–64, <https://doi.org/10.1080/13501763.2017.1411383>.
- Mark Rhinard “The Crisisification of Policy-Making in the European Union” *Journal of Common Market Studies*, 57, no. 3 (May 2019): 616–33, <https://doi.org/10.1111/jcms.12838>.

7 Work to be submitted during the course

To pass the course, you need to submit different pieces of work. Please note the following requirements for essays and other papers:

- PDF format, A4, fully justified paragraphs, with single line spacing and page numbers identified. Your documents should also be proofread. The following information should be clearly marked on the front page of the submission:
 - student number
 - course title and academic year
 - assignment name
 - date of actual submission (regardless of the deadline)
 - word count
 - all assignments are graded anonymously unless you put your name on the cover page
- All assignments are submitted via Canvas: **documents submitted through email will be deleted.**
- These requirements do not apply to other deliverables for the course.
- Note that the front page of your submission is **not included in the page limits** described below.
- Late submissions will be treated as resits.

7.1 Discussion forum contributions (D1)

This should be done through the discussion forums. In the discussion forums, you should address at least one of the articles for the week. The aim is to stimulate a discussion about the text between you all: you should provide one citation from a required text that aroused your interest. You should reference it correctly, and write a short sentence as to why you chose that citation. Feel free to ask your colleagues questions about their citation in the discussion. You should *try* to do this every week. These are not graded individually, but your contribution to the forum over the entire course will be.

7.2 Groupwork: case study paper and presentation (D2)

You shall choose a case study of ongoing legislation/policy that allows you to address some of the issues covered in class. *You should choose to focus on a specific and contemporary ongoing policy discussion in your group: the more specific, the better!* You will be required to outline the stakeholders and their interests, the policy field and its challenges, and the potential conclusions.

Some pointers:

1. agree in your group which (part of a) piece of EU legislation/policy you wish to cover, by looking at:
 - The European Commission’s current annual workprogramme
 - The European Parliament’s Legislative Train

2. provide a concise but comprehensive overview of the policy field
3. trace the development of this policy field from draft to (near) final proposal, by looking into inputs from different EU institutions and other stakeholders
4. identify and map out a range of involved stakeholders and their specific interests
5. use the secondary literature we have explored in the course (and beyond) to develop a thorough analysis of the way in which your legislation/policy evolved
6. reflect on how different stakeholders have influenced the evolution of the policy
7. if relevant, reflect on the outcomes and consequences for the policy field.

We shall discuss how to elaborate on this deliverable in the second session of the course.

! Assessment criteria case study paper

- Awareness of the policy process (a description of where the policy issue is in the 'legislative train')
- Mapping of stakeholders and their interests (both inside and outside the EU institutions)
- Knowledge and presentation of the policy issue at stake (including historical analysis)
- Outline of the challenges at stake
- Use of secondary literature from the course to explain the dynamics of the policy field
- Quality of your reflections on potential outcomes and consequences

This is not *per se* an academic text, but more an opportunity to show your skills as persuasive writers and ingenious researchers, whilst referring to a chosen conceptual approach or approaches.

You will be required to give a short (5-10 minute) presentation on your case study, which should highlight only the key elements of your findings. Upload the presentation material (one page document or slides) to Canvas at 23:59 the day before your presentation so that all colleagues can review your slides before your moment of fame.

7.3 Research paper (D3)

You will write a short individual research paper about a specific research topic related to a central theme in the course. We shall discuss your research paper topics during moments in the last two sessions.

The research paper should cover a topic we have raised in class and/or in the literature. It can be related to any policy field, but must cover either a) policymaking processes, or b) interest representation in your chosen field.

More specific questions are easier to grade, and often easier to write. This paper is also about expressing your opinions, and so you should try to be argumentative and be willing to sustain your argument. You are expected to provide a coherent answer, that contains your own reflections and thoughts. It goes without saying that plagiarism (including automated text generation) will be firmly sanctioned. If any form of nefarious behaviour is suspected, you will defend your paper orally before the grades are deliberated (generally in February). In this case, the announced grade may be reviewed and/or a resit paper may be requested.

Please use full referencing, according to your preferred style, and include a bibliography at the end of the paper. Your bibliography should include at least five texts mentioned in this course manual (required or recommended reading).

Note

Please add additional sources you find to our [Zotero library](#), in the respective folder ("PMIR").

You will be required to provide a short (one page) summary of your plans for your paper (D0.3) by the deadline identified in the [assignments checklist](#). You will receive feedback from the lecturer and

your peers through Canvas, and is therefore not anonymous. The summary should cover:

1. The main research question
2. The major policies you address
3. The main literature you seek to review.

This can be in bullet point form.

! Assessment criteria research paper

- capacity to structure, develop and answer a research question under the given constraints
- capacity to explain, structure and use (a wide range of) secondary literature (including at least five texts mentioned in this course manual)
- clear reference to a case or multiple cases, including use of primary sources (policy documents, legal frameworks, press releases, speeches, and/or reputable media sources)
- analytical clarity, argumentation, and coherence
- literature and referencing (do you show evidence of understanding literature and examples both from the course and beyond?)

Table 2: Assignments checklist

Item	Weight	Date due	Length
D1: Discussion forum contributions	10%	running deadlines	short contributions
D2: Case study paper & presentation	40%	21 October, 23:59	5 pages
D0.3: Research paper proposal	P/F	25 October, 17:00	1 page
D3: Research paper	50%	5 November, 17:00	2500 words
Active participation	-	every session	participation expected

Please stick to the maximum lengths mentioned (there is a $\pm 10\%$ margin)! Papers that go beyond the limits will be rejected. The word count mentioned includes your bibliography.

It is not possible to ask for postponement of our mutually-agreed submission deadlines.

If you read this far, congratulations. Enjoy the course, and please don't forget to reflect on how you feel you addressed the learning outcomes once the course is over!