

**SUSSEX EUROPEAN INSTITUTE**

**MA COURSES**

**IN**

**CONTEMPORARY EUROPEAN STUDIES**

**(MACES)**

**EUROPEAN POLITICS**

**(MAEP)**

**2013-14 SESSION**

AT THIS STAGE OF THE TERM SOME DETAILS MAY BE SUBJECT TO CHANGE AND STUDENTS WILL BE NOTIFIED OF DEVELOPMENTS AS THEY ARISE.

THE TERMS ON WHICH THE UNIVERSITY MAKES OFFERS OF PLACES ON ITS PROGRAMMES OF STUDY, INCLUDING THOSE COVERED IN THIS HANDBOOK, MAY BE FOUND IN THE UNIVERSITY OF SUSSEX POSTGRADUATE PROSPECTUS, COPIES OF WHICH CAN BE OBTAINED FROM THE ADMISSIONS OFFICE.

## Sussex European Institute (SEI)

Welcome to SEI, the postgraduate arm of the Department of Politics within the School of Law, Politics and Sociology. Interdisciplinary, innovative and truly European in academic orientation, SEI is a unique academic environment in which to study Europe.

Research students from the fields of contemporary European Studies, economics, geography, international relations, law, sociology and political science are all affiliated to the Institute. As members of SEI, you will be able to participate in its academic activities, such as conferences, seminars and workshops. The SEI website provides information on all academic activities including research and publications: <http://www.sussex.ac.uk/sei/>

Any institution is always more than its formal parts. The people in SEI make up a rich and diverse community consisting of faculty, staff, researchers and postgraduate students. The latter originate from nearly thirty different countries, contributing to an environment that is both lively and stimulating. The Institute has also established many links with other international universities and with European political, social and economic institutions, so we established an international reputation which continues to grow. The faculty here all enjoy being part of such a unique environment – we hope that you will too.

### SEI Newsletter – *Euroscope*

This is published once a term and contains up-to-date information on SEI activities and members, as well as articles reviewing recent and current research written both by faculty and students. You are invited to make submissions to the “In Brief” section with information on your fieldwork, conferences you have attended, publications and awards you have received.

### Administrative matters

Your main point of contact for any administrative queries is Amanda Sims ([a.i.sims@sussex.ac.uk](mailto:a.i.sims@sussex.ac.uk)) in the School Office for Law, Politics and Sociology (referred to in this handbook as the LPS School Office.) Academic enquiries should be addressed to the Convenor, Dr Sue Collard on [s.p.collard@sussex.ac.uk](mailto:s.p.collard@sussex.ac.uk).

### Email and Sussex Direct

We always use your Sussex email address to keep you updated on matters such as assessment deadlines, last minute timetable changes and dissertation supervision arrangements so please make sure you check your emails on a regular basis. Much administrative information is also made available to you via Sussex Direct so please also check on a daily basis.

Detailed information on areas including your responsibilities as a student, registration and record-keeping, appeals and complaints plus regulations and policy documents can be found in the following handbook: [www.sussex.ac.uk/studenthandbook](http://www.sussex.ac.uk/studenthandbook)

Finally, remember that the **Students’ Union** is a useful source of information, advice and representation: [www.ussu.info](http://www.ussu.info)

**English Language Support** will be available in workshops and tutorials from the Sussex Centre for Language Studies. Contact: Susan Blaylock: [S.Blaylock@sussex.ac.uk](mailto:S.Blaylock@sussex.ac.uk).

The link to the Academic Development Study Direct page is <https://studymdirect.sussex.ac.uk/course/view.php?id=1397>

## Teaching Faculty in SEI

You will be assigned to a seminar group during the first week of Autumn Term for the Core Course (The Making of Contemporary Europe). The tutor assigned to you will also act as your **Academic Advisor** in SEI.

There are weekly office hours during which time academic staff are available for discussion or assistance. This should be posted on their doors, but if you can't manage these times please leave a note or send an e-mail.

To search for the contact details of specific individual see: [www.sussex.ac.uk/people](http://www.sussex.ac.uk/people)

Prof Susan Millns*	Professor of Law
Prof Aleks Szczerbiak*	Professor of Contemporary European Studies
Prof Paul Taggart	Head of Department and Professor of Politics
Prof Paul Webb	Professor of Politics
Dr Sabina Avdagic	RcUK Research Fellow
<b>Dr Sue Collard</b>	<b>Senior Lecturer in French Politics and Contemporary European Studies</b> <b>Convenor of MACES &amp; MAEP</b>
Dr James Hampshire	Senior Lecturer in Politics
Dr Dan Hough	Reader in Politics
Mr Francis McGowan	Senior Lecturer in Politics
Prof Alan Mayhew	Professorial Fellow
Dr Adrian Treacher	Lecturer in Contemporary European Studies
Dr Kai Opperman	
Dr Kim Brayson	

\* Co Directors of SEI

<b>Faculty associated with SEI:</b>
Prof Gerard Delanty (Sociology)
Dr David Dyker (SPRU)
Dr Peter Holmes (Economics)
Prof Jim Rollo (SEI Emeritus Professor)
Prof Alasdair Smith (Emeritus Professor Economics)

In addition, the **Practitioner Fellow scheme** constitutes part of SEI's strategy to engage with the public policy-making community. Practitioner Fellows are individuals who operate at a high level in fields linked to our areas of interest. There is no set format for their interaction with the Institute, but they try to make regular visits. While here they can participate in classes, adding their wealth of experience to our discussions; or they can make themselves available to students on a one-to-one basis to discuss their research and/or career plans; or they can make a presentation; and they also can help us out with arrangements for the annual trip to Brussels.

**Graham Avery:** Honorary Director General, European Commission

**David Bostock:** British Representative EU Court of Auditors and former British Deputy Permanent Representative to the European Union: Dean of the CEAD Chamber of the Court of Auditors

**Joly Dixon:** Chair of Jersey's Fiscal Policy Panel, Former Director International Economic Policy EU Commission, member President Delors' Cabinet, G7 Sherpa,

**Dr Brigid Fowler:** Committee Specialist, Foreign Affairs Committee, House of Commons

**Alison Hook:** Head of the International Section of the Law Society and former member of Cabinet of Sir Leon Brittan, Commissioner for Trade European Commission

**Dr Indira Konjhodzic:** Director, World Bank Croatia, former minister in Croatian Government , former SEI student

**Michael Leigh:** Senior Adviser to the German Marshall Fund, Brussels; Former Director General, European Commission, Directorate General Enlargement

**Graham Meadows:** Cardiff School of City and Regional Planning, Former Director General, European Commission, Directorate General Regional Policy

**Prof Jakub Michalek:** Professor of International Economics at Warsaw University, former Deputy Permanent Representative of Poland to the World Trade Organisation, Geneva

**John Palmer:** Journalist, formerly European Editor, The Guardian, Former Political Director of the European Policy Centre, Brussels

**Minister Jaroslaw Pietras:** Director General, Council of the European Union, Brussels; former Minister for European Integration, Finance Ministry, Government of Poland

**Dr Michael Shackleton:** Head of European Parliament Information Office, London

## **Course Aims – MACES**

The course aims to provide students with both a broad knowledge and understanding of how Europe has developed since 1945, and a more specialist knowledge and understanding of several specialist areas of policy and / or politics in contemporary Europe. Whilst there is a strong emphasis on the development of the EC / EU, the course also offers teaching in European areas outside the EU. It prepares students either for further academic work or research, or for employment in a range of organisations such as the EU, the Council of Europe, or other European agencies and lobby groups.

It provides students with training in the full range of academic skills associated with study at Masters degree level:

- the ability to read and evaluate a broad range of academic literature and incorporate key arguments and ideas into their own writing, using appropriate referencing;
- the ability to prepare and deliver an oral presentation using Powerpoint;
- the ability to identify different arguments and approaches in recommended literature on specific topics;
- the ability to write both short and long pieces of work, using appropriate academic conventions;
- the ability to carry out research using a wide range of materials including the Internet, official documentation, academic books and articles, and evaluate the relative validity of these sources;
- the development of practical transferable skills, including note-taking, organisation, cooperation and team-working, presentation and communication skills.

## **Course Learning Outcomes – MACES**

Students who successfully complete this programme will be able to do the following:

- Demonstrate a systematic understanding of how Europe has developed since 1945 that is informed by the research at the forefront of contemporary European studies
- Demonstrate a critical awareness of several specialist areas of policy and / or politics in contemporary Europe
- Critically evaluate a broad range of academic literature and incorporate key arguments and ideas into their own writing, using appropriate referencing
- Assess different arguments and approaches in recommended literature on specific topics in contemporary European studies
- Utilise a range of practical skills including IT and traditional resources and techniques for presentation of critical analysis, both written and oral
- Evaluate and apply appropriate research methodologies to complete a substantial, independent, research project in the field of contemporary European Studies.

## **Course Aims – MAEP**

- To enable students to examine systematically recent changes in the political systems of Western and Eastern Europe.
- To deliver core understanding of the development of the political systems of contemporary Europe, theoretical and empirical understanding of politics and public policy in a European context, and specialist, advanced understanding of at least two sub-fields of European politics.
- To provide students with an opportunity to combine theoretical and analytical questions about modern European politics with a range of applications that have direct relevance to contemporary government.
- To enable students to employ that understanding actively through the completion of a substantial research project in the field of European politics.
- To enable students to develop a specialized knowledge of a particular sub-field of European politics.
- To provide students with the core skills and knowledge required for a possible transition to higher levels of research.
- We aim to prepare students for further independent research in political science or for relevant non-academic activity (in, for instance, the media, government or NGOs).

## **Course Learning Outcomes – MAEP**

- Critically examine recent changes in the political systems of Western and Eastern Europe.
- Demonstrate a systematic understanding of the development of the political systems of contemporary Europe, a theoretical and empirical understanding of politics and public policy in a European context, and specialist, advanced understanding of at least two sub-fields of European politics.
- Synthesise theoretical and analytical questions about modern European public policy and politics with a range of applications that have direct relevance to contemporary governance.
- Utilise a range of practical skills including IT and traditional resources and techniques for presentation of critical analysis, both written and oral.
- Evaluate and apply appropriate research methodologies to complete a substantial, independent, research project in the field of European public policy and politics.

## MA Contemporary European Studies (MACES) – overview

### Autumn Term: Teaching Block 1

Making of Contemporary Europe Course code: 800M9 60 credits Formal Assessment: Exam: 75% Coursework: 25% (See module Handbook for details)	2 x 2 hour lectures <u>plus</u> 1 x 2 hour seminar per week One 3.5 hour unseen examination in Assessment Block 1 (January 2013) Date to be confirmed on Sussex Direct.
Research in Progress Seminars	1 x 2 hour seminar per week
<i>MACES students decide which <b>three</b> options they would like to take during the Spring Term: details will be circulated in early November.</i>	

### Spring Term: Teaching Block 2

Three options chosen in Autumn Term	3 x 2 hour seminars per week (this may vary for each option)
Research in Progress Seminar Series	1 x 2 hour seminar per week
<i>MACES students identify towards the end of the term which option will form the basis of their dissertation.</i>	
Formal Assessment of <u>two</u> options (2 x 30 = 60 credits) Third option to be assessed by 15,000 word dissertation submitted in early September.	2 x Term papers (5000 words) submitted in Assessment Block 2. Date to be confirmed on Sussex Direct.

### Summer Term

Dissertation Workshop Research Training Workshops	Summer term – initial weeks
Dissertation Research Outline Presentations	To be confirmed, late May.
Research in Progress Seminar Series	1 x 2 hour seminar per week
Study trip to Brussels	One week in May/June (tbc)

## MA European Politics (MAEP) – overview

### Autumn Term: Teaching Block 1

Making of Contemporary Europe <u>Course code: 801M9</u> 30 credits Formal Assessment: (Weighting: 50% each)	2 x 2 hour lectures <u>plus</u> 1 x 2 hour seminar per week 2 x short term papers (2,500 words each) submitted in Assessment Block 1. Date to be confirmed on Sussex Direct.
Politics & Public Policy <u>Course code: 957M9</u> 30 credits Formal Assessment: (Weighting: 50% essay 50% exam)	1 x 2 hour seminar per week 1 short term paper (2,500 words) submitted in Assessment Block 1. Date to be confirmed on Sussex Direct. <u>Plus</u> 1 x 3 hour unseen examination in Assessment Block 1. Date to be confirmed on Sussex Direct.
Research in Progress Seminars	1 x 2 hour seminar per week
<i>MACES students decide which <b>three</b> options they would like to take during the Spring Term: details will be circulated in early November.</i>	

### Spring Term: Teaching Block 2

Three options chosen in Autumn Term:	2 X 2-hour seminars per week (this may vary for each option)
Research in Progress Seminar Series	1 x 2 hour seminar per week
<i>MAEP students identify towards the end of the term which option will form the basis of their dissertation.</i>	
Formal Assessment of <u>two</u> options (2 x 30 = 60 credits) Third option to be assessed by 15,000 word dissertation submitted in early September.	2 x Term papers (5000 words) submitted in Assessment Block 2. Date to be confirmed on Sussex Direct.

### Summer Term

Dissertation Research Outline	To be confirmed, late May.
Research in Progress Seminar Series	1 x 2 hour seminar per week
Study trip to Brussels	One week in May/June (tbc)



**Both courses are also available on a part time basis as follows**

**MACES - Year One:**

Autumn Term - The Making of Contemporary Europe (January exam.)  
Spring Term - One option (assessed by 5,000 word term paper)

**MACES - Year Two:**

Spring Term - Two options (**one** assessed by term paper)  
Summer - 15,000-word Dissertation (in the field of one Year 2 option.)

**MAEP - Year One:**

Autumn Term: The Making of Contemporary Europe (2 x term papers)  
Spring Term: One option (assessed by 5,000-word term paper)

**MAEP - Year Two:**

Autumn Term - Politics and Public Policy (1 x exam and 1 x term paper)  
Spring Term - One option (assessed by term paper)  
Summer - 15,000-word Dissertation on any topic.

**Notes:**

The information provided above gives an indication of your commitments throughout the year. ***This information is for guidance only and may be subject to change. Confirmed dates will be available nearer the time.***

**Research in Progress Seminars** are held on a weekly basis, with speakers chosen from both within the University and externally. They range from people talking about their current research to people who have an interesting view on events in Europe and the world. Programme details will be advertised separately. Attendance is essential.

**The study trip to Brussels** takes place during May/June and represents a core experience for most MA students. It serves the dual function of providing a thorough and in-depth examination of institutions in Brussels as the culmination of much of the course training, and also provides the basis of a research trip in which students gather data, interviews and experiences for their dissertation research. Past students routinely describe it as the highlight of the MA.

**University regulations require MA students to be in attendance at Sussex during the summer term. If you are required to be away during the Summer Term you should inform the MA Convenor. The Summer Term ends on June 13<sup>th</sup>.**

**MA in Contemporary European Studies (MACES) & MA in European Politics (MAEP)**  
**General Recommended Introductory Reading List**

**On the Twentieth Century history of Europe and Europeans:**

- Brown, A. (2010) *The Rise and Fall of Communism*, Vintage.
- Hobsbawm, E. (1995), *The Age of Extremes: the Short Twentieth Century, 1914 – 1991*, Abacus.
- Joll, J. (1990, 4<sup>th</sup> ed.), *Europe Since 1870: An International History*, Penguin.
- Judt, T. ((2010), *Postwar: A History of Europe Since 1945*, Vintage.
- Mazower, M. (1998), *Dark Continent. Europe's Twentieth Century*, Penguin.
- Muller, J.W. (2011), *Contesting Democracy: Political Ideas in Twentieth-century Europe*, Yale University Press.
- Swain, G. & N. (2009 4<sup>th</sup> ed) *Eastern Europe Since 1945*, Palgrave Macmillan.
- Urwin, D. (1997), *A Political History of Western Europe Since 1945*, Longman.
- Vinen, R. (2002), *A History in Fragments: Europe in the twentieth Century*, Abacus.
- Wegs, J.R. & Ladrech, R. (2006, 5<sup>th</sup> ed.), *Europe Since 1945: A Concise History*, Palgrave Macmillan.

**On the history of the EC/EU more specifically:**

- Anderson, P. (2009), *The New Old World*, Verso.
- Blair, A. (2010), *The European Union Since 1945*, Longman.
- Boniovanni, F. (2012), *Decline and Fall of Europe*, Palgrave.
- Dedman, M. (2009), *The Origins and Development of the European Union 1945 – 2008: A History of European Integration*, Routledge.
- Dinan, D. (2004), *Europe Recast*, Palgrave Macmillan.
- Dinan, D. (2010) 4<sup>th</sup> ed. *Ever Closer Union*, Palgrave.
- Dinan, D. (ed) (2006), *Origins and Evolution of the European Union*, Oxford University Press.
- Heller, F.H., & Gillingham J.R. (eds), *The United States and the Integration of Europe: Legacies of the Postwar Era* (Macmillan, 1996), Introduction, Chapters 1 and 5.
- Gilbert, M., *Surpassing Realism: The Politics of European Integration since 1945*, (Rowman & Littlefield, 2003)
- Gillingham, J.R., *European Integration, 1950 – 2002: Superstate or New Market Economy?* (Cambridge UP, 2003).
- Kaiser, W. & Varsori, A. (eds) (2010 paperback), *European Union History: Themes and Debates*, Palgrave Macmillan.
- Lundestad, G. (1998) *Empire by Integration. The US and European Integration 1945-1997*, Oxford UP
- McAllister, R. (2009), *European Union. An Historical and Political Survey*, Routledge.
- Milward, A.S. (1993) *The Frontier of National Sovereignty: History and Theory, 1945 – 1992*, Routledge.
- Milward, A.S. (2000 2<sup>nd</sup> ed.), *The European Rescue of the Nation State*, Routledge.
- Phinnemore, D. & Warleigh-Lack, A. (eds), (2009) *Reflections on European Integration. 50 Years of the Treaty of Rome*, Palgrave Macmillan.
- Magone, J. (2010) *Contemporary European Politics*, Routledge.
- Meunier, S. (2007) *Making History. European Integration and Institutional Change at Fifty*, Oxford UP.
- Moravcsik, A. (1998), *The Choice for Europe: Social Purpose and State Power from Messina to Maastricht*, Cornell University Press.

- Stirk, P & Weigall, D. (1999), *The Origins and Development of European Integration. A Reader and Commentary*, Pinter.
- Urwin, D (1995 2<sup>nd</sup> ed.) *Community of Europe: A History of European Integration Since 1945*, Longman.
- Vassiliou, G. (2007) *The Accession Story. The EU from 15 to 25 countries*, Oxford UP.

#### **On the functioning of the EC/EU:**

- Bache, I., & George, S., (2011, 3<sup>rd</sup> ed.) *Politics in the European Union*, OUP.
- Bomberg, E. et al (eds) (2011, 3<sup>rd</sup> ed.), *The European Union. How Does It Work?* Oxford UP.
- Cini, M. & Perez-Solorzano Borragan, N. (2010, 3<sup>rd</sup> ed.) *European Union Politics*, Oxford University Press (+ Online Resource Centre at [www.oxfordtextbooks.co.uk/orc/cini3e](http://www.oxfordtextbooks.co.uk/orc/cini3e))
- Dyson, K. & Sepos, A. (eds) (2010) *Which Europe ? The Politics of Differentiated Integration*, Palgrave.
- Favell, A. & Guiraudon, V. (2011), *Sociology of the European Union*, Palgrave.
- Fligstein, N (2009) *Euroclash. The EU, European Identity and the Future of Europe*, Oxford UP.
- Gillingham, J. (2006), *Design for new Europe*, Cambridge UP.
- Hix, S. (2011) 3<sup>rd</sup> ed. *The Political System of the European Union*, Palgrave Macmillan.
- Lelieveldt, H. & Princen, S. (2011), *The Politics of the European Union*, Cambridge UP.
- McCormick, J. (2008), 4<sup>th</sup> ed. *Understanding the European Union*, Palgrave Macmillan.
- McCormick, J. (2011), *European Union Politics*, Palgrave.
- The EU on the web by John McCormick at:  
<http://www.palgrave.com/politics/eu/euontheweb.asp>
- Majone, G. (2005), *Dilemmas of European Integration : the ambiguities and pitfalls of integration by stealth*, OUP.
- McCormick, J. (2010), *Europeanism*, Oxford UP.
- Meunier, S. & McNamara, K. (eds) (2007) *The State of the European Union*, Oxford University Press 2007
- Nugent, N. (2010, 7<sup>th</sup> ed.), *The Government and Politics of the European Union*, Palgrave Macmillan.  
<http://www.palgrave.com/politics/nugent/>
- Neill Nugent's European Union Chronology at: <http://www.palgrave.com/politics/eu/chronology.asp>
- Pinder, J. & Usherwood, J. (2013) *The European Union: A Very Short Introduction*, OUP.
- Richardson J. (3<sup>rd</sup> ed.) (2006), *European Union: Power and Policy-Making*, Routledge.
- Versluis, E., Van Keulen, M. & Stephenson, P. (2010) *Analyzing the European Union Policy Process*, Palgrave.
- Wallace, H., Pollack, M. A & Young, A. (eds.) (2010, 6<sup>th</sup> ed.), *Policy Making in the European Union*, Oxford University Press.
- Warleigh, A.(2004) *European Union - the Basics*, Routledge.

#### **Other:**

- Gowland D. et al (2006) 3<sup>rd</sup> ed) *The European Mosaic*, Longman.
- Guerrina, R. (2002), *Europe. History, Ideas, Ideologies*, Arnold.
- Stevens, A. & Sakwa, R. (2012, 3<sup>rd</sup> ed) *Contemporary Europe*, Palgrave Macmillan.
- Ladrech, R. (2010) *Europeanisation and National Politics*, Palgrave Macmillan.

### **Recommended Journals**

- *JCMS (Journal of Common Market Studies)*
- *Journal of European Public Policy*
- *EU Politics*
- *Journal of European Integration*
- *West European Politics*
- *European Journal of Political Research*
- *Journal of Contemporary European Research*
- *Journal of Contemporary European Studies*
- *Comparative European Politics*

### **Websites**

- EurActiv <http://www.euractiv.com/en/HomePage>
- Centre for European Policy Studies <http://www.ceps.be/index3.php>
- European Policy Centre <http://www.epc.eu/>
- Centre for European Reform <http://www.cer.org.uk/>
- EUObserver <http://euobserver.com/>
- European Voice <http://www.europeanvoice.com/>
- Robert Schuman Foundation <http://www.robert-schuman.eu/>

# Core modules: Teaching Block 1

## The Making of Contemporary Europe

**800M9 – 60 credits (MACES) 801M1 – 30 credits (MAEP)**

The overall aim of this module is to provide a broad introduction to contemporary Europe and a basis on which students can subsequently develop specialisms through options and dissertation topics. There are three distinctive features about the SEI's approach to contemporary European studies and these are reflected in the core module:

- It **treats Europe as a whole** – covering East and West, North and South. European studies is not the study of half a continent and we make no apologies for spending a considerable amount of time on Central and Eastern Europe which most 'European studies' courses neglect.
- It locates the main themes of post-war European history in a **theoretical and comparative context** to help students understand contemporary developments within a broader conceptual framework.
- It takes an **inter-disciplinary approach**. This involves explicitly looking for the connections between different disciplines in order to understand the key issues of contemporary European governance (eg the political and economic implications of EMU).

This is a very broad module taught by a wide range of tutors with different disciplinary and area specialisms. It is deliberately designed to give students plenty of scope for exploring their individual ideas and interests. However, there are three core themes that form an overall rationale that runs through the whole module:

- The historical **tension between the two models of economic, political and social organisation** (liberal, capitalist West European and communist, totalitarian centrally-planned East European) that dominated the post-war period and divided the continent. One of the objectives of this module is to help students to problematise the idea of post-war European history as a struggle between these two distinct models and of the post-Cold War era as the final 'triumph' of the liberal capitalist model of political, economic and social organisation.
- The **European project** understood as European integration in the widest sense, involving the coming together of political institutions, economies and societies. This does not mean an exclusive focus on the development of and prospects for the EU although, as the key agent of European integration and institutional embodiment of the European project, it is obviously an important focus of the module.
- The **extent to which Europe is a separate and distinctive civilisation with a fundamental unity**. Is there something (such as modernity) that transcends the individual histories of the particular countries and peoples of Europe to suggest a coherence and distinctiveness about European civilisation? Or are there, and always will be, deep historical and cultural divisions that make it more appropriate to view Europe as an arena of competing cultures?

## **Politics and Public Policy (MAEP students only)**

This module is concerned with the interaction between politics and public policy at both the 'real world' and analytical levels. It will examine cross-national differences in public policy choices, and the consequences that these choices have for socio-economic outcomes. General questions addressed by this module include: Why do policies on issues such as pensions, family benefits, or education differ from country to country? Are these differences a consequence of different economic conditions, culture, political institutions or interest group pressures? Why are some countries and governments more successful than others in tackling certain policy problems, such as unemployment, poverty and female labour force participation? While the module focuses on public policies of EU countries, we will draw frequent parallels with other systems of policy making, such as the United States and Japan.

## **Spring Term Options (30 credits each): Teaching Block 2**

A summary of options offered recently are included in this handbook for information. Please note that information is for guidance purposes only at this stage and that ***not all options listed will be offered every year.*** Each option is assessed by a term paper of 5,000 words, unless it is assessed by the dissertation.

## **International Relations of the European Union (934M9)**

**Dr Adrian Treacher (A.H.Treacher@sussex.ac.uk)**

The course commences with an analysis of the Union's initial emergence as an international actor. It then analyses the political context of various different, but nevertheless inter-related, aspects of the EU's external relations; these include: Foreign and Security Policy, Security and Defence Policy, conflict prevention and international development/humanitarian action. Over three weeks, the course then assesses the Union's relations with its peripheries to the East and South and to the West. Throughout, we will be critiquing the EU as an international actor and engaging with concepts like 'civilian actor', 'normative power' and 'hard' and 'soft power'.

## **European Political Integration (808M9)**

**(Tutor to be confirmed)**

This course examines the development trends and the institutional set-up of the European Union, including the trend towards differentiation and the most recent reform perspectives offered by the Treaty of Lisbon. The objectives are: (a) to explain the political and legal dynamics of EC/EU integration and of the specificities of the institutional order it has generated, (b) to analyse and evaluate the internal organisation and functioning of the main EU institutions, (c) to offer substantial insights into practice of decision-making in the EU system, (d) to identify specific strengths and weaknesses of the EU in terms of

policy formulation and implementation, (e) to assess the many ways of national influence within the EU's institutional system, (f) to familiarise participants with the use of official EU sources.

### **The Politics of Citizenship and Immigration (980M9)**

**Dr James Hampshire (J.A.Hampshire@sussex.ac.uk)**

Immigration is one of the most controversial political issues in Europe, posing a challenge to received ideas about citizenship and national identity across the continent. This course considers current debates about citizenship and immigration from a variety of perspectives, both empirical and normative, and aims to provide students with an understanding of how European countries have responded to immigration and how their different understandings of citizenship have conditioned these responses. Accordingly, the social and cultural dimensions of immigration will be addressed – including issues surrounding ethnic diversity, racism, multiculturalism, and national identity - and their impact on political debates will be analysed. By the end of the course students will have developed an understanding of the conceptual issues associated with citizenship and immigration, and they will have acquired a sound knowledge of the historical background to contemporary debates. Students will be able to explain and interpret the various citizenship traditions of Europe, analyse the range of political responses to immigration in the post-war period, and assess normative arguments for and against immigration controls.

### **Human Rights in Europe (810M9)**

**(Tutor to be confirmed)**

This course examines the process of internationalisation of human rights and the main factors that underpin that process, e.g., the nature of the international order, the relationship between human rights and sovereignty of states, and the problematic of intervention and redistribution. The use of human rights as instruments of foreign policy will be contrasted with the involvement of international non-governmental organizations. Both the global and the regional legal frameworks will be examined.

Questions of cultural hegemony will be contrasted with those that claim legitimate cultural autonomy.

### **Single Market Law (828M3)**

**Prof Sue Millns (s.millns@sussex.ac.uk)**

This course provides an introduction to the basic principles of European legal integration in the context of the law and policy governing the Single Market. In so doing the module provides students with a sound understanding of the basic concepts, rules and principles of EC free movement law. By the end of the course students should be able to explain the concepts and values which have shaped the single market; evaluate the extent to which a single market

has genuinely been achieved; and link the single market to wider constitutional and governance questions in the EC and EU.

### **Idea of Europe (993M9)**

**Prof Gerard Delanty (G.Delanty@sussex.ac.uk)**

The idea of Europe is invoked in many debates and documents relating to the European Union and more generally with regard to major social change in Europe. There is also a long history of writing on the meaning of Europe and how its cultural and political heritage should be assessed. In the present day such considerations as to the cultural significance of Europe and whether there is a political identity beyond national identities has become increasingly salient. As the European Union ceases to be exclusively defined in terms of market objectives, cultural considerations have come to the fore, such as those of memory, identity and loyalty. Whether there is an idea that underlies the multiplicities of its forms has perplexed a wide range of scholars. Is European identity defined by reference to an external other? Does post-national political community require an underlying cultural identity? What traditions of political community are relevant today in light of the formation of a European polity that has gone far beyond the earlier designs. These are among the many questions that are now being asked. The approach adopted is largely critical in that contemporary debates on the identity of Europe provide the main interpretations on what are in many cases much older controversies.

### **The Politics of Eastern Europe in Transition (935M9)**

**Prof Aleks Szczerbiak (A.A.Szczerbiak@sussex.ac.uk)**

The objective of the course is to use the analytical frameworks normally employed for the study of more established Western democracies to examine the characteristics and features of post-communist politics in the newly democratic states of Central and Eastern Europe.

The central question that the course seeks to address is: *what kind of democracy is developing in post-communist Central and Eastern Europe?* A second (and linked) question is: *what (if any) is the impact of integration into Western international structures on politics in these countries?* If you take this course then, by the end, you should have answers to these questions!

I take a very broad approach to defining to include all the post-communist states. For my case studies, I tend to focus mainly on the ten post-communist states that have recently joined the EU and NATO. But this is for practical rather than intellectual reasons and it is really just to keep things manageable. During the last ten years teaching this course, it has been particularly interesting for me to see students from post-communist states that are not EU/NATO members – such as Albania, Belarus, Croatia, Kosova, Macedonia and Russia (to name a few) - taking and applying the analytical frameworks used here to try and make sense of politics in their own countries.



## **Political Economy of EU Integration (814M9)**

**Dr Peter Holmes (P.Holmes@sussex.ac.uk) & Prof Alan Mayhew (A.Mayhew@sussex.ac.uk)**

This course will examine the process and economic consequences of economic integration in the EU. It will use some economic theory to analyse the positive and normative aspects of integration but the course requires an interest in economic issues rather than any formal training. It will place emphasis on the external as well as the internal dimensions of EU integration in order to show both the development of EU relations with trading partners and also the way in which the need for a common response to external challenges has influenced the strategy of EU development. Particular emphasis will be given to the political economy on EU enlargement and deeper integration with the EU's neighbourhood. Students should aim to be able to understand at least the non-technical parts of the recommended text book, which is R.Baldwin & C.Wyplisz, (3<sup>rd</sup> ed.), *The Economics of European Integration*.

## **Energy and Environmental Security in Europe**

**Francis McGowan (f.mcgowan@sussex.ac.uk)**

This course addresses the growing importance of security as an issue for energy and environmental policy within the EU and beyond, analysing the way in which different concepts of security have emerged (or re-emerged) to redefine policy priorities in both areas. The course draws upon old and new arguments on the nature of security and securitization and the way in which energy – and its environmental consequences - has been incorporated into these debates. The course also provides an overview of international energy markets and of global environmental conditions, assessing the position of the EU in each. The core of the course is an analysis of the EU's own attempts to develop a coordinated response to questions of energy and climate security and its role as a protagonist in international negotiations (whether bilateral, regional or multilateral).

## **Dissertation (60 credits): Summer Term**

All students will decide towards the end of the second teaching block which of their three Spring Term options will be assessed by Dissertation (15,000 words) rather than by Term Paper (5,000 words). Once you have decided which option to associate with your dissertation, you should identify a broad topic area and research question/s. You should discuss these with your future supervisor and obtain their agreement: tutors will supervise all dissertations written in association with their own options.

You will not start work properly on the dissertation until after submission of the Spring Term option Term Papers in Assessment Block 2. Towards the end of May (date to be confirmed at a later date) you will be required to submit a dissertation title and outline, which will be presented orally (using Powerpoint) to the rest of the cohort for discussion before completing the final draft. It is

important to discuss the title and outline with your supervisor in good time before the deadline. All dissertation outlines must be signed first by the supervisor and then by the Course Convenor, Dr Sue Collard.

Submission of dissertations will be in early September, date to be confirmed. Students do not have to stay in Sussex after the end of term (June 13<sup>th</sup> 2013), but must arrange for supervision to be carried out by email instead.

More specific details relating to the writing of the dissertation will be provided at the beginning of the Summer Term.

## Life after MACES and MAEP...?

First of all, rest assured that there **is** life after MACES & MAEP!

Essentially our graduates end up in one of five career paths, but it can take them some time to get there! Do not panic if you do not have a career to slide into straight after submitting your dissertation; this is a common occurrence and everyone usually gets sorted within 6-9 months.

This is by no means an exclusive list, but gives a good indication of what MACES & MAEP graduates go on to do.

- Government – some scholarship students are paid by their governments and are obliged to work for them upon completion of the programme, principally in some EU-linked capacity. Others decide that a career in their country's foreign service is for them.
- NGOs – it is quite common for our graduates to go on and work in the non-governmental organisation (NGO) sector, primarily in the human rights and security fields.
- EU – an EU-related career is another popular choice. The most common route is to do a five-month internship, or *stage*, in one of the European Union's institutions – normally the Commission - and to then find something more permanent from there. Lobbying the EU in some form or other is also a possibility.
- Academia – you may not believe it but some of our graduates decide they would like to continue studying! This can take the form of a second Masters, say in business, or it can involve doctoral study.
- Journalism and the media.