NTNU

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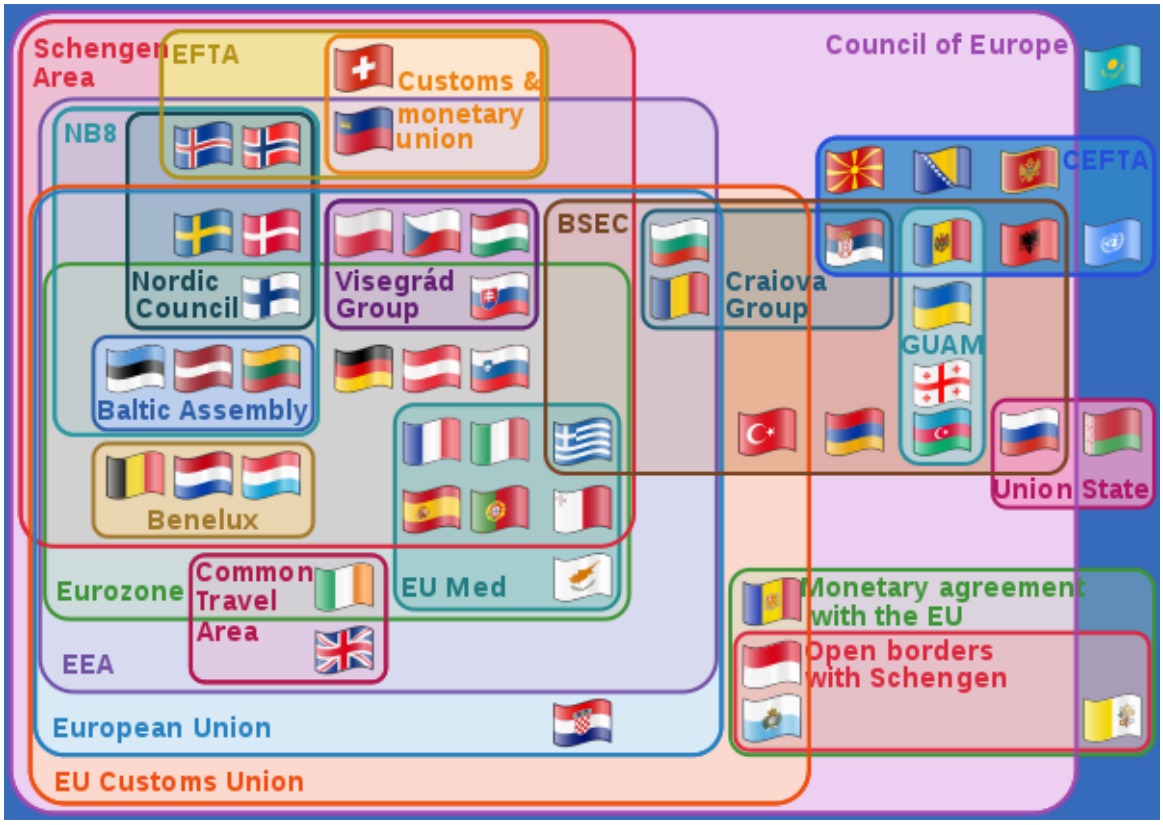
Faculty of Humanities
Department of Historical and Classical Studies
MA in European Studies
Year 2020-2021
Fall Semester
Course EUR3414

Differentiated integration: The Norwegian case in perspective



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COURSE CONTENT/STRUCTURE

European integration is no longer a question of EU membership or not. Because of the EU's deepening and widening, differentiated integration has become a key feature. In light of the British Leave vote and a certain enlargement fatigue, this is likely to remain so for the foreseeable future. Against this backdrop, this Jean Monnet module offers in-depth knowledge of and critical perspectives on the manifold forms and degrees of present-day differentiated integration. Taking the specific Norwegian position in and perspective on Europe as a point of departure, the module responds to the strong demand from society and professionals for up-to-date knowledge and expertise on Norway's particular association with the EU. In bringing to light the multiple, variegated and frequently overlooked ways in which the EU allows for cooperation between countries whether or not they are member states, it also counters the tendency of many citizens – within and outside the EU – to think of membership in strictly binary terms.

The module includes a series of thematic sessions informed by state-of-the-art research and a combination of teaching methods, relying on student-centred learning and the co-creation of knowledge. Throughout the course, students work on applied, collective and individual, assignments that include position papers, participation in topical roundtable debates and the creation of short information videos to go online in a dedicated YouTube channel. The purpose is to enhance students' ability to apply knowledge and tools to real-world challenges and to communicate orally and in writing in a clear and professional manner.

This Jean Monnet module is a joint venture, developed and team-taught by Carine Germond (carine.germond@ntnu.no), Pieter de Wilde (pieter.dewilde@ntnu.no) and Lise Rye (lise.rye@ntnu.no).

LEARNING OUTCOMES

Knowledge

Students who successfully complete the course will have acquired

- in-depth knowledge of and critical perspectives on the manifold forms and degrees of present-day differentiated integration;
- in-depth and theoretically informed understanding of the reasons for and implications of Norway's current association with the EU across policy-areas

Skills

Students who successfully complete the course will be able

- to assess and compare different associations with the EU and/or aspects thereof in a theoretically informed manner;
- to communicate their knowledge orally and in writing, using the appropriate terminology, to specialist and non-specialist audiences

ASSIGNMENTS AND EXAMINATION

Obligatory assignments:

1) Position paper

Students shall write a position paper. The position paper will be written in pair (2 students) and should not exceed 500 words. The position paper will be marked with pass/fail. The exact topic of the position paper will be announced in Blackboard in due time. For further information on the position paper, see Annex 3.
The submission deadline for the position paper is 2 October 2020, 9am. The paper should be uploaded onto Blackboard.
IMPORTANT: Students need to obtain a pass on the compulsory assignment (position paper) in order to be allowed to submit their research paper.

2) Short recorded video for the course's YouTube-channel

The YouTube channel on differentiated integration will offer mini-videos on various forms of European integration, thought-provoking assessments of the strengths and weaknesses of the various associations as well as discussions on the driving forces of the multiple forms of integration that exists in Europe today and between Europe and the world outside.

Videos should have a maximum duration of 1,5 minutes (90 seconds). They can be made alone or in teams of up to three students and will be published on the course website and YouTube channel. Opting out from publication of the video is possible for privacy reasons. The video should be sent to Pieter de Wilde by Friday 20 November 2020.

Examination:

3) Research paper

Students also have to write an individual research paper that will be graded (Norwegian grading scale, A-F). The research paper should have a maximum length of 4000 words (all - i.e. in-text references, footnotes and literature - included). Please see Annexes 5 and 6 for general instructions about how to structure your paper and general assessment criteria.

For the purpose of the research paper, course students will be divided into two groups. Students assigned to group 1 will receive feedback on their research design from Carine Germond, while students assigned to group 2 will receive feedback from Pieter de Wilde.

- *Intermediary deadlines*
  - ✓ Students can choose their own topic, but it must be approved by the instructor (Carine Germond / Pieter de Wilde) by 18 September 2020
  - ✓ Submit research design: 22 October 2020
- *Submission deadline*

  The due date for the paper is 30 November 2020. Students should upload their paper onto Inspera.

TEACHING METHOD

The course is team-taught.

Lecturers:
Carine Germond (carine.germond@ntnu.no)
Pieter de Wilde (pieter.dewilde@ntnu.no)
Lise Rye (lise.rye@ntnu.no)

Sessions:
Wednesday, 08.15-10.00
Tuesday, 14.15-16.00

Specific time slots vary from week to week within these two broad sessions. Please check the weekly schedule below carefully.

Events:
"The view from abroad" – Annual Jean Monnet lecture
Each autumn the NTNU ES programme invites a prominent practitioner or scholar from outside Norway to give a talk on a topical, salient topic pertaining to the module. The Annual Jean Monnet lecture will be announced widely and be open to all interested parties.

More information will follow.

Public roundtable debate
Each autumn the NTNU ES programme organizes a public debate meeting on a topic related to the course. The debate will be announced widely and be open to all interested parties.
More information will follow.

Both events are an integral part of the course. Students are expected to attend and actively participate in both events (e.g. co-organization, moderation, questions).

Blackboard:
Blackboard – the virtual learning environment used at the NTNU – will support the teaching activities within the module. The module instructors will use Blackboard to post and upload course materials (obligatory and supplementary), including readings that are not normally available through the NTNU library resources, post online and other resources, lecture slides, information on assignments, organize group work, set-up discussion forums for the groups, etc. It will also serve as a channel of communication between the module instructors and students but also between the students participating in the module.
Students should check Blackboard regularly for course updates, announcements, etc.

TEXTBOOKS/KEY READINGS
Eriksen, E.A. & Fossum, J.E. (2015). *The European Union's Non-members: Independence Under Hegemony?* London and New York: Routledge. (248 p.)

OTHER RESSOURCES
Relevant academic journals on European integration
- *Journal of Common Market Studies*
- *Journal of European Public Policy*
- *Journal of European Integration*
- *European Union Politics*
- *West European Politics*

- *Journal of Contemporary European Research*
- *International Organization*
- *European Integration Online Papers*
- *European Law Journal*

COURSE PLAN

Session	Lecture	Seminar	Readings
Session 1 Week 34	**The Norway-EU Partnership** (19.08) 08.15-09.00: Introduction to the topic (Rye)	No seminar	Eriksen, E.O and Fossum, J. E. (2015). "Introduction. Asymmetry and the problem of dominance". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?* Oxon and New York: Routledge, 1-14. (14 p.) Rye, L. (2017). "Integration From The Outside: The EC and EFTA from 1960 to the 1995 Enlargement". In Ikonomou, H. A., Andry, A. & Byberg, R. (Eds.), *European Enlargement across Rounds and Beyond Borders*. Oxon and New York: Routledge, 194-214. (20 p.)
Session 2: Week 35/36	**Theorizing Differentiated Integration** (26.08) 08.15-09.00: Introduction to the topic (de Wilde) 09.15-10.00 Pair-work: Identify reasons for and challenges to varieties of association with the EU (de Wilde)	(01.09) 14.15-15.00: Teamwork. Task: Training for YouTube videos (de Wilde)	Kölliker, A. (2001). "Bringing Together or Driving Apart the Union? Towards a Theory of Differentiated Integration", *West European Politics*, 24(4), 125-151 (26 p.) Schimmelfennig, F., Leuffen, D. & Rittberger, B. (2015). "The European Union as a System of Differentiated Integration: Interdependence, Politicization and Differentiation, *Journal of European Public Policy*, 22(6): 764-782. (18 p.)
Session 3: Week 36/37	**Case Studies and the Comparative Method** (02.09) 08.15-09.00: Introduction to the topic	(08.09) 14.15-15.00 Individual work.	Gerring, J. (2004). "What is a Case Study and What is it Good for?", *American Political Science Review*, 98(2), 341-354. (13 p.) Tarrow, S. (2010). "The Strategy of Paired Comparison: Toward a Theory of Practice", *Comparative Political Studies,* 43(2), 230-259. (29 p.)

	(de Wilde) 09.15-10.00: Introduction to research design. (de Wilde)	Task: Draft research design for (comparative) case study. (de Wilde)	
Session 4: Week 37/38	**Policy-area 1: The Internal Market and the free movement of labour** (09.09) 08.15-09.00: Introduction to the topic (Rye) 09.15-10.00: Introduction to Oxford style debates, and preparations for Tuesday's debate. (Germond)	(15.09) 14.15-15.00: Teamwork. Task: Oxford-style debate on the free movement of labour (see Annexe 2) (Germond)	Schmidt, S.K., Blauberger, M. & Martinsen, D.S. (2018). "Free movement and equal treatment in an unequal union", *Journal of European Public Policy*, 25:10, 1391-1402, DOI: 10.1080/13501763.2018.1488887 Kramer, D., Jessica Sampson Thierry, J.S. & van Hooren, F. (2018). "Responding to free movement: quarantining mobile union citizens in European welfare states", *Journal of European Public Policy*, 25:10, 1501-1521, DOI: 10.1080/13501763.2018.1488882
Session 5: Week 38/39	**Policy-area 2: Trade and business** (16.09) 08.15-09.00: Introduction to the topic (Rye) 09.15-10.00: Introduction to source analysis. (Rye)	(22.09) 14.15-15.00 Pair-work. Task: Source analysis (see Annexe 4) (Rye)	Szulecki, K., Severin Fischer, Anne Therese Gullberg & Oliver Sartor (2016). "Shaping the 'Energy Union': between national positions and governance innovation in EU energy and climate policy", Climate Policy, 16:5, 548-567, DOI: 10.1080/14693062.2015.1135100
Session 6: Week 39/40	**Policy-Area 3: Research and Innovation** (23.09) 08.15-09.00: Introduction to the topic (Rye)	(29.09) 14.15-15.00 Teamwork. Task: Writing of position	Chou, M.-H. (2012). "Constructing an internal market for research through sectoral and lateral strategies: layering, the European Commission and the fifth freedom", Journal of European Public Policy, 19:7, 1052-1070, DOI: 10.1080/13501763.2011.652898

	09.15.10.00: Introduction to the writing of position papers. (Rye)	paper (see Annexe 3) (Rye)	
Session 7: Week 40/41	**The Swiss system of bilateral agreements** (30.09) 08.15-09.00: Introduction to the topic (Germond) 09.15-10.00: Work on YouTube-videos (de Wilde)	(06.10) 14.15-15.00: Pair-work. Task: Discuss Draft research design. (Germond/de Wilde)	Blatter, J. (2015). "Switzerland: Bilateralism's polarizing consequences in a very particularist democracy". In Eriksen, E. O. & Fossum, J. E. (Eds), *The European Union's Non-Members. Independence under hegemony?*. Oxon and New York: Routledge, 52-74. (19 p). Lavenex, S. & Schwok, R. (2015). "The Swiss way: the nature of Switzerland's relationship with the EU". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?*. Oxon and New York: Routledge, 36-51. (14 p).
Session 8: Week 41/42	**Policy-area 4: Cooperation within the area of ESDP** (07.10) 08.15-09.00: Introduction to the topic (Rye)	(13.10) 14.15-15.00: Team-work Task: Work on You-Tube videos (de Wilde)	Johnsen, T. & Rieker, P. (2014). "The EEA and Norway Grants: A Source of Soft Power?" *Journal of European Integration*, 37:4, pp. 417-432 Sjursen, H. (2015). "Reinforcing executive dominance: Norway and the EU's foreign and security policy". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?* Oxon and New York: Routledge, 189-208. (17 p.)
Session 9: Week 42/43	**Trade agreements: The case of the CETA** (14.10) 08.15-09.00: Introduction to the topic (Rye)	(20.10) 14.15-15.00: Comparative case-study training on the CETA versus the	D'Erman, V. D. (2018). "The EU's realist power: public procurement and CETA negotiations with Canada". *Journal* of *International Relations and Development,* Online First. https://doi.org/10.1057/s41268-018-0135-3. Hübner, K., Deman, A.-S., & Balik, T. (2017). "EU and trade policy-making: the contentious case of

		Agreement on the EEA (Germond)	CETA". *Journal of European Integration*, 39 (7), 843-857. (14 p).
Session 10: Week 43/44	**EU-Turkey relations: The Ankara agreement** (21.10) 08.15-09.00: Introduction to the topic (Rye) 09.15-10.00: Preparations for Zoom meeting. (Germond)	(27.10) 14.15-15.00: Teamwork. Task: Zoom meeting with students from Bilkent University (Germond)	Alkan, U. (2017). "The Modernization of Turkey's Customs Union with the European Union: Reasons and Possible Outcomes"*, EU Diplomacy Paper 09/2017.* [Working Paper] Müftüler-Baç, M. (2017). "Turkey's future with the European Union: an alternative model of differentiated integration". *Turkish Studies*, 18(3), 416-438. (p. 22).
Session 11: Week 44/45	**The Ukraine–European Union Association Agreement** (28.10) 08.15-09.00: Introduction to the topic (Rye)	(03.11) 14.15-15.00 Teamwork. Task: Preparations for Zoom meeting with students from University of Portsmouth (Germond)	Gstöhl, S. (2015). "The European Union's Different Neighbourhood Models". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?*. Oxon and New York: Routledge, 18-35. (17 p). Samokhvalov, V. (2015). "Ukraine between Russia and the European Union: Triangle Revisited". *Europe-Asia Studies*, 67(9), 1371-1393. (22 p).
Session 12: Week 45/46	**Britain's association with the EU** (04.11) 08.15-09.00: Introduction to the topic (Germond) 09.00-10.00: Teamwork. Task: Zoom meeting	(10.11) 14.15-15.00: Pair-work. Task: Discussion. Britain and the EU in historical perspective.	Lord, C. (2015). "The United Kingdom: A once and future(?) non-member state". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?*. Oxon and New York: Routledge, pp. 211-229 (18 p). Warlouzet, L. (2018). "Britain at the Centre of European Co-operation". *Journal of Common Market Studies*, 56(4), 955-970. (15 p).

	with students at the University of Portsmouth on Brexit (Germond)	(Historical method training.) (Germond)	
Session 13: Week 46/47	**The impact of differentiated integration on democracy in non-EU member states** (11.11) 08.15-09.00: Introduction to the topic (Rye) 09.15-10.00: Preparations for debate on democratic consequences of Norway's EEA Association. (Rye)	(17.11) 14.15-15.00: Teamwork. Task: Debate on the democratic consequences of Norway's EEA Association. (Rye)	Holmøyvik, E. (2015). "Norway's constitutional acrobatics under the EEA agreement". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?*. Oxon and New York: Routledge, 137-152. (12 p.). Eriksen, Erik O. (2015). "Despoiling Norwegian democracy". In Eriksen, E. O. & Fossum, J. E. (Eds.), *The European Union's Non-Members. Independence under hegemony?*. Oxon and New York: Routledge, 77-101. (21 p.).
Session 14: Week 47/48	**Trust and cooperate? Trust and differentiated integration** (18.11) 08.15-09.00: Introduction to the topic (Rye) 09.15-10.00: Preparations for debate on the relationship between trust in domestic and European institutions. (Rye)	(24.11) 14.15-15.00: Teamwork. Task: Debate on the relationship between trust in domestic and European institutions. (Rye)	Armingeon, K. & Ceka, B. (2013). "The loss of trust in the great recession since 2007: The role of heuristics from the national political system". *European Union Politics,* 15(1), 82–107. (25 p.) Grimm R., Pollock G. & Ellison, M. (2017). "Eurosceptic youth. Interest, trust and ideology". In Leruth, B., Startin, N. & Usherwood, S. (Eds.), *The Routledge Handbook of Euroscepticism*. Oxon: Routledge, 215-230. (15 p).

ANNEXES

Annexe 1: Programme structure and learning trajectory

All courses in the MA in European Studies are designed to build upon one another and form a coherent, comprehensive study programme. The courses are embedded in four trajectories:

- *Integration*
  EUR3411 The Political Economy of Integration
  EUR3413 Governing Europe. Actors, Networks and Lobbying

- *Cooperation*
  EUR3414 Dealing with the EU from Outside: The Norwegian Case in Perspective
  EUR3418 Europe as a Global Actor

- *Conflict*
  EUR3416 Contesting Europe

- *MA research trajectory*
  EUR3415 Research and Project Planning
  EUR3001 MA Thesis

Semester	**7,5 credits**	**7,5 credits**	**7,5 credits**	**7,5 credits**
4S	EUR3001 Master's Thesis in European Studies			
3F	Elective course(s) 2)		EUR3418 The EU as a Global Actor	EUR3415 Research and Project Planning
2S	Internship/Study Abroad 1)			
1F	EUR3411 The Political Economy of the History of European Integration	EUR3413 Governing Europe: Societal Actors, Networks and Lobbying	EUR3414 Differentiated integration: The Norwegian Case in Perspective	EUR3416 Contesting Europe

1) In the second semester students can opt for either an internship (30 credits), or a study abroad (30 credits), or an internship and a study abroad/courses at NTNU (15+15 credits), or elective courses at NTNU (30 credits) to be chosen from the course portfolio of the Faculty of Humanities or the Faculty of Social and Educational Sciences. Internships have the course-codes EUR3801 (15 credits) or EUR3802 (30 credits). Students who remain at NTNU this semester must take either *Eksperter i Team* or *Humanister i praksis* (7,5 credits). The Study Abroad courses cannot overlap with the contents of courses within the MA degree from NTNU.
2) The elective course(s) can be chosen from the course portfolio of either the Faculty of Humanities (e.g. History or Languages) or the Faculty of Social and Educational Sciences

Annexe 2: The Oxford-style debate

An Oxford-style debate is formally codified form of debating, which abides by strict rules in terms of the order and the length of speaking for each team.

In an Oxford-style debate, two teams argue for or against a sharply framed motion that is given beforehand. The "Proposition" is the team arguing for (pro) the motion while the "Opposition" is the team arguing against (con) the motion. To the normal rules, laid down below, we will add a team 3 that will act as a jury.

The Oxford-style debate adopts the following structure:
1) Opening statement
   - Proposition-team opening statement (7 minutes – opening speaker team 1)
   - Opposition-team opening statement (7 minutes – opening speaker team 2)
2) Proposition and Opposition
   - Proposition-team second proposition (5 minutes – second speaker team 1)
   - Opposition-team second proposition (5 minutes – second speaker team 2)
   - Proposition-team can ask two questions (1 minute – third speaker team 1)
   - Opposition-team answers and elaborates (5 minutes – third speaker team 2)
   - Opposition-team can ask two questions (1 minute – third/fourth speaker team 2)
   - Proposition-team answers and elaborates (5 minutes – third/fourth speaker team 1)
3) Summary
   - Proposition-team summarises main/most powerful arguments (7 minutes – summator team 1)
   - Opposition-team summarises main/most powerful arguments (7 minutes – summator team 2)
4) Assessment by Jury (10 minutes – team 3)

The role of the speakers/team members is defined as follow:
- The *opening speaker* defines the topic, by outlining the subject, issues or problems, terms of debate and the arguments in favour/against. The arguments or definitions should be reasonable, clear and directly related to the motion/topic.
- The *second speaker* focuses on the line of reasoning of the opposing team and may identify weaknesses in the other team's arguments and challenge a definition.
- The *third speaker* asks questions and must answer the questions posed by the other team.
- The *summator* summarizes the main arguments for/against but may also respond to the other teams' arguments. They can address earlier challenges to definitions used by the other team.
- The *jury* should provide a balanced assessment of the debate, notably in terms of the quality and convincingness of the arguments for/against of team 1 and 2.

Annexe 3: The position paper

A position paper is what the name suggests: a paper that presents one side of an arguable opinion about an issue. Its purpose is to convince the recipient that your opinion is valid and defensible.
The purpose of the paper is not to explore the issue but to argue a position about the issue.
Example: While "The Norway-EU partnership" is not a good position topic, "Why Norway should leave the EEA" is.
A position paper may draw on logic and personal experiences. By incorporating evidence from other sources (statistics, research literature, expert opinions etc.), you do however strengthen your argument. There are different ways to incorporate sources in your paper: quotation, paraphrase and summary. However, you should be careful to use quotation sparingly and be sure to cite all your sources.

Outline

I. Introduction

Describe the problem. Your introduction should make the reader interested in the issue, convince the issue is important, and explain your point of view.
Claim Sentence: The introduction may end with your claim, but you can also state your claim in the main section. Your claim is what you want your audience to believe and it should be stated in one sentence.

II. Body

The body will focus on one sort of claim: a fact, a definition: a value, a cause or a policy.
Sub-claims: Your sub-claims should be three or more reasons why the reader should believe your claim. They should be supported using your sources. Remember to cite your sources in the correct format.
Warrants/Backing (evidence to support warrants): Warrants are why you believe this claim to be true. Telling your warrants and backing them up is optional. The reason you would do so is to draw your reader into common ground with you. It is especially useful to do if you are appealing to a reader who holds a very different position from you on this issue, particularly on policy claims.
A discussion of warrants can be put in the intro, before or after the sub-claims or as part of the appeal in the conclusion.
Rebuttal: A rebuttal is a discussion of other positions on this issue and explaining why your position is better.

III. Conclusion

Conclusions can use some of the same techniques that you use in your introduction. Be sure your conclusion is linked to your introduction. Do not just repeat the claim but draw a conclusion which urges the reader to believe it or do something about it.

For further tips and real-life examples:
https://www.uio.no/om/aktuelt/rektorbloggen/2018/position_paper_from_the_norwegian_universities_web.pdf
https://ec.europa.eu/commission/sites/beta-political/files/essential-principles-citizens-rights_en_3.pdf
http://euknowhow.blogspot.com/2011/11/how-to-write-position-paper.html

Annexe 4: Source analysis

There are different ways to conduct a primary source analysis. These six-steps, informed by approaches developed at the University of California, Irvine and Carleton College, is one of them:

1. CONTENT: Main Idea. Describe in detail what you see.
2. CITATION: Author/Creator When was this created?
3. CONTEXT:
    a. What is going on in the world, the country, the region, or the locality when this was created?
    b. What do you know about the author? Does any of your knowledge about the author matter?
4. CONNECTIONS: Prior Knowledge. Link the primary source to other things that you already know or have learned about.
5. COMMUNICATION:
    a. From who's perspective?
    b. Who constitute the intended audience? Is the source meant for a closed audience or for the public?
    c. What is the purpose of the source. What was the author's message or argument? What is he/she trying to get across? Is the message explicit, or are there implicit messages as well?
    d. Is the source prescriptive or descriptive?
    e. How does the language work? What are the important metaphors or symbols? What can the author's choice of words tell you? What does the author choose NOT to talk about?
    f. Point-of-view or bias Is this source reliable?
6. CONCLUSIONS: How does the primary source contribute to our understanding of history?

For further information, click here (pp. 29-30)

Annexe 5: Guidelines for structuring your research paper

Your paper should include the following elements:

- A **front page** with
  - ✓ your candidate number,
  - ✓ the course number and title,
  - ✓ the title of your paper
  - ✓ the word count of your paper
- A **table of content**
- An **introduction** that
  - ✓ introduces and contextualizes the topic
  - ✓ outlines the (political, societal and/or academic relevance/significance of the chosen topic
  - ✓ states the research question and the purpose of the study (claim/main argument)
  - ✓ outlines succinctly the structure of the paper
- A **main\in body** in which your analysis should be
  - ✓ structured in (easily identifiable) main sections and sub-sections that develop an argument in a logical and coherent sequence (use e.g. numerals or different font and(or font size to distinguish between the mains sections and the sub-sections
  - ✓ supported by reliable evidence (literature and/or sources) that should be properly referenced.
- A **conclusion** that
  - ✓ summarizes the key research findings.
  - ✓ provides a clear and explicit answer to the research question.
  - ✓ attempts to draw more general conclusion about the problem at hand.

Referencing:

- References should provide complete information about authorship, publication date/place, title of the work from which the literal (i.e quoted) or paraphrased idea is taken. Your paper will undergo a plagiarism check, so references are crucial to distinguish between adequate and appropriate referencing and plagiarism.
- You may use any referencing styles (footnotes, Harvard, APA, Chicago, etc.) as long as it is applied consistently throughout the paper.

Before you submit

Spell-check, edit and proof-read the paper carefully: look for remaining typos, wrong punctuation marks, inadequate or inconsistent use of capital or lower cased letters, colloquial English. Also check that the (sub-)sections are all consistently indented or spaced, font size for the headings and text are consistent throughout the paper, etc.

Annexe 6: Evaluation criteria for the research paper

- Research problem
  - ✓ Is the topic of the paper sufficiently focused?
  - ✓ Is there a clear research question directing the research & writing process?
  - ✓ Is the wider significance (or rationale) of the research question made clear?
  - ✓ Is the problem well positioned vis-à-vis societal/political problems and existing academic studies?
- Structure
  - ✓ Does the introduction provide a contextualizing background, state the research problem, and outline the main argument/claim?
  - ✓ Does the conclusion return to research problem, present main findings & their significance?
  - ✓ Does the text consist of coherent parts, which are well connected to each other, and presented in a logical sequence?
- Data collection and analysis
  - ✓ Does the selection of secondary literature and empirical data/primary sources help to answer the research question?
  - ✓ How thorough is the selection and analysis of secondary and primary analysis?
  - ✓ Are the potentials and limitations of the available literature and data/primary sources acknowledged?
  - ✓ Does the author make use of theory and/or analytical concepts in data analysis? Did the author bring the theory back in?
  - ✓ How useful was/were the case study/ies (if applicable)?
- Argumentation
  - ✓ Does the paper defend a central claim/provide a main answer to the research question?
  - ✓ Is the main claim or thesis supported by good reasons and reliable evidence (e.g. scholarship and/or sources)?
  - ✓ Is the argument convincing?
- Content
  - ✓ How thorough is the analysis in this paper?
  - ✓ How convincing is the author's argument?
  - ✓ Does the student show an ability to make use of feedback on previous draft(s)?
- Language and rhetorical skills
  - ✓ Does the paper have an appropriate (i.e. academic) tone of voice?
  - ✓ Quality of spelling, grammar, punctuation?
  - ✓ Quality of sentence structure, transition between sentences, paragraph development?
  - ✓ Quality of titling, subheadings?