

DESCnet

**Developing European
Studies in the Caucasus**

University of Graz – Partner of the DESCnet Consortium



COURSEBOOK

YOUNG RESEARCHERS' SEMINAR

18 – 22 April 2016

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Foreword

The DESCnet Young Researchers' Seminar was held between 18 and 22 April 2016 at the University of Graz, Faculty of Law. Sixteen young researchers, most of them PhD-students, attended this event. All the partners from the DESCnet network selected one to two young researchers. Six female and ten male participants represented all countries from the South Caucasus, the neighbouring region of Russia as well as Turkey, Austria, and the United States. Subject-wise, the students represented a wide range of emerging academia including legal studies, international relations, economics, and other disciplines.

A number of lecturers from the Universities of Graz and Tartu held lectures at the Seminar. They presented research methodologies of political science and law with focus on European integration and peace studies in order to comply with the multidisciplinary aspects of the domain.

Three lectures focused in particular on transferable skills and practical experiences. The young scholars learned about proposal writing and European fundraising, focusing on the research programme, and introduction of several funding opportunities and career opportunities from a practical view. This included the development of group proposals for various programmes and the critical assessment of these proposals. Further, the participants of the seminar worked on the topic of academic writing and publishing, including a theoretical introduction as well as a practical exercise, whereby they had the opportunity to practice their skills using topics of the upcoming summer school in Batumi. The young researchers also received a presentation of dialogue projects in the Alps-Adriatic region, demonstrating relevant issues and methods for running a project by using concrete examples.

The key event of the seminar was the *Academia – Policy* dialogue led by Prof. Dr. Erhard Busek, Jean-Monnet Professor at the University of Graz and former Vice Federal Chancellor of the Republic of Austria. Currently he is also Coordinator of the South-Eastern Cooperative Initiative (SECI) and Chairman of the Institute for Danube Region and Central Europe, among many other things. He has many functions in his political career including, Federal Minister of Science and Education, Special Coordinator of the Stability Pact for South Eastern Europe and Special Representative of the Austrian Government on EU Enlargement. Professor Busek received honorary doctorates from the Universities of Kraków, of Bratislava, of Brasov and Czernowitz, of Liberec and the Webster-St. Louis University Vienna. He was also chairman of the internationally renowned „Forum Alpbach“, bringing together highest-level politicians and opinion makers with academia and students.

He shared with the students his rich experience in politics and policy, including the ENP and, thereby, provided a unique glimpse into the interplay between scholarly activities and science. He engaged in a lively dialogue with the young researchers and the lecturers.

The young researchers participated actively in the discussions and in the group work. Most importantly, they were and continue to be highly motivated to follow-up. Contacts for future project proposals have been established, and several researchers made applications for lectures in the upcoming Batumi summer school. A *moodle*-website has been installed at the University of Graz, facilitating the opportunities for a follow-up and exchanges among the participants.

This *Coursebook* provides a *tour d'horizon* through the presentations and tutorials and gives further reading and literature suggestions for future research and practice. It consolidates all presentations that were delivered at this Seminar.

Lecture 1. Comparative Methods in Political Sciences

Lecturer:

Dr. Guido Schweltnus

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University of Graz

Abstract:

This lecture offers an introduction to comparative methods in political science. Starting from the basic distinction between variable-oriented, quantitative and correlational methods on the one hand and case-oriented, qualitative and set-theoretical methods on the other, the lecture covers aspects of comparative research design and case selection as well as configurational methods, especially QCA (Qualitative Comparative Analysis) in its crisp-set, multi-value and fuzzy-set variants.

What is Comparative Research?

- Most often, comparative research is defined by the number of cases:
 - 1 case: case study research
 - small to medium number of cases: comparative research
 - large number of cases: statistical research
- In a wide sense, all systematic research is comparative:
 - We compare single cases to ideal-typical concepts.
 - We use statistics to systematically compare large numbers of cases.
- According to Charles Ragin, comparative research is a distinct subset of qualitative research:
 - located within the quantitative-qualitative debate
 - not (only) defined by N, but also by its design (cases as configurations), research questions (necessary and sufficient conditions) and inferential logic (set-theory).
- The distinction qualitative vs. quantitative is NOT about:
 - description vs. causal inference
 - unsystematic/informal vs. systematic/formal
 - verbal vs. mathematical/logical
- Instead, the main distinctions are:
 - case- vs. variable-oriented
 - necessary/sufficient conditions vs. correlations
 - set-theory/logic vs. statistics

Quantitative Research

- Quantitative research is variable-oriented and looks for statistically significant correlations between independent variables and a dependent variable:
 - “effects of causes”
 - explanatory variables need to be independent
 - they are removed from their case context
 - the additive net-effect of the explanatory variables is assessed against a null-hypothesis, while holding control variables constant.
 - research questions: “Does more X lead to more Y?” “Does more X increase the likelihood of Y?”
- Quantitative research is variable-oriented and looks for statistically significant correlations between independent variables and a dependent variable:
 - “causes of effects”
 - cases are seen as configurations of conditions
 - assumes complex causation and equifinality
 - research questions: “Is X necessary for Y?” “Is X (in combination with other factors) sufficient for Y?”

→ INUS condition: insufficient, but necessary part of an unnecessary but sufficient condition

Case Selection

- Quantitative research:
 - random sample, representative of larger population
 - maximize variation on the independent variable
 - do not select on the dependent variable
- Qualitative research:
 - often the sample is the population
 - purposive case selection, often on the outcome
 - for analytical/descriptive or causal/explanatory purposes

Types of Cases I

- most likely case
 - A case that shows the best possible circumstances for a theoretically predicted relationship.
 - Used for untested theories, in order to find out whether the predicted relationship exists at all: “If it doesn't work here, it will never work”.

- least likely case
 - A case that shows the most difficult circumstances for a theoretically predicted relationship.
 - Used in order to find out whether the predicted relationship always exists: “If it works here, it will always work”.
 -
- crucial case
 - A case for which different theories predict different outcomes.
 - Used for testing theories against each other.

Types of Cases II

- typical case
 - A case that exemplifies a causal hypothesis.
 - Not necessarily a case with average values on all variables!
- deviant case
 - A case that contradicts a causal hypothesis.

→ quantitative reasoning: outlier case

→ qualitative reasoning: either contradicting or uncovered case

Typical/Deviant Cases (quantitative)

1	deviant cases for X is correlated to Y	typical cases for X is correlated to Y
0	typical cases for X is correlated to Y	deviant cases for X is correlated to Y
	0	1

Typical/Deviant Cases (qualitative)

1	uncovered cases for X is sufficient for Y	typical cases for X is sufficient for Y
0	irrelevant cases for X is sufficient for Y	contradicting cases for X is sufficient for Y
	0	1

Typical/Deviant Cases (qualitative)

1	contradicting cases for X is necessary for Y	typical cases for X is necessary for Y
0	irrelevant cases for X is necessary for Y	uncovered cases for X is necessary for Y
	0	1

Comparative Case Designs: Mill's Methods

- Mill's methods of difference and agreement are a classic statement of the logic behind comparative reasoning.
- Mill views a case as a configuration of elements and proposes ways to select cases according to the variation in the components in order to infer, which of them is related to the outcome.
- Method of agreement:
 - select cases that are most different, i.e. differ in all conditions but one, but show the same outcome (MDSO design)
 - the condition present in all cases is likely to cause the outcome.

- Method of difference:
 - select cases that are most similar, i.e. differ in only one condition, but show different outcomes (MSDO design)
 - since all other variables are held constant, the one condition different across cases is likely to cause the variation in the outcome

Basic Ideas of QCA

- As a configurational comparative method, QCA is an extension and formalization of Mill's methods of *difference* (MSDO) and *agreement* (MDSO).
- especially (but not only) useful for medium-N research
- QCA rests on different assumptions than quantitative methods:
 - views cases as configurations of conditions that only together bring about the outcome. To do so, cases are arranged into a *truth table*.
 - answers questions regarding necessary and (jointly) sufficient conditions, not net effects of independent variables
 - assumes multiple, complex and asymmetric causation:
 - equifinality (different causal paths lead to the same outcome)
 - explanation for the negative outcome may not mirror the one for the positive and hence should be tested separately
 - a condition may have a positive influence in one and a negative in another configuration.

Applications of QCA

- As a configurational comparative method, QCA is an extension and formalization of Mill's methods of *difference* (MSDO) and *agreement* (MDSO).
- especially (but not only) useful for medium-N research
- QCA rests on different assumptions than quantitative methods:
 - views cases as configurations of conditions that only together bring about the outcome. To do so, cases are arranged into a *truth table*.
 - answers questions regarding necessary and (jointly) sufficient conditions, not net effects of independent variables
 - assumes multiple, complex and asymmetric causation:
 - equifinality (different causal paths lead to the same outcome)
 - explanation for the negative outcome may not mirror the one for the positive and hence should be tested separately
 - a condition may have a positive influence in one and a negative in another configuration.

Variants of QCA

- Currently there are three main variants of QCA:
 - a) crisp-set or csQCA rests on the dichotomous coding of conditions and outcome (present=1 absent=0) and uses Boolean algebra

b) multi-value or mvQCA allows for the use of categorical variables with more than two values

→ can be emulated in csQCA

c) fuzzy-set or fsQCA utilizes set-theory and allows for continuous membership scores between 0 and 1 with 0.5 as the 'breakpoint' between more out and more in of the set

→ csQCA is a special case of fsQCA, set-theory applies as well

- software: - fs/QCA by Charles Ragin (cs- and fsQCA)
 - Tosmana by Lasse Cronqvist (cs- and mvQCA)

→ both programs differ not only in the second variant of QCA they offer (fs or mv), but also in their other features. Applications in R also exist.

Mill's Methods

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0

Method of difference:

MSDO design: most similar cases, different outcome

- cases in row 1+2 share conditions A and B but differ in condition C and the outcome

→ hence C is probably the cause of the outcome

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
0	0	1	1

Method of difference:

MSDO design: most similar cases, different outcome

- cases in row 1+2 share conditions A and B but differ in condition C and the outcome

→ hence C is probably the cause of the outcome

Method of agreement:

MDSO design: most different cases, similar outcome

- cases in row 1+3 differ in conditions A and B but share condition C and the outcome

→ hence C is probably the cause of the outcome

The Truth Table

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
1	0	1	1
1	0	0	1
0	1	1	1
0	1	0	0
0	0	1	1
0	0	0	0

A truth table lists all logically possible configurations of conditions.

Cases are then allocated to the rows (i.e. a row can contain no, one, or several cases).

A truth table always has 2^k rows, with k indicating the number of conditions.

In this instance: $2^3=8$

- The number of truth table rows increases exponentially with the addition of new conditions.
- It is not advisable to 'throw in' conditions, as this rapidly increases the problem of limited diversity with many rows not covered by any empirical case (logical remainders).

Boolean Algebra Notation

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
1	0	1	1
1	0	0	1
0	1	1	1
0	1	0	0
0	0	1	1
0	0	0	0

UPPER CASE: presence of condition/outcome

lower case or \sim : absence of condition/outcome

* logical AND

+ logical OR

→ sufficient condition

← necessary condition

Example: $Ab + C \rightarrow Y$

The combination of the presence of condition A and the absence of condition B or the presence of condition C are sufficient for the presence of the outcome Y.

The short formula is arrived at by Boolean minimization: if two terms agree on all but one factor, this factor can be eliminated.

Boolean Minimization

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
1	0	1	1
1	0	0	1
0	1	1	1
0	1	0	0
0	0	1	1
0	0	0	0

Minimization for the *presence* of the outcome:

$ABC + AbC + Abc + aBC + abC$ (all rows with $Y=1$)

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
1	0	1	1
1	0	0	1
0	1	1	1
0	1	0	0
0	0	1	1
0	0	0	0

Minimization for the *presence* of the outcome:

$ABC + AbC + Abc + aBC + abC$ (all rows with $Y=1$)
 $abC + aBC + ABC + AbC + Abc$ (reordered)
 $\swarrow \swarrow \swarrow \swarrow$ (minimize)
 $aC + BC + AC + Ab$
 $BC + aC + AC + Ab$ (reordered)
 \swarrow (minimize)
 $BC + C + Ab$ (BC is subset of C)
 $\mathbf{C + Ab \rightarrow Y}$

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
1	0	1	1
1	0	0	1
0	1	1	1
0	1	0	0
0	0	1	1
0	0	0	0

Minimization for the *presence* of the outcome:

$ABC + AbC + Abc + aBC + abC$ (all rows with $Y=1$)
 $abC + aBC + ABC + AbC + Abc$ (reordered)
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 $aC + BC + AC + Ab$
 $BC + aC + AC + Ab$ (reordered)
 \swarrow (minimize)
 $BC + C + Ab$ (BC is subset of C)
 $\mathbf{C + Ab \rightarrow Y}$

Minimization for the *absence* of the outcome:

$ABc + aBc + abc$ (all rows with $Y=0$)

causal conditions			outcome
A	B	C	Y
1	1	1	1
1	1	0	0
1	0	1	1
1	0	0	1
0	1	1	1
0	1	0	0
0	0	1	1
0	0	0	0

Minimization for the *presence* of the outcome:

$ABC + AbC + Abc + aBC + abC$ (all rows with $Y=1$)
 $abC + aBC + ABC + AbC + Abc$ (reordered)
 $\swarrow \swarrow \swarrow \swarrow$ (minimize)
 $aC + BC + AC + Ab$
 $BC + aC + AC + Ab$ (reordered)
 \swarrow (minimize)
 $BC + C + Ab$ (BC is subset of C)
 $\mathbf{C + Ab \rightarrow Y}$

Minimization for the *absence* of the outcome:

$ABc + aBc + abc$ (all rows with $Y=0$)
 $\swarrow \swarrow$ (minimize)
 $\mathbf{Bc + ac \rightarrow y}$

Limited Diversity and Contradictory Conditions

Allocating cases to truth table rows implies that two problems can arise:

- 1.) There can be truth table rows for which no empirical case exists (*limited diversity*).

Reasons for limited diversity:

- a) too few cases, too many conditions
- b) Some combinations simply do not exist in the world (unsystematic)
- c) Combinations can be systematically absent because of causal relations between conditions (necessity/sufficiency)
- d) Combinations can be logically impossible ("pregnant men")

- 2.) There can be truth table rows for which several empirical cases exist, but not all of them show (or don't show) the outcome (*contradictory conditions*).

Reasons for contradictory conditions:

- a) The world is not fully deterministic but at least to some degree probabilistic.
- b) The explanatory model is not fully specified (omitted conditions).

Dealing with Logical Remainders

- Truth table rows that do not contain empirical cases are called 'logical remainders'.
- There are three possible ways of dealing with such configurations:
 - a) Always treat them as 'false' and exclude them (*complex solution*).
→ *most conservative analysis only based on empirical cases*
 - b) Always treat them as if they were 'true' and use them to minimize (*parsimonious*).
→ *uses all logical remainders as counterfactuals to generalize*
→ *problems: contradictory or theoretically 'wrong' simplifying assumptions*
 - c) Only use those remainders that are in line with theoretical expectations (*intermediate*).
→ *only includes remainders that constitute 'easy' counterfactuals, whereas the configuration constituting a 'hard' test has empirically proven to show the outcome*
→ *needs a theoretical prediction of the 'direction' of conditions*

Minimizing on Logical Remainders and Causal Inference

- The decision whether to minimize on logical remainders has implications for the causal inference you can draw from the solution:
 - 1.) Without limited diversity, QCA makes statements about causal *relevance* and *irrelevance*:
 - All conditions that are presented in the solution formula are necessary components of a jointly sufficient configuration and hence causally relevant.
 - All solution paths are sufficient, i.e. conditions that are not part of any path are causally irrelevant.
 - 2.) The *parsimonious* solution only makes statements about causal *relevance*, because it can eliminate conditions that may turn out to be relevant if new cases within the logical remainders are found.
 - 3.) The *complex* solution only makes statements about causal *irrelevance*, because it may fail to eliminate conditions that are actually not needed.
- If there is limited diversity, only all solutions taken together allow a complete assessment of causal relevance and irrelevance (as necessary or jointly sufficient conditions).

Dealing with Contradictory Configurations

- Truth table rows with several cases that do not all show a similar outcome are called 'contradictory configurations'.
- There are again three possible ways of dealing with such configurations:
 - a) Always treat them as 'false' and exclude them.
 → *most conservative analysis only based on fully consistent cases*
 → *may leave many cases unexplained (low coverage)*
 - b) Try to resolve them on the basis of case knowledge e.g. by introducing a new conditions that separates the 'positive' from the 'negative' outcome cases.
 → *only feasible with few contradictions*
 - c) Introduce a consistency threshold, above which a contradictory configuration is assumed to 'almost always' produce a positive outcome.

Consistency and Coverage (Sufficiency)

outcome	1	cases that show the outcome but are not covered by the solution	consistent cases for $X \rightarrow Y$
	0	irrelevant cases	cases that contradict the assumption $X \rightarrow Y$
		0	1
		presence of causal condition (or configuration of conditions)	

Consistency (sufficient conditions):

- The number of cases in the configuration that show the expected outcome divided by the number of all cases in the configuration
 → percentage of cases consistent with the assumption that the condition or configuration of conditions is sufficient for the outcome

Coverage (sufficient conditions):

- The number of cases in the configuration that show the expected outcome divided by the number of all cases showing the outcome
 → how much of the outcome is explained

Consistency and Coverage (Necessity)

outcome	1	cases that contradict the assumption $X \leftarrow Y$	consistent cases for $X \leftarrow Y$
	0	irrelevant cases	cases that put doubt on the relevance of the solution
		0	1
		presence of causal condition (or configuration of conditions)	

Consistency (necessary conditions):

- The number of cases in the configuration that show the expected outcome divided by the number of all cases showing the outcome (same as coverage for sufficiency)
- percentage of cases consistent with the assumption that the configuration is necessary for the outcome

Coverage (necessary conditions):

- The number of cases in the configuration that show the expected outcome divided by the number of all cases in the configuration (same as consistency for sufficiency)
- how relevant (or trivial) is the necessary condition
- *problem*: value depends on how often the outcome occurs, and may produce high values for trivial necessary conditions when the outcome is often present (therefore always check for skewed distribution)

Consistency Threshold: Best Practice

- Although there is no strict rule about it, the consistency threshold for sufficient conditions should at the very least be 0.75 (3/4 of the cases show the outcome), usually a value above 0.8 is considered to be acceptable.
- Where the threshold should be set may depend on how often the outcome occurs overall.
- An indicator for a good threshold could also be a gap between two consistency values, when the truth table rows are ordered according to decreasing consistency.
- Theoretical assumptions can also lead to the decision to either exclude a row with higher consistency than the threshold, or include a row that is (slightly) below. This should, however, be justified.
- The threshold for necessary conditions should be higher than for sufficient conditions (above 0.9).

Setting a Consistency Threshold: Example

causal conditions			cases	consistency	outcome
A	B	C			
1	1	1	7/8	0.875	
1	1	0	2/4	0.50	
1	0	1	9/10	0.90	
1	0	0	4/5	0.80	
0	1	1	4/4	1.00	
0	1	0	2/8	0.25	
0	0	1	1/1	1.00	
0	0	0	0/3	0.00	

Setting a Consistency Threshold: Example

causal conditions			cases	consistency	outcome
A	B	C			
0	1	1	4/4	1.00	
0	0	1	1/1	1.00	
1	0	1	9/10	0.90	
1	1	1	7/8	0.875	
1	0	0	4/5	0.80	
1	1	0	2/4	0.50	
0	1	0	2/8	0.25	
0	0	0	0/3	0.0	

causal conditions			cases	consistency	outcome
A	B	C			
0	1	1	4/4	1.00	1
0	0	1	1/1	1.00	1
1	0	1	9/10	0.90	1
1	1	1	7/8	0.875	1
1	0	0	4/5	0.80	1
1	1	0	2/4	0.50	0
0	1	0	2/8	0.25	0
0	0	0	0/3	0.0	0

From Crisp-Set to Multi-Value QCA

crisp-set	meaning
1	presence of the condition
0	absence of the condition

3-value	examples	
2	left	green
1	centre	blue
0	right	yellow

4-value	examples	
3	extreme left	green
2	centre-left	blue
1	centre-right	yellow
0	extreme right	red

Truth Table with 3-value conditions

causal conditions		outcome
A	B	Y
2	2	
2	1	
2	0	
1	2	
1	1	
1	0	
0	2	
0	1	
0	0	

- ADVANTAGE: multi-value QCA allows for including more information than crisp-set.
- DISADVANTAGE: it multiplies truth table rows, thus enhancing the problem of limited diversity (logical remainders).
- Hence, it is only feasible for analyses that include few mv-conditions (3-value) together with crisp-set conditions.
- It is only implemented in Tosmana, which does not give the possibility to calculate consistency and coverage.
- BUT: it can be emulated rather easily in csQCA.

From Crisp-set to Fuzzy-set QCA

crisp-set	meaning
1	presence of the condition
0	absence of the condition

3-value	meaning
1	in the set
0.5	<i>breakpoint</i> : neither in nor out
0	out of the set

5-value	meaning
1	fully in the set
0.75	more in than out
0.5	<i>breakpoint</i> : neither in nor out
0.25	more out than in
0	fully out of the set

6-value	meaning
1	fully in the set
0.8	clearly more in than out
0.6	slightly more in than out
0.4	slightly more out than in
0.2	clearly more out than in
0	fully out of the set

Calibration of Fuzzy-sets

The number of values can be extended until you get continuous membership scores between 0 and 1, which are calibrated in relation to three 'anchors':

- breakpoint (0.5)
- threshold for being fully in the set (1)
- threshold for being fully out of the set (0)
 - these three values should be theoretically defined
 - only use lowest/highest and mean/median value as last resort or when theoretically warranted

There are different methods of calibration:

- Qualitatively distinguish levels either theoretically (preferred) or inductively, e.g. by using clustering techniques as implemented in Tosmana.
- Some continuous data (e.g. Chapel Hill Data) is already in the form of a fuzzy-set and only needs to be transformed in a linear way.
- Use the direct method of calibration as implemented in the fs/QCA program – operation: `calibrate(variable,upper,breakpoint,lower)`.

Logical Operations with Fuzzy-sets

- Set-theoretic operators (instead of Boolean):
 - logical AND (*): minimum of fs-values
 - logical OR (+): maximum of fs-values
 - logical NOT (~): 1 minus fs-value
 → crisp-set is a special case of fuzzy-set
- A configuration of fs-conditions connected by AND can be allocated to a truth table row, because it has for only one a value >0.5, unless one value is 0.5.
 - therefore, the 0.5 value should be avoided
- With the ability to allocate fuzzy-set membership scores to truth table rows, it is possible to run a QCA with this data more or less in the same way as a crisp-set QCA (Truth Table Algorithm in fs/QCA).

Allocating Fuzzy-Sets to Truth Table Rows

A	B	C	ABC	ABc	AbC	Abc	aBC	aBc	abC	abc
0.9	0.8	0.2	0.2	0.8	0.2	0.2	0.1	0.1	0.1	0.1
0.6	0.7	0.4	0.4	0.6	0.3	0.3	0.4	0.4	0.3	0.3
0.8	0.1	0.8	0.1	0.1	0.8	0.2	0.1	0.1	0.2	0.2
0.3	0.6	0.9	0.3	0.1	0.3	0.1	0.6	0.1	0.4	0.1
0.9	0.9	0.9	0.9	0.1	0.1	0.1	0.1	0.1	0.1	0.1
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.9
0.9	0.9	0.5	0.5	0.5	0.1	0.1	0.1	0.1	0.1	0.1
0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5

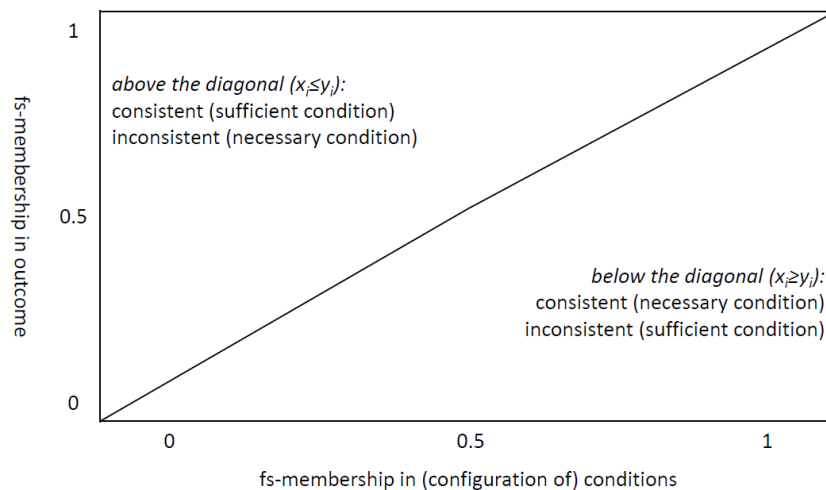
Consistency and Coverage in Fuzzy-Set QCA

Consistency (sufficient conditions)/Coverage (necessary conditions):

- membership is a subset of the outcome ($x_i \leq y_i$)
- formula: $consistency_{suf}/coverage_{nec} = \frac{\sum_{i=1}^n \min(x_i, y_i)}{\sum_{i=1}^n x_i}$

Coverage (sufficient conditions)/Consistency (necessary conditions):

- membership is a superset of the outcome ($x_i \geq y_i$)
- formula: $coverage_{suf}/consistency_{nec} = \frac{\sum_{i=1}^n \min(x_i, y_i)}{\sum_{i=1}^n y_i}$



1	x	1	1	1	1	1	
0.8	x	1	1	1	1	0.8	
0.6	x	1	1	1	0.75	0.6	
0.4	x	1	1	0.67	0.5	0.4	
0.2	x	1	0.5	0.33	0.25	0.2	
0	x	0	0	0	0	0	
		0	0.2	0.4	0.6	0.8	1

fs-membership in outcome

fs-membership in (configuration of) conditions

Fuzzy-Set QCA: Pros and Cons

PRO:

- Fuzzy-set QCA gives the opportunity to include more fine-grained information without the increase in logical remainders created by multi-value QCA.
- It weighs the data according to their fit, i.e. cases that are marginally in a set have less influence than those that are fully in, and cases that are only slightly inconsistent matter less than those that are clearly inconsistent.
- It allows to use continuous data such as GDP or population, but this should not be taken as a license to skip careful calibration and simply use min/max and mean.

CONTRA:

- Consistency and coverage are not as easily interpreted as in crisp-set, where they clearly relate to percentages of cases.
- Unfortunately, the formula for calculating fuzzy-set consistency and coverage does not fully discard irrelevant cases (as it does in crisp-set).
- This creates the possibility for false positives, i.e. solutions with high consistency and coverage that are driven by many cases with low membership and outcome (e.g. 0.2/0.2). Although they are weighed less, they still can drive the result if there are only few cases that are actually in the set and showing the outcome.
 - TIP: always run a csQCA as well and compare with the fsQCA results

Lecture 2: Methodological Issues of Interdisciplinary Research in Social Sciences: Policy Analysis, International Relations, Cultural Studies

Lecturer:

Prof. Andrey Makarychev

University of Tartu

Abstract:

This class focuses on a variety of research tools that are indispensable for studying objects (social groups, identities, discourses, etc.) transcending disciplinary borders. We shall discuss why and how the application of certain concepts (like cultural production, performative actions, boundaries / frontiers, or biopolitics / biopower) open up new horizons of meanings and thus help to better grasp the logic and dynamics of social and political issues in question. The class will contain triggers for discussion, as well a number of specific case studies dealing basically with the post-Soviet countries.

Dominant approaches in political science

- A paradigm of (teleological) transition
- Categorization of political practices into ideal types (democracies, non-democracies, transition countries)
- Foreign policy projections: democratic peace theory
- Question: can we think about the *post-Soviet* beyond democracy promotion paradigm?

The 'post-Soviet condition'

- Nancy Fraser (1997, 'post-socialist condition'): "an absence of any credible overarching emancipatory project despite the proliferation of fronts of struggle"
- Sergey Oushakine (2000): the post-Soviet is unarticulated concept deprived of deep meanings

How to conceptualize the post-Soviet

- An area of imbrications of liberal cosmopolitanism, conservative neoimperialism and a variety of nationalisms
- An area of multiple ruptures and gaps with unstable / unfixed borders / boundaries → attempts to delimit spheres of influence are doomed to failure
- which predetermines the dominance of political agenda over the plethora of financial, economic or legal issues
- Borders / boundaries are key categories for analysis

Clusters of concepts

- Soft power (as opposed to hard power)
- Biopower / biopolitics (as opposed to geopolitics)
- Governmentality (as oppose to sovereign power)
- Cultural semiotic vocabulary (sign, representation, semiosphere, boundary, self – other distinction)

Soft power

- Attraction and persuasion, as opposed to coercion
- Globalization as a facilitating factor
- But is attraction something taken for granted in its liberal version, or it is constructed?
- Ideally, soft power ought to be normative, but what if it is not? Can unnormative behavior be attractive?
- Two models of soft power:
 - a) a matter of choice
 - b) a matter of necessity

One more differentiation

- Soft power as identity-builder and meaning-producer
- Soft power as a branding / commercial tool in times of neoliberal (late) capitalism

Biopower

- The key idea is a positive *normalization* of human bodies (administration, management, protection, taking care, etc.)
- Biopolitics can be a nation-building tool on the basis of biopolitical standards / norms that are an intricate area of inclusion and exclusion → biopolitics defines *rules of belonging* and *conditions of abandonment* ("bare life")

Biopolitics

- Biopolitical discourses and practices can emanate from sources other than sovereign power, but the latter *appropriates* / hijacks them and makes serve the purposes of national consolidation.
- Externally, the outward projection of biopolitical practices can constitute a core for *imperial* policies (citizenship policies, religious diplomacy / 'pastoral power'; civilizational constructs)

- Nuanced lines of intersection between *liberal practices* of incitement (Foucault) and instruments of *totalization* (Agamben) that are unavoidable elements of each power regime.

Governmentality

- Realm of *sovereign politics* (national identities and concomitant practices of state-to-state diplomacy)
- Sphere of *governmentality* (administrative and managerial policy toolkits that stretch beyond nation state borders and embrace international, national and subnational actors). Communication is predominantly grounded in technical projects aimed at transferring best practices and stimulating spillover effects.

Distinction

- *Sovereign power* is based on unity / centralization / hierarchy and supreme autonomous authority. It is coercive / punitive and grounded in a territorial / geopolitical thinking. Sovereignty is closely connotative with politics and national identities.
- *Governmentality*, on the contrary, is a de-politicized and mostly technological form of power, and presupposes technology of enactment and empowering, rather than dominating.

Governmentality is ...

not about imposing power, but rather about

- helping constitute subjectivities and abilities to act independently;
- optimize resources;
- promoting rational agendas and the capacity for rational choice;
- → “governance at a distance”

Governmentality as a mechanism of external influence

- Common rules are not imposed but are applied using a complex process of assessment, compliance, monitoring, regulation, classification, benchmarking, etc.
- Instead of direct governance, the state steps back and encourages people to become more active, enterprising and responsible for their own decisions and life choices
- This explains why governmentality aims at empowering civil society and local groups that are the most important self-associating groups capable of becoming agents of change.

Cultural semiotics

- Different modes of communication:
 - communication as a strategy of openly discussing issues of common interest (Habermas, Lotman);
 - inter-subjective communication (Wendt and other constructivists);
 - “inclusive exclusion”: discourses might tend to close up and separate / distance from other discourses, but in the meantime using / adapting their language (Lacan, Žižek).

Political relevance of cultural semiotics

- It tries to avoid simplistic categorizations
- It focuses on situations that can be described as borderlines
- It explains how discourses become auto-communicative and self-referential (no need for external legitimation)
- It gives us food for thought about ‘language games’ that political actors play with each other (parodies and imitations)

Lecture 3: Nationalism, Ethnicity and Minority Politics in and beyond Europe

Lecturer:

Prof. Dr. Joseph Marko

Institute of Public Law and Political Science

University of Graz

Introduction

This lecture will critically reflect upon theories of nationalism and ethnicity and the role which they have been playing in ethnic conflicts. It will, thus offer a review of contemporary developments in minority relations. The lecture will, hence, address normative and institutional developments in a pan-European context, thereby tackling theoretical and practical implications of power-sharing, the dichotomy of 'old' and 'new' minorities and public institutions for minority protection as well as the participation of minorities in political decision-making processes.

Literature

H. Savigny / L. Marsden:

Doing Political Science and International Relations: Theories in Action (2011 Palgrave McMillan)

P. Filzmaier/L. Gewessler/O. Höll/G. Mangott: Internationale Politik (2006 Facultas WUV)

A. Wendt: Social Theory of International Politics (1999 Cambridge University Press)

A. Wiener/T. Diez: European Integration Theory, Auflage 2009 (2nd Edition), Oxford University Press

Lecture 4: Research Methodologies in EU and International Law

Lecturer:

Dr. Benedikt Harzl

Centre for Russian East European Eurasian Studies (REEES)

University of Graz

Abstract:

The aim of this lecture is to provide incentives and help for young scholars in EU and international law to reflect on their research. It will, hence, problematize the question of where does a research question fit within the discipline, what kinds of research questions could be relevant, how they can be pursued, and, importantly, what theoretical perspective best supports the way of thinking within this research project. It will also problematize the aspect of transdisciplinary elements within EU and International Law.

Introduction and General Discussion

- What are our underlying assumptions? Do we critically question them?
 - Scope of Human Rights and fundamental freedoms
 - Judicial Activism
- Methodology: *guides your thinking*
- Method(s): *how do you gain knowledge*
- Approach(es): *how do you treat (approach) the subject*

Parallel Dichotomies

- Natural Law: *concerned with morality; immutable principles*
 - Legal positivism: *Law is man-made; law does not equal justice*
- *Problematization of both approaches*

Where does your project fit?

- Making sense of scholarship
 - Developments in International Law
 - Developments in EU Law
 - → Why dealing with scholarship?
- The problematic label issue („EU Law“, „International Law“, „Domestic Law“)
 - Transnational law (?)
 - On EU level → different levels of interaction
- Perspectives on the states' sovereignty

- Governance approaches → International minority protection as case in point
 - Sovereignty or lack of sovereignty as opposition to rule of law?
- The issue of critical distance
 - There are no objective truths (!)
 - ‚Leanings‘ of journals

Designing your project – General Discussion

- What is/are your research question(s)?
- Why should a reader/publisher be interested?
- What sources are used? What methods are applied?
- What assumptions do you make about (international) law?
- Which type of research questions can this approach answer?
- What are the benefits and possible drawbacks of this approach?

Case study

Self-determination: An *opium* for the peoples? Engaging Abkhazia

- What legal methodology?
- What research question(s)?
- What sources are used? What methods are applied? Multi-Disciplinarity?
- Quality of statehood?
- The Kosovo and *tu quoque* argument(s)?

Lecture 5: EU Funding schemes and international fund raising

Lecturer:

Dipl.-Ing. Robert Link

University of Graz

Abstract:

This lecture will provide a profound overview over different European funding schemes in order to support international, pan-European research projects. It will also offer a deep insight into grant management, project building and project application techniques as well as how to make use of support structures for researchers to advance outstanding research careers.

Part I: Funding Schemes

Introduction

- Dipl.-Ing. Robert Link; research programme officer at the Law faculty, University of Graz, Head of European and International Programmes and Projects
- 2005-2007 Scientific Programme Officer at the European Commission
- 2008-2010 Head of Liaison office Brussels, University of Graz
- since 2011 European projects for the Law Faculty - including DESCNet

Content

- Different funding programmes and the priorities of these programmes.
This will give you a feeling about the opportunities which the EU offers for researchers to add value to their career and work.
- Group exercise: Project design and proposal writing.
This will give you a flavour of practical approaches, aspects and pitfalls

Important Terms

- Research is the generation of knowledge, neither knowledge nor products/services exist
- Innovation is the conversion of knowledge into products and services for the market and for the society), knowledge exists, products and services do not exist (new in a given context: country, discipline...)
- Social innovation refers to innovative policies, practices, institutions, procedures...
- Implementation refers to practical application of knowledge and policies with respect of the state of the art, knowledge exists, products and services exist „on the market“

Some Important Interrelations

- Policy – Research: policy needs, scientific evidence, informed policy making
- Policy – Implementation: (legal & financial) instruments, challenges for improved policies
- Research – Implementation: law in action, comparative law, identification of best/worst practices
- Research – Innovation: Identification of forerunners, experiments, pilots
- Research – research: State of the art, progress beyond state of the art, multi-/interdisciplinary research
- Implementation – Implementation: Best/bad practice exchange, transferability, twinning
- Policy to policy: policy coherence (EU/MS), policy priorities
- Education to research: Dissemination/sharing, capacity building with new knowledge

First questions to yourself?

- What is my preferred theme (e.g. follow-up with my dissertation, specific methods)
- Where am I with my career and where do I want to go?
- Do I want to follow the academic career at (my), at (another) university (abroad) or in another academic institution?
- Or do I want to work in a non-academic sector (government, international institutions, think-tanks...)
- Who could be my future employer? What is he/she looking for?
- Do I want to establish a business by myself? (consultation)
- What are the preferences and constraints characterising my future career? (mono-disciplinary, inter-disciplinary, theoretic, application-oriented,...)
- Do I have some favorite themes? Does this comply with my career ambitions? (e.g. European dimension of themes, international dimension)
- Example: If you look at different job vacancies you will get an impression, what they are looking for in terms of themes, transversal skills etc.
- You might think of your career path (e.g. PhD, (habilitation), professorship,...)

Main funding schemes (EU)

- Research – Horizon2020 biggest research funding programme of the world, COST, national funding schemes, bilateral/multilateral
- Innovation – Horizon2020
- Implementation Grants and contracts of the General Directorates eg. DG Justice; DG NEAR for the implementation of policies; TED (tender electronics daily);
- Education – Erasmus+
- Jean Monnet (teaching modules, networks, centres of excellence...)
- Capacity building for Higher Education

Resources

- Participant portal with funding opportunities
- Database with European projects
- Evaluation (award) criteria for the specific call
- Guide for applicants for the specific call
- Proposal template/application form for the specific call
- Additional documents published with the call
- Submission system via participant portal
- Partner search facilities (e.g. net4society)
- National contact point

Important terms

- Call for proposals (grants) – this is related to funding, i.e. non-commercial (no products or service available, relates to research and innovation)
- Call for tenders (contracts) – this is a commercial competition (products and services available on the market)
- Coordinator – main proposer in a consortium
- Principle Investigator
- Beneficiary
- Consortium
- Applicant
- Action (project)
- Eligibility criteria: Mandatory criteria to be met, otherwise the proposal will not be evaluated
- Award criteria: Criteria which will be used by the evaluators in the assessment of proposals

NB: It is important to double check the terms used in the specific context of the call and of the programme, do not mix up

Horizon2020 – General

- Thematic calls for proposals: These are calls for proposals to tackle political needs characterised by a challenge, i.e. European or international problem (top-down: You have to comply with the requirements specified in the call)
- Non-thematic calls for proposals: These are calls where you can freely chose your theme. (bottom-up: But you have to consider other priorities given in the call like mobility, career promotion, break through research)

Horizon2020 – Pillars (extract)

- Excellent Science
 - European Research Council (bottom-up – break through „frontier“ research)
 - Marie Skłodowska-Curie Actions (MSCA, bottom-up – career and mobility)
 - ...
- (Industrial Leadership)
- Societal Challenges (top-down – addressing political challenges)
 - Europe in a changing world - inclusive, innovative and reflective societies
 - ...

NB: Law, Social sciences & humanities can appear cross-cutting in all pillars of H2020

Marie-Skłodowska Curie

- Work programme part: Marie Skłodowska-Curie Actions
- Excellent and innovative research training
- Attractive career and knowledge-exchange opportunities
- Through cross-border and cross-sector mobility of researchers
- To better prepare them for current and future societal challenges
- Fields as well as sectors are chosen freely, fully bottom-up
- Open to universities, research institutions, research infrastructures, businesses, and other actors, including civil society organisations
- from all countries, including third countries (conditions)
- covering all stages of the research career

Important terms

- Early stage researcher (ESR) – MA until up to 4 Y no doctoral degree
- Experienced researcher (ER) – MA + 4Y or doctoral degree
- Hosting institution – who employs or hosts seconded researcher
- Employment
- Secondment – Staff will be sent to another host but stays employed at the sending institution
- Beneficiary – Institution/legal entity which is included in the funding contract with the European Commission
- Partner (associated partner) – additional institution not included but carrying out specific parts of the work
- Participant – beneficiary or partner
- Mobility rule – researcher cannot be employed in a country where he/she was staying in the last 3 years for more than one year (exceptions)
- Associated country – country associated to the funding programme
- Third country – country outside the EU (double check with call)

Marie-Sklodowska Curie – programme strands

- Individual Fellowships (IF)
 - One experienced researcher carries out an individual thesis at a hosting institution
- Research and Innovation staff exchange (RISE)
 - Exchange of staff (different categories) between hosts working on a common project (cross-border: Between academic/non-academic sector and/or between EU/Third countries)
- Innovative Training Networks (ITN)
 - A network of hosting institutions employing early stage researchers for individual theses including doctoral theses under an overall thematic umbrella
 -
- Award criteria: Excellence, impact, implementation
- Examples
- EURAXESS (jobs emerging from Marie-Curie)

ERC main aspects and examples

- Work programme, part European Research Council (ERC)
- Starting with PhD+2 years
- Funding for: Frontier research
- Sole award criterion is “Scientific Excellence” (pp 32 of the programme)
- Example: MultiRights

SC6 – Europe in a changing world – Inclusive, innovative and reflective societies

- Work programme part: Europe in a changing world – inclusive, innovative and reflective Societies
- Thematic work programme; challenges of the 21st century
- Can only be effectively tackled by a collaborative, multidisciplinary and transdisciplinary approach (involving relevant stakeholders)
- Evaluation criteria: Scientific Excellence, Impact, Implementation
- Example: Call INT-08-2015 - The European Union and the Eastern Partnership

Call example – challenge (context, setting the scene)

- The European Union's Eastern and North-Eastern neighbours include six post-Soviet countries of strategic importance with whom the EU has sought to reinforce relationships

since the 1990s. Belarus, Moldova, Ukraine and the three countries of the South Caucasus (Armenia, Azerbaijan, Georgia) form together part of the EU's Eastern Partnership.

- The relations that the Union maintains with these countries are structured around bilateral and multilateral strategies aimed at establishing durable political, economic and cultural ties. This includes intensified research and innovation collaboration through the newly established Panel on Research and Innovation.
- Major concerns for the EU's foreign policy towards this region include democracy, human rights, the rule of law and socio-economic stability. Other recurring issues pertain to good governance, migration and mobility, trade, sustainability and energy security. To date, political and socio-economic transition processes in this complex region have been rather slow. Potential reasons for this relate to internal problems and uneven developments in the six countries, but also to historical legacies, culture and the geostrategic context in which the Partnership evolves.
- All these factors need to be understood and accounted for if the European Union wants to design policies that durably support transition processes in this region.

Call example – scope (content of the proposal)

- Research should include stock-taking of existing bilateral relations between the EU and all countries in the region as well as between these countries inter se.
- It should explicitly adopt the perspective of the examined countries so as to promote the understanding within the EU of the region and its challenges. Emphasis should be put on the adaptation of economies and societies of the Eastern Partnership countries to European standards.
- This is closely linked to the need for determining conditions necessary for the successful implementation of association agreements.
- Specific attention should be paid to Belarus, Moldova and Ukraine.
- Key issues forming part of the partnerships and recurring problems in bilateral relations should be addressed, comparing individual EU Member States' and Associated Countries' approaches and the EU's policies.
- The geostrategic environment - especially the role of RU, TR, - should be taken into account.
- Contrasting European approaches toward the region with those of third countries could equally be of interest.
- Based on the research findings, EU policy options vis-à-vis Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine per se as well as to the region and its broader geostrategic environment in general should be assessed.
- Broad participation of international partners from the EU's Eastern Partnership countries in proposals submitted to this call is strongly encouraged.

Call example – expected impact (what will be changed after the end of the project)

- Research on the EU's relations with key countries in the studied region
- will provide sound insights into the major problems facing this region
- as well as into the key advances and remaining challenges in the political, economic and cultural relationships between the EU and these countries.
- It will thus not only contribute to a better understanding of the EU's partners, but also reveal major challenges to the European Union's neighbourhood strategy and policies.
- This will allow for identifying significant policy implications for the EU's approach to each of the countries individually and to the region on the whole.
- Type of action: Research and innovation actions

EU-STRAT - The EU and Eastern Partnership Countries: An Inside-Out Analysis and Strategic Assessment

Adopting an inside-out perspective on the challenges of transformation the EaP countries and the EU face, EU-STRAT will

- develop a conceptual framework for the varieties of social orders in EaP countries to explain the propensity of domestic actors to engage in change;
- investigate how bilateral, regional and global interdependencies shape the scope of action and the preferences of domestic actors in the EaP countries;
- de-centre the EU by studying the role of selected member states and other external actors evaluate the effectiveness of the Association Agreements and alternative EU instruments, including scientific cooperation, in supporting change in the EaP countries;
- analyse normative discourses used by the EU and Russia to enhance their influence over the shared neighbourhood.
- formulate policy recommendations to strengthen the EU's capacity to support change in the EaP countries by advancing different scenarios for developmental pathways.

EU-STRAT features an 11-partner consortium (six universities, three think-tanks, one civil society organization and one consultancy. This consortium will bring together various disciplinary perspectives and methodologies and strengthen links with academics and policy makers across six EU member states, Switzerland and three of the EaP countries.

Current calls in SC6

Strengthening Europe's position in the global context: science diplomacy and intercultural relations

- Using science in the context of European diplomacy
- Global trends of secularisation and religious radicalisation and the role of Europe

Shifting global geopolitics and Europe's preparedness for managing risks, mitigation actions and fostering peace

- Recent global geopolitical developments and their implications for the European Union
- European Union's preparedness for managing risks and opportunities, fostering peace in a crisis-ridden context

The European Union and the global challenge of migration

- An integrated approach to migration and development
- EU policy coherence and migration

Science diplomacy for EU neighbourhood policies

The strategic potential of EU external trade policy

The European Union and Central Asia

Democratic discourses and the rule of law

- Sovereignty and democracy
- Legitimacy through the rule of law, delivery of justice and fundamental rights

Improving mutual understanding among Europeans by working through troubled pasts

- Formal education, curricula and teaching practice
- Civil society, informal education and political discourses

Religious diversity in Europe - past, present and future

Erasmus+ Jean Monnet

- Erasmus plus programme guide
- Academic Modules, Chairs, Centres of Excellence
- to deepen teaching in European integration studies
- to conduct, monitor and supervise research on EU content, also for other educational levels such as teacher training and compulsory education
- also intended to provide in-depth teaching on European integration matters for future professionals in fields which are in increasing demand on the labour market, and at the same time
- aim at encouraging, advising and mentoring the young generation of teachers and researchers in European integration subject areas;
- Policy debate with academic world, supported through: a) Networks to enhance cooperation between different universities throughout Europe and around the world, foster cooperation and create a high knowledge exchange platform with public actors and the Commission services on highly relevant EU subjects; b) Projects for innovation

and cross-fertilisation and spread of EU content aimed to promote discussion, reflection on EU issues and to enhance knowledge about the EU and its processes;

- Support to associations, to organise and carry out statutory activities of associations dealing with EU studies and EU issues, and to publicize EU facts among a wider public enhancing active European citizenship

JEAN MONNET NETWORKS (POLICY DEBATE WITH THE ACADEMIC WORLD) pp 210

- Jean Monnet Networks foster the creation and development of consortia of international players (HEIs, Centres of Excellence, departments, teams, individual experts, etc.) in the area of European Union studies.
- gathering and promoting information and results on methodologies applied to high-level research and teaching on EU studies;
- enhancing cooperation between different higher education institutions and other relevant bodies throughout Europe and around the world;
- exchanging knowledge and expertise with a view to mutually enhancing good practices;
- fostering cooperation and creating a high knowledge exchange platform with public actors and the European Commission services on highly relevant EU subjects.

Call for tenders. Contracts, others; implementation measures

- Dedicated to specific needs of General Directorates, based on their own action plans and programmes:
- DG Justice
- DG NEAR (Technical assistance, tenders, twinning, grants)
- Development & Cooperation
- Contracts: Commercial tenders
- Grants

[Part II: Proposal Writing](#)

Practical work

E.g. five groups, each three participants, choose

1. MSCA IF
2. MSCA RISE
3. SC6 RIA (choose a topic)
4. SC6 CSA (choose a topic)

5. JM Association
6. JM Project
7. JM Module
- 8..... your choice

Resources

- Participant portal with funding opportunities
- Database with European projects
- Evaluation (award) criteria for the specific call
- Guide for applicants for the specific call
- Proposal template/application form for the specific call
- Additional documents published with the call
- Submission system via participant portal
- Partner search facilities (e.g. net4society)
- National contact point

Some hints

- Do not mix up terms, award criteria, evaluation procedures of different programmes, of different calls and even not of the same call in different years
- Do not invent additional award criteria or aspects of evaluation which are not explicitly written down or given in the context of the presentation of the EU
- Evaluators are in principle people like you and me, the Commission does not influence the evaluations
- Do not rely on conspiracy theories
- Proposal writing is not an idea competition it is about planning a project from beginning to end which can start without discussion at the first day
- Write explicitly, evaluators are briefed only consider what is explicitly written down, not interpret, not read between the lines, not to rely on other sources (e.g., looking by themselves in the internet)
- Take the call text word by word very seriously
- Elaborate all chapters and sections of the proposal seriously, all are important
- Brainstorming means that everybody can express a thought regardless if it is good or not, fitting or not, it is about inducing other thoughts. Thoughts will not immediately be assessed, but written down, visualised and classified later
- Start as early as possible, make a timeline for the preparation: Phases: Brainstorming, Consolidation, Writing, Harmonisation, Pre-check, Refinement, Submission. Do not do brainstorming until the end or make substantial changes at the end – danger to be inconsistent between section 1 idea and section 3 implementation of the idea.

Steps

- What do I want? What are my themes and preferences?
- Find opportunities, identify calls and themes
- Look at the main call priorities, topics (SC6) and at the award criteria
- Agree who will be coordinator
- Start with the brain storming and outline 15 min, 2 parts: brainstorming + consolidation/prioritisation
- Look at the overall call and check which ideas you may have
- Identify disciplines, sectors, main stakeholders, policy background, issues, ideas
- Consolidate, try to come to a short abstract
- Present the results, 3-5 min

Abstract

- Why bother?
- Is it a European priority?
- What is it about?
- Is the solution already available?
- Why now? (What would happen if we did not do this now?)
- Why you? Are you the best people to do this work?

Steps II

- Distribute the roles, each one in a group should take one evaluation criterion
- write down some bullet points, how this will be met by the proposal
- take around 10-15 min
- each group presents the results 10 – 15 min

MSCA-IF award criteria

EXCELLENCE

- Quality and credibility of the action (level of novelty, appropriate consideration of inter/multidisciplinary and gender aspects)
- Quality and appropriateness of the training and of the two way transfer of knowledge between the researcher and the host
- Quality of the supervision and of the integration in the team/institution
- Capacity of the researcher to reach or re-enforce a position of professional maturity/independence

IMPACT

- Enhancing the potential and future career prospects of the researcher
- Quality of the proposed measures to exploit and disseminate the action results
- Quality of the proposed measures to communicate the action activities to different target audience

IMPLEMENTATION

- Coherence and effectiveness of the work plan
- Appropriateness of the allocation of tasks and resources
- Appropriateness of the management structures and procedures, including risk management
- Appropriateness of the institutional environment (infrastructure)

MSCA-RISE award criteria

EXCELLENCE

- Quality and credibility of the research/innovation project; level of novelty and appropriate consideration of inter/multidisciplinary, intersectoral and gender aspects
- Quality and appropriateness of knowledge sharing among the participating organisations in light of the research and innovation objectives
- Quality of the proposed interaction between the participating organisations

IMPACT

- Enhancing the potential and future career perspectives of the staff members
- Developing new and lasting research collaborations, achieving transfer of knowledge between participating organisations and contribution to improving research and innovation potential at the European and global levels
- Quality of the proposed measures to exploit and disseminate the project results
- Quality of the proposed measures to communicate the project activities to different target audiences

IMPLEMENTATION

- Coherence and effectiveness of the work plan, including appropriateness of the allocation of tasks and resources
- Appropriateness of the management structures and procedures, including quality management and risk management
- Appropriateness of the institutional environment

- Competences, experience and complementarity of the participating organisations the project

SCA RIA award criteria

EXCELLENCE

- Clarity and pertinence of the objectives
- Soundness of the concept, and credibility of the proposed methodology
- Extent that the proposed work is beyond the state of the art, and demonstrates innovation potential (e.g. ground-breaking objectives, novel concepts and approaches, new products, services or business and organisational models)
- Appropriate consideration of interdisciplinary approaches and, where relevant, use of stakeholder knowledge

IMPACT

- The extent to which the outputs of the project would contribute to each of the expected impacts mentioned in the work programme under the relevant topic;
- Any substantial impacts not mentioned in the work programme, that would enhance innovation capacity, create new market opportunities, strengthen competitiveness and growth of companies, address issues related to climate change or the environment, or bring other important benefits for society;
- Quality of the proposed measures to:
- Exploit and disseminate the project results (including management of IPR), and to manage research data where relevant.
- Communicate the project activities to different target audiences

IMPLEMENTATION

- Quality and effectiveness of the work plan, including extent to which the resources assigned to work packages are in line with their objectives and deliverables;
- Appropriateness of the management structures and procedures, including risk and innovation management;
- Complementarity of the participants and extent to which the consortium as whole brings together the necessary expertise;
- Appropriateness of the allocation of tasks, ensuring that all participants have a valid role and adequate resources in the project to fulfil that role.

SCA CSA award criteria

EXCELLENCE

- Clarity and pertinence of the objectives
- Soundness of the concept, and credibility of the proposed methodology
- Quality of the proposed coordination and/or support measures

IMPACT

- The extent to which the outputs of the project would contribute to each of the expected impacts mentioned in the work programme under the relevant topic;
- Quality of the proposed measures to:
- Exploit and disseminate the project results (including management of IPR), and to manage research data where relevant
- Communicate the project activities to different target audiences

IMPLEMENTATION

- Quality and effectiveness of the work plan, including extent to which the resources assigned to work packages are in line with their objectives and deliverables.
- Appropriateness of the management structures and procedures, including risk and innovation management
- Complementarity of the participants and extent to which the consortium as whole brings together the necessary expertise
- Appropriateness of the allocation of tasks, ensuring that all participants have a valid role and adequate resources in the project to fulfil that role.

JM association criteria

- Relevance of the project
 - The relevance of the proposal to: - the objectives and priorities of the Action
 - The extent to which the proposal: - is suitable for supporting the statutory activities of the association and for performing research in European issues .
 - enhances advice to local, regional, national and European policy makers. e
 - relevance of the proposal to priority target groups of the Action:
 - associations established in countries not covered by the Jean Monnet Action;
 - associations not yet in receipt of Jean Monnet funding.
- Quality of the project design and implementation
 - The extent to which the outputs of the project would contribute to each of the expected impacts mentioned in the work programme under the relevant topic;
 - Quality of the proposed measures to:
 - Exploit and disseminate the project results (including management of IPR), and to manage research data where relevant
 - Communicate the project activities to different target audiences

- Quality of the project team

- The pertinence of the profile and expertise of key staff involved - both in the academic and non-academic domains – with the research activities proposed

- Impact and Dissemination

- The quality of measures for evaluating the outcomes of the activities;
- The potential impact of the project:
 - on the association(s) participating in the Jean Monnet Action;
 - on other organisations and policy makers at local, regional, national and/or European levels.
- The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the association hosting the Jean Monnet Action.

JM project

- Relevance of the project
 - The relevance of the proposal to: - the objectives and priorities of the Action
 - The extent to which the proposal:
 - is suitable for fostering the development of new teaching, research or debating activities;
 - demonstrates evidence of academic added value ;
 - promotes and gives greater visibility to this European studies/issues both within the institution participating in the Jean Monnet Action
 - The relevance of the proposal to priority target groups of the Action:
 - institutions established in countries not covered by the Jean Monnet Action;
 - institutions or academics not yet in receipt of Jean Monnet funding.
- Quality of the project design and implementation
 - The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, evaluation, follow-up and dissemination;
 - The consistency between project objectives, activities and budget proposed
 - The quality and feasibility of the methodology proposed
- Quality of the project team
 - The pertinence of the profile and expertise of key staff involved - both in the academic and non-academic domains – with the activities proposed
 - For projects targeting primary and secondary school students: the involvement of project staff with relevant pedagogical skills.
- Impact and Dissemination
 - The quality of measures for evaluating the outcomes of the activities;
 - The potential impact of the project:

- on the association(s) participating in the Jean Monnet Action;
 - on other organisations and policy makers at local, regional, national and/or European levels.
- The appropriateness and quality of measures aimed at disseminating the outcomes of the activities within and outside the association hosting the Jean Monnet Action.

Lecture 6: Research Methods in Peace and Conflict Studies

Lecturer:

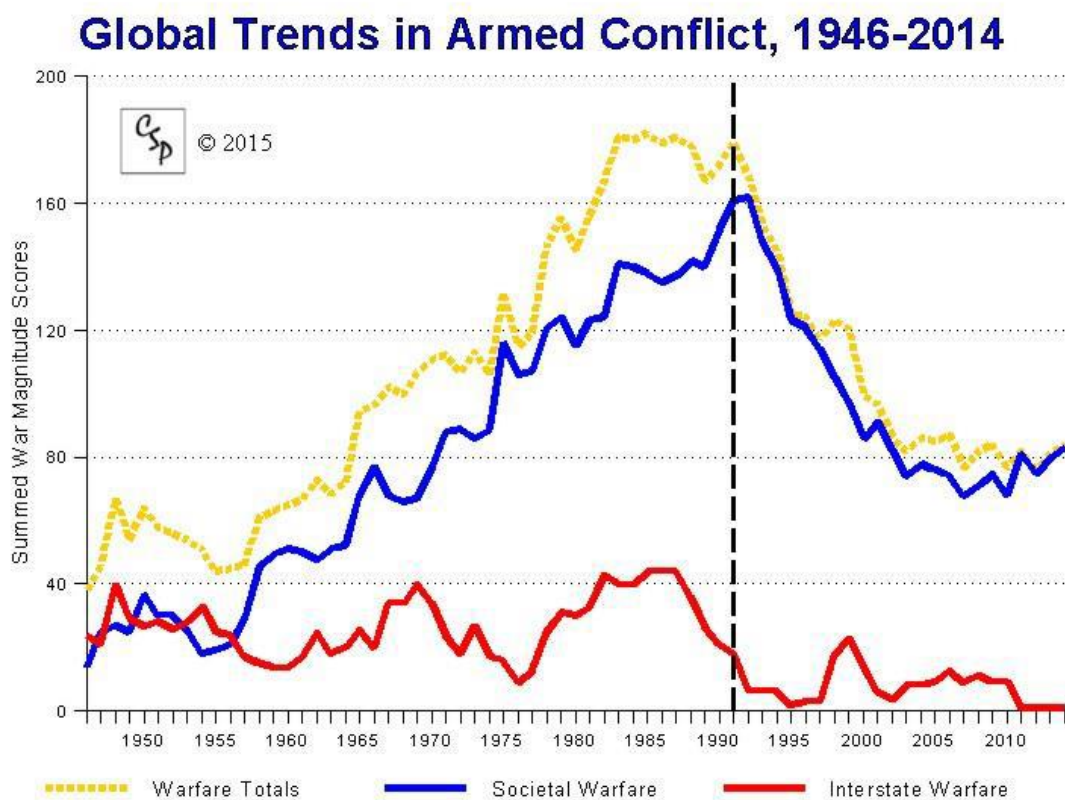
Dr. Maximilian Lakitsch

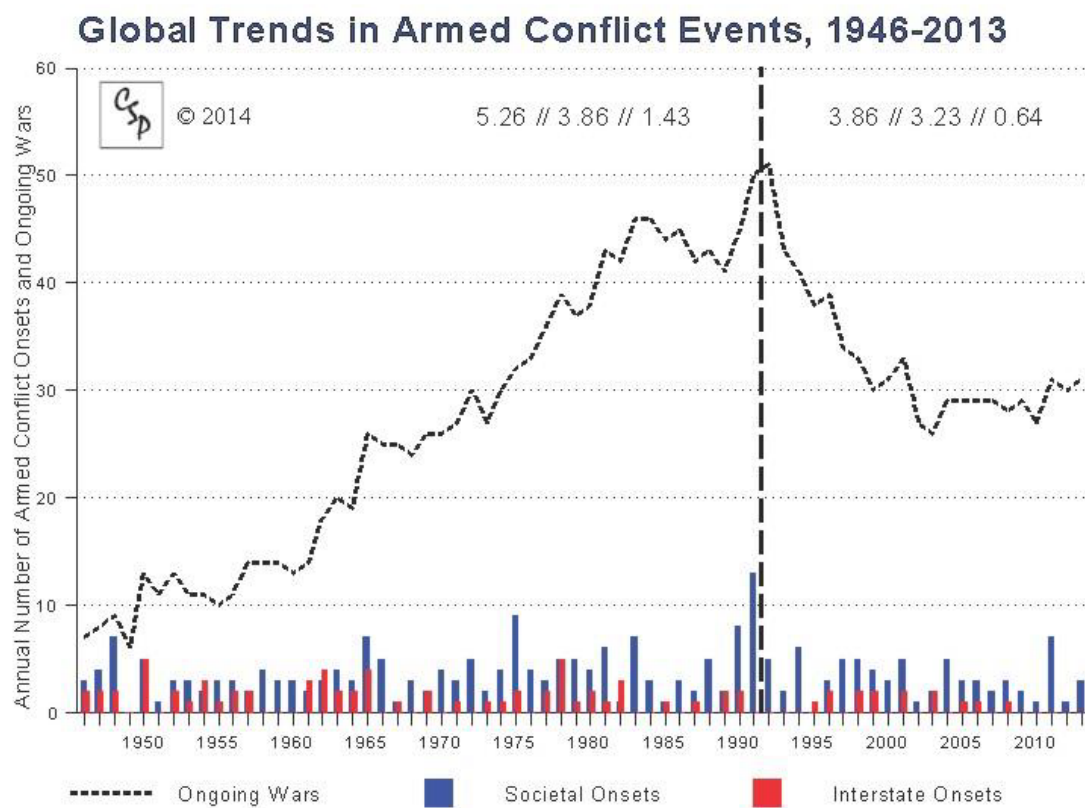
Institute for Fundamental Legal Research

University of Graz

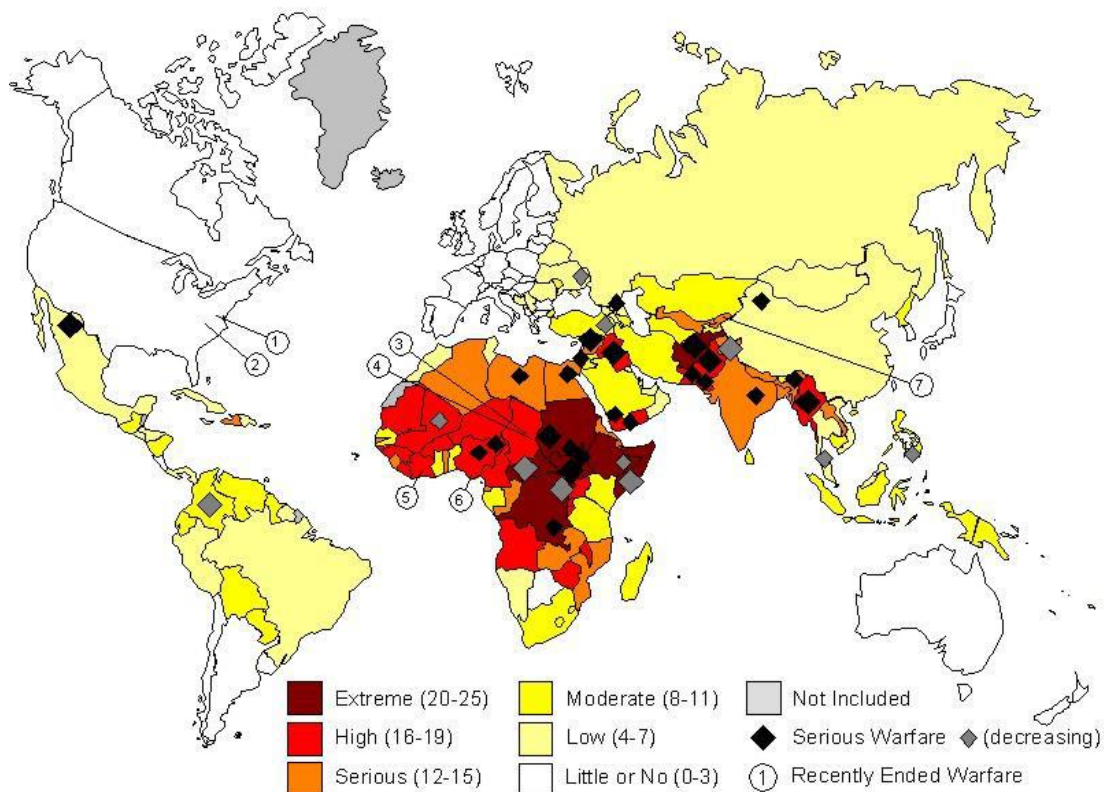
Abstract:

The lecture will introduce various academic approaches to dealing with the complex reality of conflicts. In comparison to many other science fields, peace and conflict studies has a normative interest guiding the researcher in his work: the resolution of a conflict and the transformation of a society in order to prevent it from (re-)lapsing into conflict. Thus, a comprehensive analysis of a conflict should ideally be only the first step which guides an elaboration on how to resolve the same. Finally, the lecture will focus on religious conflicts which currently outnumber any other type of conflict.





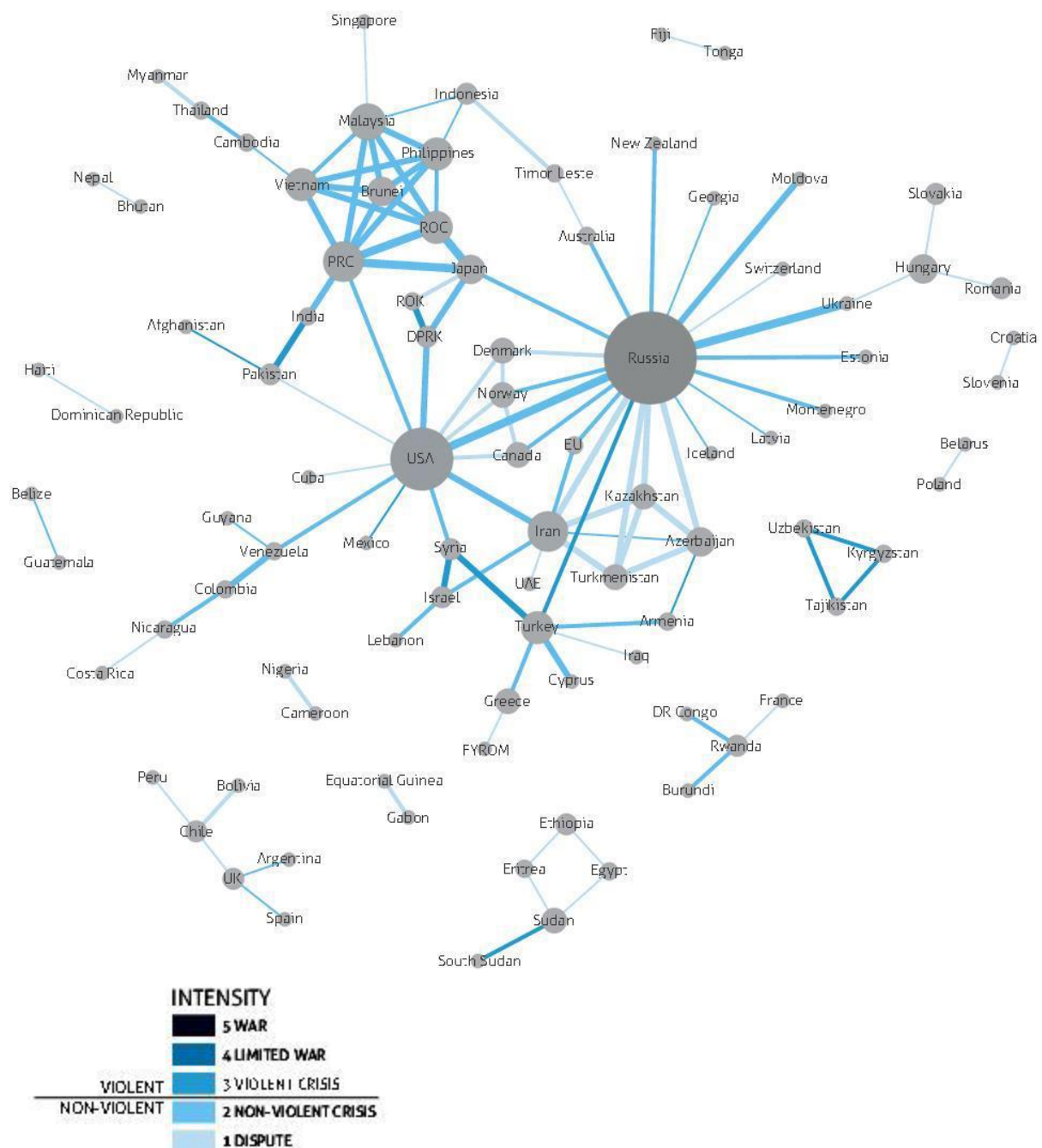
Political Violence 2014



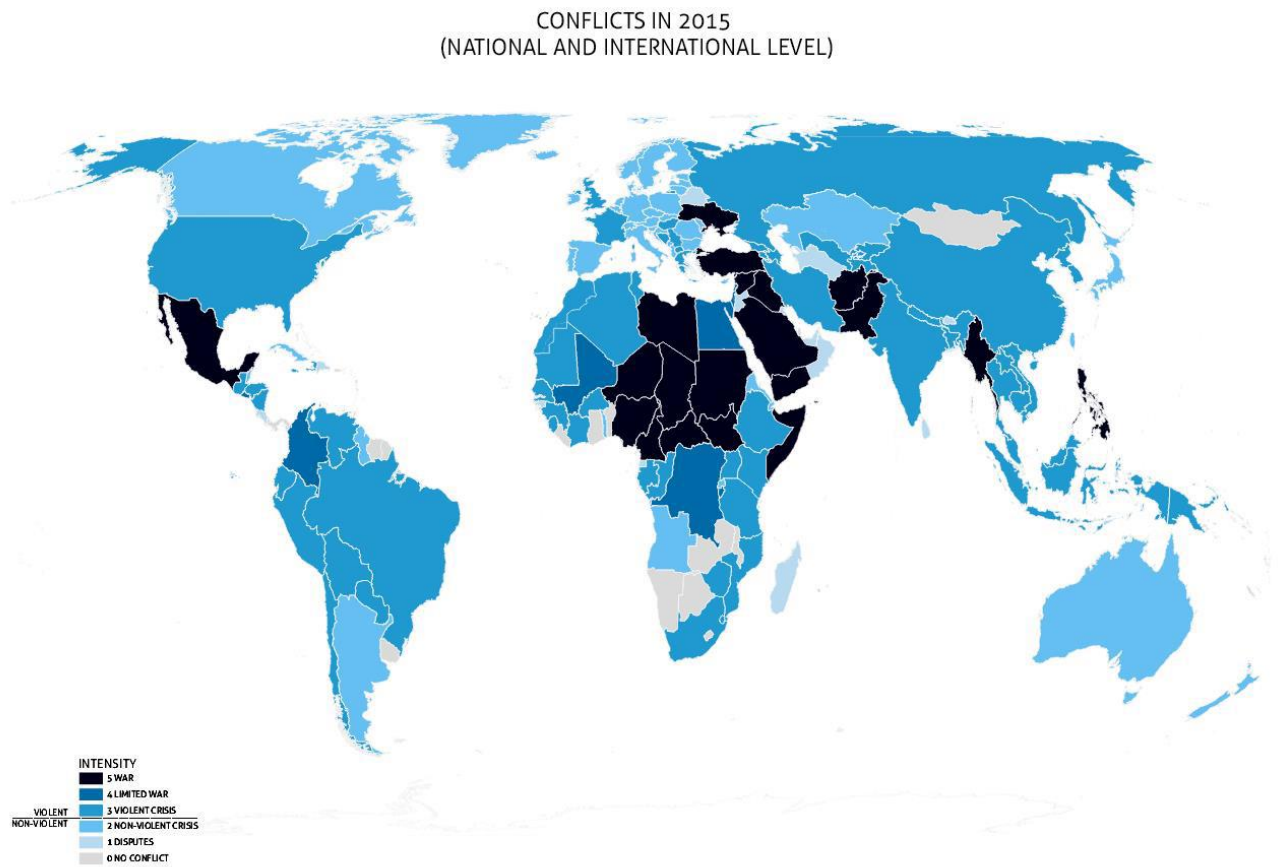
Measuring Violent Conflict (HIK)

- conflict as incompatibility of intentions between actors
- intensity of conflict related to indicators (month / region)
- weapons (light, heavy), personell (<50, 50-400, >400), casualties (<20, 20-60, >60), refugees & IDPs (<1.000, 1.000-20.000, >20.000), destruction (low, medium, high)

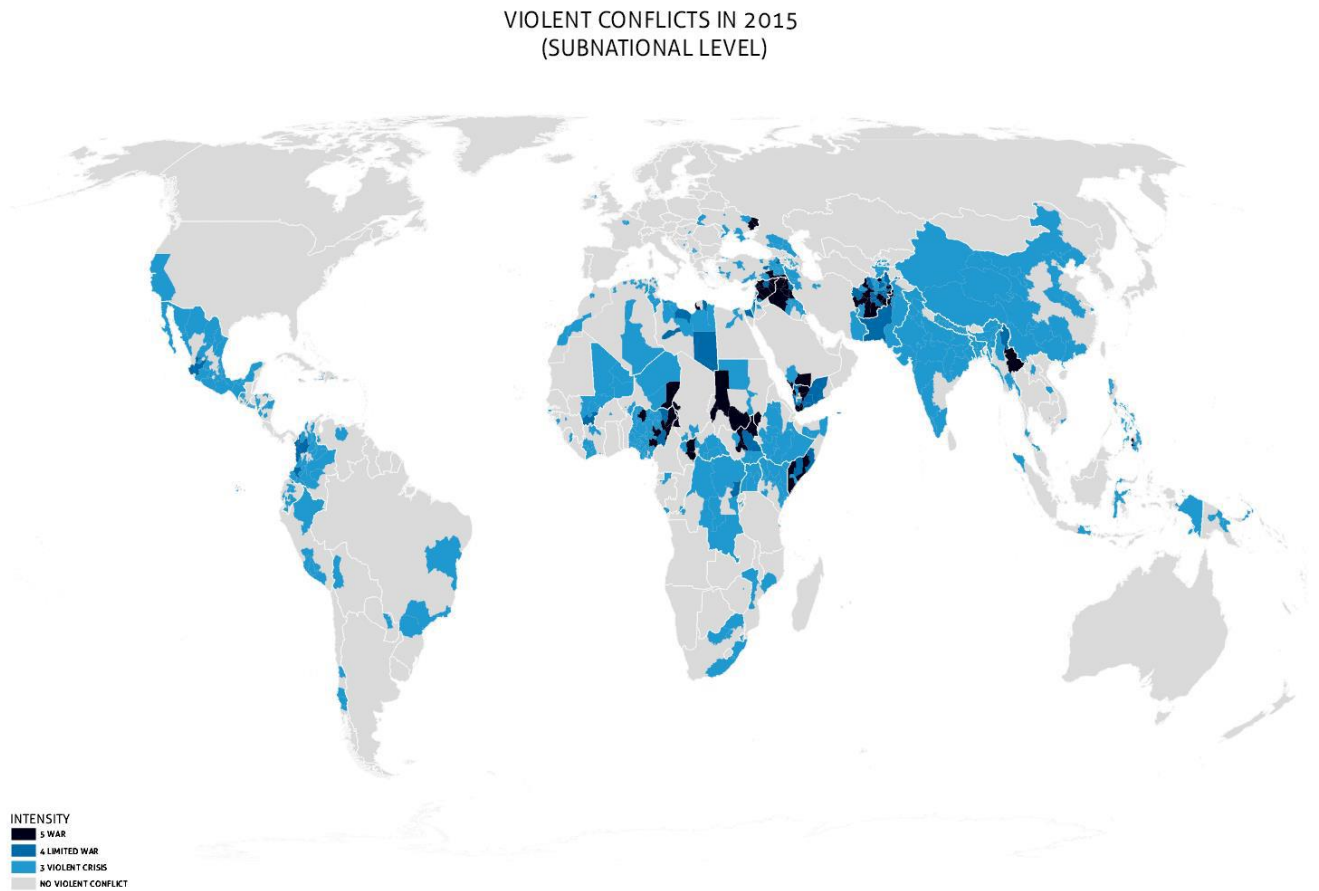
Inter-state Relations 2015



Conflicts in 2015 (National and International Level)



Violent Conflicts in 2015 (Subnational Level)



Agenda for Peace (UN, 1992)

- Preventive diplomacy
- Peacekeeping (conflict management)
- Peacemaking (coercive, non-coercive)
- Peacebuilding (post-conflict)

Types of Actors

Approaches to Building Peace

Level 1: Top Leadership

Military/political/religious leaders with high visibility

Focus on high-level negotiations
Emphasizes cease-fire
Led by highly visible, single mediator

Level 2: Middle-Range Leadership

Leaders respected in sectors
Ethnic/religious leaders
Academics/intellectuals
Humanitarian leaders (NGOs)

Problem-solving workshops
Training in conflict resolution
Peace commissions
Insider-partial teams

Level 3: Grassroots Leadership

Local leaders
Leaders of indigenous NGOs
Community developers
Local health officials
Refugee camp leaders

Local peace commissions
Grassroots training
Prejudice reduction
Psychosocial work in postwar trauma

↑
Affected Population
↓

Derived from John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies* (Washington, D.C.: United States Institute of Peace Press, 1997), 39.

Peacebuilding Strategies

- Liberalization First
- Security First
- Institutionalization (Stateness) First
- Civil Society First

Human Condition



*you can't trust freedom when it's not in your hands
when everybody's fighting for their promised land (Guns n' Roses, Civil War)*

- the state of nature (Thomas Hobbes 1651)
- individuals pursue goods
- freedom vs. security
- certain need for a social order managing daily interactions
- social order needs authority to enact it

Political Condition

- authority is the chance of commands being obeyed by a specifiable group of people (Max Weber)
- individuals keep evaluating benefit of authority and order (Baruch Spinoza)
- legitimate authority is recognized as legitimate and justified by ruled
- types of authority: traditional, charismatic, rational-legal
- power is the ability to act together and in accordance with certain people. (Hannah Arendt)
- power unequals violence
- social order's foundation is people and their evaluation of it

Social order has to satisfy the individuals' needs and the needs of a group as a group

Johan Galtung

- Peace is the absence of violence
- Violence is “being present, when human beings are being influenced so that their actual somatic and mental realisations are below their potential realisations”.
- “Structural violence”
- Absence of physical violence -> security

- Needs
 - Food
 - Water
 - Shelter
 - Health
 - (Security)
 - (Freedom)
 - ...

- Wants
 - Love
 - Recognition
 - Enjoyment
 - ...
 -

Human Security

- UNDP, 1994
- “The world can never be at peace unless people have security in their daily lives. Future conflicts may often be within nations rather than between them – with their origins buried deep in growing socio-economic deprivation and disparities. The search for security in such a milieu lies in development, not in arms.”

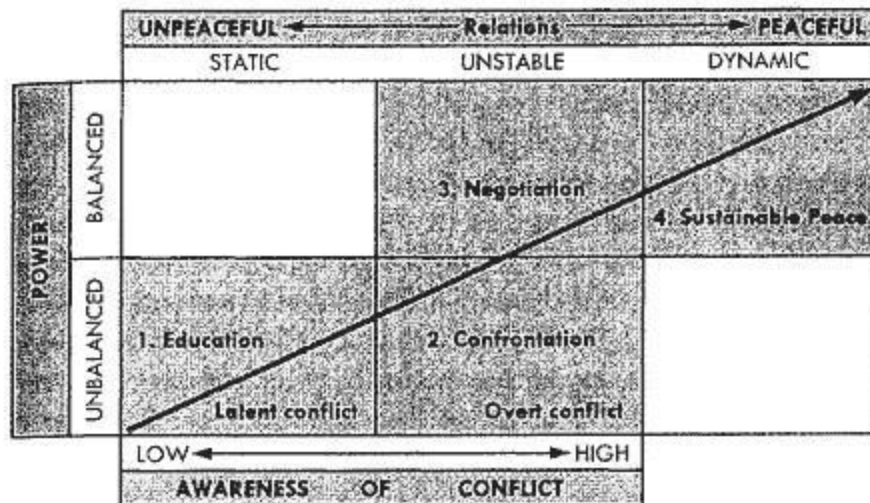
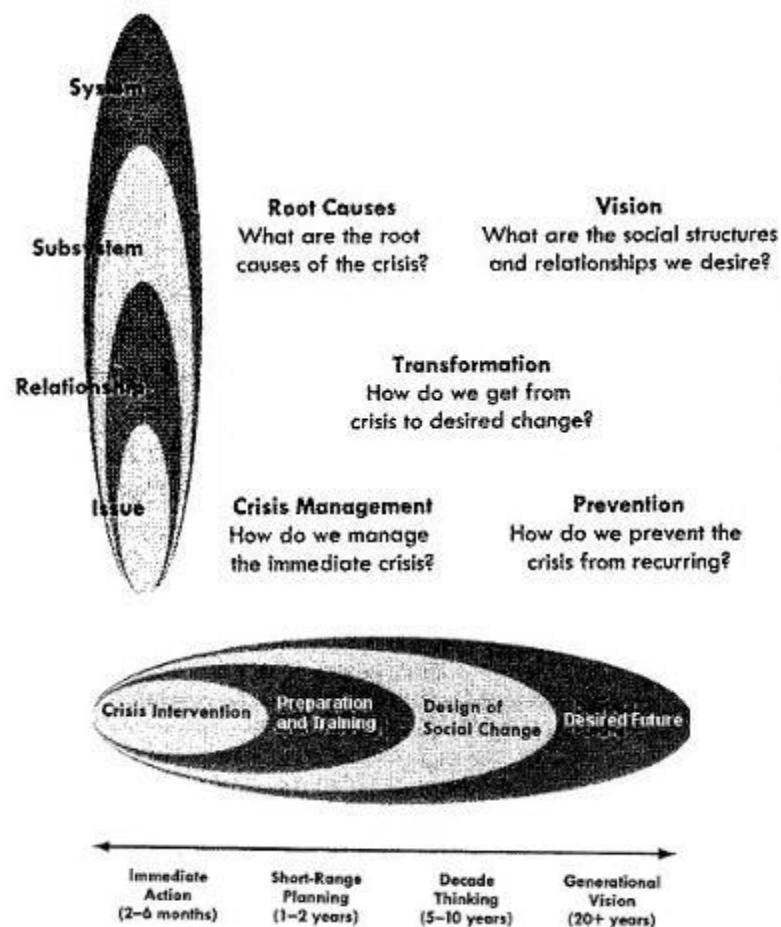


Figure 4. The Progression of Conflict
 Source: Adam Curle, *Making Peace* (London: Tavistock Press, 1971).

Conflict Transformation



Lecture 7: Challenges and opportunities of publishing in international, English-language and peer-reviewed journals

Lecturer:

Dr. Aiste Mickonyte

Centre for Russian East European Eurasian Studies (REEES)

University of Graz

Abstract:

The presentation is based on the presenter's experience as an assisting editor of a renowned English-language, peer-reviewed journal – Review of Central and East European Law (RCEEL). Taking into consideration the prevailing “publish or perish” attitude in the academic circles spanning from St. Petersburg to New York, presentation will focus on the navigation of specific and demanding requirements of the editorial process. It will be complemented by a case study of a selected successful publication.

Outline

- Introduction
- General phases of editorial process
- Writing
- Submission
- Peer review
- Revisions

Introduction

- Review of Central and East European Law (RCEEL) – journal
 - Since 1973
- Law in Eastern Europe (LEE) – book series
 - Since 1957
- Scope:
 - Theory and practice of the legal systems in Central and Eastern Europe
 - Comparative perspective
 - Law-in-action + law-in-books
 - Multidisciplinary: law, politics, economics, etc.
- Challenges and opportunities
 - Relevance

- Pressure to publish: “publish or perish”
- Benefits
- Peer review – scary? Does not have to be!
- Publishing in international, peer-reviewed journals = investigation + communication

General phases of publishing a paper

- Submission
- Peer review (double-blind; single-blind)
- Revision and resubmission
- (Follow-up peer review and further revisions)
- Acceptance/rejection

How to get started:

- Make sure you have something interesting to say
- Recommended: have a journal or two in mind already

Writing

- Logical sequence
- Arguments: spill the beans at the beginning
- Research question
- Originality
- Descriptive or analytical?
- Evidence
- Engagement with other scholarship
- Context
- Footnote perspective
- Length
- *(Full) Articles are not the only thing you can write*
 - Review
 - Essay
 - Review article
 - Response/Comment/Rejoinder

Editing

- Feedback of colleagues (non-anonymous)
- English language – native speaker level
- Deep reader
 - Native speaker with experience in legal publications
 - Function
 - Importance
 - “professional English editor” insufficient

Case law

- Rigorous examination of the case law
- A „I’ve found a case“ situation: cherry-picking
- Nature and scope of data collection: precision
 - Time-frame of tge case-law examination
 - Jurisdictional levels
 - Case-law research for the entire chosen period (does not need to write about all the cases)

Submission

- Is this the right journal?
 - Scope
 - Quality/impact
 - Experience in publishing recommended?
 - Mentoring/guidance of authors?
 - Consider “practicing” by submitting to new or un-indexed journals
- Time factor
 - How quickly do you need your paper published?
- Submission procedures: attention to details
- Remember: it is only a draft at this stage

Peer Review

- Peer reviewer: a scholar/practitioner who is intelligent and curious, but may be informed or uninformed about your particular topic
- Advantages of a peer review:
 - A peer reviewer is in an optimal position to:

- Evaluate relevance, sources, and correctness – in particular, if works in the same field as you
 - Assess the clarity of argument, the flow of narrative, and the general understandability – also if uninformed in your field of research
- Disadvantages of a peer review:
 - Can write a superficial/unhelpful review
 - Prolong the editorial process with a late review
 - Double-blindness not always guaranteed: can be too positive or too negative if she actually knows the author
- Peer-reviewer cannot be expected to:
 - Be an expert in all areas
 - Check the footnotes
 - Do copy-editing (heavy-lifting remains with the author)
 - Check the English language (can but does not have to mention it)
 - Decide the fate of your paper
- Dealing with a peer review:
 - Do not get defensive: it is nothing personal
 - Respond to critique in full: no cherry-picking
 - You do not have to agree with every comment but:
 - You may not disregard them

Revisions after the peer review

- Revisions after the peer review:
 - No special treatment for published authors
 - No “statute of limitations”
 - Peer-reviewers do not have the final word
 - No *yes/no* or *accept/reject* answers but a request to revise

Remember: when you read publications, you see only the finished work. Not the first or the second draft, not the first resubmission

Lecture 8: Hans Kelsen and the Vienna School of Legal Theory: Their Potential and Pitfalls at the Crossroads of Public Law and Political Science

Lecturer:

Dr. Stephan Hinghofer-Szalkay

Institute for Fundamental Legal Research

University of Graz

Lecture consists of two parts:

- Hans Kelsen and the Vienna School of Legal Theory

Abstract:

This presentation will familiarize young researchers with key ideas of the Vienna School, their intellectual foundations and the criticism they face. It will discuss its impact on international, European and domestic public law and legal scholarship and as well as its potential for interdisciplinary approaches.

- Challenges to doctrinal approaches: The *ius publicum europaeum* and the Europeanization of national legal systems

Abstract:

The Europeanization of law is challenging traditional doctrinal approaches. The close interaction of domestic legal systems within the European legal area has increased the importance of comparative and interdisciplinary approaches. In many cases only a broader, path-sensitive approach can grant access to the law and legal thought of the various European legal systems as they continue to converge. This has been the approach of *Ius Publicum Europaeum* which will be discussed in the frame of this lecture. This is not to deny that in many European states career paths of scholars beyond selected chairs for international and European law continue to be tied to a mostly nationalized system of scholarly reputation. Only a two-track approach allows upcoming legal scholars to overcome this challenge: Engaging a European and transnational environment while remaining firmly rooted in the rich tradition of their own domestic schools of legal thought.

Defining “Law” - Interaction of and in between:

- An efficiently enforced system of norms
- A system of norms that morally/ethically ought to be enforced
- A system of inherently just norms
- A system of norms with an inherent claim to being just

Why not use justice as point of departure?

Why not use empirical facts as point of departure?

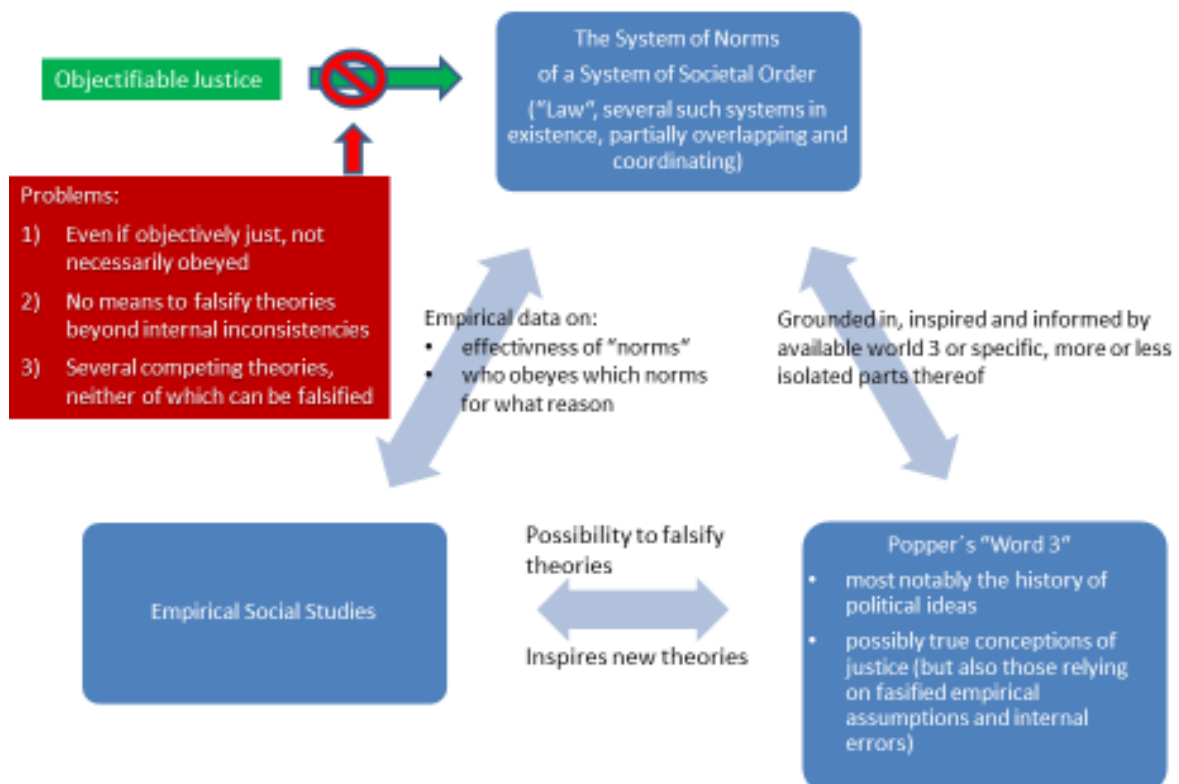
Law as a system of norm creation and destruction

The Basic Norm (Grundnorm)

- What it isn't
- What it is
- Why it is needed

A "more or less effective" system

- How do we know?
- How do we quantify?
- Does it fit for "primitive legal systems"? Is International Law such a system?



Law's Janus face:
Law creation (and possible derogation) by applying positive law

"Subjective" elements:
"Free" law creation: Free only in terms of positive law

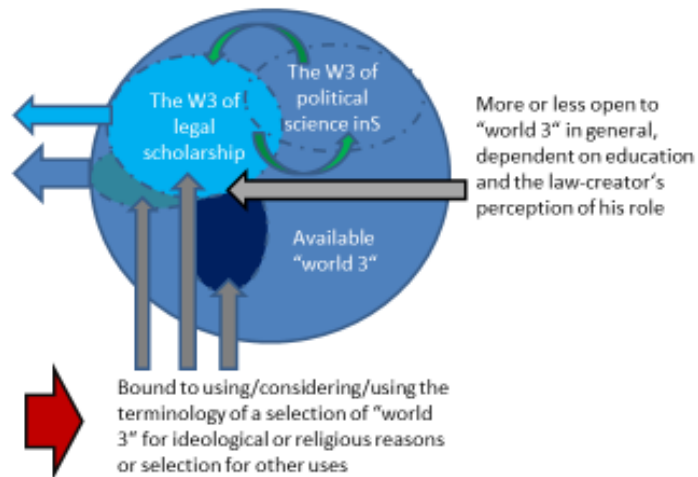
1. "Soft" binding force

Frames the thinking
 of law-makers
 (concepts,
 Presumptions on nature,
 man, justice)

2. "Hard" binding force

The legally prescribed law
 creator remains socially
 dependent on e.g.

- Promotions
- Reelection
- Status linked to the to
 the ongoing efficiency
 of the system



Lecture 9: Legal History of European Integration

Lecturer:

Prof. Anita Ziegerhofer
Institute for Fundamental Legal Research
University of Graz

Abstract:

This lecture will focus on the different paths of development of the fundamental ideas of the political unification of European states to the European Union. This focus will be set against the specific background of legal history, which will also critically reflect upon different and competing ideas and visions about the foundation of the European Union, the process of integration from 1945 till 2016 as well as the treaty processes and the discussion about the finalité of the process of European integration.

Focus:

- What's Europe what's the European Union?
- Visions and ideas of the unification of European states
- „Time of incubation“
- Theories of integration
- Finalité – crisis – future of the European Union ...

Discussion of different “Europes” – Institutionalized/Organized Europe, Fortress Europe, Europe and Borders

The European Union 2016

- ca. 509 million inhabitants
- 28 member states
- 24 languages • Ca. 150 Mrd. € budget
- “EU ist Kind einer spezifischen und wahrscheinlich unwiederholbaren historischen Konstellation“ (Eric Hobsbawm 9.6.1917-1.10.2012)
- A child of a specific and probably not repeatable historical constellation

European-Ideas before 1940

- The idea of the Unification of European States is an idea of peace but also an idea against exogenous and endogenous threat – „fortress Europe“ as keyword
- The vision starts at the beginning of the 14th century and never ends

- Pierre Dubois, Dante Aligheri Georg Podiebrad, Duke of Sully, William Penn, Abbé de Saint-Pierre, Saint-Simon, Coudenhove-Kalergi ...to Yanis Varoufakis ...

Paneurope as a necessity because

- ...of the danger of an European war.
- ...of the danger of a terrible economic collapse.
- ...of the danger of Bolshevism.

Paneurope consists of stages

- 1. Installation of a Pan-European conference with a Paneuropean office
- 2. Conclusion of arbitration and guarantee-agreements between memberstates
- 3. Establishment of a pan-European customs Union
- 4. Formation of the „United States of Europe“ = The federal States of Paneurope

Paneurope interwar period

- 1923 – 1933 Plan of a political unification of Europe
- 1933 – 1936 Plan of a economic unification of Europe
- 1936 – 1938 Plan a cultural unification of Europe

European-Ideas before 1943: Some similarities since 14th century

- Arbitration court
- Institutions like Federal Court, Federal Council, Federal Assembly
- Principle of rotation
- Unanimity and majority of votes
- To weight the votes instead of counting the votes
- Priority of policy and not of economy
- Retention of national sovereignty
- Rudimentary Human rights
- Common symbols: flag, hymn, currency
- Citizenship
- European passport

MANIFESTO OF GENEVA CONFERENCE OF RESISTANCE FIGHTERS Geneva 1944

The Federal Union must not interfere with the right of each of its member States to solve its special problems in conformity with its ethnical and cultural pattern. But, in view of the failure of the League of Nations, the States must irrevocably surrender to the Federation their

sovereign rights in the sphere of defence, relations with powers outside the Union, international exchange and communications.

The Federal Union must possess the following essential features:

- a government
- an army
- a Supreme Court

Lipgens, Walter: Documents on the History of European Integration. Vol 1. Continental Plans for European Union 1939-1945 (including 250 Documents in their Original Language on 6 Microfiches). Berlin, New York: de Gruyter 1985, S. 681.

European-Ideas since 1945

- The transformation process happened because of the demands of the resistance fighters in World War II and since 1945 because of the assertion of:
 - Transfer of sovereignty to a supranational organisation
 - Rule of law
 - Human rights
 - Democracy
 - Priority of economy and not of policy

Winston Churchill, Zurich Speech 19th September 1946 (abstract)

- We must build a kind of United States of Europe. In this way only will hundreds of millions of toilers be able to regain the simple joys and hopes which make life worth living.
- (...) I am now going to say something that will astonish you. The first step in the re-creation of the European Family must be a partnership between France and Germany. (...) Great Britain, the British Commonwealth of Nations, mighty America, and I trust Soviet Russia (...) must be the friends and sponsors of the new Europe and must champion its right to live and shine

The Hertenstein Programme, September 1946 Union of European Federalists (UEF)

- A European Community on federal lines is a necessary and essential contribution to any world union. • In accordance with federalist principles which call for a democratic structure beginning at the base, the community of European peoples must itself settle any differences that may arise among its members.

- The European Union is to fit into the framework of the UN Organisation as a regional union under Article 52 of the Charter.

The Hertenstein Programme, September 1946

- The members of the European Union shall transfer part of their sovereign rights - economic, political and military – to the Federation which they constitute.
- The European Union shall be open to all peoples that consider themselves European and conform to its fundamental rules.
- The European Union shall define the rights and duties of its citizens in a declaration of European civil rights.
- Within the framework of the European Union, regional unions based on agreements freely arrived at are not only permissible but desirable.
- Only the European Union can ensure to all its people, small and great, their territorial integrity and the preservation of their own character.
- By showing that it can solve the problems of its destiny in a federalist spirit, Europe will make its contribution to reconstruction and to the creation of a world community of peoples.

Theories of Integration

- What are the causes of integration?
- Development trends?
- Aims – Finality
- Who are the political players - biographic
- Theories are stones of a constantly unfinished mosaic (Antje Wiener/Thomas Diez)

Concept of Intergovernmentalism

- Stanley Hoffmann, David Milward – European rescue of the nation state
- The political players are the national state and intergovernmental negotiations

Concept of Federalism

- Peace between the nations by overcoming of the nationalstate-systems
- Confederation of states or a federal state (Staatenbund versus Bundesstaat)
- A constitution for Europe – function follows form

Concept of Neo-Functionalism

- Basis is the classic functionalism by David Mitrany
- Spill-over-impact: from economy to foreign and secure/defence policy ...
- Form follows function
- De Gaulle has proved us wrong – Ernst B. Haas, proponent of this approach

- This was a successful concept till the end of 1960

Further concepts

- Further development of the theories because of new deal of European integration since the European Single Act 1986
- These „classical“ theories can't describe the integration process so we need for example a liberal intergovernmentalism – not nations but regions are the political players
- Multilevel-Governance description of the function of the EU inhabitants – regions – nations – Brussels

Integration through law - movement

- Not violence, not submission are our resources but a intellectual and cultural power: the law (Walter Hallstein, first president of the European commission)
- Integration through law means the rule of law within the European process of integration for example the jurisprudence of European court of justice Joseph Weiler, Ulrich Haltern

What is Europeanisation and what does it do to with us?

- The main question of research of the European integration is – why does European states merge closer?
- Since the European Single Act (1986) the process of integration gets a new dimension and a new direction: the political union
- This is Europeanisation to ask how law influences the government, the national-state, national administration or the structure of administration, national parliaments, the relationship between national and supranational level ...
- Biography is important to understand the human being behind the political player/politician
- Europeanisation remains a relatively new theoretical interest and has produced more questions than answers (Dyson2002)

Hague conference 7.-10. May 1948

- United European Movement (Duncan Sandys) and Union Européenne des Fédéralistes form the European Movement (EM) with Winston Churchill, Léon Blum, Paul Henri Spaak and Alcide de Gasperi as first presidents.
demands: European council Human Rights Court of Human Rights

Foundation of the Council of Europe

- Conference of ten powers in London on the 5th of May in 1949. Coming into force on the 3rd of August in 1949

- office: Strasbourg
- institutions:
 - Ministerial committee,
 - parlamentarial meeting office
 - Congress of the municipalities and regions of Europe
 - ECHR – constant court since 1998
- European Convention for the Protection of Human Rights and Fundamental Freedom, ECHR 1950/1953 European
- Court of Human Rights 1959, Reform: XI. additional protocol 1998 established a Constant Court of Human Rights
- Social charta 1963/1965

Marshall-Plan (ERP)

- 5th June 1947 Speech by George C. Marshall (1880-1959) European Recovery Program:
- ...that she must have substantial additional help or face economic, social, and political deterioration of a very grave character. The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries and of Europe as a whole.
- Basis of the foundation of the OEEC Organisation for European Economic Cooperation on 16th April 1948

Reactions in East-Europe

- 20th March 1948 – 12th May 1949 blockade of Berlin
- 24th May 1949 German „Grundgesetz“ fundamental law of the Federal Republic of Germany
- 7th October 1949 foundation of the German Democratic Republic 1947
- 1956 Kominform as reaction to the ERP
- 1949 foundation of the COMECON, Council for Mutual Economic Assistance as reaction to the OEEC

Military Union

- 4th March 1947 Treaty of Dünkirchen between France and Great Britain.
- 17th March 1948 enlargment of the BeneluxStates to the pact of Brussels, also named FivePower-Pact. Now its called the Western Union.
- 4th April 1949 foundation of the NATO
- European Defence Community 1952/1954
- 1955 Western Union changes to the Westeuropean Union (WEU)
- 1955 Warsaw Pact

European Coal and Steel Community

- ECSC is the first supranational organisation in the European History and has
 - 1. authority in own legislation,
 - 2. own organisations
 - 3. is the beginning for more integration.

ECSC, European Coal and Steel Community

The Treaty constituting the European Coal and Steel Community, 18th April 1951

- The president of the German federal Republic, his royal Highness the Prince royal of Belgium, the president of the French Republic, the president of the Italian Republic, her royal Highness the grand duchess of Luxembourg, her majesty the Queen of the Netherlands,
- CONSIDERING that world peace may be safeguarded only by creative efforts equal to the dangers which menace it;
- CONVINCED that the contribution which an organized and vital Europe can bring to civilization is indispensable to the maintenance of peaceful relations;

ECSC-Treaty

In the ECSC Treaty the following objectives are fixed:

- - peace keeping,
- - common market for coal and steel,
- - European integration,
- - extension of economy,
- - rising the employment,
- - growing the living standard,
- - optimal arrangement of the products,
- - protection of the highest living standard,
- - prevention of profoundly and long-lasting troubles of the economic life of the member states.

The way to the EEC

- 1952 European Defence Community – Pleven-Plan
- 1954 failing of European Defence and Policy Community
- 1955 conference of Messina: two committees set up under direction of Paul-Henri Spaak
- 1956 ok for the negotiations
- 1957 Treaties of Rome

Treaties of Rome

In these common market the following basic freedoms should be allowed:

- freedom of free trade,

- freedom of free passenger traffic,
- freedom of free trade in services,
- freedom of free turn-over of capital.
- The common market should be realized in 12 years, inside the community the borders already opened in 1961 and began to build up the common external duty.

From Rome to Lisbon

- The treaties of Rome are the start-up to the process of a Europe of treaties:
- Single European Act 1987
- Treaty of Maastricht 1993 – Establishment of the political European Union with a Common Foreign and Security policy and also a Common internal and justice policy
- Treaty of Amsterdam 1999
- Treaty of Nice 2001 • Treaty of Lisbon 2009

Treaties of Lisbon 2009

- The treaties till Lisbon bring a lot of deeper integration of law: more power to the parliament, more competences to the policy – more democracy
- Values instead of principles and there we can re-find the postulates of the resistance fighters

Article 2 TEU

- **Article 2**
- The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, nondiscrimination, tolerance, justice, solidarity and equality between women and men prevail

Crisis within the process of European integration

- Korea – crises 1950-1952
- end of the European defence and policy community because of France veto in parliament 1954
- Policy of the empty chair by de Gaulle 1965-1966
- „Non“ of France to the treaty of the constitution of Europe Union 2000
- 2007 finance crisis
- Grexit – Brexit 23th June 2016 UK referendum
- migration ...
- Finalité – EU is a building sui generis ???
- Ideas – what happens without the European Union ??? Open process it's typical for the process of European integration ...

Lecture 10: Dialogue Projects in Europe: Envisioning the Future by Dealing with the Past. Focusing the Alps-Adriatic-Region

Lecturer:

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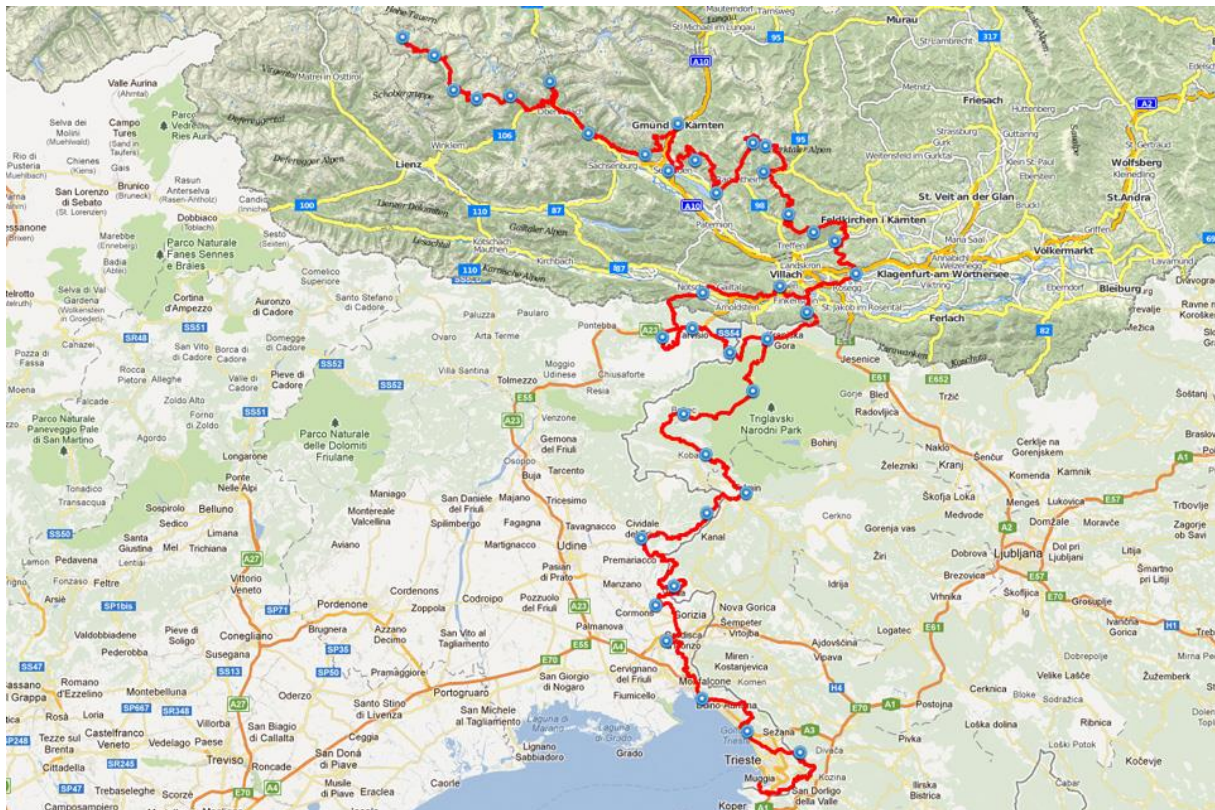
University of Graz

Abstract:

This presentation will illustrate how researchers generate scientific evidence, but moreover, assist in the implementation of this evidence. Against this background, it will give a glimpse into an ongoing project, in which research on various dialogue formats for divided societies, rooted in different multi-disciplinary fields of sciences, was translated into concretely applied dialogue pathways. Taking Carinthia as a case in point, this lecture will exemplify how scholars with an expertise in the field can and should contribute to the facilitation of these very formats.

Mapping the Territory: What means „Alps-Adriatic Region“?

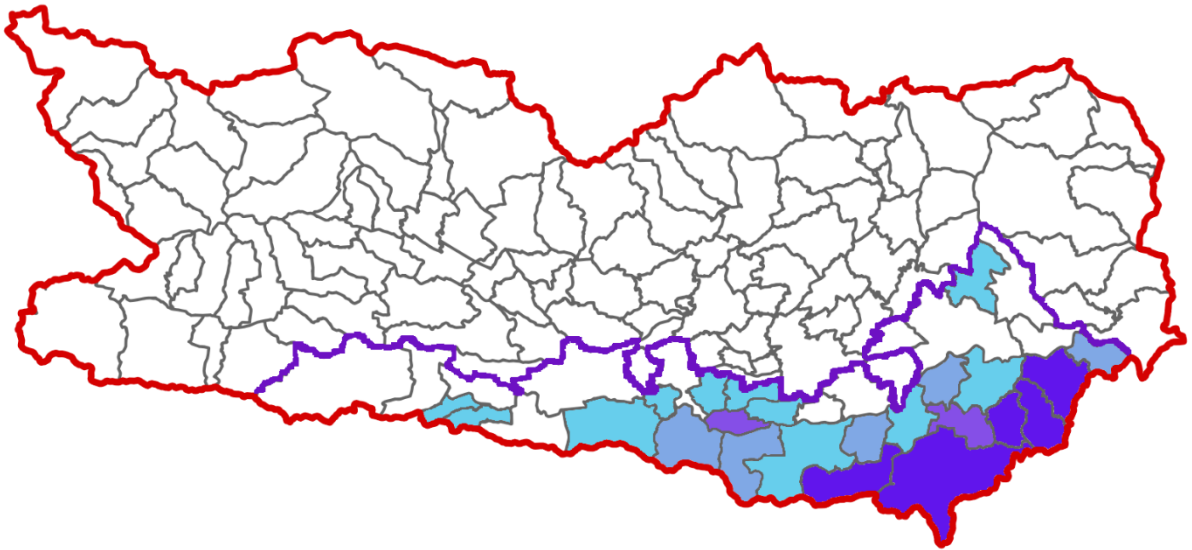
- Northern Italy (Friuli & Veneto)
- Slovenia
- Croatia (Northern parts)
- Southern Austria (Carinthia & Styria)



Starting Points

- Conflicts on Minority Rights
- Case of Carinthia
- Competing narratives

The bilingual area in Carinthia



- Carinthian town sign issue
- Debates about bilingual town signs in Carinthia
- Discrepancy between visible conflict and invisible identity

Identity in the minority vs. majority dichotomy

- Personal ("I") and group-identity ("we")
- Identity between minority and majority

Identity resources:

- Language (Slovene language as mother tongue vs German)
- Territory (Carinthia as (contested) homeland)
- Minority rights (basis for the existence of a minority group)
- Bilingual town signs (reflect identity inside and outside)

History of minority legislation and implementation in Austria: 1850-today

Mutual fears:

Majority Population:

- Historical infringements
- Separation of Carinthia
- Erection of Slovenian Territory
- Privileged Minority

Minority Population:

- Historical infringements
- Disappearance of the group
- Assimilation
- Loss of rights

Assimilation

- Economic (German language = status, income)
- Political (pressure of Germanisation)
- Cultural (dominant language in media (TV), school, social life)

Contemporary situation of the ethnic group

- Members 1910: 66.463 (18,3%) (census, language of intercourse)
- Members 2001: 12.554 (2,4%) (census, language of intercourse)
- Organisations:
 - 3 main political organisations
 - 1 local political party
 - > 250 local, cultural organisations
- Problems:
 - Language in public sphere (town signs, school, official language)
 - Infrastructure and work situation in the bilingual areas
 - Implementation of minority rights (actual reform of Volksgruppengesetz 1976)

Impressions from Youth Projects

- “if I never try to understand that for a member of the Slovene minority the Slovenian language is closer than German (to say Slovenian is simply his mother tongue, the emotional language), I will never understand, why on certain occasions he chooses Slovenian rather than German to communicate.” (2011)

- “While telling I became aware, how intensively I am affected by the history of our ancestors and how deeply I am impressed by these incidents, though I have not experienced them myself.”
- “For me it was important to talk to Carinthian Slovenes entirely open about their attitudes, their personal involvement, their frustration and their anger. These talks helped me to observe the entire history from a different angle.” (2011)
- “After the talks, I was so affected, that I nearly had tears in my eyes and [it is] actually bad that that we do not notice it this way.” (2013)
- “Commonalities evolved primarily from family histories.” (2013)

EXPANDING THE FOCUS – THE ALPS-ADRIATIC REGION

- An extremely violent past in the 20th century
- Specific obstacles of dealing with the past
- Steps towards reconciliation → Visible and invisible fault lines
- The PRAA approach (Promoting Open and Inclusive Dialogue and Public Discourse within Austria and Slovenia and between the countries)

Objectives I

- International Dialogue
- Intra-national Dialogue
- Dialogue in general public

Objectives II

- analyse deficits and risks of current to deal with the past
- explore the underlying social and psychological barriers
- understand their deep historical roots
- Understand macro-historical contexts
- identify main steps towards regional cooperation
- open dialogue on violations and traumata in the past
- identify strategies, concepts, policies

Open Questions

- Micro-Fault lines (Old – Young, New – Old Minorities, Truth – Reconciliation, „Right“ – „Left“)
- Dialogue about Dialogue?
- Track level (civil society; politics)? ☐ Representativity and impact?
- „Problem Solving“ as method for dealing with the past?
- Structure of process, selection of topics?
- Recognition of everyone's story

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