

## Regulation Honors' track 2011-2012 European Studies

### A. General regulation for the School of Management and Governance

1. In the institutional plan of the University of Twente the principle is formulated that every bachelor programme offers the possibility of a so called honors' track. This refers to a more demanding educational me to which an internationally recognized honors' degree is attached (Institutional plan 2005-2010, p.18).
2. To implement this intention the (bachelor) Student's Charter includes article 10.4 which states that students who follow a more demanding programme – that is determined in the framework of a faculty regulation “Honors' track” – with success, receive an extra annotation on their certificate. In this regulation is indicated:
  - a. Which students are eligible to participate in this educational programme;
  - b. The procedure that will be used for the admission to this programme; and
  - c. The amount and the content of the programme.
3. **Who are eligible?** For participation in a more demanding educational programme bachelor students are eligible from all the bachelor programmes provided for by our faculty who at 1 October of the year after this student has started his bachelor study has completed all the courses that belong to the B1-year of the specific programme with an average grade of 8.0. In exceptional cases (special personal circumstances that have led to a study delay) a student may be eligible for participation in a more demanding programme that has completed his/her B1 after the deadline of 1 October. If students want to qualify for this exception he/she may send a request to the responsible programme director.
4. **Procedure.** The programme directors receive, as soon as possible after the date of 1 October, a list of the names of the students that qualify for a more demanding study programme and makes appointments with these students to ask if they would like to participate in this honors' track and discusses with them the possible detailing in of this programme and makes on the basis of this discussion arrangements with the student. These arrangements are communicated in writing to the secretary of the Bachelor exam committee and BOZ (the Educational Office).
5. **Content** In the institutional plan, it is indicated that the honors' track must offer possibilities for differentiation so that “students of different character may find their own, fitting way”. In accordance with this principle the faculty wishes to offer students a broad range of possibilities connected to their interests. The choice of the student is in principle decisive for the content of the programme. The minimum additional workload is 15 EC.

For the academic year 2011-2012 Bachelor students European Studies from can follow an honors' track of 15 EC (three courses) in the B2-year. More information on this can be found in part B of this regulation. In addition students can (possibly) participate in the institution wide honors' track of 30 EC (in Dutch)<sup>1</sup>. The institution wide track is intended for the top 10-20% students of each programme. To be admitted the students have to convince the programme coordinators that they like the content of the programme, want to commit them selves to this programme and the results in their regular programme will not suffer from participation in the programme. The institution wide track starts in February of the B1 or B2 year and leads to an official Honors' Degree.

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<sup>1</sup> The institution of wide honors' track is introduced in the academic year 2006-2007. More information can be found on the special website of this track: [www.utwente.nl/honours](http://www.utwente.nl/honours)

## B. Specific regulation for the International Bachelor Programme European Studies

In 2011-2012 the honors' track European studies (15 EC) consists of three courses (B2-year). For more information on the honors' track contact Dr. Rik Reussing: [g.h.reussing@utwente.nl](mailto:g.h.reussing@utwente.nl)

### *1) Analyzing International Negotiations (200900016), Dr. Andreas Warntjen (2nd quarter, 5 EC)*

Content: Analyzing international negotiations. In a globalized world, international negotiations on topics ranging from tariffs and regional integration to nuclear non-proliferation increasingly influence the lives of citizens worldwide. Due to the rising interdependence of economics and politics in the 21<sup>st</sup> century international negotiations will remain an important tool of international relations. The course introduces students to the analysis of international negotiations, focusing on conceptual and methodological issues. The main goal of the course is to advance the research skills of the students and to broaden their awareness of the use of theory in the social sciences. In particular, we will discuss how various social science research methods can be used to analyze negotiations. Assessment will be based on (group) presentations, a research paper, and participation in class discussions.

### *2) Sociology for European Studies (200900019), Dr. Ringo Ossewaarde (3rd quarter, 5EC)*

Content: This course is a follow-up of Introduction to Sociology (194107120). Its aim is to further develop the sociological imagination by adding a higher level of abstract reasoning and student interaction. The following three classical sociological questions are central to the course:

- How do social orders develop in Europe? (and how do they collapse?)
- How do identities develop in Europe? (and how do they collapse?)
- How do social inequalities develop in Europe?

Functionalist and interpretative sociological approaches to these questions are worked out and dialectically confronted throughout the course. In terms of concepts, functionalist types and ideal types of the 'local', 'cosmopolitan', 'stranger', 'insider', and 'outsider' are explored. Furthermore, the four modernization processes, introduced in the Introduction to Sociology course, are taken to a more advanced level, through functionalist and interpretative conceptualization and analyses.

In addition, students are invited to introduce their own interests in the course. They may give a short presentation on any sociological theme or may initiate discussion topics.

Literature: reader. Course assessment:

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| - 2 short essays (750 words)                | 20 points |
| - 1 book review (1500 words)                | 30 points |
| - 1,5 hours written exam (5 open questions) | 50 points |

### *3) Analysis of Organizations in Context (194107060), Prof. mr. dr. Gert-Jan Hospers (4th quarter, 5 EC)*

Content: This project course deals with differences in national cultures and the way they impact on business life. For example, which factors should a French company take into account when merging with a German firm? Or, what are the do's and don'ts when doing business in Spain? Obviously, the course goes beyond cultural clichés; instead it makes use of inter-cultural analysis as pioneered by Hofstede. Hofstede's framework for understanding national differences has been one of the most referenced and widely used tools in cross-cultural business studies. During the course, students prepare a lecture on one of the chapters of the book, apply the framework to two countries of their choice and report on that. This course is interesting for those students that are interested in cross-country studies and the ways how social research can be used to shape business decisions in practice.

Literature: G. Hofstede (2003), *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*, Sage, New York

Course assessment:

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| - group paper in which two countries are compared    | 70 points |
| - presentations on the theory and on the group paper | 30 points |