NIG Course Guide 2014-2015

Draft 2 September 2014
Revised 26 February 2015

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The Netherlands Institute of Government (NIG) is an interuniversity research school in which eleven universities participate. NIG coordinates and encourages research in the area of public administration and political science and offers a training programme for Ph.D. students.
In 2012 the research school received accreditation for a fourth term of six years from the Royal Netherlands Academy of Arts and Sciences (KNAW).

Participating institutions are:

- Faculty of Behavioural, Management and Social Sciences, University of Twente
- Faculty of Arts and Social Sciences, University of Maastricht
- Faculty of Social Sciences, Erasmus University Rotterdam
- Faculty of Campus Den Haag, University of Leiden
- Faculty of Social Sciences, VU University Amsterdam
- Faculty Technology, Policy and Management, Delft University of Technology
- Nijmegen School of Management, Radboud University
- Tilburg School of Politics and Administration, Tilburg University
- Utrecht School of Governance, Utrecht University
- Department of Political Science, University of Antwerp
- Faculty of Social Sciences, KU Leuven

NIG Staff
Prof.dr. Bas Denters, Scientific Director
Dr. Maurits Sanders, Executive Director
Mrs. Seeta Autar, Bureau Manager

Contents

1. Background and goals of the NIG curriculum

The main goal of the NIG curriculum is to train Ph.D. students to become well-qualified researchers with a broad knowledge of the various research traditions in public administration and political science. This relates both to the development and use of theories as well as being able to conduct empirical research. In addition, the curriculum contains an applied component with a focus on various skills, such as problem definition, several research methods and strategies to get one's work published.

The programme is primarily aimed at researchers pursuing their Ph.D. at one of the NIG member institutions, who need to enrol as a Ph.D. member of NIG (see section 7). Courses are also open to others, if possible. Please contact the NIG office for further information.

1.1 Outline of the curriculum

The curriculum consists of a combination of courses and tutorials. The courses provide the common core of the curriculum and are offered in the form of four seminars and two weeks with short courses on skills. Tutorials are tailor-made modules that Ph.D. students take with senior NIG staff or other qualified researchers. They are scheduled directly by the students and tutors themselves.

1.1.1 Courses

The common core of the curriculum consists of seminars focusing on increasing disciplinary knowledge and methodology:

- State of the art: two seminars that deal with the central topics and authors of public administration and political science.
- Skills: several one- or two-day seminars on research skills and on academic skills.
- Methodology: two two-weeks seminars that examine the methodological and philosophical underpinnings of your research.

Skills consists of a number of workshops that the Ph.D. students generally attend during the first two years of their project. The courses of skills are planned in sequence though, so that those who wish to proceed at an accelerated pace can attend both one after the other, as can those who were unable to attend the skills programme in their first year. Ph.D. students who already have taken skills courses or short courses in methodology in previous years can select courses from both years to ensure that they meet the formal requirements (each year 5 days).

1.1.2 Tutorials

Besides the training weeks, tutorials form a significant part of the NIG training followed by the Ph.D. students during the first two years of their appointment. While the modules give a general introduction to the field, tutorials are intended to study specific themes that are interesting and relevant to the participants' own research. Ph.D. students must attend four such tutorials, preferably during the first two or three years of their research appointment. (Taking them at a later point will reduce the usefulness of the tutorial for education and research.)
Tutorials are given on a one-to-one basis, or in small groups of two or three Ph.D. students with similar interests, with a senior member of the research school. Topics may include the reading and discussion of recent or classic literature on a given theme, critical review and improvement of intermediate stages of the dissertation, acquiring a familiarity with research methods relevant to the thesis, or even writing a publication together.
The design of the tutorials is determined in consultation between the participant and the senior member, as is the number of times they will meet (including how long and where), and the assessment method. A tutorial is rated at 4 EC. As a rule this means that there will be 3-5 meetings next to a review of a considerable quantity of study material. No matter which form is chosen, a tutorial must challenge the Ph.D. student to treat a topic, theory or method relevant for his/her research in-depth. This should be evident from for example new or significantly revised writings. A tutorial should not be restricted to having an 'extra supervisor' reading and criticizing the student's existing writings without placing any further demands on the student.

External tutorials

If the knowledge needed for the research not be available among the members of the NIG, it is possible, with the NIG office permission, to attend tutorials 'outside' the NIG. Candidates should contact the NIG office in advance in such cases.

Procedure

Ph.D. students should contact the NIG office about their plan to take a specific tutorial (content, proposed tutor). If a number of candidates report simultaneously for tutorials in the same subject from the same tutor, NIG will check whether the tutorials can be combined. The tutor and the Ph.D. student(s) will then make their own arrangements.

Waivers for tutorials

It is possible to substitute the tutorials with other customized forms of training that Ph.D. students may take such as summer schools, seminars and courses with other research schools, provided they are of a sufficient weight and are of a disciplinary nature. For example, a course on writing academic texts in English (for non-natives) can be a substitute for a tutorial. In addition, the State of the art courses and the Methodology courses in the second year can be a substitute for a tutorial as well. Demands for such waivers should be directed at the NIG-office with an outline of the contents and the study load that such alternatives entail.

1.2 Course schedule and course load

Ph.D. students take the NIG curriculum in principle during their first two years while working on their dissertation. Ideally the course load will be split evenly over these two years. However, the courses are scheduled in such a manner that those who want to speed up or who need to catch up on courses missed may take (part of) the courses of the first and the second year in one year. In case the numbers of participants is very high or exceeds the maximum, we may decide to plan extra courses on other dates than mentioned in the next table.

NIG Ph.D. Course Programme

Course	***Year 1***	***Credits (EC)***
State of the art	Core themes and the Ph.D. Research Experience	4
Skills	Formulating the research problem Operationalisation *Choose three from:* - Case study research - Introduction to designing survey analysis and multivariate data analysis - Interpretive policy analysis - Content analysis	4
Methodology	General Methodology	4

Course	***Year 2***	***Credits (EC)***
State of the art	*Choose one from:* - Network Governance - Public-Private Partnership: Concepts, Cases and - Current directions - Integrity and Responsibility in Research and Advice - ~~Europeanisation (cancelled)~~	4
Skills	Presenting your research Getting it published Your postdoctoral career *Choose between:* - Interviewing - Introduction to network analysis	4
Methodology	*Choose between:* - Configurational Comparative Approaches in Public Administration and Political Science - Philosophy of science	4

Tutorial	***Year 3***	***Credits (EC)***
	Tutorial 1	4
	Tutorial 2	4

Tutorial	***Year 4***	***Credits (EC)***
	Tutorial 3	4
	Tutorial 4	4

	Total 40 EC

1.3 Taking courses from Research master programmes

Ph.D. students are allowed to take courses from the participating Research master programmes tuition free. Please contact the NIG office if you want to take one or more of the Research master courses.

Students from the participating Research master programmes can participate in the NIG courses tuition free.

Please note that lecturers may set requirements for participation in a course. In addition, for all courses there is a maximum number of participants.

1.4 Taking courses at other research schools

Researchers are of course allowed to take courses with other research schools. Prior consultation with the NIG directors is necessary if you want to take these courses as a substitute for part of the curriculum (see below on waivers).

1.5 Waivers for courses

Those Ph.D. students who can convincingly demonstrate that they already possess sufficient knowledge of the contents of one or more courses can request a course waiver from the NIG directors. Ph.D. students who have a research master's degree (M.Phil.) can obtain a number of waivers for the mandatory courses. They should contact the NIG office.

Such waivers should preferably be requested at the time of enrolling for the NIG curriculum and should be accompanied by an explanation of courses that have already been taken, together with proof of attendance.

Waivers can also be granted for one or more tutorials on the basis of, for example, summer courses or other seminars that have been taken.

2. Practicalities

2.1 Enrolment

To enrol in the course programme it is necessary to fill out the application form on www.utwente.nl/nig. Ph.D. students from NIG member institutions must also be enrolled as a NIG member. **Deadline for enrolment in the 2014–2015 programme is preferably November 1st, 2014.** Registration after this date is possible but dependent on how many students can participate in certain courses. Ph.D. students who register after this date are therefore requested to contact the NIG office to make suitable arrangements.

Non-members of the NIG who wish to enrol for a course need to contact the NIG office directly to check availability. They should enrol no later than 4 weeks prior to a course.

For some courses a maximum number of participants is set. Early enrolment is therefore necessary. A waiting list can be used to replace Ph.D. students who fail to show up.

Ph.D. students who have enrolled but cannot attend, are urgently requested to notify the NIG office in advance; another Ph.D. student may take your place!

2.2 Language of instruction

All courses are conducted in English, unless none of the participants objects to using Dutch as the language of instruction.

2.3 Days and location

NIG seminars take place from Monday through Friday, in different locations; please check the individual course descriptions for further details. NIG informs Ph.D. students on the literature and assignments well in advance. Lecturers are requested to use literature which is easy to obtain by the Ph.D. students as much as possible (electronic articles, full books rather than single chapters, etcetera).

NIG does provide lunch during the courses. Participants must make their own arrangements for travel and lodgings.

Dates and locations of tutorials are arranged by the tutor and the Ph.D. student(s).

2.4 Course examinations

Specific requirements for course fulfilment can be found with each course description. Attendance is registered for all courses on all days. A Ph.D. student who successfully completes all parts of the NIG programme will receive the NIG diploma. Ph.D. students, who take only part of the programme, will receive a certificate specifying which courses have been taken.

After enrolment, absence from (part of) the courses is not accepted, except in the case of special circumstances. Please consult with the NIG office.

2.5 Course evaluation

Every course is evaluated using a standardized evaluation form. The results are used to improve and amend the curriculum. Of course NIG welcomes all comments and suggestions to improve the programme.

The NIG Ph.D. council is consulted frequently about all matters of importance to the students, including the curriculum. All member institutions are represented by a Ph.D. student in this council. For more information contact the NIG office.

3. Course descriptions (Year 1)

3.1 State of the Art

3.1.1 Core themes and the Ph.D. research experience

Lecturers
Prof. dr. Arco Timmermans (Leiden University) and dr. Gerard Breeman (Wageningen University)

Date and location
Monday 17 November – Friday 21 November 2014
Utrecht

Content
This course has two objectives. First, it deals with several important themes of the study of public administration and political science. Second, it covers some of the typical practical experiences when doing a Ph.D. research project and writing a dissertation.
The list of themes we deal with is not exhaustive. We will make a 'strategic' selection of themes, based on recent research developments, the research projects of participating Ph.D. students, and a certain level of variety. One theme will be discussed each day. Recent themes have included such topics as European decision-making, crisis management, infrastructure policy-making, regulatory agencies in the European Union, public management in the 21-century, comparative immigrant policy, the strategies of radical parties, and Constitutional thinking in the 21 century.
The morning session is devoted to discussion of a specific theme that is based on 'state of the art' theoretical literature and parts of a selected dissertation. During the afternoons we invite young scholars who recently received their Ph.D. (or are close to receiving it) to discuss their dissertation, building on the literature discussed in the morning sessions. In these afternoon sessions we also talk about the practical difficulties of doing research and writing a dissertation, and exchange experiences on how the invited young scholars made choices that had an important effect on their research.

Literature
State of the art theoretical literature and parts of five dissertations. A list will be distributed well in advance of the course.

Requirements
Preparation, attendance, and active participation

Credits
4 EC

3.2 Skills

3.2.1 Formulating the research problem

Lecturer
Prof.dr. Sandra van Thiel (Radboud University Nijmegen)

Date and location
2 February 2015 (*rescheduled: 10 April 2015*)
Utrecht

Content
The research problem is the starting point of every research design. It describes the research aim and central research question(s). The selection of the most appropriate question requires knowledge of existing literature and earlier research on the topic at hand, insight into one's own agenda and possible biases, and in case of commissioned research the wishes of the principal. Through logical deduction and conceptualization, researchers can determine what type of knowledge should be pursued in the research project at hand, and hence how the research problem should be formulated. A good problem definition has to meet criteria like precision, relevance, embeddedness and most importantly logical consistency.
Once formulated, the research problem will guide all other choices in your research design: whether to use theory or not, and if so which theory; the selection and application of research methods; type and aim of data analysis; down to the type of conclusions that will be drawn from the research. It is therefore extremely important to get the problem definition right – which is not always easy as the exercises that Ph.D. students will make before and during the course will discover.
This course will offer Ph.D. students the opportunity to improve the research problem of their own research, to assess the quality and consistency of problem definitions in general, and to understand the link between the selection of a research problem and the research design. To prepare for this course, Ph.D. students will have to formulate their own research problem.

3.2.2 Operationalisation

Lecturer
Dr. Peter Geurts (University of Twente)

Date and location
3 February 2015
Utrecht

Content
Operationalisations are the hinge between theory and empirical research; they are the 'translation' of a problem definition into research activities. The operationalisation of theoretical variables into for example interview questions, survey items or categories for a content analysis is a difficult task.

Often concepts have only been vaguely defined, or result from other research traditions, paradigms and theories, or they have been used in other settings than your own research or at another level of aggregation (e.g. national and local level). Regardless of the type of research design (qualitative or quantitative), operationalising has to be done in a systematic way to ensure the reliability and validity of the research design and findings. And there are practical and ethical considerations to take into account such as the accessibility of information and the amount of information you supply to respondents before they participate in your research. In this workshop we will discuss the methods that exist and the skills we need for operationalising key variables, using examples from your own research and others'. In preparation you will be asked to read some literature and send in your research plan and a first try of operationalisation of one of your key concepts (as it is at that time), so we can discuss actual problems of the participants.

3.2.3 Introduction to designing surveys and multivariate data analysis

Lecturer
Prof. dr. Peer Scheepers (Radboud University Nijmegen)

Date and location
6 February 2015
Utrecht

Content
This workshop is meant for those Ph.D. students who have limited knowledge and experience with quantitative research methods, both in terms of data collection as well as in terms of the analyses of these data. It will focus on the possibilities and the difficulties of quantitative research, dealing particularly with survey research and the analysis of (secondary) data. Even if you make no use of surveys in your own research (and more especially if you do), it is good to know about the advantages and weaknesses of this widely used method of collecting data. Questions dealt with include: when are surveys the most suitable method for answering research questions? What are the strengths and weaknesses of surveys? What kind of sampling procedures are available? What are 'golden rules' for the development of a questionnaire? Which particular traps should one avoid in the development of a survey design? What are most commonly or frequently used analyses? How does one interpret the results? Where can one find interesting secondary data files? There will be emphasis on general procedures to related research questions to findings rather than on statistical tests.

3.2.4 Content analysis

Lecturer
Prof. dr. Jan Kleinnijenhuis (VU Amsterdam)

Date and location
6 March 2015

Literature
A number of books are available on content analysis. The course is roughly based on the books by Krippendorff (2013, 2008) and Roberts (1997) and on two book chapters (Kleinnijenhuis & Van Atteveldt, 2014; Zhang & Wildemuth, 2009) that are included in the zip-file. A helpful online introduction is http://writing.colostate.edu/guides/guide.cfm?guideid=61

Krippendorff, Klaus (2013, 3rd revised edition, 2004 2nd ed.) . *Content Analysis*. Thousand Oaks: Sage.
It's the most often cited book, and excellent on reliability and validity.
Krippendorff, Klaus (2008). *The Content Analysis Reader*. Thousand Oaks: Sage.
Overview of seminal content analysis studies.
Roberts, Carl W. (ed.)(1997). *Text analysis for the social sciences: methods for drawing statistical inferences from texts and transcripts.* New York: Erlbaum.
Distinction thematic vs relational content analysis; from textual data to statistics.
Wester, Fred (red.) (2006). Inhoudsanalyse: theorie en praktijk. Alphen a/d Rijn: Kluwer.
Dutch edited volume, with a focus on media research and qualitative data analysis.
Kleinnijenhuis, Jan & Van Atteveldt, Wouter (2014). Positions of parties and political cleaveages between parties in texts. In: B.Kaal, I.Maks & A.van Elfrinkhof (eds.). *From Text to Political Positions* (pp.1-20). John Benjamins.
Introduction to concepts in Automated Content Analysis.
Zhang, Yan & Wildemuth, Barbara M. (2009). Qualitative Content Analysis. In: B.M.Wildemuth (ed.), *Applications of social research methods to questions in information and library science* (pp. 308-319). Westport, CT: Libraries Unlimited.

3.2.5 Case study research

Lecturer
Dr. Merlijn van Hulst (Tilburg University)

Date and location
28 May 2015
Utrecht

Content
This course on case study research helps the students to think about the logic of their case study design. Any choice of cases in qualitative research should be informed by a sophisticated idea of the case concept. That is where we will start. We will talk about types of cases and their use. One crucial element of qualitative case studies is their relation to the context in which they can be placed. A case

becomes interesting if informs us about this wider context. Another way to look at the value of cases is to see them as part of a set. We will address the possible value and need to look at multiple cases within one research. From there we can start to think about the way one can generate data on a case. Throughout the day attention will be given to the particular character of qualitative case research, both its methodology and methods. In sum, the questions that will be asked and answered during the day are: What is a case? What is my case a case of? What is a set of cases? How does one approach a case? The course will include an exchange on research experiences and 'tricks of the trade'. An assignment will be used to start the conversation on the student's work.

Literature

To be announced.

3.2.6 Interpretive policy analysis

Lecturers
Dr. Tamara Metze and dr. Merlijn van Hulst (Tilburg University)

Date and location
29 May 2015
Utrecht

In this one day workshop we will introduce students to an interpretive way of thinking and doing. The interpretive approach is a form of research that focuses on the way policy-relevant actors address meaning to their world. It looks, for example, how policy makers, politicians and citizens frame policy issues, how they argue, tell stories and draw on wider discursive structures. In this workshop we will discuss the foundations of interpretive research, we will map the field of interpretive research, zoom in on particular modes of doing interpretive research, and engage in various practical exercises.

Credits
4 EC per full week (5 days)

3.3 Methodology

3.3.1 General Methodology

Lecturers
Prof. dr. Sandra Groeneveld (Leiden University), prof. dr. Markus Haverland (Erasmus University Rotterdam), prof. dr. Marc Hooghe (KU Leuven) and prof. dr. Dvora Yanow (Wageningen University)

Date and location
Monday 18 May – Thursday 21 May 2015
Utrecht

General
This seminar explores general issues that arise across a range of approaches to research design, including both methodological and methods questions. We will explore the different logics of inquiry underlying causal-explanatory and qualitative-interpretive research, including: the fit between research question and research design; the role of theory in designing research; selection of cases, settings, actors, etc.; and strategies for enhancing the trustworthiness (e.g., reliability, validity) of research. Participants' own research proposals presenting how they have or plan to set up their own research will be drawn on as an opportunity to test abstract prescriptions against actual research practices.

Literature
Blatter, Joachim and Haverland, Markus. 2012. Designing Case Studies: Explanatory Approaches in Small-N Research. Houndsmills Basingstoke: Palgrave Macmillan.
Schwartz-Shea, Peregrine and Yanow, Dvora. 2012. Interpretive research design: Concepts and processes. New York: Routledge.
Plus additional chapters and articles to be announced prior to the course.

Requirements
Attendance; completing required readings prior to course start; assignment submitted two weeks prior to course start.

Credits
4 EC

4. Course descriptions (Year 2)

4.1 State of the art

4.1.1 Network Governance: Theories, Methods and Practices

Lecturers (NIG and IRSPM)

Professor Erik Hans Klijn (Erasmus University of Rotterdam, The Netherlands), Professor Joop Koppenjan (Erasmus University of Rotterdam, The Netherlands), Guest lectures: Jenny Lewis (University of Melbourne, Australia), Kimberly Isett (Georgia Institute of Technology, US)

Date and location

Thursday 26 March – Sunday 29 march 2015 (before IRSPM conference March 30-April 2 2015)
Birmingham, United Kingdom (University of Birmingham, UK)
Ph.D.'s who participating on the course can receive discount on the conference fee!

Content

Recent transformations of state and society have increased the importance of governance networks in formulating, determining and implementing public policy. Governance networks engage public, private and civil society actors at transnational, national, regional and local scales in shaping the future of our societies. Governance networks however may fail due to many causes. Network management is often mentioned to mitigate the risk of failure and enable governance networks to achieve desired outcomes in terms of more effective and democratic governance and more innovation policy making.

Research into governance networks is developing rapidly all over the world. It is offering important opportunities for theoretical and methodological development, and for the generation of new knowledge with both academic and policy relevance. National and local differences demonstrate the need for theoretically and methodologically sound comparative research.

This course is offered by the Netherlands School of Government (NIG) in cooperation with the International Research Society of Public Management (IRSPM). It will bring together PhD students and leading academics from both networks, but also be open for PhD students from other countries. It will create a learning community in which PhD students will:

- Develop their analytical understanding of governance networks;
- Strengthen their theoretical and methodological knowledge;
- Test their ideas and conclusions through dialogue with leading researchers;
- Contextualize their research in a comparative, multi-national setting;
- Build a network of young researchers in the field.

Programme

The course lasts for 3 days and each day is devoted to discussion of a core theme in the field of governance network research. The first (half) day focuses on the theory and practice of network governance. How can we define governance and governance network? What is the potential role of governance networks and how do we explain their formation? How is network governance practiced in different national contexts and at different levels? What are the main differences between the leading theories of network governance?

The second day we explore the discussion about (meta) governance and network management. How can we (meta)govern governance networks through management and institutional design. What are the tools for meta governing governance networks? What does it take to become a network manager? But we also pay attention how to analyze/reconstruct complex decision making processes in networks.

The third day we discuss the normative outcomes of governance networks in terms of their contribution to effective governance and democratic governance. How do we measure effective network governance? How can we measure the democratic performance of governance in terms of their democratic anchorage? We also discuss various research methods for researching networks (quantitative and qualitative)

The fourth day we conclude the course, discuss the theories about governance networks and the future of it.

The course includes several types of activity:

- Interactive lectures which presents the state of the art of the field (= lectures);
- Discussions between lecturers and PhD-students on core readings which focus on central questions and topics (= discussions);
- Application of theoretical skills in empirical analysis (= exercise);
- Presentations by PhD students of their own work (= PhD presentations).

Credits

The course accounts for 4 EC, which includes the writing of a paper and preparing the literature. When finished the course students will get an official certificate issued out by The Netherlands Institute of Government (NIG), an official accredited research school.

Detailed programme and required readings

4.1.2 Public-Private Partnership: Concepts, Cases and Current directions

Lecturers
Professor Dr. Carsten Greve (Copenhagen Business School), Professor. dr. Graeme Hodge (Monash University), Guest Lecture: Professor dr. Tony Bovaird (to be confirmed)

Date and location
Thursday 26 March – Sunday 29 march 2015 (before IRSPM conference March 30-April 2 2015)
Birmingham, United Kingdom (University of Birmingham, UK)
Ph.D.'s who participate on the course can receive discount on the conference fee!

Content
The past few decades has seen the growth of Public-Private Partnerships (PPPs), including infrastructure partnerships, despite considerable controversy and colourful policy commentary. There is little doubt about the spread of PPPs judging on the basis of increasing global interest. PPPs have symbolized an alternative to either market-based governance or to traditional government production, and have often characterized by innovation, sophistication and new governance arrangements. This course aims to explore (1) conceptual frameworks for PPPs, (2) how PPPs can be analysed from various disciplinary lenses (using case studies) and (3) how PPPs can be understood within the context of current public governance directions. In view of the continuity of PPPs in the wake of the financial crisis, the very nature of PPP activity needs rethinking. This program aims to assist students in understanding the partnership phenomenon, articulate multiple criteria for success and evolving new directions.

This course is offered by the Netherlands School of Government (NIG) in cooperation with the International Research Society of Public Management (IRSPM). It will bring together PhD students and leading academics from both networks, but also be open for PhD students from other countries. It will create a learning community in which PhD students will:

- Develop their analytical understanding of PPPs;
- Strengthen their theoretical and methodological knowledge particularly on the case study method;
- Test their ideas and conclusions through case study analysis and dialogue with leading researchers;
- Contextualize their research in a comparative, multi-national setting;
- Build a network of young researchers in the field.

Programme
The course lasts for 3 full days and is divided into four components: (1) Conceptual frameworks, (2) Case studies, (3) Ph.D. project presentations, and (4) concluding discussions about rethinking PPP directions and current issues.

The first (half) day focuses on the conceptual frameworks of PPPs: How can we define PPPs? What is the intellectual history of PPPs and are there competing frameworks? How many different schools of thought exist regarding PPPs? What do different forms of PPPs look like? What is the difference between the PPP literature and the Mega-projects literature?

The second day is devoted to case studies. Together we explore a selected number of case studies, such as The Sydney Habour Tunnel, the London Underground, the Sea-to-Sky Highway, the Copenhagen Metro, and the Indiana Toll. The purpose is to go into depth with the empirical developments with PPPs, and then discuss the cases from various theoretical and disciplinary approaches, including public policy, public administration, public management, economics, politics, law and sociology.

The third day is devoted to Ph.D. presentations. Ph.D. students are expected to submit a paper presenting their project before they arrive. On day three, Ph.D. students should incorporate what they have learned from day one and two into their presentations and focus on new insights on the conceptual framework and new insights gathered from the case discussion. Ph.D. students should prepare to use the new information in their 15 minute presentation. They will receive feedback from fellow Ph.D. students acting as discussants and from the course leaders.

The fourth (half) day we conclude the course, and focus on rethinking PPP directions based on the findings. The day will start by the last PhD presentations and then conclude with a panel discussion with the course leaders and guest lecturers.

The course includes several types of activity, as also indicated in the program below:

- Interactive lectures which presents the state of the art of the field (= lectures)
- Analysis of case studies and case discussions (= exercise)
- Discussions between lecturers and PhD-students on core readings which focus on central questions and topics (= discussions)
- Presentations by PhD students of their own work (= PhD presentations)

Credits

The course accounts for 4 EC, which includes the writing of a paper and preparing the literature.
When finished the course students will get an official certificate issued out by The Netherlands Institute of Government (NIG), an official accredited research school.

4.1.3 Integrity and Responsibility in Research and Advice

Lecturers
Dr. Marcel Becker (Centre for Ethics, Radboud University Nijmegen)
Prof.dr. Cor van Montfoort (Tilburg University, WRR, National Audit Institute)
Dr. Ringo Ossewaarde (School of Management and Governance, University of Twente)
Dr. Patrick Overeem (Leiden University, Campus The Hague)
Dr. Berry Tholen (Public Administration, Radboud University Nijmegen)
Prof.dr. Margo Trappenburg (USBO, Utrecht University)

Date and Location
Monday June 1 – Thursday June 4 2015
Utrecht

Content
Many questions that researchers encounter can be resolved by turning to empirical theory or methodology. Yet, there are also issues of a different type: issues that concern integrity and responsibility, issues of values in research. Should one as a researcher and advisor in the field of policy and politics be politically neutral - can one even be? Is a study of phenomena that are politically or morally controversial inevitably controversial itself? What criteria should one use in an evaluative study? How might political theory inform an empirical study? If scientific research on politics and administration involves value-choices, should such choices in a society like ours be made (or at least be controlled) democratically? Do social scientists have a special responsibility for 'speaking truth to power'? When, exactly, is the integrity of a researcher at stake? Is one obliged to share one's data with other scientists? What is the difference between being pragmatic about research design choices and doing sloppy research?

This course focuses on ethical issues in Political Science and Public Administration research. We will discuss normative theories that provide answers to such questions and we will try to come to grips with practical examples and dilemmas. In all sessions you will be actively challenged to relate your own research to the issues and approaches at hand.
The course consists of four morning sessions and four afternoon sessions.

For more information: please contact the course-coordinators: dr. Patrick Overeem (p.overeem@cdh.leidenuniv.nl) and dr. Berry Tholen (b.tholen@fm.ru.nl).

Literature
Articles and book-chapters that are exemplary for particular normative positions like Weber on the value free scientist (Science as a Vocation), Flyvbjerg on the prudent social scientist (Making Social Science Matter) or Schuyt's recent KNAW-report on scientific integrity.
A detailed reading list will be provided later.

Requirements
Preparation, attendance, and active participation.

Credits
4 EC

~~*4.1.4 Europeanisation cancelled*~~

~~Lecturers~~
~~Dr. Ellen Mastenbroek, dr. Anna van der Vleuten (Radboud University Nijmegen) and dr. Esther Versluis (Maastricht University)~~

~~Date and location~~
~~Tuesday June 23 – Friday June 26 2015~~
~~Utrecht~~

~~Content and literature~~
~~To be announced.~~

~~Credits~~
~~4 EC~~

4.2 Skills

4.2.1 Presenting your research

Lecturer
Drs. Guus Peek (IVLOS University Utrecht)

Date and location
2 March 2015
Utrecht

An effective and inspiring presentation of research results is just as important to a scientist as writing them down. That is why this workshop is devoted to the verbal presentation of research. Subjects: constructing the argument, using audiovisual aids, nonverbal aspects of presentation, relationship with the audience, and the ability to improvise. Exercises will make up for a large part of the day.

4.2.2 Getting it published

Lecturer
Prof.dr. Kees Aarts (University of Twente)

Date and location
4 March 2015
Utrecht

The central approach to this skills course is that the ability to publish your work is an essential element of bringing your PhD project to a successful finish and a prerogative for a viable academic career.

Developing a holistic publication strategy will help you to think strategically about the role and importance of publishing your work as an integral part of your daily activities as a PhD candidate. Nowadays, your dissertation is often the integration of high-quality publications rather than simply the only or final publication. Crafting a viable and adaptable publication plan during the first two years of your PhD appointment will help you to deliver publications in year three and year four. Such in-between products often provide extra motivation to finish on time and ensure important parts of your work have passed the test of peer review before your defence.

“Getting it published” is a skill that can be trained It is as much about strategic and political deliberations as it is about quality thresholds. Thinking carefully about potential outlets and “writing for the journal” will greatly increase your chances of getting published.

This hands-on, “how to” skills course covers all the facets and elements of the publication process, and includes several in-class exercises. It centres around six key topics:

1. How to make a viable and dynamic publication plan, especially related to your PhD research

2. How to target different types of publication outlets, such as (national and international) refereed and non-refereed journals, books and book chapters, professional publications, book reviews, conference papers and proceedings, contributions to media, newspapers op-eds, etc.
3. How to deal with the review process as an author
4. How to deal with the review process as a reviewer
5. How to improve your chances and develop a strategy that maximizes the chance of getting your work published
6. How to design your PhD writing process more efficiently and ensure you stay motivated throughout the process by approaching it from a "getting it published" angle

This skills course provides you with many tips and tricks and rich personal experiences from the instructor, as former PhD candidate, author, editor, reviewer, and research manager.

Assignments:

- A publication plan in which you outline how many and which kind of publications you aim to realize during your Ph.D. period based on your dissertation research (max. 1 page A4; table)
- A short account of your personal experiences in dealing with (tough) reviews, real or imaginary: how did you (or would you) craft your response to maximize your chances of "getting it published" (max. 300 words)

We will discuss both assignments during the day and the instructor will return both assignments to each participant in hardcopy with light feedback.

Date and location
4 March 2015
Utrecht

4.2.3 Your postdoctoral career

Lecturers
Prof.dr. Sandra Groeneveld (Leiden University) and prof. dr. Steven Van de Walle (Erasmus University Rotterdam)

Date and location
12 March 2015
Utrecht

Content
This one-day workshop deals with writing a postdoctoral research proposal and finding funding opportunities. Using some good (and bad) examples we will discuss the proposal text (its structure, the essential parts and how to write a convincing text) and the curriculum vitae that is especially of importance when applying for personal funding, such as NWO Veni. In addition, the workshop will provide information on funding opportunities, in the Netherlands and international, and their specific

criteria. Before starting the course, students will hand in a short research outline and a curriculum vitae that will be discussed during the course. The workshop is scheduled in the second year of the curriculum, but is in particular recommended to Ph.D. Students finishing their Ph.D. thesis and preparing for the next step in their academic career.

4.2.4 Introduction to network analysis

Lecturer
Prof. dr. René Torenvlied (University of Twente)

Date and location
Monday 16 and Tuesday 17 March 2015
Utrecht

Scholars in public administration and political science increasingly use network concepts to describe and explain political-administrative processes and outcomes. The application of network concepts ranges between the use of metaphors (for the broad characterization of collective decision-making and policymaking in domains / sectors) to the application of highly sophisticated statistical test designs on quantitative network data.

Day 1 provides a basic introduction to social network analysis and discusses the core concepts of quantitative social network analysis, such as degree centrality, density, connectedness and structural equivalence. Examples are used from state-of-the-art research in public management and political science. Day 2 provides a more in-depth application of social network analysis in political science and public administration to explain a broad range of phenomena, such a voter turn-out, policy outcomes, and public sector performance. The usefulness of network analysis will be illustrated by replicating the analysis of some datasets. The lecturer demonstrates the use of the software programme UCINET for the analysis of social networks.

4.2.5 Interviewing

Lecturer
Dr. Inge Bleijenbergh (Radboud University Nijmegen)

Date and location
Monday 20 and Tuesday 21 April 2015
Utrecht

Content
Qualitative interviews are often the most important, and frequently the only source of primary research data for Ph.D. students in our field. The quality of the research depends heavily on the quality of the interview data. Interviewing is a craft that requires the systematic learning of specific interview skills through continuous reflection on the interview process, so called learning-by-doing.
This two-day workshop focuses on the different phases of the interviewing process, with attention for a careful preparation of interviews, a conscious performance of interviews and active reflection afterwards.
The first day of the course focuses on the roles of the interviewer and the content of the questions. The second day will focus on the form of questions and the analysis of the interview process and your own role in it. To support the integration of skills and knowledge in the context of the specific research projects, the participants will be asked to practice with their own research subject. That means that the Ph.D. students will be asked to prepare an introduction and set of questions and will be invited to react on each other's work. Moreover, they will prepare and practice with their own questionnaires.

This course is intended for graduate students who use qualitative research as their major method of data collection, i.e. not for those who use some interviews as supplements to their main (different) research strategy.
The number of places is limited: the maximum number of participants is 12. Therefore, do not subscribe if you are not certain that you can participate both days.

Literature:
Gorden, R.(1998) Basic Interviewing Skills, Long Grove: Waveland Press.

Credits
4 EC per full week (5 days)

4.3 Methodology

4.3.1 Configurational Comparative Approaches in Public Administration and Political Science: Boolean and Fuzzy-Set Analysis + Introduction to R

Lecturers
Prof. dr. Barbara Vis (VU University Amsterdam) and prof.dr. Maarten Vink (Maastricht University/ European University Institute) + Dr. Luana Russo (Maastricht University)

Date and location
Monday 13 April – Friday 17 April 2015
Utrecht

Content
Comparative analyses are central to the social sciences in general and public administration and political science in particular. Knowledge of comparative methods is therefore crucial for Ph.D. students and post-doctoral researchers in these fields. In this NIG course, participants are introduced to, discuss, and practice comparative methods that are based on set theory and formal logic and which have become known under the acronym QCA (Qualitative Comparative Analysis), or more generally as configurational comparative methods (Rihoux & Ragin 2009). These techniques have been introduced to the social sciences by Charles Ragin in the late 1980s (Ragin 1989) and have been improved since (e.g. Ragin 2000, 2008). Over the last years, the scholarly interest for and use of configurational methods is increasing, as a rising number of publications using these techniques signifies (see www.compasss.org).
This course provides the participants with a solid understanding of the set-theoretical underpinnings of configurational methods and of the practical research skills needed to perform a comparative configurational analysis. After the course, the participants will be able to identify and deal with the issues, problems and strategies of 'small and medium sized' (N between around 5 to 50) research, projects for which these techniques are particularly but not exclusively suited. The knowledge gained is also of the utmost relevance for those Ph.D. students who do not intend to use a configurational method, but who are conducting a comparative study (such as a comparative case study design). Participants will practice with the (freely available) package "QCA", using data sets provided by the lecturers (but you are welcome to bring along also your own data set).

1-day course "Introduction to R": **The QCA package works in the "R" environment and for participants who have not previously worked with R a separate the 1-day course "Introduction to R" is offered, which will take place on Monday 13 April 2015.** In this introductory course you will learn how to work in the R environment and how to load and use analytical packages (such as QCA, but also others), construct a new dataset, upload existing datasets and perform basic descriptive analysis and data visualization. Participants will also learn how to use RStudio, which provides open source software for the R statistical computing environment. **For those participants who have already worked with R the course will start on Tuesday 14 April.**

Literature
The required course readings will consist of one or two textbooks on configurational comparative approaches (to be decided) and a series of articles.

Requirements
Attendance, assessment of completed assignments. Participants are expected to bring their own laptop with R and the QCA package preinstalled (see http://www.r-project.org).

Credits
4 EC

4.3.2 Philosophy of science

Lecturer
Dr. Jacques Bos (University of Amsterdam)

Period and location
Monday 15 – Thursday 18 June 2015
Utrecht

General
This course will first of all provide an overview of the major approaches in the philosophy of science of the twentieth century (logical empiricism, Popper, Kuhn). In this way, the participants will become acquainted with different answers to questions concerning the nature of scientific explanations and the distinction between science and pseudo-science. Secondly, the course will examine some topics that are specifically relevant for the philosophy of the social sciences, such as the nature of social reality, the problem of interpretation, and social constructivism. The participants will be asked to relate the issues discussed in the course to their own research.

Literature
To be announced

Requirements
Attendance, assessment of completed assignments.

Credits
4 EC

5. Tutorials (Year 3)

Tutorial 1 and Tutorial 2 (see section 1.1.2)

Credits

Tutorial 1 (4 EC); Tutorial 2 (4 EC)

6. Tutorials (Year 4)

Tutorial 3 and Tutorial 4 (see section 1.1.2)

Credits

Tutorial 3 (4 EC); Tutorial 4 (4 EC)

7. Requirements for application

Ph.D. students who wish to take part in the NIG educational programme should apply for NIG membership as soon as possible after their appointment, using the application form on www.utwente.nl/nig. Admission is conditional upon the receipt of a completed application form accompanied by an approved educational and guidance plan (“Opleidings- en begeleidingsplan”, OBP – please contact your promotor) which states that the NIG training programme will be followed. If the educational plan meets the necessary requirements, the Ph.D. student will be admitted to the programme.

Non-members of NIG can participate in the programme as well, provided there is sufficient room. Students from one of the Research master programmes that are participating in the exchange can participate without paying the fee for non-members. Others have to pay fee for participation. Please contact the NIG-office.