**MARBLE**

**(Maastricht University Research Based Learning project)**

**Invitation to top 25% of 3rd-year bachelor students CW, AC and ES**

**to participate in new research projects**

*What is Marble?*

Maastricht University has embarked on a project, funded by the Dutch Department of Education and Science, to bring multidisciplinary scientific research to the bachelor phase. The main idea is that in those projects students **learn to do research**. Groups of in general about 7-12 students, originating from various teaching programs, work on a specific topic for 16 weeks and aim to study and discuss different aspects of such topic. It is a form of **undergraduate research**, meaning that the students pass through all phases from the research process. Often the topics are linked to current problems in society. If possible, societal partners will be involved in the projects, showing that there is an outside world interested in the results.

The project is now in its fifth year, and by now, some 400 students have participated in the FASoS Marble projects. In general the student results were very good. Some of the FASoS Marble bachelor theses even have been published in an academic yearbook or academic journals. Twice, a Marble bachelor thesis was awarded the best thesis award of the Faculty, surpassing even the Master theses of that year.

In general, 70% of the FASoS-students who were eligible did participate in the Marble projects. The projects were generally evaluated very well by the students.

*Who can participate?*

Third year bachelor students in Arts & Culture, Cultuurwetenschappen and European Studies are eligible to enroll in the FASoS-projects of Marble. In principle, recruitment is from the top 25% of students (based on GPA over the first two years and absence of serious study delay). However, highly motivated other 3rd-year bachelor students may also participate.

*What topics can you choose from?*

This year FASoS-students can choose from twelve options in a wide variety of topics ranging from politics and culture to science and technology.

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| --- | --- | --- | --- |
| |  | | --- | | 1. Transparency in Perspective (RBB0006) | | 1. Law, Science and Uncertain Risks (RBB0038) | | 1. The European Union and Democracy Promotion (RBB0009) 2. On Expedition. Travels into the unknown (RBB0024) 3. Inside Local Democracy: Comparative Research in the Netherlands, Belgium and Germany (RBB0032) 4. Emerging Powers and Global Governance (RBB0034) 5. Exploring Relations between Sustainability and Innovation (RBB0040) 6. Opening the Closed Doors of Diplomacy? Parliamentary Involvement in EU External Relations (RBB0036) 7. After the Apocalypse. The Politics of Memory in Film, Literature, and Philosophy (RBB0039) 8. Lobbying Europa (RBB0041) 9. The Refugee Crisis: A Comparative European Analysis (RBB0037) 10. Art and Law: The Legal Status of Cultural Property – A Comparative Analysis (RBB0016) 11. The Concept of Power in Private Law Relationships (RBB0029) | |
|  |

The description of the projects you will find below

*Language*

In general the language of instruction is English. Unless stated otherwise, the projects all are open for all FASoS-students, international and Dutch. In a limited number of cases, a passive knowledge of Dutch is necessary for studying the sources or interviewing. In that case, international students student still can write his or her thesis in English. Cultuurwetenschappen students can always write their thesis in Dutch.

*When do the Marble projects run?*

All Marble projects will start in the week of Monday, February 1st, 2016. They cover a period of four months, and therefore continue into June. In the first two months the study load will be roughly one day a week, in the last two months you are supposed to work full-time for the project. But this may vary depending on the program of the student.

Please note that participation in one of the Marble projects *replaces* your participation in the regular courses offered in that period of the curriculum. You will receive 18 ECTS (AC/CW) or 15 ECTS (ES) for all projects.

For **Cultuurwetenschappen and Arts and Culture students**: the Marble program replaces the third year tutorial in the fourth and fifth period, and the bachelor thesis, which is included in the Marble projects.

For **European Studies students,** the Marble project replaces the elective in period 5 and the two skills trainings in period 4 and 5 of the sixth semester. The way in which MARBLE has been integrated into the curriculum of the Bachelor European Studies entails that students have no regular courses in period 5, but will have to write two substantial papers with deadlines at the end of the third year: a paper for MARBLE and, of course, the Bachelor Paper. To allow for an efficient and relatively smooth process, you may want to take into account the following:

* Both papers must be original and distinctive from each other, but you may decide to write about similar topics, or to study the same (kinds of) issue(s) from different angles.
* When your MARBLE supervisor is also listed as Bachelor Paper supervisor you may want to opt for writing with the same person (depending on availability and a ‘first-come, first-served basis’).
* Bear in mind that good time-management is vital, so it is important to start work on your papers as soon as possible (for the Bachelor Paper you will already be expected to contact your supervisor in January).
* European Studies-students will have a somewhat lesser workload than the AC/CW students in the Marble projects because they have to write a separate bachelor thesis next to Marble which is their final work and moreover receive less credits for Marble.

*Registration*

**Registration** for Marble is open from this day until November 23rd. After that date the options will be limited.

You have to **register by mailing to me** ([Pieter.calje@maastrichtuniversity.nl](mailto:Pieter.calje@maastrichtuniversity.nl)). The registration should include a short statement why you want to participate in a particular Marble-project. You should also state which project is your **first**, and which project is your **second** choice. The projects might be over- or undersubscribed.

I will announce the week after November, 27th to which project you are assigned.

**Important!**

In case you are considering to participate in a Marble project I urgently request you:

* **to register for all courses/skills just as you planned without the opportunity of the Marble projects** for period 4 (deadline 23rd of November) and/or 5:
* for CW-AC students: Bachelor thesis and related third-year tutorial;
* for the ES students: elective modules of period 4 and 5 and the two skills trainings of period 4 and 5, and Bachelor Paper;
* If you are admitted to a Marble project, Pieter Caljé will report this to the Faculty’s Front Office who will register you for the Marble project assigned to you;
* The Front Office will then also cancel your registrations which the Marble program replaces:
* the bachelor thesis and related third-year tutorial for CW-AC students,
* the elective module of period 5 and the two skills trainings of period 4 and 5 for ES students;
* **ES students** who wish to follow a skills training in period 4/5 alongside the Marble project should ask the Front Office not to cancel that registration **before 9 December 2015** via e-mail ([study-fasos@maastrichtuniversity.nl](mailto:study-fasos@maastrichtuniversity.nl)). To avoid any confusion: it is not possible to do the ES-elective of the 5th semester alongside the Marble program. Please note: In case you take (a) skill(s) training(s) alongside the Marble project and unexpectedly cannot complete this/these, you will get a No Grade, which counts as a failed taken chance, which excludes the possibility of a cum laude. So please take into consideration whether you should take (a) skill(s) training(s) alongside Marble or not.

*Further information*

For further general information on Marble please contact:

Pieter Caljé, Marble-coordinator for FASoS (e-mail [Pieter.calje@maastrichtuniversity.nl](mailto:Pieter.calje@maastrichtuniversity.nl))

There will be no information meeting, since most of the students are abroad. Specific information about the projects will be given by the coordinators. You can contact them by email.

**Frequently asked questions**

On **Eleum** under **organizations** you will find from November, 11th, **FASoS-Marble**. All third year students of FASoS will be enrolled automatically. There the brochure can be downloaded, and there also will be a *frequently asked questions about Marble* tab.

**ProjectsTransparency in perspective**

One of the first acts of US president Barack Obama was to issue a memo on transparency and open government: “My Administration is committed to creating an unprecedented level of openness in Government. We will work together to ensure the public trust and establish a system of transparency, public participation, and collaboration. Openness will strengthen our democracy and promote efficiency and effectiveness in Government”. Along similar lines, the European Commission has stated “that high standards of transparency are part of the legitimacy of any modern administration”, because “the European Public is entitled to expect efficient, accountable and service-minded public institution” (Green Paper European Transparency Initiative).

Not only the American president and the European Commission but many national governments and other administrative bodies are actively seeking to promote openness as the key to better governance. And if they have not done so willingly, WikiLeaks and other whistleblowers have forced them to act. With the financial crisis transparency has become an important issue in the reform of the financial sector. Talking about transparency, however, also means addressing the issue of privacy and surveillance. The recent discovery of the NSA checking phone and e-mail records has brought to light that quite often surveillance and openness go hand in hand. Current debates about privacy and data protection have underlined this paradox. Transparency, in other words, is a double-edged sword.

The emphasis on transparency, openness and surveillance is not a new phenomenon. For more than two centuries governments have attempted to improve the relationship between state and citizens by changing the wording of laws and regulation, reforming procedures of public communication and by regulating the ‘language of government’, while keeping a close watch on their citizens. Transparency is not only about the formal right of access to the information that is stored in the documents and reports of an administrative service; it is also bears on the difficulties citizens may experience in finding and acquiring that information and understanding it, in other words on “communicative practices” and on the language in which the information is wrapped up.

The project aims at analyzing government transparency, surveillance and data protection in a historical, political, and possibly juridical and economic perspective. Its deliverables may vary from historical studies to policy analyses and advices, websites and PR campaigns. The participants of previous years have produced multidisciplinary volumes, published by Maastricht University, which will serve as springboard for the new cohort.

**Coordinator:**

**Dr. Nico Randeraad** ([N.Randeraad@maastrichtuniversity.nl](mailto:N.Randeraad@maastrichtuniversity.nl) )

This project is open to students from FASoS (ES as well as CW/AC), UCM, SBE and LAW

**Law, science and uncertain risks**

Complex political and societal issues are often fraught with risks that are highly uncertain. Whether new technologies, such a shale gas extraction and agro biotechnology, pose or can pose risks to human health and the environment is nowadays a critical question, which divides proponents and opponents. But the question also arises with regard to products which are around from quite some time, such as particular chemicals, and activities that are deeply integrated in society, such as the use of wireless communication technology and the extraction of natural gas under populated areas. In the political and societal struggle, parties involved focus on science to defend their case and/or they seek legal ruling. Law and science are thus critical to understand societal controversies, which are also, but not only, about risks. Law and science also interact; take for example the use of scientific expertise in court cases and the effects of the legal frameworks in which serviceable knowledge is produced.

In this MARBLE project, governance will be understood as the struggle for collectively binding decisions, in which a wide range of actors and different levels and arenas of decision-making are involved. Students will study the interplay between decision-makers, law, science and society related to actual cases. In this way, they will experience how do to theoretically informed empirical research and how to engage in empirically informed theory development. This MARBLE project is highly interdisciplinary as it is an integrated part of the interfaculty research on European risk governance. The supervising professors Van Asselt (FASoS) and Vos (Law) actively bridge the gap between legal scholars and social scientists and have demonstrated the added value of this type of interdisciplinary academic research. The project will offer talented and ambitious students a chance to make a positive contribution to this field of research. In previous years, a MARBLE student paper have been published in a peer-reviewed scientific journal and the various MARBLE papers related to this research program have been published in a book. We also aim at student participation in the annual conference of the Society for Risk Analysis Europe, which this year takes place in Bath (UK) in June. Furthermore, the students will benefit from and contribute to activities of the TARN network, an EU sponsored Jean Monnet Network on the so called ‘agencification’ of EU governance, in which excellent researchers from all over Europe participate.

The students will write an individual paper in close collaboration with the other participants and the supervisors, in order to promote a high level of academic understanding and to develop interdisciplinary research competences and team working skills.

The project is open to 8 students from the Faculty of Law and FASoS (ES as well as CW/AC).

**Coordination:**

**prof.dr. Ellen Vos (Law)** ([e.vos@maastrichtuniversity.nl](mailto:e.vos@maastrichtuniversity.nl)) **and prof.dr.ir. Marjolein van Asselt (FASoS)** ([marjolein.vanasselt@maastrichtuniversity.nl](mailto:marjolein.vanasselt@maastrichtuniversity.nl))

**The European Union and Democracy Promotion**

Democracy support has progressively acquired a central place in the EU’s external relations. Countries from various geographical regions – Eastern Europe, the Balkans, the Mediterranean, Africa, Latin America, and Asia - have been subject, although to varying degrees, to the EU’s policy of democratic conditionality. The question that has sparked the interest of both academics and practitioners is how effective the EU has been in advancing democracy across different regions with undemocratic regimes.

This MARBLE project will examine the conditions under which the EU can have impact on democratization trends in Europe, Africa, Latin America and Asia. It will first explore the theoretical debates about democratic transition and consolidation emphasizing the domestic factors conducive to democratization. It will then analyze the EU’s policies and mechanisms of promoting political change beyond its borders. It will finally examine case studies from different continents to gain an understanding of the democratization trends, the domestic obstacles to democratic change and the EU’s role in influencing democratic governance in different domestic settings. At the end of the project, students will have a good knowledge about a policy area central to the EU’s external identity.

Research on the EU’s democracy promotion policies have acquired a central place in the field of European studies following the EU’s successful steering of the transitions to democracy and democracy consolidation in Central and Eastern Europe in the 1990s. The most recent research in the area examines the EU’s impact on democratic governance in countries further away from the EU through policy frameworks such as the Stabilization and Association Process for the Western Balkans, the European Neighborhood Policy for Eastern Europe and the Mediterranean, the Central Asia Strategy, the EU’s development policy for the African and Caribbean countries and countries from Latin America. The proposed project will acquaint students with this most recent literature building on the seminal works in democratization studies and offering a comparison of the EU’s varied impact on democracy developments across the globe.

An integral part of the project is a skills training on research design and methodology. Students will be guided to develop an original research paper about the EU’s impact on democratization based on sound methodology and anchored in the conceptual debates examined during the project.

The project is aimed at BA students from the Faculties of Arts and Social Sciences, Law, Economics and the UCM. It is required that students have a good knowledge of European institutions and policies and an interest in the international role of the EU.

**Coordinator:**

**Dr. Gergana Noutcheva (FAsoS)** ([g.noutcheva@maastrichtuniversity.nl](mailto:g.noutcheva@maastrichtuniversity.nl))

**On Expedition – Travels into the Unknown**

Travels and explorations strongly influenced the development of science and culture. Although the number of studies in this field is considerable, the topic is still a rather neglected dimension of globalization processes. Only since a few decades researchers are more aware of the many difficulties encountered when studying ‘the other.’ Indeed, modern history and anthropology have shown that the transfer of knowledge, customs, beliefs and morals between different cultures always implies a ‘translation’, or even transformation, of the meaning and values involved. Teaching students the ‘art’ of interpreting primary sources on travels from that perspective is one of the major aims of this Marble course, next to gaining a better understanding of the exchange of knowledge, practices and values in the past, as well as to the exploitation of the wealth of the Maastricht Jesuit Library.

The Jesuits Library inside the Maastricht University houses several hundreds, if not thousands, of books on travels, missions and explorations in the library. Building on a similar project that took place in 2012-13, we want to explore these hidden treasures of the Maastricht library, with a focus on the transmission of scientific knowledge. The study of the primary sources, i.e. the ‘jewels’ from the 17th and 18th century will be the starting point, but for a careful interpretation the study of secondary sources, in which the library is also rich, is indispensable.

In order to improve the scholarly analysis of these primary sources a comparative perspective has been chosen, that will structure the comparison between the case studies of the students within the research group in two dimensions:

(1) the political structure of the unknown society that is explored. We have decided to choose China, Japan and North-America as case studies.

(2) the background, esp. military, scientific, commercial, or religious motives, of the explorers. We will compare esp. Jesuits missions of the 17th century with some late-18th century expeditions, and investigate in particular whether confrontation between the self and the other was described differently, and also what different types of scientific knowledge were transmitted. So in sum:

|  |  |  |
| --- | --- | --- |
|  | 17th century | 18th century |
| Hierarchical societies | Jesuit or commercial missions to China and Japan | Scientific expeditions to China and Japan |
| Nomad societies | Jesuit or commercial missions to North-America | Scientific expeditions to North-America |

Depending on the size of the group all quadrants can be investigated, or only part of them.

This bachelor research project welcomes students from FASoS (CW/AC and ES) and the UCM, as well as from other faculties (given the economic and psychological aspects of these travels, for instance). The sources in the library are in Dutch, French, German, English and Latin, so students can chose books that match their language skills.

**Coordinators:**

**Dr. Annemieke Klijn (FASoS) (**[**annemieke.klijn@maastrichtuniversity.nl**](mailto:annemieke.klijn@maastrichtuniversity.nl)**)**

**Prof. dr. Ernst Homburg (FASoS) (**[**e.homburg@maastrichtuniversity.nl**](mailto:e.homburg@maastrichtuniversity.nl)**)**

**Inside local democracy**

**Comparative research in Belgium, Germany and the Netherlands**

In the system of multi-level governance in Europe, the local level is the level of governance closest to citizens. The closeness between politicians and citizens at the local level makes local democracy and its participants an interesting and relatively easy to access study object for political scientists and others who are interested in the way democracy works.

In this project, that contributes to the research program of the special Chair in Local and regional governance at FASoS, students will look into an important aspect of local democracy and political culture at the local level, i.e. the relationship between citizens and local politicians (councilors). We will study this in municipalities in the three countries surrounding Maastricht University: Belgium, Germany and the Netherlands. We will look into literature on the political systems and the interactions between politicians and citizens at the local level in each of the three countries. After that, we will go out to see what citizens expect from politicians and how they experience their interaction with politicians in their municipality.

The comparative set-up of the project means that we will take time to develop a collective research design. After that, students will do empirical research, meaning interviewing and observing local politicians and citizens. Students will work in country teams, one for each country (and if possible a separate one for Flanders and Wallonia), and write a paper about their findings.

**Coordinator:**

**Prof. dr. Klaartje Peters** ([Klaartje.peters@maastrichtuniversity.nl](mailto:Klaartje.peters@maastrichtuniversity.nl))

**Emerging Powers and Global Governance**

The rise of the emerging powers, including Brazil, Russia, India, China and South Africa (BRICS), is one of the most profound developments in international relations. Accommodating them in the Western-dominated system of global governance presents a major challenge. It is a zero-sum game: if the emerging powers get more influence over policy, Western states will have to do with less. Change in global governance has therefore proved difficult. On the other hand, if the emerging powers decide to increasingly act unilaterally or establish new international institutions that rival the existing system of global governance, it has negative consequences for global stability as well.

The aim of this MARBLE project is too further investigate the role of the emerging powers in the changing system of global governance. During the semester-long course, students will read relevant (academic) literature, gain new research skills, and write a group paper based on extensive research of primary sources. The prerequisite for this course is a basic understanding of international relations theory and international organisations (such as the international relations elective in the second year of the European Studies curriculum).

**Coordinator:**

**Dr. Hylke Dijkstra** ([h.dijkstra@maastrichtuniversity.nl](mailto:h.dijkstra@maastrichtuniversity.nl))

**Exploring relations between sustainability and innovation**

Both sustainability and innovation are important concepts in global and local governance and practices. How are these concepts and in particular the relations between them understood and dealt with in academic literature, governance, and different (corporate) practices? Have they changed over time? To what extent and how are the relations between sustainability and innovation conceptualized as tensions and in which different ways do people attempt to integrate them? To which other concepts do they relate and how? Examples of such other concepts may be Responsible Research and Innovation (RRI) and corporate sustainability.

Questions of innovation and sustainability can be addressed in a large number of different areas such as the areas of environment, water, cities, and emerging technologies such as nanotechnologies.

Each student will identify a case through which to investigate such relations. As students will focus on different subject areas and perhaps (combination of) disciplines, as a group we can compare and analyze different conceptualizations of relations between sustainability and innovation.

The participants in this project will be prepared for doing research and writing their theses through discussing literature on sustainability and innovation. They will be introduced to methodology to help them investigate their specific case (interviewing, document analysis, ethnographic fieldwork) and the writing of a research proposal.

**Coordinator:**

**Dr. Ragna Zeiss** ([r.zeiss@maastrichtuniversity.nl](mailto:r.zeiss@maastrichtuniversity.nl))

**Opening the Closed Doors of Diplomacy?**

**Parliamentary Involvement in EU External Relations**

To what extent should parliaments be involved in foreign policy decisions such as international agreements, military intervention, the use of drones or the imposition of sanctions? The answer to this question is far from straightforward. Compared to domestic policies, foreign policy is very often subjected to much lower levels of parliamentary scrutiny. This is related to the long-established tradition of considering foreign policy matters as being too sensitive and too urgent to be exposed to the openness of parliamentary debates and the uncertainties of party politics. However, the increasingly blurred distinction between internal and external affairs, especially in Europe, as well as the difficult ethical dilemmas that foreign policy choices frequently entail have made this state of affairs ever more questionable.

This MARBLE project aims to bring students closer to the current societal and academic debates about the *legitimacy and democratic quality of foreign policy*, and in particular, the *role of parliaments* in scrutinizing and shaping this policy domain. The course focuses on the EU, where the demands of democratic control of foreign policy are becoming increasingly difficult to ignore. The expansion of areas where the EU has acquired an external role (e.g. trade, climate change, energy security, crisis management or counter-terrorism) and the blurred distribution of competences in these domains is making the task of oversight of both national parliaments and the European Parliament ever more complex. A full diagnosis of the extent to which there might be a ‘democratic deficit’ in European foreign policy and the examination of possible ways to remedy it are therefore questions of particular academic interest and policy relevance.

The course is part of the collaborative Jean-Monnet project *Interparliamentary Cooperation in EU External Action - Parliamentary Scrutiny and Diplomacy in the EU and Beyond* (PACO) that Maastricht University is carrying out together with partners at universities in Belgium, the UK, Germany, Norway and Turkey. Throughout the MARBLE course, students will have the opportunity to become involved in the activities of the PACO project. They will have the chance to contribute materials to the *Virtual Inter-parliamentary Cooperation Map in external action* (VIPCO), a platform that will provide an overview of the structure and practice of inter-parliamentary cooperation and diplomacy. Students will also be invited to participate in academic workshops and roundtables with practitioners. Finally, excellent student papers will be considered for for publication under the PACO on-line Working Paper series.

The MARBLE project will be open to BA students from the Faculties of Arts and Social Sciences, Law and Economics at Maastricht University and the University College Maastricht, thus aiming at a highly international and inter-disciplinary group.

**Coordination:**

**Prof. Thomas Christiansen** ([t.christiansen@maastrichtuniversity.nl](mailto:t.christiansen@maastrichtuniversity.nl))

**Dr. Anna Herranz-Surrallés** ([anna.herranz@maastrichtuniversity.nl](mailto:anna.herranz@maastrichtuniversity.nl))

**After the Apocalypse**

**The Politics of Memory in Film, Literature, and Philosophy**

The 20th century was a century of extremes – Verdun, Auschwitz, Dresden, Hiroshima, the Gulag, My Lai, Srebrenica – a century of utopian movements and totalitarian regimes, of world wars, colonial conflicts, terror and genocides. It was by far the bloodiest century in the history of Western civilization. The conduct of war developed into mass murder. Afterwards, war crimes of the losing party were court-martialed, while monuments were erected for the crimes of the winners.

How shall we deal with this violent history? Can it be assimilated to the standard narrative of modernity, progress, rationality and humanism? National historiography is a privileged way of integrating past events in a narrative framework, thereby promoting an official version of history that celebrates the heroes, ignores the traumas, and praises lessons learned. But few things are so controversial as remembering the collective past. Memory is selective and flexible, outside official history writing there are always alternative forms of cultural remembrance that do not confirm the status quo. Particularly in Europe, the memories of previous traumas are of major importance as they reflect not only the past but also the present. Rather than ignoring the terror of what happened, subversive views use memory to challenge a political system that they consider responsible for having produced the catastrophe in the first place, and to promote political action and future change.

This course will focus on the important role that literature, film, and philosophy play when dealing with and reflecting about the problematic history of modernity. Literature, film, and philosophy are not only important media for transmitting and interpreting past experiences of violence. They are also the main battleground where controversies in the politics of memory are being played out.

The course will examine a number of controversial case studies that have contributed to the shaping of cultural and political memory in 20th century Europe and in the rest of the world. It will explore, among other things, Ernst Jünger’s experience in the trenches during World War I; Albert Camus’ literary reflections on fascism and the Algerian war in the 1940s and 50s; Resnais’ and Kubrick’s cinematographic take on nuclear destruction and the Cold War; Lanzmann and many others on Hollywood and the holocaust.

The aim of the course is to acquaint students with relevant academic literature on the politics of cultural memory, to gain new interdisciplinary perspectives on art as a cultural memory practice, and to prepare students for writing and presenting an original research paper, based on extensive research of primary and secondary sources and anchored in the conceptual issues studied during the project.

Students will receive extensive individual feedback on their work.

**Coordinator:**

**Prof.dr. Heleen Pott (**[**pott@maastrichtuniversity.nl**](mailto:pott@maastrichtuniversity.nl)**)**

**Lobbying Europe**

"Professional lobbyists know their territory. They make very efficient use of their client's time. They can find out where your problem lies, who to talk to, and what questions to ask. They can tell you what information you need to have, and what questions you will have to answer. You will find out who you have to convince and why. Essentially, they guide you through the jungle of government and public opinion." (John Reid, Former British Home Secretary). There are currently an estimated 30,000 lobbyists and 2,500 lobbyist organisations in Brussels that has become the second largest centre of lobbying after Washington D.C. Their lobbying efforts focus principally on the institutions of the European Union (EU).

Lobbyists carry out a variety of activities. They represent specific interests of the EU population; they gather information, provide expertise and advice to national and European administration and attempt to influence decisions both from outside (e.g. meeting with EU institutions officials) and within (e.g. participation in expert committees). Finally, they participate in policy implementation. On the one hand, these activities serve their membership’s or client’s interests and, on the other hand, contribute to public policy making and the governance of a specific policy sector. Notwithstanding, the role of lobbies and pressure groups in EU politics and policy-making is contested. Among other things, their oft behind-the-scene participation in the drafting and implementation of new or existing of EU legislation begs questions pertaining to the democratic accountability and transparency of policy making.

This MARBLE project enquires into who lobby the EU and its institutions, why, how and under which conditions non-state/societal actors, such as interest groups including business associations, trade unions, non-governmental organizations (NGOs), political parties or local/regional representation, or professional consultants, are able to influence EU law, politics and policy-making. To examine the manifold role and influence of such actors calls for a variety of approaches and perspectives (e.g. historical, political, judicial, etc.).

**Coordination:**

**Dr Carine S. Germond (coordinator) (**[**cgermond@maastrichtuniversity.nl**](mailto:cgermond@maastrichtuniversity.nl)**)**

**Dr Benedetta Voltolini (Science Po Paris)**

*The Law Faculty has also opened a number of Marble Law-courses to FASoS-students*

*The deadline for those projects is July, 15th, 2016*

**Refugee Crisis: A Comparative European Analysis**

The aim of this project is to carry out research activities on European refugee-related issues from a comparative perspective. The members of the Maastricht Centre for Citizenship, Migration and Development (MACIMIDE) will supervise the MaRBLe students.

The activities organized by the members of the MACIMIDE will give students from different faculties (including also FASOS students, UCM students, UNU-MERIT students and ERASMUS students) an insight in the various aspects of European refugee policy. This MaRBLe project aims to gather a group of motivated students with an extraordinary interest in refugee issues. It offers not only a unique opportunity to further develop the student’s knowledge into this complex and controversial issue but also to broaden their research skills.

As part of the activities, a study trip will be organized to Brussels in order to meet with various relevant experts and to have the opportunity to further discuss their research proposals. Following their meeting with the experts in Brussels, MaRBLe students will have to familiarize themselves with international and European refugee law and policy. At the same time, students have the chance to follow the lectures organized during the Master course ‘European Migration Law and Citizenship’ (period 4).

During the second part, students will intensify their research. This research consists in literature study, case analysis, study relevant international and European law and policy and write their research papers with feedback by the lecturer and by fellow-students. In addition, next to the group sessions, each student will receive individual feedback.

The MaRBLe project will be completed with a workshop at the UM Campus in Brussels in which students have to present their findings of their papers to fellow-students and other staff members.

**This project is coordinated by Prof. dr. Hildegard Schneider and Dersim Yabasun.**

**If you have further questions about the research project, please email Dersim Yabasun: dersim.yabasun@maastrichtuniversity.nl**

**Art and Law: The Legal Status of Cultural Property – A Comparative Analysis**

The aim of this project is to involve students actively in the activities of the interdisciplinary MINOR: ART LAW and POLICY MAKING, the activities of the newly established inter-faculty centre MACCH (Maastricht Centre for Art and Culture, Conservation and Heritage), and in the Ius Commune research project organized together with the KU Leuven leading to a case book concerning cultural property law.

The minor organized by the Faculty of Law and the Faculty of Arts and Culture of the UM gives students from different faculties (including also UCM students and ERASMUS students) an insight in the various aspects of cultural property and art law, developments concerning the art market, heritage, culture and museum policies. This Marble project will be specifically linked to one course offered during this minor, namely the course: Art and Law: Free Movement of Cultural Property, offered in the fourth course period. MARBLE students are required to register for this course and participate in this course as well.

As part of the activities in the context of the minor and more specifically during the course “Art and Law: Free Movement of Cultural Property” an international conference will be organized directly after the TEFAF in Maastricht (March 2016). Furthermore, in cooperation with practitioners in the field, students will undertake case-specific research. This research could be used as a starting point for their paper if the students so desire. They will also aid in the development of a specific website concerning art law and cultural property. Students are involved in a unique way: they will participate in the preparation of the conference, become involved in the preparation of a case in the area of art law and work intensively on their individual research papers. In the first part of the course (course period 4), students will be given a historical introduction to the cultural property regulation, from ancient times to modern developments, followed by the relevant international and European framework. Following this introduction, students will have to familiarize themselves with various national legal systems. This part of the course will be based on different case studies.

In the second part of the course they will intensify their research. This research comprises a literature study and case analysis. Students report back in class and write papers with feedback from the lecturer and fellow-students. The lecturer will give a number of sessions focussed on research skills and discuss the progress of the website with them. An intranet will be set up to facilitate the group process. In addition, next to the group sessions, each student will receive individual feedback.

Marble students are required to participate in the course Art and Law: Free Movement of Cultural Property in course period 4. They will be required to write the course paper (6,000 words), which replaces the exam and counts for 6 ECTS. These ECTS will be credited to the Marble project and not separately as a course within the regular curriculum. Subsequently, they will extend their research and course paper to 12,000 words to obtain the remaining 12 ECTS for Marble.

Marble students will also be involved in organizing an international conference around the TEFAF in March.

**This project is coordinated by Prof. Dr. Hildegard Schneider.**

**The Concept of Power in Private Law Relationships**

… Much has been written on the concept of power from a variety of perspectives. In essence power is the ability of one person to have his or her way or to achieve a preferred outcome in the face of opposition. The concept of power is multifaceted and a variety of factors influence power relations – social, political, psychological, economic and legal inputs all play a role. Power is *omnipresent*, it is present in every relationship and every actor in a relationship has some degree of power. Power is *complex and situational*, in the sense that the slightest change in a setting could affect the underlying power dynamics substantially. Power is *dynamic*, the balance of power can shift at varying moments in the relationship. Actors can influence the balance of power in a number of ways.

Power plays an important role in legal relationships. Consider for instance a contractual relationship; one party will often be more powerful than the other. If we look at the prevailing legal paradigm for contracts, however, there is a presumption of equality between businesses. In contrast, in the context of consumer transactions, there is a perceived power imbalance between the parties. The consumer is regarded as being in a structurally weaker position in its relationship with the more powerful trader. As a result of this structural power imbalance, the content of the law, which is founded on equality of the parties, has been changed to protect consumers. We see that the law attributes certain consequences based on the perceived power relationship between the parties.

The objective of this project is to gain a broader understanding of the concept of power. Focusing primarily on private law relationships, we will consider how the law deals with issues of power. How does the law conceive power? How are conceptions of power incorporated into the law? We will also look outside the discipline of the law to develop a more comprehensive and sophisticated understanding of the presence and capacity for power in all relationships. In a number of individual projects, we will explore whether the law should incorporate these insights about power when dealing with legal relationships between private actors, and if so, how this could take place.

Participants will conduct independent research into a topic related to the theme of the project: the Concept of Power in Private Law Relationships. During the module, attention will be given to discussing research methodology. Students will be required to present parts of their research throughout the module as well as provide feedback on the work of other students. Students will organize a workshop at which they will present the results of their research.

**This project is coordinated by Dr Nicole Kornet.**