

*Maastricht University*

*Faculty of Arts and Social Sciences*

**European Public Affairs Master 2020-2021**

**EPA 4001**

**LOBBYING IN THE EUROPEAN UNION**

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**Course Book**

**LOBBYING IN THE EUROPEAN UNION**



Photo: [www.ec.europa.eu](http://www.ec.europa.eu)

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## **1.1. Introduction**

Decision-making processes in the European Union are notoriously long and convoluted. Much of the complexity is explained by the need to balance out competing interests. Groups such as trade associations, non-governmental organizations, law firms, or business companies all have vested interests in the outcome of legislative (or non-legislative) proposals negotiated within the institutional triangle represented by the European Commission, the Council of the EU and the European Parliament. These external actors are what we would broadly term “interest groups”, while the range of activities they perform in order to influence EU decision-making is known as “lobbying”.

Nowadays, lobbying pervades virtually all aspects of EU policy-making. The size of the Brussels interest group population is deemed comparable only to that of Washington DC, the so-called “lobbying capital of the world” (Dinan & Wesselius 2010). Various watchdog groups and media outlets, as well as the general public have all demonstrated increasing interest in and wariness toward the EU lobby. Against this background, a number of questions arise: who are, in fact, the EU lobbyists? What type of interests are represented in Brussels and under which conditions do national groups decide to have a presence in the EU capital? What is lobbying, after all? How do we decide which activities deserve this label, and which do not? What explains lobbyists’ access to EU institutions and political decision-makers? Furthermore, who wins lobby battles and why? What mechanisms do the EU institutions have in place to rationalize and streamline contact with lobbyists (or interest representatives, as they are sometimes referred to in EU jargon)? How well do these mechanisms perform? What standards do we use to judge the democratic legitimacy of lobbying? All these questions and more will be explored at length in the framework of the second module of the Masters’ Programme in European Public Affairs.

## **1.2. Position of Course within the Curriculum**

This module builds on your pre-existing advanced knowledge of the institutional system of the EU and its governance configurations and processes, which you have accumulated during the previous module of the MA EPA. On the one hand, it expands this knowledge by exploring the role of organized interests and lobbying in the European Union. On the other hand, it deepens it by asking you to utilize what you already know about the EU in order to make well-informed strategic choices in simulated professional settings, such as when designing a lobby plan. Furthermore, by giving you extensive insight into decision-making and policy-shaping in the EU, this module adds to the foundation of knowledge necessary for the fourth module in the MA EPA program, which explores the implementation and evaluation of EU policies.

Concretely, the academic component of this course takes you through a new body of scholarly research. We will explore the following core topics:

- The characteristics of the EU interest representation system and the relationship between decision-makers and interest representatives in the EU;
- Opportunity structures for lobbying in the European multi-level governance system;
- Factors and conditions determining interest groups' access to, and influence over, public decision-making in the EU;
- Participatory governance instruments and practices in the EU;
- The regulation of lobbying activities, and related policy models & instruments;
- Normative debates over the democratic legitimacy of lobbying;

In terms of applied professional content, this module aims to equip you with the necessary skills and tools to perform on the Brussels lobby scene. Through role-playing, you will learn how to formulate lobby plans for specific clients and deepen your presentation skills. You will be introduced to media engagement and communication skills, with sessions that deal with traditional media, social media, and digital tools designed specifically for public affairs management. Last but certainly not least, we will also discuss ethical standards in lobbying and train you to judge various practices and types of behaviour from the standpoint of their ethical acceptability.

Within the thesis-writing trajectory, this course provides you with an opportunity to deepen your skills of critical engagement with academic literature. This is achieved particularly through one of the graded assignments – the research paper – through which you will learn how to judge the relative relevance of various titles and analytical frameworks for a specific research theme in EU lobbying and complement this with empirical research. This type of exercise is essential when preparing and writing your MA theses, irrespective of the research topics that you have chosen in this framework. During this course, there are meetings in the framework of the Integrated Skills Track.

## **2. Intended Learning Outcomes**

Across the different components of the EPA Programme you will acquire a set of core intended learning outcomes (ILOs) – for a full overview see Annex B. Upon completing of this module you are able to:

### **Knowledge and Understanding**

1.1 Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.

1.2. Demonstrate advanced knowledge of academic concepts and theories relevant to:

- a) polity: the system of European multilevel governance and the institutional structures forming the framework for political action, while covering normative aspects and dynamics of decision-making.

- b) policy: the content of the decision-making process as an outcome of actor's behaviour and strategies within the institutional structures, with an understanding of the specificities of policy-making in the European Union across the different policy domains and stages in the policy-making process.
- c) politics: an understanding of who gets what when and how, with a focus on stakeholders and their agendas, strategies employed to work towards favoured outcomes and the sequencing of time-dependent actions.

1.3. Understand and navigate the field of European Public Affairs.

### **Applying knowledge and understanding**

2.1 Demonstrate the ability to tackle a specific EU-related policy, policies and politics issues, by:

- a. retrieving the appropriate primary and secondary sources;
- b. applying the relevant academic theories and methods;
- c. analysing the collected data;
- d. formulating feasible solutions;
- e. reporting on the above process;

### **Making judgements**

3.1 Reflect upon and manage the complexity of EU-related policy problems

3.2 Formulate specific courses of action and policy recommendations, whilst being aware of their impact

3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy

3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers

### **Communication**

4.1. Write policy relevant documents for different audiences

4.2 Demonstrate an advanced level of presentation and 'pitching' skills of policy analyses and solutions

4.3 Demonstrate an advanced level of debating skills

### **Learning skills**

5.1 Identify relevant (academic) sources for research projects

5.2 Constructively work and cooperate in international and interdisciplinary teams

5.3 (Jointly) plan and manage (group) projects within a strict time frame (use time-management skills)

5.4 Reflect upon one's own learning process

5.5 Demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes.

### 3. Evaluation of the Course

The faculty attaches great importance to your learning experience. Course evaluations by students are regarded as an important input which enables us to ensure the high quality of teaching and learning at FASoS. Student evaluations play a critical role in the work of programme directors and program committees, which are tasked with the development of measures to improve the quality of teaching and which oversee the implementation of these measures.

Evaluating a course does matter: Many of your suggestions can already be implemented in the next course period. Moreover, a new generation of students will benefit from the results of your evaluation, just as you have benefited from changes implemented in response to last year's student evaluations. In the last session of this module, all students are asked to provide an evaluate for that specific module. Please make sure to bring a laptop to the last session of the module. It takes about 15 minutes to fill out the questionnaire. These evaluations are anonymous.

In case you do not have access to a laptop in the last session of the course, the course evaluation is available at: <https://invo-fasos.maastrichtuniversity.nl>.

A number of improvements have been made to this course over the past years to take into account student feedback. Some of these include:

- Expanding the academic content of the course by adding several seminars on scholarly research in EU interest group politics and a more intensive and personalized follow-up and feedback. Building on these two recent components, you are asked to write a research paper (see more details below under section 5 “Assessment”);
- Expanding the range of trained communication skills by adding expert-led seminars and workshops that deal with traditional media and digital tools for public affairs management;
- Making the ethics training more hands-on by linking it to the discussion of a relevant documentary (“Merchants of Doubt”) and the code of conduct attached to the EU Transparency Register;
- Increasing the weight of the lobby plan & presentation in the overall assessment and provide more detailed and tangible instructions on how to develop the plan and how it will be graded;
- Providing samples of excellent previous student assignments;
- Involving more public affairs experts in the module;

### 4. Teaching Methods and General Principles

Teaching and learning activities in the EPA Programme and in this module are guided by interdisciplinarity, practice orientation and the principle of authenticity (mirroring academic activities in ‘real life’ to train the required academic and professional competences). Drawing on Maastricht University’s Problem-Based Learning (PBL) approach to teaching and learning, and

facilitated by the class size of the average EPA student cohort, teaching is student-centered and involves intensive interaction between professors and students, as well as between students themselves.

#### **4.1 Teaching and Learning Activities**

This module employs a variety of teaching and learning activities, as follows:

**Expert Seminars**, in which an academic or professional expert provides facts, concepts or relevant theories. In this module, seminars are given by FASoS faculty members, external academics, as well as various public affairs practitioners. It is the explicit ambition of the program to make these lectures as interactive as possible, and you are stimulated to actively participate in discussions. This is done, for instance, by integrating the discussion of predefined reading materials during or after the lectures, and through brief in-class group or individual exercises.

**A workshop**, which is based on collective project work (groups of about five to seven students). You will work on problems that require you to identify and search for the knowledge and research methods that you need to formulate solutions. Provided with carefully constructed situations, you will learn to solve problems by informing yourself and by reflection on the process of acquiring and assessing information. The group work in the workshops guarantees that you encounter a culturally diverse environment in which to talk about knowledge, apply the knowledge and engage in debates and in identifying solutions to problems. In this module, the group task for the workshop is to formulate and present a detailed lobby plan for a specific stakeholder, in the framework of a particular EU legislative file.

**Practical Exercises**: there are a variety of practical in-class exercises peppered throughout this module, through which you will develop your academic and professional skills. These include, for instance, developing a lobbying and impact monitoring strategy, identifying and analysing social media influencers in a particular EU policy area, and debating the ethics of certain lobby behaviours.

**Presentations** train your ability to disseminate knowledge output commonly used in academia and public affairs professions. Presentations also encourage you to function in a multi-cultural and international public affairs environment. In this module, you will be asked to prepare and deliver a group presentation of your lobby plan to an audience of your peers and instructors, followed by a questions & answers session.

**Individual Feedback Sessions:** the EPA Programme provides for sessions where students meet with the course coordinator to discuss their study progress. During this module the feedback sessions will focus particularly on one of the individual assignments, namely the individual paper. On December 3 you can participate in a special Q&A session with the course coordinator regarding the individual paper. On December 11 you will have the opportunity to discuss your draft paper with other students and the course coordinator in an online tutorial (drafts need to be sent ahead of the meeting, by Dec 7). You will provide feedback to peers during this tutorial and receive feedback yourself. Other instructors are available for feedback in person (when in Maastricht) or alternatively by e-mail, Skype or Zoom.

**Peer-Review** moments are integrated in several of the practical exercises of this module, for instance the social media sessions and the tutorials dealing with your individual paper. Through peer reviews you will learn the skills necessary for critical self-reflection and making constructive use of feedback. Peer-reviews also encourage you to function effectively in multi- and interdisciplinary, multi-cultural and international public affairs environments.

**Homework Assignments** encourage you to acquire specialist knowledge and understanding in public affairs and especially train your ability to set your own objectives and priorities and develop time-management skills. In this module homework assignments take the form of prior (required) reading of academic literature and the preparation of a lobby plan.

**Skills Training** is based on instruction and learning-by-doing. In accordance with the theme of this module, you will focus on communication skills, digital skills, planning and strategizing a lobby plan, and ethical decision-making skills. The format varies according to the topic at hand.

**Mentoring:** in the EPA Programme, you are paired up with an academic mentor and a mentor group. The purpose of the EPA Mentor Programme is to help students to tackle academic challenges during their studies. This is done through individual meetings with your assigned mentor, where you can receive advice and support regarding a range of topics: study expectations and experiences, ideas and progress in on the Master thesis, progress on securing an internship, and others. In this module, one mentor meeting will take place in the second half of November.

#### **4.2 Teaching/Learning Activities and EPA Principles**

With teaching and learning activities in the EPA Programme guided by interdisciplinarity, practice orientation and the principle of authenticity, this module achieves all three guiding principles. First, the module covers EU interest groups and lobbying mainly from a political science perspective, complemented by insights from communication studies and public administration. Second, the practice orientation is achieved through training a number of professional skills on the one hand and the practice-oriented workshop assignment on the other hand. Third, the authenticity is



achieved in asking you to engage in academic activities as if they are in ‘real life’, in order to train you the required academic and professional competences.

### **4.3 Teaching/Learning Activities and UM PBL Principles**

The teaching and learning activities in this module, reflect the broader PBL principles that are followed at UM in general and at the Faculty of Arts and Social Sciences in particular:

1. Learning is understood and fostered as a self-directed process in which you are encouraged to play an active role in the content of the course and in the effort to direct your learning process. In this module, this is achieved in part by giving you a fair amount of choices: For instance, you choose the theme of your individual paper, the titles, analytical framework and data which you will use in this context. You, together with your colleagues, choose the topic for the debate.
2. Learning is encouraged to be a collaborative process in which you are asked to achieve a mutual and shared understanding with your colleagues in the EPA Programme in working towards a common goal. This is facilitated, for instance, as you present the lobby plan or prepare the debate with the members in your group, and when you perform various other in-class group exercises.
3. Learning as a contextual process: we believe in learning in meaningful contexts and with multiple perspectives. In this module, this principle is highlighted, for instance, in the workshop assignment, where you will develop a lobby plan that is bespoke to the needs of a specific stakeholder and the specificities of a particular EU legislative file. Another example is the ethics training, where you will analyze a documentary in order to identify specific instances of ethical violations by lobbyists and link those to the relevant provisions in the code of conduct attached to the Transparency Register.
4. Learning as a constructive process: in this module multiple opportunities are provided for feedback (from both instructors and fellow peers), which will help you to improve your skills and competences.

### **4.4 Attendance**

The success of this module is highly dependent on your presence and your active participation. As we are a small group, the liveliness of the debates and the quality of the discussions depends on your input. All students are expected to contribute actively to the discussion in class and to have a 100% attendance in class. Any absence from course meetings should be motivated and notified in advance by email to the course coordinator.

## 5. Assessment

### 5.1. Assessment methods and links to ILOs

In this course your learning will be assessed with the following assessment methods:

Assignment name	Assignment type	Percentage of final grade
1. Individual paper	individual	40%
2. Lobby plan presentation	group (5 - 6 students)	40%
3. Quiz	individual	10%
4. Debate	group (approx. 15 students)	10%

#### Assignment 1 (40%): Research paper

This is an individual assignment. Your paper takes the form of a research paper. It requires a research question, a brief discussion of your analytical framework in the context of the relevant academic literature, a short methods section and empirical analysis (for instance in the form of a case study). Your paper will have a length of 3,000 words ( $\pm 10\%$  including body of text, footnotes, but excluding title page, acknowledgements, table of contents, list of abbreviations, reference list and annexes). You are free to write a paper closely related to the topic of your MA thesis. You are not expected to carry out an extensive empirical research project, but rather to analyse a particular policy case or a lobby group, interest group or civil society organisation(s) relevant to your research question based on original or existing data. As with all submitted papers at FASoS, you have to follow the APA stylesheet for referencing.

While you have to develop your own research question, several possible examples - which would need further specification - include (for inspiration):

- How to explain differences in collective action problems between different interest groups mobilising on EU policy issues?
- How are the EU's lobbying regulation regimes affecting European lobby groups?
- How effective is the EU's transparency register in mapping lobby organizations and activities?
- How do lobby groups make use of social media and why? With what impact?
- How to explain different patterns of interest group participation in the European Commission's open consultation regimes?
- Which interest groups gain access to EU decision makers (Commission, Council or Parliament) and why?
- What self-regulatory measures are EU lobby organizations taking?
- Is there a business bias in EU climate policy (or another policy area)?
- To what extent does the involvement of interest groups improve the effectiveness and legitimacy of EU policy-making?
- How can the European Commission increase its legitimacy by involving interest groups in policy processes?

- Why did a specific interest organization lobby the market? Is this an effective strategy?
- How are the current funding opportunities offered by the European Commission strengthening or alleviating inequalities between interest groups?
- When and why do EU level interest groups coalesce?
- When and why do interest groups deploy inside or outside lobbying in the EU context?
- When and why do interest groups deploy different types of frames in the EU context?
- Which interest organisations are influential in EU public policy and why?
- How to measure the impact of a single lobbying campaign?

Please note that the questions above would need to be geared to the specific policy issue(s), lobby group(s) and activities that you would want to investigate in your paper. Your paper will be assessed on the basis of criteria which can be consulted on the student portal. Some excellent papers from previous years can be consulted on the student portal. You will receive feedback on your work-in-progress from both the course coordinator and your peers.

*Due date: December 17<sup>th</sup>, 16:00 hrs.*

#### Assignment 2 (40%): Lobby plan presentation

This is a group assignment. You are asked to build a lobbying strategy for a specific legislative issue and a specific client as if you are a public affairs consultancy firm. Your strategy – or lobby plan – should cover: your client’s interest and preferences regarding the outcome of the legislative process; the lobby targets; the core messages of your campaign; an analysis of other stakeholders’ positions and a plan of engagement with them; and an overview of concrete lobbying activities. More information will be offered in the lecture by Aaron McLoughlin and a template of the lobby plan will be provided. Please focus the plan as much as possible on the assessment criteria available on the student portal and the aspects mentioned above, even if other aspects (such as budget and contact details of policymakers) can also be documented in the plan. The strategy will be delivered in the form of a 15-min pitch group presentation, which you will be requested to defend. Both the actual lobby plan and the pitch will be taken into consideration for the grading. The course coordinator and Aaron McLoughlin will grade this assignment together based on the assessment form which can be accessed on the student portal.

*Submit plan on Canvas: November 17<sup>th</sup>, 16:00 hrs.*

*Presentations: November 19<sup>th</sup>, 11:00-15:30 hrs.*

#### Assignment 3 (10%): EU Quiz

This is an individual assignment. Similar to other modules in the MA EPA program, the quiz will test your level of “EU factual knowledge”. The questions will all stem from information provided during the seminars, or will refer to basic facts or current events we feel everybody studying European public affairs should know. For contemporary affairs questions, you are advised to keep

abreast of news on EU affairs via relevant sources such as Politico and Euractiv. The questions regarding factual knowledge offered during the lectures will be mostly based on the lectures by Justin Greenwood and the course coordinator.

*Date: November 16<sup>th</sup>, 11:00-12:00 hrs.*

#### Assignment 4 (10%): Debate

This is a group assignment. Similar to other modules in the MA EPA program, the class will be split in two opposing teams. You will debate Oxford-style a motion of your own choice. Group division and the assignment of a topic will be coordinated by Christine Arnold.

*Date: November 26<sup>th</sup>, 13:30-15:30 hrs.*

Grading follows the rules of the Dutch system used in Maastricht University with a range of 1 to 10. The lowest passing grade is 6. For details please see the EPA Handbook.

For group assignments you will receive one common group grade. In the most unusual circumstances, an individual grade may be different from that of the group if the person fails to meet his/her obligations as part of the team. Please notify the course coordinator in case of problems.

**Note!** For a final passing grade in this module, it is necessary to obtain a 6.0 or above for **BOTH** Assignment 1 (the research paper) and Assignment 2 (the lobby plan).

**Resit** is only possible for Assignment 1 and Assignment 2. The resit includes a revision of the research paper and an individual written assignment outlining the lobby plan. The deadline for the resit assignments is April 6 - 16:00.

**Grades** will be communicated by January 14. Grades of the resit will be communicated by April 29.

Assignment	Link to Intended Learning Outcomes
Research paper	<p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p> <p>ILO 5.4 Reflect upon one's own learning process</p>
Lobby plan presentation	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.2 Formulate specific courses of action and policy recommendations, whilst being aware of their impact</p> <p>ILO 4.1. Write policy relevant documents for different audiences</p> <p>ILO 4.2 Demonstrate an advanced level of presentation and 'pitching' skills of policy analyses and solutions</p> <p>ILO 5.2 Constructively work and cooperate in international and interdisciplinary teams</p> <p>ILO 5.3 (Jointly) plan and manage (group) projects within a strict time frame (use time-management skills)</p> <p>ILO 5.4 Reflect upon one's own learning process</p> <p>ILO 5.5 Demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes.</p>
Quiz	<p>ILO 1.1 Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p>
Debate	<p>ILO 1.1 Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 4.3 Demonstrate an advanced level of debating skills</p> <p>ILO 5.2 Constructively work and cooperate in international and interdisciplinary teams</p> <p>ILO 5.3 (Jointly) plan and manage (group) projects within a strict time frame (use time-management skills)</p> <p>ILO 5.4 Reflect upon one's own learning process</p>

**Table 2: Links between educational activities and Intended Learning Outcomes**

Educational activity (in chronological order)	Link to Intended Learning Outcomes
Interest Representation in the EU	<p>ILO 1.1. Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 1.2. Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p>
Designing EU lobby strategies	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.2 Formulate specific courses of action and policy recommendations, whilst being aware of their impact</p> <p>ILO 4.2 Demonstrate an advanced level of presentation and ‘pitching’ skills of policy analyses and solutions</p> <p>ILO 5.2 Constructively work and cooperate in international and interdisciplinary teams</p> <p>ILO 5.3 (Jointly) plan and manage (group) projects within a strict time frame (use time-management skills)</p> <p>ILO 5.4 Reflect upon one’s own learning process</p>
Lobbying strategies in the EU	<p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p> <p>ILO 5.4 Reflect upon one’s own learning process</p>
Golden rules for public affairs professionals	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.2 Formulate specific courses of action and policy recommendations, whilst being aware of their impact</p> <p>ILO 5.5 Demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes.</p>

Case study research in EU lobbying	<p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p> <p>ILO 5.4 Reflect upon one's own learning process</p>
Public affairs in the digital age	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 4.1. Write policy relevant documents for different audiences</p> <p>ILO 5.5 Demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes.</p>
Media training	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 4.1. Write policy relevant documents for different audiences</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p>
Social Media in EU Public Affairs	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.2 Formulate specific courses of action and policy recommendations, whilst being aware of their impact</p> <p>ILO 5.2 Constructively work and cooperate in international and interdisciplinary teams</p> <p>ILO 5.5 Demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes.</p>
Interest group access and influence in the European Union	<p>ILO 1.1. Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 1.2. Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p>

Lobbying the Market	<p>ILO 1.1. Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 1.2. Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 2.1 Demonstrate the ability to tackle a specific EU-related polity, policies and politics issues</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p>
Lobby organizations in the EU	<p>ILO 1.1. Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p>
Disruptions in EU public affairs	<p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p> <p>ILO 5.2 Constructively work and cooperate in international and interdisciplinary teams</p> <p>ILO 5.5 Demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes</p>
Transparency & ethics in EU public affairs Movie viewing Merchants of Doubt	<p>ILO 1.1 Demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.</p> <p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 1.3. Understand and navigate the field of European Public Affairs.</p> <p>ILO 3.1 Reflect upon and manage the complexity of EU-related policy problems</p> <p>ILO 3.2 Formulate specific courses of action and policy recommendations, whilst being aware of their impact</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.4 Reflect upon one's own learning process</p>
Q&A Research paper	<p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p> <p>ILO 5.4 Reflect upon one's own learning process</p>



Feedback tutorial	<p>ILO 1.2 Demonstrate advanced knowledge of academic concepts and theories</p> <p>ILO 3.3 Use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy</p> <p>ILO 3.4 Formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers</p> <p>ILO 5.1 Identify relevant (academic) sources for research projects</p> <p>ILO 5.4 Reflect upon one's own learning process</p>
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## 6. Teaching Team

**Course coordinator:** Dr. Iskander De Bruycker

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Grote Gracht 80-82, room 1.001

*Office hours:* by individual appointment

**Lecturers** (in alphabetical order):

Christine Arnold

Joris Bulteel

Francesca Coli

Paul Culley

Bert Fraussen

Justin Greenwood

Marcel Hanegraaff

Theo Jans

Wolfgang Koeth

Aaron McLoughlin

Andreea Năstase

Leyla Sertel

Laura Shields

Aneta Spendzharova

Paul Stephenson

Jon Worth

Please see Annex A for lecturers' biographies.

## 7. Practical information

### 7.1. Brief overview

WEEK 1 (26–30 October)		
Mon (26 Oct)	11:00 – 13:00 14:00 – 18:00	Introduction to the module – Iskander De Bruycker – Turnzaal Interest Representation in the EU – Justin Greenwood – Online
Tue (27 Oct)	11:00 – 13:00 14:00 – 16:00	Interest Representation in the EU – Justin Greenwood – Online Interest Representation in the EU – Justin Greenwood – Online
Wed (28 Oct)	11:00 – 13:00 14:00 – 16:00	Interest Representation in the EU – Justin Greenwood – Online Interest Representation in the EU – Justin Greenwood – Online
Thu (29 Oct)	11:00 – 15:30	Designing EU lobby strategies – Aaron McLoughlin – Turnzaal
Fri (30 Oct)		Work on master thesis and assignments
WEEK 2 (2–6 November)		
Mon (2 Nov)	11:00 – 15:30	Virtual trip to Brussels – Jur Schilp and Paul Stephenson – Turnzaal
Tue (3 Nov)		Virtual trip to Brussels – Jur Schilp and Paul Stephenson – Online
Wed (4 Nov)		Virtual trip to Brussels – Jur Schilp and Paul Stephenson – Online
Thu (5 Nov)	11:00 – 14:00	Lobbying strategies in the EU – Iskander De Bruycker – Turnzaal
Fri (6 Nov)		Work on master thesis and assignments
WEEK 3 (9–13 November)		
Mon (9 Nov)	11:00 – 15:30	Social Media in EU Public Affairs – Jon Worth – Turnzaal
Tue (10 Nov)	11:00 – 13:00	Skills training: Conceptualization & Theorization – Aneta Spendzharova – Online
Wed (11 Nov)	11.30 – 16.00 16.30 – 17.30	Professional Skills: Simulation – Wolfgang Koeth – <b>at EIPA</b> Discussion – Wolfgang Koeth – <b>at EIPA</b>
Thu (12 Nov)	13:30 – 15:30	Interest group access and influence in the EU – Iskander De Bruycker – Turnzaal
Fri (13 Nov)		Work on master thesis and assignments
WEEK 4 (16–20 November)		
Mon (16 Nov)	11:00 – 12:00 13:30 – 15:30 16:30 – 18:30	EU Quiz – Turnzaal Golden rules for public affairs professionals – Joris Bulteel – Turnzaal Presentation skills – Paul Stephenson – Online
Tue (17 Nov)		<i>Deadline: Submit lobby plan before 16:00 hrs.</i> Work on master thesis and assignments
Wed (18 Nov)	11:00 – 13:00	Skills training: Operationalization & Measurement – Aneta Spendzharova – Online
Thu (19 Nov)	11:00 – 15:30	Designing EU lobby strategies (group presentations) – Aaron McLoughlin & Iskander De Bruycker – Turnzaal
Fri (20 Nov)	11:00 – 13:00	Transparency & ethics in EU public affairs – Andreea Năstase – Online

WEEK 5 (23–27 November)		
Mon (23 Nov)	11:00 – 13:00	Case study research in EU lobbying – Iskander De Bruycker – Turnzaal
	13:30 – 15:30	Movie viewing “Merchants of Doubt” – Andreea Năstase – Turnzaal
Tue (24 Nov)	11:00–13:00	Skills training: Methods for Data Collection and Analysis – Aneta Spendzharova – Online
	13:30–15:30	Skills training: Feedback and Q&A on MA thesis proposals – Aneta Spendzharova – Online
Wed (25 Nov)	11:00 – 13:00	Media training – Laura Shields – Online
	13:30 – 15:30	Provisional Mentor Meetings
Thu (26 Nov)	13:30 – 15:30	DEBATE – Turnzaal
Fri (27 Nov)		Work on master thesis and assignments
WEEK 6 (30 November–4 December)		
Mon (30 Nov)	11:00 – 13:00	Lobbying the Market – Francesca Coli – Turnzaal
	13:30 – 15:30	Digital disruptions in EU public affairs – Bert Fraussen – Turnzaal
Tue (1 Dec)	13:30 – 15:30	Public affairs in the digital age – Leyla Sertel – Online
Wed (2 Dec)	9.00 – 13.00	Skills training: MA Thesis Proposals and Research Designs – Aneta Spendzharova– Online
Thu (3 Dec)	11:00 – 13:00	Q&A research paper – Turnzaal
	13:30 – 15:30	Business bias in the EU – Marcel Hanegraaff – Turnzaal
Fri (4 Dec)		Work on master thesis and assignments
WEEK 7 (7–11 December)		
Mon (7 Dec)	11:00 – 13:00	<i>Deadline: submit draft research paper on Canvas and send to fellow student(s) before 10:30 hrs.</i> Skills training: Writing for different audiences: Drafting a Background Note – Paul Culley – Turnzaal
	14:00 – 16:00	Better Regulation – Theo Jans – <b>at EIPA</b>
Tue (8 Dec)		Work on master thesis and assignments
Wed (9 Dec)		Work on master thesis and assignments
Thu (10 Dec)	11:00 – 13:00	Skills training: Writing for different audiences: Drafting Speaking Notes – Paul Culley – Turnzaal
	13:30 – 15:30	Wrapping up of the course and evaluation – Iskander De Bruycker – Turnzaal
Fri (11 Dec)	13:30 – 15:30	Feedback tutorial (Group 1) – Iskander De Bruycker – Online
	16:00 – 18:00	Feedback tutorial (Group 2) – Iskander De Bruycker – Online
WEEK 8: EXAMINATION WEEK (14–18 December)		
Mon (14 Dec)		Examination week
Tue (15 Dec)		Examination week
Wed (16 Dec)		Examination week
Thu (17 Dec)		<i>Deadline: Final Research paper due before 16.00 hrs.</i>
Fri (18 Dec)		Examination week

## 7.2. Background reading

- Alemanno, A. (2017). *Lobbying for Change: Find Your Voice to Create a Better Society*. London: Icon Books.
- Bitonti, A., & Harris, P. (Eds.). (2017). *Lobbying in Europe: Public Affairs and the Lobbying Industry in 28 EU Countries*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Chari, R., Hogan, J., & Murphy, G. (2010). *Regulating lobbying: a global comparison*. Manchester & New York: Manchester University Press.
- Coen, D., & Richardson, J. (Eds.). (2009). *Lobbying the European Union: Institutions, Actors, and Issues*. Oxford: Oxford University Press.
- De Bruycker, I. (2016). Pressure and expertise: Explaining the information supply of interest groups in EU legislative lobbying. *JCMS: Journal of Common Market Studies*, 54(3), 599-616.
- Greenwood, J. (2017). *Interest Representation in the European Union* (4th edition). Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Hardacre, A. (Ed.). (2011). *How the EU Institutions Work... & How to Work with the EU Institutions*. John Harper Publishing.
- Klüver, H. (2013). *Lobbying in the European Union: Interest Groups, Lobbying Coalitions, and Policy Change*. Oxford: Oxford University Press.
- Kohler-Koch, B., & Quittkat, C. (2013). *De-Mystification of Participatory Democracy: EU Governance and Civil Society*. Oxford: Oxford University Press.
- Kröger, S. (2016). *Europeanised or European? Representation by Civil Society Organisations in EU Policy Making*. Colchester: ECPR Press.
- Laurens, S. (2017). *Lobbyists and Bureaucrats in Brussels: Capitalism's Brokers*. Routledge.
- Mahoney, C. (2008). *Brussels vs. the Beltway: Advocacy in the United States and the European Union*. Georgetown University Press.
- Naurin, D. (2007). *Deliberation behind Closed Doors: Transparency and Lobbying in the European Union*. Colchester: ECPR Press.
- Rose, C. (2010). *How to Win Campaigns: Communications for Change* (2nd ed.). New York: Earthscan.
- Rose, C. (2011). *What Makes People Tick: The Three Hidden Worlds of Settlers, Prospectors and Pioneers*. Leichester: Matador.

### *Academic journals*

Interest Groups & Advocacy (<https://link.springer.com/journal/41309>)

Journal of Public Affairs (<https://onlinelibrary.wiley.com/journal/14791854>)

Journal of European Public Policy (<https://www.tandfonline.com/toc/ripp20/current>)

Journal of Common Market Studies (<https://onlinelibrary.wiley.com/journal/14685965>)

West European Politics (<https://www.tandfonline.com/toc/fwep20/current>)

European Union Politics (<https://journals.sagepub.com/toc/eupa/current>)

Regulation & Governance (<https://onlinelibrary.wiley.com/journal/17485991>)

Journal of European Integration (<https://www.tandfonline.com/toc/geui20/current>)

### **7.3. Useful links**

The EU Transparency Register: <http://ec.europa.eu/transparencyregister/public/homePage.do>

Your Voice in Europe – database of EU online consultations:

[https://ec.europa.eu/info/consultations\\_en](https://ec.europa.eu/info/consultations_en)

Hearings & events database at the European Parliament:

<http://www.europarl.europa.eu/committees/en/events-hearings.html>

The European Citizens' Initiative: <http://ec.europa.eu/citizens-initiative/public/welcome>

The Public Affairs Council – European Office: <https://pac.org/europe>

The European Public Affairs Consultancies Association: <https://epaca.org/>

The Society of European Affairs Professionals: <https://seap.be/>

VoteWatch Europe: <https://www.votewatch.eu/>

EU Integrity Watch: <https://www.integritywatch.eu/>

#### 7.4. Detailed overview of sessions

*Professional and Integrated Skills Track sessions are not included in this overview. For more info on these please contact your course coordinator or the Integrated Skills Track coordinator.*

##### Introduction to the module (Iskander De Bruycker, Oct 26)

In our first meeting, we will explore the meaning of the concepts ‘interests’, ‘interest groups’ and ‘lobbying’. We will reflect on the appropriate terminology and discuss concrete examples of interest groups, social movements, civil society organizations and public affairs consultancies. We discuss the hurdles that societal interests face to mobilize collectively and how they manage to overcome these hurdles. Concepts such as ‘the free-rider problem’ and ‘selective benefits’ will be at the center of these discussions. We will look into the different stages of interest mobilization as embodied by the *influence production process*.

This session will give students an overview of the entire course. The course coordinator will present the course schedule, the various assignments and deadlines. He will emphasize that it is important to start planning the different assignments – and especially the final paper – soon after this first session.

##### Recommended reading:

- Beyers, J., Eising, R., & Maloney, W. (2008). Researching interest group politics in Europe and elsewhere: much we study, little we know?. *West European Politics*, 31(6), 1103-1128.
- De Bruycker, I., Berkhout, J., & Hanegraaff, M. (2019). The paradox of collective action: Linking interest aggregation and interest articulation in EU legislative lobbying. *Governance*, 32(2), 295-312.
- Lowery, D., & Gray, V. (2004). A neopluralist perspective on research on organized interests. *Political Research Quarterly*, 57(1), 164-175.

##### Interest representation in the European Union (Justin Greenwood, Oct 26-28)

'Interest Representation in the EU' will be analysed over the course of three days, through varied activities led by Justin Greenwood, Professor of European Public Policy at The Robert Gordon University (Aberdeen, UK) and a visiting professor at the College of Europe.

After introducing the topic by identifying the two-way relationship linking international institutions with lobbying organizations, the workshop will continue by examining the procedures which EU institutions have established to dialogue with civil society. We will evaluate arguments examining whether this dialogue provides a sufficient basis for the democratic legitimacy for the EU as well as the criticism that it produces ‘policies without politics’. We will examine the concepts of access, policy success, and influence, and compare different types of civil society actors (business, NGOs etc) working at EU level against these concepts. We will have a workshop on

the EU Transparency Register, a database of organisations seeking to influence the public policy of the EU institutions.

During the second day we will use a case study of advocacy involving a specific legislative file to look at lobbying campaigns by different interests and the way in which different types of policies produce different distributions of costs and benefits, and the underlying politics associated with these. We will also examine the keynote article by Hart which looks at different conceptual models of multinationals as political actors, and which help to identify some of the constraints upon large organisations seeking to act on the political stage. We will also discuss the keynote article by Dür, Bernhagen & Marshall, comparing NGOs and business actors by policy success at EU level. On the third day will examine the impact of the European Citizens' Initiative and social movements upon the public deliberation of EU policies, and discuss the keynote article by Stevens & De Bruycker on access, success, and influence by different types of interest organisations at EU level. You are required to read the case study before day 2 as well as the articles by Hart, and Dür et al, and by day 3 the article by Stevens & De Bruycker.

#### Required reading

- Case study - to be read in advance before 27/10 (see student portal)
- Hart, D.M. "The political theory of the firm", in the Oxford Handbook of Business-Government Relations, Oxford: Oxford University Press. - to be read in advance before 27/10 (see student portal)
- Dür A, Bernhagen P & Marshall D (2015) 'Interest Group Success in the European Union: when & why does business lose?' *Comparative Political Studies*, 48, 8, 951-983. – to be read in advance before 27/10
- Stevens, F., & De Bruycker, I. (2020). Influence, affluence and media salience: Economic resources and lobbying influence in the European Union. *European Union Politics*, available online. - to be read in advance before 28/10

#### Recommended reading:

- Beyers, J., & De Bruycker, I. (2018). Lobbying makes (strange) bedfellows: explaining the formation and composition of lobbying coalitions in EU legislative politics. *Political Studies*, 66(4), 959-984.
- Chalmers, A. W. (2018). Unity and conflict: Explaining financial industry lobbying success in European Union public consultations. *Regulation & Governance* [early view].
- Dür, A & Mateo, G (2014) 'Public opinion and interest group influence: how citizen groups derailed the Anti-Counterfeiting Trade Agreement', *Journal of European Public Policy*, 21, 8, 1199-1217.
- Keller, E (2016) 'Noisy business politics: lobbying strategies and business influence after the financial crisis', *Journal of European Public Policy*.



- Klüver H, Braun C & Beyers J (2015) Legislative lobbying in context: towards a conceptual framework of interest group lobbying in the European Union, *Journal of European Public Policy*, 22:4, 447-461.
- Lucas, K., Hanegraaff, M., & De Bruycker, I. (2019). Lobbying the lobbyists: when and why do policymakers seek to influence advocacy groups in global governance?. *Interest Groups & Advocacy*, 8(2), 208-232.
- Rasmussen, M (2014) 'The Battle for Influence: The Politics of Business Lobbying in the European Parliament', *Journal of Common Market Studies*, 53, 2, 365-382.

#### Designing EU lobby strategies (Aaron McLoughlin, Oct 29 and Nov 19)

This component of the module will give you a detailed, and interactive, look at the practicalities of lobbying in the EU. In essence it will focus on both day-to-day lobbying in Brussels and how to build a lobbying strategy that is fit for purpose in today's lobbying environment. It will start with an opening lecture (on Oct 31) on day-to-day lobbying in Brussels and the skills and tools that a lobbyist needs to build an effective lobbying strategy. This lecture will present a practical methodology for thinking about lobbying and how to approach your work with more confidence. You will also be given practical hints and tips on what the work of a lobbyist is like - to give you a feel for a typical working day/week. At the end of this presentation you will be given a group assignment. You will be asked to build a lobbying strategy for a specific issue using the methodology you have been presented. You will have to prepare a lobby plan and pitch presentation that you will be requested to defend on Nov 19<sup>th</sup>.

#### Required reading:

- De Bruycker, I. & McLoughlin, A. (2020). The public affairs plan: Seven steps to success rooted in science and practice. *Journal of Public Affairs*, forthcoming. (available on the student portal)

#### Recommended reading:

- De Bruycker, I. (2019). Lobbying: An art and a science—Five golden rules for an evidence-based lobbying strategy. *Journal of Public Affairs*, e1949.
- Hardacre, A. & McLoughlin, A. (2020). An EU public affairs methodology. In A. Hardacre (Ed.), *How to Work with the EU Institutions: A Practical Guide to Successful Public Affairs in the EU*. London: John Harper Publishing.
- Rose, C. (2012). *How to win campaigns: 100 steps to success*. Routledge.

### Lobbying strategies in the EU (Iskander De Bruycker, Nov 5)

Interest groups employ various types of lobbying tactics and strategies to influence policy decisions. In this session, we particularly focus on interest groups' decisions to coalesce and whether they choose to lobby policymakers directly or indirectly (inside versus outside lobbying). The students learn how interest organizations develop their lobbying strategy from an academic perspective. We discuss how this relates to the public affairs plan and how questions on interest group strategies can be relevant for the final individual paper.

#### Required readings:

- Beyers, J., & De Bruycker, I. (2018). Lobbying makes (strange) bedfellows: explaining the formation and composition of lobbying coalitions in EU legislative politics. *Political Studies*, 66(4), 959-984.
- Junk, W. M. (2016). Two logics of NGO advocacy: understanding inside and outside lobbying on EU environmental policies. *Journal of European Public Policy*, 23(2), 236-254.

#### Recommended readings:

- Beyers, J. (2004). Voice and access: political practices of European interest associations. *European Union Politics*, 5(2), 211-240.
- De Bruycker, I., & Beyers, J. (2018). Lobbying strategies and success: Inside and outside lobbying in European Union legislative politics. *European Political Science Review*, 1-18.
- Dür, Andreas and Gemma Mateo (2013) Gaining access or going public? Interest group strategies in five European countries. *European Journal of Political Research* 52(5): 660-686.
- Hanegraaff, M., & Pritoni, A. (2019). United in fear: Interest group coalition formation as a weapon of the weak?. *European Union Politics*, 20(2), 198-218.

### Social Media in EU Public Affairs (Jon Worth, Nov 9)

This session will provide both the practical skills and the intellectual underpinnings of how online communications, and particularly social media, are impacting public affairs in EU politics. By the end of the workshop you will understand the main ways social media is being used by actors in the policy process in Brussels (Commission, MEPs, Council, and NGOs and other interests) and will be able to understand how you, as citizens and as possible employees of institutions and lobby organisations in Brussels, could use these skills to shape the policy process. It will also briefly examine the online press in Brussels. The workshop will be split into three parts. The first will examine the online debate in EU politics in terms of organisational change and power relations, and will use short case studies for illustrative purposes. In the second part of the workshop you will work in small groups to answer questions posed in an online exercise. The third part of the workshop will be about the practical use of the relevant tools.

### Recommended readings:

- Worth, J. (2020). Working with the media and social media in the EU. In A. Hardacre (Ed.), *How to Work with the EU Institutions: A Practical Guide to Successful Public Affairs in the EU*. London: John Harper Publishing.

### Interest group access and influence in the European Union (Iskander De Bruycker, Nov 12)

In this session we discuss the concepts power and influence and link this to interest group lobbying activities. Next to how influence can be conceptualized, we look at various ways of how interest group influence can be observed and measured. We discuss how these insights can be applicable for measuring impact in public affairs practice. Students are actively stimulated to think about problems and concerns when measuring interest group influence.

### Required readings:

- Dür, A. (2008). Measuring interest group influence in the EU: A note on methodology. *European Union Politics*, 9(4), 559-576.
- De Bruycker, I., & Beyers, J. (2019). Lobbying strategies and success: Inside and outside lobbying in European Union legislative politics. *European Political Science Review*, 11(1), 57-74.

### Recommended readings:

- Lukes, Steven (1974). *Power: A radical view*. London: Macmillan (chapter 1).
- Lowery, David (2013). Lobbying influence: Meaning, measurement and missing. *Interest Groups & Advocacy*. 2(1): 1-26.

### Golden rules for public affairs professionals (Joris Bulteel, Nov 16)

This session presents a set of golden rules for public affairs professionals based on the extensive experience of Joris Bulteel – a well-known public affairs veteran from Brussels/Antwerp. The session will strongly build on Joris' extensive experience and will present several illuminating examples of (in)effective public affairs practices. The session is useful as background information for the public affairs plan and for getting a more tangible idea of what public affairs practice is about.

Transparency and ethics in EU Public Affairs (Andreea Năstase, Nov 20)

Over the last decade the EU institutions have come under fire regarding the probity of their relationship with private interests (broadly defined). They have responded by regulating the Brussels lobby through the creation of the Transparency Register, but also adopted less visible measures aimed at the conduct of their own employees (codes of conduct, ethics trainings, post-employment restrictions, the obligation to declare interests and assets etc.). This two-hour lecture will introduce you to the context and the content of ethics reforms in the European institutions and reflect on the likely impact of these developments for the Brussels lobby scene. We will also practically explore the limits of acceptable behaviour in the relationship between EU officials and lobbyists by discussing several short hypothetical scenarios.

Required readings:

- Năstase, A., & Muurmans, C. (2020). Regulating lobbying activities in the European Union: A voluntary club perspective. *Regulation & Governance*, 14(2), 238-255.

Movie viewing “Merchants of Doubt” (Andreea Năstase, Nov 23)

This documentary complements the lecture on transparency and ethics in EU public affairs by offering a poignant illustration of what unethical lobbying might look like:

*Inspired by the acclaimed book by Naomi Oreskes and Erik Conway, “Merchants of Doubt” takes audiences on a satirically comedic, yet illuminating ride into the heart of conjuring American spin. Filmmaker Robert Kenner lifts the curtain on a secretive group of highly charismatic, silver-tongued pundits-for-hire who present themselves in the media as scientific authorities – yet have the contrary aim of spreading maximum confusion about well-studied public threats ranging from toxic chemicals to pharmaceuticals to climate change.*

Case study research on lobbying and interest representation in the EU (Iskander De Bruycker, Nov 23)

This two-hour session will discuss different research and methodological approaches in interest group research. It will provide you with an overview of different empirical research strategies that you can apply in your own research on lobbying and interest groups politics in the EU. We will mostly focus on the case study approach: how to select cases and collect data through interviews and content analysis. We will discuss some prominent examples of case study research in EU interest group politics. This session will help you in making an informed choice as to what specific framework and research approach fits the topic and research question that you will explore in your final paper.

### Recommended readings:

- Seawright, J., & Gerring, J. (2008). **Case selection techniques** in case study research: A menu of qualitative and quantitative options. *Political research quarterly*, 61(2), 294-308.
- Mahoney, J. (2012). The logic of **process tracing** tests in the social sciences. *Sociological Methods & Research*, 41(4), 570-597.
- Beach, D. (2017). **Process-tracing methods** in social science. In *Oxford research Encyclopedia of politics*.  
<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-176?print=pdf>
- Beyers, J., Braun, C., Marshall, D., & De Bruycker, I. (2014). Let's talk! On the practice and method of **interviewing** policy experts. *Interest Groups & Advocacy*, 3(2), 174-187.
- Bowen, G. A. (2009). **Document analysis** as a qualitative research method. *Qualitative research journal*, 9(2), 27.

### Media training (Laura Shields, Nov 25)

Whether it is monitoring and issue tracking, the implementation of a media campaign, or a crisis that requires spokespeople to talk to journalists, professional media engagement is essential in public affairs. Using a combination of theory, practical examples and in-class exercises, this two-hour session will introduce you to the techniques for handling a range of media activities, from background briefings to aggressive broadcast interviews.

### Recommended readings:

- Shields, L. (2020). The art of influence. In A. Hardacre (Ed.), *How to Work with the EU Institutions: A Practical Guide to Successful Public Affairs in the EU*. London: John Harper Publishing.

### Lobbying the Market (Francesca Colli, Nov 30)

In addition to their lobbying activities targeting decision-makers working in public institutions, some civil society organisations also aim their advocacy at private organisations. These campaigns usually aim to change corporate behaviour in some way through, for instance, protests, email and Twitter campaigns, or even by meeting directly with corporations. But can this really be considered 'lobbying'? This lecture will explore how these 'market strategies' fit into broader lobbying frameworks, as well as the reasons why groups may choose to target the market.

### Required reading:

- Colli, F., & Adriaensen, J. (2020). Lobbying the state or the market? A framework to study civil society organizations' strategic behavior. *Regulation & Governance*, 14(3), 501-513.

### Recommended readings:

- Soule, S. A. (2012). ‘Social Movements and Markets, Industries, and Firms’, *Organization Studies*, 33(12), 1715–1733.
- Wahlström, M. & Peterson, A. (2006). Between the State and the Market: Expanding the Concept of ‘Political Opportunity Structure.’. *Acta Sociologica* 49, 363–377.

### Digital disruptions in EU public affairs (Bert Fraussen, Nov 30)

Uber, Facebook, AirBnb,... Many industries are currently being disrupted by pioneers who embrace digital technologies to establish new business models. To what extent are these digital technologies also changing the nature of public affairs? In this session, we will focus on how “digital natives” have capitalized on the opportunities provided by social media and developed new organizational models and advocacy approaches, while we also discuss how this might affect more traditional interest groups and the possible role of citizens in lobbying.

### Required readings:

- Fraussen, B., & Halpin, D. (2018). How do interest groups legitimate their policy advocacy? Reconsidering linkage and internal democracy in times of digital disruption. *Public Administration*, 96(1), 23-35. doi:10.1111/padm.12364
- Karpf, D. (2012). *The MoveOn effect: the unexpected transformation of American political advocacy*. New York: Oxford University Press.(chapter 2)

### Recommended reading:

- Johansson, H., & Scaramuzzino, G. (2019). The logics of digital advocacy: Between acts of political influence and presence. *New Media & Society*, 21(7), 1528-1545. doi:10.1177/1461444818822488

### Public affairs in the digital age (Leyla Sertel, Dec 1)

Like many other areas of contemporary politics and society, digitalization is redefining public affairs. This session introduces you to a number of digital tools that have appeared on the European scene, and which are used to track, monitor, analyse, log events and trends, and/or connect and engage with policymakers at multiple levels and with stakeholders at large.

### Recommended reading:

- Sertel, L & Hardacre. (2020). Digital information management in EU public affairs. In A. Hardacre (Ed.), *How to Work with the EU Institutions: A Practical Guide to Successful Public Affairs in the EU*. London: John Harper Publishing.

### Business bias in the European Union (Marcel Hanegraaff, Dec 3)

A glance at the EU Transparency Register – the most comprehensive database we currently have regarding lobby actors active at the EU level – reveals over 11, 000 individual registrants spread across six categories, from business interests to trade unions, NGOs, public affairs consultancies, think-tanks, and local and regional interests. This two-hour lecture will take you in-depth through this complex and varied environment. We will particularly explore whether lobbying in the EU is biased towards business interests. Most observers certainly think so, yet this lecture will provide a critical assessment of this common belief. This lecture will work through the different ideas about a business bias in EU politics, ranging from mobilization, access, to influence (and power).

#### Required readings:

- Berkhout, J., Hanegraaff, M., & Braun, C. (2017). Is the EU different? Comparing the diversity of national and EU-level systems of interest organisations. *West European Politics*, 40(5), 1109-1131.
- Hanegraaff, M., & Berkhout, J. (2019). More business as usual? Explaining business bias across issues and institutions in the European Union. *Journal of European Public Policy*, 26(6), 843-862.

## **Annex A: Instructors' biographies**

### **Course coordinator**

**Dr. Iskander De Bruycker** is an Assistant Professor in EU Politics and Policy-making at the Faculty of Arts and Social Sciences, Maastricht University. Before, he was a postdoctoral researcher and a lecturer at the University of Antwerp (2016-2019) and the University of Amsterdam (2015-2016). He was a visiting researcher at the European University Institute in Florence (2019) and the University of Aarhus (2015). Iskander's research activities lie in the fields of European public policy, political communication and interest group politics. He has published on these topics in journals such as the European Journal of Political Research, the Journal of Common Market Studies, Governance and Political Communication. He is a member of the editorial board of the Journal of European Public Policy. Iskander was awarded research grants from the Research Foundation Flanders (FWO), le Fonds de la Recherche Scientifique (F.R.S.-FNRS) and ACCESS Europe. Iskander teaches classes on European integration, civil society, EU public affairs, interest group politics and research methods. He is a member of the steering committee of the ECPR standing group on interest groups and the steering board of the Flemish Political Science Association. Iskander obtained his PhD in 2015 at the University of Antwerp.

### **Lecturers (in alphabetical order)**

**Dr. Christine Arnold** is an Associate Professor at Maastricht University. Her research interests are in comparative politics, EU politics and European integration, public opinion, political representation, large-scale data analysis and quantitative methods. Together with Mark Franklin and Christopher Wlezien was Co-PI in the project the "Database for Political Responsiveness", funded by the Dutch Organization for Scientific Research (NWO). Also, previously she was a Marie Curie Fellow at the European University Institute. Her articles have been published in Political Studies, West European Politics, International Studies Quarterly, European Union Politics and other journals.

**Joris Bulteel** is a public affairs expert who started his career in trade associations in Brussels, London and Washington DC. Before co-founding Whyte Corporate Affairs, he was Director of Interel, in charge of the Belgian public affairs practice. He has a specific experience in dealing with issue-driven lobbying and crisis communication projects. Working for both corporations and industry associations, his role ranges from strategic counsel and sounding board to active engagement in business representation, negotiation and mediation. An advocate of a 'new school' approach to public affairs, he is a firm believer that these disciplines can provide an efficient and effective answer to business critical issues. He studied Political Science (University of Antwerp) and holds an MBA in General Management (Vlerick Business School). Joris is, amongst others, a co-founder and board member of Bepact and Vice-Chair of the Amcham Antwerp Chapter, and is an active networker in the world of business, politics and culture



**Dr. Francesca Colli** is Assistant Professor in European Politics at the Faculty of Arts and Social Sciences at Maastricht University, and Associate Researcher at Egmont Institute, Brussels. Previously, she was a Substitute Lecturer at the Leuven International and European Studies Institute at KU Leuven. Her research interests include the role and lobbying activities of interest groups and social movements on national and EU policy, particularly on environmental and climate change policies.

**Paul Culley** gives non-academic presentations to illustrate how, in practice, the EU makes policy and takes decisions. He uses stories and narratives drawn from decades of experience as a senior EU official working directly with the European Council, the Council of Ministers and COREPER.

**Dr. Bert Fraussen** is an Assistant Professor at Leiden University, Faculty of Governance and Global Affairs. His research agenda integrates the organizational design and development of political organizations, notably interest groups, and their involvement in public policy at the national and EU level. Particular topics of interest include relations between interest groups and policymakers and the role of stakeholders in policy advisory systems. Bert's work has been published in journals such as the *Public Administration*, *Political Studies*, *Policy Sciences* and the *European Journal of Political Research*.

**Prof. Justin Greenwood** is Professor of European Public Policy at the Robert Gordon University, Aberdeen, and a Visiting Professor at each of the College of Europe's campuses in Bruges and Natolin. He is the author of *'Interest Representation in the European Union'* (Palgrave Macmillan, 4th edtn, 2017), and has published articles on the EU Transparency Register, the European Citizens' Initiative, and the role of the European Parliament in trilogue negotiations.

**Dr. Marcel Hanegraaff** is an Assistant Professor in Political Science at the University of Amsterdam. His dissertation (defended in 2014) focused on explaining the development transnational interest group communities, as well as the strategic action by interest groups in the context of global governance. He researches the politics of interest representation in a transnational and EU context, as well as on the functioning of international organizations in the fields of climate change and global trade. He recently received a four year Veni grant focussing on the agenda setting power of interest groups in the European Union.

**Dr. Theo Jans** joined EIPA in 2009 as a Senior Lecturer in the European Decision Making Unit. He studied Political Sciences at the Vrije Universiteit Brussel (VUB) and the European University Institute (EUI). He received his PhD in Political Sciences from the VUB in 2001. His doctoral dissertation “Federalism and the regulation of the ethnonational conflict. Joint decision-making in Canada and Belgium” analysed bargaining processes in complex political environments. Theo has worked as a junior professor at Vesalius College (Brussels), at the Brussels School for International Studies (BSIS), at the University of Kent in Canterbury, and at the VUB’s Politics Department and its Institute for European Studies (IES). He has been in charge of the IES Training Unit (2006-2008) and has organised several trainings on decision making for the European Commission and the Belgian Federal Government. His main research interests are European governance, policy-making processes, federalism and institutional conflict regulation. These interests have resulted in several research projects on regional representations and on European integrated product policy. He has published book chapters and articles on conflict regulation, federalism, intergovernmental relations and governance.

**Wolfgang Koeth** is a Senior Lecturer at EIPA, specialising in EU External Relations, Common Commercial Policy (CCP) and External Financial Instruments. Before joining EIPA in 2009, Mr Koeth was Team Leader at the EU office in Pristina (Kosovo), in charge of implementing the European Commission’s assistance in the Rule of Law sector. Prior to the 2004 enlargement, he worked as a Political Advisor and Programme Manager within the EC Delegation in Vilnius (Lithuania) and as a Lecturer in European Affairs at the University of Vilnius. He also spent some years at the European Parliament as a political advisor, specialising in the EU’s relations with its Eastern neighbours. Mr Koeth is a graduate of the Institute of Political Studies at the Robert Schuman University in Strasbourg. He also holds a degree in Russian Studies from the French National Institute of Eastern Languages and Cultures (INALCO) in Paris, and a degree in French and German Comparative Studies from the Nouvelle Sorbonne.

**Dr. Sabina Lange** is Senior Lecturer at EIPA, and a Senior Fellow of Maastricht University. She specialises in decision-making in the EU and in interinstitutional relations, in particular in external action policies and with regard to delegated and implementing acts. Since 2009 she has been training Member States’ officials in programmes for preparation of future rotating Council Presidencies, and has given regular courses in the European Commission, the European Parliament, the General Secretariat of the Council and EU Agencies. She has been a consultant for the European Parliament and the Committee of the Regions. She is co-editor of *European Union for A to Z* (Uradni list 2009, in Slovenian) with Damjan Lajh, and the author of *Evolution of European foreign policy* (FDV 2008, in Slovenian), and has published numerous articles on the role of the rotating Council Presidency as well as on Slovenian foreign and European policies. She has been national researcher for the European Council on Foreign Relations (ECFR) between

2010 and 2015. Since October 2015 she is Senior Associate Analyst at the EU Institute for Security Studies (EUISS), where she deals with institutional issues in EU external action and with security and foreign policy issues related to Western Balkans.

**Aaron McLoughlin** is Executive Director of Public Affairs and Sustainability for the European Chemical Industry Council (Cefic). At Cefic, he heads up the public affairs team, providing strategic direction for Cefic's public affairs campaigns, translating the policy needs of EU chemical companies. Previously, he was Senior Vice President and Senior Adviser in the environment and chemicals practice of FleishmanHillard, advising top EU firms and NGOs on their work with the EU institutions. A lawyer by training and profession, he previously worked for the World Wildlife Foundation (WWF) as head of their EU Marine Programme, successfully delivering pan-EU lobbying campaigns working at the highest governmental level. He previously worked for the EU Commission and as political advisor for MEPs. Aaron holds a Masters in European law, and was visiting scholar at Berkeley Law, University of California

**Dr. Andreea Năstase** is Assistant Professor in European Public Policy at the Faculty of Arts and Social Sciences, Maastricht University. She holds a PhD in Political Science from the Central European University (CEU), in Budapest, and an MA degree in Public Policy from the same university. Before coming to Maastricht, she served as an adjunct faculty member at CEU's Department of Public Policy and a visiting fellow at the Leuven Institute for Criminology (Katholieke Universiteit Leuven, Belgium); she also worked for the Romanian chapter of Transparency International. In her research, Andreea explores issues of public ethics and integrity in the context of EU governance. Among others, she is the author of *Public ethics at the European Commission: politics, reform and individual views* (Routledge, 2016).

**Leyla Sertel** is Director of European Markets at Quorum Analytics, Europe's premier public affairs platform.

**Laura Shields** is the founder and Managing Director of Red Thread, a Brussels-based communications agency specialising in media, presentation and message training. A former journalist who graduated from Cambridge University in 2000, Laura started her career at CNN and CNBC in London, specialising in European business news and US politics. She moved to the BBC in 2004 where she initially worked as the Economics and Business Analyst and then as a producer for Radio 4's World at One and PM programmes. Laura now works as a communications trainer and panel moderator in Brussels. As a media trainer she opened the Brussels office of The Media Coach in 2008 before establishing Red Thread in July 2017. As a journalist she reported for Reuters TV from all the major EU Summits and as a communications consultant she has also

written for Open Democracy, Huffington Post, Communication Director and Outsource Magazines. Laura's clients include European Commissioners and senior managers, EU and US Ambassadors, European government ministers, MEPs, Fortune 500 and FTSE 100 companies, trade associations, NGOs, thinktanks, scientists and philanthropic organisations.

**Dr. Paul J. Stephenson** is Assistant Professor at the Department of Political Science, Faculty of Arts and Social Sciences. He holds a PhD and M.Phil in European Studies from the University of Cambridge, where he was a member of the Centre for International Studies and Darwin College. His doctoral thesis examined the historical and political development of Trans-European Networks in transport. His first degree of B.A.(Hons) was obtained from Royal Holloway, University of London. Paul teaches various courses in the BA and MA European Studies programmes. These include Policy Domains (policy analysis), Area Studies (comparative politics and social/political systems) and skills trainings on academic writing and presenting in English. He coordinates the MA European Public Affairs module 'Implementing and Evaluating Policy in the European Union'. He supervises bachelor and master theses. His research interests include: theories of integration, policy-making process (from framing and agenda-setting to evaluation and audit), institutions (European Court of Auditors, European Commission, European Parliament, executive EU agencies), European policies (transport/TENs/space, regions/cohesion), politics of France and Spain.

**Dr. Aneta Spendzharova** joined the Political Science Department at Maastricht University in September 2008. She holds a Ph.D. in Political Science from the University of North Carolina – Chapel Hill, USA. Before coming to Maastricht, Aneta was post-doctoral researcher at the Institute for Advanced Studies – Vienna. Her research interests are in the areas of Regulatory Governance in the European Union and Central and Eastern Europe, and Research Methodology.

**Jon Worth** is one of the best-known bloggers about the EU. His blog - [www.jonworth.eu](http://www.jonworth.eu) - has been running for more than 10 years. He is also one of the most active commentators about the EU on Twitter - @jonworth. He works as a freelance communications consultant, helping governments, politicians and campaign organisations with their online engagement. His current and previous clients have included the European Commission, European Parliament, Harriet Harman, Ken Livingstone and Friends of the Earth. In the UK he is best known as the organiser of the Atheist Bus Campaign, an online fundraising campaign in 2009 that changed the debate about atheism in London and beyond. Prior to his freelance career Jon worked for the National School of Government in the UK, teaching UK civil servants how the EU works. He is based in Berlin, still has a UK passport while his native island remains in the EU, and speaks French and German as well as his mother tongue.

## Annex B:

### Intended Learning Outcomes (ILOs) for the MA EPA Programme

Dublin descriptors <sup>1</sup>	Intended learning outcomes <sup>2</sup>	Integrated skills track (4EC)	Perspectives on Europe (11EC)	Governance in the EU (11EC)	Lobbying in the EU (5EC)	Implementation and evaluation of EU policy (11EC)	Internship work (8EC)	Internship report (2EC)	Internship thesis (8EC)
1. Knowledge and understanding	1.1 demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration and European public affairs.	X (R)	X	X	X	X	X	X	X
	1.2 Demonstrate advanced knowledge of academic concepts and theories relevant to <ul style="list-style-type: none"> <li>a. polity: the system of European multilevel governance and the institutional structures forming the framework for political action, while covering normative aspects and dynamics of decision-making.</li> <li>b. policy: the content of the decision-making process as an outcome of actor's behaviour and strategies within the institutional structures, with an understanding of the specificities of policy-making in the European Union across the different policy domains and stages in the policy-making process.</li> <li>c. politics: an understanding of who gets what when and how, with a focus on stakeholders and their agendas, strategies employed to work towards favoured outcomes and the sequencing of time-dependent actions.</li> </ul>	X(R)	X	X	X	X	X	X	X
	1.3 Understand and navigate the field of European Public Affairs.	X(R)	X	X	X	X	X	X	X
2. Applying knowledge and understanding	2.1 demonstrate the ability to tackle a specific EU-related polity, policies and politics issues, by <ul style="list-style-type: none"> <li>f. retrieving the appropriate primary and secondary sources</li> <li>g. applying the relevant academic theories and methods</li> <li>h. analysing the collected data</li> <li>i. formulating feasible solutions</li> <li>j. reporting on the above process</li> </ul>	X(R)	X	X	X	X	X	X	X
	2.2 apply the skills and knowledge gained in a specific professional environment						X	X	

<sup>1</sup>See also [https://nvao.com/system/files/pdf/Dublin%20Descriptors\\_1.pdf](https://nvao.com/system/files/pdf/Dublin%20Descriptors_1.pdf)

<sup>2</sup>Legend: **X** = Covered (**P**)=Professional skills (**R**)=Research skills

Dublin descriptors <sup>1</sup>	Intended learning outcomes <sup>2</sup>	Integrated skills track (4EC)	Perspectives on Europe (11EC)	Governance in the EU (11EC)	Lobbying in the EU (5EC)	Implementation and evaluation of EU policy (11EC)	Internship work (8EC)	Internship report (2EC)	Internship thesis (8EC)
3. Making judgements	3.1 reflect upon and manage the complexity of EU-related policy problems	X(R)		X	X	X	X	X	X
	3.2 formulate specific courses of action and policy recommendations, whilst being aware of their impact	X(P)			X	X	X		
	3.3 use and reflect upon different theoretical perspectives on policy analysis, critically revise and improve design of policy	X(R)	X		X	X			X
	3.4 formulate relevant research questions and related research designs taking into account various actors, relationships and public decision makers	X(R)			X				X
4. Communication	4.1 write policy relevant documents for different audiences	X(P)			X	X	X		
	4.2 demonstrate an advanced level of presentation and 'pitching' skills of policy analyses and solutions	X(P)	X		X	X	X		
	4.3 demonstrate an advanced level of debating skills	X(P)	X	X	X	X	X		
	4.4 write an academic thesis	X(R)							X
5. Learning skills	5.1 identify relevant (academic) sources for research projects	X(R)	X			X	X	X	X
	5.2 constructively work and cooperate in international and interdisciplinary teams	X(P)	X	X	X	X	X	X	
	5.3 (jointly) plan and manage (group) projects within a strict time frame (use time-management skills)	X(P)			X	X	X	X	
	5.4 reflect upon one's own learning process	X(P)	X		X		X	X	X
	5.5 demonstrate digital skills in the use of e.g. social media and digital data sources, for both communicative and research purposes	X(P)			X	X	X		X