

# **Online Studies Selection Guide „M.A. Sociology – European Societies“**

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## Table of Contents

1	Program .....	5
1.1	Master's Program 'Sociology - European Societies' at a glance .....	5
1.2	Specialties of the master program: focus on European societies and Europe .....	5
1.3	Specialties of the master program: research orientation .....	6
1.4	Specialties of the master program: dual language .....	6
1.5	Specialties of the master program: Cooperations.....	7
1.6	Structure of the studies .....	8
2	Modules .....	11
2.1	1st Semester: Module 1 .....	11
2.2	1st Semester: Module 2 .....	11
2.3	1st Semester: Module 3 .....	12
2.4	2nd Semester: Module 4.....	12
2.5	2nd Semester: Module 5.....	13
2.6	2nd Semester: Module 6.....	13
2.7	3rd Semester: Module 7.....	14
2.8	3rd Semester: Module 8.....	15
2.9	4th Semester: Master's Thesis .....	15
3	Exemplary Tasks .....	16
3.1	1st exercise: European Areas.....	16
3.2	2nd exercise: European Fertility Rates and Population Change .....	21
3.2.1	Exercise A.....	21
3.2.2	Exercise B.....	23
3.2.3	Exercise C .....	25
3.2.4	Exercise D .....	27
3.3	3rd exercise: European Social Survey.....	29
3.4	4th exercise: Eurobarometer.....	30
4	University life.....	33
4.1	A typical week in the first semester.....	33
4.2	A typical week in the third Semester .....	36
4.3	Study Abroad .....	37

5	Prospects .....	39
5.1	Jessica Ordemann, Research Assistant (Science).....	40
5.2	Cedrik Wrieden, Editor Volunteer (Media) .....	41
5.3	Lothar Saßen, Policy Officer at the German Parliament (Politics).....	43
5.4	Marielle Bergs, Consultant Marketing Research (Fundraising) .....	44
6	Apply? .....	46
6.1	Expectations.....	46
6.2	Admission.....	49
6.3	Application Info.....	49

# 1 Program

## 1.1 Master's Program 'Sociology - European Societies' at a glance

The Master's Program "Sociology – European Societies" is offered at the Institute of Sociology of the Freie Universität Berlin in cooperation with other Berlin science and research centers.

The program has two specialties that make it rather unique: focus on comparison of European societies on the one hand and research orientation on the other. Furthermore, it can be studied either completely in English or in English and German.

The program lasts four semesters. It is consecutive, which means it can be studied by bachelor graduates with at least 60 credit points (ECTS) in Sociology. Admission follows every winter semester. The tuition is free of charge.

Download: [Flyer M.A. „Sociology - European Societies“](#) (PDF)

## 1.2 Specialties of the master program: focus on European societies and Europe

The European integration is a unique phenomenon without precedence in history. The process is multi-layered and complex and demands deeper analysis in order to be understood.

In the recent years the Sociology of European Integration, sometimes simply called Sociology of Europe, has become one of the fastest growing fields of research. However, the focus of the discipline lies not in analyzing the European Union *per se*. The development of political, economic and institutional integration provides a frame, or a context for the social integration of people and societies. This is exactly the social aspect of integration processes that is the topic of interest. Sociology of European Integration approaches – theoretically and analytically – the social dynamics and processes of social change caused by the integration across the European borders as well as within the European nation states.

The consequences of the Europeization cannot be limited to the political and economic aspects of the process, and cannot be effectively comprised in the national vessel only. European integration creates a fundamental transformation of social relations and social reality that expands beyond the nation-state and its borders, which become more and more diffuse. Along with the more universal phenomena of globalization and transnationalization, Europeization brings an extraordinary field for social research, provided the rapidity and complexity of the process, and it relevant not only for the states and politics, but also for everyday life of ordinary citizens.

The master course aims on addressing some of the issues central to the processes of Europeization and European integration. It offers a chance to occupy oneself with the topic in both depth and width under the supervision of specialists in the field.

### **Central questions of the study program:**

1. How does the economic and political consolidation impact on the participating national societies? What convergences of social structures, economic orders and cultural systems can be found among the member states and which theories can be used to describe these?
2. Which conditions could lead to further economic and political integration within Europe and to the expansion of the European Union? How much cultural and social convergence does Europe need and where do the socio-structural and cultural limits of further integration lie?
3. What is the influence of globalization for the developments within the European Union and changes within individual European societies? What is the relation of the transformations on the European continent with processes occurring in other regions of the globe?

### **1.3 Specialties of the master program: research orientation**

The Institute of Sociology at Freie Universität Berlin is a small and highly specialized institute that places great emphasis on the quality of teaching and research. It offers only a Master's program and accepts only about 50 students per year. This ensures small seminar groups and excellent mentoring.

The aim of the program is to provide you with the knowledge and skills necessary to conduct independent sociological research, and comparative empirical research in particular.

To achieve this, basic and advanced tools – both theoretical and methodological – are introduced in the first semester and mastered in the following ones. In the second semester these tools are applied to specific topics, such as social structure and culture.

You also will be made familiar with survey data sets useful for the comparative analysis of European societies. This includes learning to use these data for your own empirical analyses.

In the third semester you will conduct your own empirical research project under intense supervision, starting from the definition of a research question and ending with a complete written research report. This provides you with enough experience and practical knowledge of social scientific research for conducting another research project for your Master's thesis.

### **1.4 Specialties of the master program: dual language**

The Master's program can be studied either completely in English or in both English and German. This combination is rather extraordinary: So far this is the only Master's program in sociology in Germany that can be studied completely in English.

All lectures are held in English, and each module offers seminars in both English and German. Exams and papers may be written in either language, as most instructors are fluent in both English and German.

This offers a great opportunity for both German and international students:

German students are provided with the opportunity to improve and practice their academic English, which will give them excellent chances on the international labor market.

International students are not restrained to the German language, which may be an obstacle for some, and can study at one of the best German universities nonetheless.

## 1.5 Specialties of the master program: Cooperations

A close cooperation with a number of renowned research institutions offers an extraordinary opportunity for the students to learn from research practitioners from various fields and specialties. This provides an excellent exchange of research, a chance to learn about applied social science, and great employment opportunities for students.

The teaching program is implemented together with three interdisciplinary FU Institutes for Area Studies: the East European, the Latin American, and the North American Studies, as well as with the Cluster of Excellence 'Languages of Emotion', and two well-established research centers: the Social Science Research Center Berlin (WZB) and the German Institute for Economic Research (DIW Berlin).

### **Social Science Research Center Berlin (WZB)**

The internationally renowned Berlin Social Science Center (WZB) is the biggest non-university social research institution in Europe. Around 160 German and international researchers work at the WZB, including sociologists, political scientists, economists, legal scholars and historians.

The WZB conducts research in numerous areas, for example in: education and labor markets, life chances, migration – often with an international and comparative perspective. A number of researchers affiliated with the Center offer courses in the Master's program, including Prof. Heike Solga and WZB president Prof. Jutta Allmendinger.

### **German Institute for Economic Research (DIW Berlin)**

The German Institute for Economic Research (DIW Berlin) is one of the leading economic research institutions in Germany. It is an independent, non-profit academic institution which is involved in basic research and policy advice. Its core mandates are applied economic research and economic policy as well as provision of research infrastructure.

The German Socio-Economic Panel (SOEP), a longitudinal panel household study is embedded at the DIW Berlin. Social scientists employed at the SOEP department offer courses in the Master's program as well, including SOEP Director Prof. Jürgen Schupp

### **Central Institutes, Freie Universität**

At the Freie Universität there are three well-known interdisciplinary institutes for Area Studies. Their respective Chairs of Sociology cooperate with the Institute of Sociology in the teaching at the Master's program.

The Chair of Sociology at the **Institute for East European Studies** (OEI) focuses on the social and institutional transitions in Central and Eastern Europe, as well as on welfare state regimes, labor market and social inequality.

The Chair of Sociology at the **Institute for Latin American Studies** (LAI) combines an interdisciplinary focus on Latin America with new methodological and theoretical developments in different areas of sociology.

The Chair of Sociology at the **John F. Kennedy Institute for North American Studies** focuses, besides the analysis of social structure in the United States and Canada, on theoretical approaches to the social processes and social integration.

**Cluster of Excellence ‘Languages of Emotion’**

The Cluster of Excellence ‘Languages of Emotion’ at Freie Universität Berlin was founded in 2007 within the German Excellence Initiative. This interdisciplinary research center brings together scientists and scholars of over twenty disciplines, including sociology, who investigate the complex relationships between emotions and language, art, culture, and society.

**1.6 Structure of the studies**

The four-semester Master’s program consists of eight modules and a Master’s thesis, of 120 credit points (ECTS) in total. The program is divided in four stages: *Basics – Consolidation - Specialization* and *Final*.

The structure of the Master’s study plan including the compulsory modules is presented below. In addition, a number of facultative courses (e.g. methods courses) is offered each term.

More detailed information to each of the compulsory modules is provided in an additional table below.

Semester 1	Semester 2	Semester 3	Semester 4
			Master Thesis
		M8 "Area of Specialisation"	
		M7 "Research Placement"	
	M6 "Globalization and Regional Development"		
	M5 "Culture and Values in European Societies"		



Semester 1	Semester 2	Semester 3	Semester 4
	M4 "Social Structure and Inequalities in European Societies"		
M3 "Methods of Comparative Research in Social Sciences"			
M2 "Sociological Theories of Social Change and Integration"			
M1 "European Integration and the Development of European Societies since 1945"			

M1 "European Integration and the Development of European Societies since 1945"	Module 1 <ul style="list-style-type: none"> <li>▪ Study section: Basics</li> <li>▪ consists of one lecture and one seminar</li> <li>▪ 10 ECTS</li> </ul>
M2 "Sociological Theories of Social Change and Integration"	Module 2 <ul style="list-style-type: none"> <li>▪ Study section: Basics</li> <li>▪ consists of one lecture and one seminar</li> <li>▪ 10 ECTS</li> </ul>
M3 "Methods of Comparative Research in Social Sciences"	Module 3 <ul style="list-style-type: none"> <li>▪ Study section: Basics</li> <li>▪ consists of one lecture and one seminar</li> <li>▪ 10 ECTS</li> </ul>
M4 "Social Structure and Inequalities in European Societies"	Module 4 <ul style="list-style-type: none"> <li>▪ Study section: Consolidation</li> <li>▪ consists of one lecture and one seminar</li> <li>▪ 10 ECTS</li> </ul>
M5 "Culture and Values in European Societies"	Module 5 <ul style="list-style-type: none"> <li>▪ Study section: Consolidation</li> <li>▪ consists of one lecture and one seminar</li> <li>▪ 10 ECTS</li> </ul>

<p>M6 "Globalization and Regional Development"</p>	<p>Module 6</p> <ul style="list-style-type: none"> <li>▪ Study section: Consolidation</li> <li>▪ consists of one lecture and one seminar</li> <li>▪ 10 ECTS</li> </ul>
<p>M7 „Research Placement“</p>	<p>Module 7</p> <ul style="list-style-type: none"> <li>▪ Study section: Specialisation</li> <li>▪ consists of one 4-hour research placement</li> <li>▪ 15 ECTS</li> </ul>
<p>M8 „Area of Specialisation“</p>	<p>Module 8</p> <ul style="list-style-type: none"> <li>▪ Study section: Specialisation</li> <li>▪ consists of two seminars</li> <li>▪ 15 ECTS</li> </ul>
<p>Master Thesis</p>	<p>Master Thesis (about 80 pages) + final colloquium</p> <ul style="list-style-type: none"> <li>▪ Study section: Final</li> <li>▪ 30 ECTS</li> </ul>

## 2 Modules

### 2.1 1st Semester: Module 1

#### **European Integration and the Development of European Societies since 1945**

This module considers the main features of the socio-historical and political development of the European societies since 1945, as well as the development of numerous integrative institutions on the continent. In particular, it focuses on the establishment of the European Communities and their later transformation into the European Union.

#### **Courses**

**Lecture:** Introduction to European Integration

#### **Exemplary seminars:**

- Multiculturalism in Europe. Political Implications
- Political Culture in Europe
- Elections in Europe
- Integration of the post-socialist countries into the EU
- Problems of Democracy in the European Union

Please note that the lecture is basically the same in each semester, but the specific topics of the seminars change each year.

### 2.2 1st Semester: Module 2

#### **Sociological Theories of Social Change and Integration**

In the second module sociological theories of integration and social change are discussed in detail, starting with classics like Emile Durkheim and Max Weber up to contemporary sociological theories and alternative theoretical traditions, like conflict, network, and modernization theories. A particular focus is the application of these theories to the process of European integration.

#### **Courses**

**Lecture:** Theories of Integration

#### **Exemplary seminars:**

- Sociological Theories of European Integration
- Conflict Sociology and Conflict Theory
- Organizational and Institutional Theory
- Europe as a Process, a Project and a Problem
- Ideas of a European 'Society'
- Theories of Integration and Socialization in Europe

Please note that the lecture is basically the same in each semester, but the specific topics of the seminars change each year.

## 2.3 1st Semester: Module 3

### **Methods of Comparative Research in Social Sciences**

The third module covers basic and advanced approaches and tools for empirical comparative research. For instance, students become familiar with important quantitative, qualitative and experimental methods, the principles and best practices of comparative research, and useful longitudinal studies. They learn how to use methodological knowledge for a critical discussion of other empirical studies and for conducting individual research projects in the upcoming semesters.

#### **Courses**

**Lecture:** Methods of Comparative Research

#### **Exemplary seminars:**

- Examples and Problems in Comparative Research
- Understanding Quantitative Comparative Studies
- Quantitative Analysis Exemplified on Youth Unemployment and Labor Market Entry Studies
- Applied Regression Analysis Using Stata
- Methods of Comparative Qualitative Research
- Experimental Methods in the Social Sciences

Please note that the lecture is basically the same in each semester, but the specific topics of the seminars change each year.

## 2.4 2nd Semester: Module 4

### **Social structure and Inequality in European societies**

This module provides an introduction to the analysis of social structures. Differences between European and non-European societies are described and their evolution is analyzed. The structural analysis of European societies covers, among others, the following aspects: population, family and marriage structures, education and gender inequalities, economy and labor force structures, structures of political participation, welfare state regimes, vertical and horizontal mobility, structure of internal and external migration, social policies including pension and social security schemes.

#### **Courses**

**Lecture:** The social structure of European societies

### **Exemplary seminars:**

- European Welfare State Regimes in East-West Comparison
- The Social Europe. The Social Policy of the EU
- Material Inequalities and their Legitimation in Modern Welfare States
- Family Change and Family Policies in Comparative Perspective
- Comparing Education Inequalities across Europe
- Gender Inequality in Europe
- Life-course Regimes in Europe

Please note that the lecture is basically the same in each semester, but the specific topics of the seminars change each year.

## **2.5 2nd Semester: Module 5**

### **Culture and Values in European Societies**

This module covers cultural similarities and differences between the European societies. Issues like values, identities, religion, language constellations, political, economic, and environmental attitudes, collective remembrance, moral concepts, perceptions of social inclusion and inequality as well as patterns of cultural practices are in the focus here. Moreover, the concepts of global and European cultures are discussed.

### **Courses**

**Lecture:** Cultural Differences and Similarities between the Member States of the European Union

### **Exemplary seminars:**

- Collective Identity in the European Context
- Cultural Commonalities and Differences in the World – Theoretical Controversies and Empirical Findings
- Religiosity, Churches and Sects in Europe
- Values and Values Change in Cultural and Country Comparison
- A Cultural Perspective on Migration in Europe
- Collective Identity and Collective Remembrance in Europe

Please note that the lecture is basically the same in each semester, but the specific topics of the seminars change each year.

## **2.6 2nd Semester: Module 6**

### **Globalization and Regional Development**

This module considers sociological approaches to globalization and regionalization (e.g. in Western and Eastern Europe, Northern America, and Latin America). Special attention is given to the interrelation between globalization and Europeanization. Global and local perspectives on Europe, including global inequalities and post-colonial approach are discussed as well.

## **Courses**

**Lecture:** Global and Regional Transformations: Theories, Trends, Interdependencies

### **Exemplary seminars:**

- Global Social Inequalities
- Theories of Globalisation
- Political Culture of China
- Inequality as Feminisation: Poverty, Migration, Labour
- Borders of Europe. Origin, Development and Influence of Borders in the EU
- Globalisation and Social Change

Please note that the lecture is basically the same in each semester, but the specific topics of the seminars change each year.

## **2.7 3rd Semester: Module 7**

### **Research Placement**

The research placement is the highlight of the third semester. It provides a great opportunity for students to develop their own research projects under intense supervision of one or two instructors. The aim of the course is to facilitate the transformation of students into researchers able to conduct their own empirical research.

Each winter term three or four research placements of thematic and methodological variety are offered. Qualitative, quantitative or experimental methods are applied to research into structural and cultural aspects of European integration and European societies. Small groups secure a productive work atmosphere and intense support of the projects, from the initial idea through conceptualization, project design, data collection, data analysis, the interpretation of results up to the writing of a research report.

### **Exemplary topics from the last years**

- The End of the European Dream? People's Beliefs on the Causes and Solutions of the European Crisis and their Readiness for Transnational Solidarity
- The Political Relevance of Culture
- Experimental Analysis of Social and Cultural Differences
- Transnationalization of Lifestyles – Qualitative Approaches
- Collective Memory and Collective Identity in Europe – Qualitative Approaches
- Globalization and Transnational Human Capital – Qualitative and Quantitative Approaches
- Qualitative Interview Research on the Europeanization from below

## 2.8 3rd Semester: Module 8

### **Area of Specialization**

The module consists of two advanced seminars on different topics. Specific social phenomena are discussed in more detail than in previous semesters. The students are given a possibility to deepen their knowledge on research topics and problems that are particularly interesting for them.

### **Exemplary courses**

- Aging Societies. Global and Local Challenges
- Social Mobility in Europe
- Political Participation: The Example of Large Infrastructural Projects
- Sociology of Migration
- The Global and European Language Constellation
- Integration of Migrants on the European Labour Markets
- Pension schemes in Comparative Perspective
- Training and Labor Markets in Western Societies
- Conflict and Social Movements
- Contemporary Literature on the Sociology of Europe
- Religion and Social Structure. A Transatlantic Comparison

## 2.9 4th Semester: Master's Thesis

The fourth semester is planned for writing the master's thesis. To ensure a good supervision and counseling, students attend a colloquium, where the progress of their work on the theses is presented and discussed.

The thesis is completed within five months, and is about 80 pages long. The master's gives students a chance to explore the research interests they developed during their studies.

### **Example Topics Master Thesis**

- „Measuring National Identification. An Empirical Test of a Multidimensional Model of National Identification
- “Extent and Determinants for Generalized Trust”
- „National Identity and Xenophobia in Europe“
- „Determinants for Income Inequalities in 15 Member States of the European Union“

### 3 Exemplary Tasks

Here you will find some exemplary tasks that will help you get an impression of the content and thematic scope of the master program. There are four tasks available. Two of them focus on the methods of research, the other two on the typical content of the modules in the first and second semester.

After completing the tasks you can receive feedback to your answers.

#### 3.1 1st exercise: European Areas

There are numerous organisations and areas on the European continent. The European integration cannot be limited to the European Union only. The political, economic and legal integration happens on many levels and through many channels that to some extent overlap and it is easy sometimes to confuse them. Nonetheless, it is important to understand the institutional structure of the European integration, as it provides frames and context for the integration on the social and individual level.

##### Task

- The following exercise is typical for the first module of the studies, 'European Integration and the Development of European Societies since 1945'.
- In the table below, please match the countries to the European organisations / institutions they belong to.
- Countries may be a member of several institutions.

Abbreviations:

EU – European Union

EU FMS – EU founding member state

EEA – European Economic Area

€ – Eurozone

Schengen – Schengen Area

CoE – Council of Europe

EU CC – EU candidate country



Questions	Answers
Croatia	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Denmark	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Estonia	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
France	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Germany	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Iceland	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Ireland	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC

Questions	Answers
Macedonia	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Norway	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Poland	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Spain	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Switzerland	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
Turkey	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC
United Kingdom	<input type="checkbox"/> EU <input type="checkbox"/> EU FMS <input type="checkbox"/> EEA <input type="checkbox"/> € <input type="checkbox"/> Schengen <input type="checkbox"/> CoE <input type="checkbox"/> EU CC

## Result and Feedback

Question	Correct Answer	Feedback
Croatia	EU, CoE	Croatia is a member state of the Council of Europe since 1996. It has joined the European Union in 2013 and it yet to join the Schengen Area and Eurozone in the future. As of early 2014, joining the European Economic Area is under ratification process.
Denmark	EU, EEA, Schengen, CoE	Denmark is one of the founding members of Council of Europe. It joined the European Union in 1973. It is a member of the European Economic Area and of the Schengen Zone. It received an opt-out from the monetary union and it not a member of the Eurozone.
Estonia	EU, EEA, €, Schengen, CoE	Estonia is member of the European Union since 2004. It belongs to the European Economic Area, the Schengen Area and to the Eurozone since 2011. It joined the Council of Europe in 1993.
France	EU, EU FMS, EEA, €, Schengen, CoE	France is one of the founding members of both Council of Europe and the European Union. It is also a member of the EEA and the Schengen Area, as well as the Eurozone.
Germany	EU, EU FMS, EEA, €, Schengen, CoE	Germany is one of the founding members of the European Union. It became part of the Council of Europe in 1950 (East Germany never joined the organization, though). It is also a member of the EEA and the Schengen Area, as well as the Eurozone.
Iceland	EEA, Schengen, CoE, EU CC	Iceland has been an official candidate state of the European Union since 2010, although the negotiations are frozen since mid-2013. It is a member of EFTA, the European Free Trade Organization and as such is also member of the European Economic Area. It is a member of the Schengen Zone as well. It joined the Council of Europe in 1950.
Ireland	EU, EEA, €, CoE	Ireland is one of the founding members of Council of Europe. It joined the European Union in 1973. It is a member of the European Economic Area and of the Eurozone. Due to its geographical location on an island it is not member of the Schengen Zone.
Macedonia	CoE, EU CC	Macedonia joined the Council of Europe in 1995. It is an official candidate to the EU since 2005 and is currently negotiating the accession. It is not a member of the Schengen Area, Eurozone or European Economic Area.
Norway	EEA, Schengen, CoE	Norway is not a member of the European Union. It is a member of the Schengen Area and the European Economic Area, as well as of the Council of Europe.
Poland	EU, EEA, Schengen, CoE	Poland is member of the European Union since 2004. It belongs to the European Economic Area and the Schengen Area. It has not accepted euro as it currency yet. It joined the Council of Europe in 1991.

Question	Correct Answer	Feedback
Spain	EU, EEA, €, Schengen, CoE	Spain is a member of the Council of Europe since 1977, the European Union, the Eurozone and the Schengen Area. As all EU member states, it is also part of the European Economic Area.
Switzerland	Schengen, CoE	Switzerland is part of the Council of Europe since 1963. It is not member of the European Union. It has joined the Schengen Area though. As the only European Free Trade Association member state it is not part of the European Economic Area.
Turkey	CoE, EU CC	Turkey is a member of the Council of Europe since 1949 and an official EU candidate since 1999, although it applied already in 1987. It is neither member of the Eurozone, Schengen Area nor European Economic Area.
United Kingdom	EU, EEA, CoE	The United Kingdom is one of the founding members of Council of Europe. It joined the European Union in 1973. It is a member of the European Economic Area. Due to its geographical location on an island it is not member of the Schengen Zone. The UK received an opt-out from the monetary union and is not a member of the Eurozone.

28 countries are currently members of the **European Union**.

The European Communities, which later became the European Union, has been **founded by the so-called Inner Six**, i.e. Belgium, France, West Germany, Italy, Luxembourg, the Netherlands.

The **European Economic Area** was created in 1994 as an agreement between the European Union and the European Free Trade Association that allows the EFTA states to participate in the EU's internal market without being members of the EU. Currently it comprises all EU member states (with the exception of Croatia, which awaits ratification of the enlargement agreement) and three EFTA countries: Iceland, Lichtenstein and Norway. Switzerland did not join the treaty and cooperates with the EU on bilateral grounds instead.

The **Eurozone**, officially called the euro area, comprises 18 member states of the EU that adopted the euro (€) as their common currency. The current members are: Austria, Belgium, Cyprus, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Luxembourg, Malta, Netherlands, Portugal, Slovakia, Slovenia, and Spain. Denmark and the United Kingdom obtained op-outs and are not obliged to join. Sweden gained a de facto opt-out by using a legal loophole. Lithuania plans to adopt the euro in 2015. The remaining six countries are not currently taking any steps in this direction for various reasons.

The **Schengen Area** is a group of 26 European countries that have abolished passport and immigration controls at their common borders.

The **Council of Europe** is an international organisation promoting co-operation between all countries of Europe in the areas of legal standards, human rights, democratic development, the rule of law and cultural co-operation. It was founded in 1949, has 47 member states with some

800 million citizens, and is an entirely separate body from the European Union. One of its best-known bodies is the European Court of Human Rights.

An **EU candidate country** is a state that applied for the membership and has been accepted by the EU as such. Currently, there are five recognised candidates for membership: Iceland (applied 2009, recognised 2010), Macedonia (applied 2004, recognised 2005), Montenegro (applied 2008, recognised 2010), Serbia (applied 2009, recognised 2012) and Turkey (applied 1987, recognised 1999). Serbia and Macedonia have not yet started negotiations to join, Iceland suspended theirs in 2013. Albania applied in 2009, however has not been granted the status by the EU yet.

## 3.2 2nd exercise: European Fertility Rates and Population Change

The aging of societies and low fertility rates are among the most important problems in the contemporary Europe. They are given closer attention in the second-semester module “Social Structure of the European Societies”. The following set of exercises is based on the content of this part of the lecture.

Before starting looking for causes and solutions to social problems, it is important to become acquainted with the terminology used to analyse the phenomenon and with relevant data on the topic. In the upcoming exercises you will have a chance to explore these steps on your own.

### 3.2.1 Exercise A

There are numerous ways to statistically describe a population. Important indicators regarding fertility are – among others – the total fertility rate (TFR), the crude birth rate, the net reproduction rate (NRR), and replacement rates. Although they all relate to the same phenomenon, their calculation – and therefore precise meaning – differ slightly. This has consequences for their usage: depending on the context, one index might be more meaningful than another one.

#### Task

To the right you can see the general definitions of the four abovementioned indices. Please read them carefully and critically assess them for the case studies listed below.

For each statement choose “right” or “wrong” depending on what you believe is true.

#### Definitions

1. The **crude birth rate** is the total number of births per 1000 of a population each year.
2. The **total fertility rate** (TFR) of a population is the average number of children that would be born per woman if all women lived to the end of their childbearing years and bore children according to the average age-specific fertility rate at each age. A value of two means women in a given population will have on average two children over their lifetime.
3. The **net reproduction rate** (NRR) measures the number of daughters a woman would have in her lifetime if she were subject to prevailing age-specific fertility and mortality

rates. When the NRR is exactly one, then each generation of women is exactly reproducing itself.

4. **Replacement fertility or replacement rate** is the total fertility rate necessary for a woman to replace herself and her partner over her lifetime. Since some women die before they reach the end of their childbearing years and because of a higher probability of boys being born the replacement rate is higher than 2.

Questions	Answers
The total fertility rate refers to females only in calculation of the index.	<input type="radio"/> true <input type="radio"/> false
The replacement fertility is higher in the developing countries due to the lesser chance of offspring surviving into adulthood.	<input type="radio"/> true <input type="radio"/> false
If the actual reproductive performance in a given society is exactly at its replacement rate, the population growth (not taking into account migration) will be close to zero.	<input type="radio"/> true <input type="radio"/> false
The crude rate birth is a measure that provides more information than total fertility rate because it takes into account only women in reproductive age (18-45).	<input type="radio"/> true <input type="radio"/> false
The net reproduction rate is a better indicator to be used in countries like China or India where the populations' sex ratio is distorted and significantly fewer females are being born.	<input type="radio"/> true <input type="radio"/> false

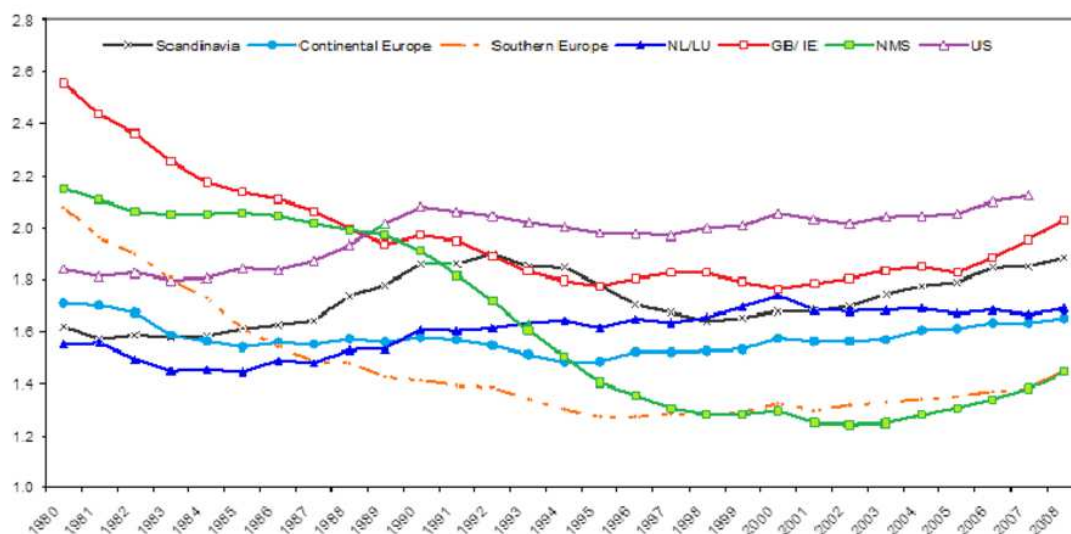
### Result and Feedback

Question	Correct Answer	Feedback
The total fertility rate refers to females only in calculation of the index.	false	The total fertility rate refers to the total number of children born by a woman, sons and daughters alike.
The replacement fertility is higher in the developing countries due to the lesser chance of offspring surviving into adulthood.	true	Early mortality negatively affects the replacement rate because not all children will live long enough to reach the reproduction age, and some women will die before reaching the end of their reproduction age. Therefore, the replacement fertility is normally set at 2.1 in industrialized countries, and higher – between 2.5 and 3.3 - in developing countries.  (Source: Espenshade, T. J, Guzman, J. C., and Westoff, C. F. (2003). "The surprising global variation in replacement fertility". <i>Population Research and Policy Review</i> 22 (5/6): 575.)
If the actual reproductive performance in a given society is exactly at its replacement rate, the population growth (not taking into account migration) will be close to zero.	true	Zero population growth is a condition of demographic balance where the number of people in a specified population neither grows nor declines. If in a given society women bore just enough children to replace themselves and their partners, then the total population size will remain constant.

<p>The crude rate birth is a measure that provides more information than total fertility rate because it takes into account only women in reproductive age (18-45).</p>	<p>false</p>	<p>The crude birth rate provides just the number of births per 1000 of a population, irrelevant of the age structure and reproductive opportunities. The total fertility rate on the other hand is a more precise indicator, as it is not influenced by e.g. the number of elderly in the population and takes into account only women in their reproductive age, i.e. the part of the population that is able to bear children.</p>
<p>The net reproduction rate is a better indicator to be used in countries like China or India where the populations' sex ratio is distorted and significantly fewer females are being born.</p>	<p>true</p>	<p>In societies where there is a significant gender imbalance in favor of men, some of them will remain childless as there are not enough females to become their partners. In such situation examining the net reproduction rate will provide better information on the reproduction trends there.</p>

### 3.2.2 Exercise B

#### Total fertility rates, 1980-2008



Sources: Eurostat 2010. OECD: Society at a Glance 2009 (OECD Social Indicators). TransMonex Database 2009

Graph: Total Fertility Rates

Above you can see a graph with 1980-2008 total fertility rate trends in several European regions (Scandinavia, continental Europe, Southern Europe, Netherlands and Luxembourg, Ireland and United Kingdom, the new member states of the EU since the 2004-2007 enlargements) and the USA. You can click on the graph to get a larger version.

You can see substantial changes over time in some of the regions and rather stable trends in others.

## Task

- What is the most important message from the figure?
- Try to critically assess the information given in this figures and answer the questions below.
- There is only one correct answer to each question.

Questions	Possible Answers
Which regions experienced the sharpest decline in fertility between 1989 and 2000?	<input type="radio"/> New member states <input type="radio"/> Netherlands/ Luxembourg <input type="radio"/> Southern Europe <input type="radio"/> Great Britain/Ireland
Which of the European regions had the highest total fertility rate in 1994?	<input type="radio"/> Great Britain/Ireland <input type="radio"/> Scandinavia <input type="radio"/> Southern Europe <input type="radio"/> Continental Europe
Which of the regions had its total fertility rate close to the level of replacement rate in 2008?	<input type="radio"/> Continental Europe <input type="radio"/> Netherlands/ Luxembourg <input type="radio"/> Great Britain/Ireland <input type="radio"/> Southern Europe
Which of the regions had its total fertility rate below the level of replacement rate in 1980?	<input type="radio"/> Scandinavia <input type="radio"/> New member states <input type="radio"/> Southern Europe <input type="radio"/> Great Britain/Ireland

## Result and Feedback

Question	Correct Answer	Feedback
Which regions experienced the sharpest decline in fertility between 1989 and 2000?	New member states	The fertility rate declined from about 2.0 to about 1.3 in this period. The fertility rates in the Netherlands and in Luxembourg remained rather stable, rising only slightly. The TFR in the South of Europe and in the UK and Ireland declined more rapidly before 1989, and only modestly between 1989 and 2000.
Which of the European regions had the highest total fertility rate in 1994?	Scandinavia	In 1994 the fertility declines in the British Islands as well as in the Central European countries were already in place and in this year Scandinavia slightly topped the United Kingdom and Ireland for a short time.
Which of the regions had its total fertility rate close to the level of replacement rate in 2008?	Great Britain / Ireland	After a decline of the fertility rate throughout the 1980s and 1990s, the two countries started to experience a fluctuation around the value of 1.8 and since 2005 a rise can be observed. All other regions have fertility rates below the replacement level.



Question	Correct Answer	Feedback
Which of the regions had its total fertility rate below the level of replacement rate in 1980?	Scandinavia	In 1980 there were three regions where the fertility rates were above 2.0: Southern Europe, Ireland and the United Kingdom, and the future New Member states. TFR of the Scandinavian was around 1.6 in 1980.

### 3.2.3 Exercise C

As you have seen in the previous example, the total fertility rates in most Europe do not reach the replacement rate. This means that the populations of European societies are shrinking and that women have fewer children than needed for a stable population.

But what is the reason for that? Do women have fewer children because they *do not want* more children, or do they actually want to have children but struggle with *external constraints that hinder their opportunities* to have them?

#### Task

- The table below reports the declared ideal number of women aged 18-39 and the actual average number of children women have in each listed country.
- Have a closer look at the numbers provided and answer the questions below.

The ideal-actual fertility gap among women in European countries, 2001-2002

Country	Ideal vs. actual number of children	
	Mean of personal ideal Nr. of children (women aged 18-39)	Total fertility rate, 2000 (women aged 18-39)
Denmark	2.42	1.76
Finland	2.44	1.73
Sweden	2.43	1.54
Ireland	2.61	1.89
United Kingdom	2.42	1.64
Austria	1.70	1.32
Belgium	2.20	1.65
France	2.54	1.89
Germany	1.75	1.34
Luxembourg	2.16	1.78
Netherlands	2.10	1.72
Greece	2.28	1.30
Italy	2.14	1.25
Portugal	2.10	1.54
Spain	2.16	1.22
Cyprus	2.65	1.83
Malta	1.91	1.90
Slovenia	2.05	1.25
Czech Republic	2.00	1.14
Hungary	2.07	1.33
Poland	2.16	1.34
Slovakia	2.10	1.20
Estonia	2.18	1.39
Latvia	2.06	1.24
Lithuania	2.08	1.33
Bulgaria	2.09	1.25
Romania	1.91	1.30
Turkey	2.24	2.50
EU-15	2.11	1.49
NMS	2.08	1.30
All countries	2.17	1.61

Correlation of ideal and actual 0.469\* (excluding Turkey: 0.588\*\*)

Source: Handbook of Quality of Life in the Enlarged European Union (2008)

Table: The ideal-actual fertility gap among women in European countries, 2001-2002

Questions	Answers
If all women in the EU countries had as many children as they wished, the fertility rates would meet the threshold of the generational replacement.	<input type="radio"/> true <input type="radio"/> false
The only country where the actual number of children born per woman exceeds the declared ideal number of children is Turkey.	<input type="radio"/> true <input type="radio"/> false
On average, the post-communist countries have higher total fertility rates and a higher ideal number of children, compared to the old member states of the EU.	<input type="radio"/> true <input type="radio"/> false

## Result and Feedback

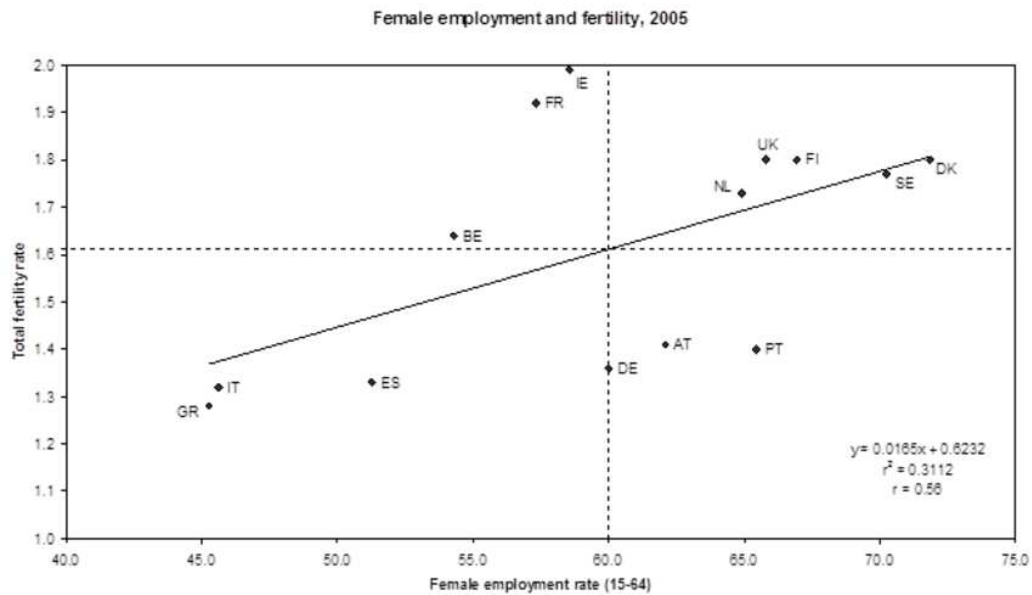
Question	Correct Answer	Feedback
If all women in the EU countries had as many children as they wished, the fertility rates would meet the threshold of the generational replacement.	true	The declared ideal number of children in all EU countries is 2.11 on average, ranging from 1.91 to 2.65. In most countries, women wish to have between two and three children on average. The only exception is Romania.
The only country where the actual number of children born per woman exceeds the declared ideal number of children is Turkey.	true	Only in Turkey the number of children women report as their ideal one (2.24) is lower than the average number they have (2.5).
On average, the post-communist countries have higher total fertility rates and a higher ideal number of children, compared to the old member states of the EU.	false	On average, the women in the new member states have fewer children than women in the old member states, whereas the ideal number of children is virtually the same. None of the post-communist countries, however, have an average ideal number of children above 2.18. Only two older member states have values lower than that: Austria (1.70) and Germany (1.75). The differences are even more pronounced regarding the actual fertility rates, again with the exception of Austria and Germany.

### 3.2.4 Exercise D

As you have seen in the previous table, women have fewer children than they wish to have. What could be reasons for it? Do they have families later and not always manage to have as many children as they wish before they reach the end of their fertile age? Or do more couples suffer from infertility, maybe due to industrialization and other factors? Are women preoccupied with their career and postpone having children until it is too late? Do they not find partners sharing their wish for children? Are there not enough child care facilities and not the right policies to support young parents?

#### Task

- Let us have a look at the participation of females on the labor market. Some people say that women who participate in the labor market reorient their goals and focus less on their roles as home-makers and mothers. If this was true, a higher fertility rate should be observed in countries where the traditional model of stay-at-home mothers and bread-winning men is predominant.
- To test this hypothesis, we can compare the level of female employment in each EU country with its total fertility rate and see if they are related.
- Have a look at the graph below that shows exactly this relation and answer the questions below.



Source: OECD Statistical Compendium, Eurostat 2007; EDS online (30.11.2006). // \* TFR BE + IE = 2004.

Graph: Female Employment and Fertility

Questions	Answers
Do the data support the hypothesis that high female employment prevents them from having more children?	<input type="radio"/> true <input type="radio"/> false
The $r^2=0.31$ means that 31% of the variation in fertility rates between countries is explained by the female employment rates.	<input type="radio"/> true <input type="radio"/> false
The outliers like France or Ireland that have higher fertility rates than their female employment rates would predict, must have other factors positively influencing the fertility rates.	<input type="radio"/> true <input type="radio"/> false

### Result and Feedback

Question	Correct Answer	Feedback
Do the data support the hypothesis that high female employment prevents them from having more children?	false	No. Surprisingly, there are not only more children being born in the countries with more women staying at home but actually the opposite effect is observable: in countries where female employment is higher, more women on average decide to have two or more children.
The $r^2=0.31$ means that 31% of the variation in fertility rates between countries is explained by the female employment rates.	true	The coefficient of determination $r^2$ is a measure of the strength of a linear relationship between two variables. A value of 1.0 indicates a perfect linear relationship, a value of 0, none. In reality these are rather rare

		cases as the social world is complex and various factors can influence a given phenomenon independently.
The outliers like France or Ireland that have higher fertility rates than their female employment rates would predict, must have other factors positively influencing the fertility rates.	true	Apparently, there are some factors in these countries that improve their total fertility rates. Which are they, cannot be concluded from the graph provided. Testing the impact of multiple factors would demand using multivariate statistical methods, e.g. regressions. Possibly, religion or family-related policies may play a role.

### 3.3 3rd exercise: European Social Survey

The **European Social Survey (ESS)** is a comparative survey of over 20 European nations that has been grounded in 2001. It interviews individuals from the participating countries on various political and social issues.

The aim of the ESS is to collect data of high methodological quality for empirical studies on countries comparisons.

#### Exercise

Please go to the official website of the European Social Surveys:

<http://www.europeansocialsurvey.org/>

Read the information under the tap 'Methodology' and choose for each statement below whether they are true or false.

One or more than one answers are possibly correct.

#### The true statements about the ESS are:

- 1. The ESS is an online survey.
- 2. The ESS is a panel study where the same individuals are interviewed every two years.
- 3. The ESS is designed a sequence of cross-sectional studies: the survey is conducted every two years. Changes in attitudes and values in Europe can be tested based on the ESS data.
- 4. The respondents are individuals between 12 and 90 years old.
- 5. Each ESS survey includes a module with core items and some other changing (rotating) modules with questions on specific topics.
- 6. Each country formulates the questionnaire by itself.
- 7. The respondents for ESS are selected strictly by random probability.

## Result and Feedback

Question	Correct Answer	Feedback
1. The ESS is an online survey.	not correct	The statement is false. The ESS data are collected in personal interviews.
2. The ESS is a panel study where the same individuals are interviewed every two years.	not correct	The statement is false. The ESS does not provide panel data, as every two year a new representative sample for each country is selected. Trend analyses are possible, though.
3. The ESS is designed a sequence of cross-sectional studies: the survey is conducted every two years. Changes in attitudes and values in Europe can be tested based on the ESS data.	correct	The statement is true.
4. The respondents are individuals between 12 and 90 years old.	not correct	The statement is false. The respondents of the ESS have to be at least 15 at the time of the survey. There is no upper age limit.
5. Each ESS survey includes a module with core items and some other changing (rotating) modules with questions on specific topics.	correct	The statement is true.
6. Each country formulates the questionnaire by itself.	not correct	The statement is false. There is a basic questionnaire in English that is translated into national languages under a multi-step strictly regulated procedure.
7. The respondents for ESS are selected strictly by random probability.	correct	The statement is true.

### 3.4 4th exercise: Eurobarometer

Eurobarometer (EB) is a series of public opinion surveys conducted regularly in the EU Member States on behalf of the European Commission.

The Standard Eurobarometer is a cross-national longitudinal study and is carried out semi-annually: each spring and autumn. For each wave of the survey about 1,000 citizens per state are interviewed in personal interviews.

Contentwise the EB focuses on the social situation of the EU citizens as well as their opinions and attitudes on various topics relevant for the European Union, e.g. support for the EU, knowledge about the EU, opinion on the EU enlargement etc.

## Exercise

- Above you see a table with the variables **national identity**. The per cent values for different levels of national identification are presented there.
- The respondents were individuals from the Eurozone (2006: 12 states; 2009: 16 states).
- Please have a close look at the table, specially the word phrasing of the questions and the specific levels of national identification reported by the individuals.
- Read the statements below and choose the ones that you believe are true. Multiple answers are possible.

National Identity	2006	2009
N	12111	15230
1: "very strong"	55,6	79,7
2: "strong"	35,5	15,1
3: "weak"	7,0	3,3
4: "not at all"	1,5	1,5
"don't know"	0,4	0,5
Total	100 %	100 %

### Wording of the questions for the different dates:

#### Eurobarometer 65. 2 (2006):

"People may feel different degrees of attachment to their town or village, to their region, to their country or to Europe. Please tell me how attached you feel to... [YOUR COUNTRY] : 1: very attached, 2: fairly attached, 3: not very attached, 4: not at all attached, 5: don't know."

#### Eurobarometer 71.3 (2009):

"I would like you to think about the idea of geographical identity. Different people think of this in different ways. People might think of themselves as being European, [NATIONALITY] or from a specific region to different extents. Some people say that with globalisation, people are becoming closer to each other as 'citizens of the world'. Thinking about this, to what extent do you personally feel you are [NATIONALITY] : 1: to a great extent, 2: somewhat, 3: not really, 4: not at all, 5: don't know."

### The following statements are correct, based on the table 'National Identity':

- 1. The level of expressed national identification has hardly changed between 2006 and 2009.
- 2. The differences in the expressed national identity between 2006 and 2009 can be explained solely by the financial crisis.
- 3. The huge difference in reported level of national identity can be a result of different wording of the question in 2006 and 2009.
- 4. The increase in national identification always means a decrease in European identity.
- 5. The changes in the expressed national identity in the Eurozone allow no conclusions on the changes in the specific Eurozone countries.

## Result and Feedback

Question	Correct Answer	Feedback
1. The level of expressed national identification has hardly changed between 2006 and 2009.	not correct	The statement is false. In fact, some of the values of the expressed national identity has barely changed. However, there is a vast difference in the reported values of the 'very strong' and 'strong' level of national identity between 2006 and 2009.
2. The differences in the expressed national identity between 2006 and 2009 can be explained solely by the financial crisis.	not correct	The statement is false. It cannot be ruled out that some other factors have not changed between 2006 and 2009 (e.g. the enlargement of the Eurozone between these years).
3. The huge difference in reported level of national identity can be a result of different wording of the question in 2006 and 2009.	correct	The statement is true.
4. The increase in national identification always means a decrease in European identity.	not correct	The statement is false. People can identify with numerous objects. In fact, a multiple identity is a rule rather than an exception; therefore an increase in the felt national identity does not necessarily lead to a decrease in the level of the European identity.
5. The changes in the expressed national identity in the Eurozone allow no conclusions on the changes in the specific Eurozone countries.	correct	The statement is true.



## 4 University life

### 4.1 A typical week in the first semester

The exemplary timetable for the first semester on this site illustrates the amount of work you should take into account for a semester week.

The timetable includes typical classes you attend in this semester as well as other relevant activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8					lecture-free day
9					
10	AC Introduction to Social Scientific Research at the Freie Universität	M2 Seminar	M3 Seminar	M3 Lecture Methods of Comparative Research	
11					
12					
13	Canteen	Canteen	Canteen	Canteen	
14	M2 Lecture Theories of Integration	M1 Lecture Introduction to European Integration		AC Introduction to Quantitative Data Analysis	
15					
16					
17	Library / Reading				
18			AC Research Colloquium Sociology	M1 Seminar	
19					
20					

Course	Additional Information
M1 Lecture Introduction to European Integration	<p><b>"European Integration and the Development of European Societies since 1945" (Module 1)</b></p> <p>The lecture gives an overview of the political institution system of the EU and the development of European societies on a national level since 1945.</p>
M1 Seminar	<p><b>"European Integration and the Development of European Societies since 1945" (Module 1)</b></p> <p>Examples of seminar topics from the winter term 13/14:</p> <ul style="list-style-type: none"> <li>▪ Integration der post-sozialistischen Länder in die EU</li> <li>▪ Elections in Europe</li> <li>▪ Das Europa der Bürger: Theoretische Ansätze und Empirische Analysen</li> <li>▪ Multiculturalism in Europe. Political Implications</li> </ul>
M2 Lecture Theories of Integration	<p><b>"Sociological Theories of Social Change and Integration" (Module 2)</b></p> <p>The lecture provides sociological theories and methods used to describe developmental processes of modern societies.</p>

Course	Additional Information
M2 Seminar	<p><b>"Sociological Theories of Social Change and Integration" (Module 2)</b></p> <p>Examples of seminar topics from the winter term 13/14:</p> <ul style="list-style-type: none"> <li>▪ Organizational and Institutional Theory</li> <li>▪ Soziologische Theorien der europäischen Integration</li> <li>▪ Perspektiven einer erneuten Kapitalismuskritik</li> <li>▪ Global Social Change - Theories and Methods</li> </ul>
M3 Lecture Methods of Comparative Research	<p><b>"Methods of Comparative Research in Social Sciences" (Module 3)</b></p> <p>In the lecture comparative research methods for the analysis of societies will be considered. These methods serve as essential tools for a critical discussion of other empirical studies and for conducting individual small scale research projects for further study.</p>
M3 Seminar	<p><b>"Methods of Comparative Research in Social Sciences" (Module 3)</b></p> <p>Examples of seminar topics from the winter term 13/14:</p> <ul style="list-style-type: none"> <li>▪ Einführung in die Analyse quantitativer Daten mit SPSS</li> <li>▪ Experimental Methods in Social Sciences</li> <li>▪ Applied Regression Analysis Using Stata</li> <li>▪ Quantitative analysis: Exemplified on youth unemployment and labor market entry studies</li> <li>▪ Zur Vermessung der Sozialstruktur Europas - Soziale Indikatoren der amtlichen Statistik sowie wissenschaftsgetragenen Statistik</li> </ul>
Additional Class Introduction to Social Scientific Research at the FU Berlin	<p>The course is offered for students who have not acquired their first degree at a German department of sociology. It will introduce basic scientific methods for master students, with a focus on the sociological analysis of European societies.</p> <p>Furthermore the course provide essential information and skills about searching literature, finding other relevant scientific resources and data bases in the internet, methodological and ethical principles of scientific research, scientific work techniques and advanced presentation methods (with Power Point).</p>
Additional Class Introduction to quantitative data analysis	<p>Usually there will be additional classes for empirical methods for the social sciences besides the obligatory courses.</p> <p>You are invited to participate on a voluntary basis.</p> <p>The classes will be announced in the lecture time table - you have the opportunity to inform yourself about levels and contents.</p>
Additional Class Research Colloquium "Sociology"	<p>The "Forschungskolloquium Soziologie" provides students and lecturers an opportunity to present and discuss their qualification papers (master theses and dissertations). External guest lecturers are invited to present their work as well. Topics and speakers are announced at the beginning of the respective semester.</p>

Course	Additional Information
Canteen	<p>There are several canteens and cafeterias of the FU within walking distance from the institute of sociology.</p> <p>Please visit for a general overview including locations, opening hours and menus:</p> <p><a href="http://www.studentenwerk-berlin.de/en/mensen/mensen_cafeterien/index.html">http://www.studentenwerk-berlin.de/en/mensen/mensen_cafeterien/index.html</a></p>
Library/Reading	<p>An essential part of your studies will be the reading and research of scientific literature (e.g. for preparation and follow-up of classes, presentations, exams, term papers).</p> <p>You could use the libraries of the FU where you can find quite places for reading, researching and learning (in groups too!).</p> <p>More information regarding libraries of the FU are available at:</p> <p><a href="http://www.fu-berlin.de/en/einrichtungen/bibliotheken/index.html">http://www.fu-berlin.de/en/einrichtungen/bibliotheken/index.html</a></p> <p>The library of the social sciences is located in the same building as the institute of sociology.</p> <p>For further details please refer to:</p> <p><a href="http://www.polsoz.fu-berlin.de/bibliothek/index.html">http://www.polsoz.fu-berlin.de/bibliothek/index.html</a></p>
lecture-free day	<p>You have to work besides your studies?</p> <p>The Master's program is a full time study (around 35 hours per week). However, we try to accommodate you with this by leaving one day a week lecture-free.</p>

## 4.2 A typical week in the third Semester

The example lecture time table on this site illustrates the amount of work you should take into account for a semester week.

The time table includes typical classes you attend in this semester as well as other relevant activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8					lecture-free day
9					
10		M8 Advanced Seminar 2			
11					
12	M7 Research Placement				
13					
14				M8 Advanced Seminar 1	
15					
16					
17					
18			ZV		
19			Research Colloquium „Sociology“		
20					

Course	Further Information
M7 Research Placement	<p><b>“Research Placement” (Module 7)</b></p> <p>You attend a four-hour research placement where practice hands-on theory-driven empirical research.</p> <p>Examples of topics of the research placements from the winter term 13/14:</p> <ul style="list-style-type: none"> <li>▪ The Political Relevance of Culture</li> <li>▪ The End of the European Dream? People's beliefs on the causes and solutions of the European crisis and their readiness for transnational solidarity</li> <li>▪ Experimental Analysis of Social and Cultural Differences</li> </ul>

Course	Further Information
M8 Advanced Seminar 1 + 2	<p><b>"Area of Specialization" (Module 8)</b></p> <p>The second module of the third semester consists of two <b>specialized seminars</b> (2h per week).</p> <p>Examples of topics of the specialized seminars from the winter term 13/14:</p> <ul style="list-style-type: none"> <li>▪ Diskriminierung auf dem Arbeitsmarkt</li> <li>▪ Empirische Studien zur Geschlechterungleichheit am Arbeitsmarkt</li> <li>▪ Politische Partizipation bei infrastrukturellen Großprojekten</li> <li>▪ Sociology of Migration</li> <li>▪ Aging societies. Global and local changes</li> <li>▪ Social Mobility in Europe</li> <li>▪ Labour Market Sociology</li> </ul>
Additional class Research Colloquium Sociology	<p>The "Forschungskolloquium Soziologie" provides students and lecturers an opportunity to present and discuss qualification papers (master theses and dissertations).</p> <p>There will be scientific guest lectures on the other hand. Topics and speakers will be announced at the beginning of the semester.</p>
lecture-free day	<p>You have to work besides your studies?</p> <p>The Master's program is a full time study (around 35 hours per week). However, we try to accomodate you with this by leaving one day a week lecture-free.</p>

### 4.3 Study Abroad

There are several places for you as master students for studying abroad in different European partner universities within the framework of the ERASMUS exchange program.

For more detailed information about the ERASMUS exchange program please visit:

[http://www.fu-berlin.de/studium/international/studium\\_ausland/erasmus](http://www.fu-berlin.de/studium/international/studium_ausland/erasmus)

Additionally you are provided with experience reports, information on the application process and contact information on the ERASMUS-website of the institute:

<http://www.polsoz.fu-berlin.de/soziologie/studium/erasmus/index.html>

With the help of the table below you could learn something more about the present exchange agreements of the institute of sociology.

Country	University and further Information
Denmark	Københavns Universitet, Copenhagen <ul style="list-style-type: none"> <li>▪ Department of Sociology</li> <li>▪ Language skills: English or Danish</li> <li>▪ maximum 2 Semester</li> </ul> For more information visit: <a href="http://www.soc.ku.dk/english">http://www.soc.ku.dk/english</a>
France	Université Paris Descartes, Paris <ul style="list-style-type: none"> <li>▪ Faculté de Sciences Humaines et Sociales Sorbonne</li> <li>▪ Language skills: French</li> <li>▪ maximum 1 semester</li> </ul> For more information visit: <a href="http://www.shs.parisdescartes.fr/">http://www.shs.parisdescartes.fr/</a>
Sweden	Umeå Universitet, Umeå <ul style="list-style-type: none"> <li>▪ Department of Sociology</li> <li>▪ Language skills: English or Swedish</li> <li>▪ maximum 1 semester</li> </ul> For more information visit: <a href="http://www.soc.umu.se/english/?languageId=1">http://www.soc.umu.se/english/?languageId=1</a>
Switzerland	Universität Luzern, Lucerne <ul style="list-style-type: none"> <li>▪ Research unit "Soziologisches Seminar"</li> <li>▪ Language skills: German or English</li> <li>▪ maximum 2 semester</li> </ul> For more information visit: <a href="http://www.unilu.ch/deu/soziologisches_seminar_22932.html">http://www.unilu.ch/deu/soziologisches_seminar_22932.html</a>
Switzerland	Universität Fribourg, Fribourg (Freiburg) <ul style="list-style-type: none"> <li>▪ Study program: Master „Europastudien“</li> <li>▪ Language skills: German or French</li> <li>▪ maximum 2 semester</li> </ul> For more information visit: <a href="http://lettres.unifr.ch/de/historische-wissenschaften/europastudien.html">http://lettres.unifr.ch/de/historische-wissenschaften/europastudien.html</a>
Spain	Universitat Autònoma de Barcelona, Barcelona <ul style="list-style-type: none"> <li>▪ Faculty of Political Science and Sociology</li> <li>▪ Language skills: English, Spanish or Catalanian</li> <li>▪ maximum 2 semester</li> </ul> For more information visit: <a href="http://www.uab.cat/politiques-sociologia/english/">http://www.uab.cat/politiques-sociologia/english/</a>
United Kingdom	Bangor University, Bangor <ul style="list-style-type: none"> <li>▪ Language skills: Englisch</li> <li>▪ maximum 2 semester</li> <li>▪ For more information visit:</li> </ul> <a href="http://www.bangor.ac.uk/">http://www.bangor.ac.uk/</a>

## 5 Prospects

There are numerous possibilities and professional opportunities after graduating from the Master's Program 'Sociology – European Societies'. The alumni of the program work in various branches and professions. In the short testimonials they provide some insights in their daily routine at work, how they decided to pursue the given career path and what skills and competences, that they learned during their studies here, do they use at work most often.

Furthermore, you can learn about the skills and competences you acquire during the Master's that you can later successfully apply in various jobs and professions:

### Skills

The research oriented Master's program will provide you with knowledge and skills that will enable you to work in academic and non-academic social research institutions. Furthermore, the acquired skills can be applied in other fields, e.g. national, European and international organizations, companies, associations, non-governmental organizations, and public services.

The aim of the studies is to learn to practically use theoretical and empirical tools of sociology.

The Master's program gives you an extraordinary opportunity to acquire skills and competences that you can consecutively use in various fields or professions:

**Analytical skills.** After graduating from the program you are able to:

- describe and explain socio-cultural, economic and cultural differences of the EU member states in a scientifically elaborated manner;
- analyse changes within the European Community caused by economic and political integration and analyse the development of a European society;
- analyse Europe within the context of globalization and in contrast to other regions of the world.

**Methodological skills.** During the studies you spend a lot of time intensively analysing the European societies with the use of various methods of social research. Depending on your focus, you gain expertise and become qualified to work with:

- the methods of comparative social research,
- particular quantitative methods (e.g. analysis of regression),
- particular qualitative methods (e.g. in-depth interviewing),
- statistics software (e.g. SPSS, STATA, R).

**Further skills improving your employability.** In addition to analytical and methodological skills you apply on a daily basis the standards of scientific work and gain expertise in such fields as:

- independent researching and review of scientific literature,
- drafting and giving scientific talks and presentations,
- writing scientific papers, theses and other texts.

## 5.1 Jessica Ordemann, Research Assistant (Science)

### **Please describe shortly your current profession. How does your typical day at work look like?**

Since my MA graduation I am a research assistant at the University of Hamburg. My daily responsibilities are numerous: preparation of a research proposal, including literature search and designing the study, conducting interviews, writing the project papers and analysing of primary and secondary data are only some of the tasks I am confronted with every day. Beside that I also improve my scientific competences through attending seminar, writing scientific papers and of course my doctoral thesis. Boredom at work is for me an unknown concept.

### **What was your motivation to study ‘Sociology – European Societies’? To what extend did the program relate to your undergraduate studies?**

Two criteria were decisive for me. First, I wanted to study a research-based Master’s, and second that there will be courses offered in English as well. The focus on Europe was for me appealing due to personal interests. I have also lived for some time in the USA. As a ‘European’ I was fascinated with this transatlantic external perspective. When I discovered that at the Freie University a new Master’s program with a European focus has been grounded I knew I want to study there.

My undergraduate in Cultural Studies (majoring in Sociology) did not have much in common with the Master’s. This was specially so because I have studied at the University of Hagen where at that time no separate program in Sociology has been offered.

### **What is your personal assessment of the Master’s program (organization of the teaching, structure, tutoring, cooperation with other institutions, etc.)**

The tutoring by the faculty members was excellent. Because of my Bachelor’s background at the beginning of my studies I had an impression that I hardly know any theory or concept, not to mention that I did not know any statistical basics. However, even the most basic questions were treated seriously and answered in detail. Even though high expectations have been set on the students, it has never been a single-direction relation. The teachers were always there for you with advice and support.

At the same time students were engaged in an active exchange with the faculty about the organization of the program. Our suggestions have been discussed and when I today look at the curriculum I can see many of them implemented.

### **When and how did you choose your current profession? Did you realize your plans from the time of your studies?**

Here I need to quote my Master’s thesis supervisor who accurately once said that he is studying in his 40th semester. This combination of passion and occupation is a reason why I find the researcher job so interesting. Also the faith in me of my present-day doctoral adviser contributed to the fact that I dared to enter the academic path regardless my age.



**What in your opinion is the most important thing for your work that you learned during your studies? What do you still profit from?**

Until today I extremely benefit from the solid theory and methods instruction combined with the already mentioned passion and the highest quality of the scientific work of Prof. Gerhards and his colleagues.

**Which additional qualifications should one gain as a student that are crucial or useful for your current profession?**

If you consider an academic career after graduation, 'testing science' as a student assistant at a scientific project or by a professor is definitely advisable. On the other hand, independent work with STATA, SPSS or MAXQDA is also helpful.

**Is there anything from the Master's program that evokes especially strong memories?**

A statement of a teaching assistant whose seminar I attended as a guest auditor and with whom I discussed my seminar paper. She said that I would naturally apply for admission to the Master's program! This obviousness has really impressed me.

**What advice would you give the freshman students who would like to pursue a similar career?**

I would recommend orienting oneself not on the stipulated study structure and time, but rather on organizing one's schedule to learn all that what one had set as a goal for oneself. This knowledge will become your scientific toolbox to which you can resort to later.

## 5.2 Cedrik Wrieden, Editor Volunteer (Media)

**Please describe shortly your current profession. How does your typical day at work look like?**

I am a volunteer editor at a media production company that predominantly produces weekly auditions for the rbb radio. Monday till Friday I work at the editorial office, I research into the topics and search for potential guests and speakers who could be interviewed on a particular topic. I prepare the interview script for the moderators. I am also responsible for the coordination of the recording during the live programs.

**What was your motivation to study 'Sociology – European Societies'? To what extend did the program relate to your undergraduate studies?**

I have earned my Bachelor's in Social Sciences from the Carl-von-Ossietzky University in Oldenburg. I took there an introductory course by prof. Martin Heidenreich on the social structure of the European Union that I really enjoyed. I was attracted by the clear EU context of the Master's program.

**What is your personal assessment of the Master's program (organization of the teaching, structure, tutoring, cooperation with other institutions, etc.)?**

Our class of 2011 was a really small group of about 30 students. Therefore everyone knew each other well and the teaching staff had also a direct contact with us. In my opinion the organizational structure of the studies was really good and above all transparent, as a lot in the at that time newly grounded program has been discussed and organized in cooperation with the students. It was totally different during my undergraduates.

**When and how did you choose your current profession? Did you realize your plans from the time of your studies?**

I knew since the beginning of my studies that I want to go in the direction of journalism. The specific decision to work at a radio came after I graduated, though.

**What in your opinion is the most important thing for your work that you learned during your studies? What do you still profit from**

Above all I have learned three things important for my work:

1. Good structuring of my own arguments,
2. Critical evaluation of texts and arguments of others,
3. Fundamental information research.

Since my responsibilities include preparation of popular science auditions as well, I have the advantage of being knowledgeable enough to assess the scientific work we are about to report – both on the robustness of their methods and the quality of their content.

**Which additional qualifications should one gain as a student that are crucial or useful for your current profession?**

Knowing how to self-organize is very important. There is no time in this profession for procrastination of any important tasks. Furthermore, a good sense of language and interest in daily happenings are important too.

**Is there anything from the Master's program that evokes especially strong memories?**

Working during the research placement and the Master's thesis is still a strong memory. In these two last stages of the studies you learn extremely lot – specially about the practical side of research.

**What advice would you give the freshman students who would like to pursue a similar career?**

If you want to work in the media, you should invest some time already during your studies in an internship or other practical experience – even if it means taking a sabbatical term. Short internships during semester breaks might be not compatible with the workload in the studies program.

### 5.3 Lothar Saßen, Policy Officer at the German Parliament (Politics)

**Please describe shortly your current profession. How does your typical day at work look like?**

I work as a policy officer for sport in the SPD fraction in the German Bundestag. I predominantly support the fraction's speaker for sport policy. My responsibilities range from drafting parliamentary initiatives, preparing memoranda, writing speeches, preparation and wrapping-up sessions of the sport committee and its working groups, up to communicating with associations, media, ministries and so forth. The working hours are fixed, although especially when the Bundestag sessions are scheduled, overtime is not extraordinary.

**What was your motivation to study 'Sociology – European Societies'? To what extent did the program relate to your undergraduate studies?**

The composition of the program made a good impression and the European focus offered a lot of scientific freedom thanks to the comparative perspective. My expectations were fully met there. In addition, the excellence of the Freie University was appealing as well. And Berlin is definitely not a bad place to spend your studies.

The fields of sociological theories and methods related somewhat to what I learned during my Bachelor's. However, in my opinion the Master's was clearly a more intense and informative study program, especially when it came to the deepening of the knowledge of quantitative methods.

**What is your personal assessment of the Master's program (organization of the teaching, structure, tutoring, cooperation with other institutions, etc.)?**

In total I really liked the Master's program. The organization was good, although the program of the studies was very tight, in particular in the third and fourth semester (writing the research report and the Master's thesis). If you wish to graduate within the stipulated four semesters and work beside your studies too, you really have to work flat out.

The individual tutoring at the Institute of Sociology was extraordinary and the faculty members have always had the doors open for the students. Also the cooperation with other institutions, for example WZB or DIW, was very fruitful and offered to those interested many opportunities to learn a lot within the studies and beyond them.

**When and how did you choose your current profession? Did you realize your plans from the time of your studies?**

I have been politically interested already in school. During my studies my wish to work in politics became more tangible and specific. No studies can fully prepare you for working in a political environment though. But my current occupation did not disappoint my expectations. I am really happy to work in such exciting field.

**What in your opinion is the most important thing for your work that you learned during your studies? What do you still profit from?**

In my daily work I rarely use advanced sociological expertise. Nonetheless, having studied social sciences is extremely helpful: structured and independent working, intense researching,

statistics interpreting, presenting data in a condensed way in any demanded format are essential in my job.

**Which additional qualifications should one gain as a student that are crucial or useful for your current profession?**

A good understanding of the complexity of politics is essential. This is in a way a basic requirement for a job at the German Bundestag. In relation to gaining expertise, one can choose such topics for their assignments (presentations, seminar papers, research report on the Master's thesis) that can help them deepen their knowledge on the relevant fields and issues.

**Is there anything from the Master's program that evokes especially strong memories?**

My present-day girlfriend whom I met during my studies :). Moreover, I would like to underline the very good atmosphere among the students. I believe it was possible because this is a very small program and a lot is being dealt with on a personal level. With many of my co-students I am in touch until today.

**What advice would you give the freshman students who would like to pursue a similar career?**

The German Bundestag is a very exciting and intense working environment. If you are interested in working at the Bundestag (be it at a political fraction, MP office or in the administration), definitely useful would be to do an internship or a student job at a MP office. This will help you win the first insights in the job. Furthermore, it is part of the business that political engagement brings about better understanding of the politics that is needed when working in a political environment. And in general, as in any other job, it is important to have a dedication.

#### 5.4 Marielle Bergs, Consultant Marketing Research (Fundraising)

**Please describe shortly your current profession. How does your typical day at work look like?**

As a consultant in consulting branch I work a lot with data. My clients are NGOs whose predominant income sources are donations and grants. In a close cooperation with my clients I select strategy options for their campaigns, i.e. I search for criteria and possibilities for funding rendering. Data analysis and workshops at my company or at the client's seat are also part of my responsibilities.

**What was your motivation to study 'Sociology – European Societies'? To what extent did the program relate to your undergraduate studies?**

In my Bachelor's studies the European topics were only marginally tackled upon. But since I minored in Slavic studies and I was interested in the interrelations between the states and the EU superstructure, I knew pretty fast in which direction my Master's should go.

Moreover, I wanted to study a Master's program where empirical work is applied and which deals with contemporary issues. I have found this combination at the FU.

**What is your personal assessment of the Master's program (organization of the teaching, structure, tutoring, cooperation with other institutions, etc.)?**

Our class of 2011 was relatively small. Therefore the tutoring by the faculty members was much more intense than what I was used to during my undergraduates. The cooperation with DIW and WZB was of course fantastic – I could gain insights into research practice that will not be possible within a standard academic routine.

**When and how did you choose your current profession? Did you realize your plans from the time of your studies?**

Actually, after graduating I knew only that I want to work empirically, ideally with data. In addition, I am politically interested and I have worked in South Africa in an NGO before. This sector looked attractive to me as a future work field. In my current profession I combine working with data and consulting NGOs.

**What in your opinion is the most important thing for your work that you learned during your studies? What do you still profit from?**

Definitely the ability to see not only the data but also the people behind it! It includes also the competence to interpret the data and to assess them in relation to one another.

**Which additional qualifications should one gain as a student that are crucial or useful for your current profession?**

In my daily tasks I use SPSS 80% of the time. I also use software like MS Excel or Power Point to visualize the results

**What advice would you give the freshman students who would like to pursue a similar career?**

You should generally attend courses on SPSS and statistics and work empirically during the research placement, optimally with SPSS too.

## 6 Apply?

### 6.1 Expectations

There are always some students who enroll in a studies program and first after a year realize that they have chosen a wrong program for themselves. You can avoid such frustration if you check beforehand whether the content and organization of the studies match your interests and expectations. We will help you in doing so with the following self-assessment tool.

Candid self-assessment through the provided questions and their feedback will help you decide if the Master's Program 'Sociology – European Societies' is the one for you.

Please note: this is not a test of your current skills or knowledge. The results will be neither collected nor stored and are not a prerequisite for your application.

Please decide on each statement if it is true or false for you. At the end you will receive a feedback to each statement. If you cannot decide upon some of the statements you can leave them unanswered.

Questions	Answers
I do not want to deal with statistics during my Master's (any-more).	<input type="radio"/> I agree <input type="radio"/> I do not agree
I am interested only in qualitative research methods and I would like to further specialize in them during my Master's.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I would like to prepare myself with this Master's program to a specific profession, i.e. for working at the EU institutions.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I am interested in the analysis of various European nations and I am curious about the social aspects of Europeanization.	<input type="radio"/> I agree <input type="radio"/> I do not agree
Reading complex texts in English is not a problem for me and I can easily and clearly express myself in English on different topics.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I like independently create scientific texts.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I have not studied Sociology. However, I am really interested in the Master's program and I am ready to familiarize myself with the sociological topics and methods.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I definitely want to integrate a stay abroad in my studies, to reflect the international focus of the studies program.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I would like to work during my Master's as well.	<input type="radio"/> I agree <input type="radio"/> I do not agree
I speak no German – but I can study exclusively in English so this should be no problem for me.	<input type="radio"/> I agree <input type="radio"/> I do not agree

## Results and Feedback

Question	Correct Answer	Feedback
I do not want to deal with statistics during my Master's (anymore).	I do not agree	The Master's program is research-oriented – we work with various statistical procedures and methods. You will be instructed to conduct independently empirical research. The readiness to learn or revise statistical methods and techniques is definitely an important part of it.
I am interested only in qualitative research methods and I would like to further specialize in them during my Master's.	I do not agree	The program is predominantly oriented on the quantitative research methods. Expertise of these methods will be acquired and deepened during the studies. You will learn to critically evaluate corresponding literature and learn how to answer your own research questions with quantitative data. If you wish to focus on the qualitative methods and to improve your knowledge of them, you should choose a different Master's program that is dedicated to them.
I would like to prepare myself with this Master's program to a specific profession, i.e. for working at the EU institutions.	I do not agree	Graduating from a research-oriented Master's program prepares primarily to work in academic and commercial research units. This program is definitely for you if you would like to use and apply empirical data in your future profession.  The acquired skills and expertise can naturally be also used in other occupations, e.g. in European or international organizations or companies.
I am interested in the analysis of various European nations and I am curious about the social aspects of Europeanization.	I agree	In the focus of the Master's program stays the analysis of the European societies. Furthermore, it deals with the question of Europeization of the nation-state societies. During your studies you will intensively learn about: <ol style="list-style-type: none"> <li>1. Economic, political, social and cultural integration of Europe</li> <li>2. The impact of the political unification process on the societies of the participating states</li> <li>3. Comparison of the European societies and the EU with the global regions (keyword: globalization)</li> </ol>
Reading complex texts in English is not a problem for me and I can easily and clearly express myself in English on different topics.	I agree	A very good command of English is necessary for studying the Master's program, as all the compulsory lectures are conducted in English. In addition, most of the reading assignments in the seminars will be in English so you have to be able to read scientific texts in English on a daily basis.  The B3 level of English is one of the admission requirements. More information on the accepted language certificates is provided on the next page ('Admission').
I like independently create scientific texts.	I agree	Enjoying writing is one of the basic requirements for the Master's program. You will be scientifically answering sociological questions – and a lot of that.

Question	Correct Answer	Feedback
I have not studied Sociology. However, I am really interested in the Master's program and I am ready to familiarize myself with the sociological topics and methods.	I do not agree	Holding a Bachelor's title in Sociology is not a prerequisite for the admission. However, collecting at least 60 credit points (ECTS) from sociological courses is one of the admission criteria. Therefore you need to provide Transcript of Record with your application as a proof thereof. You will find more information on the next page ('Admission').
I definitely want to integrate a stay abroad in my studies, to reflect the international focus of the studies program.	I agree	It is possible to study abroad during your Master's here, most easily with the LLP Erasmus exchange program. A two-semester stay abroad can be easily integrated in the Master's program – you simply continue with the studies when you are back from the exchange. A shorter stay, e.g. for a semester, are more complicated to do so – resuming your studies can be delayed for another semester because each module is offered only once in an academic year. There are two possible solutions to this problem: you can either plan your stay abroad for the 4th semester and only postpone writing your master thesis but without the need to catch up any seminars, or you try to find a host university that offers thematically similar courses that you can take instead some of the courses of the program.
I would like to work during my Master's as well.	I do not agree	The Master's is a full-time program and the estimated weekly workload is about 35 hours. If you cannot invest that time in your studies because you need or want to work beside your studies you are – as our experience so far showed – rather unlikely to complete the studies within the regular four semesters.
I speak no German – but I can study exclusively in English so this should be no problem for me.	I do not agree	We do our best to make the Master's program as accessible as possible for the students who do not speak German. However, if you are going to move to Germany after living or studying in another country you should be aware that things are likely to be organized differently than in your home country. For example, not all librarians or the employees in the university administration speak English.



## 6.2 Admission

The Master's program is addressed to first degree graduates in sociology and other social sciences who attended sociological courses during their studies. A good command of English is required in addition, as part of the Master's program is offered only in English.

### Do you want to apply to our Master's program?

Our *entry requirements* are:

1. A completed first degree (Bachelor's or equivalent) with at least **60 credit points (ECTS)** gained in courses with **sociological content** (equates to approximately one year of studies).
2. A **proof of English language skills**, if it is not your first language. You need to demonstrate at least the **B2 level** (Common European Framework) proficiency in English.

We accept a range of English language certifications. You will find them listed in the FAQ section of our homepage:

<http://www.polsoz.fu-berlin.de/en/soziologie/studium/master/faq/application/index.html>

If you are not sure whether you fulfill the criteria you can send us a specific inquiry per email to: [ma-sociology@fu-berlin.de](mailto:ma-sociology@fu-berlin.de)

The applications are reviewed by the admission committee. Mere fulfilling the entry requirements does not guarantee the admission though – it depends also on your grades and the number of applicants.

## 6.3 Application Info

You have reached the end of the Online Studies Selection Guide (OSA). We hope that you were able to gain a thorough insight into the Master's Program 'Sociology – European Societies', including information on the content, structure, daily life at the Institute of Sociology and the entry requirements.

Below you can find relevant information on the application procedure as well as our contact details.

### Application

#### How do I apply?

Prospective students who graduated from a *university in Germany* apply directly at the Freie University. Graduates from *universities outside of Germany* have to apply via the uni-assist platform.

Detailed information on the application process and the required supporting documents is provided on the general FU website 'Application Procedure for Master's Programs at the Freie University Berlin':

<http://www.fu-berlin.de/en/studium/studienorganisation/bewerbung/link-bewerbung-master/index.html>

Our homepage also provides some specific information on the applications:

<http://www.polsoz.fu-berlin.de/en/soziologie/studium/master/bewerbung/index.html>

Please take time and read the pages carefully!

#### When do I apply?

Applications are considered between April, 15 and May, 31 each year for entry in October. Admission is possible only for winter semester.

#### When will I know whether I am admitted?

The Admissions Office of the Freie University sends the letters of admission and letters of rejection per regular post starting mid-July.

### **Open House**

Every year in April the Institute of Sociology invites prospective students to visit.

Besides a presentation of the Master's program, the teaching staff, and cooperating research facilities, prospective students are kindly invited to ask individual questions to present students and faculty members. Furthermore, participants are provided with an opportunity to attend a lecture of the Master's program.

Specific information on the program and timing of the event can be found [on the homepage of the program](#).

### **Contact**

If you have further inquiries, you can reach us in the following ways:

per post	Institute of Sociology Master's Program 'Sociology – European Societies' Garystr. 55, 14195 Berlin
per e-mail	<a href="mailto:ma-soziologie@fu-berlin.de">ma-soziologie@fu-berlin.de</a>
per telephon	(+49) (0) 30 838 51383
homepage	Please consider the advice and information on the homepage of the Master's program: <a href="http://www.polsoz.fu-berlin.de/en/soziologie/studium/master/index.html">http://www.polsoz.fu-berlin.de/en/soziologie/studium/master/index.html</a>