

University of Amsterdam
Amsterdam School of Economics
International Economics

RESEARCH SEMINAR
INTERNATIONAL FINANCE AND TRADE

2022-2023

1. General information

Course

Research seminar - MSc Economics - track International Finance and Trade.
Code 6414M0175Y; 5 EC.

Time and location

See [timetables at the UvA website](#). In blocks 4-5, students have to submit various items and also will have a one-to-one meeting with their supervisor. The Research Seminar ends with a compulsory workshop (see below). This time path of the Research Seminar (see below) should allow you to have sufficient time to let your ideas crystallise slowly in order to subsequently be well-prepared for writing the MSc thesis without delay in blocks 5-6.

Workload

The Research Seminar is a course of 5 EC. This means that the workload of this course is at 140 hours. These 140 hours are divided over the various activities as follows (see below for more details on each of these activities):

- Preparation of the topic: 38 hours.
- Preparation of the first version of the paper: 59.5 hours.
- One-to-one meeting with the supervisor and follow-up: 0.5 hours.
- Preparation of the final version of the paper: 20 hours.
- Preparation of the presentation of the paper: 8 hours.
- Preparation of the referee report: 5 hours.
- Reading the papers of other participants and preparing the discussion at the workshop: 7 hours.
- Participation in the workshop: 2 hours.

Participating in and successfully finishing the Research Seminar thus requires intensive work and careful planning. Phrased differently, the requirements and workload thus should not be underestimated. Please note also that the “resit exam” (see below) takes place two weeks after the final results have been communicated and that the maximum overall mark that can be obtained in the “resit exam” is at 6.

Lecturers

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Canvas

The virtual learning environment *Canvas* will be used to provide information on the course. It gives the course announcements, etc and *Canvas* will also have to be used for submitting the various assignments. Please check it regularly. Moreover, make sure that your email address that figures on *Canvas* is an email address that you actually use and also regularly check since we will send emails only via *Canvas*, i.e. only to the email address that you mentioned in *Canvas*.

Students thus use *Canvas* to submit assignments. Hence, there is no submission via email or hard copy. Each submission should only consist of one single file and should be in Microsoft Word format using page size A4 (not letter) or in PowerPoint format (depending on the nature of the assignment, see below). The

first page/slide of every submission should mention your name and the latest version of the title.

For each assignment a specific structure for the filename needs to be used in order to facilitate everybody's work and avoid complications and confusion (see below). Submission of the various assignments is to be pursued via *Canvas*. Under "Modules", the category "Submissions" can be found. In this category, the six assignments are listed. By clicking on the assignment in question, a submission page becomes visible with "Submit Assignment" in the top right corner. More details on the submission process can be found in the following short video on [submitting assignments in Canvas](#). Thus, verify that the submission is confirmed in the top right corner of the screen in order to make sure that *Canvas* actually sends us the assignment since otherwise nothing can be graded. The contribution of each assignment to the final mark for the Research Seminar is specified later on in the file. Note that only doc and docx are accepted as file formats for the topic, the first version of the paper, the final version of the paper and the referee report (so: no submissions in pdf-format). For the presentation of the paper at the workshop as well as the presentation of the referee report at the workshop, the acceptable file formats are ppt and pptx.

Course materials

All course materials and instructions will be published and thus made available via *Canvas*.

Registration

- The relevant administrative procedures are to be followed correctly (in order for your grade to be registered by our student administration).
- Course: students should register for the course in the standard way that applies to courses starting in the second semester (so enrolment in December).
- It is possible that students at the moment of registering for the Research Seminar in December do not yet have obtained the required amount of EC (see the entry requirements of the Research Seminar that can be consulted via [Research Seminar International Finance and Trade](#)). Students that are in that situation will then receive the message that they are provisionally enrolled. This means that the administration - after having processed the marks for all (resit) exams that have taken place before the first week of block 4 - will check whether the required number of EC has been obtained or not. If the total then is smaller than the required number of EC, the student's enrolment in the Research Seminar will automatically be cancelled. Such cancellation then also implies that those students are not allowed to write their MSc-thesis in the second semester (see the entry requirements for the thesis that can be consulted via [MSc Thesis International Finance and Trade](#)).
- Students that are provisionally enrolled in the Research Seminar should participate in all activities until the aforementioned final check of the entry requirements has been finalised. However, students should realise that their participation in the Research Seminar automatically ends if their provisional enrolment is cancelled. These are the rules that the Faculty implements and the lecturers thus are not at liberty to deviate from them.
- Exam: although there is no exam, students still have to register for the "exam" (again this is for purely administrative reasons that are beyond our control).

2. Course overview

Position within the MSc track International Finance and Trade

International Economics is concerned with economic relations between agents of different countries. The track International Finance and Trade of the MSc Economics provides a thorough analysis of such relations. The current course is the final course in this MSc track and will be taken by students in order to prepare them for writing their MSc thesis.

Objective

The course intends to provide a smooth transition from taking courses towards writing the MSc thesis, i.e. towards completing the final activity within the track. At the end of the course, students know more about how to perform academic research. They also have come up with a research question for the thesis, a detailed understanding of the relevant literature, and a clear idea of what to do within the thesis. Such preparation towards a workable thesis outline obviously facilitates working on the thesis in blocks 5 and 6.

Final attainment level

This course contributes to the economics curriculum as follows. The course helps students to formalise the research question for their thesis, find their way in the scientific literature and information databases, study the existing literature, and develop an approach that will allow them to subsequently answer their research question of the thesis. The course also aims at improving students' writing and presentation skills. Finally, the student will also know more on how to comment on other students' work and how to bring but also handle constructive criticism from their peers.

Course outline

The course achieves its objectives in the following way (specific details on the course structure follow below). First, each student chooses a topic. On the basis of the topics that are submitted, students will be grouped into small groups of which the participants share similar topics. This group structure facilitates interaction among students that will work on similar topics such that they can benefit from each other's knowledge. Moreover, these small groups will be supervised by the staff member that has the largest expertise in the relevant area.

Next, the student further explores his/her topic, writes a short paper that clearly outlines and positions the research question for the thesis that thus has to be clearly embedded within the relevant scientific work in that area. At the end of the course, the student presents his/her paper within the small group of fellow students that work on similar topics within a workshop. Each student will also discuss in a critical yet constructive manner the paper of a fellow student. Subsequently, each paper will be discussed within the small group in question. This set-up of the workshop should stimulate the further refinement of the research strategy, offer new insights but also point to shortcomings and even dangers within the proposed research strategy, etc. This writing of a paper and its discussion within a workshop will offer the student a smooth transition towards approaching and answering the research question within the thesis.

3. Assignments and grading

Main assignments

To avoid confusion, the below terms need to be defined:

- Thesis : MSc thesis that is to be written after completion of the Research Seminar
- Paper : contains the research question for the thesis and should offer a clear sketch of what the thesis desires to discuss and analyse
- Presentation : presentation within the workshop by the student of his/her paper
- Referee report : report written by a student to critically evaluate another student's paper
- Discussion : presentation within the workshop of the report that has been written on a different student's paper
- Plenary discussion : all students discuss the other students' papers within the workshop
- Workshop : presentation and discussion of papers of students that work on broadly similar topics (small groups of typically 4-7 students)

Exam

There is no exam for this course. The final grade thus will be based on the assignments and contributions of the student within the Research Seminar as will be outlined below.

Main criteria for assessment

- Paper : the assessment is based on the content (depth, completeness), structure, clarity, and linguistic competence. The grade will only become valid once the paper has been checked upon plagiarism
- Presentation : clarity and structure of the presentation within the workshop by the student of his/her paper
- Referee report : quality and clarity, structure and effort evidenced within the comments and suggestions concerning a different student's paper
- Discussion : clarity and quality of the comments and suggestions voiced within the workshop on another student's paper
- Plenary discussion : clarity and relevance of the student's discussion of other students' papers within the workshop as well as the degree of participation within the discussions on the various papers

Final grade

The overall grade for the Research Seminar is a weighted average of the grades for the paper (weight 65%), presentation (15%), referee report (10%), discussion of another student's paper (5%), and participation within the plenary discussion (5%).

Missing deadlines and submitting content that clearly is inadequate in terms of the prerequisites and/or content is punished by a deduction of at least 0.5 in the overall final mark for each offence (note that the final mark for the Research Seminar cannot fall below 1.0). Note that none of the grades can be transferred to the next academic year.

In the case of an insufficient mark for the Research Seminar, the student can submit a revised version of the paper no later than two weeks after the date at which the final results of the Research Seminar are communicated. The maximum overall grade in this "resit" is 6. No further possibilities exist for submitting a revised version within the same academic year.

Absence at the workshop

If a student cannot attend the workshop with a valid reason, he/she still has to submit all files (including the presentation and discussion files). In addition to the referee report on one paper, the student has to write referee reports on all other papers that are presented within the workshop (i.e. that are presented within his or her group). The grade for the additional referee reports as a whole then replaces the grade for the plenary discussion in the determination of the final grade.

Professional skills course

In order to pass the Research Seminar, the student has to sign up for and participate in one professional skills course. Failing to do this will imply that no mark for the Research Seminar will be registered. You will be contacted by the organisers of these courses (the lecturers of the Research Seminar are not involved in this).

Issues that are not covered by this course manual

The course coordinator will decide in cases that are not explicitly dealt with within this course manual.

4. Detailed course structure and format of the various assignments

The text below gives a week-by-week description as well as the motivation of the various tasks and assignments. It also includes more details on the precise content and format of what you are expected to submit at various points of time. Finally, this section concludes with a table that summarises the time schedule with the respective deadlines. Still, if you need more guidance or just an “anti-panic session” with your supervisor of your paper (who will be appointed after week 6), feel free to contact him/her. An example of the below submission can be found on *Canvas*.

Week 6

Each student has to submit a topic for his/her paper (and thus ultimately for the thesis) in Week 6 on Monday at 16.00. This submission includes a (preliminary) title of the paper (and thus of the thesis) and an overview of at maximum 300 words on what the research question is and what its underlying scientific motivation is. The student should be clear on the research question and the relation to the existing literature. This overview would obviously benefit from already containing a clear view on what kind of methodology the student wants to follow (a literature study, developing a theoretical model, performing a regression analysis, and so on). Indeed, the lecturers need to obtain a clear idea of what the student wants to study in order to be able to assist him/her as well as possible already in this early stage of the process of writing the paper for the Research Seminar.

To submit the required information, use one file and the specific button “Topic” in Canvas. The filename of the file should be structured as follows: Topic_<surname>_.docx (or *.doc), where “Topic” is just comprising those five letters (not the words denoting your actual topic), <surname> is the surname of the student. A concrete example for student Johnson is “Topic_Johnson.docx.”

The text that you submit will be used by the lecturers to link students to the most appropriate supervisor within the Research Seminar. It is obviously in the interest of the student to submit a clear text in order to avoid misallocations. This matching process must be completed as soon as possible such that every student has a supervisor as soon as possible. At that time the groups of students for the workshop will also become known. This allows the students to communicate with others that work on similar topics and who may have found interesting papers that are also of use to others, new data sources, etc. This way, students can learn from each as well as stimulate and encourage each other!

The supervisor also sends the submitted information to the other students in the particular group such that the aforementioned student interaction can take place. Moreover, the supervisor sends comments to each individual author concerning the width of the topic (too broad?), the feasibility (finding data on venture capital in biotechnology in India is not that straightforward), coherence, clarity, shortcomings, etc. These remarks should assist the student to sharpen ideas and thus ultimately move towards a research question that is workable.

In the next few weeks, students have to write a first version of the paper. One cannot write a decent paper and formulate a workable research project “out of the blue” and within a few days. Moreover, this is without doubt the most demanding and most relevant stage of moving towards being able to write a good thesis. This writing of a first version of the paper requires serious research in order to get a clear view on the state of the art in the scientific field that the student is entering and to enable him/her to clearly position the intended research within the literature in this field. Hence, it is of **utmost importance to work hard right from the start** and regularly sharpen your ideas and update the text. A superior text also allows the supervisor to give detailed and useful comments: a superficial text will only allow the supervisor to give superficial comments.

Week 10

In week 10 on Monday at 16.00, students submit the first version of the paper. This version of the paper will not be graded. However, it is clearly in your own interest to present already a well-designed and thoroughly-researched first version. Indeed, the better the first version is, the more useful the supervisor’s comments can and will be. Hence, a high-quality first version ultimately benefits the final version of the paper and as such the quality of the thesis. Suggestions on writing academic texts can be found in a file that can be downloaded from www.uva.nl/profile/d.j.m.veestraeten (under “Profile”): please read that document carefully and apply it.

The student also submits (within the same file) up to 5 questions on the paper that he/she wants to discuss with the supervisor in the subsequent one-to-one meeting with the supervisor (submitting such

questions beforehand ensures a more efficient and by consequence useful meeting). Submission via Canvas under “First version paper”. Filename: FirstVersion_<groupindicator>_<surname>.docx, where <groupindicator> denotes the group indicator, such as NL, DV or KM (these are the initials of the supervisors in the Research Seminar).

The supervisor announces the time schedule for the one-to-one meetings and sends comments on the first version of the paper and perhaps already some answers to the submitted questions to the student. The student should study this feedback intensively in preparation for the one-to-one meetings in order to potentially come up with useful follow-up questions. These one-to-one meetings should take place in the faculty buildings, but may – depending on the circumstances – take place online.

What should the content and structure of the (first version of the) paper be like? In the paper you essentially need to formulate a clear and sufficiently narrow research question, describe the existing literature in this area and indicate how your thesis will relate to that literature. You should also try already to come up with a detailed plan for the work on the thesis (chapter 1 will be on ... and will contain 7 pages, chapter 2 will focus on ... and contain 12 pages, etc) It is important already in an early stage to have a clear idea of how the thesis will be structured and how many pages will be devoted to which topic. Obviously, this is a preliminary set-up that can change, but it will allow you to ensure an “appropriate” balance between the various chapters, ensure that you end up not writing about something that ultimately appears not to be relevant for the thesis and thus will be dropped at a later stage. The first version of the paper (exclusive of the five questions) should contain no more than 2500 words in total, where no more than 1500 words are dedicated to the analysis of the existing literature. This is a strict maximum otherwise the overall final grade for the research seminar will be reduced by 0.5 points. The reason for the word limit is that an academic text should be concise, well-focused, and informative, and the ability to write such fairly short but clear and yet comprehensive texts is also important for your future career. If you are planning to pursue a regression analysis within your thesis, it would be useful that you could (but not yest must) already discuss some ideas on what you plan to do: the better that you are prepared at already this stage, the more beneficial the meeting and comments can and will be.

More specifically, the paper consists of:

- Front page: contains the title, the name, the student number, the e-mail address, the date, the name of the supervisor, and the number of words.
- Table of contents: this should be the table of contents of the thesis and represents its structure and flow. More in particular, the student is required to list the thesis chapters that will be written and, for each chapter, the intended number of pages and the point in time at which the chapter will be finalised. Note that you are expected to work full-time on the thesis as of block 5. This whole table of contents should be presented on one page. It is obviously preliminary. Its goal is to force you to carefully think about the structure and content of each chapter such that, for instance, extensive reading of ultimately irrelevant papers can be prevented. Moreover, the thesis should be well-balanced and focus on what is relevant (e.g. a thesis on the FDI in Indonesia in the past twenty years does not require a lengthy analysis of the factors that limited Indonesian economic growth in the 1950s).
- Introduction: It should read like you are guiding the reader who may not be an expert in the area of your research question (think of the reader of your paper/thesis as being a fellow student of the MSc Economics who may not be a specialist on the topic of exchange-market pressure, but who obviously know what an exchange rate is). This introduction should contain a very precise research question (e.g. “The research question is as follows: did the drivers of Foreign Direct Investment in China change over the period 2000-2017?”). This introduction should also illustrate where exactly your research question figures in the theoretical and empirical literature in this area. The introduction should comprise the following elements: current state of knowledge, relation or contribution of your paper to the literature, the research question, and the way in which you plan to treat the research question. The research question should be narrow enough to later allow for a sufficiently detailed analysis and avoid the reading of too many interesting but ultimately irrelevant articles and books (e.g. “resource boom” is too wide, but “resource boom and macroeconomic volatility in Chile after 2004” is more to the point). The way in which that question will be addressed includes a (preliminary) description of the economic model, econometric technique, and data set that you plan to use (if any).
- Existing literature: this part presents the basic message of the existing theoretical and empirical literature on the research topic. The main theoretical and empirical insights are discussed and linked to each other. Obviously, this discussion should be in close relation to the topic of the thesis (e.g. a discussion on the literature of empirical determinants of German FDI in the Netherlands is probably

of not much relevance for a research question on the development of US FDI in Sub-Saharan Africa). Note that your thesis may focus entirely on a literature review and thus must not contain a regression analysis (e.g. analysing various proposals to create incentive-compatible schemes to stimulate research in malaria vaccines is a theoretical rather than empirical issue). In the latter case, one option would be to provide an overview of the main articles and provide a motivated introduction on what the literature study in the thesis will elaborate further upon. The text on the existing literature contains a critical assessment and indicates why your thesis will bring an interesting contribution in the study of the topic at hand. Phrased differently, the reader of the (first version of the) paper should be convinced that the thesis will be worthwhile to read and thus will look forward to reading the thesis. Note that this discussion should mainly consist of articles in high-quality peer reviewed academic journals (in which all papers have been reviewed by specialists in the field). The use of working papers within very recent discussions is inevitable (papers typically are published two or more years after they have been written), but obviously you should restrict your attention to opinions that bear a clear label of credibility (papers at universities, IMF, World Bank, Peterson Institute of International Economics, for instance). You have access to these high-quality journal papers via the UvA. You should be very hesitant with respect to using “obscure” journals that are freely accessible on the internet (for instance the “Journal of International Economics” is of extremely high level, whereas the papers published in the “Transylvanian Journal of Management and Economics” are likely to be of a (far) lower level). It is crucial that your discussion of the literature should not develop into a boring listing of “author 1 did this and found that. Author 2 did that and found this. Author 3, etc”. You already here should show and signal your analytical skills and strength to the reader and provide an attractive structuring: “the literature in this area basically worked around four issues, namely ... On issue 1 we have the papers of X (2013), Y (2012) and Z (2011) who found that Subsequently, Q (2012) examined issue 2 by arguing that, but later his findings were challenged by R (2013) who instead used a co-integration analysis because”. Such writing is more difficult obviously, but it shows the student’s ability to structure an argument, to position papers on the topic and thus to evidence a high level of abstraction. Moreover, this way of working produces a text that is interesting and inviting to read and hence has the ability to influence the readership of the paper. The goal of the paper is to clarify what the student intends to do in the thesis, what the relevant theoretical and empirical arguments are and how the thesis fits into this overview. This overview should therefore be based on a “sufficiently” large number of papers and books. However, the student should not try to “squeeze” as many papers as possible in this overview since the discussion of many papers will only scratch at the surface of each of the many papers and not go into the required depth. Students, again, are advised to write the paper (this also applies for the thesis later on) as if they are addressing fellow students within the MSc Economics. Thus, they should give sufficient detail (e.g. the notion of Dutch Disease should be defined as this is not common knowledge outside of the track International Finance and Trade). Students should also not forget that their knowledge on the topic, after spending some weeks/months on it, is large but that the readership has not read all the papers that they have read in the meantime. Phrased differently, students always need to ensure that the readership is able to understand what the student wants to express.

- References: a preliminary bibliography that enables the supervisor to assess the level, the quantity and relevance of the literature that will be used in the thesis. It should amount to one or two pages and enable the reader to assess the appropriateness of the literature and the input of the author. The supervisor may mention additional useful articles, book chapters, etc but it gives not a good impression if the list of references is of poor quality (many newspaper articles, etc).

Week 11

Each student has a 15-minute one-to-one meeting with his/her supervisor in order to discuss the quality of the first version of the paper, the quality of the research question (still too wide? too narrow? Precise enough?, etc), the progress in assessing the literature, the plans, as well as questions that the student may have and that the supervisor may have. The better the preparation for this meeting, the more can be discussed and thus the better the supervisor can assist the student in helping to improve the paper in view of helping the student to write a thesis of good quality. The supervisor will also announce the time and venue of the final workshop and who will be the discussant of each student’s paper.

Week 14

In week 14 on Friday at 16.00, students submit the final version of the paper of the Research Seminar via Canvas under “Final version paper”. Filename: FinalVersion_<groupindicator>_<surname>.docx. The student also submits the presentation that he/she will use during the workshop when presenting his/her work to the other students in the group. Again, submission via *Canvas*, but now under “Presentation paper”. Filename: Presentation_<groupindicator>_<surname>.pptx (or *.ppt). In addition, he/she emails a copy of the final version of the paper to the fellow student who will discuss the paper (i.e. who is the discussant/referee).

The final version of the paper should, as is the case with the first version, contain no more than 2500 words in total (including the appendices, footnotes, etc), where no more than 1500 words are dedicated to the analysis of the existing literature. This is a strict maximum, including all text, i.e. including title, author names, references, etc., otherwise the final grade for the research seminar will be reduced by 0.5 points.

Please remember that this final version of the paper will be the basis of a discussion by the discussant (i.e. referee) but also will be the basis for the discussion within the small group at the workshop. It then is in the student’s obvious self-interest that the content of the paper, its background and the research question are clear to the discussant as well as to the fellow students. That way, the discussions within the workshop can actually assist the author of the paper to further fine-tuning the thesis set-up, include other papers, take account of this or that insight that he/she overlooked, etc. If the submitted paper is not really to the point, the discussion during the workshop will ultimately be vague and basic and will risk ending up as ultimately being of not much use to the author. That would be a missed opportunity. Moreover, the mark for the paper will likewise be fairly “unimpressive” and it should be noted that – unfortunately – some students fail at the Research Seminar.

The goal of the presentation is that the author of the paper presents his/her work to fellow students. This presentation thus should be clear and to the point such that everybody can benefit from the feedback that can and will be given. This presentation at the workshop will take 10 minutes and is based on the submitted slides. It could have the following structure: title, name, and introduction – research question – discussion of the relevant literature – research strategy and motivation – short summary.

Weeks 16

This is the final episode of the Research Seminar and it is in this period that the workshop takes place: either in week 16. Obviously, students only take part in the workshop of their group. Note that all submissions for the workshop take place in weeks 14/15. The discussant writes a referee report and submits that report on Monday of week 15 at 16.00 via Canvas under “Referee report” using the following format for the name: RefereeReport_<groupindicator>_<surname>.docx. He/she also prepares a discussion file for the presentation of the referee report and submits it on the same day using filename Discussion_<groupindicator>_<surname>.pptx. Again, this takes place via Canvas, but now under “Presentation referee report”. In the referee report, the discussant provides the author with critical but constructive comments such that the author can improve his/her work. Providing good comments requires a serious effort and reading. For one thing, the reviewer may not be an expert in the (narrow) field of the paper, so that he/she may have to read some additional articles to fully understand the paper and the issues that are at hand. The referee report should not contain more than 300 words and obviously should not be superficial. The file should start with the reviewer’s name, the title of the paper that is refereed and the author’s name, followed by three sections, containing a brief summary of the paper, main and minor comments. The comments should be numbered. There should be some pros and cons, and maybe also some suggestion(s) for improvement. The reviewer could also use the following elements in his/her report:

- Is the research question clearly presented and well-motivated? And is the research narrow enough?
- Is the literature review convincing, clear and well-structured?
- Will the subsequent thesis offer an interesting and relevant contribution to the literature?
- Is the author’s research strategy able to deliver an answer to the research question?
- Are there relevant omissions in the research question and/or research design? Are all relevant explanatory variables mentioned?
- Are there crucial papers that have not been mentioned?
- ...

The supervisor sends all papers to the students by email, so that all group members have all papers. Students

are obliged to read the papers of all of their fellow group members. This is required such that they can ask searching (as opposed to trivial) questions and formulate high-quality and constructive comments during the workshop (remember that also the participation in the discussion will be graded, see earlier). The supervisor also checks for plagiarism.

At the plenary workshop in week 16, author X presents his/her paper in 10 minutes, discussant Y presents his/her comments on X's paper in 5 minutes, and then there are 5 to 10 minutes for a general discussion on X's paper. This discussion by all group members should provide the author with additional useful comments that can assist and inspire the author with respect to the content of the thesis (e.g. including an important additional variable in the regression model, having a closer look at a relevant paper that the author may have missed, etc).

After the workshop the supervisor makes sure that all group members receive the referee reports and discussion files, so that authors can use the comments to improve their paper and ultimately the thesis. As soon as possible the supervisor will inform the students about the grades for the course.

The following table summarises the time schedule for the various activities. The coordination of all activities requires a tight schedule, and other students are dependent on each other. Hence, the deadlines are strict and thus are to be respected.

Week	Deadline	Keyword	Activity
Period 4			
6	Mon 16:00 Tue 16:00 Wed 16:00 Fri 16:00	Topic link most link all	SUBMIT topic & title & brief overview. Many students are linked to a supervisor and group for the workshop & start of finding solution for remaining students. All students are linked to a supervisor and group for the workshop. Supervisor sends comments on submitted texts.
7			--
8			--
9			--
10	Mon 16:00 Wed 16:00 Fri 16:00	1 st version	SUBMIT 1 st version of paper & 5 questions for meeting (in one file). Schedule for meetings announced. Supervisor sends comments to student.
11	-- --	meeting	MEETING student and supervisor to discuss paper (15 min.). Schedule for workshop announced.
12			--
13			--

Period 5			
14	Fri 16:00	final version	SUBMIT final version of paper & presentation & SEND copy of paper to discussant.
15	Mon 16:00 --	Referee	SUBMIT referee report & discussion file. Supervisor emails all papers & checks for plagiarism & uploads the presentation and discussion files in the room in which the workshop will take place.
16	-- --	workshop	WORKSHOP with presentations, discussions and plenary discussions. Supervisor posts all the referee reports & discussion files & grades.
18	Mon 16:00	Resit	SUBMISSION of revised paper if the previous total mark for the Research Seminar was below 6 (maximum mark for that revised paper is at 6)