

# EUROPEAN STUDIES EXCHANGE PROGRAMME

Academic Guide for incoming  
exchange students  
European Studies 2024-2025



**let's change**  
YOU. US. THE WORLD.

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES

# EUROPEAN STUDIES EXCHANGE PROGRAMME

## Department

Global Office, Faculty of Management & Organisation

## Date

April 2024

## Version

0

## Educational Vision

European Studies is committed to preparing global graduates; as such, the curriculum and philosophy of European Studies fits with the institutional plans of The Hague University of Applied Sciences. It is an interdisciplinary and international Bachelor of Arts degree programme taught in English that imparts 21st century skills to international professionals. It combines the knowledge offered in a business and/or public management programme with communication, critical thinking and research skills and uses an international, intercultural and multi-lingual approach that prepares students to meet the needs of employers in the public and private sectors in the Netherlands and abroad. The programme's strength is that the knowledge and skills conferred upon our alumni do not prepare students for a single, specific job. Instead, European Studies offers students options for a variety of different career paths related to running, representing and advising European organisations in both the public and private sectors.

### Our Mission and Vision

European Studies empowers young professionals to pro-actively resolve global challenges.

This mission mirrors The Hague University of Applied Sciences' official WIN goals, which stand for:

- World Citizenship
- Internationalisation
- Network Institution

It also matches the university motto of "Let's Change. You. Us. The World."

Taking Europe as its main playground, the programme stimulates world citizenship through comprehensive internationalisation. By means of a solid network of international partners in higher education and the workplace, the students' experience and the quality of the curriculum are enriched. As Europe is an interdependent actor in the wider global community, European Studies has opted for an inclusive approach in which Europe is both an object of study and is considered in its wider global position. The programme aims to foster greater connection in Europe from its home in The Hague, the international city of peace and justice.

## Disclaimer

The information contained in this guide is, to the best of our knowledge, true and accurate at the time of publication and is solely for information purposes. Changes to its contents may take place at any time and without prior notice due to changing circumstances. The programme European Studies of THUAS accepts no liability for any loss or damage, regardless of how it has arisen, as a result of use or reliance on this guide or on the information in it or in respect of information accessed via any links from the Web pages.

## Foreword

At the Faculty of Management and Organisation (M&O), we pride ourselves on our international atmosphere. Within our undergraduate programmes, which includes European Studies, we have many foreign students who come to spend their entire study period with us. Add to this the 250 students who come and complete either a one-year or one-semester exchange programme, and at any given time some 35 nationalities can be found within our corridors. These exchange students form an essential part of our institute, and we refer to them as 'guest students'.

To reflect this multinational reality, our academic programme offers many courses with an international perspective. Moreover, we have also taken particular care to provide language courses at various levels to ensure that students can take languages at their level and further enhance their skills. We believe this is vital in helping you become global citizens that can meet the challenges of modern society, thereby increasing both your employability and social awareness. These are important considerations in our institution and values that we are happy to share with you.

This guide aims to outline the study programme and facilities available for our guest students. The information provided is general and brief, since more detailed module outlines are available upon request. The module Introduction to Dutch Culture & Society is obligatory for all students from abroad because we think it is important that students learn something about their host country and this knowledge will enrich their experience here.

In these times of uncertainty, we have tried to provide you with as much clarity and perspective as possible. We hope that all our guest students who can travel to the Netherlands enjoy their stay, and that they will thrive from the challenges and opportunities we have to offer them. We will certainly do everything possible to make your stay with us as rewarding as possible and look forward to having you here.

Martijn Verheus  
Director Faculty Management and Organisation

# Contents

<b>1. The Dutch Educational System &amp; the European Studies Approach to Learning.....</b>	<b>6</b>
<b>2. Meet the Team of European Studies .....</b>	<b>8</b>
2.1 The Global Office .....	8
2.2 Country Tutors .....	9
<b>3. Facilities .....</b>	<b>9</b>
3.1 Desks and Questions.....	9
3.2 Library and Study Plaza .....	10
3.3 Student Counselling & Supervision.....	10
3.4 Campus Card.....	11
3.5 Canteen .....	11
3.7 Medical Care .....	11
<b>4. Student Activities .....</b>	<b>12</b>
4.1 ESCAPE .....	12
4.2 ES Student Council.....	12
4.3 Campus Life & Sports at THUAS.....	12
<b>5. Information on the Academic Programme .....</b>	<b>13</b>
5.1 Attendance.....	13
5.2 Source Referencing & Handing in Papers.....	13
5.3 How Students contact Lecturers.....	13
5.4 How Staff contact Students .....	13
5.5 Timetables .....	14
5.6 Year Calendar 2024-2025.....	14
5.7 Changes to the Academic Calendar.....	14
5.8 Exam Dates.....	14
5.9 Exam Information.....	15
5.10 Assessment Information .....	15
5.11 Number of Modules & Credit Points .....	16
5.12 Course Material .....	16
5.13 Pre-registering for Courses .....	16
<b>6. The Academic Programme.....</b>	<b>17</b>
6.1 The Academic Programme - Courses .....	17
6.2 Course Descriptions.....	21
6.3 Compulsory Module.....	21
Introduction to Dutch Culture & Society (IDCS) .....	21
6.4 Business .....	21
Business Challenges.....	21
Managing Organizations in the EU .....	22
Sustainable Business.....	23
The Europe Desk.....	24
Corporate Governance & Value-based Leadership.....	24
25	
Sustainable Entrepreneurial Thinking .....	25
Marketing and Communications in the EU.....	26
Marketing Planning & Strategic Management.....	26
6.5 Culture.....	28
The Art of Protest.....	28
Dealing with Brits.....	28



Exchange Perspectives for Local Impact in Collaboration (EXPLICO).....	29
European Culture: from 1000BCE to TikTok.....	30
Pan-American Studies.....	31
Gender and Sexuality in Europe.....	32
6.6 Law, Politics and Administration .....	32
Political Challenges .....	32
International Cooperation in the EU and Beyond.....	33
European identities and Ideologies .....	34
Sustainable Policy .....	35
Caught in the Middle: EU – EAP – Russia .....	36
Peace, Security and Prosperity in Europe .....	37
War, Instability and Poverty – Facing the Outside World.....	38
Personal Leadership & Core Principles for European Integration .....	38
Human Rights in Europe .....	40
Diversity in the EU .....	41
Europe’s Challenging Neighbourhood .....	41
EU Public Affairs and Decision Making.....	43
Diplomacy and Foreign Policy in the EU.....	43
International Law .....	45
Political Communication in the 21st Century .....	46
The Legal Dimension of Europe .....	48
Contemporary European Politics .....	48
6.7 Modern Foreign Languages & Skills.....	50
Professional Communication in English.....	50
Intercultural Communication in English.....	51
Survival Dutch/Dutch A1 .....	52
English for Guest Students (intermediate).....	52

# 1. The Dutch Educational System & the European Studies Approach to Learning



## Introduction

The vast majority of higher education institutions in the Netherlands are state-funded and fall into two categories. There are around 14 traditional 'research' universities, and over 100 Universities of Applied Sciences (*Hogescholen*).

These vocational universities adopt a practical approach and explicitly set out to train students for specific jobs or a range of jobs at an academic level. There are strong links between these universities and the professional field. A 5/6-month traineeship is a compulsory part of the

regular academic programme. Most study programmes at universities of applied sciences are 4-year bachelor's degree programmes, whereas bachelor's degree programmes at the traditional universities usually take three years. In both cases, graduates are awarded a bachelor's degree.

The Hague University of Applied Sciences (THUAS) is a university with a vocational approach. As an applied programme, European Studies (ES) is explicitly designed with a clear focus on what is demanded and valued by the professional field and potential employers. The programme's career-oriented approach can be seen in courses and projects that make use of:

- Real-world professional contexts
- Simulations of the professional field
- The use of professional products
- The presence of the professional field in the shape of guest lecturers and project partners
- Field visits and excursions
- Diverse work placement opportunities

In line with the THUAS educational vision to deliver "connected global professionals," ES teaches its students how to present themselves and how to network as professionals.

## Internal Organisation of ES

THUAS comprises seven faculties, each with between 1000-5000 students. The Dean of the Faculty is responsible for the Faculty of Management & Organisation, which includes the European Studies programme, while the Programme Manager is responsible for the European Studies degree programme. The Programme Manager and Team Leaders jointly manage the lecturer team. Together they form the programme management team. Further information about the organisational structure of The Hague University of Applied Sciences, including an Organogram, is available on the university's website: [www.thuas.com](http://www.thuas.com).

With over 100 exchange partners worldwide, ES has compiled a team of dedicated and enthusiastic people to run its international affairs. We have a core organisational team and several so-called 'Country Tutors' who help our guest students settle into life in The Netherlands. THUAS also has a central International Office who receive application forms from potential guest students and help with visas, residency, and accommodation matters. More information on International Office can be found on the [website of THUAS](http://www.thuas.com).

## Didactic Approach

### Vision on Learning

The European Studies vision on learning is based on the following principles:

- A competency-based programme that provides our students with the knowledge, skills and attitudes required by the professional workspace.
- An interdisciplinary approach to learning to allow students to experience interdependent and interconnected relationships in today's world.
- Scaffolded and integrated learning based on horizontal and vertical alignment of a series of continuums, namely Intercultural Competence, Body of Knowledge, Professional Skills, Modern Foreign Languages, Project Management and Research Skills.

### Didactic Approach

The interdisciplinary nature of the European Studies programme lends itself to varied didactic methodologies in order to accommodate student and staff diversity. Its delivery is based on the following five pillars:

- International professional situations
- Activating and challenging teaching methods in an intercultural learning environment
- Talent development
- Self-management
- Teachers as international professionals

The programme is constructed around several core competencies – knowledge and skills that students should possess by the end of the programme. The core competences of European Studies are listed below:

1. The student applies their knowledge of Europe to analyse complex challenges related to Europe and its changing role in the world.
2. The student applies their knowledge of the European Union's multi-level policy framework to advise organizations.
3. The student establishes professional relationships, and collaborates in an intercultural and interdisciplinary environment
4. The student researches and critically evaluates contemporary issues linking theory and practice to formulate concrete recommendations for organizations active in a European context
5. The student uses English to communicate in a professional context and at least one other European language foreign to one's own native language to communicate in a work-related context
6. The student demonstrates, in their Behaviour and attitude, awareness of their own strengths and weaknesses on the path toward becoming a European professional.

### Learning Environment

Students experience first-hand the benefits of studying in an international environment. The intercultural classroom is utilised purposefully as a didactic tool in enhancing the learning environment for all those involved. To facilitate the intercultural classroom, student groups are of mixed composition comprising local, international and exchange students, whenever possible. However, interculturality is more than having students of different nationalities; it is also about acknowledging and learning from different cultural backgrounds. Students are encouraged to value diversity and to contribute to a safe and respectful learning environment, both in the formal and informal curriculum.

Our vision on learning, our didactic approach and our learning environment all contribute to delivering intercultural competent graduates who can operate independently, effectively and appropriately in today's world.

## 2. Meet the Team of European Studies

### 2.1 The Global Office

Name	Tasks
<b>Tiaan Westenberg</b> <i>Mobility Co-ordinator (Inbound)</i> Email: <a href="mailto:MO-GlobalOffice@hhs.nl">MO-GlobalOffice@hhs.nl</a>	<ul style="list-style-type: none"> <li>• general responsibility for international development and administration</li> <li>• all general academic concerning guest students</li> </ul>
<b>Sophia Tseng</b> <i>Mobility Officer (Inbound)</i> Email: <a href="mailto:MO-GlobalOffice@hhs.nl">MO-GlobalOffice@hhs.nl</a>	<ul style="list-style-type: none"> <li>• responsible for administrative matters of guest students and processing ERASMUS+ and non-EU documentation such as Learning Agreements and Certificates of Stay</li> </ul>
<b>Refiya Scheltinga</b> <i>Co-ordinator of Internationalisation</i> Tel: +31 6 39 07 23 17 Email: <a href="mailto:R.Scheltinga@hhs.nl">R.Scheltinga@hhs.nl</a>	<ul style="list-style-type: none"> <li>• responsible for internationalisation policy of the programme</li> <li>• Staff exchange</li> </ul>
<b>Emma Driesum - Cantarelli</b> <i>Mobility Co-ordinator (Outbound)</i> Email: <a href="mailto:E.L.M.vandriesum@hhs.nl">E.L.M.vandriesum@hhs.nl</a>	<ul style="list-style-type: none"> <li>• responsible for informing, selecting, and placing of ES students abroad on exchange</li> </ul>
<b>Kiki Julizar</b> <i>Mobility Officer (Outbound)</i> Email: <a href="mailto:MO-GlobalOffice@hhs.nl">MO-GlobalOffice@hhs.nl</a>	<ul style="list-style-type: none"> <li>• responsible for administrative matters for outgoing students</li> </ul>
<b>Evelien Meinderink</b> <i>Global Office Coordinator</i> Email: <a href="mailto:MO-GlobalOffice@hhs.nl">MO-GlobalOffice@hhs.nl</a>	<ul style="list-style-type: none"> <li>• general responsibility for faculty-wide internationalisation processes and administration</li> </ul>

Official Erasmus+ documentation for exchange students, such as Learning Agreements Before and During Mobility, and certificates of stay must be sent to [mo-globaloffice@hhs.nl](mailto:mo-globaloffice@hhs.nl) for processing.

We are also on Instagram!





## 2.2 Country Tutors

Our Country Tutors are responsible for communication with partner institutions, contact with guest students, and some academic & social support. Their respective contact details are:

Country Tutor	Email address	Country of your home university
Ms. M. Anghel	<a href="mailto:M.Anghel@hhs.nl">M.Anghel@hhs.nl</a>	Bulgaria & Romania
Mr. R. Barroso Vloedgraven	<a href="mailto:R.Barroso@hhs.nl">R.Barroso@hhs.nl</a>	Spain, Argentina, Chile, Ecuador & Mexico
Ms. A. Diaz Santana	<a href="mailto:A.Diaz@hhs.nl">A.Diaz@hhs.nl</a>	Spain (Granada & Madrid)
Ms. A. Grebner	<a href="mailto:A.Grebner@hhs.nl">A.Grebner@hhs.nl</a>	Russia, Georgia, Bosnia & Herzegovina, Tunesia
Mr. B. Groenemans	<a href="mailto:B.J.Groenemans@hhs.nl">B.J.Groenemans@hhs.nl</a>	France & Belgium (Wallonia)
Ms. I. van Rijn-Theron	<a href="mailto:I.C.Theron@hhs.nl">I.C.Theron@hhs.nl</a>	France (Sciences Po Lille, Université Catholique de Lille, Université de Lorraine & Université de Franche Comté)
Ms. I. Düsterhöft	<a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a>	USA (incl. USAC) & Canada
Ms. Y. Overdevest	<a href="mailto:Y.Overdevest@hhs.nl">Y.Overdevest@hhs.nl</a>	Belgium (Flanders), Portugal, Brazil, Cyprus & Malta
Ms. M. Pau	<a href="mailto:M.P.Pau@hhs.nl">M.P.Pau@hhs.nl</a>	UK & Ireland
Ms. N. Schwan	<a href="mailto:N.H.H.M.Schwan@hhs.nl">N.H.H.M.Schwan@hhs.nl</a>	Estonia, Latvia, Lithuania, Czech Republic, Hungary, Poland & Slovakia
Mr. P. Treanor	<a href="mailto:P.A.Treanor@hhs.nl">P.A.Treanor@hhs.nl</a>	Denmark, Finland, Iceland, Norway & Sweden
Mr. J. Borghouts	<a href="mailto:J.G.F.Borghouts@hhs.nl">J.G.F.Borghouts@hhs.nl</a>	Austria, Germany
Ms. N. van Campenhout	<a href="mailto:N.vanCampenhout@hhs.nl">N.vanCampenhout@hhs.nl</a>	Australia, China, Hong Kong, Japan, Korea & Taiwan
Ms. E. van Driesum	<a href="mailto:E.L.M.vanDriesum@hhs.nl">E.L.M.vanDriesum@hhs.nl</a>	Italy
Ms. U. Yugruk-Planken	<a href="mailto:U.Yugruk-Planken@hhs.nl">U.Yugruk-Planken@hhs.nl</a>	Albania, Greece & Turkey

## 3. Facilities

### 3.1 Desks and Questions

There are several desks you can contact for various topics and issues.

The Faculty **Management & Organisation Front Office** can redirect you to the right person or department within the faculty. They are a good **starting point**.

Telephone: +31 70 445 86 00  
E-mail: [mo-frontoffice@hhs.nl](mailto:mo-frontoffice@hhs.nl)  
Location: OV 2.51

For any questions about housing, your **general application, residence permits** and visas, health insurance, registering at the municipality, you can visit the **International Office**.

Telephone: +31 70 445 8505  
E-mail: [exchange@hhs.nl](mailto:exchange@hhs.nl)  
Location: OV 1.10

Specially for guest students, there is also the **Global Office**, they can answer any questions related to your **academic** programme, timetables, courses, etc.

E-mail: [MO-GlobalOffice@hhs.nl](mailto:MO-GlobalOffice@hhs.nl)  
Location: OV 2.49

For **exam** related questions, there is the Exam Office. They can help you with the ins and outs.

Telephone: +31 6 1432 8057  
E-mail: [MO-examoffice@hhs.nl](mailto:MO-examoffice@hhs.nl)  
Location: OV2.59

For **IT-related** questions and issues, contact the general **Front Office FZ IT** of THUAS.

Telephone: +31 70 445 7777  
E-mail: [Frontoffice@hhs.nl](mailto:Frontoffice@hhs.nl)  
Location: OV1.69

### 3.2 Library and Study Plaza



The library is open to students registered at THUAS and to members of staff and is located on the first floor (entrance/exit, self-service unit for borrowing and returning items, Study Plaza, and ground floor (books, periodicals). Most library services are free of charge. The library only has 112 workplaces available, so to use a work place you need to make a reservation in advance.

#### Opening hours Library & Study Plaza:

Monday - Friday: 9 am – 10.30 pm\*

Saturday, Sunday: 10 am - 10.30 pm\*

*\*During the holiday periods, opening hours may be different.*

There is a [digital library](#) (for the most part accessible any time, from any computer, once you are logged in as a student) which includes (international) databases, e-journals, standards database, E-books, THUAS theses and publications in digital form etc.. For more information please consult [this link](#). If you have any questions, you can visit the library, ask a staff member, or contact the library via email: [bibliotheek@hhs.nl](mailto:bibliotheek@hhs.nl).

### 3.3 Student Counselling & Supervision

The European Studies programme has [a counselling system](#) to help students who face problems that may affect their study results. Our guest students are encouraged to speak to their Country Tutor (see above) and/or the Mobility Co-ordinator in order to resolve issues.

The student counsellor advises students on all kinds of matters ranging from study grants and housing to other study programmes inside and outside THUAS. They can also help students with any appeals against decisions judged to be unfair or incorrect. The central student counsellor may also be approached when students have more personal problems affecting their studies and to apply for exam facilities in case students need extra exam time etc. However, they can also choose to go to their Country Tutor or Mobility Co-ordinator. They are there to listen to students and help them as best they can.

Any conversations with the central student counsellor or the faculty staff are strictly confidential. Students may be referred to expert agencies outside the university.

THUAS also has a student psychologist. Students are confronted with a diverse range of problems: from losing the motivation to continue their studies or suffering from fear of failure to very serious situations such as psychiatric disorders. The psychologist can then provide short term care and these conversations are also strictly confidential. The student counsellor will refer you to the student psychologist if deemed necessary.

### 3.4 Campus Card

We use an electronic purse system at THUAS to buy food and drinks and make copies on the copy machines. It is not possible to pay in cash inside the university. During the mandatory orientation, we will show you where to collect a Campus card. To load credit on this card, you will need to have a PayPal account or a Dutch bank account (with a Dutch bank account you can charge your card using Ideal or the THUAS building machines). It is not possible to charge the Campus Card with foreign bank cards, so make sure you get a credit card or PayPal account so you can use it upon arrival at THUAS. Alternatively, food and drinks can be bought at THUAS with a Dutch bank card, which you will receive upon opening a Dutch bank account.

You will then need to activate your campus card online at: [Log in / FacilityPro user portal \(hhs.nl\)](#). Please follow these steps:

- Log in with your username and password (these were sent to you by email).
- Click on 'Enrol card'.
- Enter the card number (you can find the number on the card itself) and the activation code that you got on the letter you received with the card.
- Select 'Enrol'

### 3.5 Canteen

Food and drinks can be purchased from the Foodcourt, the West 75 cafe and vending machines. In all cases, payment is by card. The central food court has the largest selection of items, also serving vegetarian and halal products. The university has microwaves that can be used for heating food, multiple coffee corners on various floors, and a "West 75" restaurant. There is also a small grocery store outside the main building called "Albert Heijn To Go", which sells a selection of meals, snacks and drinks.

### 3.7 Medical Care

#### Physicians or GPs

In case of illness, you should contact a general practitioner (huisarts) first. They are your main link to any specialist or hospital. Most GP's speak English, but it is important to check if they participate in your health care system. [The Hague International Centre](#) can assist you in finding a general practitioner in The Hague. The website contains a wealth of useful information on health, and their staff speak various foreign languages. We recommend you find a GP as soon as you have arrived.

#### Medical emergencies

- For life threatening situations call: 112 (ambulance, fire department or police department) or visit the emergency room at the nearest [hospital](#).
- If you are not feeling well and your symptoms are not life threatening, you can contact your general practitioner and make an appointment.
- For emergencies after 17.00 hrs and during weekends, you can contact the *huisartsenpost* ([hadoks](#)) via telephone number +31 (0) 70 34 69 669.

#### Payment

Make sure to bring proof of your health insurance to the appointment, otherwise you'll have to pay for the consult directly after you've visited the doctor.

A regular consult costs around €30 - €50. Blood tests, psychological support e.g. cost a lot more. Do not forget to ask for a receipt, as after your visit you can declare these costs at your insurance company.

#### Pharmacies

In the Netherlands, you will need a prescription for most medication. With a prescription you can go to a pharmacy (apotheek) to collect your medication. You pay for it when it's ready, and if you have medical insurance, you can usually claim the expenses from the insurer. Certain medicines are available over the counter, either in a pharmacy or at a chemist (drogist). Pharmacies and chemists usually have the same opening hours as shops. There is always a pharmacy open, even on weekends. Opening hours 8.30 a.m. to 6.00 p.m.

### Dentists

Dental treatment is **not included** in a standard medical insurance. If you need a dentist (tandarts) you should make an appointment first. After treatment the bill is usually sent to your address in the Netherlands. The cost of the consultation varies by type. Once again be sure to ask for a receipt if you pay in cash in order to receive compensation from your insurance.

Bring along your passport or identity card, insurance papers, your address in The Hague, and enough cash to pay for the treatment.

## 4. Student Activities

Besides the academic and support staff, ES also has student organisations that help in the faculty's organisation and activities. Their purpose is to organise extra-curricular activities and to help promote the international atmosphere within the campus. These student bodies also participate in 'academic conversation' with the management to ensure that student voices are heard. The bodies include:



### 4.1 ESCAPE

ESCAPE is the only study association at ES. Its most important aim is to stimulate friendship and understanding between its members, but also aims to establish good relationships with other student bodies within THUAS. ESCAPE tries to reach these aims by arranging social, academic, and cultural events.

Every semester, a number of exchange students will be recruited to join this organisation as it is also in charge of facilitating a better integration of exchange students in the Netherlands, bringing home and exchange students closer and mostly, making the exchange experience an enjoyable one!

### 4.2 ES Student Council

[The student council](#) consists of an executive committee that regularly meets with student representatives on the one hand, and with the Management Team on the other. Some of the board members also have a seat in the faculty committee. The council is there to listen to students' complaints about matters relating to ES and contribute to improving the situation for students. One or two members of the student council take part in the Educational Committee.

### 4.3 Campus Life & Sports at THUAS

THUAS organises numerous sporting activities, such as volleyball, football/soccer, basketball, badminton, yoga, Pilates, Zumba, boxing, capoeira, body shape etc. and students pay a small contribution to participate. The THUAS gym is accessible to students with a sport and fitness card, which can be purchased for a reduced amount for a semester or an entire academic year. For further information, please consult their [webpage](#).

The main campus is also home to various sports clubs (rowing, korfbal, lacrosse, rugby, tennis, football, volleyball, hockey, basketball, athletics etc.) and organises events and parties for international students from time to time. More information is available via email at [campus@hhs.nl](mailto:campus@hhs.nl).



## 5. Information on the Academic Programme

The regular European Studies programme awards a bachelor's degree. The programme is offered in two formats – a 4-year programme and a more intensive 3-year programme. European Studies is taught entirely in English. This chapter will deal with information and [rules and regulations](#) of the exchange programme.

### 5.1 Attendance

In some modules, the final result is partly dependent on a student's active contribution during classes. In such cases of compulsory attendance (at least ten out of twelve or a comparable number of classes to allow for unforeseen illness or absence), this is clearly stated on the BrightSpace pages of the courses in question. If a student fails to attend the minimum number of times, they will not be awarded any credits for the module.

Students are expected to be on time for classes and if a student comes to class late, the lecturer concerned may refuse their entry.

### 5.2 Source Referencing & Handing in Papers

During your studies at THUAS, you are expected to use the American Psychological Association (APA). These rules, known as APA style, are laid down in a [student manual](#), which is published on the student portal. All essays and assignments should have in-text references and a separate reference list. An essay and/or assignment without correct referencing will not be marked and referred to the [ESCOM Exam Board](#).

Most teachers will require you to submit your paper through OURIGINAL. You can find this programme inside the BrightSpace course linked to the module. Hard copies may be requested by the lecturers in question.

### 5.3 How Students contact Lecturers

If students wish to contact staff outside class hours or want to hand in an essay or paper, there are the following rules:

- Handing in essays is usually through OURIGINAL, via email/ "BrightSpace" or in hard copy to the lecturer.
- Staff have specific office hours reserved to consult with students. During term, students can go and see staff then or contact staff via MS Teams. In weeks in which there is no teaching, they can make appointments directly with the lecturer they wish to speak to, via e-mail or MS Teams.
- Members of staff can be asked short questions through e-mail and MS Teams. Students can generally expect to get an answer to e-mail questions within three working days.

### 5.4 How Staff contact Students

If ES or a member of staff wishes to contact a student, the following methods are used:

- Through e-mail. All ES students have their THUAS e-mail address. The digital learning environment "BrightSpace" is also commonly used, as is MS Teams.
- Through study announcements published on the university portal (<http://intranet.hhs.nl/>).
- If necessary, for confidentiality reasons, ES will try to contact a student through other methods, for instance, by phone or by post. For that reason, ES must have up-to-date information about a student's address and phone number. Should any changes occur in the academic year, please tell the International Office ([internationaloffice@hhs.nl](mailto:internationaloffice@hhs.nl))

## 5.5 Timetables

There are four terms, and the timetables will differ from term to term. Exchange students will have access to the exchange programme timetable at the beginning of each term.

Class Hours are from Monday to Friday, from 08.45 to 18.00 in blocks of 45 minutes.

In weeks with less than five working days, the timetable is adjusted to arrange as many classes as possible.

## 5.6 Year Calendar 2024-2025

The academic year is divided into two semesters. Each semester is divided into 2 terms of 9-10 weeks. There are 6-7 weeks of lectures, and students will mostly take their examinations at the end of each term. Resits from the previous term take place after the consecutive term, with a few exceptions. Exchange students are required to be in The Hague one week before classes start.

The **provisional** list of important dates for the academic year 24-25 is as follows:

The first semester runs from 26 August 2024 until 21 December 2024

<b>26 Aug – 30 Aug</b>	<b>Start Mandatory Introduction week Semester 1</b>
02 Sept	Start of Semester 1 classes
23 Oct – 27 Oct	Mid Term Exams Semester 1
28 Oct – 03 Nov	Autumn Break
16 Dec – 21 Dec	Exams Semester 1
23 Dec – 5 Jan 2025	Christmas Break

**Resits Exams Semester 1 are held in April 2025 (in the evenings)**

The second semester runs from 3 February 2025 until 6 June 2025

<b>3 Feb – 7 Feb</b>	<b>Start Mandatory Introduction week Semester 2</b>
10 Feb	Start of Semester 2 classes
24 Feb – 2 Mar	Spring Break
18 Apr - 21 Apr	Easter Weekend (national holiday)
27 Apr	King's Day (national holiday)
5 May	Liberation Day
29 May – 30 May	Ascension Day (national holiday)
9 June	Whit Monday/Pentecost (national holiday)
2 June – 6 June	Regular exams Semester 2
30 Jun – 4 Jul	<b>Resit Exams Semester 2</b>
21 July	Summer Break

*\*This calendar is subject to change. No rights may be derived from this information.*

## 5.7 Changes to the Academic Calendar

**Please note** when planning holidays, students must stick to the official holiday periods. **ES occasionally needs to change dates and schedule exams or lectures on dates originally planned as free days.** Students can be assured that no changes will be made to the official holiday periods.

## 5.8 Exam Dates

At the start of the academic year the academic calendar is published so that students can plan ahead. They can count on exams taking place in the exam periods in which they have been scheduled, but exams may be moved to other days and times. A final exam timetable is only available shortly before the exam period due to the multiplicity of exams. When this happens, it is to accommodate specific groups of

students for whom the original schedule poses serious problems. Students will be informed of any changes through Osiris during the semester.

## 5.9 Exam Information

Both regular and resit exams must be taken in person. Exams (both regular and resit) will not be sent abroad for students to complete at their home institution. **During your exchange, the exams from the host university (THUAS) always have first priority.**

Some provision has been made for digital examinations administered remotely (online). In such a case, students must have access to a computer, a mobile telephone, any specified software required to sit the examination, and an internet connection. Further information can be found in the Test Regulations 2024-2025.

### Identification

You are required to take a valid identification with you to the exam sessions. You will be asked to show your ID before entering the exam room (either digitally or physically). If you are an exchange student from outside the EU, Norway, Switzerland, Liechtenstein, or Iceland, please have your **Dutch residence permit** ready **before** the exam starts. Without your ID, you are not allowed to sit any exams!

### Attendance at On-Campus Examination

If examinations take place on-campus, you must be in the exam room at least 15 minutes before the start of the exam in order for your identity to be verified. You will also need to sign an attendance list at the start and the end of the exam.

### Online proctoring

Online proctoring is an essential part of online exams, and you will be informed beforehand how you must set up your computer in order to take exams online if this is applicable to you. For further information on online exams, please consult [Examination Rules for Online Exams](#).

Exams are organised by our Exam Office ([mo-examoffice@hhs.nl](mailto:mo-examoffice@hhs.nl)).

## 5.10 Assessment Information

Assessment may take the form of assignments, presentations, essays and/or exams, and some courses will include a combination of different sorts of assessment. At ES, it is also customary to use multiple choice exams.

Students may only register and take one resit of a specific course per year. The maximum number of times a student can sit a particular exam is twice per academic year. If students register for exams/resits but do not show up to take them, this is officially counted as one of the two chances per academic year.

Grades are from 1 to 10, a grade of 5.5 or higher is a pass. Depending on the student's academic system, grades will be transferred to either numerical or letter grades. Another useful resource is [Nuffic on the Dutch education system](#). Further information can be obtained from the home institutions of students.

### Extra facilities

Students who need special facilities for exams and have such at their home university, are required to inform their Area Coordinator. The student should then contact a [student counsellor](#) to set up a meeting where possible exam facilities will be discussed. **We advise students to book an appointment with the counsellor in their first week after arrival as the waiting list can take up to 4 weeks.**

## 5.11 Number of Modules & Credit Points

Nearly all our modules carry a study load of approximately 84 hours or more. This includes preparation for classes, attending classes, self-study, sitting the exam or writing a paper.

The subjects listed below have various ECTS (European Credit Transfer System) weights. 1 ECTS equals 28 hours of work. We consider a full semester programme to be from 27 to 30 ECTS points. **The minimum number of credits for an exchange is 20 ECTS, and the maximum number is 40 ECTS per semester.**

Most courses have around 10-12 contact hours and while group work may also be an unusual practice for some students, many agree that this provides an excellent opportunity to work with other students.

Class size may vary quite a bit from smaller seminar-sized groups to large lecture audiences. Most modules run for 6/7 weeks with 1 or 2 classes per week. Some modules run for the whole semester, so if you start a module in term 1 or 3 you are expected to complete it in term 2 or 4, and some resit exams may take place at the end of semester 2. Missing classes can become hazardous to your grades, since for most modules, missing a week is equal to 1/6 of a module.

Please note classes have restrictions on student numbers and registration is therefore vital; if you fail to confirm your pre-registrations upon arrival, you will lose your place in the course.

## 5.12 Course Material

European Studies publishes module books and readers for most subjects via the 'Brightspace' electronic learning environment. Details on required textbooks and materials will be made available to students upon arrival.

Many modules have a required textbook and these can be expensive. Note that there are a minimal number of copies in the library (there is always a copy to be consulted and which cannot be lent out). It is sometimes possible to buy a second-hand copy of the textbook, but ultimately you may have to buy the textbook new in which case you should order the book as soon as you know your subject choice, particularly for subjects offered in the first half of the semester. We advise students not to buy books before confirming their course choice during the Introduction Week.

## 5.13 Pre-registering for Courses

Students will make a **preliminary registration (pre-registration)** online through the *Osiris Student* platform. Upon applying at THUAS, students will receive a link inviting them to pre-register for courses. During the introduction period, they will need to **confirm their registration** for those courses after the publication of the timetable, at which point their course choice becomes final. It is important to note that courses have limited numbers and students should be prepared to register for alternative courses should a course be full at the moment of their registration and/or should their courses clash. It is essential that students register preliminarily via Osiris to reserve a spot in a course.

**It is possible that you may be unable to follow one or more of your chosen subjects for reasons such as timetable-clashes, limited class sizes, a subject not being offered due to insufficient demand, etc.**



## 6. The Academic Programme

On the next pages you will find a list of the courses within the exchange programme on bachelor level for the academic year 2024-2025. English is the medium of instruction and courses usually take place on campus. The courses are all optional except for **Introduction to Dutch Culture and Society**.\*

### 6.1 The Academic Programme - Courses

*\*European Studies reserves the right to change or cancel the courses on offer. European Studies also cannot guarantee that where a course is oversubscribed, students will be offered a place in it. Final course choices will be confirmed during the Introduction Week.*

Field	Course Name	Assessment Type	Level/ Year	ECTS
<b>Mandatory Course for ES Exchange Students</b>				
All	<b>IDCS: Introduction to Dutch Culture &amp; Society</b>	Assignments (100%)	All	2
<b>Semester 1</b>				
Business	<b>Business Challenges</b>	Group Assignment (100%)	1	5
Business	<b>Sustainable Entrepreneurial Thinking</b>	Portfolio and Video (60%) Group Pitch and Report (40%)	2	5
Business	<b>Sustainable Business</b>	Assignment (100%)	2	5
Business	<b>Marketing Planning and Strategic Management</b>	Written Exam (80%) Assignment (20%)	3	5
Business	<b>The Europe Desk</b>	Advice Report (30%) Presentation (50%) Reflection (20%)	3	5
Culture	<b>Gender and Sexuality in Europe</b>	Assignment (100%)	2	5
Culture	<b>European Culture: From 1000BCE to Tiktok</b>	Oral Exam (40%) Written Exam (60%)	2	5
Culture	<b>Exchange Perspectives for Local Impact in Collaboration</b>	Portfolio (50%) Essay (50%)	NA	5
Culture	<b>The Art of Protest</b>	Critical Analysis (40%) Professional Documentation (30%)	3	15

		Final Event (30%)		
Language	<b>Professional Communication in English</b>	Writing & Research Skills (60%) Oral Skills (40%)	1	5
Language	<b>English for Guest Students</b>	Portfolio (50%) Oral Exam (50%)	NA	2
Language	<b>Survival Dutch</b>	Oral Exam (30%) Written Exam (70%)	NA	2
Politics	<b>Political Challenges</b>	Written Exam (100%)	1	5
Politics	<b>Sustainable Policy</b>	Portfolio (100%)	2	5
Politics	<b>War, Instability and Poverty: Facing the Outside World</b>	Portfolio (100%)	2	5
Politics	<b>Diversity in Europe</b>	Policy Evaluation (100%)	3	5
Politics	<b>Political Communication in the 21<sup>st</sup> Century</b>	Assignment (34%) Assignment (23%) Presentation (10%) Assignment (10%) Written Exam (34%)	3	15
Politics	<b>Contemporary European Politics</b>	Assignment (100%)	3	5
Law	<b>The Legal Dimension of Europe</b>	Written Exam (100%)	3	5
Law	<b>International Law</b>	Assignment (10%) Written Exam (23%) Presentation (10%) Written Exam (23%) Written Exam (24%) Presentation (10%)	3	15
<b>Semester 2</b>				
Business	<b>Managing Organizations in the EU</b>	Written Exam (40%) Assignment (60%)	1	5

Business	<b>Marketing and Communication in Europe</b>	Professional Product (100%)	2	5
Business	<b>Corporate Governance &amp; Value-Based Leadership</b>	Assignment (100%)	2	5
Business	<b>Sustainable Entrepreneurial Thinking</b>	Portfolio and Video (60%) Group Pitch and Report (40%)	2	5
Business	<b>The Europe Desk</b>	Advice Report (30%) Presentation (50%) Reflection (20%)	3	5
Culture	<b>Intercultural Communication</b>	Advice (50%) Negotiation (50%)	1	5
Culture	<b>Gender and Sexuality in Europe</b>	Assignment (100%)	2	5
Culture	<b>European Culture: From 1000BCE to Tiktok</b>	Oral Exam (40%) Written Exam (60%)	2	5
Culture	<b>Exchange Perspectives for Local Impact in Collaboration</b>	Portfolio (50%) Essay (50%)	NA	5
Culture	<b>Pan-American Studies</b>	Written Exam (60%) Presentation (40%)	2	5
Culture	<b>Dealing with the Brits</b>	Presentation (0%) Advisory Report (34%) Presentation (0%) Export Plan (33%) Conference (33%)	3	15
Language	<b>English for Guest Students</b>	Portfolio (50%) Oral Exam (50%)	NA	2
Language	<b>Survival Dutch</b>	Oral Exam (30%) Written Exam (70%)	NA	2
Politics	<b>International Cooperation in Europe and Beyond</b>	Paper (100%)	1	5

Politics	<b>Peace, Security and Prosperity in Europe</b>	Assignment (100%)	2	5
Politics	<b>European Identities and Ideologies</b>	Essay (100%) Information folder (0%)	2	5
Politics	<b>War, Instability and Poverty</b>	Portfolio (100%)	2	5
Politics	<b>Human Rights in Europe</b>	Portfolio (100%)	2	5
Politics	<b>Personal Leadership &amp; Core Principles of EU</b>	Presentation (50%) Portfolio (50%)	2	5
Politics	<b>Caught in the Middle: EU – EAP - Russia</b>	Assignment (60%) Magazine (40%) COIL (0%)	3	15
Politics	<b>Europe's Challenging Neighbourhood</b>	Assignment (60%) Risk Assessment (40%)	3	15
Politics	<b>EU Public Affairs and Decision Making</b>	Written Exam (33%) Portfolio (34%) Portfolio (34%)	3	15
Politics	<b>Diplomacy and Foreign Policy in the EU</b>	Policy Paper (10%) Press Releases (23%) Blog (10%) Discussion (23%) Legal Analysis (10%) Oral Briefing (24%)	3	15
Politics	<b>Diversity in Europe</b>	Policy Evaluation (100%)	3	5



## 6.2 Course Descriptions

Below you find in-dept descriptions of the courses.

## 6.3 Compulsory Module

### Introduction to Dutch Culture & Society (IDCS)

<b>Course Code</b>	ES-ISDUTSOC-23
<b>Year</b>	N/A
<b>Semester</b>	1 and 3
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Johanna Eisinger – Jansen, <a href="mailto:J.P.Eisinger@hhs.nl">J.P.Eisinger@hhs.nl</a>
<b>Entry Requirements</b>	<b>This course is compulsory for all European Studies exchange students. Yearlong students must take this course in semester 1.</b>
<b>Method</b>	Term 1 & 3: Introduction to Dutch Culture & Society Guest lectures and field trips.
<b>Assessment</b>	In order to receive the credits for this study unit, students must pass the module on Introduction to Dutch Culture & Society (pass/fail).
<b>Course Material</b>	Module book available online
<b>Course Outline</b>	This module is designed to help students to get to know the Netherlands, its people, its culture and its history. After a kick-off session, students follow 2 lectures (each of 90 minutes) about themes related to Dutch culture & society and complete a portfolio with assignments on these themes. The lectures will be online or hybrid (sessions will be recorded). The assignments are a combination of written assignments, film viewing and an art project. This module will help students to become aware of the similarities and differences with their own culture, and to become more open to learn rather than judge.
<b>Learning Outcomes</b>	After having followed the course, students will have a basic knowledge of Dutch culture and contemporary society.

## 6.4 Business

### Business Challenges

<b>Course Code</b>	ES-1BUSCH-23
<b>Year</b>	1
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	B. Kuijpers, <a href="mailto:b.a.m.m.kuijpers@hhs.nl">b.a.m.m.kuijpers@hhs.nl</a>

<b>Entry Requirements</b>	none
<b>Method</b>	Lectures, seminars and Excel labs
<b>Assessment</b>	Scientific poster (group assignment) and Excel assignment (individual pass/fail)
<b>Course Material</b>	Van Riel, K. (2020). Sustainable Business Management. Ghent, Belgium: Owl Press.
<b>Course Outline</b>	Students work in teams of 4-5 students and are given the task to give advice to the European Commission to come up with ideas for the European Year of SDGs in 2027. This advice has to be in the form of a scientific poster, which should provide input that the Commission can use for training for businesses and create more awareness among customers on the relevance of the SDGs.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. The student is able to provide an adequate consideration of context and purpose of the scientific poster.</li> <li>2. The student is able to formulate a clearly stated research question in line with the problem statement.</li> <li>3. The student is able to present data adequately with evidence that supports an analysis of the problem.</li> <li>4. The student is able to provide plausible recommendations that answer the research question and follow on from the results and the analysis.</li> <li>5. The student is able to use terminology in the field of sustainable business management and SDGs.</li> <li>6. The student is able to use credible and relevant sources in a consistent manner.</li> <li>7. The student is able use visuals that sufficiently support the analysis of the research question.</li> </ol>

## Managing Organizations in the EU

<b>Course Code</b>	ES-1MOEU-E4-23
<b>Year</b>	1
<b>Semester</b>	2
<b>Credits</b>	5 ECTS (140 study hours)
<b>Module Manager</b>	T.K. Moenne ( <a href="mailto:t.k.moenne@hhs.nl">t.k.moenne@hhs.nl</a> ) B.A.M.M. Kuijpers ( <a href="mailto:b.a.m.m.kuijpers@hhs.nl">b.a.m.m.kuijpers@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	Students will be offered insight into the knowledge part via lectures and reading materials (book and online) offered by experts and guest lectures from the professional field. Students are given contemporary assignments and relevant cases as self-study to prepare for in class discussion in the seminars.
<b>Assessment</b>	Multiple Choice exam of 40 questions
<b>Course Material</b>	Van Riel, K. (2020). Sustainable Business Management. Gent: Owl Press ISBN: 9789463932578

<b>Course Outline</b>	This course will explore the management of European organisations, businesses and institutions. It will give students insight into the types of organisations that employ European Professionals, in terms of how they set, pursue and evaluate their goals in an ethical and sustainable manner.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. The student can support organisations, businesses and institutions active in Europe in facing challenges related to Europe by analysing issues, evaluating processes, offering advice and solving problems with attention to European business, politics and culture.</li> <li>2. The student can connect the disciplines of European business, politics and culture to solve problems with multi-stakeholder collaboration.</li> <li>3. The student can assist and advise organisations, institutions and businesses on navigating and interacting with the multi-level policy, regulatory and financial frameworks in Europe and managing their impact on organisational operations and goals. Level of development:</li> </ol> <p>AuCom level 1</p>

## Sustainable Business

<b>Course Code</b>	ES-2SUSBUS-23
<b>Year</b>	2
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	B. Kuijpers, <a href="mailto:b.a.m.m.kuijpers@hhs.nl">b.a.m.m.kuijpers@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Workshops, peer-teaching and peer-feedback, in-class research and writing workshops, self-study and research. Weekly sessions of 145 minutes of which 90 will be dedicated to in-class activities and 45 minutes will be self-study
<b>Assessment</b>	Professional Assignment
<b>Course Material</b>	To be announced. All reading will be freely accessible online. There is no need to purchase a book for this course.
<b>Course Outline</b>	<p>The main aim of the course is for students to experience what it means to communicate effectively about an organisation's performance. To meet this goal, the course is structured in three phases.</p> <p>In phase 1, students will learn how to analyse a business case as a consultant, highlighting the sustainability practices of the case in question.</p> <p>In phase 2, they will learn take on the role of an investigative journalist who blogs about European business performance in light of the Green Deal. They will be tasked with writing a critical blog about the company they analysed in phase 1.</p> <p>In the final phase, students will learn about the role of a public relations professional and how to damage control when a business' reputation is under scrutiny. They will write a response to the critical blog from phase 2.</p>
<b>Learning Outcomes</b>	1. Support organisations, businesses and institutions active in Europe in facing challenges related to Europe by analysing issues, evaluating processes, offering advice and solving problems with attention to European business, politics and culture.

2. Connect the disciplines of European business, politics, culture to solve problems with multi-stakeholder collaboration.
3. Assist and advise organisations, businesses and institutions on navigating and interacting with the multi-level policy, regulatory and financial (or economic) frameworks in Europe, and managing their impact on organisational operations and goals.
4. Communicate in English at minimum C1 level in order to study and/or work in an international context, communicate effectively and appropriately to a (non-) specialist audience and to facilitate professional international collaboration.
5. Develop professional products in different formats, for different audiences, in order to effectively and appropriately communicate with partners/stakeholders using the English language at C1 level proficiency.

## The Europe Desk

<b>Course Code</b>	NA
<b>Year</b>	3
<b>Semester</b>	1 and 2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Ernst van Weperen, <a href="mailto:e.j.vanweperen@hhs.nl">e.j.vanweperen@hhs.nl</a>
<b>Entry Requirements</b>	TO BE ANNOUNCED
<b>Method</b>	TO BE ANNOUNCED
<b>Assessment</b>	TO BE ANNOUNCED
<b>Course Material</b>	TO BE ANNOUNCED
<b>Course Outline</b>	TO BE ANNOUNCED
<b>Learning Outcomes</b>	TO BE ANNOUNCED

## Corporate Governance & Value-based Leadership

<b>Course Code</b>	ES-KCORPVAL-23
<b>Year</b>	2
<b>Semester</b>	2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	A. Szabo, <a href="mailto:a.szabo@hhs.nl">a.szabo@hhs.nl</a>
<b>Entry Requirements</b>	none
<b>Method</b>	Weekly 90-minute lectures

<b>Assessment</b>	<p>The student needs to hand-in an individual portfolio at the end of the module. The portfolio consists of two parts:</p> <ol style="list-style-type: none"> <li>1. Analysis of a European corporate governance case</li> <li>2. Weekly reflections on their value-based leadership development skills</li> </ol>
<b>Course Material</b>	All materials will be provided online and during the class.
<b>Course Outline</b>	<i>Organizational governance, the set of policies, processes and customs by which an institution is directed, is a topic of increasing importance in management. How a company is governed influences rights and relationships among organizational stakeholders, and ultimately how an organization is managed. This course teaches the fundamentals of organizational governance from a variety of angles – the board of directors, senior management, investors, the media, regulator and other stakeholders – and focuses on assessing the effectiveness and execution of governance roles and responsibilities. The course also puts a lot of emphasis on exploring the value-based leadership style of the students and its influence on the overall decision-making process.</i>
<b>Module Learning Outcomes</b>	TO BE ANNOUNCED

Sustainable Entrepreneurial Thinking	
<b>Course Code</b>	ES-KSUSTHINK-23
<b>Year</b>	2
<b>Semester</b>	1 and 2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Ernst van Weperen, <a href="mailto:e.j.vanweperen@hhs.nl">e.j.vanweperen@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Interactive coaching seminars (90 minutes a week), guest lecture, possible visit to sustainable enterprise
<b>Assessment</b>	<p>Individual:</p> <ol style="list-style-type: none"> <li>1. Video presentation (40%)</li> <li>2. Portfolio (20%)</li> </ol> <p>Group:</p> <ol style="list-style-type: none"> <li>1. Group pitch (20%)</li> <li>2. Business model report (20%)</li> </ol>
<b>Course Material</b>	Digital
<b>Course Outline</b>	<p>Sustainability is an adjective; you have to first determine what you are trying to sustain; you? the planet? a company? The Sustainable Development Goals (SDGs) are a shared blueprint for peace and prosperity for people and the planet, now and into the future. But tackling the SDGs starts with you and the choices you make.</p> <p>Do you want to understand how we can use our own skills to have a positive impact on our world and the challenges we face as a global society? Do you have what it takes to be an entrepreneur and contribute? Are you a critical thinker, a creative mind or a planner? How do your passions and skills as an entrepreneur align with the SDGs? If so, then this module is perfect for you.</p>

<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. The student can compare various models that explain sustainable challenges that global society faces.</li> <li>2. The student is able to reflect on their own values, attitudes and abilities and appreciate with diverging values, attitudes and abilities in relation to one or more SDGs.</li> <li>3. The student is able to take on critically their role as an active global citizen in the challenge of tackling global and local (glocal) problems.</li> <li>4. The student can design a generic business solution to address systemic problems related to one or more of the SDGs.</li> </ol>
---------------------------------	---

## Marketing and Communications in the EU

<b>Course Code</b>	ES-2MARKCOM-23
<b>Year</b>	2
<b>Semester</b>	2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Tasnim Moenne, <a href="mailto:t.k.moenne@hhs.nl">t.k.moenne@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Weekly 3-hour seminars + video lectures
<b>Assessment</b>	Individual report + debriefing
<b>Course Material</b>	Possibly:
<b>Course Outline</b>	During Marketing & Communications for Organisations in Europe, students will learn the basics of marketing, both for the private and the public sector. They will learn how to use several marketing tools and methods to do research into proper marketing & communications approaches for organisations and will learn how to draw up their own marketing communications plan for an organization active within Europe.
<b>Module Learning Outcomes</b>	TO BE ANNOUNCED

## Marketing Planning & Strategic Management

<b>Course Code</b>	ES-3BMMPM-E3-17
<b>Year</b>	2
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Lee Harris, <a href="mailto:l.j.harris@hhs.nl">l.j.harris@hhs.nl</a>
<b>Entry Requirements</b>	An introductory course in Marketing
<b>Method</b>	Lectures
<b>Assessment</b>	Assignment (20%) Exam (open questions) (80%)
<b>Course Material</b>	Wood, <i>Marketing Plan Handbook</i> , Pearson, 5th, or latest edition Johnson et al., <i>Fundamentals of Strategy</i> , Prentice Hall, 3rd, or latest edition



<b>Course Outline</b>	<p><b>Part 1: Marketing Planning-focus on Chapters 1,4,6, 8 and 10</b></p> <ul style="list-style-type: none"> <li>• Marketing Planning</li> <li>• Markets and STP</li> <li>• Product and Brand Strategy</li> <li>• Pricing Strategy</li> <li>• Metrics</li> </ul> <p><b>Part 2: Strategic Management-focus on chapters 1,2,3,5,6 and 8</b></p> <ul style="list-style-type: none"> <li>• Introduction to Strategy</li> <li>• Environment</li> <li>• Business Strategy</li> <li>• Corporate Strategy and Diversification</li> <li>• Innovation Strategies</li> </ul>
<b>Learning Outcomes</b>	<p>After completing the course students should be able:</p> <ul style="list-style-type: none"> <li>• To explain the concepts of Marketing strategy as constructed in an effective Marketing Plan</li> <li>• To describe Marketing tactics and metrics as related to an effective Marketing Plan</li> <li>• To discuss the fundamental issues of Strategic Management</li> <li>• To match the best practices of Strategic Management to organisations</li> </ul>

## 6.5 Culture

### The Art of Protest

<b>Course Code</b>	MO-HMVT24-AoP
<b>Year</b>	3
<b>Semester</b>	1
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Dr. Helen Limon, <a href="mailto:h.limon@hhs.nl">h.limon@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	TO BE ANNOUNCED
<b>Assessment</b>	A critical analysis, professional documentation for the Final Event and the Final Event
<b>Course Material</b>	TO BE ANNOUNCED
<b>Course Outline</b>	TO BE ANNOUNCED
<b>Learning Outcomes</b>	TO BE ANNOUNCED

### Dealing with Brits

<b>Course Code</b>	MO-HMVT24-DwB
<b>Year</b>	3
<b>Semester</b>	2
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Daria Brygiert-Faure, <a href="mailto:d.brygiert@hhs.nl">d.brygiert@hhs.nl</a> Rebecca Kleiweg de Zwaan, <a href="mailto:r.kleiwegdezwaan@hhs.nl">r.kleiwegdezwaan@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Each course encompasses interactive lectures, seminars for discussion, student presentations, practical exercises, assignments, and guest lectures.
<b>Assessment</b>	Politics presentation and advisory report, Business presentation and advisory report, Conference
<b>Course Material</b>	Leeman J, Export Planning, Pearson, 2nd ed. (2017) Case studies from Netherlands-British Trade Council & UK Mission to the European Union
<b>Course Outline</b>	The United Kingdom has historically wielded significant influence over Europe, a dynamic that continues in today's global landscape. English serves as the lingua franca of both the world and the European Union, making the

UK a destination for European travel, business, and political engagement. This minor is designed to address the challenges and opportunities presented by Brexit for European professionals.

The minor is structured into three components:

1. Political: exploring UK politics and its connection to the EU.
2. Business: examining the British market as a potential export destination for European nations.
3. Project: wherein students leverage their knowledge and skills to organize a conference dedicated to sharing best practices for engaging with the UK post-Brexit.

Intercultural awareness is interwoven throughout all three components of the minor, enhancing the holistic learning experience.

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Comprehensive understanding of the causes and ramifications of Brexit on both the EU and the UK.</li> <li>• Proficiency in providing strategic counsel to organizations involved with the British Isles in the domains of business, politics, and culture.</li> <li>• Skilful analysis and critical evaluation of the multifaceted relationship between the EU and the UK, including their association with Ireland.</li> <li>• Effective collaboration with diverse stakeholders to deliver successful projects.</li> <li>• Competence in addressing delicate intercultural matters.</li> <li>• Proficiency in researching contemporary issues related to the British Isles.</li> <li>• Capability to devise innovative solutions for contemporary challenges.</li> <li>• Aptitude for productive teamwork on cross-border issues, both in small groups and as individuals.</li> <li>• Creation of educational materials accessible to an international audience.</li> <li>• Discernment of the value of these materials through peer review and commentary.</li> </ul>
--------------------------	---

## Exchange Perspectives for Local Impact in Collaboration (EXPLICO)

<b>Course Code</b>	ES-3EXPLICO-23
<b>Year</b>	n/a
<b>Semester</b>	1 and 2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Refiya Scheltinga <a href="mailto:R.Scheltinga@hhs.nl">R.Scheltinga@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	<ul style="list-style-type: none"> <li>• Online lectures on intercultural competence development, design engineering</li> <li>• Online local and international guest lectures exploring the impact of global challenges in different disciplines and regions</li> <li>• Collaborative Online International Learning in mixed student groups</li> <li>• Process coaching by THUAS coaches</li> <li>• Weekly structured project assignments and deliverables and reflection logs</li> </ul>

<b>Assessment</b>	Evaluation will be based on a portfolio and essay
<b>Course Material</b>	TO BE DETERMINED
<b>Course Outline</b>	<p>In this intense 6-week module, students will explore the impact of a global challenge from different personal, cultural, local, and disciplinary perspectives in a multidisciplinary and multicultural team. After mapping out the different actors and their interconnected needs and interests, students zoom in on a beneficiary in one of their local communities to dive deeper into their experience and come up with a plan to make a difference in this specific community.</p> <p>Besides exchanging their own perspectives, all team members will continuously connect to external parties on different local and disciplinary contexts and share their insights with the team to test their assumptions and adjust their plans, taking a design thinking approach.</p> <p>After exploring their beneficiaries' experience in detail, teams will define their own challenge and design and propose solutions to this challenge in close consultation with stakeholders in all their communities.</p> <p>Students will develop their intercultural proficiency, perspective taking skills and their agency as global citizens within their local context. Maybe even more importantly, they will also create the basis for an international community and network to collaborate to make a difference in an interconnected world beyond the scope of this project.</p>
<b>Learning Outcomes</b>	<p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> <li>• Communicate thoughts, opinions, beliefs, and values on global issues from various perspectives and interests.</li> <li>• Examine the impact of culture on global issues from a multi-disciplinary and multi-cultural perspective.</li> <li>• Critically reflect on personal intercultural interactions for personal, academic, and professional development.</li> <li>• Demonstrate flexibility by managing ambiguity and adjust expectations and behaviour in the context of a virtual exchange project.</li> <li>• Apply the design thinking cycle and propose solutions to local problems, considering multicultural and multi-stakeholder perspectives in the process.</li> </ul>

## European Culture: from 1000BCE to TikTok

<b>Course Code</b>	ES-KCULTURE-23
<b>Year</b>	2
<b>Semester</b>	1 and 2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	<ul style="list-style-type: none"> <li>• Emma van Driessum (<a href="mailto:e.l.m.vandriesum@hhs.nl">e.l.m.vandriesum@hhs.nl</a>)</li> <li>• Roberto Barroso (<a href="mailto:r.barroso@hhs.nl">r.barroso@hhs.nl</a>)</li> <li>• Dave van Ginhoven (<a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>)</li> </ul>
<b>Entry Requirements</b>	None
<b>Method</b>	Lecture-Seminar
<b>Assessment</b>	Oral Exam

<b>Course Material</b>	E.H. Gombrich, The Story of Art Maarten de Pourq and Sophie Levie (eds.), European Literary History (selected chapters) Other Literature TO BE DETERMINED
<b>Course Outline</b>	Lectures & seminars exploring European Religion & philosophy, European Literature, Visual Arts, Music, Cinema & Popular culture, with regular reading and viewing assignments.
<b>Module Learning Outcomes</b>	By the end of this course the student can: <ul style="list-style-type: none"> <li>• Identify &amp; describe key aspects of Europe's cultural development and comment on their influence on Europe today.</li> <li>• Analyse the complexities of contemporary European culture &amp; identity</li> <li>• Analyse European cultural product (art, music, cinema, literature) and place it in a larger cultural context.</li> <li>• Reflect on their own cultural background and how it relates to others in an intercultural Europe.</li> <li>• The student can communicate, from a formal, academic perspective, about cultural matters in a manner accessible to lay audiences.</li> </ul>

## Pan-American Studies

<b>Course Code</b>	ES-KPANAM-23
<b>Year</b>	2
<b>Semester</b>	2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	<ul style="list-style-type: none"> <li>• Nathalie Schwan (<a href="mailto:N.H.H.M.Schwan@hhs.nl">N.H.H.M.Schwan@hhs.nl</a>)</li> <li>• Dave van Ginhoven (<a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>)</li> </ul>
<b>Entry Requirements</b>	None
<b>Method</b>	Lecture Seminar
<b>Assessment</b>	Presentation & Written Exam
<b>Course Material</b>	Literature TO BE DETERMINED.
<b>Course Outline</b>	In a series of lectures and seminars, students will explore the cultures of the 'New World' as well as their interactions with Europe. We'll be looking at politics, trade & foreign relations, religion & philosophy, multi-culturalism, at & popular culture, as applied to both the Anglo-American cultures new world and to Latin & Caribbean cultures.
<b>Module Learning Outcomes</b>	At the end of this course, the student can: <ul style="list-style-type: none"> <li>• Identify and describe the political, cultural and economic forces that are significant to understanding the societies of the Americas as well as their relationship to Europe.</li> <li>• Analyse the political, cultural and economic systems of the Americas, as well as their relationship to Europe.</li> <li>• Analyse cultural products (art, music, literature &amp; cinema) produced by American cultures and place them in a larger cultural context.</li> <li>• Compare and contrast the cultures of the Americas to Europe.</li> </ul>

## Gender and Sexuality in Europe

<b>Course Code</b>	ES-KGENSEX-23
<b>Year</b>	2
<b>Semester</b>	1 and 2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	M. Minkman, <a href="mailto:m.a.minkman@hhs.nl">m.a.minkman@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Weekly session of 2hr 15min
<b>Assessment</b>	Portfolio
<b>Course Material</b>	Queer in Europe by Lisa Downing and Robert Gillett Self-composed Reader
<b>Course Outline</b>	Students will examine some of the issues that both women and LGBTQ+ people face in European culture, politics and business. Topics such as media representation, female political power and diversity and inclusion measures by private corporations will be examined and discussed. Students will finalize the course with 3 separate critical analysis of the above-mentioned topics.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to identify topics relating to women and LGBTQ+ individuals in European culture, business and politics.</li> <li>2. Students will be able to critically evaluate topics relating to women and LGBTQ+ individuals in European culture, business and politics.</li> <li>3. Students will understand theories relating to women and LGBTQ+ individuals in European culture, business and politics.</li> <li>4. Students will be able to offer recommendations to institutions and organizations within Europe on how to improve issues relating to women and LGBTQ+ individuals in European culture, business and politics.</li> </ol>

## 6.6 Law, Politics and Administration

### Political Challenges

<b>Course Code</b>	ES-1POLCH-23
<b>Year</b>	1
<b>Semester</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	M. Anghel, <a href="mailto:manghel@hhs.nl">manghel@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Weekly lectures and seminars.



<b>Assessment</b>	Open question knowledge examination
<b>Course Material</b>	<ol style="list-style-type: none"> <li>1. John Hirst, The Shortest History of Europe, Old Street Publishing, 2012</li> <li>2. Robert Garner, Peter Ferdinand and Stephanie Lawson, Introduction to Politics 4<sup>th</sup> edition, Oxford University Press, 2020</li> </ol>
<b>Course Outline</b>	<p>Any competent European professional is expected to know in detail what the values of the European Union are and where they come from. What allows the European Union to state in the second article of the Treaty of Lisbon that: "The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights"?</p> <p>In this course, we retrace the historical evolution of these European values as well as the way they are put into practice across Europe today. We explore a set of current challenges that the continent faces to provide you with a sense of how politics and culture mix and vary across Europe.</p> <p>What was the first "united Europe"? Is Christianity part of European identity? How important is individualism for Europeans? Do all Europeans live in sovereign nation-states? How do Europeans elect their national political leaders? How do European countries differ in the way they organize their government? Which political ideologies are most influential? These are some of the questions we address during the course to paint a picture of what otherwise diverse European societies have in common.</p>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Describe the political and cultural challenges facing contemporary Europe.</li> <li>2. Identify the historical roots of the studied challenges.</li> <li>3. Describe the connection between the political and cultural aspect of contemporary European challenges.</li> <li>4. Recognize the historical and contemporary environment in which European organizations perform.</li> <li>5. Discriminate between reliable and unreliable sources of information.</li> <li>6. Apply APA referencing to various types of information sources.</li> </ol>

## International Cooperation in the EU and Beyond

<b>Course Code</b>	ES-1INTCEU-23
<b>Year</b>	1
<b>Semester</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Emma Prins, <a href="mailto:e.prins@hhs.nl">e.prins@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Weekly lectures and seminars
<b>Assessment</b>	Individual research paper
<b>Course Material</b>	<ol style="list-style-type: none"> <li>1. McCormick J. (2020). European Union Politics (3d ed). Basingstoke: Palgrave.</li> <li>2. Robert Garner, Peter Ferdinand and Stephanie Lawson. Introduction to Politics 4th edition, Oxford University Press, 2020</li> </ol>

<b>Course Outline</b>	This course focuses on how international organisations operate, with the European Union at the core of the course. In addition to obtaining research skills, students will learn how intergovernmental organisations (IGOs) came about; the different approaches towards cooperation; and how organisations such as the EU function. Consequently, it touches upon how IGOs try to tackle the issues our world faces today, in particular the concerning Trade, Development, Environment, Human Rights and Security. In the final paper, the students zoom in on a specific problem and client concerning one of the aforementioned global issues.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. The student describes the assigned problem concerning one of the global issues of Security, Human Rights, Development, Trade, and Environment. (Level 2: Understand)</li> <li>2. The student outlines the assigned client's perspective on one of the global issues of Security, Human Rights, Development, Trade, and Environment. (Level 3: Apply)</li> <li>3. The student distinguishes the relevant stakeholders according to the functioning and competence of the European Union. (Level 4: Analyse)</li> <li>4. The student reviews the relevant existing specialized literature in an APA style paper with an annotated bibliography. (Level 5: Evaluate)</li> <li>5. The student defends which theory of European integration can be applied to explain one of the global issues of Security, Human Rights, Development, Trade, and Environment. (Level 5: Evaluate)</li> </ol>

## European identities and Ideologies

<b>Course Code</b>	ES-KIDID-23
<b>Year</b>	2
<b>Semester</b>	3&4
<b>Semester</b>	2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	A. Grebner, <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Weekly Sessions of 3 x 45 min
<b>Assessment</b>	Critical analysis of a top-down or bottom-up campaign/strategy which results in an analytical 3,000-word essay and a folder that collects original material about the strategy/campaign (e.g. media clips, news coverage of activities, video clips etc.
<b>Course Material</b>	<p>Recommended Reading</p> <p>Bottici, C. &amp; Challand, B. (2016) Imagining Europe: Myth, memory and Identity, Cambridge: Cambridge University Press (TO BE DETERMINED)</p> <p>Friedman, R. &amp; Thiel, M. (2022, 1e) European Identity and Culture: Narratives of Transnational Belonging (TO BE DETERMINED), London: Routledge</p> <p>Goodwin, B. (2016, 6e) Using Political Ideas, London: Wiley's (TO BE DETERMINED)</p>
<b>Course Outline</b>	The current internal and external dynamics in the European Union has led in the past decade to an impasse which hinders the European Union to fully

realise its potential as a normative power externally and a guarantor of peace and prosperity inwardly. Widespread discontent led to the rise of Euroscepticism, linked to the question of the necessity of a European identity to strengthen the legitimacy of the European Union and its governing institutions. Populism is on the rise and the political parties associated with opposition to further integration advocate either dismantling the European Union altogether or create a union of sovereign states rather than pooling sovereignty. It is important understand these dynamics, the ideological framework of the arguments and their impact on the capacity to create a strong European Union. This module proposes to analyse ideational foundations of the EU and its critics, the positions of Euroscepticism, nationalism, populism, national and European identities & culture and link these questions to the future of Europe debate. Furthermore, it looks at ideas and forms of citizen activism that increasingly influence the policy priorities of the European Union as we move further towards a Europe of citizens.

## Sustainable Policy

<b>Course Code</b>	ES-2SUSTPOL-23
<b>Year</b>	2
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Tiaan Westenberg, <a href="mailto:t.a.westenberg@hhs.nl">t.a.westenberg@hhs.nl</a>
<b>Entry Requirements</b>	None formally (some knowledge of the structure and organizations of the EU preferable)
<b>Method</b>	Lectures and Seminars
<b>Assessment</b>	Paper and Presentation
<b>Course Material</b>	TO BE ANNOUNCED
<b>Course Outline</b>	<p>This unit explores policy making, using the EU as a reference. It will allow students to explore the policy cycle and the policy paradox, learning how to frame problems and offer solutions. The students will propose explanatory memorandums (which often precede proposed Explanatory Memorandums), which means they focus on the first 2 stages of the policy cycle – Agenda Setting and Formulation, with a focus on sustainable policies. Students also learn about some key EU sustainable policy areas: such as environmental policy and policies aimed at equality and inclusion.</p>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of Sustainable Policy and its relation to policy in general.</li> <li>2. Explain one sustainability theme and its relevance to contemporary European societies.</li> <li>3. Discuss the five stages of the policy cycle in general and the EU's policy cycle in particular.</li> <li>4. Discuss the agenda-setting and policy formulation stages.</li> <li>5. Demonstrate the role of shared and exclusive EU competences in the policy making process.</li> <li>6. Produce an explanatory memorandum on a specific sustainability themed policy.</li> </ol>

- 
7. Advertise their proposed Explanatory Memorandum in a short presentation.
- 

## Caught in the Middle: EU – EAP – Russia

<b>Course Code</b>	MO-HMVT24-CitM
<b>Year</b>	3
<b>Semester</b>	2
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Antje Grebner, <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	TO BE ANNOUNCED
<b>Assessment</b>	Stakeholder analysis, Magazine and COIL
<b>Course Material</b>	TO BE ANNOUNCED

**Course Outline**

Since the invasion of Ukraine, three of the EaP countries have applied for EU membership (Georgia, Moldova, Ukraine), two applications have been approved (Moldova, Ukraine), one is under scrutiny (Georgia). Ukraine is at war, Georgia's northern region of South Ossetia is occupied by Russian military, Moldova is trying to solve the ongoing conflict with its break-away region of Transdniestria, populated by Russian speaker. The decade-long conflict between Armenia and Azerbaijan over Nagorno-Karabakh has flared up again very recently (leading to a mass exodus of Armenians from Nagorno-Karabakh, as of 22 September 2023). After the election in 2020, the elected government had to go into exile and the authoritarian leadership tightened its grip, working closely together with Russia. The EU is supporting the government in exile, currently residing in Estonia, supported by the EU.

In the current situation of conflict, with the European security framework at stake and a continued commitment of the European Union to the EaP, it is the objective of this minor to focus on the EU Eastern Partnership and its future, the possibilities and obstacles of the countries involved as well as future EU-Russia relations.

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• The student will study in detail the Eastern Partnership Policy in its inception in 2009, EU-Russia relations since 1991 and political developments in the EaP countries.</li> <li>• The student will investigate the individual agreements with each EaP country which details the relationship with the EU and stakeholders in the EU. Looking at provisions in terms of economic and social development, political and civic issues (e.g. human rights, press freedom), security etc.</li> <li>• Students map the stakeholders involved in the ecosystem of Eastern Partnership, from local to national and European level, including the main obstacles (Russian Federation counter initiatives and policies, involvement of Turkey)</li> </ul>
--------------------------	--

- Students will do a COIL project, interacting with students from Tartu and (potentially) Georgia
- Students will have to analyse the geopolitical turmoil currently engulfing EaP countries and development potential future scenarios (e.g. issues that need to be resolved prior to potential accession to the EU)
- Students will work on an online magazine & create a presentation the future scenarios

## Peace, Security and Prosperity in Europe

<b>Course Code</b>	ES-2PEACSEC-23
<b>Year</b>	2
<b>Semester</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Maarten van Munster ( <a href="mailto:m.vanmunster@hhs.nl">m.vanmunster@hhs.nl</a> ) Isabel Düsterhöft ( <a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a> )
<b>Entry Requirements</b>	None - students are more likely to be successful if they have completed their first-year courses
<b>Method</b>	Recorded online lectures and live seminars.
<b>Assessment</b>	Formative testing throughout the course (quizzes, summaries and draft chapters). The final summative assessment is a written policy analysis with an integrated theoretical framework.
<b>Course Material</b>	E. Versluis, M. van Keulen and P. Stephenson (2011), <i>Analysing the European Union Policy Process</i> , Macmillan. Further reading to be announced.
<b>Course Outline</b>	The unit explores how EU policies in the area of peace, security and prosperity aim to contribute to stability on the continent. Students will learn how to use theoretical frameworks and lenses to analyse EU policies, in order to effectively contribute to organisations active in the field of peace, security and prosperity. Students will discover how policy analysis of the decision-making and implementation process is a powerful tool in advising actors in the EU. The course will rely on real-life and current examples, relying on relevant European events, at the time of teaching. The policy areas that students will focus on mainly, are cyber security, counter terrorism, and energy security.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the steps of the decision-making and implementation in the policy cycle of the EU.</li> <li>2. Identify international relations and political science theories that relate to the EU's policy process.</li> <li>3. Explain how the historical, legislative and political background have shaped specific policy areas.</li> <li>4. Produce a theoretical framework in support of the analysis of a particular policy instrument.</li> <li>5. Connect specific EU authority instruments to policy analysis tools in a particular policy area.</li> <li>6. Conduct a policy analysis of a specific EU authority instrument.</li> <li>7. Recommend concrete action points for the assigned stakeholder.</li> </ol>

---

## War, Instability and Poverty – Facing the Outside World

<b>Course Code</b>	ES-WARPOV-23
<b>Year</b>	2
<b>Semester</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Antje Grebner ( <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	Weekly sessions of 3 x 45min
<b>Assessment</b>	Case Study Analysis
<b>Course Material</b>	The Future of Development: A Radical Manifesto by Gustavo Esteva, G., Babones, S. and Babcicky, P.
<b>Course Outline</b>	<p>The module focusses on the building blocks of creating democratic forms of governance and stable societies to elevate developing countries according with the United Nations Sustainable Development goals. In doing so, the focus lies on public institutional and societal infrastructure and strengthening the essential elements of a flourishing society through education, civil society capacity building and democratic institution-building. The module will outline and critically evaluate these outcomes and value of these approaches through</p> <p>Firstly, looking at the relevant EU policies and the institutional framework in charge of implementation Secondly, introducing analytical tools to evaluate the outcomes, followed by Thirdly, detailed cases both in terms of geographical and thematic outreach, with the aim to analyse the possibilities of the EU to act in different circumstances and difficulties that it faces, applying analytical models.</p>

---

## Personal Leadership & Core Principles for European Integration

<b>Course Code</b>	ES-KPL-23
<b>Year</b>	3
<b>Semester</b>	3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Margriet Krijtenburg, <a href="mailto:g.krijtenburg@hhs.nl">g.krijtenburg@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Interactive lectures & workshops

---



<b>Assessment</b>	Portfolio (50%) & Presentation (50%)
<b>Course Material</b>	Covey, S.R., <i>The Seven Habits of highly effective people</i> , Free Press, New York & documents distributed in class EU-Documents, online material, documents handed out in class & Krijtenburg, M., "Schuman, yesterday & today"
<b>Course Outline</b>	<p>The course consists of Personal leadership combined with Core Principles for European Integration. Students take two lectures / workshops (90 minutes each) every week: one on Personal Leadership and one on Core Principles for European Integration.</p> <p>The course provides a practical output of universal and timeless principles that help the student to achieve his or her highest personal aspirations and to overcome his or her greatest challenges.</p> <p>The course shows at the same time how those same principles are engraved in the European unification project and are meant to be leading principles for the European integration process. Current issues like migration, Brexit, terrorism, EU-Russia tension, and East-West and North-South situations will be dealt with in the light of those core principles learned, as the principles are possible ways to help to resolve those tensions.</p> <p>Topics on Personal Leadership:</p> <ul style="list-style-type: none"> <li>• Freedom &amp; responsibility, character ethics,</li> <li>• Being pro-active while putting values above feelings</li> <li>• Having a response-ability whatever the circumstances while keeping the end in mind and putting first things first.</li> <li>• The above contributes significantly to leading a (more) happy, harmonious life, while being (more of) a leader.</li> <li>• Active participation in class and qualities to be practiced in daily life will foster the student's aim to become a leader in his or her own right.</li> </ul> <p>Topics on Core Principles of European Integration:</p> <ul style="list-style-type: none"> <li>• European history in a nutshell</li> <li>• Father of Europe, Robert Schuman</li> <li>• Original frame of reference for European integration</li> <li>• Topicality of original framework &amp; current European and global issues</li> <li>• There will be three lectures and three lecture/workshops that will show the link between Personal Leadership and the Core principles of European Integration.</li> <li>• The lectures will provide the student with a deeper understanding of European Integration and give insight in current problematic issues and in how to help to solve them.</li> <li>• Students will be asked to study in small groups, choosing one of the current EU crises – each group a different topic – and to come up with a way to solve this crisis when applying the core principles as they are meant to function. Their findings will be presented to the rest of the class and discussed in the form of a small congress for students by students.</li> </ul>
<b>Learning Outcomes</b>	<p>After this course the students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify his or her strengths and flaws, virtues, and vices.</li> <li>• State different paradigms, and at the same time the (same) universal guiding principles on which personal leadership is based and which go beyond cultures.</li> <li>• Examine the strong connection between freedom and personal responsibility.</li> <li>• Produce a growth in self-awareness and leadership through acting pro-actively on a virtue/ positive quality while keeping the end in mind and putting first things first.</li> </ul>

- Assess through a reflective daily journal the progress of the chosen virtue/ positive quality.
- Acknowledge the deep(er) content of the core principles for European Integration.
- Identify the direct link between personal leadership and the effect of (not) practicing the core principles of European Integration when dealing with the current European crises within and at the borders of the EU.
- Contribute to the solution of current crises while practicing the core principles.

## Human Rights in Europe

<b>Course Code</b>	ES-KHRINEU-23
<b>Year</b>	2
<b>Semester</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Isabel Düsterhöft ( <a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a> ) Maarten van Munster ( <a href="mailto:m.vanmunster@hhs.nl">m.vanmunster@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	Recorded online lectures and live seminars.
<b>Assessment</b>	Formative assessment throughout the course (Q&A, pitch). The final summative assessment is a group advocacy portfolio consisting of a problem and solution analysis, as well as a road map.
<b>Course Material</b>	To be announced.
<b>Course Outline</b>	This module is divided into three parts. The first part will introduce students to the European system of human rights protection (EU and Council of Europe). In part two, five specific human rights topics are introduced: freedom of expression, privacy protection, refugee protection, children's rights and the right to clean and healthy environment. In the last part of the module, students will develop an advocacy pitch and portfolio for an NGO. They are asked to focus on a major European city in which they wish to effect change and will work on identifying key issues, solutions and a feasible road map.
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the fundamental mechanisms of global, regional and national human rights protection.</li> <li>2. Identify the various human rights regulatory instruments within Europe, both from the EU as well as from the Council of Europe.</li> <li>3. Explain the appropriate human rights framework and its interpretation by relevant courts in the areas of freedom of expression, privacy protection, refugee protection, children's rights and the right to a clean and healthy environment.</li> <li>4. Produce an NGO advocacy portfolio in the area of either freedom of expression, privacy protection, refugee protection, children's rights and the right to a clean and healthy environment, based on a solid understanding of the positions of different actors (e.g. states, international organisations, individuals, other NGOs).</li> <li>5. Present an advocacy pitch based on the portfolio mentioned in learning outcome 4.</li> </ol>

## Diversity in the EU

<b>Course Code</b>	TO BE ANNOUNCED
<b>Year</b>	2
<b>Semester</b>	1 and 2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Tiaan Westenberg, <a href="mailto:t.a.westenberg@hhs.nl">t.a.westenberg@hhs.nl</a> Antje Grebner, <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	1.5hr lectures and seminars
<b>Assessment</b>	Policy Evaluation
<b>Course Material</b>	TO BE ANNOUNCED
<b>Course Outline</b>	Building on the knowledge gained in semesters 3 and 4, this course looks at the last two steps of the EU's policy cycle: implementation and evaluation. The EU is a highly diverse entity, consisting of multiple levels of political decision-making and implementation, and numerous stakeholders. Focusing on the diversity aspect of the Union and Europe at large, this course looks at the relationship between EU legislation (directives, regulations, decisions) and their implementation on the national level (Member States), as well as impact on the regional and local levels (sub-national organisations and entities). Multi-culturalism and diversity play an important role in whether and how EU policies are implemented. Nevertheless, the EU decision-making bodies, national bodies and agencies and sub-national actors, are guided by a number of fundamental EU principles. Moreover, in case of ambiguities, non-compliance or other procedural complications, there are judicial protection mechanisms and equality bodies. In order to allow students to work on a practical problem, the course focuses on diversity legislation, directives and regulations, which are at the heart of diversity in Europe (DG Employment, Social Affairs and Inclusion and DG Justice and Consumer, the diversity and equality aspects being represented by the Commissioner for Equality and Inclusion). The goal is to allow students to see how legislation related to diversity is implemented on the national and sub-national level, discover the differences across the 27 multi-cultural Member States, and work towards a framework of being able to evaluate the successes and failures of EU policies.
<b>Learning Outcomes</b>	TO BE ANNOUNCED

## Europe's Challenging Neighbourhood

**Course Code** MO-HMVT24-ECN

<b>Year</b>	3
<b>Semester</b>	2
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Dr. Vasilis Karakasis, <a href="mailto:v.karakasis@hhs.nl">v.karakasis@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	TO BE ANNOUNCED
<b>Assessment</b>	Assignment and Risk Assessment
<b>Course Material</b>	TO BE ANNOUNCED
<b>Course Outline</b>	<p>Students will explore how the recent outbreak of war in Europe opened the EU's Pandora's box of uncertainties in the field of human security as well as the promotion of democracy &amp; protection of human rights. Uncovering the risks will be done by engaging with members of think-tanks, members of the foreign affairs committees from political parties both in Brussels as well as in the EU capitals, diplomats from the European External Action Service as well as from the diplomatic corps of the EU member states. The course will introduce students to the main approaches and institutions to decipher questions on human security in Europe and its neighbourhood. We then proceed introducing and applying various models of foreign policy decision-making as well as risk assessment models. Students will familiarise themselves with Q-methodology, which is tailor-made to put the viewpoints of the abovementioned experts to the forefront of the analysis. Students will delve into the specifics of the European Neighbourhood Policy, the key actors, the policies pursued and their effectiveness. In addition, students will get guest lecturers by experts (public and private sectors) in the field of human security and the protection of democracy and human rights. Using as a starting point the European Commission's Strategic Foresight, our students develop the skills to conduct in-depth risk analysis for EU foreign policy think-tanks, providing practical insights and recommendations to address these complex challenges, prepare to navigate the intricacies of international affairs and become a strategic thinker in a rapidly evolving world.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students conduct risks analysis for assignment providers</li> <li>• Students will gain insights from various disciplines (foreign policy analysis and crisis management) and industries/fields (human security &amp; promotion of democracy)</li> <li>• Students map the stakeholders involved in the ecosystem of European Neighbourhood Policy, from local to national and European level</li> <li>• Students meet practitioners and experts from various professional areas (members of think-tanks, policy-entrepreneurs in foreign policy, diplomats, representatives of European organizations and foreign affairs committees) for statement collection &amp; ranking (see Q-methodology)</li> <li>• Students collect and analyse data (see Q-methodology) via guest lectures and desk research on risks in the fields of human security, democracy and protection of human rights</li> <li>• Students visualize their findings via graphs/pie/charts and present these orally using a factsheet/poster</li> </ul>

## EU Public Affairs and Decision Making

<b>Course Code</b>	MO-HMVT24-EUPADM
<b>Year</b>	3
<b>Semester</b>	2
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	TO BE ANNOUNCED
<b>Entry Requirements</b>	TO BE ANNOUNCED
<b>Method</b>	TO BE ANNOUNCED
<b>Assessment</b>	Written Exam, Reflection
<b>Course Material</b>	TO BE ANNOUNCED
<b>Course Outline</b>	To be announced
<b>Learning Outcomes</b>	To be announced

## Diplomacy and Foreign Policy in the EU

<b>Course Code</b>	MO-HMVT24-DFPEU
<b>Year</b>	3
<b>Semester</b>	2
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Dr. Michaela Anghel, <a href="mailto:m.anghel@hhs.nl">m.anghel@hhs.nl</a> Rebecca Kleiweg de Zwaan, <a href="mailto:r.kleiwegdezwaan@hhs.nl">r.kleiwegdezwaan@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	The course features online and/or live lectures and interactive seminars. Guest lectures, possible field trips, and in-class exercises are part of the course. Students will practice research, writing, speaking and will have the opportunity to establish an active network in the field of foreign policy and diplomacy. Interactive exercises are used to diversify the teaching methodology. Practice-orientation is a key aspect of this minor, allowing students to prepare for internships or junior work in the field of foreign policy and diplomacy upon graduation. Students should be prepared to participate actively and dedicate considerable time to this class.
<b>Assessment</b>	TO BE ANNOUNCED
<b>Course Material</b>	Two textbooks which will be announced at a later point in time.

## Course Outline

Diplomacy is key when looking at the EU's foreign policy. Indeed, without it, there would be no solutions to current issues. However, how is diplomacy conducted in the EU? What is the role of The European External Action Service? How is it organized? What are their main priorities when dealing with strategic partners, key international players, and emerging and developing powers -How do EU diplomats wheel and deal in the 21 century?

The course focusses on Diplomacy in the EU. More specifically, the minor will be divided in three parts connected to three regions which are of importance to the EU:

- 1) North America,
- 2) Africa,
- 3) Asia.

In order to apply diplomacy in practice, students first need to have some knowledge about Foreign Policy and the EU. Therefore, the idea is to focus on basic theory in the first three weeks of the course. This will include the key players, policy and legislative framework and recent diplomatic developments as reported on in the news. Theoretical concepts and key research in the area of foreign policy and diplomacy will also be introduced. The first three weeks of the course will therefore be taught together for all three modules, likely in the form of online lectures (due to timetable conflicts) and live seminars that will focus on applying the theory presented to the respective geographical area of the part of the minor.

In the following eight weeks, each part of the minor will focus on case studies related to the regions zooming in on the key issues at stake. During these weeks, experts from the professional field (both topic and geography-wise) will feature heavily and provide students with real-life examples and a feeling for how diplomacy plays out in practice. The vast personal and professional network of the module designers will ensure that students are able to make connections for future internships or jobs.

The last three weeks of the minor will focus on the application of the knowledge and skills learned during the course and prepare the students for the summative assessment in each part of the minor. Skills labs such as writing clinics will be included and students will receive formative peer and instructor-led feedback.

---

### Learning Outcomes

- Understand the theoretical background of foreign policy and diplomacy;
  - Explain the role of the EU on the world stage and its internal mechanisms related to foreign policy and diplomacy;
  - Identify key conflicts in the various regions of strategic importance to the EU;
  - Discuss relevant stakeholders, policy framework and processes in foreign policy and diplomacy;
  - Demonstrate the ability to research developments on a global scale;
  - Analyse conflicts from a political and legal angle;
  - Produce and communicate advice on the basis of political and legal analysis of current conflicts.
-



# International Law

<b>Course Code</b>	ES-HMVT23-LAW
<b>Year</b>	3
<b>Semester</b>	1
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	<p>Mari-Jose Weijerman (Public International Law)  <a href="mailto:m.j.weijerman@hhs.nl">m.j.weijerman@hhs.nl</a></p> <p>Isabel Dusterhoft (International Humanitarian and Criminal Law)  <a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a></p> <p>Maarten van Munster (Human Rights Law)  <a href="mailto:m.vanmunster@hhs.nl">m.vanmunster@hhs.nl</a></p>
<b>Entry Requirements</b>	A good command of English (reading level C1 CEFRL) is essential to do well in the course. No legal background is required but a 'feel' for legal material is likely to be an asset.
<b>Method</b>	Teaching will be mainly by means of participatory workshops and seminars, although there may be mini lectures from time to time where the need arises.
<b>Assessment</b>	<p>Group case assignment (presentation + essay)</p> <p>Comprehensive final exam (written)</p> <p>Individual paper (essay)</p> <p>Written exam &amp; moot court</p> <p>Written exam, &amp; presentation</p>
<b>Course Material</b>	<p>Jan Klabbers (2020), <i>International Law</i>, (2nd ed.), Cambridge University Press</p> <p>Moeckli, D., Shah, S., &amp; Sivakumaran, S. (2017) <i>International Human Rights Law</i>. Oxford: University Press</p>
<b>Course Outline</b>	<p>The objective of this course is to provide students with legal and generic knowledge on Public International Law (PIL). Relations between states are governed by the policies of international law; critical knowledge of international law therefor represents an indispensable precondition for the understanding of complex relations on the international stage. PIL consists of rules and principles of general application dealing with the conduct of states and of international organizations and with their relations inter se as well as with some of their relations with persons, whether natural or juridical.</p> <p>Both International Humanitarian Law (IHL) and International Criminal Law (ICL) belong to the realm of international law. Both fields of law have developed spectacularly in recent decades. However, the basic principles of international humanitarian law and the founding conventions in this field have been around for much longer. The principles and rules of International Criminal Law have been strongly developed by International Legal institutions (many of them based in The Hague) such as the former International Criminal Tribunal for the former Yugoslavia (ICTY), the former International Criminal Tribunal for Rwanda (ICTR) and the International Criminal Court (ICC), some of which may be visited during field trips.</p> <p>The aftermath of the Second World War provided a fertile ground for the creation and promotion of International Human Rights Conventions. The first step in this process was the adoption of the Universal Declaration of Human</p>

Rights in 1948. At the moment, over 10 different United Nations conventions are in force. On a regional level three legal systems exist: the Inter-American, African, and European system. In this module students will specifically focus on the European system. The cumulative effect of both the developments at the UN and the regional levels has led to a situation where human rights can no longer be considered as belonging to the domestic jurisdiction of individual states. Human rights standards have become internationalised both legally and politically. Governments experience pressure to observe international standards and can no longer get away by simply denouncing foreign interference within the domestic situation of the country.

<b>Course Outline</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Have knowledge and understanding of the function, sources, and major principles of IL</li> <li>• Understand the making of treaties and their importance in international relations.</li> <li>• Appreciate the possibilities and limitations of international dispute resolution.</li> <li>• Be able to deal with problems that have international legal implications: territory, law of the sea, state responsibility and the use of force.</li> <li>• Be able to deal with problems that have international legal implications: analyse problem questions; set out the fundamental principles involved in the questions; apply those principles and show an awareness of alternative arguments.</li> <li>• Have knowledge of the structure and powers of the main institutions involved in the field of PIL and the resolution of disputes.</li> <li>• Explain the historical foundations and fundamental principles of IHL.</li> <li>• Discuss the role of courts and tribunals active in the field of ICL.</li> </ul>
-----------------------	--

## Political Communication in the 21st Century

<b>Course Code</b>	ES-ISPAMEPOI-23
<b>Year</b>	3
<b>Semester</b>	1
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Dave van Ginhoven, <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a> Rebecca Kleiweg, <a href="mailto:r.kleiweg@hhs.nl">r.kleiweg@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures and video presentations
<b>Assessment</b>	<p>Final paper/essay</p> <p>A group presentation analysing of the online communications strategies used by a political entity (30%).</p> <p>An individual essay offering analysis of the role of online communication in current political affairs (70%).</p> <p>Assignment 1 (15%)</p>

Assignment 2 (20%)  
Final exam (65%)

<b>Course Material</b>	An (electronic) anthology of reading material is made available at the start of the course. Textbook <i>Media Culture and Society</i> (Hodkinson 2 <sup>nd</sup> edition 2017) material on BrightSpace and audio/visual materials used in class
<b>Course Outline</b>	<p>Edmund Burke once described the media as the Fourth Estate in the political hierarchy after the conventional executive, legislature, and judiciary. Subsequently, we have witnessed an ever-closer relationship develop between the media and political actors. Hence, this course seeks to examine the role that the media play in various political circles and vice-versa. The central objective of the course will be to familiarise students with the seminal themes and concepts involved in the study of Media and Politics. This aim will be achieved by focusing the course on the core aspects of political communication, the dynamics of visual culture, political advertising, and developments in new technologies. The methodology will be to mix conventional lectures with practical examples of media coverage and political interaction. In addition, the course aims to provide students with a range of contemporary reading material from a wide variety of sources to help them expand their knowledge and awareness. The reading material has been carefully selected to match both the themes of the lectures and the contrasting and comparative scope of the course.</p> <p>This course aims to give students an introduction to the body of knowledge on the interface between politics and the new media. Politics is everywhere, it is fascinating and exciting. Political parties and politicians are now utilising new technologies as an increasingly important part of their strategies to communicate their message to other politicians, party members, and the public at large. As students of Media and Politics I will see, the use of different media requires different strategies, thus impacting the style, and often the substance, of politics. This module seeks to examine the ways in which politics and politicians have been changed by the use of new technologies and platforms such as social media. It examines the ways in which new ICT is used and how it fits in with the use of more traditional methods of political communication. The module will be taught in a way that will cover the study as succinctly as possible from an international perspective.</p>
<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"><li>• Identify the essential basics of how media and political actors interact</li><li>• Identify the various ways in which politics use the media</li><li>• Trace the development of the mediatisation of politics</li><li>• Trace the development of the politicisation of media</li><li>• Demonstrate awareness of the fundamental differences and similarities of the adoption and adaptation of new technologies in differing circumstances.</li><li>• Identify the various tools of political interaction in the modern world.</li><li>• Create part of their own teaching and learning materials which can be utilised by their peers.</li><li>• Critique the value of such materials via peer review and commentaries.</li><li>• Analyse the fundamental potential shift in the roles of media production and consumption, facilitated by ICT's.</li><li>• Students will be presented with a sociological approach to media and gain an understanding of the political, economic, and social aspects of the media in contemporary society.</li></ul>

## The Legal Dimension of Europe

<b>Course Code</b>	ES-3LEGDIM-E3-20
<b>Year</b>	3
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Maarten van Munster, <a href="mailto:M.vanMunster@hhs.nl">M.vanMunster@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Video lectures and interactive seminars
<b>Assessment</b>	Semester 1: A written exam with open questions (80%) and a case (20%) Semester 2: A written exam with open questions
<b>Course Material</b>	Davies, K. <i>Understanding European Union Law</i> (2019) 7 <sup>th</sup> edition Oxon: Routledge. Ooik van et al. <i>European Basic Treaties</i> (2012) Deventer: Kluwer
<b>Course Outline</b>	This module will look at the legal dimension of Europe. How does the EU transform policy areas into binding laws? How is judicial protection arranged under the Treaty for the institutions, member states, its citizens, and businesses? How does European law affect the internal market? The origin, the organisation, and the procedures of the European Council, the European Commission, the European Parliament, and the European Court of Justice are dealt with, as are the powers and tasks of these institutions. Examples of the free movement of goods, persons, and competition law will be examined.
<b>Learning Outcomes</b>	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• Understand the characteristics of the European Union's legal order.</li> <li>• Understand decision-making procedures and secondary legislation.</li> <li>• Identify the system of judicial protection in the EU.</li> <li>• Understand the role of the CoJEU, the General Court and national courts in European Law.</li> <li>• Understand the legal mechanisms of the free movement of goods, persons, freedom to provide services, and the freedom of establishment.</li> <li>• Understand the importance of competition law as an essential complement to the internal market.</li> </ul>

## Contemporary European Politics

<b>Course Code</b>	ES-3PACEP-E3-16
<b>Year</b>	3
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Andreas Funk, <a href="mailto:A.Funk@hhs.nl">A.Funk@hhs.nl</a>

<b>Entry Requirements</b>	None
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	2500-word essay
<b>Course Material</b>	Baylis, J., Smith, S. Owens, P. (2017) <i>The Globalization of World Politics</i> , 7 <sup>th</sup> edition
<b>Course Outline</b>	In this module, students build on their awareness of developments and processes within the political arena in Europe. In particular, they will gain an understanding of the dynamics of politics in Europe and the main political cleavages. Other questions that will be discussed are what are the main trends and developments shaping European politics and what impact does globalisation have on European nation states?
<b>Learning Outcomes</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Classify the main cleavages in the European Political landscape</li> <li>• Explain the main trends and developments shaping European politics</li> <li>• Give at least 2 examples of the impact of globalisation on European nation states in the contemporary world</li> </ul>

## 6.7 Modern Foreign Languages & Skills

### Professional Communication in English

<b>Course Code</b>	ES-1PROCOM-23
<b>Year</b>	1
<b>Semester</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Paul Treanor ( <a href="mailto:p.a.treanor@hhs.nl">p.a.treanor@hhs.nl</a> ) Daria Brygiert-Faure ( <a href="mailto:d.brygiert@hhs.nl">d.brygiert@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	Workshops
<b>Assessment</b>	Writing Assignment(s) & a Presentation
<b>Course Material</b>	This course is taught with materials of our own creation, on and offline.
<b>Course Outline</b>	Students work, in a series of workshops, on their professional communications skills, including writing and (public) speaking in English, with the appropriate style and tone. To make they have enough to communicate about, students will also be working on their basic research skills. The course is practical and puts students to work with a mix of instruction, coaching and blended learning.
<b>Module Learning Outcomes</b>	At the end of this course, the student can: <ul style="list-style-type: none"><li>• Conduct research and use APA referencing</li><li>• Communicate professionally in English in speech and writing.</li><li>• Produce professional products in English.</li></ul>

# Intercultural Communication in English

<b>Course Code</b>	ES-1ICULEN-23
<b>Year</b>	1
<b>Semester</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	R. Scheltinga ( <a href="mailto:r.scheltinga@hhs.nl">r.scheltinga@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	2 x 90 minutes
<b>Assessment</b>	Cultural Advice report
<b>Course Material</b>	James W. Neuliep, Intercultural Communications: A Contextual Approach, 8 <sup>th</sup> edn, <b>ISBN</b> 9781506390710
<b>Course Outline</b>	This course is designed to introduce students to Intercultural Communication and familiarise them with intercultural concepts necessary to build intercultural competence.
<b>Module Learning Outcomes</b>	<p>Students will learn and improve their English Communication skills (professional and academic language skills):</p> <ul style="list-style-type: none"> <li>• English writing skills in order to write a cultural advice report using appropriate vocabulary, language, structure and tone. This will also involve research skills and the use of APA style format.</li> <li>• English speaking skills in the form of presenting, pitching and debating as well as negotiations in which they learn to use the concepts, acquire new vocabulary and other intercultural knowledge to make these spoken interactions meaningful</li> </ul>



## Survival Dutch/Dutch A1

<b>Course Code</b>	ES-ISDUTSECLE-23
<b>Year</b>	1
<b>Semester</b>	1&2 and 3&4
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Johanna Eisinger-Jansen, <a href="mailto:J.P.Eisinger@hhs.nl">J.P.Eisinger@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Group work led by a faculty member. The module is designed to equip students with skills to communicate in everyday situations (introducing oneself, shopping, etc.).
<b>Assessment</b>	Oral Exam (30%) & written exam (70%)
<b>Course Material</b>	Student Manual (to be found on BrightSpace) <i>Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen</i> , Berna de Boer, Margaret van der Kamp, Birgit Lijmbach, Uitgeverij Coutinho, ISBN: 9789046905609 third edition. (Included is the log-in code for the online material)
<b>Course Outline</b>	After successfully completing Survival Dutch Part A and B, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR):  After completing Survival Dutch, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
<b>Learning Outcomes</b>	After successfully completing the Survival Dutch course, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR).

## English for Guest Students (intermediate)

<b>Course Code</b>	ES-ISENGINTER-23
<b>Year</b>	n/a
<b>Semester</b>	1&2 and 3&4
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Maria Pau, <a href="mailto:m.p.pau@hhs.nl">m.p.pau@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Level</b>	Intermediate Professional English B1-B2

<b>Method</b>	Seminars
<b>Assessment</b>	Oral Exam (50%) & portfolio (50%)
<b>Course Material</b>	Module book provided by the English department
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• Meeting practice &amp; language</li> <li>• Presentation language</li> <li>• Press releases</li> <li>• Business emails</li> <li>• Listicle</li> </ul>
<b>Learning Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop their business/professional vocabulary, meeting &amp; presentation vocabulary, their overall fluency, and business writing skills</li> <li>• Increase their fluency and confidence in communicating in English in a professional setting</li> </ul>