

# EUROPEAN STUDIES EXCHANGE PROGRAMME

## Academic Guide 2025-2026



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

**THE HAGUE**

UNIVERSITY OF  
APPLIED SCIENCES

# EUROPEAN STUDIES EXCHANGE PROGRAMME

## Department

Global Office, Faculty of Management & Organisation version 1.2

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July 2025

## Version

1.2

## Disclaimer

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## Mission Statement

The Hague University of Applied Sciences contributes to a sustainable and just society through high-quality, practice-oriented education and research. In our internationally oriented knowledge institute, we educate students to become critically thinking and learning global citizens. In close collaboration with regional and international partners, we develop concrete answers to social challenges.

The faculty of Management & Organisation (M&O) is firmly committed to maintaining and developing the international character of its educational programmes. They seek to broaden academic and vocational links with Institutions and Organisations both within Europe and beyond, through such diverse activities as student and staff exchanges, curriculum development and participation in other educational initiatives. By placing an international dimension at the centre of policy objectives, a learning environment will be fostered to increase and enrich the opportunities available to both students and staff of the Institute, and those of our partner institutions and organisations.

The mission of the programmes is to provide students with the broadest professional, academic, and personal experience of the world during their time with us to equip them with the necessary tools to be able to operate successfully in the global community dealing with the emerging issues of the 21st century world.

## M&O Vision

Climate change, migration, poverty, obesity: our world is facing many global challenges which need urgent solutions for now and for future generations. Yet, at a time when governments, organisations and citizens need to collaborate and co-create solutions, society is divided and trust in business and political leaders is at an all-time low. Open, transparent, and inclusive communication connects people and builds trust.

### Connecting Worlds

Many worlds come together in The Hague. The city is home to companies, multinationals, governmental and non-governmental organisations from all corners of the world. As self-proclaimed 'international city of peace and justice' The Hague also demonstrates a higher ambition, which The Hague University of Applied Sciences has translated in its own call to action: Let's Change! You. Us. The World. Our vision is to educate engaged, open-minded management professionals who can connect worlds.

# Foreword

Dear students,

If you walk into our school on any given day, you'll probably hear more languages than at Schiphol Airport. And I absolutely love that. That's why I'm proud of the international programmes offered by the Faculty of Management & Organisation.

Our bachelor programmes, such as European Studies and International Communication Management, attract students from all over the world who come here for their full degree. Add to that around 250 exchange students — some staying for a year, others a semester — and you'll understand why we're home to about 35 nationalities at any given time. We proudly call these students our guest students.

You are an essential and vibrant part of our university!

We believe that an international community deserves an international outlook and this perspective is deeply embedded in our curriculum. From global politics to intercultural communication, our students get every opportunity to develop into world citizens — aware of diversity, inclusivity and the complexities of our time.

And whether you come from Indonesia, Venezuela or Romania, it's nice to be able to brush up on your language skills — whether it's Dutch, English or another language. That's why we offer language courses at different levels. It's not just about being able to communicate, but also about helping you feel truly at home.

This guide gives you an overview of what we offer our guest students. A clear and practical summary — and for those who want to dive deeper, detailed module descriptions are available. We'll do our utmost to make sure you feel welcome, have the space to grow, and enjoy an unforgettable time in the Netherlands. We're ready to welcome you — with open arms and a packed class schedule.

Warm regards,

Willem van Nieuwkerk  
Director Faculty of Management & Organisation

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

## 1.1 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 named 'Hogescholen' in Dutch.

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.

## 1.2 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 'Area Coordinators' 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](#).

## 1.3 Learning Vision and 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

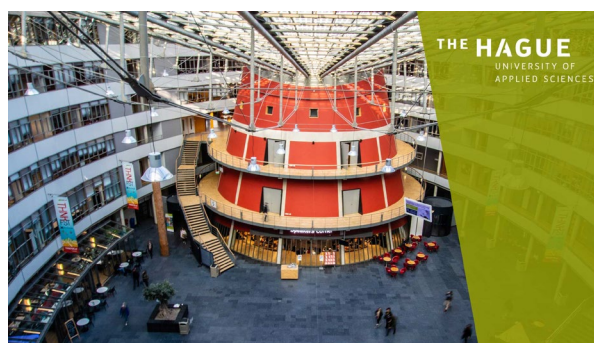
The programme is constructed around several core competencies – knowledge and skills that students should possess by the end of the programme. The core competences of European Studies are listed below:

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 and responsibilities
<b>Sophia Tseng</b> <i>Exchange Coordinator (Inbound)</i> Email: <a href="mailto:MO-GlobalOffice@hhs.nl">MO-GlobalOffice@hhs.nl</a>	<ul style="list-style-type: none"> <li>administrative matters of guest students (Learning Agreements, Certificates and Transcript of Records)</li> </ul>
<b>Tiaan Westenberg</b> <i>Exchange Coordinator (Inbound)</i> Email: <a href="mailto:MO-GlobalOffice@hhs.nl">MO-GlobalOffice@hhs.nl</a>	<ul style="list-style-type: none"> <li>international development and administration</li> <li>all general academic concerning guest students</li> </ul>
<b>Refiya Scheltinga</b> <i>Programme Coordinator Internationalisation</i> Email: <a href="mailto:R.Scheltinga@hhs.nl">R.Scheltinga@hhs.nl</a>	<ul style="list-style-type: none"> <li>Internationalisation policy of the programme</li> <li>Staff exchange</li> </ul>

Official Erasmus+ and non-EU documentation for exchange students, such as Learning Agreements Before and During Mobility, and certificates of arrival/stay/attendance can be sent to [MO-GlobalOffice@hhs.nl](mailto:MO-GlobalOffice@hhs.nl) for processing.

### 2.2 Area Coordinators

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

Area Coordinator	Email address	Country of your home university
Mr. J. Borghouts	<a href="mailto:J.G.F.Borghouts@hhs.nl">J.G.F.Borghouts@hhs.nl</a>	Austria, Germany, Denmark, Finland, Iceland, Norway, and Sweden
Ms. A. Diaz Santana	<a href="mailto:A.Diaz@hhs.nl">A.Diaz@hhs.nl</a>	Spain
Ms. E. van Driesum	<a href="mailto:E.L.M.vanDriesum@hhs.nl">E.L.M.vanDriesum@hhs.nl</a>	Italy
Ms. I. Düsterhöft	<a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a>	USA (incl. USAC) & Canada (English speaking universities), Australia, China, Hong Kong, Japan, Korea, and Taiwan
TBA	TBA	Portugal, Cyprus, Malta, Greece, and Turkey
Ms. A. Grebner	<a href="mailto:A.Grebner@hhs.nl">A.Grebner@hhs.nl</a>	Russia, Georgia, Bosnia & Herzegovina, and Albania
Mr. B. Groenemans	<a href="mailto:B.J.Groenemans@hhs.nl">B.J.Groenemans@hhs.nl</a>	Belgium & France (University Cleremont Auverge, Sciences Po Rennes, Université d'Avignon, Lyon Catholic University)
Ms. I. van Rijn - Theron	<a href="mailto:i.c.theron@hhs.nl">i.c.theron@hhs.nl</a>	Canada (French speaking universities) & France (Sciences Po Lille, Université Catholique de Lille, Université de Lorraine & Université de Franche Comté)
Ms R. Scheltinga	<a href="mailto:r.scheltinga@hhs.nl">r.scheltinga@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, Bulgaria, Romania, Argentina, Chile, Ecuador, Mexico, and Brazil



## 3. Facilities

### 3.1 Desks and Questions

There are several departments you can contact for a variation of topics and issues.

**M&O Global Office, OV2.49** [MO-GlobalOffice@hhs.nl](mailto:MO-GlobalOffice@hhs.nl)

Specifically for exchange students, we can answer any question related to your *academic* programme, timetables, courses, etc.

**THUAS International Office, OV1.10** [exchange@hhs.nl](mailto:exchange@hhs.nl)

For any questions on your general application at THUAS, housing service through THUAS, residence permits and visas, health insurance, registration at the municipality

**THUAS Front Office FZ IT, OV1.69** [Frontoffice@hhs.nl](mailto:Frontoffice@hhs.nl)

For IT related questions and issues (such as your Campus card or Wi-Fi login details), borrowing audio/visual equipment

**M&O Exam Office, OV2.59** [MO-examoffice@hhs.nl](mailto:MO-examoffice@hhs.nl)

For questions and troubleshooting related to your *written* exams; schedule, clashes

### 3.2 Library and Study Plaza



The library has a diverse collection of books, nearly 900 magazines, Dutch and foreign newspapers, and a large collection of graduation essays. There is a digital library which includes (international) databases, e-journals, standards database, E-books, THUAS theses and publications in digital form etc.

The library provides excellent electronic sources of information to students and staff. It is open to students registered at THUAS and to members of staff.

It's 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.

### 3.3 Student Counselling & Supervision

We have a counselling system in place to help students facing problems that may affect their study results. 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.

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. The student counsellor will refer you to the student psychologist if deemed necessary.

Our Exchange students are also encouraged to speak to their Area Coordinator and/or the Mobility Coordinator to alleviate their problems. Any conversations with the faculty staff, counsellors and/or psychologists are strictly confidential. Students may be referred to expert agencies outside the university.

### 3.4 Campus Card

In order to use THUAS printers and lockers, you will need a Campus card. This card can also act as a payment card since it is not possible to pay with cash inside the university building. During the orientation week, we will show you where to collect a Campus card. You can top up your Campus card by using Paypal or a Dutch debit card. Alternatively, you can also pay by European debit cards on university grounds.

### 3.5 Food and drinks

Food and drinks can be purchased from the Foodcourt, the West 75 cafe and vending machines. In all cases, payment is by debit card or Campus card. The central food court has the largest selection of items, also serving vegetarian and halal products. Should you want to bring your own lunch, the university has microwaves that can be used for heating up your food. For other food options, there are several supermarkets and eateries within a 10 minute walk from the main building.

### 3.6 Medical Care

#### Physician / General Practitioner (GP)

In case of illness, you should contact a general practitioner (in Dutch: '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 hadoks (in Dutch: 'huisartsenpost' 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.

#### Dentists

Dental treatment is **not included** in a standard medical insurance. If you need a dentist 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 in order to receive compensation from your insurance.

Bring along your passport or identity card, insurance papers and your address in The Hague

## 4. Information on the Academic Programme

### 4.1 Attendance

In some modules, the final result is partly dependent on a student's active contribution during classes. 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.

### 4.2 Source Referencing

During your studies at THUAS, you are expected to use the documentation style of the American Psychological Association (APA). 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.

### 4.3 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 OURORIGINAL, 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 3 working days.

### 4.4 How Staff contact Students

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

- Through e-mail. All students have their own 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
- If necessary, for confidentiality reasons, THUAS will try to contact a student through other methods, for instance, by phone or by post. For that reason, it is necessary that THUAS has 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))

### 4.5 Timetables

Exchange students will have access to the exchange programme timetable at the beginning of each semester. More information about the timetable will be provided during the introduction week.

Classes are allotted by slots. Some classes last 45 minutes, and others 90 minutes. The slots are as follows:

1. 08.45 am – 09.30 am
2. 09.30 am – 10.15 am
3. 10.30 am – 11.15 am
4. 11.15 am – 12.00 pm
5. 12.15 pm – 13.00 pm
6. 13.00 pm – 13.45 pm
7. 13.45 pm – 14.30 pm
8. 14.45 pm – 15.30 pm
9. 15.30 pm – 16.15 pm
10. 16.30 pm – 17.15 pm
11. 17.15 pm – 18.00 pm

## 4.6 Year Calendar 2025-2026

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 in person one week before classes start.
- This calendar is subject to change. No rights may be derived from this information.

### The first semester runs from 25 August 2025 until 19 December 2025

<b>25 Aug – 29 Aug</b>	<b>Start Mandatory Introduction week (semester 1)</b>
1 Sept	Start of Semester 1 classes
20 Oct – 26 Oct	Autumn Break
27 Oct – 31 Oct	Midterm Exams semester 1
15 Dec – 19 Dec	Final Exams semester 1
22 Dec – 4 Jan	Christmas Break
<b>April 2026</b>	<b>Resits Exams Semester 1 (to be taken REMOTELY ONLINE)</b>

### The second semester runs from 2 February 2026 until 3 July 2026

<b>2 Feb – 6 Feb</b>	<b>Start Mandatory Introduction week (semester 2)</b>
9 Feb	Start of Semester 2 classes
16 Feb – 22 Feb	Spring Break
3 Apr – 6 Apr	Easter Weekend (national holiday)
7 Apr – 17 April	Midterm Exams Semester 2
27 Apr	King's Day (national holiday)
27 Apr – 3 May	May Break
5 May	Liberation Day
14 May – 15 May	Ascension Day (national holiday)
25 May	Pentecost (national holiday)
1 June – 5 June	Finals exams semester 2
<b>29 Jun – 3 Jul</b>	<b>Resit Exams semester 2 (to be taken IN PERSON AT THUAS)</b>
<b>20 July</b>	<b>Summer Break</b>

## 4.7 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 weeks** in which they have been scheduled, **but exams may be moved to other days and times within those weeks**. 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.

## 4.8 Exam Information

All exams (including resit exams) must be taken in person. Exams 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.**

### 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 or a non-EU passport ready before the exam starts. A non-EU passport is only valid if the information on the identification page is written in Latin letters and the numbers are written in Arabic numerals. 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 15-30 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.

## 4.9 Assessment Information and extra facilities

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

Students are entitled to two exam opportunities per course per academic year. If a student is registered for an exam, 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.**

## 4.10 Number of Modules & Credit Points

Nearly all our modules carry a study load of approximately 140 hours (5 ECTS) 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. We consider a full semester programme to be 25-30 ECTS points. **Exchange students are required to select courses with a total between 20-40 ECTS per semester.**

## 4.11 Course Material

THUAS 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.

## 4.12 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 pre-registration** after publication of the timetable, at which point their course choice becomes final. It is important to note that courses have limited spots available and students should be prepared to register for alternative courses. It is essential that students register preliminarily via Osiris to reserve a spot in a course. Should you fail to confirm your pre-registrations upon arrival, you will lose your reserved place in the 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.***



## 5. The Academic Programme

Below you will find a list of the courses within the exchange programme on bachelor level. These courses are all offered in English and you may select from all courses.

### 5.1 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.*

Course code	Course name	Field	ECTS	Semester 1 (fall)	Semester 2 (spring)
ES-1BUSCH-23	Business Challenges	Business	5	Available	N/A
ES-KCORPVAL-23	Corporate Governance & Value-Based Leadership	Business	5	N/A	Available
ES-1MOEU-E4-23	Managing Organisations in the EU	Business	5	N/A	Available
ES-2MARKCOM-23	Marketing & Com. for Organisations in EU	Business	5	N/A	Available
ES-2SUSBUS-23	Sustainable Business	Business	5	Available	N/A
ES-KSUSTHINK-23	Sustainable entrepreneurial thinking	Business	5	Available	Available
ES-3EUDESK-25	The Europe Desk	Business	5	Available	Available
MO-HMVT24-TFW	The Future of Work	Business	15	Available	N/A
MO-HMVT24-DWB	Business & Society in post-brexit Britain	Culture	15	N/A	Available
ES-KCULTURE-23	European Culture: from 1000 BCE to TikTok	Culture	5	Available	Available
ES-3EXPLICO-23	Explico	Culture	5	N/A	Available
ES-KGENSEX-23	Gender & Sexuality in Europe	Culture	5	Available	Available
ES-1ICULEN-23	Intercultural Communication in English	Culture	5	N/A	Available
ES-KPANAM-23	Pan-American Studies	Culture	5	Available	Available
MO-HMVT23-SP0	Spanish Language & Culture for beginners	Culture	15	Available	N/A
MO-HMVT24-SPB2	Spanish Language and Culture B2	Culture	15	N/A	Available
ES-1CRP-25	Communication & Research for Professionals	Language	5	Available	N/A
ES-HMVT23-LAW	International Law	Law	15	Available	N/A
MO-HMVT24-DFPEU	Diplomacy & Foreign Policy in the EU	Politics	15	N/A	Available
ES-3DIVEU-24	Diversity in Europe	Politics	5	Available	Available
ES-1EULAW-25	EU Law & EU Institutions	Politics	5	N/A	Available
ES-2EUPA-25	EU Public Affairs & Lobbying	Politics	5	Available	N/A
ES-KIDID-23	European Identities & Ideologies	Politics	5	N/A	Available
MO-HMVT24-ECN	Europe's Challenging Neighborhood	Politics	15	N/A	Available
ES-KHRINEU-23	Human Rights in Europe	Politics	5	N/A	Available
ES-1INTCEU-25	Intern. Cooperation in the EU & Beyond	Politics	5	N/A	Available
ES-2PEACSEC-25	Peace & Security in Europe	Politics	5	N/A	Available
ES-KPL-23	Personal Leadership & Core Principles EU	Politics	5	N/A	Available
ES-1POLCH-23	Political Challenges	Politics	5	Available	N/A
MO-HMVT23-PCC	Political Communication in 21st Century	Politics	15	Available	Available
MO-HMVT24-AOP	The Art of Protest	Politics	15	Available	N/A
ES-2EUIM-25	The EU in Motion: PP&P	Politics	5	Available	N/A
ES-KWARPOV-23	WIP - Facing the outside world	Politics	5	Available	Available
ES-2RESEARCH-23	Applied Research Skills	Research	5	Available	N/A

## 5.2 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>	Exam 40% and Group Assignment 60%
<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>

### 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>	<p><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></p>
<b>Module Learning Outcomes</b>	<p>After successful completion of the course the student is able to:</p> <p>Describe relevant European and international governance theories that are applicable to the chosen governance theme.</p> <p>Analyze contemporary organizational governance challenges for a European company.</p> <p>Apply the relevant governance theories to case studies.</p> <p>Formulate organizational governance advice to a European company.</p> <p>Develop awareness on their own leadership style and reflect on it in various professional situations.</p> <p>Understand the foundational building blocks of value-based leadership.</p>

## Managing Organisations in the EU

<b>Course Code</b>	ES-1MOEU-E4-23
<b>Year</b>	1
<b>Semester</b>	2
<b>Credits</b>	5 ECTS
<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>

## Marketing & Communications for Organisations in 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>	<p>Competences</p> <p>The student applies their knowledge of Europe to analyse complex challenges related to Europe and its changing role in the world.</p> <p>The student researches and critically evaluates contemporary issues, linking theory and practice to formulate concrete recommendations for organisations active in a European context.</p> <p>Program Learning Outcomes</p>

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The student can support organisations, institutions and businesses 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.

The student can connect the disciplines of European businesses, politics and culture to solve problems with multi-stakeholder collaboration.

The student can research and critically evaluate contemporary issues, linking theory and practice to formulate concrete recommendations for organisations active in a European context.

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## 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>	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>	<ol style="list-style-type: none"><li>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.</li><li>2. Connect the disciplines of European business, politics, culture to solve problems with multi-stakeholder collaboration.</li><li>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.</li></ol>

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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.

## Sustainable Entrepreneurial Thinking

<b>Course Code</b>	ES-KSUSTHINK-23
<b>Year</b>	2
<b>Semester</b>	1 & 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>	Individual: <ol style="list-style-type: none"> <li>1. Video presentation (40%)</li> <li>2. Portfolio (20%)</li> </ol> Group: <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>

## The Europe Desk

**Course Code** ES-3EUDSK-25

<b>Year</b>	3
<b>Semester</b>	1 & 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>	<p>Process based with a strong foundation in both research skills, professional iterative communication with clients. Weekly feedback based on progress Direct validation with assignment provider</p> <p>Learning styles are auditory (weekly instructions), visual (graphs, presentations, reports), verbal (writing and presenting), and social (group work)</p>
<b>Assessment</b>	<p>Exam: You will present you overall findings at the end of the semester. The presentation and blueprint report consist of 3 main chapters/ group products</p> <ul style="list-style-type: none"> <li>- Product 1: A structured presentation and report of the organisation and various challenges in faces, and in particular the challenge the research will focus on in product 3. To be handed in in Brightspace and via e-mail of your module instructor at the end of term 1. (30%)</li> <li>- Product 2; a structured scan of the external environment the organisation operates in. To be handed in as part of the overall report via Brightspace at the end of term 2 (30%)</li> <li>- Product 3: a solution to the challenge the organisation wants an answer to. Examples include but are not limited to effective trade fair representation and a script for an event the organisation wants to host. (40%)</li> </ul> <p>The total assessment has a minimum average grade of 5,5, and a minimum grade of a 4.5 for each of the element</p>
<b>Course Material</b>	Dependant on Assignment Provider
<b>Course Outline</b>	<p>Students take on the day to day role of professional account managers for their account/client. The account can take the shape of a Dutch Small or Medium Sized Enterprise (SMEs) that is planning to invest, expand, or strengthen their position in a neighbouring European market, and needs to understand its characteristics of key trends and actors, including the impact of EU and national regulatory frameworks. But the account can also be a governmental organisation such as a municipality that is seeking to understand the implications of specific EU legislation, and how to best translate the legislation to their unique environment, or an NGO for that matter that is seeking to gain access to funding. These organisations or assignment providers are real-life organisations that as such act as real-life assignment providers.</p> <p>Success in this elective is defined by the students' ability, both individually and as a group, to meet the requirements set out in their assignment by that assignment provider, and where possible go beyond those expectations. Student activities include, but are not limited to; research design, market analysis, networking, and overall professional communication that includes finding out what the true needs and demands of assignment providers are by asking the right questions, and following up on those questions to optimally facilitate their external SME assignment provider(s).</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• The student is able to reflect on their own values, attitudes and abilities in relation to key competencies of a professional account manager.</li> </ul>

- The student shows a high level of accountability, responsibility & communicative professionalism, and is result driven
- The student can build and apply a theoretical framework to translate unique EU and National political, cultural, institutional and economic dimensions of their designated market to the real-life practical needs and want of their assignment provider.

## The Future of Work

<b>Course Code</b>	MO-HMVT24-TFW
<b>Year</b>	3
<b>Semester</b>	1
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Reinout Klamer: <a href="mailto:h.r.klamer@hhs.nl">h.r.klamer@hhs.nl</a>
<b>Entry Requirements</b>	Students have to have completed their first year certificate (propedeuse) Students have to be open to work internationally – this can be self-assessed Students have to be able to work flexible – this can be self-assessed Students have to have a solid understanding and skillset of basic (year 1-2) research methods. When in doubt please contact the module manager.
<b>Method</b>	Masterclasses by lecturers and guest speakers taking place spread out over 2 days. These masterclasses go into the topics of Artificial Intelligence, the role of People and the role of the Workplace in the future of work. Guest speakers can bring their own expertise in. Individual Research assignment. Workshops by and for Peers. COIL project with other university – to take place throughout the minor, with online classes and collaboration. Next to the lessons working on group assignment (COIL related) / Individual research paper, workshop preparation and self-study
<b>Assessment</b>	Exam 1(5ects): Abstract + research Poster, Type: presentation, Individual, 33% of final grade. Minimum grade 5.5, Week 2.7, resit 2.10. Grade: number Exam 2: (5ects) COIL: Group Project, 33% of final grade week 2.8, resit 2.10. Grade: number. Minimum grade: 5.5 Exam 3 Personal Learning Journey (5ects), individual, Assessment, 33% of final grade, week 2.7, resit week 2.10
<b>Course Material</b>	Material is provided through online, open accessible articles, websites and library resources. Materials include: -Trend reports on Future of work and future of education -Masterclass materials -trainings on AI tools -Books and articles related to the topic
<b>Course Outline</b>	The minor has a strong multidisciplinary focus, with lecturers from Human Resource Management, International Communication Management and Facility Management. HRM is related to the workforce, ICM to AI and FM to the Workplace. These three are areas for research and discussion and the combination of addressing challenges related to areas shape the workplace of the future.  <b>Content</b> Theory is shared in the form of Masterclasses from both external speakers and the lecturers. Masterclasses are interactive and combine theory and practice.

**Research.** Learning is also captured through an individual research report, focusing on one of the issues discussed in theory. For making this research report students are provided with support in the form of work colleges and moments for feedback. Access to MOOC's, recent trend reports from internationally acclaimed sources (Harvard business review, OECD, Deloitte) In this research report students should be able to relate their findings to the topic. The report is handed in and a poster presentation is organised where the students share their findings. For research the knowledge centre Global & Inclusive learning is a partner, with a thematic focus on the future of learning. Students will be encouraged to translate the topic of future of work to recommendations for the future of learning

**Workshops and site visits.** A workshop at the start of the minor is provided by lecturers after which students will provide workshops to each other, related to the topic for which the students are also the participants. Some of these workshops might be externally organised, together with a site visit.

**Collaboration** is done together with at least one other partner university through a COIL project. Students are encouraged to work together to create the ideal future workspace, highlighting the aspects work, workforce and connectivity. This is done through an online presentation where simulation is shared.

**Reflection:** Students are encouraged to keep track of their learning throughout the minor. Towards the end of the minor there are assessments where the student will demonstrate their learning with a presentation and a discussion with lecturers.

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**Learning Outcomes**

- Students can explain and apply theories and trends related to the future: workforce, (HRM), workplace (FM) and connectivity (COM). (related to all exams)
  - Students can express their opinion and engage in critical discussions based on the theories and knowledge provided in order to offer a substantiated view on the future of work and what it means for future ready education (related to all exams)
  - Students can carry out an individual research project resulting in an abstract suited for an academic journal and a research poster for a scientific conference. (related to research exam)
  - Students can present their research outcomes to others, and to substantiate the choices they have made related to theory and methodology, (related to research exam)
  - Students can actively participate in a collaborative online international learning (COIL) project, demonstrating their intercultural understanding and managing online teamwork. (related to COIL)
  - Students can reflect on their own learning both in terms of teamwork and their self-competency development (related to the personal learning journey)
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## 5.3 Culture

### Business and Society in Post-Brexit Britain

<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> Agota Szabo (a.szabo@hhs.nl)
<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>	<p>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.</p> <p>The minor is structured into three components:</p> <ol style="list-style-type: none"> <li>1. Political: exploring UK politics and its connection to the EU.</li> <li>2. Business: examining the British market as a potential export destination for European nations.</li> <li>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.</li> </ol> <p>Intercultural awareness is interwoven throughout all three components of the minor, enhancing the holistic learning experience.</p>
<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> </ul>



- Aptitude for productive teamwork on cross-border issues, both in small groups and as individuals.
- Creation of educational materials accessible to an international audience.
- Discernment of the value of these materials through peer review and commentary.

## European Culture: from 1000BCE to TikTok

<b>Course Code</b>	ES-KCULTURE-23
<b>Year</b>	2
<b>Semester</b>	1 & 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>	<p>By the end of this course the student can:</p> <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>

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

<b>Course Code</b>	ES-3EXPLICO-23
<b>Year</b>	n/a
<b>Semester</b>	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>grading style: Pass/Fail</b> )
<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>

## Gender & Sexuality in Europe

<b>Course Code</b>	ES-KGENSEX-23
<b>Year</b>	2
<b>Semester</b>	1 & 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>

## Intercultural Communication in English

<b>Course Code</b>	ES-1ICULEN-23
<b>Year</b>	1
<b>Semester</b>	2
<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, ISBN 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</li> </ul>

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vocabulary and other intercultural knowledge to make these spoken interactions meaningful

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## Pan-American Studies

Course Code	ES-KPANAM-23
Year	2
Semester	1 & 2
Credits	5 ECTS
Module Manager	<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>
Entry Requirements	None
Method	Lecture Seminar
Assessment	Presentation & Written Exam
Course Material	<ul style="list-style-type: none"><li><i>The Routledge History of Latin-American Culture</i>. Carlos Manual Saloman, editor. Taylor &amp; Francis, 2018. ISBN: 978-1-138-90256-5 (hard copy) ISBN: 978-1-315-69725-3 (ebook)</li><li><i>The American Civilization</i> by David Mauk et. al. Preferably 8<sup>th</sup> edition. Taylor &amp; Francis, 2022. ISBN: 978-0-367-62095-0 (hardcover), ISBN: 978-0-367-62094-3 (paperback), ISBN: 978-1-003-10793-4 (ebook)</li></ul>
Course Outline	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.
Module Learning Outcomes	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>

## Spanish Language and Culture for Beginners

Course Code	MO-HMVT23-SP0
Year	3
Semester	1
Credits	15 ECTS
Module Manager	Claudia Bulnes ( <a href="mailto:c.bulnes@hhs.nl">c.bulnes@hhs.nl</a> ) Anabel Diaz ( <a href="mailto:a.diaz@hhs.nl">a.diaz@hhs.nl</a> )

<b>Entry Requirements</b>	none
<b>Method</b>	Three 135 minutes sessions per week
<b>Assessment</b>	TBA
<b>Course Material</b>	TBA
<b>Course Outline</b>	TBA
<b>Learning Outcomes</b>	TBA

## Spanish Language and Culture B2

<b>Course Code</b>	MO-HMVT24-SPB2
<b>Year</b>	NA
<b>Semester</b>	2
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Roberto Barroso, <a href="mailto:r.barroso@hhs.nl">r.barroso@hhs.nl</a> Elena Cabrera, <a href="mailto:e.cabreravacas@hhs.nl">e.cabreravacas@hhs.nl</a> Nathalie Schwan, <a href="mailto:n.h.h.m.schwan@hhs.nl">n.h.h.m.schwan@hhs.nl</a>
<b>Entry Requirements</b>	Spanish A2 level
<b>Method</b>	Three 135 minutes sessions per week
<b>Assessment</b>	TBA
<b>Course Material</b>	TBA
<b>Course Outline</b>	<p>This minor aims at developing the language skills at B2 level of the CEFR in Spanish as well as the political, economic and sociocultural knowledge of the students about Spain and the Spanish speaking world. B2 level of Spanish refers to an upper-intermediate level of Spanish proficiency.</p> <p>At B2 level, you can understand complex topics, communicate fluently with native speakers, write detailed texts, and use the language in different situations.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students can understand the main ideas of complex texts dealing with both concrete and abstract topics, even if they are of a technical nature as long as they are within their field of specialization.</li> <li>• Students are able to interact with native speakers with a sufficient degree of fluency and spontaneity so that communication is effortless for either party.</li> <li>• Students can produce clear, detailed texts on a variety of topics, as well as defend a point of view on general topics indicating the pros and cons of different options.</li> <li>• Understand the politics, business and culture of Spain and the Hispanic world: Students are able to identify and process the cultural specificities used in the context of the Spanish language.</li> </ul>



## Communication and Research for Professionals

<b>Course Code</b>	ES-1CRP-25
<b>Year</b>	1
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Marije Minkman-Allen ( <a href="mailto:m.minkman@hhs.nl">m.minkman@hhs.nl</a> ) Dave van Ginhoven ( <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	TBA
<b>Assessment</b>	TBA
<b>Course Material</b>	TBA
<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>

## 5.4 Law, Politics and Administration

### 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>	Isabel Dusterhoft (International Humanitarian and Criminal Law) <a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a> Maarten van Munster (Human Rights Law) <a href="mailto:m.vanmunster@hhs.nl">m.vanmunster@hhs.nl</a>
<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>	Group case assignment (presentation + essay) Comprehensive final exam (written) Individual paper (essay) Written exam & moot court Written exam, & presentation
<b>Course Material</b>	Jan Klabbers (2020), <i>International Law</i> , (2nd ed.), Cambridge University Press Moeckli, D., Shah, S., & Sivakumaran, S. (2017) <i>International Human Rights Law</i> . Oxford: University Press
<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 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.</p>
<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> </ul>

- 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.
- Have knowledge of the structure and powers of the main institutions involved in the field of PIL and the resolution of disputes.
- Explain the historical foundations and fundamental principles of IHL.
- Discuss the role of courts and tribunals active in the field of ICL.

## Diplomacy & 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>	Students following the minor should already have basic general knowledge and an understanding of Europe's cultural backgrounds and political structures.
<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>	<b>Simulation 33%</b> <b>Assignment 0%</b> <b>Portfolio 33%</b> <b>Assignment 24%</b> <b>Oral Assignment 10%</b>
<b>Course Material</b>	Two textbooks which will be announced at a later point in time.
<b>Course Outline</b>	<p>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?</p> <p>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:</p> <ol style="list-style-type: none"> <li>1) North America,</li> <li>2) Africa,</li> <li>3) Asia.</li> </ol>

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.

<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the theoretical background of foreign policy and diplomacy;</li> <li>• Explain the role of the EU on the world stage and its internal mechanisms related to foreign policy and diplomacy;</li> <li>• Identify key conflicts in the various regions of strategic importance to the EU;</li> <li>• Discuss relevant stakeholders, policy framework and processes in foreign policy and diplomacy;</li> <li>• Demonstrate the ability to research developments on a global scale;</li> <li>• Analyse conflicts from a political and legal angle;</li> <li>• Produce and communicate advice on the basis of political and legal analysis of current conflicts.</li> </ul>
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## Diversity in Europe

<b>Course Code</b>	ES-3DIVEU-24
<b>Year</b>	2
<b>Semester</b>	1 & 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>	Basic knowledge of EU institutions and procedures
<b>Method</b>	6 x weekly lectures, 6 x weekly seminars
<b>Assessment</b>	Policy Evaluation
<b>Course Material</b>	Will be provided on Brightspace.

## Course Outline

This course looks at the implementation and evaluation of EU policies and strategic frameworks on diversity at national and local levels. 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.

### Learning Outcomes

- Students will understand diversity in its many definitions and dimensions
- Students will understand the history of diversity in the EU, as entrenched in Treaties, Strategies and Policies
- Students will be able to evaluate diversity in the EU
- Students will be able to produce a professional product (application to Capitals of Diversity)

## EU Law and EU Institutions

Course Code	ES-1EULAW-25
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Year	1
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Semester	2
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Credits	5 ECTS
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Module Manager	Emma Prins, <a href="mailto:e.prins@hhs.nl">e.prins@hhs.nl</a>
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Entry Requirements	None
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Method	Weekly lectures and seminars
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Assessment	Exam
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Course Material	TBA
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Course Outline	TBA
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Module Learning Outcomes	TBA
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## EU Public Affairs and Lobbying

<b>Course Code</b>	ES-2EUPA-25
<b>Year</b>	2
<b>Semester</b>	1
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Marije Cornelissen Evelyn van Kampen ( <a href="mailto:e.vankampen@hhs.nl">e.vankampen@hhs.nl</a> )
<b>Entry Requirements</b>	None
<b>Method</b>	Practical Seminars
<b>Assessment</b>	Written Paper and Oral Assessment
<b>Course Material</b>	TBA
<b>Course Outline</b>	<p>While the term “public affairs” can seem vague, and “lobbying” often conjures up big business and backroom deals, in reality, public affairs and lobbying are at the core of European decision-making. Everyone lobbies; civil society and businesses lobby the EU institutions, and the institutions lobby each other intensively too. This provides a vital source of information on a dossier and on the opinions held by stakeholders in different Member States. The course will explore the role, nature, challenges and strategies that drive issues and debates forward in the EU.</p> <p>The emphasis of this course is on practice. Throughout the course, students will be working on a case study, using a dossier debated in the EU. Representing their stakeholder, they will engage in exercises to link the theory to the practice in each seminar. The assessments include a written advocacy strategy and an oral assessment (symposium participation.)</p>
<b>Module Learning Outcomes</b>	TBA

## European identities & Ideologies

<b>Course Code</b>	ES-KIDID-23
<b>Year</b>	2
<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>	Recommended Reading Bottici, C. & Challand, B. (2016) Imagining Europe: Myth, memory and Identity, Cambridge: Cambridge University Press (TO BE DETERMINED) Friedman, R. & Thiel, M. (2022, 1e) European Identity and Culture: Narratives of Transnational Belonging (TO BE DETERMINED), London: Routledge Goodwin, B. (2016, 6e) Using Political Ideas, London: Wiley's (TO BE DETERMINED)
<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.

## Europe's Challenging Neighbourhood

<b>Course Code</b>	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>	Lecture/ Seminar
<b>Assessment</b>	Assignment and Risk Assessment
<b>Course Material</b>	Will be provided online on Brightspace
<b>Course Outline</b>	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 & 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

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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.

<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>
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## Human Rights in Europe

<b>Course Code</b>	ES-KHRINEU-23
<b>Year</b>	2
<b>Semester</b>	2
<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>	Will be provided on Brightspace
<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>

## International Cooperation in the EU & Beyond

<b>Course Code</b>	ES-1INTCEU-25
<b>Year</b>	1
<b>Semester</b>	2
<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>	Portfolio and Event
<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> </ol>

3. The student distinguishes the relevant stakeholders according to the functioning and competence of the European Union. (Level 4: Analyse)
4. The student reviews the relevant existing specialized literature in an APA style paper with an annotated bibliography. (Level 5: Evaluate)
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)

## Peace & Security in Europe

<b>Course Code</b>	ES-2PEACSEC-25
<b>Year</b>	2
<b>Semester</b>	2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Vasilis Karakasis ( <a href="mailto:v.karakasis@hhs.nl">v.karakasis@hhs.nl</a> ) Jacqueline Verweij ( <a href="mailto:j.verweij@hhs.nl">j.verweij@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>	Exam and Simulation
<b>Course Material</b>	E. Versluis, M. van Keulen and P. Stephenson (2011), Analysing the European Union Policy Process, Macmillan.
<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>

## Personal Leadership & Core Principles for European Integration

<b>Course Code</b>	ES-KPL-23
<b>Year</b>	3
<b>Semester</b>	2
<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 proactively on a virtue/ positive quality while keeping the end in mind and putting first things first.</li> <li>• Assess through a reflective daily journal the progress of the chosen virtue/ positive quality.</li> <li>• Acknowledge the deep(er) content of the core principles for European Integration.</li> <li>• 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.</li> <li>• Contribute to the solution of current crises while practicing the core principles.</li> </ul>
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## Political Challenges

<b>Course Code</b>	ES-1POLCH-23
<b>Year</b>	1
<b>Semester</b>	1
<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>
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## Political Communication in the 21st Century

<b>Course Code</b>	MO-HMVT23-PCC
<b>Year</b>	3
<b>Semester</b>	1 & 2
<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> <p>Assignment 2 (20%)</p> <p>Final exam (65%)</p>
<b>Course Material</b>	<p>An (electronic) anthology of reading material is made available at the start of the course.</p> <p>Textbook <i>Media Culture and Society</i> (Hodkinson 2<sup>nd</sup> edition 2017) material on BrightSpace and audio/visual materials used in class</p>
<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</p>

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.

<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>
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## 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>	Helen Limon ( <a href="mailto:h.limon@hhs.nl">h.limon@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>	Weekly lectures and seminars
<b>Assessment</b>	Assignments and Event
<b>Course Material</b>	<p>A reading and film list includes, for example:</p> <p>Arendt, H. (1972) Crisis of the republic; San Diego/New York/London: Harcourt &amp; Brace            Graeber, D. (2009) Direct Action: An Ethnography. Edinburgh; Oakland: AK Press            Graeber, D. (2013) The democracy Project: A History, a crisis, a movement; New York: Spiegel &amp; Grau            Hsiao, A. &amp; Lim, A. (eds) 2016) The Verso Book of Dissent. Revolutionary Words from Three Millennia of Rebellion and Resistance; London: Verso Books            Demson, M &amp; McClinton, S.. (2013) Masks of Anarchy. A History of a RADICAL POEM from Percy Shelley to the Triangle Factory; London: Verso Books            Jahanbegloo, R. (2014) Introduction to Nonviolence; New York &amp; London: Palgrave Macmillan</p>

Scott, J.C. (1990) *Domination and the Art of Resistance. Hidden Transcripts*; New Haven & London: Yale University Press

<b>Course Outline</b>	<p>During the course, students will be introduced to a wide range of significant historical protest events, important individual activists and globally significant activist movements, whose creative protest methods have had a lasting impact on society in contemporary Europe. In tandem with the historical perspective, students will explore, in theoretical and practical ways, different forms of creative protest including, for example: parades and blockades, occupation and absence, noise and silence, dressing up and dressing down. The examples to be studied are drawn from both historical and contemporary issues and include, but are limited to: climate action, animal rights, gender equality, and fair and safe employment.</p> <p>In order to reflect the rich complexity of civic activism and its relationship with mainstream society, the course will also draw on examples of examples of protest that have become commodified, such as Pride, and examples of clash within protests (Pride Washington and Queer Police in the wake of BLM). To further enrich the creative cultures in which action takes place, the course will cover instances where creative non-violent protest has been illuminated in fiction, both in literature and film including work for young people (Harry Potter et al). The intention is to make the material feel relevant and engaging for a range of students and will include some of the most creative examples of people in action. In addition to the final assignment, a protest event designed and staged by students, assessment will be made on the historical material covered, group work, and on the theory and practice of safe, inclusive, event management.</p>
<b>Module Learning Outcomes</b>	<p>This highly practical course works within a historical and contemporary context to examine the (creative) practice of non-violent civic protest in Europe from the 19th century to the present day. During the course, students will design a multi-media, multi-discipline event that draws on the elements of history and creative practice introduced during the lectures, seminars, and creative workshops. In the final week of the course, students will stage a short, choreographed event that displays their learning in the form of a professional product – an event and the associated plans and permissions and log book elements. The event, to be held on the main campus/sports campus and utilising the multi-level space of the atrium and/or open space, will include a range of protest forms, delivered in accordance with safe, inclusive and accessible, best-practice event management.</p>

## The EU in Motion: Policies, Priorities and Powers

<b>Course Code</b>	ES-2EUIM-25
<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>	Written Exam

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<b>Course Material</b>	The Policy Paradox by Deborah Stone European Union Politics by J. McCormick Other readings will be posted on Brightspace
<b>Course Outline</b>	This unit will explore EU policy making by taking a look at history, current events and policy theories. Students will be asked to critically look at current issues within the EU in various policy fields.
<b>Learning Outcomes</b>	TBA

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

<b>Course Code</b>	ES-WARPOV-23
<b>Year</b>	2
<b>Semester</b>	1 & 2
<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 Babicky, 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 to 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>

## 5.5 Research

### Applied Research Skills

<b>Course Code</b>	ES-2RESEARCH-23
<b>Year</b>	2
<b>Semester</b>	1
<b>Credits</b>	5 ECTS

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**Module Manager** V. Karakasis [v.karakasis@hhs.nl](mailto:v.karakasis@hhs.nl)

<b>Entry Requirements</b>	None
<b>Method</b>	Interactive workshops on a weekly basis, wherein students build up their group report in close consultation with their instructors, supported by short videos (whenever applicable) uploaded on Brightspace. Instructors should be perceived more as tutors and less as lecturers.
<b>Assessment</b>	Written Report in Groups
<b>Course Material</b>	Will be provided on Brightspace
<b>Course Outline</b>	<p>Applied Research Skills is an important requirement for most job profiles in our Program Framework. In this course, students act as sustainability researchers and analysts who conduct research for a wide range of European professional end-users, including Research Groups and small-scale organizations located in THUAS, NGOs, lobby-groups and social-media campaigners. Through Applied Research, students learn how to decode the needs/desires of the assignment providers, translate them into research objectives, perform quantitative and qualitative analysis, and conclude with recommendations.</p> <p>Students are challenged to upgrade their research skills. They will learn how to design and run a survey wherein they introduce the needs of the assignment providers, translate them into research objectives, map the insights of previous authors in order to identify key concepts, “transform” these concepts into variables, use questionnaires to perform analysis and propose tangible conclusions and recommendations regarding questions of sustainability.</p>
<b>Module Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. Students will be able to identify and frame the needs of the assignment provider(s)</li><li>2. Students will be able to translate those needs into research objectives</li><li>3. Students will be able to describe a theoretical framework/benchmarking model to formulate questions for the questionnaire and the interview</li><li>4. Students will be able to gather data through the use of questionnaires and interviews</li><li>5. Students will be able to present the collected data through the use of excel</li><li>6. Students will be able to analyse the data through the use of a theoretical 7. framework/benchmarking model</li><li>7. Students will be able to provide recommendations to the assignment provider(s) based on the collected data</li></ol>