

Academic Guide Exchange 2026-2027

European Studies, Faculty of Management & Organisation

The Hague University of Applied Sciences



let's change
YOU. US. THE WORLD.

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Academic Guide Exchange 2026-2027

European Studies Faculty of Management & Organisation

Department

Global Office, Faculty of Management & Organisation

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Disclaimer

The information contained in this guide is, to the best of our knowledge, true and accurate at the time of publication and is solely for information purposes. Changing circumstances may cause alterations in its outline at any time. The programme of The Hague University of Applied Sciences accepts no liability for any loss or damage howsoever arising as a result of use or reliance on this guide or on the information thereon or in respect of information accessed via any links from the Web pages.

Foreword

An exchange at The Hague University of Applied Sciences (THUAS) is a truly international experience. THUAS welcomes more than 500 exchange students from around 50 nationalities every academic year. Our academic year is divided into two semesters, which start in September and end of January. Mobilities may last a semester or a full academic year, depending on the Programme.

Our exchange students gain a rich cultural experience by studying alongside our large number of Dutch and international full-time students of English-language bachelor degree programmes. Our high-quality programmes encourage students to explore each other's cultures to become open-minded and independent thinkers – qualities which are essential in the present-day market. Working in a multicultural and cosmopolitan environment becomes second nature to our students.

Exchange students come to The Hague University of Applied Sciences as part of a reciprocal exchange programme with a partner university and must first be nominated by their home institution. Students nominated under our bilateral agreements are not charged tuition fees at THUAS but remain registered with and pay tuition to their home university. Free movers, by contrast, are responsible for paying tuition fees and arranging their admission independently.

The Hague University of Applied Sciences also participates in the Erasmus+ Programme, which enables the mobility of students and staff, the organisation of Blended Intensive Programmes (BIPs), as well as participation in BIPs hosted abroad. In addition to BIPs, blended short-term and long-term mobility is available for studies and traineeships, as well as for staff mobility for teaching and training purposes.

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1.The Hague University of Applied Sciences

Welcome to The Hague University of Applied Sciences (THUAS)!

At THUAS, we encourage our students, lecturers and partners to develop into open-minded global citizens – to stand firm in their own convictions and face the world. We realise that our own professional commitment makes a difference, and we must work together to develop and apply creative solutions.

The Hague is the perfect location to become a global citizen. It is the capital city of the South Holland province and the International City of Peace and Justice – the political heart of the Netherlands. It is home to the Peace Palace, International Court of Justice, Binnenhof (parliament), 115 embassies, multinationals like Shell, Siemens, and ING, and many international NGOs.

These are the values that drive us at THUAS:

- **Curious:** We are curious, ambitious, and enterprising. We are keen to contribute with critical thinking.
- **Caring:** We are dedicated, and we care about your personal growth.
- **Connecting:** We invest significantly in our network in order to develop new insights together.
- **Committed:** Together, we keep moving forward, no matter the challenge.

At THUAS, we constantly need to apply new perspectives and solutions to resolve present and future challenges. We want to empower our students to change and improve the world they live in, but this can only happen if we work together – if we evolve and change.

So, let's change. You. Us. The world.

For the coming Academic Year, The Hague University of Applied Sciences (THUAS) once again opens its doors to you, exchange students, from our hundreds of partners around the world. We are looking forward to welcoming you all.

In this academic guide, you will find general information on everything you need to start your exchange at THUAS, like the ECTS and period of offering of each course, more information on that course, such as assessment type, criteria, learning outcomes, a social guide, contact information, etc.

We here at THUAS hope that you will find the best-suited combination of classes in order to not only complete your studies but also grow as an individual and as part of a group. Furthermore, we hope that after sharing a semester or a year with us, you will return to your home institution as a 'Global Citizen'.

1.1 General information

THUAS is a vibrant and international community, home to **24,948 students of 123 nationalities**. Our university spans four campuses across three cities: two in The Hague, one in Zoetermeer, and one in Delft, each offering modern facilities and inspiring learning environments.

1. **Location Main Campus:** Johanna Westerdijkplein 75, 2521 EN The Hague
2. **Location Sportcampus Zuiderpark:** Mr. P. Droogleeve Fortuynweg 22, 2533 SR Den Haag
3. **Location Zoetermeer:** Bleiswijkseweg 37, 2712 PB, Zoetermeer
4. **Location Delft:** Rotterdamseweg 137, 2628 AL, Delft

The university has 2,521 employees representing 88 nationalities, all contributing to high-quality education and support for students. With over 100 Bachelor's and Associate Degree programs across seven Faculties, THUAS equips students with the skills, knowledge, and global perspective needed to succeed in today's world.

Diversity and inclusion are at the heart of who we are. With such multinationalism among our students and staff, we are committed to building an inclusive and supportive learning and working environment where

everyone feels welcome, valued, and supported. Read more about what we mean by diversity and inclusion [here](#).

1.2 The Dutch Educational System

Higher Education in the Netherlands

The vast majority of higher education institutions in the Netherlands are state-funded. There are around 13 traditional 'research' universities, 1 Open University, and 36 Universities of Applied Sciences.

The higher education system in the Netherlands is based on a three-cycle degree system, consisting of a Bachelor's, Master's, and PhD degree. The Netherlands has a binary higher education system. Binary in this context means there are two types of higher education:

- Research-oriented education, typically provided by research universities
- Higher professional education is offered by the Universities of Applied Sciences

Programmes at research universities focus on theoretical aspects of the field of study and prepare students for undertaking independent research. These also lead to a bachelor's or master's degree. At research universities, you can also pursue a PhD degree.

Programmes at universities of applied sciences prepare students for particular professions and tend to be more practically oriented. They lead to either a bachelor's or a master's degree. There are currently 36 Universities of Applied Sciences in the Netherlands, offering a wide variety of high-quality degree programmes in English. Thematic fields include economics, engineering, agro and food, healthcare, art, social studies, and teacher training (for primary education).

Credit and Grading System

Degree programmes and periods of study are quantified in terms of the European Credit Transfer and Accumulation System (ECTS). In this system, 60 credits represent one year of study, and one credit represents 28 hours of study. The focus of the programmes determines both the number of credits required to complete the programme and the type of degree that is awarded.

In the Netherlands, a ten-point system is used in higher education. A grade of 10 is the highest, and 6 is the minimum pass grade.

Grade meaning

10	Outstanding *	5	Almost satisfactory
9	Very good *	4	Unsatisfactory
8	Good	3	Very unsatisfactory *
7	More than satisfactory	2	Poor *
6	Satisfactory	1	Very Poor *

National Qualification Framework and European Qualifications Framework

The Dutch Higher Education Qualifications Framework is based on the [Overarching Frameworks for Qualifications of the European Higher Education Area \(QF-EHEA\)](#), developed as a part of the Bologna process. The overarching EQF specifies the specific knowledge, skills, degree of independence and responsibility associated with each of the 8 levels, rather than individual qualifications.

The Dutch Higher Education Qualifications Framework consists of 3 stages:

- bachelor's
- master's
- PhD

These 3 stages correspond with EQF levels 6, 7 and 8. The associate degree corresponds to EQF level 5. More information on the level of Dutch Diplomas to be found on [Nuffic's](#) webpage.

1.3 Academic Calendar

The first semester runs from late August until late January/early February. The second semester runs from early February until July.

Check our [website](#) for the THUAS academic calendar and holiday schedule.

1.4 International Office

The International Office can assist you with practical, non-academic related matters. For example, we can help you look into arranging accommodation, registration at the municipality, collecting your residence permit, your health insurance, and answering any questions about working while studying.

Need help?

Our staff are here to help you with any questions about our services.

Location: OV1.10, main campus.

Opening hours: Monday to Friday, 9:00 AM – 4:30 PM

Telephone: +31 (0)70 445 85 85

If you are unable to visit us in person, you can also contact us by [e-mail](#).

Visit our [website](#) to get informed about all the topics above

Accommodation (accommodation@hhs.nl)

THUAS offers a housing service for first-year international degree students and exchange students. Most exchange students are accommodated through our trusted partner DUWO University Housing, a specialist in student accommodation in the Netherlands.

DUWO offers rooms located close to the THUAS campus, giving students the choice between shared accommodation with fellow THUAS students or a self-contained room. Rental contracts are offered in line with the student's exchange period, either one semester or a full academic year.

Because availability is limited, we recommend submitting your housing application as soon as possible; don't wait until you receive your admission offer to start looking. More detailed information about our housing service, accommodation types, and conditions can be found on our [housing page](#).

Exchange (exchange@hhs.nl)

The exchange department handles all administrative matters for incoming exchange students who come to HHS for an exchange (for one semester or an entire academic year). The exchange department liaises with

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partner universities, overseeing nominations and the application process. This department also ensures that exchange students have sufficient health insurance and ensures visa applications for incoming exchange students are processed. The Exchange department also liaises with the Immigration and Naturalization Service (IND) for this latter purpose. It ensures that those who need to be reported to the Immigration and Naturalization Service (IND) (these are often international students who are already studying here and have a Dutch residence permit, but are going abroad) are also properly registered.

1.5 Resources and Services

Whether you are studying in Delft, Zoetermeer, or at one of our campuses in The Hague, there are always lecture rooms, classrooms, workspaces, restaurants, libraries, and sports facilities available to you.

Library

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.

Study areas

When working on an assignment, preparing for an exam or meeting with other students, you can use a variety of specially designed work and study areas on all of our campuses. You can also log into 'our' wireless network with your laptop, tablet or smartphone. Of course, we also have 'fixed' computer workstations.

Campus Card

THUAS makes use of an electronic purse system for printing, accessing lockers (during exams), and buying food and drinks. You can pick up your Campus Card by presenting valid ID at the IT Front Office of your THUAS campus. Alternatively, during the Introduction Day, we will assist you with its procurement.

To load money onto the card, you need to have a PayPal account or a Dutch bank account. It is not possible to charge it with foreign bank cards unfortunately. Alternatively, you can also pay by European debit cards on university grounds.

IT Front Office

The FZ & IT Front Office provides integrated accommodation, facilities, and IT support across THUAS, striving to deliver the highest service standards. Its mission is to leverage the latest technologies, offer differentiated services and structures, and maintain an international perspective. The team focuses on relieving users of logistical concerns and ensuring a secure physical and digital environment.

The Front Office is happy to assist you with all IT-related questions. You can also borrow audiovisual equipment, for example, if you need to record a video for a class. Through the iFrontOffice self-service portal, you can find manuals and submit service requests. The Front Office can also assist you with any questions regarding your Campus Card.

Language support

For students who want to develop their Dutch language skills, the [Taalpunt](#) is available, while the [Language Point](#) offers support in English. To access these resources, you must first be registered at THUAS (via Osiris) to gain access to the Student portal (Studentennet in Dutch).

Social Guide

This guide is designed to help you navigate the social landscape of The Netherlands seamlessly. From language essentials to cultural insights, social outings and important information on laws and healthcare,

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we've got you covered. Embrace diversity, explore the city's, and make connections that will last a lifetime. It will give some practical and hopefully useful information to survive your time at THUAS. Find it [here](#).

Canteen

Forgot your lunch box? No problem! There are various food providers and vending machines at THUAS. All of our campuses have one or more restaurants where you can buy hot and cold food and drinks. The main campus also has the West 75 café, a coffee corner and a cafeteria with a wide selection of fruit, dairy products, meals, halal dishes and more.

Please note that the university does not accept cash or credit cards. Payments can be made only via the Campus Card or a Dutch (European) Maestro bank card.

There is also a small grocery store outside the main building called "Albert Heijn To Go", which sells a selection of meals and snacks and drinks. There are also various vending machines with drinks and snacks on multiple floors of the university.

Studying with a disability or special circumstances

THUAS offers customized facilities that can help make studying easier for you. At our four locations we take your (im)possibilities into account as much as possible. We can help you as much as possible right from the start of your studies if you let us know. Read more [here](#).

Sports Centre, Gym & Student life

The main campus of THUAS has a Fitness Centre where you can work out and a gym for group classes (yoga, boxing, Zumba, bodypump). In the sportshalls at Zuiderpark campus, you can play various indoor sports (basketball, football, volleyball, badminton). A sports & fitness pass gives you unlimited access to all these studentsports activities. More information [here](#).

The main campus is also home to various sports clubs (rowing, korfbal, lacrosse, rugby, tennis, football, volleyball, hockey, basketball, athletics etc.) and organises events, activities, and parties for international students from time to time. The Hague, Delft and Zoetermeer offer lots of different opportunities to make your student days as epic as you want!

Campus Student Life and Sports is located across from the main entrance of THUAS at Johanna Westerdijkplein 66. You can also reach out via email at campus@hhs.nl or follow them on [Instagram](#) and to stay up to date with the latest news on [communities and associations](#), events and student sports.

Student counselling and 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.

Any conversations with the faculty staff, counsellors and/or psychologists are strictly confidential. Want to know more? Visit our [page](#) for details.

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 (drugist). 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.

1.6 Contact information

Faculty of Management & Organisation Global Office, OV2.49, MO-GlobalOffice@hhs.nl

For academic questions about your exchange programme, learning agreement and introduction week

THUAS International Office, OV1.10, 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, etc.

THUAS Front Office FZ IT, OV1.69 frontoffice@hhs.nl

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

2. Information on the Academic Programme

2.1 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.

2.2 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.

2.3 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 Turnitin, 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.

2.4 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)

2.5 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

2.6 Year Calendar 2026-2027

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 24 August 2026 until 5 February 2027

24 Aug – 28 Aug	Start Mandatory Introduction week (semester 1)
31 Aug	Start of Semester 1 classes
19 Oct – 23 Oct	Autumn Break
26 Oct – 30 Oct	Midterm Exams semester 1
14 Dec – 18 Dec	Final Exams A semester 1
21 Dec – 1 Jan	Christmas Break
25 Jan – 29 Jan	Final Exams B semester 1
5 Apr – 9 Apr	Resits Exams Semester 1 (to be taken IN PERSON AT THUAS)

The second semester runs from 3 February 2027 until 9 July 2027

3 Feb – 5 Feb	Start Mandatory Introduction week (semester 2)
8 Feb	Start of Semester 2 classes
22 Feb – 26 Feb	Spring Break
26 Mar – 29 Mar	Easter Weekend (national holiday)
5 Apr – 9 April	Midterm Exams Semester 2
26 Apr – 2 May	May Break
27 Apr	King's Day (national holiday)
5 May	Liberation Day
6 May – 7 May	Ascension Day (national holiday)
17 May	Pentecost (national holiday)
31 May – 4 June	Finals exams A semester 2
21 Jun – 25 Jun	Finals exams B semester 2
28 Jun – 2 Jul	Resit Exams A semester 2 (to be taken IN PERSON AT THUAS)
5 Jul – 9 Jul	Resit Exams B semester 2 (to be taken IN PERSON AT THUAS)
19 July	Summer Break

2.7 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**. Written exams will be held during the indicated exam weeks, other forms of assessment may take place outside of the planned exam 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.

Final Exams A refers to exams for Year 1 and Year 2 courses. Final Exams B refers to Year 3 courses.

2.8 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 physical identification before entering the exam room. 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.

2.9 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.**

2.10 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.**

2.11 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.

2.12 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.

3. 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. **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.*

3.1 The Academic Programme - Courses

Course code	Course name	Field	ECTS	Semester 1 (fall)	Semester 2 (spring)
ES-1BUSCH-23	Business Challenges	Business	5	Available	N/A
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-2PRO4-23	Project: Fundraising in Europe	Business	5	NA	Available
ES-KCORPVAL-23	Corporate Governance & Value-Based Leadership	Business	5	N/A	Available
MO-HMVT24-TFW	The Future of Work	Business	15	Available	N/A
MO-HMVT26-DWB	Business&Society in post-brexit Britain	Culture	15	N/A	Available
ES-KCULTURE-23	European Culture:from 1000 BCE to TikTok	Culture	5	N/A	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	N/A	Available
MO-HMVT26-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-HMVT26-LAW	International Law	Law	15	Available	N/A
MO-HMVT26-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-26	EU Public Affairs & Lobbying	Politics	5	Available	N/A
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-1POLCH-23	Political Challenges	Politics	5	Available	N/A
MO-HMVT23-PCC	Political Communication in 21st Century	Politics	15	Available	N/A
ES-1PRO1-24	Project 1: Facing Europe's Challenges	Politics	5	Available	N/A
MO-HMVT26-AOP	The Art of Protest	Politics	15	N/A	Available
ES-2EUIM-26	The EU in Motion: PP&P	Politics	5	Available	N/A
ES-KWARPOV-23	WIP - Facing the outside world	Politics	5	Available	Available
ES-KGEOPOL-26	Geopolitics, Power and Media	Politics	5	Available	Available
ES-2RESEARCH-23	Applied Research Skills	Research	5	Available	N/A
ES-3RESEARCHADV-26	Applied Research Advanced	Research	5	Available	Available

3.2 Business

Business Challenges

Course Code	ES-1BUSCH-23
Year	1
Semester	1
Credits	5 ECTS
Module Managers	B. Kuijpers, b.a.m.kuijpers@hhs.nl D. Brygiert-Faure, d.brygiert@hhs.nl
Entry Requirements	none
Method	Lectures, seminars and workshops
Assessment	Exam 40% and Group Assignment 60%
Course Material	Karolien Van Riel, Sustainable Business Management, Owl Press, Ghent, Belgium, 2nd revised edition, 2023. ISBN: 9789464759464
Course Outline	The course looks at how businesses can find a balance between the economic, social and environmental challenges they are facing in Europe and the rest of the world. You will think critically about the current situation and come up with possible solutions for the future, considering how these solutions would fit into the business world. The course also helps you to develop authentic business presentation skills through structured practice. You will learn to master storytelling techniques, audience adaptation, body language, vocal variety, and persuasive rhetoric, and apply these skills to present solutions to European multinational companies' sustainability challenges. The course consists of a series of lectures and seminars. The objective of the lectures is to provide you with the theoretical insight required for effective sustainable business management. In the seminars, the practical challenges that businesses in Europe face when managing sustainability are discussed. Until the autumn break, you will work independently to prepare for a mid-term written exam (which will assess your knowledge of sustainable business management). Following the autumn break, you will work in a group of students on an applied research poster (to apply your knowledge to a European multinational) and develop professional presentation skills to communicate your findings effectively.
Module Learning Outcomes	1. Identify and explain key theories and concepts of sustainable business management. 2. Describe and illustrate how European businesses address the ethical trilemma of economic, social, and environmental challenges. 3. Use basic Excel functions to construct clear, coherent, and insightful tables and graphs. 4. Organize and deliver professional business presentations using effective structures and communication techniques. 5. Critically examine how European businesses create value that contributes to solving global challenges. 6. Investigate and interpret business challenges to produce evidence-based recommendations for multinational companies.

7. Develop an applied research poster with feasible recommendations for European businesses to address sustainability dilemmas.

Managing Organisations in the EU

Course Code	ES-1MOEU-E4-23
Year	1
Semester	2
Credits	5 ECTS
Module Managers	E. van Weperen, E.J.vanWeperen@hhs.nl
Entry Requirements	none
Method	Lectures and seminars
Assessment	Exam 40% and Group Assignment 60%
Course Material	Supplement: R.J. Ebert & R.W. Griffin, Business Essentials, ISBN 13 978-1-292426938 Global 13th edition (12th and 11th also acceptable)
Course Outline	This course provides you with foundational knowledge to understand how businesses and institutions are organised and managed. You will learn about the essential skills and attitudes required for operating in any professional field. As a European Professional you need this basic management expertise to position and operate effectively, internally in an organisation or externally in a multi-stakeholder environment. In the lectures you will gain theoretical insight into the theme of managing organisations. The Business Essentials book is used as a supplement to the course. In the seminars, you create in a group of students a professional brief for a media agency, utilizing a provided template, to detail the requirements for a short film aimed at recruiting new staff for your self-invented organisation. The brief should capture the identity of the organisation to convey its essence. You will create a portfolio of several products and present your findings.
Module Learning Outcomes	Know the main theories and concepts of managing a business; Reflect critically on how businesses in Europe add value to their continuity; Create a professional brief that effectively communicates the organization's essence and attracts potential employees.

Marketing & Communications for Organisations in EU

Course Code	ES-2MARKCOM-23
Year	2
Semester	2
Credits	5 ECTS
Module Manager	Tasnim Moenne, t.k.moenne@hhs.nl
Entry Requirements	None
Method	Weekly 3-hour seminars + video lectures
Assessment	Professional Product
Course Material	Possibly:
Course Outline	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.
Module Learning Outcomes	Competences The student applies their knowledge of Europe to analyse complex challenges related to Europe and its changing role in the world. The student researches and critically evaluates contemporary issues, linking theory and practice to formulate concrete recommendations for organisations active in a European context. Program Learning Outcomes 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.

Sustainable Business

Course Code	ES-2SUSBUS-23
Year	2
Semester	1
Credits	5 ECTS
Module Manager	Tasnim Moenne T.K.Moenne@hhs.nl
Entry Requirements	None
Method	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
Assessment	Writing assignments and Oral exam
Course Material	All reading will be freely accessible online. There is no need to purchase a book for this course.
Course Outline	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. In phase 1, students will learn how to analyse a business case as a consultant, highlighting the sustainability practices of the case in question. 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. 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.
Learning Outcomes	1. Support organisations, businesses and institutions active in Europe in facing challenges related to Europe by analysing issues, evaluating processes, offering advice and solving problems with attention to European business, politics and culture. 2. Connect the disciplines of European business, politics, culture to solve problems with multi-stakeholder collaboration. 3. Assist and advise organisations, businesses and institutions on navigating and interacting with the multi-level policy, regulatory and financial (or economic) frameworks in Europe, and managing their impact on organisational operations and goals. 4. Communicate in English at minimum C1 level in order to study and/or work in an international context, communicate effectively and appropriately to a (non-) specialist audience and to facilitate professional international collaboration. 5. Develop professional products in different formats, for different audiences, in order to effectively and appropriately communicate with partners/stakeholders using the English language at C1 level proficiency.

Sustainable Entrepreneurial Thinking

Course Code	ES-KSUSTHINK-23
Year	2
Semester	1 & 2
Credits	5 ECTS
Module Manager	Ernst van Weperen, e.j.vanweperen@hhs.nl
Entry Requirements	None
Method	Interactive coaching seminars (90 minutes a week), guest lecture, possible visit to sustainable enterprise
Assessment	Individual: 1. Video presentation (40%) 2. Portfolio (20%) Group: 1. Group pitch (20%) 2. Business model report (20%)
Course Material	Digital
Course Outline	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. 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.
Module Learning Outcomes	1. The student can compare various models that explain sustainable challenges that global society faces. 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. 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. 4. The student can design a generic business solution to address systemic problems related to one or more of the SDGs.

Project 4: Fundraising in the EU

Course Code	ES-2PRO4-23
Year	2
Semester	2 (note: this course takes place over 3 weeks in June)
Credits	5 ECTS
Module Manager	Dave van Ginhoven (d.vanginhoven@hhs.nl)
Entry Requirements	None
Method	The Project will feature a series of plenary sessions with guest lecturers to talk about major project themes. Further instruction will be provided through videos and other blended learning materials and students will sometimes teach themselves and teach each other. Students will work on deliverables almost every day and will meet with their teacher (Scrum Master) for coaching, assessment and feedback almost every day. They will also make use of online collaboration tools.
Assessment	Students are assessed with a project portfolio consisting of: • <i>A (Non-Profit) Business Model Canvas for a start-up organisation or business</i> • <i>A Grant Proposal</i> • <i>A basic style guide for web writing</i> • <i>Assorted web content for the organisation's website</i> <i>A Pitch for Investors/Donor</i>
Course Material	Digital
Course Outline	In this project, students will be divided into small groups of 5-6 students. Each group will develop an idea for a start-up: a small or medium-sized enterprise (SME) or a non-governmental organisation (NGO) that is situated in Europe. In addition to pitching their idea for investors, students will learn how to brand their company and communicate online. Finally, each group will learn the ins and outs of applying for European funding by writing and presenting a short grant proposal.
Module Learning Outcomes	By the end of this course the student can: • Make or advise on strategic choices to help an organisation react to current affairs/market developments. • Research national and/or European policies and funding programmes and understands how they affect organisational plans and goals. • Produce and present professional products that are evidence-based and backed by research, in English. • Demonstrate that they were able to share responsibility for the project with their team and collaborate with (inter)cultural sensitivity using specific project management methodology and tools.

Corporate Governance and Value-Based Leadership

Course Code	ES-KCORPVAL-23
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Year	2
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Semester	2
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Credits	5 ECTS
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Module Manager	Agota Szabo
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Entry Requirements	None
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Method	TBA
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Assessment	TBA
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Course Material	TBA
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Course Outline	TBA
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Learning Outcomes	TBA
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The Future of Work

Course Code	MO-HMVT24-TFW
Year	3
Semester	1
Credits	15 ECTS
Module Manager	Reinout Klamer: h.r.klamer@hhs.nl
Entry Requirements	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.
Method	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
Assessment	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
Course Material	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
Course Outline	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. Content 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.

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

Course Code	MO-HMVT26-DWB
Year	3
Semester	2
Credits	15 ECTS
Module Manager	Daria Brygiert-Faure, d.brygiert@hhs.nl Rebecca Kleiweg de Zwaan, r.kleiwegdezwaan@hhs.nl Agota Szabo (a.szabo@hhs.nl)
Entry Requirements	None
Method	Each course encompasses interactive lectures, seminars for discussion, student presentations, practical exercises, assignments, and guest lectures.
Assessment	Politics presentation and advisory report, Business presentation and advisory report, Conference
Course Material	Leeman J, Export Planning, Pearson, 2nd ed. (2017) Case studies from Netherlands-British Trade Council & UK Mission to the European Union
Course Outline	The United Kingdom has historically wielded significant influence over Europe, a dynamic that continues in today's global landscape. English serves as the lingua franca of both the world and the European Union, making the UK a destination for European travel, business, and political engagement. This minor is designed to address the challenges and opportunities presented by Brexit for European professionals. The minor is structured into three components: 1. Political: exploring UK politics and its connection to the EU. 2. Business: examining the British market as a potential export destination for European nations. 3. Project: wherein students leverage their knowledge and skills to organize a conference dedicated to sharing best practices for engaging with the UK post-Brexit. Intercultural awareness is interwoven throughout all three components of the minor, enhancing the holistic learning experience.
Learning Outcomes	• Comprehensive understanding of the causes and ramifications of Brexit on both the EU and the UK. • Proficiency in providing strategic counsel to organizations involved with the British Isles in the domains of business, politics, and culture. • Skilful analysis and critical evaluation of the multifaceted relationship between the EU and the UK, including their association with Ireland. • Effective collaboration with diverse stakeholders to deliver successful projects. • Competence in addressing delicate intercultural matters. • Proficiency in researching contemporary issues related to the British Isles. • Capability to devise innovative solutions for contemporary challenges.

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- 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.
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European Culture: from 1000BCE to TikTok

Course Code	ES-KCULTURE-23
Year	2
Semester	2
Credits	5 ECTS
Module Manager	• Emma van Driessum (e.l.m.vandriesum@hhs.nl) • Roberto Barroso (r.barroso@hhs.nl) • Dave van Ginhoven (d.vanginhoven@hhs.nl)
Entry Requirements	None
Method	Lecture-Seminar
Assessment	Oral Exam
Course Material	E.H. Gombrich, The Story of Art Maarten de Pourq and Sophie Levie (eds.), European Literary History (selected chapters) Other Literature TO BE DETERMINED
Course Outline	Lectures & seminars exploring European Religion & philosophy, European Literature, Visual Arts, Music, Cinema & Popular culture, with regular reading and viewing assignments.
Module Learning Outcomes	By the end of this course the student can: • Identify & describe key aspects of Europe's cultural development and comment on their influence on Europe today. • Analyse the complexities of contemporary European culture & identity • Analyse European cultural product (art, music, cinema, literature) and place it in a larger cultural context. • Reflect on their own cultural background and how it relates to others in an intercultural Europe. • The student can communicate, from a formal, academic perspective, about cultural matters in a manner accessible to lay audiences.

Exchange Perspectives for Local Impact in Collaboration (EXPLICO)

Course Code	ES-3EXPLICO-23
Year	n/a
Semester	2
Credits	5 ECTS
Module Manager	Refiya Scheltinga R.Scheltinga@hhs.nl
Entry Requirements	None
Method	• Online lectures on intercultural competence development, design engineering • Online local and international guest lectures exploring the impact of global challenges in different disciplines and regions • Collaborative Online International Learning in mixed student groups • Process coaching by THUAS coaches • Weekly structured project assignments and deliverables and reflection logs
Assessment	Evaluation will be based on a portfolio and essay (grading style: Pass/Fail)
Course Material	TO BE DETERMINED
Course Outline	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. 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. 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. 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.
Learning Outcomes	Upon successful completion of the course the student will be able to: • Communicate thoughts, opinions, beliefs, and values on global issues from various perspectives and interests. • Examine the impact of culture on global issues from a multi-disciplinary and multi-cultural perspective. • Critically reflect on personal intercultural interactions for personal, academic, and professional development. • Demonstrate flexibility by managing ambiguity and adjust expectations and behaviour in the context of a virtual exchange project. • Apply the design thinking cycle and propose solutions to local problems, considering multicultural and multi-stakeholder perspectives in the process.

Gender & Sexuality in Europe

Course Code	ES-KGENSEX-23
Year	2
Semester	1 & 2
Credits	5 ECTS
Module Manager	M. Minkman, m.a.minkman@hhs.nl
Entry Requirements	None
Method	Weekly session of 2hr 15min
Assessment	Portfolio
Course Material	Queer in Europe by Lisa Downing and Robert Gillett Self-composed Reader
Course Outline	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.
Module Learning Outcomes	1. Students will be able to identify topics relating to women and LGBTQ+ individuals in European culture, business and politics. 2. Students will be able to critically evaluate topics relating to women and LGBTQ+ individuals in European culture, business and politics. 3. Students will understand theories relating to women and LGBTQ+ individuals in European culture, business and politics. 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.

Intercultural Communication in English

Course Code	ES-1ICULEN-23
Year	1
Semester	2
Credits	5 ECTS
Module Manager	R. Scheltinga (r.scheltinga@hhs.nl)
Entry Requirements	None
Method	2 x 90 minutes
Assessment	Cultural Advice report
Course Material	Hoffman, E., & Verdooren, A. (2018). <i>Diversity competence: Cultures don't meet, people do</i> . Publisher Coutinho
Course Outline	This course is designed to introduce students to Intercultural Communication and familiarise them with intercultural concepts necessary to build intercultural competence.
Module Learning Outcomes	Students will learn and improve their English Communication skills (professional and academic language skills): • 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. • 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

Pan-American Studies

Course Code	ES-KPANAM-23
Year	2
Semester	2
Credits	5 ECTS
Module Manager	- Nathalie Schwan (N.H.H.M.Schwan@hhs.nl) - Dave van Ginhoven (d.vanginhoven@hhs.nl)
Entry Requirements	None
Method	Lecture Seminar
Assessment	Presentation & Written Exam
Course Material	<i>The Routledge History of Latin-American Culture</i>. Carlos Manual Saloman, editor. Taylor & Francis, 2018. ISBN: 978-1-138-90256-5 (hard copy) ISBN: 978-1-315-69725-3 (ebook) <i>The American Civilization</i> by David Mauk et. al. Preferably 8th edition. Taylor & Francis, 2022. ISBN: 978-0-367-62095-0 (hardcover), ISBN: 978-0-367-62094-3 (paperback), ISBN: 978-1-003-10793-4 (ebook)
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: - 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. - Analyse the political, cultural and economic systems of the Americas, as well as their relationship to Europe. - Analyse cultural products (art, music, literature & cinema) produced by American cultures and place them in a larger cultural context. - Compare and contrast the cultures of the Americas to Europe.

Spanish Language and Culture for Beginners

Course Code	MO-HMVT26-SP0
Year	3
Semester	1
Credits	15 ECTS
Module Manager	Claudia Bulnes (c.bulnes@hhs.nl) Anabel Diaz (a.diaz@hhs.nl)
Entry Requirements	The teachers can reject students with previous knowledge of Spanish.
Method	Three 135 minutes sessions per week
Assessment	Part A: written exam (20%) – term 1 Part B: written exam (40%) – term 2 Part C: Portfolio (20%) – term 2 Part D: Oral exam (20%) – term 2
Course Material	Aula Internacional Plus 1 (ISBN: 978-94-6325-1341) Sin noticias (ISBN: 978-84-18032-08-0)
Course Outline	Students will get familiar with Spanish language at a basic level (European Framework level A.2). There will also be attention to cultural aspects of the Spanish speaking world.
Learning Outcomes	- Students will have an A2 level of Spanish - Students will have basic knowledge of culture of the spanish-speaking world

Spanish Language and Culture B2

Course Code	MO-HMVT24-SPB2
Year	3
Semester	2
Credits	15 ECTS
Module Manager	Roberto Barroso, r.barroso@hhs.nl Elena Cabrera, e.cabreravacas@hhs.nl Nathalie Schwan, n.h.h.m.schwan@hhs.nl
Entry Requirements	Spanish A2 level
Method	Three 135 minutes sessions per week
Assessment	TBA
Course Material	TBA
Course Outline	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. At B2 level, you can understand complex topics, communicate fluently with native speakers, write detailed texts, and use the language in different situations.
Learning Outcomes	• 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. • Students are able to interact with native speakers with a sufficient degree of fluency and spontaneity so that communication is effortless for either party. • 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. • 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.

Communication and Research for Professionals

Course Code	ES-1CRP-25
Year	1
Semester	1
Credits	5 ECTS
Module Manager	Marije Minkman-Allen (m.minkman@hhs.nl) Dave van Ginhoven (d.vanginhoven@hhs.nl)
Entry Requirements	None
Method	We've designed this course as a step-by-step journey that builds your skills gradually, so you never feel like you're in over your head. Each week, we'll focus on a specific skill or concept — from finding credible sources to writing structured paragraphs, from analysing bias to building an argument. We'll start with the basics of research and writing, then move towards more complex tasks like critical analysis and persuasive writing. Every class will be a mix of short lectures, hands-on exercises, discussions, and reflections. You'll be working individually, in pairs, and in groups — and you'll have plenty of opportunities to get feedback, both from your teacher and from your peers. Some weeks, you'll also get to experiment with AI tools to see how they can (and can't) support your learning.
Assessment	Portfolio will include: 1. Proof you've completed the HIT and BIBIT research trainings through THUAS library website (week 1 and 2) 2. A source analysis, focusing on communication goal, intended audience, and bias. 3. A 1000-word European Semester Country Report, based on your research. 4. Two argumentative essays: one supporting and one opposing a controversial claim.
Course Material	TBA
Course Outline	This course is designed to introduce students to Intercultural Communication and familiarise them with intercultural concepts necessary to build intercultural competence.
Module Learning Outcomes	Students will learn and improve their English Communication skills (professional and academic language skills): • 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. • 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

3.4 Law, Politics and Administration

International Law

Course Code	ES-HMVT26-LAW
Year	3
Semester	1
Credits	15 ECTS
Module Manager	Isabel Dusterhoft (International Humanitarian and Criminal Law) i.k.dusterhoft@hhs.nl Maarten van Munster (Human Rights Law) m.vanmunster@hhs.nl
Entry Requirements	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.
Method	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.
Assessment	Group case assignment (presentation + essay) Comprehensive final exam (written) Individual paper (essay) Written exam & moot court Written exam, & presentation
Course Material	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
Course Outline	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. 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. 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.

Course Outline	Upon successful completion on the course, students will be able to: • Have knowledge and understanding of the function, sources, and major principles of IL • Understand the making of treaties and their importance in international relations. • Appreciate the possibilities and limitations of international dispute resolution. • Be able to deal with problems that have international legal implications: territory, law of the sea, state responsibility and the use of force. • 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.
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Diplomacy & Foreign Policy in the EU

Course Code	MO-HMVT26-DFPEU
Year	3
Semester	2
Credits	15 ECTS
Module Manager	Dr. Michaela Anghel, m.anghel@hhs.nl Rebecca Kleiweg de Zwaan, r.kleiwegdezwaan@hhs.nl
Entry Requirements	Students following the minor should already have basic general knowledge and an understanding of Europe's cultural backgrounds and political structures.
Method	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.
Assessment	Simulation 33% Assignment 0% Portfolio 33% Assignment 24% Oral Assignment 10%
Course Material	Two textbooks which will be announced at a later point in time.
Course Outline	Diplomacy is key when looking at the EU's foreign policy. Indeed, without it, there would be no solutions to current issues. However, how is diplomacy conducted in the EU? What is the role of The European External Action Service? How is it organized? What are their main priorities when dealing with strategic partners, key international players, and emerging and developing powers -How do EU diplomats wheel and deal in the 21 century? The course focusses on Diplomacy in the EU. More specifically, the minor will be divided in three parts connected to three regions which are of importance to the EU: 1) North America, 2) Africa, 3) Asia. In order to apply diplomacy in practice, students first need to have some knowledge about Foreign Policy and the EU. Therefore, the idea is to focus on basic theory in the first three weeks of the course. This will include the key players, policy and legislative framework and recent diplomatic developments as reported on in the news. Theoretical concepts and key research in the area of foreign policy and diplomacy will also be introduced. The first three weeks of the course will therefore be taught together for all three modules, likely in the form of online lectures (due to timetable conflicts) and live

seminars that will focus on applying the theory presented to the respective geographical area of the part of the minor.

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

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

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

Course Code	ES-3DIVEU-24
Year	2
Semester	1 & 2
Credits	5 ECTS
Module Manager	Tiaan Westenberg, t.a.westenberg@hhs.nl Antje Grebner, a.grebner@hhs.nl
Entry Requirements	Basic knowledge of EU institutions and procedures
Method	6 x weekly lectures, 6 x weekly seminars
Assessment	Policy Evaluation
Course Material	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
Year	1
Semester	2
Credits	5 ECTS
Module Manager	Emma Prins, e.prins@hhs.nl
Entry Requirements	None
Method	Weekly lectures and seminars
Assessment	Multiple Choice exam
Course Material	• Davies, K., van Munster, M. & Düsterhöft, I. (2022). Understanding European Union Law (8th edition). Routledge. Available here. <i>While you are allowed to use previous versions of this book, the content has been updated and the page numbers may not match those assigned for class</i> • Treaty on the European Union. Freely available online, please download the PDF. • Treaty on the Functioning of the European Union. Freely available online, please download the PDF.
Course Outline	It should not be a surprise that the EU feels intangible for European citizens, considering how complex the EU can be. The knowledge of most people in Europe stops at knowing about Brexit and the mere existence of the EU – there is a shortage of professionals who understand the European Union and how its laws affect our lives and the work field. However, before participating in the debate on whether the EU is a successful project, if it is undermining national sovereignty, it is important to better understand the functioning of the EU and its laws. How are the European citizens represented by the EU citizens? How do the European Commission, European Parliament, and Council of the EU create laws together? What is the difference between the Council of the EU, European Council, and Council of Europe? How is the European legal system upheld? What impact does European law have on your daily life and organisations? How are states held accountable by not upholding the EU's Rule of Law? These and other questions will be explored in the course's three parts, being "I: The EU and its Institutions", "II: The EU and its Legal Framework" and "III: The EU & You", which will provide students with an introduction to the EU institutions and law, assessed through a Multiple Choice Exam. Armed with this knowledge, students will be better prepared for future discussions and analysis of issues on European integration, decision- and policy making, as well as European law.
Module Learning Outcomes	• The student distinguishes the relevant stakeholders according to the functioning and competence of the European Union • The student is able to recall the creation of the European Union through historical perspectives and important Treaties

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- The student is able to differentiate between key European Union institutions and their functions
 - The student demonstrates knowledge on the European Union's decision-making and legal procedures
 - The student can apply their knowledge on European Union law and the EU Court to real-life situations
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EU Public Affairs and Lobbying

Course Code	ES-2EUPA-26
Year	2
Semester	1
Credits	5 ECTS
Module Manager	Marije Cornelissen Evelyn van Kampen (e.vankampen@hhs.nl)
Entry Requirements	None
Method	Practical Seminars
Assessment	Written Paper and Oral Assessment
Course Material	TBA
Course Outline	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. 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.)
Module Learning Outcomes	The student can advise an organisation on the basis of an extensive analysis of the EU multi-level regulatory and policy framework and the broader network of stakeholders to support its work in public affairs.

Europe's Challenging Neighbourhood

Course Code	MO-HMVT24-ECN
Year	3
Semester	2
Credits	15 ECTS
Module Manager	Dr. Vasilis Karakasis, v.karakasis@hhs.nl
Entry Requirements	None
Method	Lecture/ Seminar
Assessment	Assignment and Risk Assessment
Course Material	Will be provided online on Brightspace
Course Outline	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 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.
Learning Outcomes	• Students conduct risks analysis for assignment providers • Students will gain insights from various disciplines (foreign policy analysis and crisis management) and industries/fields (human security & promotion of democracy) • Students map the stakeholders involved in the ecosystem of European Neighbourhood Policy, from local to national and European level • 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 & ranking (see Q-methodology) • 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

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- Students visualize their findings via graphs/pie/charts and present these orally using a factsheet/poster
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Human Rights in Europe

Course Code	ES-KHRINEU-23
Year	2
Semester	2
Credits	5 ECTS
Module Manager	Isabel Düsterhöft (i.k.dusterhoft@hhs.nl) Maarten van Munster (m.vanmunster@hhs.nl)
Entry Requirements	None
Method	Recorded online lectures and live seminars.
Assessment	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.
Course Material	Will be provided on Brightspace
Course Outline	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.
Module Learning Outcomes	1. Understand the fundamental mechanisms of global, regional and national human rights protection. 2. Identify the various human rights regulatory instruments within Europe, both from the EU as well as from the Council of Europe. 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. 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). 5. Present an advocacy pitch based on the portfolio mentioned in learning outcome 4.

International Cooperation in the EU & Beyond

Course Code	ES-1INTCEU-25
Year	1
Semester	2
Credits	5 ECTS
Module Manager	Michaela Anghel (M.Anghel@hhs.nl)
Entry Requirements	Please note this is a first year, introductory course. Do not choose this course if at your home university you took any one of the following courses: Global Issues, Global Governance, Introduction to Global Politics, Introduction to the United Nations, International organizations
Method	Weekly lectures and seminars
Assessment	Multiple choice half term exam 40% and professional assignment (group research paper and oral defense) 60%
Course Material	1. Garner, Ferdinand and Lawson Intro to Politics 6th edition from 2026
Course Outline	The course "International Cooperation in Europe & Beyond" (ICEB) introduces you to the world of international organisations. You will learn how to distinguish between Intergovernmental Organisations (IGOs) and International Non-Governmental Organizations (INGOs), how to understand the way our world is governed and how global issues are addressed. We will pay particular attention to what the international community can do to ensure security for states and their citizens, to protect human rights, to facilitate the production and distribution of wealth and to preserve our natural environment.
Module Learning Outcomes	1. Distinguish between the various types of international organizations (IOs) using course definitions and criteria, in an individual multiple-choice exam and a professional assignment based on independent study 2. Discuss the outcomes of global governance activities in the following areas of cooperation: Security, Human Rights, Trade and Development and The Environment using course definitions and criteria, in an individual multiple-choice exam and a professional assignment based on independent study. 3. Describe a real-world problem confronting an international organization by analytically presenting specialized literature in a professional assignment.

Peace & Security in Europe

Course Code	ES-2PEACSEC-25
Year	2
Semester	2
Credits	5 ECTS
Module Manager	Vasilis Karakasis (v.karakasis@hhs.nl) Jacqueline Verweij (j.verweij@hhs.nl)
Entry Requirements	None - students are more likely to be successful if they have completed their first-year courses
Method	Recorded online lectures and live seminars.
Assessment	Exam and Simulation
Course Material	E. Versluis, M. van Keulen and P. Stephenson (2011), Analysing the European Union Policy Process, Macmillan.
Course Outline	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.
Module Learning Outcomes	1. Understand the steps of the decision-making and implementation in the policy cycle of the EU. 2. Identify international relations and political science theories that relate to the EU's policy process. 3. Explain how the historical, legislative and political background have shaped specific policy areas. 4. Produce a theoretical framework in support of the analysis of a particular policy instrument. 5. Connect specific EU authority instruments to policy analysis tools in a particular policy area. 6. Conduct a policy analysis of a specific EU authority instrument. 7. Recommend concrete action points for the assigned stakeholder.

Political Challenges

Course Code	ES-1POLCH-23
Year	1
Semester	1
Credits	5 ECTS
Module Manager	M. Anghel, manghel@hhs.nl
Entry Requirements	Please note this is a first year, introductory course. Do not choose this course if at your home university you took any one of the following courses: Introduction to Politics, Introduction to Comparative Politics, History of European Ideas, Introduction to democracy.
Method	Weekly lectures and seminars.
Assessment	Open question knowledge examination
Course Material	1. John Hirst, The Shortest History of Europe, Old Street Publishing, 2012 2. Robert Garner, Peter Ferdinand and Stephanie Lawson, Introduction to Politics 4th edition, Oxford University Press, 2020
Course Outline	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"? 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. What was the first "united Europe"? Is Christianity part of European identity? How important is individualism for Europeans? Do all European 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.
Module Learning Outcomes	1. Describe the political and cultural challenges facing contemporary Europe. 2. Identify the historical roots of the studied challenges. 3. Describe the connection between the political and cultural aspect of contemporary European challenges. 4. Recognize the historical and contemporary environment in which European organizations perform. 5. Discriminate between reliable and unreliable sources of information. 6. Apply APA referencing to various types of information sources.

Political Communication in the 21st Century

Course Code	MO-HMVT23-PCC
Year	3
Semester	1
Credits	15 ECTS
Module Manager	Dave van Ginhoven, d.vanginhoven@hhs.nl Rebecca Kleiweg, r.kleiweg@hhs.nl
Entry Requirements	None
Method	Lectures and video presentations
Assessment	Final paper/essay A group presentation analysing of the online communications strategies used by a political entity (30%). An individual essay offering analysis of the role of online communication in current political affairs (70%). Assignment 1 (15%) Assignment 2 (20%) Final exam (65%)
Course Material	An (electronic) anthology of reading material is made available at the start of the course. Textbook <i>Media Culture and Society</i> (Hodkinson 2 nd edition 2017) material on BrightSpace and audio/visual materials used in class
Course Outline	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. This course aims to give students an introduction to the body of knowledge on the interface between politics and the new media. Politics is everywhere, it is fascinating and exciting. Political parties and politicians are now utilising new technologies as an increasingly important part of their strategies to communicate their message to other politicians, party members, and the public at large. As students of Media and Politics I will see, the use of different media requires different strategies, thus impacting the style, and often the substance, of politics. This module seeks to examine the ways in which politics and politicians have been changed by the use of new technologies and platforms such as social media. It examines the ways in which new ICT is used and how it fits in with the use of more traditional methods of political communication. The module will be taught in a way that will cover the study as succinctly as possible from an international perspective.

Learning Outcomes	Upon successful completion of the course, students will be able to: • Identify the essential basics of how media and political actors interact • Identify the various ways in which politics use the media • Trace the development of the mediatisation of politics • Trace the development of the politicisation of media • Demonstrate awareness of the fundamental differences and similarities of the adoption and adaptation of new technologies in differing circumstances. • Identify the various tools of political interaction in the modern world. • Create part of their own teaching and learning materials which can be utilised by their peers. • Critique the value of such materials via peer review and commentaries. • Analyse the fundamental potential shift in the roles of media production and consumption, facilitated by ICT's. • 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.
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Project 1: Facing Europe's Challenges

Course Code	ES-1PRO1-24
Year	1
Semester	1
Credits	5 ECTS
Module Manager	Emma Prins (e.prins@hhs.nl)
Entry Requirements	None
Method	Supervisor meetings and sessions
Assessment	Group grade: constitution (40%), debate (35%), and campaign video (25%). Project Overview
Course Material	None
Course Outline	This project builds on the fictional scenario in which politics has failed its citizens, leading to a catastrophe that places us in a dystopian world. The survivors share the goal of establishing a country and a constitution that will preserve democracy and societal order in the aftermath of destruction, while also establishing and maintaining a healthy economy. You will decide how to do so, as well as whether that includes rejoining the European Union – therefore, the country's new constitution will be grounded in and structured according to the European Union values: Equality, Democracy, Human Rights, Freedom, and Human Dignity.
Learning Outcomes	1. Students are able to research applicable interest groups 2. Students are able to represent applicable interest groups and justify choices 3. Students are able to debate their interest groups interests

The Art of Protest

Course Code	MO-HMVT26-AOP
Year	3
Semester	2
Credits	15 ECTS
Module Manager	Helen Limon (h.limon@hhs.nl) Antje Grebner (a.grebner@hhs.nl)
Entry Requirements	None
Method	Weekly lectures and seminars
Assessment	Assignments and Event
Course Material	A reading and film list includes, for example: Arendt, H. (1972) Crisis of the republic; San Diego/New York/London: Harcourt & 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 & Grau Hsiao, A. & Lim, A. (eds) 2016) The Verso Book of Dissent. Revolutionary Words from Three Millennia of Rebellion and Resistance; London: Verso Books Demson, M & 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 & London: Palgrave Macmillan Scott, J.C. (1990) Domination and the Art of Resistance. Hidden Transcripts; New Haven & London: Yale University Press
Course Outline	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. 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.

Module Learning Outcomes	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.
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The EU in Motion: Policies, Priorities and Powers

Course Code	ES-2EUIM-26
Year	2
Semester	1
Credits	5 ECTS
Module Manager	Tiaan Westenberg, t.a.westenberg@hhs.nl
Entry Requirements	None formally (some knowledge of the structure and organizations of the EU preferable)
Method	Lectures and Seminars
Assessment	Multiple Choice Exam and Written Exam
Course Material	The Policy Paradox by Deborah Stone European Union Politics by J. McCormick Other readings will be posted on Brightspace
Course Outline	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.
Learning Outcomes	1. Student will be able to identify historical events and relate them to EU integration 2. Student will be able to use integration theories to explain EU integration 3. Student will be able to describe and evaluate EU integration in a number of EU policy areas 4. Student will be able to understand current EU events and policies

War, Instability and Poverty – Facing the Outside World

Course Code	ES-KWARPOV-23
Year	2
Semester	1 & 2
Credits	5 ECTS
Module Manager	Antje Grebner (a.grebner@hhs.nl)
Entry Requirements	None
Method	Weekly sessions of 3 x 45min
Assessment	Case Study Analysis
Course Material	The Future of Development: A Radical Manifesto by Gustavo Esteva, G., Babones, S. and Babcicky, P.
Course Outline	The module focusses on the building blocks of creating democratic forms of governance and stable societies to elevate developing countries according with the United Nations Sustainable Development goals. In doing so, the focus lies on public institutional and societal infrastructure and strengthening the essential elements of a flourishing society through education, civil society capacity building and democratic institution-building. The module will outline and critically evaluate these outcomes and value of these approaches through 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.

Geopolitics, Power and Media

Course Code	ES-KGEOPOL-26
Year	2
Semester	1 & 2
Credits	5 ECTS
Module Manager	Diederik Brink D.J.Brink@hhs.nl
Entry Requirements	None
Method	TBA
Assessment	TBA
Course Material	TBA
Course Outline	We live in challenging times. Daily developments regarding war & peace, trade & tariffs, and democracy & authoritarianism dominate the news. Do we live in times of great power competition or are we witnessing a (re)new(ed) world order? What is the story behind these developments? What is their impact? Whether it's Greenland, Iran, Taiwan, Venezuela, Ukraine, or Gaza, worldwide hotspots pose global challenges. How are they linked and what can you learn by studying cases? A major presidential statement as well as a minor policy change can have lasting effects in politics, trade, development cooperation, and the global balance of power. This leads to a need to constantly assess the world around us and to anticipate what comes next. Challenging times offer great ways to study the past, learn from insightful thinkers, and to analyse which way future developments will go. For those who aspire to work in government, NGOs, business, or media, there is a need to understand the complex geopolitical developments. This course offers fresh insights, challenging questions, and dynamic teaching that makes you focus on the most important issues of the moment as you learn to assess and analyse them.

3.5 Research

Applied Research Skills

Course Code	ES-2RESEARCH-23
Year	2
Semester	1
Credits	5 ECTS
Module Manager	V. Karakasis v.karakasis@hhs.nl
Entry Requirements	None
Method	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.
Assessment	Written Report in Groups
Course Material	Will be provided on Brightspace
Course Outline	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. 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.
Module Learning Outcomes	1. Students will be able to identify and frame the needs of the assignment provider(s) 2. Students will be able to translate those needs into research objectives 3. Students will be able to describe a theoretical framework/benchmarking model to formulate questions for the questionnaire and the interview 4. Students will be able to gather data through the use of questionnaires and interviews 5. Students will be able to present the collected data through the use of excel 6. Students will be able to analyse the data through the use of a theoretical framework/benchmarking model 7. Students will be able to provide recommendations to the assignment provider(s) based on the collected data

Applied Research Advanced

Course Code	ES-3RESEARCHADV-26
Year	3
Semester	1 & 2
Credits	5 ECTS
Module Manager	V. Karakasis v.karakasis@hhs.nl
Entry Requirements	Basic research skills
Method	From Week 1 to 11, interactive semi-workshops on a weekly basis, wherein students build up their group report in close consultation with their instructors, supported by reading and video material uploaded on Brightspace. In Weeks 12 and 13, students present their work and will get graded. Instructors should be perceived more as tutors and less as lecturers. The class is generally divided into two sections: - a 45' lecture where the instructor introduces the objectives of that week and links them to the assignment - a seminar where students work on a particular of the report and receive feedback by the instructor Further content and Q&A on Brightspace with the assignment description will pave the way for the structure of the seminars. Through group work, students will be able to break complex tasks, such as dividing the number of participants surveyed and drafted into parts and steps. Group work will help them in their time management skills while refining their understanding of the research process through feedback.
Assessment	A portfolio that includes: 1. a report with an introduction, benchmarking model/theoretical framework, data gathering process, analysis and recommendations (graded) 2. an operationalization table (non-graded) 3. an interview with the instructor (graded) 4. a transcript of the interview (non-graded) 5. an excel document that includes the codebook, data matrix, pivot tables and cross-tabulations (non-graded) 6. a short-report showing how students evaluate each other's' work within the group (graded) 7. a presentation where students present their findings and defend their methodological choices (graded)
Course Material	TBA
Course Outline	Applied Research Skills is a core requirement for most job profiles in our Programme Framework. In this module, students act as researchers and analysts conducting a study on the causes of digital addiction and EU initiatives to address it. Digital addiction refers to the excessive or compulsive use of digital devices and online platforms—such as social media, streaming services, and online games—that interferes with daily life, well-being, mental health, and academic performance. Recognizing the growing impact of this phenomenon, the European Union has launched a range of initiatives, including legislative proposals, ethical guidelines for digital design, and public awareness campaigns. Students may be asked to explore the attitudes of university students across Europe toward potential EU regulations that ban or limit addictive design

elements in digital platforms. Alternatively, they might assess the effectiveness of current and proposed EU initiatives in reducing digital addiction.

This assignment is provided by the applied research group European Impact Hub at The Hague University of Applied Sciences, which holds the Jean Monnet Chair www.eu-act.digital. They are supposed to provide recommendations to the THUAS executive board regarding the potential impact of EU Digital activities on youth addiction. Students are expected to apply the applied research cycle, which includes eight phases:

1. Specification of a practical European problem
 2. Development of a SMART research question
 3. Overview of previous EU action on the problem
 4. Selection of a theoretical framework
 5. Collection of primary and secondary data
 6. Logical presentation of results
 7. Analysis of results in line with the theoretical framework
 8. Recommendations for the assignment provider or client organization
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Module Learning Outcomes

- 1 Students will be able to describe the problem that the EU focuses on and identify the needs of the assignment provider
 2. Students will be able to formulate a SMART research question
 3. Students will be able to develop a theoretical framework/benchmarking model to formulate questions for the questionnaire and the interview
 4. Students will be able to gather data through the use of questionnaires and interviews
 5. Students will be able to present the collected data through the use of excel
 6. Students will be able to analyse the data through the use of a theoretical framework/benchmarking model
 7. Students will be able to provide recommendations to the assignment provider(s) based on the collected data
 8. Students will be able to present their findings and defend their methodological choices via a presentation.
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