

# ACADEMIC COURSE GUIDE

## Inbound exchange

### International Public Policy & Leadership

Exchange Students

**2023-2024**



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

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES

# Foreword

The International Public Policy & Leadership (IPPL) Programme is one of six programmes of the Faculty of Public Management, Law & Safety.

In making the decision to study here, you will choose to be part of a dynamic and multicultural community where personal growth and intellectual stimulation are prioritized. In this Faculty, we teach our students to be analytical, to question, to engage in 'out of the box' thinking, to ask challenging questions and to use their imagination in solving real world problems.

If this sounds exciting to you, then you will definitely thrive in The Hague, International city of Peace and Justice. Your time with us could build and transform your capacity as an individual so that when you return to your home country you will be better equipped to make a difference in society.

# 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.

## Your Exchange Programme at IPPL

International Public Policy and Leadership is a Public Administration programme, focusing on the public and not for profit sector.

Are you interested in how governments, NGOS and influential organizations around the world tackle problems such as climate change, economic disparity and human rights?

Are you interested in being a changemaker with a deep understanding of “wicked” problems and the world’s most intractable issues in order to effect positive, lasting change?

Then International Public Policy and Leadership (IPPL) is the programme for you.

The world is changing at an ever-quickening pace. We need game-changers who can think on their feet and expertly unravel the big issues. We will teach you the tools of the trade, whether it be drafting policy briefs and issue papers, developing impact campaigns, producing documentaries, grant-writing or pitching a grassroots advocacy project, just to name a few.

We have many key international organizations and NGOs at our doorstep (in The Hague, the City of Peace and Justice), which means you can ‘hit the ground running’ and apply your new hands-on skills in the field. You will be in the heart of a rich international community - both in the city and the diverse classroom.

We have structured our programme on the 5 professional tasks that form the basis skills and knowledge set for each professional in the Public and not for profit field: Advising, Advocacy, Evaluating, Project Based Working and Organising and Management. These professional tasks are taught each semester in the first two years. The focus and theme will differ in each semester. In year 3 we offer minors on Public Policy and Globalisation, Governance and Development (semester 1) and Peace Practitioner and European Challenges in semester 2.

We offer a truly international classroom, in which we make use of the diversity in the classroom and stimulate interaction and discussion in a safe- but challenging-environment. We teach in smaller groups. We are an applied programme, meaning that students are expected to apply skills and knowledge from day one and will start working on real life problems from day one.

This guide lists the courses open to Exchange students at IPPL. The programme offers a wide range of courses. Almost all regular courses offered in year 1, year 2, and year 3 of our four-year programme are open to Exchange students. Exchange students participate in classes with regular IPPL students.

**IPPL is a fulltime English stream programme. All courses are taught in English.**

## Guidelines for selecting your Exchange

In selecting courses for your Exchange programme, please note the following guidelines and conditions:

- Exchange students can study at IPPL for one semester, or for a full year. A full year is 60 ECTS (credits) and is considered a full time course load.
- **The courses are listed per year and semesters below. It is possible to choose courses across different years. However, due to the nature of the programme (and for logistical reasons), courses from different years may overlap in the timetable. It is strongly advised to check the timetable as soon as it becomes available. The timetable is available 2 weeks prior to the start of the semester.** If you choose courses within a year (eg. you choose courses from semester 1, year 3, there will be no schedule clash)
- The courses only take place in the semester indicated. Courses of semester 1 cannot be taken in semester 2 and vice versa.

Please note: a course registration form listing a combination of courses from years 1, 2 and/or 3 will need to be re-assessed for potential timetable clashes. Timetables are available 2 weeks prior to the start of the semester.

## Courses IPPL Year 1

IPPL has recently finalized the dynamic process of curriculum redesign. Please note the information below **is subject to change**.

Courses	Code	Semester 1	Term	Semester 2	Term	ECTS
Evaluating 1: Interpreting Information	IPPL-FT1EVAL1-23	•	1			5
Advising on Policy 1: Understanding Global Challenges	IPPL-FT1ADVI1-23	•	1			5
Organising & Managing 1: Overview of Organizations	IPPL-FT1OM1-23	•	2			5
Introduction to International Public Policy and Leadership	IPPL-FT1IPPL-23	•	2			4
Advocacy 1: Global Challenges and their Stakeholders	IPPL-FT1ADVO1-23	•	2			5
Project-based working 1: Understanding Projects	IPPL-FT1PBW1-23	•	1+2			5
Project-based working 2: Resources & Assignments	IPPL-FT1PBW2-23			•	3+4	5
Evaluating 2: Using Data	IPPL-FT1EVAL2-23			•	3	6
Advocacy 2: The EU and National, Regional and Local Interests	IPPL-FT1ADVO2-23			•	4	5
Organising & Managing 2: Allocation & Policy in practice	IPPL-FT1OM2-23			•	3	5
Advising on Policy 2: Political Economy and Policy-making	IPPL-FT1ADVI2-23			•	4	6

## Courses IPPL Year 2

Courses	Code	Semester 1	Term	Semester 2	Term	ECTS
Advocacy 3: Planning and persuasion	IPPL-FT2ADVO3-23	•	2			5
Evaluating 3: Performance measurement / cost-benefit analysis	IPPL-FT2EVAL3-23	•	1			6
Project-based Working 3: Project management and conference proposal	IPPL-FT2PBW3-23	•	1			5
Advising on Policy 3: Examining Policy Implementation Challenges	IPPL-FT2ADVI3-23	•	1			6
Organising and Managing 3: Financial management	IPPL-FT2OM3-23	•	2			6
Advising 4: Urban Governance Lab - Delivering Policy	IPPL-FT2ADVI4-23			•	3	5
Advocacy 4: Negotiation, Mediation and Conflict Resolution	IPPL-FT2ADVO4-23			•	4	5
Evaluating 4: Data analysis	IPPL-FT2EVAL4-23			•	3+4	6
Organising and Managing 4: In control of organisational change	IPPL-FT2OM4-23			•	4	6
Project-Based Working 4: Conference project plan, pitch, event and evaluation*	IPPL-FT2PBW4-23			•	3	6

**\*This course has a requirement: Students must have completed Project-Based Working 3**

## Courses IPPL Year 3

Courses	Code	Semester 1	Term	Semester 2	Term	ECTS
<b>Minor:</b> Making Peace not War: Sustainable Peace and Conflict Resolution	IPM-HMVT22-MPNW	•	1			15
<b>Minor:</b> Globalization, Governance and Development	IPM-HMVT20-GGD	•	2			15
<b>Specialisation unit:</b> Globalization, Governance and Development	IPPL-FT3GGS30-23	•	1+2			30
<b>Minor:</b> Foundation in Peacebuilding, Justice and Human Rights	IPM-HMVT23-PJHR			•	3	15
<b>Specialisation unit:</b> Challenges to European Governance	IPM-FT3CES30-22			•	3+4	30
<b>Specialisation unit:</b> Practitioner in Peacebuilding, Justice and Human Rights	IPM-FT3PJHR30-23			•	3+4	30
EXPLICO		•	2	•	4	3

Semesters are divided up in terms:

Term 1: End August – mid-November

Term 2: Mid-November – early February

Term 3: Early February – mid-April

Term 4: Mid-April – mid-July



## Year 1, semester 1 - Course description

Evaluating 1: Interpreting Information	
Credits	5 ECTS
Code	IPPL-FT1EVAL1-23
Entry requirements	None
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	A Longman K.L. Vrijburg
Learning outcomes	<p>The student can interpret and explain qualitative and quantitative data.</p> <p>The student knows how to find, identify, and select quality academic, professional, and popular information and literature.</p> <p>The student is able to classify information based on the quality of its argumentation.</p> <p>The student can describe how different ways of presenting information can influence the meaning that information is given.</p> <p>The student understands and can discuss the process of conducting a policy evaluation</p>
Recommended or required reading/tools	<p>Bardach, E. S., &amp; Patashnik, E. M. (2019). <i>A practical guide for policy analysis - International student edition: The eightfold path to more effective problem solving</i> (6th ed.). Sage.</p> <p>Verhoeven, N. (2019). <i>Doing research: The hows and whys of applied research</i> (6th ed.). Boom.*</p> <p>Molen, H. T., Ackermann, M., Osseweijer, E. M., Schmidt, H. G., Wal, E. V., Boer, B. B., &amp; Polak, M. G. (2022). <i>Academic writing skills: Digital skills training in academic writing for psychology, pedagogy and education, and social sciences</i> (3rd ed.). Boom.*</p> <p>* Students are <b>required</b> to purchase the physical book <b>including</b> digital license.</p> <p>Recommended: Salkind, N. J., &amp; Frey, B. B. (2020). <i>Statistics for people who (Think they) hate statistics</i> (7th ed.). Sage.</p>
Assessment methods	Evaluation Portfolio (70%) + Individual Assignment (30%)

Level	First year (for regular bachelor student)
Course content	<p>We receive thousands of individual pieces of information on a daily basis. But how do we start to make sense of it? Is it possible to cut through the noise and see through the bluster? How do we know what information we should take seriously, use in our professional life, or just ignore?</p> <p>In a world of ever increasing polarisation and rhetoric, understanding the quality of information and approaching public policy with an evidence-based approach is of continued importance. To be able to expertly evaluate policy decisions students need to have three core skills: policy evaluation skills; research skills; and critical thinking skills. When working in public policy it is vital that to you understand information and are able to use it effectively and correctly to increase the chance of successful policy advice, implementation, and evaluation.</p> <p>The Evaluating courses are designed to ensure you learn to evaluate information in order to utilise it efficiently and ethically. Students will familiarise themselves with the various types of information and learn to critically assess their origin and relevance. The student will also learn to independently search for various data/information based upon different purposes. Furthermore, they will learn to which data can be used for what, and when certain data choices are appropriate. Through focusing on current information and data (sources), the student will be taught to critically look at the information being presented not only in relation to their study career, but also in their day to day life. By the end of this course students would have taken the first steps to be policy evaluation experts.</p>

### Advising on Policy 1: Understanding Global Challenges

Credits	5 ECTS
Code	IPPL-FT1ADVI1-23
Entry requirements	None
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	R. Audenaerde M. Villalba Ferreira

Learning outcomes	<p>1. Analyse a simple policy problem of their choice, by drawing a problem tree and explaining it textually in a concise and clear way.</p> <p>2. Explain how different actors frame a slightly more complex policy problem, and how those frames relate to their interests and ideologies.</p>
Recommended or required reading/tools	<p>Birkland, Th. (2020). <i>An introduction to the policy process. Theories, concepts, and models of public policy making</i>. Fifth edition. New York: Routledge. (Just the sections about causal stories and causal schemes / problem trees. Those sections will be placed on BrightSpace).</p> <p>Stone, D. (2012). <i>Policy paradox. The art of political decision-making</i>. Third edition. London: W.W. Norton &amp; Co. (Chapters 1 to 10)</p>
Assessment methods	Individual assignment (50%) + Group Assignment (50%)
Level	First year (for regular bachelor student)
Course content	<p>In your village there may be a lack of recreational facilities for youth. In your city there might be issues with poverty. In your country, a war may be raging. In the whole world, people must cope with climate change.</p> <p>All these issues are examples of policy problems. Policy problems are decided upon by ministers, mayors, managers and other leaders. Generally, those leaders are no experts. Therefore, they need to be advised: someone needs to tell them what to do and how.</p> <p>In your later professional career, you may very well act as their advisor. To enable you to play that role, you will be taught four Advising courses. This course is the first one in that series. A good advisor always starts by answering this question: 'What is the problem?'</p> <p>In this first Advising course you will develop a set of skills that enable you to well answer that question. You will acquire those skills through a combination of lectures, workshops, self-study (reading), individual and group work, and consultation sessions that provide you with feedback.</p>

## Organising & Managing 1: Overview of organizations

Credits	5 ECTS
Code	IPPL-FT1OM1-23
Entry requirements	
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	W. de Boer L. Zarrou
Learning outcomes	<ol style="list-style-type: none"> <li>1. Understand the key terms and concepts with regard to individual behavioural differences.</li> <li>2. Understand the key terms and concepts with regard to motivating employees.</li> <li>3. Understand the key terms and concepts with regard to developing and leading teams.</li> <li>4. Understand the key terms and concepts with regard to organizational culture and change.</li> <li>5. Explain key terms and concepts with regards to rudimentary organizational design;</li> <li>6. Describe how organizations apply key terms and concepts in their own environment and context.</li> </ol>
Recommended or required reading/tools	<u>Recommended or required reading/tools:</u> Pearce, J.L. and Sowa, J.E. (2018). Organizational behavior: Real research for public and nonprofit managers. Irvine, California: Melvin & Leigh Publishers
Assessment methods	Written exam (40%) + group assignment (60%)
Level	First year (for regular bachelor student)
Course content	Organizational behaviour is the central theme of this course. First, we will start with an understanding of leadership, management, their corresponding competencies, and the ethical foundations in organizational behaviour. Secondly, we will focus on individual differences by discussing the bases of personality, personality and behaviour, work-related attitudes and emotions at work. Thirdly, we will dive into motivating employees, motivational processes, satisfying human needs, designing jobs, influencing performance expectations and ensuring equity will be outlined respectively. Fourthly, the topic of developing and leading teams will be addressed. Attention will be paid to the basic features of groups and teams, stages of team development, types of work related teams, core influences on team effectiveness and potential

	<p>team dysfunctions. Finally, we will elaborate on cultivating organizational culture. To that end the following issues will be covered: dynamics of organizational culture, types of organizational culture, ethical behaviour and organizational culture, fostering cultural diversity, the socialization of new employees and competencies needed to guide organizational change.</p>
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### Project-based working 1: Understanding Projects

Credits	5 ECTS
Code	IPPL-FT1PBW1-23
Entry requirements	
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	D.L. Bremner K. Vrijburg
Learning outcomes	<ol style="list-style-type: none"> <li>1. The project group writes a goal-oriented project plan (in order to create a video) based on a format provided by the lecturers taking into account easily accessible resources, organization and planning</li> <li>2. Each project group member distinguishes between the various roles and tasks in a project group and describes his/her contribution to the project based on his/her role. This contribution must be proportionate to the contribution of other project group members</li> <li>3. The project group executes the project based on the project plan, and achieves the result of the project within the set deadlines</li> <li>4. The project group concludes the project by presenting their video to both their peers and lecturers and thereby handing over responsibilities to the owners (lecturers).</li> <li>5. The project group operates based on a team contract provided by the lecturers and describes what went well and what requires improvement at the end of the project.</li> </ol> <p>Each project group member describes his/her personality type and attitude based on DISC-test and describes how this had an impact on carrying out the project</p>
Recommended or required reading/tools	<p><u>Required Literature/Reading List:</u> Grit R., Project Management: A Practical Approach, (2019), 5th edition, Noordhoff Uitgevers</p>

Assessment methods	Video (presentation) (40%) + portfolio consisting of a cooperation contract, project plan and a reflection of the group work (60%)
Level	First year (for regular bachelor student)
Course content	<p>In year 1 and 2 of the programme you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups.</p> <p>In semester 1 you will be given an assignment by your lecturers (to make a video about an institution/organization that you have visited). You must make this video according to the principles of project management and based on a project plan. In semester 1 the project plan must consist of a description of the goal and result of the project. In addition, you must address certain elements of Grit's project management toolkit (organization &amp; planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course.</p> <p>In semester 2 the aspect of an <i>external</i> client will be introduced. Furthermore, in this semester we will add complexity of this professional task by introducing the other aspects of Grit's toolkit (budgeting, risk analysis, quality management).</p>

## Advocacy 1: Global Challenges and their Stakeholders

Credits	5 ECTS
Code	(in Osiris)
Entry requirements	
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	Names
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student is able to explain main trends and events in IR</li> <li>2. The student is able to explain how geopolitics enables or limits policy development</li> <li>3. The student is able to decide, based on a stakeholder analysis, which national actors and international organizations are relevant stakeholders in an (international) issue</li> <li>4. The student maps out the stakeholder's arena(s) in which they find themselves and analyses their interests and boundaries.</li> </ol>

	5. The student uses the guiding power of language to place the interests to be represented on the agenda and/or to influence the decision-making form
Recommended or required reading/tools	<u>Required Literature/Reading List:</u> Mingst, K.A. (2021). Essentials of international relations. New York: W.W. Norton & Co, 9th edition. ISBN: 978-0-393-87217-0
Assessment methods	Digital exam + written assignment + oral assignment
Level	First year (for regular bachelor student)
Course content	<p>During Advising 1, you will have started looking into how to advise politicians or civil servants on complex issues and policy problems and how they impact people's lives on a daily basis by creating a problem tree.</p> <p>In today's globalised world a lot of these complex issues transcend borders and cannot be seen separately from one another. Where Advising 1 focuses on determining what the problem is, Advocacy 1 focuses on providing you with a deeper understanding of the global context in which these issues exist. During the first part of this course we will therefore look behind the headlines we read in the paper or the news items we see on tv and answer questions such as: What is the world stage of international politics? How do power and influence determine the actions of states and other actors in international politics? What role do intergovernmental and non-governmental organisations play in international politics?</p> <p>The second part of this course will focus on the impact global issues have on local communities. Small, locally-operating NGOs are vital to creating changes in the world and achieving the Sustainable Development Goals. How do these small organizations operate on a local scale, yet in an international, even global context? How does something theoretical like the globally-decided SDGs translate to a local scale?</p> <p>You will take a closer look at a locally-operating NGO, to analyse the context in which it works. No one operates within a vacuum, so to achieve anything, you need to understand their partners, competitors, parties with conflicting interests, the political climate, and more. To do this, you will learn how to make a stakeholder analysis, using your newly acquired knowledge on international relations and politics.</p>

## Introduction to International Public Policy and Leadership

Credits	4 ECTS
Code	IPPL-FT1IPPL-23
Entry requirements	
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	A Longman S.A. Atangana Bekono
Learning outcomes	<ol style="list-style-type: none"><li>1. Students can define and apply foundational concepts of public administration, law, and policy.</li><li>2. Students can explain and apply the different stages of the policy cycle;</li><li>3. Students can describe the professional tasks of a(n international) public manager;</li><li>4. Students can apply their knowledge of the field of public administration to a professional product.</li></ol>
Recommended or required reading/tools	
Assessment methods	
Level	First year (for regular bachelor student)
Course content	



## Year 1, semester 2 - Course descriptions

Evaluating 2: Using Data	
Credits	6 ECTS
Code	IPPL-FT1EVAL2-23
Entry requirements	
Semester	2
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	Names
Learning outcomes	K.L. Vrijburg
Recommended or required reading/tools	<p><u>Required Literature/Reading List</u>            Bardach, E. S., &amp; Patashnik, E. M. (2019). <i>A practical guide for policy analysis - International student edition: The eightfold path to more effective problem solving</i> (6th ed.). Sage.            Verhoeven, N. (2019). <i>Doing research: The hows and whys of applied research</i> (6th ed.).            Boom.* Molen, H. T., Ackermann, M., Osseweijer, E. M., Schmidt, H. G., Wal, E. V., Boer, B. B., &amp; Polak, M. G.(2022).    <i>Academic writing skills: Digital skills training in academic writing for psychology, pedagogy And education, and social sciences</i> (3rd ed.).              Boom.*            *Students are <b>required</b> to purchase the physical book <b>including</b> digital license.              Recommended:            Salkind, N. J., &amp; Frey, B. B. (2020). <i>Statistics for people who (Think they) hate statistics</i> (7<sup>th</sup> Ed.). Sage.</p>
Assessment methods	Portfolio (70%) + Individual Assignment (30%)
Level	First year (for regular bachelor student)
Course content	It is of high importance that people working in public administration not only to know how to interpret and find data but also be able to effectively use the data themselves for various purposes. Questions which students will be able to answer by the end of this course include: how can we use existing

	<p>information to answer societal questions? What information do we need and how can we collect it? What can I do to make sure that my research can be understood by citizens, academics, and public-policy experts?</p> <p>With this in mind, in this course students will learn to conduct basic analyses – using both quantitative and qualitative data - in order to answer (research) questions related to public policy. Students will also learn how to effectively communicate (their) results taking into account different audiences and purposes. This includes oral, written, and visual techniques. At the end of this course, the student will also be able to conduct a simple policy evaluation.</p>
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<b>Project-based working 2: Resources &amp; Assignments</b>	
Credits	5 ECTS
Code	IPPL-FT1PBW2-23
Entry requirements	
Semester	2
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	K.L. Vrijburg
Learning outcomes	
Recommended or required reading/tools	<b><u>Required Literature/Reading List:</u></b> Grit R., Project Management: A Practical Approach, (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Presentation (30%) + assignment (70%)
Level	First, second, third or fourth year (for regular bachelor student)
Course content	<b>Description:</b> In year 1 and 2 of the programme you will be introduced to the professional task project-based working. In practice this means that every semester you will work on a project together with your peers. You will be able to execute the project based on the knowledge and theory that will be provided to you by your lecturers during classes. You will learn what project-based working entails, how to successfully complete a project and how to work in groups. In semester 2 you will be given an assignment by an external commissioner. You must carry out this assignment according to the principles of project management and based on a project plan. In semester 2 the project plan must consist of a description

of the goal and result of the project. In addition, you must address all elements of Grit's project management toolkit (budgeting, quality management, organization & planning). Besides drafting and executing this project plan you and your group will also reflect on your group work and on the results of a personality test you take in the beginning of the course.

### Advocacy 2: The EU and National, Regional and Local Interests

Credits	5 ECTS
Code	IPPL-FT1ADVO2-23
Entry requirements	
Semester	1 or 2 + term 1-4
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	Names
Learning outcomes	
Recommended or required reading/tools	
Assessment methods	Individual assignment A (25%) + Individual assignment B (25%) + Oral Exam (50%)
Level	First, second, third or fourth year (for regular bachelor student)
Course content	

### Organising & Managing 2: Allocation & Policy in practice

Credits	5 ECTS
Code	IPPL-FT1OM2-23
Entry requirements	
Semester	2
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	W. de Boer
Learning outcomes	
Recommended or required reading/tools	Mandatory course readings will be provided through Brightspace, and availability will be announced as well through course announcements.

	Students should do the required reading BEFORE seminar sessions. Assigned readings provide foundational information for concepts and skills being taught in the course, and provide material for classroom discussions. It is not possible to fully engage in the full content of the course without doing assigned readings.
Assessment methods	Portfolio (40%) + presentation (60%)
Level	First year (for regular bachelor student)
Course content	This course will focus on helping students understand how priorities are made by decision makers, policymakers, and funders/donors. The course will go over a number of wicked problems faced by the global south, in particular those related to achieving the Sustainable Development Goals; we will look at various approaches organizations use to contribute to achieving the goals of the SDG Agenda. Students will learn about grant writing and making pitches to help you build support for creative problem solving approaches. Students will need to practice and apply their research and reasoning skills to define a specific problem of their choosing, develop a solution, and then pitch their solution in a 'mock' situation.

### Advising on Policy 2: Political Economy and Policy Making

Credits	6 ECTS
Code	IPPL-FT1ADVI2-23
Entry requirements	
Semester	1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	A.R. Longman R. Crijns L. Huizinga
Learning outcomes	<p>The student is able to explain the most important macroeconomic concepts</p> <p>The student can explain the evolution of (international) political economy and its most important concepts</p> <p>The student is able to explain the (intended) effects of specific monetary and fiscal policies on the economy</p> <p>The student is able to describe potential frictions between economically rationality and ethical policy decisions</p> <p>The student is able to perform a policy analysis in which they identify what the consequences of an economic policy in a country would be in terms of macroeconomic indicators</p> <p>The student is able to formulate a concrete policy advice based on a performed economic analysis</p>

Recommended or required reading/tools	<p><u>Required Literature/Reading List:</u>  Allen, R. C. (2011). <i>Global economic history: A very short introduction</i>. Oxford University Press.  *Bromell, D. (2022). <i>The art and craft of policy advising: A practical guide</i> (2nd ed.). Springer Nature.  <a href="https://doi.org/10.1007/978-3-030-99562-1">https://doi.org/10.1007/978-3-030-99562-1</a>  Case, K. E., Fair, R. C., &amp; Oster, S. E. (2019). <i>Principles of economics (Global Edition)</i> (11th ed.). Pearson.  * Available digitally via Springer Link  Additional readings will be made available on Brightspace.</p>
Assessment methods	Written Exam (40%) + Group Policy Advice (40%) + Individual Ethical Reflection (40%)
Level	First year (for regular bachelor student)
Course content	<p>James Carville, political strategist for Bill Clinton, famously said “it’s the economy, stupid.” Economics is central to all policy decisions and almost all policy announcements – whether economic, social, health, defence, environmental etc – are framed by their impact on the economy (“increasing the number of free childcare will allow more parents to work and boost the economy”).</p> <p>However, Carville was wrong: what he should have said is “it’s the political economy, stupid.”</p> <p>Political economy is the study of the relationship between government and citizen by understanding the impact of governmental policies on the economy and those who interact with it. Think about how the COVID-19 pandemic, a global health crisis, was largely defined as much in economic terms (lost productivity, growth, increased unemployment, the cost of toilet paper) as it was by health outcomes.</p> <p>Our starting point will be understanding the basics of macroeconomics. There is considerable debate over what governments can (and should) do in managing their national economy. In macroeconomics, we focus on two policy instruments: fiscal policy and monetary policy and how these policies try to manage three central concerns: output, unemployment, and growth.</p> <p>Economic theory sees the world in terms of efficient economic outcomes. What happens when we add social and ethical considerations into the mix? What if efficiency is as important as fairness, well-being, or equality? What is the role of governments and markets when efficiency is less important than</p>

	<p>sustainability? How could different moral convictions reshape economies?</p> <p>In this course, students will use their understanding of macroeconomics to analyse the economic health of a country and define the most pressing economic challenge(s) facing a particular country. Based on this diagnosis, students will then be asked to complete an analysis of the economic policies which are in place and provide clear policy recommendations on what should and could be done to ensure macroeconomic stability whilst also considering the societal and ethical implications of this policy.</p>
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## Year 2, semester 1 - Course descriptions

Advocacy 3: Planning and Persuasion	
Credits	5 ECTS
Code	(in Osiris)
Semester	Semester 1
Method	Mode of delivery (lecture, COIL, seminar, etc.)
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. Experiment with various elements of persuasive communication (speech, feature piece, public affairs plan) to demonstrate fluency and technical accuracy in persuasive written and oral argumentation in the context of advocacy.</li> <li>2. Execute the drafting of public affairs plan designed to influence decision-making.</li> <li>3. Demonstrate ability to use persuasive communication to influence decision-making.</li> <li>4. Demonstrate how they weigh the different moral interests in advocacy efforts.</li> </ol>
Recommended or required reading/tools	<p>Lehrman, R. <i>The Political Speechwriter's Companion: A Guide for Writers and Speakers 2nd Edition</i>, CQ Press, 2019. (Recommended)</p> <p>Luntz, F. <i>Words That Work: It's Not What You Say, It's What People Hear</i>. Hyperion, 2008.</p> <p>Zinsser, W. <i>On Writing Well</i>. INGP, 2016.</p> <p>Other materials will be made available on Brightspace.</p> <p><i>Literature for ethics component of Advocacy 3</i></p>

	<p>Keown, D. (2020). <i>Buddhist ethics. A very short introduction</i>. Second edition. Oxford : Oxford University Press. Mandatory reading for the group of students that will hold a presentation on Buddhist ethics. Recommended reading for the other students.</p> <p>Ramadan, T. (2008). Islamic ethics: sources, methodology and application. In Bahera, A., &amp; Alali, K., <i>Islamic bioethics: current issues and challenges</i>. London: World Scientific. Mandatory reading for all students. Downloadable for free from <a href="https://www.worldscientific.com/doi/pdf/10.1142/9781783267507_0001">https://www.worldscientific.com/doi/pdf/10.1142/9781783267507_0001</a>.</p> <p>Sachedina, A. (2022). <i>Islamic ethics. Fundamental aspects of human conduct</i>. Oxford : Oxford University Press. Recommended reading for those who want to go the extra mile, not mandatory.</p> <p>Sandel, M. (2010). <i>Justice. What's the right thing to do</i>. New York : Farrar, Straus and Giroux. Covers the four main streams of Western ethics: libertarianism, utilitarianism, Kant, virtue ethics. Can be used for four sessions. Mandatory reading for all students. Instead of reading the book, students can watch the videos of the lectures on Justice that Sandel held at Harvard, to be found on YouTube.</p> <p>Yu, K.-P., Tao, J. &amp; Ivanhoe, P. (ed.) (2010). <i>Taking Confucian ethics seriously. Contemporary theories and application</i>. Albany (NY) : State University of New York Press. Mandatory reading for the group of students that will hold a presentation on Confucian ethics. Recommended reading for other students.</p>
Assessment methods	Portfolio (3 parts: feature piece, public affairs plan and self-reflection) + oral speech
Level	Second-year bachelor
Course content	<p>Effective communication is crucial skill for any public policy professional. No matter your future job title, whether you work for an advocacy or trade organization, as a political operative, a representative of government, as a communications professional, as an employee of a non-profit – you will be expected to be able to communicate effectively in both speech and writing in order to influence decision making. Being effective is not only getting the most important people within your target audience to listen, but being persuasive enough to move those people to act in order to move a policy agenda forward.</p> <p>People aren't born effective communicators; it is a skill that is honed and developed over years of intensive practice. In this class, your journey starts. You will actively participate in weekly writing ateliers, oratorical skills workshops and lectures and seminars on the role of ethics in advocacy and communication. The four assignments - writing and delivering a speech, structuring a public affairs plan, writing a feature piece for publication, and writing a critical self-reflection applying the ethical concepts in this course - will lay the groundwork for you as an effective communicator that will enable you to realize the change you want to see in this world.</p>

### Evaluating 3: Performance Measurement / Cost-Benefit Analysis

Credits	6 ECTS
Code	(in Osiris)
Semester	Semester 1
Method	Lectures, workshops
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student explains the principles of cost-benefit analysis in the public sector.</li> <li>2. The student discusses the measuring of costs and benefits and nonmarket valuation of public projects. The student applies concepts related to performance management/measurement to the chosen case study.</li> <li>3. The student executes practical research on a performance management/measurement system.</li> <li>4. The student designs recommendations on a performance management/measurement system based on the research outcome.</li> </ol>
Recommended or required reading/tools	<p>Van Dooren, Bouckaert and Halligan (2015). <i>Performance Management in the Public Sector: Second edition</i>, Routledge, ISBN: 978-0-415-73810-1.</p> <p>Literature cost-benefit analysis: to be announced.</p>
Assessment methods	Individual assignment + exam
Level	Second-year bachelor
Course content	<p>Is it possible to envisage management in the public sector without due regard to the pursuit of results and the measurement of performance? We discuss the many meanings of the word “performance” and how it has become one of the main but contested agendas in public administration. What is performance management and what is it not? The subsequent stages of deciding what to measure, identifying indicators, analysing, reporting and safeguarding quality are discussed in detail. We deal with the use of performance information. Three modes of use are distinguished: learning, steering and control, and accountability.</p> <p>At the end of the course, students will have developed a strong understanding of the challenges and obstacles of performance management in the public sector. In particular, students will have gained knowledge of the basic circumstances that are needed for successful performance management and are aware of obstacles. They will be able to identify core elements in a practical setting. Students will have applied this knowledge to a case of their own choosing. Students will have researched the case, evaluated the case by making use of theoretical approaches and given recommendations based on the outcome of that research.</p> <p>Moreover, we will deal with cost-benefit analysis (CBA). The CBA methodology is specifically designed for the evaluation of public projects, and the project outcome is always evaluated on the basis of public interest. Costs and benefits</p>



are measured in terms of social utility gains and losses rather than cash or revenue flows, and external costs and benefits are included in the overall evaluation of a project. We will discuss the CBA methodology as well as CBA evaluation studies.

### Project-based Working 3: Project Management and Conference Project Proposal

Credits	5 ECTS
Code	(in Osiris)
Semester	Semester 1
Method	Lectures, workshops
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student develops and presents a goal-oriented project plan and project proposal in order to create an international conference using the format provided by the lecturers taking into account easily accessible resources of practical theory.</li> <li>2. The student collaboratively distinguishes the various roles and tasks in a diverse and international project group and describes his/her role and contribution to the project and project team.</li> <li>3. The student is able to organise a project, stakeholder analysis, planning and scheduling a project, fundraising, collaborating and communicating effectively in a team and making use of (desk) research with a preselected theme in order to select a variety of sources, taking into account multiple international perspectives</li> <li>4. The student is able to work effectively and professionally in a diverse and international project team and self-manage progress both individually and collectively</li> <li>5. The student uses a moral compass and weighs various public values and interests when carrying out a project through the use of agreed upon group values.</li> </ol>
Recommended or required reading/tools	Grit R., <i>Project Management: A Practical Approach</i> , (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Group assignment + presentations
Level	Second-year bachelor
Course content	This course offers both theoretical and practical approaches to projects. The primary focus is on the more practical aspects of the successful completion of projects. For this reason, this course puts particular emphasis on the

importance of careful preparation of a project plan and cooperation within the project team.

This course is the first part of a larger “project-based working 3 and 4 conference track.” In the Project Management part, students will focus on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management. In the follow-up, Project Based Working 4 in the following semester, the entire IPM Year 2 have to devise one proposed Project Plan for the organisation of a Conference deriving from the various Project Plans made by the class in the Project Management course.

The content, theme and program for the Conference and final decisions will be made and an Executive Conference Project Plan Project will be finalised by the entire class in the second semester. The conference itself will take also take place near the end of the second semester.

### Advising on Policy 3: Examining Policy Implementation Challenges

Credits	6 ECTS
Code	(in Osiris)
Semester	Semester 1
Method	Interactive lectures, seminars and consultations
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student accurately describes how international law and multilateral organizations came to exist to promote certain rules, principles and values.</li> <li>2. The student correctly explains international human rights frameworks and mechanisms that impose obligations on States.</li> <li>3. The student correctly examines legal, political and social challenges to the national implementation of international obligations in a given country.</li> <li>4. The student clearly illustrates the interplay of civil society, government, and regional and international organizations in the implementation of international human rights obligations.</li> <li>5. The student formulates policy advice appropriate for the recipient entity.</li> <li>6. The student succinctly expresses their views on the contemporary discourse on human rights, such as universality and sustainability.</li> </ol>
Recommended or required reading/tools	<p>Lowe, V. (2015). <i>International law: A very short introduction</i>. Oxford University Press.</p> <p>M., W. R. M., Martin-Ortega, O., Dehbi, F., &amp; Wylie, K. (2020). <i>International law</i>. Sweet &amp; Maxwell.</p>

	<p>Tomuschat, C. (2014). <i>Human rights: Between idealism and realism</i>. Oxford Univ. Press.</p> <p>HERINGA, A. W. (2021). <i>Constitutions compared (6th ed.): An introduction to comparative constitutional law</i>. ELEVEN INTERNATIONAL PUBL.</p>
Assessment methods	<p><u>Portfolio (4 components)</u></p> <p>The student will write a report comprising four sections (portfolio). The student will work on the first three parts as a group of three students. The student will work on the fourth and the last part individually. The portfolio will assess the student's progress towards achieving the five learning outcomes of this module.</p> <ol style="list-style-type: none"> <li>1. History and background to the international law and the international organisation in relation to the obligations deriving from international human rights law (30%)</li> <li>2. The national context, international and national legal and other boundaries to consider; challenges and opportunities. (30%)</li> <li>3. Mock recommendations to the government from different perspectives: 1) as a youth NGO; 2) as a national human rights commission; 3) international NGO; and 4) regional and international inter-governmental organisation. (25%)</li> <li>4. Essay on 1) the universality of human rights, 2) the relationship between human rights and Sustainable Development, and 3) personal reflection on the module including how the student will use the knowledge/skills gained in the module in their personal/professional development (15%)</li> </ol>
Level	Second-year bachelor
Course content	<p>The students will learn the interplay between international legal obligations in the field of human rights and the national legal, administrative and social contexts. A professional in the field of international public management needs to understand this interplay in a way a lawyer or a national public manager does not do. The students will examine how the national contexts pose challenges to the implementation of international obligations deriving from human rights treaties. The students will assess these challenges faced by a Member State of the United Nations and formulate different perspectives from a youth NGO, national human rights commission, international NGO and regional and international intergovernmental organisation. Students provide policy advice in the form of mock recommendations based on these perspectives. The assessment also gives students an opportunity to reflect on their learning in the module, and how it helps shape their vision as future international public policy professionals.</p>

## Organising and Managing 3: Financial management

Credits

6 ECTS

Code	(in Osiris)
Semester	Semester 1
Method	Lectures, workshops
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student is able to draw up an operating (income) budget and a cashflow budget.</li> <li>2. The student is able to draw up an investment budget and a financing budget.</li> <li>3. The student carries out a financial ratio analysis and assesses the financial health of an organization.</li> <li>4. The student calculates costs and applies cost allocation methods.</li> <li>5. The student carries out a break-even analysis and a budget variance analysis.</li> </ol>
Recommended or required reading/tools	<p>Van Dooren, Bouckaert and Halligan (2015). <i>Performance Management in the Public Sector: Second edition</i>, Routledge, ISBN: 978-0-415-73810-1.</p> <p>Literature cost-benefit analysis: to be decided.</p>
Assessment methods	Exams
Level	Second-year bachelor
Course content	<p>The following topics will be examined:</p> <ul style="list-style-type: none"> <li>• Income statement: what are revenues and expenses and structure of income statement</li> <li>• Cashflow statement: what are receivings and expenditures</li> <li>• Balance sheet: debit and credit and basic structure. Horizontal and vertical form and common balance sheet items.</li> <li>• Business plan: investment plan and financing plan, income and cash flow budget</li> <li>• Ratio analysis: liquidity ratios, solvency ratios, profitability ratios, activity ratios and assessing ratios</li> <li>• Costs: fixed and variable costs, direct and indirect costs, cost classification by type, sunk costs and opportunity cost.</li> <li>• Cost allocation: the surcharge method, the cost center method, activity based costing.</li> <li>• Break-even analysis: break-even point and operating leverage.</li> <li>• Budget variance: efficiency variances, price variances, capacity usage variances.</li> </ul>

## Year 2, semester 2 - Course descriptions

Advising 4: Urban Governance Lab - Delivering Policy	
Credits	5 ECTS
Code	(in Osiris)
Semester	Semester 2
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student identifies the most pressing urban challenges in a chosen municipality</li> <li>2. The student analyzes the causes of the most pressing urban challenges</li> <li>3. The student investigates relevant literature and best practices of urban leadership and governance</li> <li>4. The student applies urban theories, data and best practices to identify policy alternatives</li> <li>5. The student applies stakeholder and community engagement tools in a particular urban context.</li> <li>6. The student drafts a policy implementation document based on community input, institutional analysis and resource limitations.</li> <li>7. The student presents findings in a convincing and engaging manner.</li> </ol>
Recommended or required reading/tools	<p>Birkland, Th. (2020). <i>An introduction to the policy process. Theories, concepts, and models of public policy making</i>. Fifth edition. New York: Routledge.</p> <p>Stone, D. (2012). <i>Policy paradox. The art of political decision-making</i>. Third edition. London: W.W. Norton &amp; Co.</p> <p>Esmann Andersen, S. and Ellerup Nielsen, A. (2009) "The City at Stake: 'Stakeholder Mapping' The City", <i>Culture Unbound</i>, 1(2), pp. 305–329. doi: 10.3384/cu.2000.1525.09119305.</p> <p>Other relevant academic papers, news articles and videos will be posted via Brightspace.</p>
Assessment methods	Policy advice report + pitch presentation
Level	Second-year bachelor
Course content	Urban Governance Lab-Delivering Policy is a course designed to provide students with the tools to deliver a comprehensive policy advice in an urban context. Students will identify and analyze urban problems of municipalities in Netherlands and abroad. They

	will also learn about best practices in urban studies and how to adapt them to the particular context of a given client/municipality. The problem analysis and solution delivery will not be based only on desk research but also on empirical research collected via interviews to various stakeholders.
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<b>Advocacy 4: Negotiation, Mediation and Conflict Resolution</b>	
Credits	5 ECTS
Code	(in Osiris)
Semester	Semester 2
Method	TBA (in-person)
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. Students can identify and describe the main principles, tools and techniques of facilitation, principled negotiation and mediation.</li> <li>2. Students can apply principles, tools and techniques of facilitation in a dialogue/meeting.</li> <li>3. Students can apply principles, tools and techniques of principled negotiation and mediation in a conflict setting.</li> <li>4. Students can reflect critically on their own attitudes and behaviours</li> </ol>
Recommended or required reading/tools	<p>Rosenberg, M. B. (2015). <i>Nonviolent communication: A language of life</i>. PuddleDancer Press.</p> <p>Kaner, S. (2014). <i>Facilitator's Guide to participatory decision-making, 3rd Edition</i>. John Wiley &amp; Sons.</p> <p>Fisher, R., Ury, W., &amp; Patton, B. (2012). <i>Getting to yes: Negotiating an agreement without giving in</i>. Random House.</p> <p>Goldberg, S. B., Brett, J. M., Brenneer, B., &amp; Rogers, N. H. (2017). <i>How mediation works: Theory, research, and Practice</i>. Emerald Publishing.</p> <p>United Nations. (n.d.). <i>United Nations guidance for effective mediation   department of political and peacebuilding affairs</i>. United Nations. <a href="https://dppa.un.org/en/united-nations-guidance-effective-mediation">https://dppa.un.org/en/united-nations-guidance-effective-mediation</a></p>
Assessment methods	Two written assignments + a role play assessment
Level	Second-year bachelor
Course content	The final module in the professional tasks Advocacy trajectory looks at advocacy skills and frameworks that are 'process' oriented. Whereas many advocacy frameworks focus on advocating for certain parties or stakeholders, and others focus on advocating for specific outcomes or policy strategies, process

advocacy looks at solving difficult social problems by using cooperative and collaborative processes. These problem-solving processes include facilitation, principled negotiation, and transformative mediation. The course will present these themes as theoretical frameworks, but then focus on developing and practicing them as professional and life skills. In this module, students will learn theoretical foundations, skills to utilise tools and techniques and put them into practice through role-plays based on real and hypothetical scenarios.

### Evaluating 4: Data Analysis

Credits	6 ECTS
Code	(in Osiris)
Semester	Semester 2
Method	Lectures, workshops
Lecturer(s)	TBA
Learning outcomes	<ol style="list-style-type: none"> <li>1. The student is able to draw up relevant graphs and charts using spreadsheet programs.</li> <li>2. The student is able to explain the key features of inferential statistics and to apply statistical estimation.</li> <li>3. The student is able to carry out hypothesis testing and to perform the relevant statistical tests.</li> <li>4. The student is able to calculate probability intervals, to perform the Z-test and to examine the results.</li> <li>5. The student is able to calculate different relation coefficients and to examine the results.</li> </ol>
Recommended or required reading/tools	<p>We use several GraspLe modules for this course (free available for students).</p> <p>Optional: <i>Statistics for People Who (Think They) Hate Statistics</i>, 2019, Salkind, N. J., &amp; Frey, B. B. (pdf. free available for students).</p>
Assessment methods	Individual assignment + exam
Level	Second-year bachelor
Course content	<p>Various graphs and charts will be discussed such as the bar graph, histogram, pie chart, line graph and scatterplot, and when to select which graph. Key features of inferential statistics will be explained: population, sample, sampling distribution, standard deviation of a sample, standard error and central limit theorem. Furthermore, the following concepts of statistical estimation will be explored: point versus interval estimates, confidence intervals for the mean and the student's t-distribution. Moreover, we examine concepts related to statistical testing so as: type I and type II errors</p>

and P-value and P-value calculations. Choosing a suitable statistical test is key in this respect. The following statistical tests will be discussed: t-test 1 sample, t-test 2 sample, F-test and the use of F-table, ANOVA and ANOVA calculations. Concerning Z-scores we will address the following issues: value to probability and probability to value, the use of the Z-table and calculating probability intervals. Additionally, the road from z-score to z-test will be outlined as well as how to calculate confidence intervals using z-distribution. Last, a few relations for interval/ratio level and nominal/ordinal level will be examined. The following relations will be reviewed: Pearson's  $r$ , chi-squared and Cramer's  $V$ .

#### Organising and Managing 4: In control of organisational change

Credits	TBA
Code	(in Osiris)
Entry requirements	TBA
Semester	TBA
Method	TBA
Lecturer(s)	TBA
Learning outcomes	TBA
Recommended or required reading/tools	TBA
Assessment methods	TBA
Level	TBA
Course content	TBA

#### Project-Based Working 4: Conference Project Plan, Pitch, Event and Evaluation

Credits	6 ECTS
Code	(in Osiris)
Entry requirement	Must have completed Project-based Working 3: Project management and conference proposal
Semester	Semester 2
Method	Lectures, seminars
Lecturer(s)	TBA



Learning outcomes	<ol style="list-style-type: none"> <li>1. The student will develop and present a goal-oriented project-plan and project proposal, following the provided format by the lecturers. They will consider easily accessible resources of practical theory to create an international conference.</li> <li>2. The student will collaboratively distinguish the various roles and tasks within a project group. They will describe their own role and contribution to the project and project team, utilizing the Belbin Team Roles test.</li> <li>3. The student will demonstrate the ability to organise a project, including stakeholder analysis, planning and scheduling, fundraising, effective collaboration, and communication within a team. They will employ (desk) research with a preselected theme to select a variety of sources, considering multiple international perspectives.</li> <li>4. The student will effectively and professionally work within a diverse and international project team and manage progress both individually and collectively.</li> <li>5. The student will utilise a moral compass to weigh various public values and interests when carrying out a project, based on agreed-upon group values.</li> </ol>
Recommended or required reading/tools	Grit R., <i>Project Management: A Practical Approach</i> , (2019), 5th edition, Noordhoff Uitgevers
Assessment methods	Presentation + Individual Assignment + Group assignment
Level	Second-year bachelor
Course content	<p>The project organisation will then need to devise one Executive Project Plan deriving from the various Project Plans made by the different groups in the first semester and pitch this in order to obtain funding for this project. In other words: final decisions will be made on the conference content and an Executive Conference Project Plan will be finalised by the entire class. This final Project Plan will also be pitched (by means of a professional presentation, made and given by students) to potential sponsors/commissioners of the event. Additionally, students need to set up their project organisation, make decisions on division of (management) positions in the Organisational Chart, the division of tasks and labour and start with the preparations for the actual Conference.</p> <p>Finally, the entire IPPL Year 2 organisation will be responsible (under tutor supervision) for the organisation and execution of the IPM Conference towards the end of the second semester. After the conference, students are required to evaluate the event and</p>

	their individual roles in the organisation leading up to the conference.
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## Year 3, semester 1 - Course descriptions

### MINOR Making Peace not War: Sustainable Peace and Conflict Resolution

Making Peace not War: Sustainable Peace and Conflict Resolution	
Credits	15 ECTS
Code	IPM-HMVT22-MPNW
Entry requirements	-
Semester	1
Lecturer(s)	Christine Tremblay
Learning outcomes	<ol style="list-style-type: none"> <li>1. Describe the process through which violent conflict erupts</li> <li>2. Differentiate between the political, social, economic and ethical dilemmas that arise with the outbreak of conflict</li> <li>3. Identify the potential and actual tools available to the international community to construct regimes of sustainable peace</li> <li>4. Examine the role of a wide variety of actors in peacebuilding</li> <li>5. Establish whether or not the international community has the potential to adequately respond to war</li> <li>6. Evaluate post conflict situations in light of existing or proposed measures to strengthen peacebuilding efforts in war-torn regions</li> </ol>
Recommended or required reading/tools	<p>J. Koops, N. MacQueen, T. Tardy and P. Williams, <i>The Oxford Handbook of United Nations Peacekeeping Operations</i> (Oxford: Oxford University Press, 2015/2017)</p> <p>J. Ferejohn and F. McCall Rosenbluth, <i>Forged Through Fire, War Peace and the Democratic Bargain</i> (New York, USA: Norton &amp; Company, 2017)</p>
Assessment methods	<ol style="list-style-type: none"> <li>1. Portfolio (60%)</li> <li>2. Multiple choice exam (20%)</li> <li>3. Group assignment (20%)</li> </ol>
Level	Third year
Course content	Below

### Content, mode & assessment

In 2018, there were more than 200 on-going violent conflicts around the globe. Across the twentieth century over 123 million people were killed as a direct result of conflict within or between states. In this minor, students will learn about the opportunities and challenges of international interventions to 'save humanity', that have often resulted in only temporarily ending war, or have exacerbated on-going conflicts.

This minor looks at the root causes of conflict, including socio-economic deprivation, famine, and the struggle to control natural resources. Secondly, the minor examines the responses to conflict, with a particular focus on how the international community has responded to war, mass atrocities and genocide. Thirdly, the minor introduces crucial institutions in peacebuilding such as the United Nations and NATO, but also small and medium states and the lesser known local actors, indigenous groups, women, civil society and the youth.

This multidisciplinary minor is offered by the Lectoraat (Research group) on United Nations Studies in Peace and Justice (led by Prof. dr. Alanna O'Malley), which is positioned halfway between The Hague University of Applied Sciences and Leiden University. Lecturers from various backgrounds, such as political science, law, history, security studies and anthropology work together. Multiple experts from the professional practice, such as the Dutch military, international organisations, non-governmental and research institutions, share insights from practice with students and engage you to contribute with your ideas to peacebuilding solutions!

To pass the minor, students need to show their solutions to make peace instead of war. They participate in seminars, submit an individual research essay, join group role plays, visit and reflect on external United Nations-related events, and translate insights from the literature and the guest speakers to practice by various means. Registration is open for all students with a good command of English from all programmes of The Hague University of Applied Sciences

## MINOR GLOBALISATION, GOVERNANCE AND DEVELOPMENT

Globalization, Governance and Development	
Credits	15 ECTS
Code	IPM-HMVT20-GGD
Entry requirements	Background knowledge of mainstream theories of international relations and politics, understanding of main policy debates regarding international development
Semester	1
Lecturer(s)	Enes Akin, Mario Villalba Ferreira, Rik-Jan Brinkman
Learning outcomes	1. The graduate knows his or her way around the public sector.

	<ol style="list-style-type: none"> <li>2. The graduate is able to scrutinize politically strategic choices for the purpose of solving social challenges.</li> <li>3. The graduate can develop, implement and evaluate policy.</li> <li>4. The graduate can carry out practical research.</li> <li>5. The graduate is self-motivated.</li> </ol>
Recommended or required reading/tools	-
Assessment methods	<ol style="list-style-type: none"> <li>1. Written examination (30%)</li> <li>2. Portfolio (40%)</li> <li>3. Final report (30%)</li> </ol>
Level	Third year
Course content	Below

#### Content, mode & assessment

Whenever people including scientists and Political leaders talk about humanity's current situation and outlook, chances are they'll explicitly or implicitly refer to globalization, governance and development. What do these terms mean? Are they just buzzwords that happen to be fashionable? Or abstract concepts that foster actual understanding? Do they have practical relevance? This minor is based on the premise that all young professionals willing to make a positive contribution to world affairs will benefit from having a good grasp of these three inter-related concepts. This is about understanding both (contested) meanings and theories as well as real-world trends. For that purpose, we'll look at global and regional challenges and strategies pursued by international actors such as states, NGOs and multinational enterprises.

Given the complexity of world affairs, there is only so much we can realistically cover in one term. To create a red thread, the minor applies three main perspectives: in the first weeks, we look at conceptual foundations of International Relations. To make this part tangible, we also organize visits to institutions based in The Hague such as UN organizations and NGOs. Students then select and explore aspects of a country in the "global south", i.e. Latin America, Africa, the Middle East and Asia. In the final weeks, students work individually or in small groups on a project in which creativity is encouraged – in previous years, teams have developed awesome educational games, video reports, role plays, etc.

There are four workshops per week with mandatory attendance. We appreciate that students following this minor come from diverse (academic) backgrounds. To suit different interests, there is a purposefully wide array of assessments including a written exam, academic papers and other communication products. As one student commented in last year's evaluation: "The discussions, excursions and interactive nature of the course were great! Making a blog post, poster and video were skills that I would not have learned in my normal study programme". In the words of another student: "The work load was

very high but I loved learning about multiple theories and perspectives and the freedom students had when choosing their project topics.

**SPECIALISATION UNIT:  
GLOBALISATION, GOVERNANCE AND DEVELOPMENT**

Globalisation, Governance and Development	
Credits	30 ECTS
Code	
Entry requirements	-
Semester	2
Lecturer(s)	Enes Akin, Mario Villalba Ferreira
Learning outcomes	
Recommended or required reading/tools	TBA
Assessment methods	
Level	Third year
Course content	Below

**Content**

Whenever people including scientists and Political leaders talk about humanity’s current situation and outlook, chances are they’ll explicitly or implicitly refer to globalization, governance and development. What do these terms mean? Are they just buzzwords that happen to be fashionable? Or abstract concepts that foster actual understanding? Do they have practical relevance? This minor is based on the premise that all young professionals willing to make a positive contribution to world affairs will benefit from having a good grasp of these three inter-related concepts. This is about understanding both (contested) meanings and theories as well as real-world trends. For that purpose, we’ll look at global and regional challenges and strategies pursued by international actors such as states, NGOs and multinational enterprises.

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## Year 3, semester 2 - Course descriptions

### MINOR FOUNDATION IN PEACEBUILDING, JUSTICE AND HUMAN RIGHTS

Practitioner in Peacebuilding, Justice and Human Rights	
Credits	15 ECTS
Code	IPM-HMVT23-PJHR
Entry requirements	-
Semester	2
Lecturer(s)	Chizu Matsushita
Learning outcomes	<ol style="list-style-type: none"><li>1. analyze, contrast and compare the different approaches to peacebuilding, justice and human rights in contemporary (post) conflict situations;</li><li>2. explain the interaction between warfare, public opinion and democracy from a historical perspective applied to current conflicts;</li><li>3. analyze the visual language used in stereotyping and vilifying;</li><li>4. demonstrate critical and conceptual thinking;</li><li>5. demonstrate persuasive and presentation skills to influence the targeted audience; and</li><li>6. organize a social event for and with a relevant target group of choice.</li></ol>
Recommended or required reading/tools	-
Assessment methods	<ol style="list-style-type: none"><li>1. Written open book exam</li><li>2. Community Led Social Event Group work</li><li>3. Awareness campaign Group work</li><li>4. Exhibition Group work and in pairs</li><li>5. Journal Group and in pairs</li></ol>
Level	Third year
Course content	Below

#### Content

The first part (the foundation) of the minor takes place in the first 10 weeks of semester 2 (and can also be followed as an independent minor).

Central to the focus of the foundation is to encourage students to cultivate critical thinking skills, which lead to understanding the complex nature of social change in the creation of a more peaceful world.

Students will have the opportunity to learn about and consult on contemporary (post) conflict situations and the conflict resolution of various forms of disputes and conflicts. They will compare and contrast the more traditional state-oriented, top-down approaches to peacebuilding under the umbrella of the UN with regional, local and community-based practices. The foundation also provides a space to discuss the correlation between warfare, justice, human rights, public opinion and democracy in current events and from a historical perspective.

Analyzing current political and social challenges requires looking at peacebuilding, justice and human rights from other perspectives than the resolution of 'conflict' in the sense of war, as well. This module will introduce to students, therefore, concepts such as climate justice, human security and global migration.

In the exhibition, students will create awareness of a current challenge/situation in peace (building), justice and human rights. Students are invited to embrace their creativity (e.g. photos, paintings, poems, infographics or mind maps) and are trained by artists and content experts from the field. In addition, students will organize a social event for a target group or social movement of their choice to stimulate community building, peaceful dialogues and social interaction while addressing peace, justice and human rights.

Here is the [link](#) to the collection of videos that students of this minor from 2022 produced. Students will write an article on a topic of their interest and establish a homepage, a blog site, or other platforms of their choice, to showcase their writing work. All students will be responsible for the content, editing, and quality of the end product. They will be trained and coached to write peer reviews.

## **SPECIALISATION UNIT: CHALLENGES TO EUROPEAN GOVERNMENT**

<b>Challenges to European Government</b>	
Credits	30 ECTS
Code	
Entry requirements	-
Semester	2
Lecturer(s)	Tibor Hargitai Caroline Verduin Rik-Jan Brinkman Shana Atangana Bekono Ron Crijns
Learning outcomes	Students who have completed this module are able to: <ul style="list-style-type: none"> <li>• Explain the way in which European policies and legislation are passed within the current institutional framework of the EU;</li> <li>• Discuss the most important aspects of key EU policy fields, most notably migration, monetary policy and trade;</li> <li>• Sketch the key issues Dutch municipalities are facing with the implementation of EU policy;</li> <li>• Contrast the different approaches of national governments towards key EU policy projects;</li> </ul>



	<ul style="list-style-type: none"> <li>• Relate recent changes in the EU trade policies to the changing world order;</li> <li>• Formulate a strategy for key players in the field of policy implementation to better deal with the challenges that the EU is currently facing.</li> </ul>
Recommended or required reading/tools	<ul style="list-style-type: none"> <li>• Nugent, N (2017) <i>The Government and Politics of the European Union</i>. Palgrave Macmillan, 8th edition</li> <li>• Keading, M. and Pollak, J. (2020) <i>Euroscepticism and the Future of Europe. Views from the Capitals</i> Palgrave MacMillan</li> </ul>
Assessment methods	Exams and research paper
Level	Third year
Course content	Below

### Content

The module will give students a foundational knowledge of the functioning of EU institutions, the interaction between the member states and the EU, and the way member states implement EU policies. It introduces a number of key policy areas to students, including monetary, trade and migration policy. Second, students will have an in-depth look at the challenges EU legislation and policy objectives are faces at the different governance levels.

At the municipal level, we will evaluate together with at least one major Dutch municipality the importance of EU legislation on the local level, and how a lack of knowledge about European affairs can form a challenge for implementation of important EU directives and legislation.

On the national level, we will have a closer look at the challenge of mounting Euroscepticism in many countries. Eurosceptics from countries such as Italy, Poland, Austria and Hungary do collaborate on a European level to take a stand against European integration. Hence, we believe that students will learn a lot from a transnational learning environment. In order to achieve this we will set up a COIL-trajectory with the department for International Relations and European Politics at the Masaryk University (MU) Brno, in the Czech Republic. Students participating in the Minor will engage with students enrolled in the BA-programme European Studies at Masaryk University for a number of online interactive sessions in which they exchange their research.

The project will be called “Transnational Euroscepticism” and aims to unearth and identify transnational networks of eurosceptic groups, both in politics as well as in civil society. The aim of this project is to create a fruitful transnational learning environment, where insights from different parts from Europe can be shared, questioned, and analyzed.

**SPECIALISATION UNIT:  
PRACTITIONER IN PEACEBUILDING, JUSTICE AND HUMAN RIGHTS**

<b>Foundation in Peace Building, Justice and Human Rights</b>	
Credits	30 ECTS
Code	IPM-HMVT23-PJHR2
Entry requirements	-
Semester	2
Lecturer(s)	Chizu Matsushita
Learning outcomes	<ol style="list-style-type: none"> <li>1. to become a change agent who promotes, creates and sustains cultures of peace;</li> <li>2. to become a professional who can, through critical, and analytical thinking, and or artistic expression, create awareness and deal with so-called wicked problems in the fields of peacebuilding, justice and reconciliation;</li> <li>3. to operate and collaborate effectively at a local, regional or international level with multiple stakeholders and in multidisciplinary teams; and</li> <li>4. to deliver professional products based on the needs of International Organizations (IOs), Nongovernmental Organizations (NGO)'s or social movements operating in fields of peacebuilding, justice and human rights</li> </ol>
Recommended or required reading/tools	TBA
Assessment methods	Evaluation / Action Research Individual (30%) Policy Advice / Design Individual (30%) Reflection + Review performance experience in the Netherlands or abroad individual (30%) Awareness campaign Group (10%)
Level	Third year
Course content	Below

**Content**

This specialization module aims to develop the student's knowledge, attitude and skills:

- to become a change agent who promotes, creates and sustains cultures of peace;
- to become a professional who can, through critical, and analytical thinking, and or artistic expression, create awareness and deal with so-called wicked problems in the fields of peacebuilding, justice and reconciliation;

- to operate and collaborate effectively at a local, regional or international level with multiple stakeholders and in multidisciplinary teams; and
- to deliver professional products based on the needs of International Organizations (IOs), Nongovernmental Organizations (NGO)'s or social movements operating in fields of peacebuilding, justice and human rights.

This minor consists of two components; the first part (the foundation) is more conceptual where analytical and critical thinking and hands-on activities in the Hague; city of Peace and Justice are key. The second part is practice-oriented (the specialization) and requires participants to operate 'in the field' and deliver professional products for IO's, NGOs or and work experience

#### *Set-up of the module (20 weeks)*

The first part (the foundation) takes place in the first 10 weeks of the module (*this part can also be followed as an independent module*).

This part focuses on the conceptual frameworks, critical thinking and paradigms shifts in the field of Peace Building, Justice and Human Rights in contemporary (post) conflict situations, and conflict resolution of environmental, mineral and water disputes, and identity based conflicts.

Students are challenged to compare and contrast the more traditional state oriented, top-down approaches to Peace Building under the umbrella of the UN (with) regional, and local and indigenous practices. They requested to study the impact of imperialism, orientalism, neo colonialism and decolonization in current debates on peace building, justice and human rights.

Special attention will be paid to the correlation between Warfare, Justice, Human Rights, public opinion and democracy in current events and from a historical perspective.

In pairs students will submit an article on a topic of their interest for the Student Journal Peace Building, Justice and Human Rights. All students will be responsible for the content, editing, and quality of the end result of the journal. They will be trained and coached to write a peer reviews, and edit a journal.

In the exhibition students will create awareness of an current challenge / situation in peace building, justice and human rights. Students are invited to embrace their creativity (e.g. photos, painting, poem, infographic or mind-map) and are trained by artists and content experts from the field.

In addition, students will organize an social event for a target group or social movement of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights.

The concrete learning goals for this part of the module are the following.

At the end of the **first part** of the module (week 1- 10), the student is able to:

1. analyze, contrast and compare the different approaches to peace building, justice and human rights in contemporary (post-)conflict situations;
2. explain the interaction between warfare, public opinion and democracy from a historical perspective applied to current conflicts
3. analyze the visual language used in stereotyping and vilifying
4. demonstrate critical and conceptual thinking
5. demonstrate persuasive and presentation skills to influence the targeted audience; and
6. organize a social event for and with a relevant target group of choice.

The second part of module (the specialization) take place in week 10-20. It enables students to gain experience in the field and carry out action research or an evaluation for an IO or NGO operating in peace building, justice and human rights. Furthermore, students will design a policy advice or formulate recommendations based on their own research results.

Noteworthy, students have the opportunity to travel (at their own expenses) to one of the partner organizations working in post conflict situations. Those students will be able to join online (if needed), and are requested to give (some) guest lectures about their field experience. All other students will be (digitally) connected to an IO, NGO or social movement operating in the area of peace building, justice and human rights, and will gain experience and deliver a policy advice and an evaluation or action research for this sponsor.

In addition, students will organize an social event for /with social movement or a target group of their choice in order to stimulate community building, peaceful dialogues and social interaction while addressing justice and human rights. Based on their own interests and their experience from the field, students will launch an awareness campaign asking for (political) attention for an urgent matter of their choice. Creativity and social engagement will be stimulated and rewarded.

## EXPLICICO

Explico	
Credits	3 ECTS
Code	
Entry requirements	-
Semester	1 and 2
Lecturer(s)	
Learning outcomes	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Communicate thoughts, opinions, beliefs and values on a wicked problem from various perspectives and interests.</li> <li>• Examine a wicked problem from multi-disciplinary, multi-cultural and multi-stakeholder perspective with a local and global scope.</li> <li>• Critically reflect on personal intercultural interactions for personal, academic and professional development.</li> <li>• Demonstrate flexibility by managing ambiguity and adjust expectations and behaviour in the context of a virtual exchange project.</li> <li>• Apply the design thinking cycle to design and propose solutions to local problems, considering multi-cultural and multi-stakeholder perspectives in the process.</li> </ul>
Recommended or required reading/tools	TBA
Assessment methods	
Level	bachelor
Course content	below

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## Content

In this intense seven-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, including students from THUAS IB, ES and IPPL and students from international partner institutions.

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. Additionally, they will create a platform to share and exchange their ideas with each other and stakeholders in their challenge to start a dialogue and move towards new solutions together.

Throughout the project, students will keep track of their own development in a reflection log that culminates in a multimedia reflection product.

In doing so, 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.