

# ACADEMIC GUIDE EUROPEAN STUDIES EXCHANGE

## European Studies for Guest Students 22-23



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

**THE HAGUE**  
UNIVERSITY OF  
APPLIED SCIENCES

# European Studies for Guest Students 22-23

## ACADEMIC GUIDE EUROPEAN STUDIES EXCHANGE

### Department

Global Office, Faculty of Management & Organisation

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### Version

1.8 new curriculum

### Educational Vision

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

#### Our Mission and Vision

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

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

- World Citizenship
- Internationalisation
- Network Institution

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

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

position. The programme aims to foster greater connection in Europe from its home in The Hague, the international city of peace and justice.

## **Disclaimer**

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

**Please note:** we will continue to observe official national guidelines in regard to the developing Covid-19 situation and take steps accordingly.

## **Foreword**

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

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

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

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

Martijn Verheus  
Director Faculty Management and Organisation  
March 2022

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



## Introduction

The vast majority of higher education institutions in the Netherlands are state-funded and fall into two categories. There are around 20 traditional 'research' universities, and over 100 Universities of Applied Sciences (*Hogescholen*).

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

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

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

- real-world professional contexts
- simulations of the professional field
- the use of professional products
- the presence of the professional field in the shape of guest lecturers and project partners
- field visits and excursions
- diverse work placement opportunities

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

## Internal Organisation of ES

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

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

## **Didactic Approach**

### **Vision on Learning**

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

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

### **Didactic Approach**

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

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

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

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

### **Learning Environment**

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

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

## 2. Meet the Team of European Studies

### 2.1 The Global Office 2022-2023

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

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



### 2.2 Country Tutors

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

Country Tutor	Email address	Country of your home university
Ms. M. Anghel	<a href="mailto:M.Anghel@hhs.nl">M.Anghel@hhs.nl</a>	Bulgaria & Romania
Mr. R. Barroso Vloedgraven	<a href="mailto:R.Barroso@hhs.nl">R.Barroso@hhs.nl</a>	Spain, Argentina, Chile, Ecuador & Mexico
Ms. A. Diaz Santana	<a href="mailto:A.Diaz@hhs.nl">A.Diaz@hhs.nl</a>	Spain (Granada & Madrid)
Ms. A. Grebner	<a href="mailto:A.Grebner@hhs.nl">A.Grebner@hhs.nl</a>	Russia, Georgia, Bosnia & Herzegovina, Tunisia



Mr. B. Groenemans	<a href="mailto:B.J.Groenemans@hhs.nl">B.J.Groenemans@hhs.nl</a>	France & Belgium (Wallonia)
Ms. I. Düsterhöft	<a href="mailto:i.k.dusterhoft@hhs.nl">i.k.dusterhoft@hhs.nl</a>	USA (incl. USAC) & Canada
Ms. Y. Overdevest	<a href="mailto:Y.Overdevest@hhs.nl">Y.Overdevest@hhs.nl</a>	Belgium (Flanders), Portugal, Brazil, Cyprus & Malta
Ms. M. Pau	<a href="mailto:M.P.Pau@hhs.nl">M.P.Pau@hhs.nl</a>	UK & Ireland
Ms. R. Scheltinga	<a href="mailto:R.Scheltinga@hhs.nl">R.Scheltinga@hhs.nl</a>	UK Derby (Year-long exchange)
Ms. N. Schwan	<a href="mailto:N.H.H.M.Schwan@hhs.nl">N.H.H.M.Schwan@hhs.nl</a>	Estonia, Latvia, Lithuania, Czech Republic, Hungary, Poland & Slovakia
Mr. P. Treanor	<a href="mailto:P.A.Treanor@hhs.nl">P.A.Treanor@hhs.nl</a>	Denmark, Finland, Iceland, Norway & Sweden
Mr. J. Borghouts	<a href="mailto:J.G.F.Borghouts@hhs.nl">J.G.F.Borghouts@hhs.nl</a>	Austria, Germany
Ms. N. van Campenhout	<a href="mailto:N.vanCampenhout@hhs.nl">N.vanCampenhout@hhs.nl</a>	Australia, China, Hong Kong, Japan, Korea & Taiwan
Ms. E. van Driesum	<a href="mailto:E.L.M.vanDriesum@hhs.nl">E.L.M.vanDriesum@hhs.nl</a>	Italy
Ms. U. Yugruk-Planken	<a href="mailto:U.Yugruk-Planken@hhs.nl">U.Yugruk-Planken@hhs.nl</a>	Albania, Greece & Turkey

## 3. Facilities

### 3.1 Desks and Questions

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

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

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

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

Telephone: +31 70 445 8505  
 E-mail: [exchange@hhs.nl](mailto:exchange@hhs.nl)  
 Location: OV1.10

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

E-mail: [MO-GlobalOffice@hhs.nl](mailto:MO-GlobalOffice@hhs.nl)  
 Location: OV2.49

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

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

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

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

## 3.2 Computer Facilities

Besides general study zones for students, there are several rooms equipped with computers for classes and student use. These are all located on the third floor of the main campus building (*Ovaal=OV*).

Outside of class times, these computer rooms may be used by ES students for homework assignments. For this purpose, computers must be booked through the helpdesk and the opening hours of the rooms are clearly indicated on the door of each room.

Everyone using the computer rooms must abide by the following rules:

- No eating or drinking in the computer rooms.
- Printing is not free. You need to pay for it using the so-called Campus Card which you will load/charge with credit.
- Everyone who has worked in a computer room must log off correctly and switch off the computer before leaving the room.
- Guest students will receive their username, password, and university e-mail address once they register in Osiris (our online platform). These will give you access to all public computers (including free Wi-Fi internet access to your devices) on the premises.

*\* These guidelines are subject to change.*

## 3.3 Library and Study Plaza



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

Opening hours Library & Study Plaza:

Monday - Friday: 9 am – 10.30 pm\*

Saturday, Sunday: 10 am - 10.30 pm\*

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

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

## 3.4 Student Counselling & Supervision

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

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

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

THUAS also has [a student psychologist](#). Students are confronted with a diverse range of problems: from losing the motivation to continue their studies or suffering from fear of failure to very serious situations such as psychiatric disorders. The psychologist can then provide short term care and these conversations are also strictly confidential.

### 3.5 Campus Card

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

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

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

### 3.6 Canteen

Food and drinks can be purchased from the Foodcourt, the West 75 cafe and vending machines. In all cases, payment is by card. The central food court has the largest selection of items, also serving vegetarian and halal products. The university has microwaves that can be used for heating food, multiple coffee corners on various floors, and a "West 75" restaurant.

There is also a small grocery store outside the main building called "Albert Heijn To Go", which sells a selection of meals, snacks and drinks.

### 3.7 Medical Care

#### Physicians or GPs

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

The practitioner closest to the university is:

#### **Biking+Doctors**

Babylon Hotel | Bezuidenhoutseweg 53 | 2594 AC Den Haag

Phone number: +31 (0)70 808 0300

Website: <https://www.bikingdoctors.nl/>

[SUBSCRIBE](#)

#### **Shams**

Praktijk Shams | Stationsweg 107 2h | 2515 BL Den Haag

Phone number: +31 (0)70 38 00 661

Website: <https://www.praktijkshams.nl/>

[SUBSCRIBE](#)

### Medical emergencies

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

### Payment

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

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

### Pharmacies

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

The pharmacy nearest to The Hague University is Apotheek van Leeuwenhoek:

Rijswijkseweg 392  
2516 HP Den Haag  
Tel. 070-3992240  
Fax. 070-3191309  
E-mail: [info@apotheekvanleeuwenhoek.nl](mailto:info@apotheekvanleeuwenhoek.nl)  
Opening hours 8.30 a.m. to 6.00 p.m.

### Dentists

Dental treatment is **not included** in a standard medical insurance. If you need a dentist (tandarts) you should make an appointment first.

After treatment the bill is usually sent to your address in the Netherlands. The cost of the consultation varies by type. Once again be sure to ask for a receipt if you pay in cash in order to receive compensation from your insurance.

Art of Teeth Tandartsenpraktijk (Close to Asstraat)  
Van Musschenbroekstraat 180  
2522 AW Den Haag  
Tel: 070-3999053

Outside office-hours and on weekends, please contact the "Tandzorg Den Haag" (Dental care The Hague) or the dentist emergency services.

Tandzorg Den Haag  
Dr. Presserstraat 240  
2552 LP Den Haag  
Tel: 070 4041279 - [info@tandzorgdenhaag.nl](mailto:info@tandzorgdenhaag.nl)

Dental Emergency services (Tandarts Spoedgevallen Dienst)  
Tel: 070-3110305

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

More information will be provided by our International Office upon arrival.

### European Studies for Guest Students 22-23

Global Office, Faculty of Management & Organisation – version 1.8 new curriculum  
The Hague University of Applied Sciences, 2022

## 4. Student Activities

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



### 4.1 ESCAPE

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

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

### 4.2 ES Student Council

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

### 4.3 Campus Life & Sports at THUAS

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

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

## 5. Information on the Academic Programme

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

### 5.1 Attendance

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

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

## 5.2 Source Referencing & Handing in Papers

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

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

## 5.3 How Students contact Lecturers

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

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

## 5.4 How Staff contact Students

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

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

## 5.5 Timetables

There are 2 semesters made up of 4 terms, and the timetables will differ from term to term. Exchange students will have access to the exchange programme timetable at the beginning of each term.



### Class Hours:

8h45 – 18h in blocks of 45 minutes.

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

## 5.6 Year Calendar 2022-2023

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. The **second semester** runs from **30 January 2023 until late June 2023**. Lessons start in the first week and will take place from Monday to Friday.

The **provisional** list of important dates for the academic year 22-23 is as follows:

<b>22 Aug – 26 Aug</b>	<b>Start Mandatory Introduction week Semester 1</b>
28 Aug	Start of Semester 1, term 1 classes
24 Oct – 31 Oct	Autumn Break
31 Oct- 7 Nov	Exams & resits term 1
7 Nov	Start of term 2
19 Dec – 26 Dec	Special Exams term 2
26-Dec – 9 Jan	Christmas Break
9 Jan - 16 Jan	Re-sit exams term 1
16 Jan – 23 Jan	Regular exams term 2
<b>30 Jan – 3 Feb</b>	<b>Start Mandatory Introduction week Semester 2</b>
6 Feb	Start of Semester 2, term 3 classes
20 Mar – 27 Mar	Re-sit exams term 2
27 Feb - 6 Mar	Spring Break
3 Apr – 10 Apr	Exams term 3
7 April	Good Friday
10 April	Easter Monday (national holiday)
17 April	Start of term 4
27 Apr	King's Day (national holiday)
1 May – 8 May	May Break
5 May	Liberation Day (national holiday)
8 May – 22 May	Re-sit exams term 3 (in the evenings)
18 May	Ascension Day (national holiday)
28 May	Whit Monday/Pentecost (national holiday)
29 May – 16 June	Regular exams term 4
17 June - 1 July	Re-sit exams term 4 & <b>selected re-sit exams semester 1</b>
17 July – 28 Aug	Summer Break
(21 Aug - 25 Aug	<i>Re-sit exams period 5)</i>

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

## 5.7 Changes to the Academic Calendar

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

## 5.8 Exam Dates

At the start of the academic year the academic calendar is published so that students can plan ahead. They can count on exams taking place in the exam periods in which they have been scheduled, but exams may be moved to other days and times. A final exam timetable is only available shortly before the exam period due to the multiplicity of exams. When this happens, it is to accommodate specific groups of students for whom the original schedule poses serious problems. Students will be informed of any changes through BrightSpace during the semester.

## 5.9 Exam Information

Exams (both regular and resit) will not be sent abroad for students to complete at their home institution. Should students wish to take resit exams, they will also need to be present in person for such.

Some provision has been made for digital examinations administered remotely (online). In such a case, students must have access to a computer, a mobile telephone, any specified software required to sit the examination, and an internet connection. Further information can be found in the Test Regulations 2022-2023.

### ID card

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

### Attendance at On-Campus Examination

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

### Online proctoring

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

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

## 5.10 Assessment Information

Assessment may take the form of assignments, presentations, essays and/or exams, and some courses will include a combination of different sorts of assessment. At ES, it is also customary to use multiple choice exams. Students who need special facilities for exams and have such at their home university, are required to inform their Country Tutor. 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.**

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

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

## 5.11 Number of Modules & Credit Points

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

The subjects listed below have various ECTS (European Credit Transfer System) weights. 1 ECTS equals 28 hours of work. We consider a full semester programme to be from 27 to 30 ECTS points. **'Introduction to Dutch Culture and Society and Europe@Home'** is a **compulsory module**. Students who stay a whole year only have to follow this subject in the first semester. The **minimum** number of credits for an exchange at ES is **20 ECTS**, and the **maximum** number is **40 ECTS** per semester.



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

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

Please note: classes have restrictions on student numbers and registration is therefore vital; if you fail to register, you will lose your place in the course.

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

## 5.12 Course Material

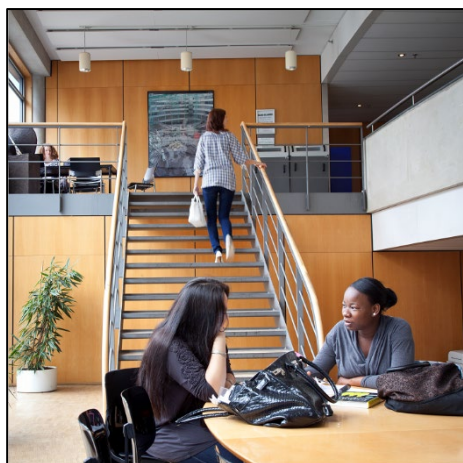
European Studies publishes module books and readers for most subjects via the 'Brightspace' electronic learning environment. Details on required textbooks and materials will be made available to students upon arrival.

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

## 5.13 Pre-registering for Courses

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

# 6. The Academic Programme



Below you will find a list of the courses within the exchange programme on bachelor level for the academic year 2022-2023. English is the medium of instruction and courses usually take place on campus. The courses are all optional except for IDCS.\*

## 6.1 Course Overview 2022-2023

Year	Subject	Assessment	Offered in term (s)		ECTS credits
			Sem 1	Sem 2	
<b>Compulsory Course</b>					
2	IDCS: Module 1 Introduction to Dutch Culture and Society Module 2 Europe@Home	Assignments (100%)	2 1	4 3	2
<b>Business Management</b>					
3	Artful Business Creations	Presentation (80%), reports (20%), attendance & bootcamp	1	-	15
1	Foundations of Marketing	Exam (multiple choice questions;80%) and in class assignment (20%)	-	3&4	5
3	International Marketing	Exam (open questions and case study) (65%) Individual portfolio (35%)	-	4	5
2	Introduction to Export Management	Exam (open questions and case study)	1&2	3&4	6
1	Management of Organisations in Europe	Exam (multiple choice questions)	-	3	2
3	Marketing Planning & Strategic Management	Assignment (20%) Exam (open questions) (80%)	1&2	-	5
2	Multicultural Consumer Behaviour	Assignment (20%) Exam (open questions) (80%)	1	3	5
3	Social Entrepreneurship and Innovation in a Global Perspective	Assignment (30%) Group assignment (70%)	-	3&4	15
2	Strategic Export Marketing Plan <b>Entry Requirement: registration for Introduction to Export Management</b>	Export plan	1&2	4	3
2	Strategic Planning for the Public and Private Sectors	Strategic plan (essay)/assignment	1	-	2
1	The Business Dimension of Europe	Exam (multiple choice questions) (65%) Case study (report) (35%)	2	-	4
<b>Cultural &amp; Social Studies</b>					
3	American Studies	Written exam (open questions) (100%)	2	4	5
3	Art & Globalisation	Essay & in-class assignments	2	4	5
1	The Cultural Dimension of Europe	Written exam & presentation	1	-	4
3	Cultural Theory & Popular Culture	Essay	1	3	5
n/a	Exchange Perspectives for Local Impact in Collaboration (EXPLICICO)	Portfolio and essay	2	-	5
3	The History of Europe through Music	Part A presentation and paper, 60% Part B written exam, 40%	-	3&4	5
2	Issues in 21 <sup>st</sup> Century European Society	Video (in groups create a video addressing an important 21 <sup>st</sup> century issue)	1	3	3
3	Personal Leadership & Core Principles of European Integration	Portfolio (50%) Presentation (50%)	-	3	5
4	Philosophy, Art and Culture: Esthetics	Portfolio	-	4	5

4	Philosophy, Art and Culture: Art History <b>Entry Requirement: registration for Philosophy of Art</b>	Portfolio	-	3	7
4	Philosophy, Art and Culture: Philosophy of Art <b>Entry Requirement: registered for Art History</b>	Assignment	-	3	3
4	Religion in a Globalised World	Written exam	-	3	5
3	Society & Culture in the English Speaking World: Australasia and Africa	Portfolio (50%) Exam (50%)	-	4	5
3	Society & Culture in the English Speaking World: Great Britain & Ireland	Portfolio (50%) Exam (50%)	-	3	5
3	Society & Culture in the English Speaking World: The Americas	Portfolio (50%) Exam (50%)	-	3	5
3	Women and Society	Essays/report and presentation	1&2	3&4	5
<b>Law, Politics and Administration</b>					
3	Contemporary European Politics	Essay (2500 words)	1&2	4	5
2	Decision Making in the EU	Preparatory assignments (60 %) Performance during simulation game (40%)	1&2	3&4	5
4	Eastern European Politics	Oral Exam (50%) Portfolio (50%) Compulsory attendance (P/F)	1&2	-	15
2	European Public Policy	Written assignment (40%) and a written exam with open questions (60%)	1&2	-	5
3	Global Development Issues	Written exam (open questions and multiple-choice)	2	4	5
1	IGOs and INGOs – World Citizenry at Work	<ul style="list-style-type: none"> <li>Multiple choice exam, end of term 3 covering material from block 1: 40% of final mark (exam duration: 90 minutes)</li> <li>Open question exam, end of term 4 covering material from block 2: 60% of final mark (exam duration: 90 minutes)</li> </ul>	-	3&4	5
1	Institutions of the EU	Multiple Choice test	-	3	2
4	International Humanitarian Law and International Criminal Law	Moot court (30%) Written exam (70%)	1&2	-	5
4	International Human Rights Law	Written exam (30%) Assignment (30%) Presentation (40%)	1&2	-	5
2	International Relations	2 x 1000 words essays (50% each)	1&2	3&4	5
3	The Legal Dimension of Europe	Written exam (80%) Assignment (20%)	1&2	-	5
3	Media in Contemporary Society	Assignment (80%) Written exam (20%)	1	3	5
4	Media and Politics I	Final paper/essay	1	3	5
4	Media and Politics II	Group presentation (30%) Individual essay (70%)	1	4	5
2	Nation and Identity in Contemporary Europe	Essay (1500 words)	2	4	5
1	The Political Dimension of Europe	Open question exam (100%)	2	-	4

4	Political Ideology	Weekly reviews of key texts & one 2000-word essay	1	3	5
1	Professional Argumentation	Assignments (50%) & presentation (50%)	-	3&4	4
4	Public International Law	Group case assignment [presentation + essay] Comprehensive final exam Individual paper (essay)	1&2	-	5
<b>Modern Foreign Languages &amp; Skills Courses</b>					
n/a	English for Guest Students (intermediate)	Oral exam (50%) & portfolio (50%)	1&2	3&4	2
n/a	French for beginners	Written exam (100%)	-	3	3
n/a	German for beginners Exchange	Written and oral exam	1&2	3&4	1.5
	German A1 (writing and speaking skills)	Portfolio & compulsory assignment		3&4	3
n/a	Language Partner Programme	Portfolio (100%)	1&2	3&4	1
n/a	Spanish for beginners <b>BASED ON AVAILABILITY</b>		1&2	-	5
1	Survival Dutch/Dutch A1	Oral exam (30%) & written exam (70%)	1&2	3&4	2
3	Digital Writing	Assignment A: Analysis of organisational websites (25%) Assignment B: An Original Strategy & Basic Style Guide (25%) Assignment C: Online Press Release and News Story (25%) Assignment D: A Blog Article & Social Media Content (25%)	-	4	4
<b>Projects</b>					
2	The Hague Summit +20	Written exam and group assignment with individual element	1&2	-	5
3	Europe 21	The project concludes with the groups presenting their reports to a jury comprising two external jurors (their assignment providers) and an internal juror. The supervisor of each team assesses the quality of the organisation of the team.	-	4	6

*\*European Studies 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.*

## 6.2 Course Descriptions 2022-2023

### 6.3 Compulsory Module

#### IDCS & Europe@Home

<b>Course Code</b>	ES-ISDUTSOC-20
<b>Year</b>	n/a
<b>Offered in term(s)</b>	1&2 and 3&4
<b>Semester</b>	1 & 2
<b>Credits</b>	2 ECTS
<b>Modules to complete within Study unit</b>	Term 1 & 3: Europe@Home (Project) Term 2 & 4: Introduction to Dutch Culture & Society
<b>Module Manager</b>	<ul style="list-style-type: none"><li>• Johanna Eisinger – Jansen (IDCS) <a href="mailto:J.P.Eisinger@hhs.nl">J.P.Eisinger@hhs.nl</a></li><li>• Elena Cabrera (Europe@Home) <a href="mailto:e.cabrera@hhs.nl">e.cabrera@hhs.nl</a></li></ul>
<b>Entry Requirements</b>	<b>This course is compulsory for all exchange students.</b>
<b>Method</b>	Term 2 & 4: Introduction to Dutch Culture & Society Guest lectures and field trips.
<b>Assessment</b>	In order to receive the credits for this study unit, students must pass both the Europe@home Project (graded) and the module on Introduction to Dutch Culture & Society (pass/fail).
<b>Course Material</b>	Module book available online
<b>Course Outline</b>	This module is designed to help students to get to know the Netherlands, its people, its culture and its history. After a kick-off session, students follow 2 lectures (each of 90 minutes) about themes related to Dutch culture & society and complete a portfolio with assignments on these themes. The lectures will be online or hybrid (sessions will be recorded). The assignments are a combination of written assignments, film viewing and an art project. This module will help students to become aware of the similarities and differences with their own culture, and to become more open to learn rather than judge.
<b>Learning Outcomes</b>	After having followed the course, students will have a basic knowledge of Dutch culture and contemporary society.

## 6.4 Business Management

### Artful Business Creations

<b>Course Code</b>	MO-IS-ABC-21												
<b>Year</b>	3												
<b>Offered in term(s)</b>	1												
<b>Credits</b>	15 ECTS												
<b>Module Manager</b>	Jacco van Uden <a href="mailto:j.c.vanuden@hhs.nl">j.c.vanuden@hhs.nl</a>												
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>- Strong English skills (level B2).</li> <li>- A token of motivation like for example a 1 A4 motivation letter or 90-second vlog to be sent to <a href="mailto:ABC@hhs.nl">ABC@hhs.nl</a>.</li> </ul> <p style="color: red;">This course is very intensive and no (or very limited) additional classes should be taken in term 1.</p>												
<b>Method</b>	<p>Lectures, Field trips, Bootcamp, Projects, Personal development</p> <p>This minor is designed for students who believe that businesses should be more creative in the way they run, are organised, and the goals they set. Open-minded students who are curious to learn hands-on what businesses can learn from the arts. People who like to experiment and examine why and how things work. Individuals who want to turn left when all the others turn right. Students that want to push themselves and others. Please note that it is not necessary for participating students to be art connoisseurs.</p> <p>Artful Business Creations is open to all students with an interest in business issues and who want to experiment with new, creative ways to tackle these issues. Within the minor, we start with the fact that everyone has a different flight path. Participants are welcome from the 'traditional' business courses who are in need of innovative, more creative business tools, and from the creative studies with an interest in working with business issues as a designer-in-training.</p>												
<b>Assessment</b>	<table border="1"> <thead> <tr> <th></th> <th>Tests:</th> <th>Method:</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Final presentation (11 ECTS):</td> <td>Assessment Grade week 9 (80%) Resit week 10</td> </tr> <tr> <td>B</td> <td>Progress reports - cumulative (3 ECTS)</td> <td>Weekly report (20%) Pass/fail week 9 Resit week 10</td> </tr> <tr> <td>C</td> <td>Bootcamp and attendance (1 ECTS)</td> <td>Bootcamp mandatory Pass/ fail week9</td> </tr> </tbody> </table>		Tests:	Method:	A	Final presentation (11 ECTS):	Assessment Grade week 9 (80%) Resit week 10	B	Progress reports - cumulative (3 ECTS)	Weekly report (20%) Pass/fail week 9 Resit week 10	C	Bootcamp and attendance (1 ECTS)	Bootcamp mandatory Pass/ fail week9
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C	Bootcamp and attendance (1 ECTS)	Bootcamp mandatory Pass/ fail week9											
<b>Course Material</b>	<p>Mandatory literature will be provided.</p> <p>As part of their group assignment, students will have to search actively for other relevant literature and sources</p>												
<b>Course Outline</b>	<p>Project-based learning is an important part of this minor. Students will participate in a project given by an outside provider. This creates a valuable opportunity for students to work on real-life problems and experience of working</p>												

together in an international team. The learning environment includes lectures, self-study, workshops, experiences, projects, and field trips.

Artful Business Creations offers both an intense and rich learning environment which asks for self-driven students who take responsibility for their learning process. Participation in Artful Business Creations requires eagerness, engagement, and a willingness to go the extra mile. Students who participate in Artful Business Creations do not just *take* the course; they help *shape* it. Perhaps most importantly is the willingness for students to postpone judgement on the values throughout the program. Some elements will be directly applicable, other elements will be food for thought, without a clear or immediate value.

Through observing arts and business models, visiting art organisations and seeing artists at work, through experiencing different locations and approaches, students will develop a unique and artful approach to expecting the unexpected and feeling comfortable with discomfort.

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<b>Learning Outcomes</b>	<p>This minor is related to the Dublin Descriptors:</p> <p><b>1. Knowledge &amp; understanding</b> <i>Provides a basis or opportunity for originality in developing or applying ideas often in a research context</i></p> <ul style="list-style-type: none"><li>• Improve his or her English.</li><li>• Know methods and means to connect art and business, to connect new ways of thinking to established concepts and to connect innovations to old products and services.</li></ul> <p><b>2. Applying knowledge &amp; understanding</b> <i>Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)</i></p> <ul style="list-style-type: none"><li>• Apply the knowledge and skills in a real-life setting.</li><li>• Demonstrate that they can apply the insights of design thinking, models and techniques from the arts and creative industries to the world of business; the student will have to show<ul style="list-style-type: none"><li>○ which elements of the program he or she has found useful and why</li><li>○ how these elements have found their way into the final product (the project proposal/end presentation for the client)</li></ul></li></ul> <p><b>3. Making judgements</b> <i>Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data</i></p> <ul style="list-style-type: none"><li>• Elaborate on the experience of the chain of re-think/ use/ connect/ frame/ sell/ invent in organisations, companies, and institutes.</li><li>• Critically evaluate own research findings to arrive at feasible recommendations for the external assignment provider.</li></ul> <p><b>4. Communication</b> <i>Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)</i></p> <ul style="list-style-type: none"><li>• Present findings in a coherent and professional manner in writing, orally and utilising appropriate visual aids.</li></ul> <p><b>5. Learning skills</b> <i>Study in a manner that may be largely self-directed or autonomous</i></p> <ul style="list-style-type: none"><li>• Think creative (skills), out-of-the-box,</li><li>• Work effectively in multicultural and interdisciplinary groups (project-based),</li></ul>
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- Reflect on how he or she has challenged himself/herself to think out of the box and step out of his or her comfort zone
- Get to know others and him/herself,
- Acquire (intercultural) communication and collaboration skills as part of his or her personal development.

## Foundations of Marketing

<b>Course Code</b>	ES-ISBMFOUMAR-20
<b>Year</b>	1
<b>Offered in term(s)</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Lee Harris l.j.harris@hhs.nl
<b>Entry Requirements</b>	None; please note this is a 1 <sup>st</sup> -year module and should only be chosen by students who do not have a background in this subject.
<b>Method</b>	Lecture
<b>Assessment</b>	Exam (multiple choice questions) (80%) and in class assignment (20%)
<b>Course Material</b>	Armstrong and Kotler, <i>Marketing: An introduction</i> , Pearson, 14th, or latest edition.
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• To define the Marketing Process</li> <li>• To outline the Marketing environment</li> <li>• To identify a customer driven Marketing strategy</li> <li>• To select a customer value-driven Marketing mix</li> </ul>
<b>Learning Outcomes</b>	<p>After successful completion of this course students are better prepared for a career as a marketer in a private or public organisation. They can demonstrate the importance of Marketing as a field of study for a profession in an international context and to interpret cultural differences as a drive for differentiation in Marketing.</p> <p>Students are able:</p> <ul style="list-style-type: none"> <li>• To define the Marketing process.</li> <li>• To outline the Marketing environment.</li> <li>• To identify a customer value-driven Marketing strategy.</li> <li>• To select a customer value-driven Marketing mix.</li> </ul>

## International Marketing

<b>Course Code</b>	ES-ISBMINTMAR-20
<b>Year</b>	3
<b>Offered in term(s)</b>	4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Ernst van Weperen



<b>Entry Requirements</b>	Basic marketing knowledge
<b>Method</b>	Lecture
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Exam (open questions and case study) (65%)</li><li>• Individual portfolio (35%)</li></ul>
<b>Course Material</b>	Business articles/ case studies
<b>Course Outline</b>	<p>The course introduces students to international marketing. It will do so by specifically looking at the challenges many multinationals face in markets of countries at “the Bottom of the Pyramid”.</p> <p>In this context a number of fundamental questions are asked, such as:</p> <ul style="list-style-type: none"><li>• What are the foundations of marketing?</li><li>• How does international marketing differ from domestic marketing?</li><li>• What is sustainability in business and what is sustainable marketing?</li><li>• How do successful and unsuccessful companies approach the bottom of the Pyramid, that is the poorest 3 billion people?</li></ul>
<b>Learning Outcomes</b>	<p>They should be able to:</p> <ul style="list-style-type: none"><li>• Define and describe the key concepts of (international &amp; sustainable) marketing</li><li>• Explain the difference between marketing and international marketing</li><li>• Explain sustainability, the Bottom of the Pyramid, and CSV (Creating Shared Value)</li><li>• Apply foundational and international marketing knowledge to “the bottom of the pyramid” markets (portfolio)</li><li>• Compare above mentioned concepts and explain how they relate to each other</li></ul>

## Introduction to Export Management

<b>Course Code</b>	ES-ISBMEXPMAN-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1&2 and 3&4
<b>Credits</b>	6 ECTS
<b>Module Manager</b>	Agota Szabo <a href="mailto:a.szabo@hhs.nl">a.szabo@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures
<b>Assessment</b>	Exam (open questions and case study), <b>resit in TERM 4</b>
<b>Course Material</b>	Joris Leeman, <i>Export Planning</i> , Pearson, 2 <sup>nd</sup> edition, 2016, ISBN: 978-90-43-03570-5
<b>Course Outline</b>	To be successful in the export business, companies have to rely on the knowledge, expertise, insight, and cooperation of everyone involved in the process. This module focuses on the integration of all aspects of the export business and the implementation of export strategies in the daily business practice. Students will learn:

- Why a European entrepreneur needs to export
- How to write an export plan

<b>Learning Outcomes</b>	<p>After completing this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the most common management models</li> <li>• Describe the most important theoretical frameworks for export formulation</li> <li>• Discuss the most important elements of export marketing mix</li> <li>• Construct an export plan for a company</li> <li>• Understand the financial sides of export</li> </ul>
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## Management of Organisations in Europe

<b>Course Code</b>	ES-ISBMMANOE-20
<b>Year</b>	1
<b>Offered in term(s)</b>	3
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Lee Harris <a href="mailto:l.j.harris@hhs.nl">l.j.harris@hhs.nl</a>
<b>Entry Requirements</b>	None; please note this is a 1 <sup>st</sup> -year module and should only be chosen by students who do not have a background in this field.
<b>Method</b>	Lectures
<b>Assessment</b>	Written exam (multiple choice questions)
<b>Course Material</b>	Ebert RJ & RW Griffin, <i>Business Essentials</i> , Pearson, 12 <sup>th</sup> edition, or a more recent edition
<b>Course Outline</b>	The module introduces the main elements of management theory. The principles of management apply to all kinds of organisations. Although the focus is often on management in business enterprises, remember managers also work in charities, social organisations, educational institutions, government agencies etc. Remember, too, that managers bring to small organisations much the same kinds of skills – the ability to make decisions and respond to a variety of challenges – which they bring to large ones. Regardless of the nature and size of an organisation, managers are among its most important resources. As a result, management is of importance to everyone who comes into contact with these kinds of organisations. This can be as a manager, but also as employee, customer, supplier, volunteer etc. The module deals with all kinds of management issues in organisations in Europe.
<b>Learning Outcomes</b>	<p>After completing this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the concepts of management and organisation and explain why these are important</li> <li>• Identify the various stakeholders of an organisation and describe what induces them to make their contribution</li> <li>• Explain the importance of setting goals and formulating strategies</li> <li>• Name the different organisational structures and their advantages and disadvantages</li> <li>• Define human resource management and workforce diversity</li> <li>• Outline the most important theories of motivation</li> </ul>

## Marketing Planning & Strategic Management

<b>Course Code</b>	ES-ISBMMPSTM5-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Lee Harris <a href="mailto:l.j.harris@hhs.nl">l.j.harris@hhs.nl</a>
<b>Entry Requirements</b>	An introductory course in Marketing
<b>Method</b>	Lectures
<b>Assessment</b>	Assignment (20%) Exam (open questions) (80%) <b>No resit available</b>
<b>Course Material</b>	Wood, <i>Marketing Plan Handbook</i> , Pearson, 5th, or latest edition Johnson et al., <i>Fundamentals of Strategy</i> , Prentice Hall, 3rd, or latest edition
<b>Course Outline</b>	<b>Part 1: Marketing Planning-focus on Chapters 1,4,6, 8 and 10</b> <ul style="list-style-type: none"><li>• Marketing Planning</li><li>• Markets and STP</li><li>• Product and Brand Strategy</li><li>• Pricing Strategy</li><li>• Metrics</li></ul> <b>Part 2: Strategic Management-focus on chapters 1,2,3,5,6 and 8</b> <ul style="list-style-type: none"><li>• Introduction to Strategy</li><li>• Environment</li><li>• Business Strategy</li><li>• Corporate Strategy and Diversification</li><li>• Innovation Strategies</li></ul>
<b>Learning Outcomes</b>	After completing the course students should be able: <ul style="list-style-type: none"><li>• To explain the concepts of Marketing strategy as constructed in an effective Marketing Plan</li><li>• To describe Marketing tactics and metrics as related to an effective Marketing Plan</li><li>• To discuss the fundamental issues of Strategic Management</li><li>• To match the best practices of Strategic Management to organisations</li></ul>

## Multicultural Consumer Behaviour

<b>Course Code</b>	ES-ISBMMCB-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1 and 3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Lee Harris <a href="mailto:l.j.harris@hhs.nl">l.j.harris@hhs.nl</a>

<b>Entry Requirements</b>	An introductory course in Marketing
<b>Method</b>	Lectures
<b>Assessment</b>	Assignment (20%) Exam (open questions) (80%)
<b>Course Material</b>	Schiffman et al., <i>Consumer Behaviour A European Outlook</i> , Prentice Hall, 2nd, or latest edition
<b>Course Outline</b>	Chapters 1,3,4,5,9 and 13. <ul style="list-style-type: none"> <li>• Technology-Driven Consumer Behaviour</li> <li>• Consumer Motivation and Personality</li> <li>• Consumer Perception and Learning</li> <li>• Environmental Influences on Consumer Behaviour</li> <li>• Cross-Cultural Consumer Behaviour</li> </ul>
<b>Learning Outcomes</b>	After completing the course students should be able to: <ul style="list-style-type: none"> <li>• Relate the steps of Consumer Decision Making to the development and interpretation of Marketing Strategy</li> <li>• Describe the individual determinants of Consumer Behaviour</li> <li>• Explain the environmental influences of Consumer Behaviour</li> <li>• Discuss methods of influencing Consumer Behaviour</li> </ul>

## Social Entrepreneurship and Innovation in a Global Perspective

<b>Course Code</b>	ES-ISHMVT20-SEIG
<b>Year</b>	3/4
<b>Offered in term(s)</b>	3&4
<b>Credits</b>	15 ECTS
<b>Module Manager</b>	Titus van der Spek T.C.vanderSpek@hhs.nl
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures & group work
<b>Assessment</b>	Individual (30%) & group assignments (70%)
<b>Course Material</b>	Students need to be able to find their own, relevant information. An extensive list of sources is available. BrightSpace is used as the intermediary between students and staff.
<b>Course Outline</b>	The aim of the course is to help students better understand the intricacies of solving social and environmental problems using business model-thinking. This will be tackled by introducing them to the 'social enterprise model' and the idea of being a 'social entrepreneur'. During the minor, students will take on the identity of a 'social entrepreneur' in a group formation. Each group will be tasked with developing a social business plan to tackle a real-life social or environmental challenge of their choosing. Students will work in groups of 3-5 to develop a social business plan. Each group will need to present a chapter of their business plan each week.

At the end of the course, students will need to 'pitch' their idea to a panel of practitioners and submit a final business plan report.

<b>Learning Outcomes</b>	After completing this course students should be able to: <ul style="list-style-type: none"><li>• Recognise and develop an innovative and distinctive idea to tackle a social or environmental problem.</li><li>• Understand the concept of social/environmental value creation within a financially sustainable business model.</li><li>• Use professional entrepreneurial skills effectively in a team setting.</li><li>• Understand the process of developing a social business plan from idea to innovation</li><li>• Learn how to pitch a business plan to a panel of judges</li></ul>
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## Strategic Export Marketing Plan

<b>Course Codes</b>	ES-ISBMSTREX4-20 (semester 1) and ES-ISBMSTREX3-20 (semester 2)
<b>Year</b>	2
<b>Offered in term(s)</b>	1&2 and 4
<b>Credits</b>	4 (semester 1) and 3 (semester 2)
<b>Module Manager</b>	Agota Szabo <a href="mailto:a.szabo@hhs.nl">a.szabo@hhs.nl</a>
<b>Entry Requirements</b>	Students can follow this module <u>only</u> in combination with Introduction to Export Management
<b>Method</b>	Seminars
<b>Assessment</b>	Export plan, <b>no resit available</b>
<b>Course Material</b>	Joris Leeman, <i>Export Planning</i> , Pearson, 2nd edition, 2016, ISBN: 978-90-43-03570-5
<b>Course Outline</b>	Based on the lecture materials of Introduction to Export Management, students will put theory into practice and work on Export Policy Plan project assignment in small groups.
<b>Learning Outcomes</b>	After completing this course students should be able to: <ul style="list-style-type: none"><li>• Apply international management models to an export case</li><li>• Describe the appropriate market entry methods</li><li>• Discuss the most important elements of export marketing mix</li><li>• Construct an export plan for a company</li><li>• Understand the financial sides of export</li></ul>

## Strategic Planning in the Public and Private Sectors

<b>Course Code</b>	ES-ISBMSTPPPS-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Agota Szabo <a href="mailto:a.szabo@hhs.nl">a.szabo@hhs.nl</a>

<b>Entry Requirements</b>	Basic knowledge of Marketing and Management.
<b>Method</b>	Lectures
<b>Assessment</b>	Strategic Plan (essay)
<b>Course Material</b>	Business cases and articles
<b>Course Outline</b>	The module consists of six seminars of 90 minutes each: <ul style="list-style-type: none"> <li>• Week 1: Introduction and BMC part 1</li> <li>• Week 2: BMC part 2 and internal analysis</li> <li>• Week 3: Ecosystem analysis•</li> <li>• Week 4: Stakeholder analysis</li> <li>• Week 5: SWOT and confrontation matrix</li> <li>• Week 6: Justify new strategy and reflect on BMC</li> </ul>
<b>Learning Outcomes</b>	After completing this course students should be able to: <ul style="list-style-type: none"> <li>• Discuss the most common management models in strategy</li> <li>• Describe the most important theoretical frameworks for strategy formulation</li> <li>• Compare strategy formulation between the public and private sectors</li> <li>• Explain the historical development of schools of strategy</li> <li>• Construct a strategic plan for public and private organisations</li> </ul>

## The Business Dimension of Europe

<b>Course Code</b>	ES-ISBMDIMEUR-20
<b>Year</b>	1
<b>Offered in term(s)</b>	2
<b>Credits</b>	4 ECTS
<b>Module Manager</b>	Bart Kuijpers <a href="mailto:b.a.m.m.kuijpers@hhs.nl">b.a.m.m.kuijpers@hhs.nl</a>
<b>Entry Requirements</b>	None. Please note this is a 1 <sup>st</sup> year module and should only be chosen by students who do not have a background in Business Studies.
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Exam (multiple choice questions) (65%)</li> <li>• Case study (report) (35%)</li> </ul>
<b>Course Material</b>	Ebert RJ & RW Griffin, <i>Business Essentials</i> , Pearson, 12 <sup>th</sup> edition, or a more recent edition
<b>Course Outline</b>	The main themes to be explored in the module are: <ul style="list-style-type: none"> <li>• Key facts and figures about Europe</li> <li>• The economy of the EU</li> <li>• The EU trade policy</li> <li>• The business system and business environments</li> <li>• The global context of business</li> <li>• Entrepreneurship and new ventures</li> </ul>
<b>Learning Outcomes</b>	After completing this course students should be able to: <ul style="list-style-type: none"> <li>• Understand current economic developments within the European business environment</li> </ul>

- Finding, analysing, and interpreting data from relevant economic publications by banks, national governments, the European Union and international organisations
- Making a country selection model for a European firm

## 6.5 Culture & Society Studies

### American Studies

<b>Course Code</b>	ES-ISCSAMERIC-20
<b>Year</b>	3
<b>Offered in term(s)</b>	2 and 4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	Students should have a basic knowledge of political and cultural studies.
<b>Method</b>	The course consists of 6 interactive, 90-minute lectures in which the weekly themes and reading will be discussed. Students are expected to study the material before coming to class in order to facilitate maximum participation in these discussions.
<b>Assessment</b>	Students will be assessed with a written exam consisting of open questions. To prepare for this exam, students, working in small groups, will prepare a study guide summarising chapters of the textbook and defining key terms. -Written Exam (100%)
<b>Course Material</b>	Required Reading: <i>The American Civilization: an Introduction</i> , by David Mauk & John Oakland, 7 <sup>th</sup> Edition, Routledge. ISBN-10: 0415481627 / ISBN-13: 978-0415481625 Additional reading material may be published on BrightSpace during the course.
<b>Course Outline</b>	In this course, students will develop their knowledge and insight about the United States of America, its history, politics, and culture, as well as its relationship to Europe and its impact on world affairs. The US is the subject of a lot of strong opinions, both positive and negative, and often these opinions are based on subjective information and stereotyping. This course aims to assist students in coming to their own conclusions about the US based on acute information placed in the appropriate context.
<b>Learning Outcomes</b>	By the end of this course, students can: <ul style="list-style-type: none"> <li>• Identify and describe institutions and events, as well as political, cultural, and economic factors that are significant to understanding the culture and society of the United States of America.</li> <li>• Analyse the political, cultural, and economic systems of the United States and coming to an informed opinion that takes cultural differences into consideration.</li> </ul>

## Art & Globalisation

<b>Course Code</b>	ES-ISCSARTGL-20
<b>Year</b>	3
<b>Offered in term(s)</b>	2 and 4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Ben van der Sluijs <a href="mailto:b.c.vandersluijs@hhs.nl">b.c.vandersluijs@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures & Workshops
<b>Assessment</b>	Essays & in-class assignments
<b>Course Material</b>	<i>"But is it Art?"</i> C. Freeland OXFORD ISBN 0-20-285367-8
<b>Course Outline</b>	The module introduces art in general, referring to art of all types, namely pictures, sculptures, movies, and music. It involves an overview of art history, whilst the main focus is on the philosophy of art. Students will be encouraged to share their viewpoints on actual pieces of art, both historical and contemporary, as the module endeavours to answer the question 'what is art?'
<b>Learning Outcomes</b>	Students can analyse an artwork with the help of art theories and philosophers.

## The Cultural Dimension of Europe

<b>Course Code</b>	ES-ISCSULDIM-20
<b>Year</b>	1
<b>Term(s)</b>	1
<b>Credits</b>	4 ECTS
<b>Module Manager</b>	Ben van den Bergh <a href="mailto:a.j.vandenbergh@hhs.nl">a.j.vandenbergh@hhs.nl</a>
<b>Entry Requirements</b>	None; please note this is a 1 <sup>st</sup> -year module and should only be chosen by students who do not have a background in Cultural Studies.
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	Written exam 100% Presentation P/F Book assignment P/F
<b>Course Material</b>	Course book ( Roger Osborne – Civilization: A History of the Western World); seminar texts and course manual (both on BrightSpace)
<b>Course Outline</b>	The course is divided into two parts, a historical part, linked to the lectures, and a topical part, linked to the seminars. In the course book as well as the lectures the cultural history of Europe is discussed, from ancient Greece to contemporary globalising times. In the seminars the focus is on actual implications of matters dealt with in the historical part.



<b>Learning Outcomes</b>	<p>Upon completion of the module the students can:</p> <ul style="list-style-type: none"> <li>• Identify key aspects of European history and European cultural developments</li> <li>• Differentiate perspectives on European history and European cultural developments</li> <li>• Apply knowledge of Europe's history and culture to contemporary situations</li> <li>• Explain important aspects of contemporary European culture, taking different perspectives into account</li> <li>• Lead a discussion about relevant topics in an international environment.</li> </ul>
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## Cultural Theory & Popular Culture

<b>Course Code</b>	ES-ISCSCTPC-20
<b>Year</b>	3
<b>Offered in term(s)</b>	1 and 3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Ben van der Sluijs <a href="mailto:b.c.vandersluijs@hhs.nl">b.c.vandersluijs@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures & class discussions
<b>Assessment</b>	Essay
<b>Course Material</b>	<i>Cultural theory and popular culture, an introduction</i> , John Storey, ISBN978-1-4058-7409-0
<b>Course Outline</b>	<p>In this course students will:</p> <ul style="list-style-type: none"> <li>• Be introduced to major theoretical and methodological perspectives used in cultural studies and examine their use in understanding contemporary popular culture.</li> <li>• Explore how cultural material acquires meaning in everyday life and the role of culture in shaping individual identity and social relationships.</li> <li>• Apply the acquired insights and methodology in practical criticism.</li> </ul>
<b>Learning Outcomes</b>	<p>Students acquire basic knowledge about the key concepts of cultural studies. Students can analyse cultural phenomena with mayor cultural theories.</p>

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

<b>Course Code</b>	ES-ISEXPLICO-20
<b>Year</b>	n/a
<b>Offered in term(s)</b>	2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Refiya Scheltinga <a href="mailto:R.Scheltinga@hhs.nl">R.Scheltinga@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	<ul style="list-style-type: none"> <li>• Online lectures on intercultural competence development, design engineering</li> </ul>

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

## The History of Europe through Music

<b>Course Code</b>	ES-ISCSHEUTMC-20
<b>Year</b>	3
<b>Offered in term(s)</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Roberto Barroso <a href="mailto:r.barroso@hhs.nl">r.barroso@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	12 classes (including presentations by the students) of 45 minutes

<b>Assessment</b>	Part A presentation and paper, 60% Part B written exam, 40%
<b>Course Material</b>	Course materials will be provided by the lecturer.
<b>Course Outline</b>	The elective is not so much a history of the music but a history of the European countries through its music. It will provide insights into the relations between monarchies and music, religion and music, Beethoven, and the Napoleon era etc. Students will learn about these relations in different periods of time: from Vienna before the First World War to Paris in the twenties, from Hitler's Germany and Stalin's Russia to the downtown of the European capitals in the sixties and seventies. We follow the rise of mass culture and mass politics, of hot and cold wars and we finish the course with the popular culture of the end of the twentieth century: pop and rock. The teacher will explain the history of Europe, using videos, music tracks and PowerPoint presentations. The teacher will try to make students think about the connections between society, life, and music.
<b>Learning Outcomes</b>	Students will be able to: <ul style="list-style-type: none"> <li>• Recognise different periods of music and connect this with the history of the European countries.</li> <li>• Explain the connections between society, way of life and music of the European countries.</li> <li>• Write a paper about the relation between music, history, and their own country.</li> <li>• Demonstrate a proficiency in presentation skills.</li> </ul>

## Issues in 21<sup>st</sup> Century European Society

<b>Course Code</b>	ES-ISCSISSUES-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1 and 3
<b>Credits</b>	3 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Interactive Lectures.
<b>Assessment</b>	In groups of a maximum of five, students create an advocacy video addressing an important 21 <sup>st</sup> -century issue.
<b>Course Material</b>	Module book and information on BrightSpace
<b>Course Outline</b>	This is an interdisciplinary course that explores important (European) Issues from different political, economic, and cultural perspectives. Working in small groups, students choose an issue of interest and produce a short film that could be used to draw attention to the issue and to promote solutions. Along the way, students are introduced to different 21 <sup>st</sup> -Century dilemmas that are discussed in and out of class.

<b>Learning Outcomes</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse present practice and envisage future scenarios of change in relation to the course themes.</li> <li>• Present their findings in a cogent manner.</li> <li>• Create their own teaching and learning materials which can be observed and utilised by their peers.</li> <li>• Critique the value of such materials through peer review and commentaries.</li> <li>• Show the ability to work productively in a small group environment.</li> </ul>
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## Personal Leadership & Core Principles for European Integration

<b>Course Code</b>	ES-ISCSPERLS-20
<b>Year</b>	3
<b>Offered in term(s)</b>	3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Margriet Krijtenburg <a href="mailto:g.krijtenburg@hhs.nl">g.krijtenburg@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Interactive lectures & workshops
<b>Assessment</b>	Portfolio (50%) & Presentation (50%)
<b>Course Material</b>	Covey, S.R., <i>The Seven Habits of highly effective people</i> , Free Press, New York & documents distributed in class EU-Documents, online material, documents handed out in class & Krijtenburg, M., "Schuman, yesterday & today"
<b>Course Outline</b>	<p>The course consists of Personal leadership combined with Core Principles for European Integration. Students take two lectures / workshops (90 minutes each) every week: one on Personal Leadership and one on Core Principles for European Integration.</p> <p>The course provides a practical output of universal and timeless principles that help the student to achieve his or her highest personal aspirations and to overcome his or her greatest challenges.</p> <p>The course shows at the same time how those same principles are engraved in the European unification project and are meant to be leading principles for the European integration process. Current issues like migration, Brexit, terrorism, EU-Russia tension, and East-West and North-South situations will be dealt with in the light of those core principles learned, as the principles are possible ways to help to resolve those tensions.</p> <p>Topics on Personal Leadership:</p> <ul style="list-style-type: none"> <li>• Freedom &amp; responsibility, character ethics,</li> <li>• Being pro-active while putting values above feelings</li> <li>• Having a response-ability whatever the circumstances while keeping the end in mind and putting first things first.</li> <li>• The above contributes significantly to leading a (more) happy, harmonious life, while being (more of) a leader.</li> </ul>

- Active participation in class and qualities to be practiced in daily life will foster the student's aim to become a leader in his or her own right.

Topics on Core Principles of European Integration:

- European history in a nutshell
- Father of Europe, Robert Schuman
- Original frame of reference for European integration
- Topicality of original framework & current European and global issues
- There will be three lectures and three lecture/workshops that will show the link between Personal Leadership and the Core principles of European Integration.
- The lectures will provide the student with a deeper understanding of European Integration and give insight in current problematic issues and in how to help to solve them.
- Students will be asked to study in small groups, choosing one of the current EU crises – each group a different topic – and to come up with a way to solve this crisis when applying the core principles as they are meant to function. Their findings will be presented to the rest of the class and discussed in the form of a small congress for students by students.

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**Learning Outcomes**

After this course the students will be able to:

- Identify his or her strengths and flaws, virtues, and vices.
  - State different paradigms, and at the same time the (same) universal guiding principles on which personal leadership is based and which go beyond cultures.
  - Examine the strong connection between freedom and personal responsibility.
  - Produce a growth in self-awareness and leadership through acting pro-actively on a virtue/ positive quality while keeping the end in mind and putting first things first.
  - Assess through a reflective daily journal the progress of the chosen virtue/ positive quality.
  - Acknowledge the deep(er) content of the core principles for European Integration.
  - Identify the direct link between personal leadership and the effect of (not) practicing the core principles of European Integration when dealing with the current European crises within and at the borders of the EU.
  - Contribute to the solution of current crises while practicing the core principles.
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## Philosophy, Art and Culture: Esthetics

**Course Code** ES-ISCSPHACES-20

**Year** 4

**Offered in term(s)** 4

**Credits** 5 ECTS

**Module Manager** Ben van der Sluijs  
[b.c.vandersluijs@hhs.nl](mailto:b.c.vandersluijs@hhs.nl)

**Entry Requirements** None

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<b>Method</b>	Lectures, workshop, museum visit
<b>Assessment</b>	Portfolio
<b>Course Material</b>	Umberto Eco - <i>On Beauty, Secker &amp; Warburg</i> , London, 2004, ISBN: 0436205173 C. Freeland - <i>But is it art?</i> Oxford University Press, Oxford, 2002, ISBN: 0192853678
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• Book Freeland – Ch. 1</li> <li>• Book Freeland – Ch. 2 &amp; 3</li> <li>• Book Freeland – Ch. 4 &amp; 5</li> <li>• Book Freeland – Ch. 6 &amp; 7</li> <li>• Book Freeland - music</li> <li>• Lecture Walter Benjamin</li> <li>• Lecture cinema</li> <li>• Lecture Benjamin, McLuhan, Baudrillard</li> <li>• Overview</li> </ul>
<b>Learning Outcomes</b>	Defining art for contemporary times with a historical & philosophical context

## Philosophy, Art and Culture: Art History

<b>Course Code</b>	ES-ISCSPHACAH-20
<b>Year</b>	4
<b>Offered in term(s)</b>	3
<b>Credits</b>	7 ECTS
<b>Module Manager</b>	Ben van der Sluijs <a href="mailto:b.c.vandersluijs@hhs.nl">b.c.vandersluijs@hhs.nl</a>
<b>Entry Requirements</b>	This course can only be taken together with Philosophy, Art and Culture: Philosophy of Art
<b>Method</b>	Lectures, workshops, museum visit
<b>Assessment</b>	Portfolio
<b>Course Material</b>	Umberto Eco - <i>On Beauty, Secker &amp; Warburg</i> , London, 2004, ISBN: 0436205173
<b>Course Outline</b>	I. Winterson (read article p. 11) II. Eco Winterson (see p. 11) Classical art (Eco I, II, III) Medieval art (Eco IV, V, VI) Renaissance art (Eco VII – X) Modern art (Eco XI – XVII)
<b>Learning Outcomes</b>	Defining art for contemporary times with a historical & philosophical context

## Philosophy, Art, and Culture: Philosophy of Art

<b>Course Code</b>	ES-ISCSPHACPH-20
<b>Year</b>	4
<b>Offered in term(s)</b>	3
<b>Credits</b>	3 ECTS
<b>Module Manager</b>	Ben van der Sluijs <a href="mailto:b.c.vandersluijs@hhs.nl">b.c.vandersluijs@hhs.nl</a>
<b>Entry Requirements</b>	This course can only be taken together with Philosophy, Art and Culture: Art History
<b>Method</b>	Lectures
<b>Assessment</b>	Portfolio
<b>Course Material</b>	Various online material.
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• Lecture Greek philosophy</li> <li>• Lecture philosophy – Augustine, Boethius</li> <li>• Lecture philosophy – Kant</li> <li>• Lecture philosophy – Nietzsche</li> <li>• Lecture philosopher - Heidegger</li> <li>• Lecture philosophy – Contemporary philosophy</li> </ul>
<b>Learning Outcomes</b>	Defining art for contemporary times with a historical & philosophical context

## Religion in a Globalised World

<b>Course Code</b>	ES-ISRELGLOB-20
<b>Year</b>	4
<b>Offered in term(s)</b>	3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	Students should have taken the Political/Cultural/Economic Dimensions of Europe or comparable courses in politics, history, and culture at their home institution. Contemporary European Politics is also recommended and a background in basic philosophy is welcome.
<b>Method</b>	The course consists of six weeks of 90-minute interactive lectures with online study materials and discussions.
<b>Assessment</b>	This course is assessed with an open question exam.
<b>Course Material</b>	<p>The following book is required: <i>Religions in the Modern World: Traditions and Transformations</i>, edited by Linda Woodhead, Christopher Partridge and Hiroko Kawanami, Routledge, ISBN: 9780415858816</p> <p>This course also makes use of a weblog where students post content for seminars and engage in dialog. Reading assignments are subject to change and new assignments may be added throughout the course.</p>

**Course Outline** This course will look closer at the “spiritual dimension” of Europe by giving students an understanding of the major religions that affect European society and politics and will examine the role religion plays in Europe today. The origins and histories of each faith will be covered, but special attention will also be paid to discussing contemporary developments and polemics in a respectful way. Major topics include Hinduism, Judaism, Christianity, and Islam as well as the contrasting philosophies of secularism and humanism and some other religions/philosophies practiced in Europe (Buddhism) with some attention to new religious movements such as Scientology, etc.

**Learning Outcomes** Upon completion of this module students can:

- Demonstrate informed awareness and understanding of different religious belief systems, based on thorough (self)study and research that takes different (cultural) perspectives into account.
- Critically analyse and comment on religion(s) and their role in political, economic, and cultural affairs at a(n) (inter)national level in contemporary Europe and/or the rest of the world.

## Society and Culture in the English Speaking World: Australasia and Africa

<b>Course Code</b>	ES-ISCSECEAA-20
<b>Year</b>	3
<b>Offered in term(s)</b>	4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Nicki van Campenhout <a href="mailto:n.vancampenhout@hhs.nl">n.vancampenhout@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures (6 x 90 minutes per week) and workshops 6 x 90 minutes per week
<b>Assessment</b>	Portfolio Grade 50% Exam Grade 50%
<b>Course Outline</b>	India (1 week), South Africa (1 week), Australia (2 weeks), and New Zealand (2 week). Through its history, politics and culture, the society of India, South Africa, Australia, and New Zealand will be examined. Themes such as Bollywood and the great outback ideal (Australia) will be discussed.
<b>Learning Outcomes</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Apply historical perspectives to critically examine society, including groups and organisations, and social institutions.</li> <li>• Provide structural explanations of social inequalities related to gender, race and ethnicity within South Africa, India, Australia, and New Zealand</li> <li>• Speak with confidence about the immigration policies of Australia and New Zealand</li> <li>• Critique historical developments in Australian literature through the examination and discussion of Australian prose.</li> <li>• Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.</li> </ul>



## Society and Culture in the English Speaking World: Great Britain and Ireland

<b>Course Code</b>	ES-ISCSSEGB-20
<b>Year</b>	3
<b>Offered in term(s)</b>	3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Nicki van Campenhout <a href="mailto:n.vancampenhout@hhs.nl">n.vancampenhout@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures (6 x 90 minutes per week) and workshops 6 x 90 minutes per week
<b>Assessment</b>	Portfolio Grade 50% Exam Grade 50%
<b>Course Outline</b>	Introductory week, England (4 weeks), Ireland (1 week), Scotland (1 week). The first part of the course will focus on the geopolitics and history of England as this is the starting point of the English speaking world. This will be followed by social and cultural issues in England, Scotland, and Ireland.
<b>Learning Outcomes</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"><li>• Apply historical perspectives to critically examine society, including groups and organisations, and social institutions.</li><li>• Provide structural explanations of social inequalities related to gender, race and ethnicity within the United Kingdom and Ireland.</li><li>• Display a working knowledge of the cultural and historical contexts of significant literary works of the past four decades.</li><li>• Critique historical developments in Ireland through the examination and discussion of significant examples of Irish music and poetry.</li><li>• Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.</li><li>• Identify a variety of canonical works of art, and material culture from various periods, and will be able to situate these works properly within their cultural, temporal, and stylistic milieu.</li></ul>

## Society and Culture in the English Speaking World: The Americas

<b>Course Code</b>	ES-ISCSSEAME-20
<b>Year</b>	3
<b>Offered in term(s)</b>	3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Nicki van Campenhout <a href="mailto:n.vancampenhout@hhs.nl">n.vancampenhout@hhs.nl</a>

<b>Entry Requirements</b>	None
<b>Method</b>	Lectures (6 x 90 minutes per week) and workshops 6 x 90 minutes per week
<b>Assessment</b>	Portfolio Grade 50% Exam Grade 50%
<b>Course Outline</b>	The United States of America (4 weeks) and Canada (2 weeks). The first part of the course will focus on the geopolitics and history of the USA as this has had such an impact on the political and cultural heritage of American society today. This will be followed by social and cultural issues in the USA and Canada.
<b>Learning Outcomes</b>	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Apply historical perspectives to critically examine society, including groups and organisations, and social institutions.</li> <li>• Provide structural explanations of social inequalities related to gender, race and ethnicity within the U.S. and Canada.</li> <li>• Speak with confidence about the methodologies of documentary photography.</li> <li>• Critique historical developments in American music through the examination and discussion of significant changes in the historical and social contexts of music.</li> <li>• Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.</li> </ul>

## Women and Society

<b>Course Code</b>	ES-ISCSWS-20
<b>Year</b>	3
<b>Offered in term(s)</b>	1&2 and 3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Marije Minkman <a href="mailto:m.a.minkman@hhs.nl">m.a.minkman@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures, discussions, reports, and presentations
<b>Assessment</b>	Essays/report and presentation <b>resits in May &amp; August</b>
<b>Course Material</b>	Module book and reading materials available on BrightSpace.
<b>Course Outline</b>	This module will address several issues and problems that women have had to contend with over the centuries, hoping thereby to understand and explore what attitudinal and legislative changes are long overdue in the improvement of women's status. The course is organised around several themes, ranging from women and health to women and work. These subjects will be approached from different angles and an attempt has been made to include different continents and individual countries in the discussion. Even though some people might think that in western society there is no real need for feminism and women's organisations anymore, by raising certain issues and by questioning some of women's achievements in the last few decades

students will become more aware of their status in society as women and men.

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<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Report and reflect on own research into specific themes related to women and their position in different societies.</li><li>• Construct intercultural knowledge of the themes by consulting international sources and actively participating in the international classroom.</li><li>• Define and argue their own viewpoint on various gender issues (both in speaking and writing) based on critically comparing and contrasting international sources.</li></ul>
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## 6.6 Law, Politics and Administration

### Contemporary European Politics

<b>Course Code</b>	ES-ISPACONTEU-20
<b>Year</b>	3
<b>Offered in term(s)</b>	1&2 and 4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Andreas Funk <a href="mailto:A.Funk@hhs.nl">A.Funk@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	2500 word essay
<b>Course Material</b>	Baylis, J., Smith, S. Owens, P. (2017) <i>The Globalization of World Politics</i> , 7 <sup>th</sup> edition
<b>Course Outline</b>	In this module, students build on their awareness of developments and processes within the political arena in Europe. In particular, they will gain an understanding of the dynamics of politics in Europe and the main political cleavages. Other questions that will be discussed are what are the main trends and developments shaping European politics and what impact does globalisation have on European nation states?
<b>Learning Outcomes</b>	Upon successful completion on the course, students will be able to: <ul style="list-style-type: none"><li>• Classify the main cleavages in the European Political landscape</li><li>• Explain the main trends and developments shaping European politics</li><li>• Give at least 2 examples of the impact of globalisation on European nation states in the contemporary world</li></ul>

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### Decision Making in the European Union

<b>Course Code</b>	ES-ISPADECKMAK-20
<b>Year</b>	2

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<b>Offered in term(s)</b>	1&2 and 3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Pieter Pijlman <a href="mailto:p.pijlman@hhs.nl">p.pijlman@hhs.nl</a>
<b>Entry Requirements</b>	Basic knowledge of the EU institutions and the decision-making procedures.
<b>Method</b>	This project-based course runs every semester (2 terms: 12 weeks). It consists of seminars, master classes, guest lectures, a field trip to Brussels and a simulation game.
<b>Assessment</b>	The assessment consists of 2 parts: preparatory simulation (60%) & performance during the simulation game (40%)
<b>Course Material</b>	Course Manual + Support Book with selected texts and materials Handbooks: 1. <i>How the EU Institutions work</i> Akse, Erik (ed.) (2020) London: John Harper ISBN 9781838089801 2. <i>How to work with the EU institutions</i> Hardacre, Alan (ed.) (2020) London: John Harper ISBN 9781838089818
<b>Course Outline</b>	During this course students will gain insight in the decision-making process of the European Parliament. This project-based course simulates the European Parliament proceedings in the ordinary legislative procedure (co-decision). Guest lectures and a field trip to Brussels will familiarise the students with the theory of European decision making. Master classes and instruction seminars will provide guidance to the groups as they prepare for the simulation game. The simulation is based on a real legislative proposal. Groups of students that play the roles of interest groups and political groups in the European Parliament discuss and state their positions on the proposal during the game.
<b>Learning Outcomes</b>	Upon successful completion on the course, students will be able to: <ul style="list-style-type: none"> <li>• Examine and review an EU legislative proposal (directive or regulation), using related statements, news articles, policy documents, and reports (individual assignment)</li> <li>• Use public affairs skills and strategic skills to effectively represent and negotiate the interests and goals of a policy actor using written and spoken texts (position paper/strategy paper, sim game participation)</li> <li>• Develop a position in response to an EU legislative proposal from the perspective of a policy actor (interest group/political group) (position paper/strategy paper)</li> <li>• Prepare argumentation to support the position of a policy actor in the EU legislative process (statement)</li> <li>• Formulate solutions for social and technical challenges resulting from it by means of amendments to a legislative proposal (amendments)</li> <li>• Build relationships and alliances within a transnational policy network by identifying relevant partners and stakeholders (sim game participation)</li> <li>• Maintain contacts within the policy network by developing understanding, tolerance, and respect towards other cultures and other social/political backgrounds</li> </ul>

## Eastern European Politics Part I

<b>Course Code</b>	ES-ISEEPpart1-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1
<b>Credits</b>	8 ECTS
<b>Module Manager</b>	Antje Grebner <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	A good command of English (reading level C1 CEF) is essential to do well in the course. This course is for semester 1 only!
<b>Method</b>	Lectures
<b>Assessment</b>	Oral Exam
<b>Course Material</b>	Sakwa, Richard; Hale, Henry; White, Stephen (eds) (2019) Developments in Russian Politics (9th edition), London: Red Globe Press
<b>Course Outline</b>	This course focuses on the society, culture, history, economy, and political transformation of Central and Eastern European countries and the successor states of the Soviet Union. As the title suggests, it is about the part of Europe on the Eastern side of the Cold War division in Europe. As a result, these countries allegedly play an ambiguous role in today's Europe. This minor both seeks to analyse the integration (and disintegration) of Central and Eastern Europe to the European Union, as well as the transformations and future of the successor states to the Soviet Union, in particular the Russian Federation as an awkward partner on the European continent.
<b>Learning Outcomes</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Have a decent amount of knowledge of the history of Central and Eastern Europe, Russia and the successor states of the Soviet-Union, and the Balkans.</li> <li>• Recognise and understand cultural, political, and social developments in the post-communist societies of the former Eastern Bloc-countries.</li> <li>• Have sufficient knowledge and understanding of academic debates on the transition/transformation of Eastern Europe since 1989.</li> <li>• Critically read and analyse news covering of current developments and debates in Central and Eastern Europe, Russia, and the Balkans.</li> <li>• Be able to contextualise and analyse EU policy on the Eastern Neighbours, especially the EU-Enlargement Policy, Neighbourhood Policy, and the Foreign Relations of the European Union.</li> </ul>

## Eastern European Politics Part II

<b>Course Code</b>	ES-ISEEPpart2-20
<b>Year</b>	4
<b>Offered in term(s)</b>	2
<b>Credits</b>	7 ECTS
<b>Module Manager</b>	Antje Grebner <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>

<b>Entry Requirements</b>	A good command of English (reading level C1 CEF) is essential to do well in the course. This course can only be taken in combination with Eastern European Politics I.
<b>Method</b>	Seminars, workshops, individual supervision, labs, presentations, guest lectures
<b>Assessment</b>	Written portfolio and compulsory attendance
<b>Course Material</b>	Instructions for reading and research will be given in class.
<b>Course Outline</b>	In Eastern European Politics II the students will do research in a case study about a more specific subject related to the transformation of Central and Eastern Europe, Russia, the Balkans and the Caucasus. In specified workshops, the students will be trained to do “news reviews”, “literature reviews” and “policy reviews”. The aim of this course is to gain skills in doing substantial research into East European affairs. Students can choose to focus on a particular case-study in the field of academic research, current affairs, or the EU’s policy making. The learning environment in this course is highly interactive, problem-based, and dynamic.
<b>Learning Outcomes</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Write a substantial literature review of academic research into East European politics, culture, or society.</li> <li>• Write a news review on how and what has been covered in the news about East European affairs.</li> <li>• Write a policy review of an EU-policy, in particular those which have to do with either the Central and Eastern European countries within the EU, the EU accession candidates on the Balkans, in the Caucasus or neighbouring countries that used to be part of the Soviet-Union.</li> </ul>

## European Public Policy

<b>Course Code</b>	ES-ISPAEURPUB-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Pieter Pijlman <a href="mailto:p.pijlman@hhs.nl">p.pijlman@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lecturers and seminars
<b>Assessment</b>	One group written assignment in the seminars and a written exam with open questions
<b>Course Material</b>	McCormick J. (2020). European Union politics (3 <sup>rd</sup> ed). Basingstoke: Palgrave
<b>Course Outline</b>	Introduce the student to the study of European Public Policy, which examines modes of policy-making operating in the European Union. The course will

introduce the theoretical concepts and models that seek to describe the policy-making process at the European level. The Course will demonstrate the continual evolution of European policy-making processes. We will discover how it should emerge that no single theory can act as a template for predicting and describing all European policy-making processes.

The course will seek to ensure students have a solid understanding of the theoretical basis of European public policy, the debates and arguments amongst the academic community, and the historical evolution of public policy theory.

The five case studies have been selected to provide students with examples of forms of policy-making that support different theoretical constructs i.e., intergovernmental, functionalism, governance etc. as well as provide examples of the 5 modes of policy making.

Lectures 1 to 4 provide the students with the key theoretical concepts, practical tools, and understanding that will enable them to analyse and understand European public policy. Starting with the key theoretical frameworks, we move to examining the policy process.

Lectures 5 to 6 provide a review of the anatomy of the EU institutions underlining the different policy making contexts that apply to each EU institution (e.g., European Commission vs. European Court of Justice). We also examine the role of EU agencies and their differing mandates and competences.

Following this theoretical component, the lectures 7 to 11 will move onto a series of core case studies of major European policies. We have selected 5 policy areas that reflect the diversity of EU policy-making as well as draw out the specificities of each policy area. These specificities will then be linked with the theories explored in the first 5 lectures.

Lecture 12 will provide a conclusion that draws the main knowledge provided by the lecture series together and provide students with the overall picture of European public policy, presented by this course. Students will be equipped with sufficient insight into European policy-making to allow them to draw their own conclusions regarding the theoretical models put forward by academia.

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<b>Learning Outcomes</b>	Upon successful completion on the course, students will be able to: <ul style="list-style-type: none"><li>• Identify and understand the main theories and models of public policy in the European context.</li><li>• Understand the complexities of modern multiple and multi-level governance.</li><li>• Understand the evolution of EU policy-making.</li><li>• Identify key stakeholders and their role in the policy-making process.</li><li>• Understand the differences in European policy-making according to the policy fields.</li></ul>
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## Global Development Issues

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<b>Course Code</b>	ES-ISPAGLOBAL-20
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<b>Year</b>	3
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<b>Offered in term(s)</b>	2 and 4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Maarten van Munster <a href="mailto:M.vanMunster@hhs.nl">M.vanMunster@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Video lectures and interactive seminars
<b>Assessment</b>	Written exam (open questions and multiple-choice), <b>resit in TERM 4</b>
<b>Course Material</b>	Handelman, H. (2019). Challenges of the Developing World. (9 <sup>th</sup> edition), Rowman & Littlefield Publishers
<b>Course Outline</b>	<p>The aim of this course is to provide an introduction to what we commonly refer to as the “Developing Countries”. Students will learn about their social, economic, and political context. The role of international, political, and economic institutions in the area of development will also be examined. Due to the character of the subject, the approach in this module will be interdisciplinary.</p> <p>The first part of the module will deal with general features of developing countries and the historical background of differences in development tracks around the world. After this introduction the issues of economic and social development will be emphasised, along with aspects of ethnic conflict, state-building, democratisation, and modes of foreign intervention. Finally, different development strategies will be examined. Special attention will be paid to the current debate on the advantages and disadvantages of development aid.</p>
<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define different concepts of development and show how development is measured by influential international organisations in the field.</li> <li>• Discuss theories on development and industrialisation strategies.</li> <li>• Assess the role of ethnicity and different levels of interethnic conflict in developing countries.</li> <li>• Interpret the concepts of democracy, governance, and state building in relation to developing nations.</li> <li>• Clarify the types and goals of military regimes and the accomplishments and failures of these regimes.</li> <li>• Discuss development aid by comparing different forms of aid and their advantages and disadvantages.</li> </ul>

## IGOs and INGOs – World Citizenry at Work

<b>Course Code</b>	ES-ISPAIGOING-21
<b>Year</b>	1
<b>Offered in term(s)</b>	3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Mihaela Anghel <a href="mailto:M.Anghel@hhs.nl">M.Anghel@hhs.nl</a>



<b>Entry Requirements</b>	None; please note this is a 1 <sup>st</sup> -year module and should only be chosen by students who do not have a background in this field.
<b>Method</b>	12 Lectures & Seminars
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• One multiple choice question exam at the end of term 3 covering material from block 1: 40% of final mark (exam duration: 90 minutes)</li> <li>• Open question exam at the end of term 4 covering material from block 2: 60% of final mark (exam duration: 90 minutes)</li> </ul>
<b>Course Material</b>	Pease, K.K. (2019, 6th ed) <i>International Organizations</i> , (international edition), London: Pearson & Longman
<b>Course Outline</b>	This course is designed to introduce students to the different facets of international governmental organizations/intergovernmental organizations (IGOs) and non-governmental organizations (INGOs). The module will be looking at the development and organization of IGOs and NGOs as well as the different issues in which international organizations are engaging. The module focuses on the role of international organizations within global policy regimes and analyses their role in solving contemporary global issues.
<b>Learning Outcomes</b>	<p>Upon completion the students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the development of international organizations (IOs).</li> <li>• Outline how IGOs and INGOs shape the global political landscape.</li> <li>• Evaluate the outcomes of IGOs and NGOs activities in different fields.</li> <li>• Recognize the challenge of different global issues and attempts to tackle these by the international community.</li> </ul> <p>Students should also use this module to independently build and deepen the skills introduced in semester 1, in particular the Political Dimension of Europe and Introduction to Research Skills, in terms of lecture note taking, finding sources, and organising reading materials.</p>

## Institutions of the European Union

<b>Course Code</b>	ES-ISPAINSTEU-20
<b>Year</b>	1
<b>Offered in term(s)</b>	3
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Pieter Pijlman <a href="mailto:p.pijlman@hhs.nl">p.pijlman@hhs.nl</a>
<b>Entry Requirements</b>	None; please note this is a 1 <sup>st</sup> -year module and should only be chosen by students who do not have a background in this field.
<b>Method</b>	The module is taught over six weeks and includes lectures of 90 minutes
<b>Assessment</b>	Multiple Choice test
<b>Course Material</b>	<i>European Union Politics</i> , John McCormick, (March 2015), 2nd edition, Palgrave Macmillan, ISBN: 9781137453389
<b>Course Outline</b>	<p>Students will gain an insight into the development of the European Union and its importance in European affairs. The following items are covered:</p> <ul style="list-style-type: none"> <li>• The main institutions of the EU and their functioning</li> </ul>

- The development of the EU through history
- Practical examples of how the EU operates in policy areas

The lectures are as follows:

Lecture 1: Introduction

Lecture 2: The European Commission

Lecture 3: The Council of the European Union & the European Council

Lecture 4: The European Parliament

Lecture 5: Court of Justice of the EU and Decision-making in the EU

Lecture 6: Other Bodies and Specialised Agencies

<b>Learning Outcomes</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Name key institutional leaders and political groups</li> <li>• Identify the 7 main EU institutions and recall their principal interrelations, structures, and functions</li> <li>• Recall the current member states of the European Union, candidates, and potential candidates as well as their accessions</li> <li>• Outline and organise the treaties of the European Union</li> <li>• Identify the main European decision-making procedures and legal instruments</li> </ul>
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## International Humanitarian Law and International Criminal Law

<b>Course Code</b>	ES-ISPAIHLICL-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Maarten van Munster <a href="mailto:m.vanmunster@hhs.nl">m.vanmunster@hhs.nl</a>
<b>Entry Requirements</b>	A good command of English (reading level C1 CEF) is essential to do well in the course. No legal background is required but a 'feel' for legal material is likely to be an asset.
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	Written exam & moot court
<b>Course Material</b>	Various articles and material available on BrightSpace
<b>Course Outline</b>	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 objective of the module is to provide students with knowledge on a mix of historical and contemporary aspects related to IHL and ICL. Apart from focusing on the knowledge of the development and the existing rules in both fields, much stress will be put on acquiring a critical view towards both subjects. Lectures will be supplemented with seminars, which aim at giving students an overview of real world examples and cases. Moreover, students will be introduced to the notion of transitional justice and the peace v. justice debate. The course includes guest lecture(s) and field trip(s), as well as the participation in a moot court exercise.

<b>Learning Outcomes</b>	<p>After successful completion of this course IHL/ICL module the student will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the historical foundations of IHL/ICL;</li> <li>• Apply the fundamental principles of IHL to actions of actions in armed conflict;</li> <li>• Discuss the role of the courts and tribunals that in the field of ICL;</li> <li>• Use the Roman statute to understand and interpret ICC cases</li> </ul>
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## International Human Rights Law

<b>Course Code</b>	ES-ISPAIHRL-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Maarten van Munster <a href="mailto:m.vanmunster@hhs.nl">m.vanmunster@hhs.nl</a>
<b>Entry Requirements</b>	Basic understanding of law. This course is for semester 1 only!
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	Written exam, & presentation
<b>Course Material</b>	Moeckli, D., Shah, S., & Sivakumaran, S. (2017) International Human Rights Law. Oxford: University Press
<b>Course Outline</b>	<p>A good command of English (reading level C1 CEF) is essential to do well in the course. No legal background is required but a 'feel' for legal material is an asset.</p> <p>The aftermath of the Second World War provided a fertile ground for the creation and promotion of International Human Rights Conventions. The first step in this process was the adoption of the Universal Declaration of Human Rights in 1948. At the moment, over 10 different United Nations conventions are in force. On a regional level three legal systems exist: the Inter-American, African, and European system. In this module students will specifically focus on the European system. The cumulative effect of both the developments at the UN and the regional levels has led to a situation where human rights can no longer be considered as belonging to the domestic jurisdiction of individual states. Human rights standards have become internationalised both legally and politically. Governments experience pressure to observe international</p>

standards and can no longer get away by simply denouncing foreign interference within the domestic situation of the country.

The module is divided in three parts. Firstly, students will look into the development of human rights standards and conventions at the UN level. After that, a closer look will be taken at the European system where we will also be examining a legal judgment from the European Court of Human Rights. Finally, students will form groups to study and present one landmark judgment of the ECtHR in class and write an individual essay on the right that was central to the case.

<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the historical and philosophical basis for the development of the law in the field of International Human Rights.</li> <li>• Apply articles from the International Covenant on Civil and Political Rights and the European Convention on human rights to a specific case.</li> <li>• Discuss a judgment of the European Court of Human Rights.</li> <li>• Describe the main international legal institutions that are active in the field of HRL, such as the European Court of Human Rights (ECtHR) and the Human Rights Council (HRC).</li> <li>• Discuss and analyse the scope of a specific Human Right by means of a short essay.</li> </ul>
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## International Relations

<b>Course Code</b>	ES-ISPAINREL-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1&2 and 3&4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Antje Grebner <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures
<b>Assessment</b>	2x 1,000-word essays (50% each)
<b>Course Material</b>	Baylis, J., Smith, S. Owens, P. (2017) <i>The Globalization of World Politics</i> , 8 <sup>th</sup> edition
<b>Course Outline</b>	The module will present contemporary theories of International Relations. It will outline the basic tenets and differences of these theories and how they are applied to explain and interpret current events in international politics.
<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain different theoretical frameworks towards understanding International Relations</li> <li>• Identify and apply academic sources in the field of International Relations</li> <li>• Assess current global issues through International Relations theories</li> <li>• Critically analyse the main characteristic of each of the main International Relations theories.</li> </ul>

## The Legal Dimension of Europe

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

## Media in Contemporary Society

<b>Course Code</b>	ES-ISCMMECOSO-20
<b>Year</b>	3
<b>Offered in term(s)</b>	1 and 3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>

<b>Entry Requirements</b>	None
<b>Method</b>	Lectures, discussions, and presentations
<b>Assessment</b>	Two in-course assignments and a final exam: Assignment 1 (15%) Assignment 2 (20%) Final exam (65%)
<b>Course Material</b>	Textbook <i>Media Culture and Society</i> (Hodkinson 2 <sup>nd</sup> edition 2017) material on BrightSpace and audio/visual materials used in class
<b>Course Outline</b>	The purpose of this course is to provide students with knowledge and skills to critically analyse the media in contemporary society using a sociological approach. Topics examined in the course include, but are not limited to, media economics, media and political regulations, globalisation, and media.
<b>Learning Outcomes</b>	In this course 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.

## Media and Politics I

<b>Course Code</b>	ES-ISPAMEPOI-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1 and 3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Lectures and video presentations
<b>Assessment</b>	Final paper/essay
<b>Course Material</b>	An (electronic) anthology of reading material is made available at the start of the course.
<b>Course Outline</b>	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.

<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the essential basics of how media and political actors interact</li> <li>• Identify the various ways in which politics use the media</li> <li>• Trace the development of the mediatisation of politics</li> <li>• Trace the development of the politicisation of media</li> </ul>
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## Media and Politics II

<b>Course Code</b>	ES-ISPAMEPOII-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1 and 4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Interactive lectures to discuss theory & student-led seminars to discuss case studies.
<b>Assessment</b>	<p>A group presentation analysing of the online communications strategies used by a political entity (30%).</p> <p>An individual essay offering analysis of the role of online communication in current political affairs (70%).</p>
<b>Course Material</b>	<i>Because this course is about the Internet, the course materials are sourced there. All required reading consists of internet articles, essays, links, and videos, and are updated throughout the course.</i>
<b>Course Outline</b>	<p>This course aims to give students an introduction to the body of knowledge on the interface between politics and the new media. Politics is everywhere, it is fascinating and exciting. Political parties and politicians are now utilising new technologies as an increasingly important part of their strategies to communicate their message to other politicians, party members, and the public at large. As students of Media and Politics I will see, the use of different media requires different strategies, thus impacting the style, and often the substance, of politics. This module seeks to examine the ways in which politics and politicians have been changed by the use of new technologies and platforms such as social media. It examines the ways in which new ICT is used and how it fits in with the use of more traditional methods of political communication. The module will be taught in a way that will cover the study as succinctly as possible from an international perspective.</p>
<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the fundamental differences and similarities of the adoption and adaptation of new technologies in differing circumstances.</li> <li>• Identify the various tools of political interaction in the modern world.</li> <li>• Create part of their own teaching and learning materials which can be utilised by their peers.</li> <li>• Critique the value of such materials via peer review and commentaries.</li> <li>• Analyse the fundamental potential shift in the roles of media production and consumption, facilitated by ICT's.</li> </ul>

## Nation and Identity in Contemporary Europe

<b>Course Code</b>	ES-ISPANICE-20
<b>Year</b>	2
<b>Offered in term(s)</b>	2 and 4
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Antje Grebner <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	6 lectures
<b>Assessment</b>	1,500-word essay.
<b>Course Material</b>	Reading material and bibliographies are made available on BrightSpace and in lectures
<b>Course Outline</b>	An examination of the role of national identity in an integrated Europe. The course will look at theories of nationalism, supranationalism and debate the (possible) existence of a European identity.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Analyse the formation processes of collective identities and, in its most successful variety, national identity.</li><li>• Explain the relationship between national identities and the future of Europe.</li><li>• Analyse the roots of the relationship of member states to the European Union.</li><li>• Assess dividing lines in Europe and increasing demands for emphasising national interest instead of a common European interest.</li><li>• Evaluate the possibilities for further European integration.</li></ul>

## The Political Dimension of Europe

<b>Course Code</b>	ES-ISPADIMEUR-20
<b>Year</b>	1
<b>Offered in term(s)</b>	2
<b>Credits</b>	4 ECTS
<b>Module Manager</b>	Mihaela Anghel <a href="mailto:M.Anghel@hhs.nl">M.Anghel@hhs.nl</a>
<b>Entry Requirements</b>	No previous knowledge required
<b>Method</b>	Lectures and seminars
<b>Assessment</b>	Written exam with open questions
<b>Course Material</b>	Heywood, A. (2015) <i>Key Concepts in Politics and International Relations</i> , 2nd edition, 2015, Palgrave



**Course Outline** This course is intended to build student understanding of Europe as a political space. Students will be introduced to key concepts and issues in political science. Among others, we address questions such as what a state is, how democracy can be understood, what liberalism is, which role a Prime Minister has, what a political party is, and how elections work. The course has two broad objectives. Firstly, it aims to introduce students to the theoretical and practical study of politics in a European and international context. Secondly, it strives to provide students with the opportunity to reflect critically on the strengths and weaknesses of the political institutions and processes studied. The overall goal of the course is to increase students' knowledge of and sensitivity to European political diversity.

**Learning Outcomes** Upon successful completion of the module, students will be able to:

1. Define fundamental concepts in political science.
2. Illustrate the key definitions from political science with appropriate real-life examples drawn from European and/or international politics.
3. Examine and evaluate the main political processes and institutions across Europe and globally.
4. Adequately use the language of political science.
5. Recognize essential information from reading materials and design effective study notes.
6. Show awareness of political diversity at the European and global level.

## Political Ideology

<b>Course Code</b>	ES-ISCPOLIDE-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1 and 3
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Antje Grebner <a href="mailto:a.grebner@hhs.nl">a.grebner@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Workshops
<b>Assessment</b>	Weekly reviews of key texts & one 2000-word essay
<b>Course Material</b>	Goodwin, B. (2007) <i>Using Political Ideas</i> (5 <sup>th</sup> ed.). John Wiley & Sons, Ltd: Chichester
<b>Course Outline</b>	The Political Ideology course covers the origins of modern political ideology and trace their evolution through history up until today. Students will gain an understanding of the background on different political schools of thought (e.g., liberalism, conservatism, socialism or ecologism). Emphasis will be placed on whether these ideologies offer answers to any of the pressing issues of the 21 <sup>st</sup> century and how their ideas are used by modern political movements, individuals, and groups.
<b>Learning Outcomes</b>	Upon successful completion of the module, students will be able to: <ul style="list-style-type: none"> <li>• Identify and understand all major political ideologies and their validity in contemporary politics,</li> <li>• Identify schools of thought and develop an argument based on different approaches towards politics,</li> </ul>

- Categorise political contexts and processes from an ideological point of view and be able to analyse these from an academic perspective.

## Professional Argumentation

<b>Course Code</b>	ES-ISENPRFARG-20
<b>Year</b>	1
<b>Offered in term(s)</b>	3&4
<b>Credits</b>	4 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	Interactive workshops with in-class assessment and writing assignments
<b>Assessment</b>	Presentation and assignments
<b>Course Material</b>	Manual and online learning materials

**Course Outline** This writing course covers the basics of argumentation and puts them into practice in the context of policy. Students learn how to convince decision makers to take specific actions in different types of writing. Students write and deliver a persuasive speech and then use the same skills to write a policy proposal and then learn to take their argument to the public with some basic web writing. When possible, debating and negotiating are also practiced.

**Learning Outcomes** Upon completion of this module students:

- Can construct and deliver structured policy arguments on local, national, or global issues in speech and in writing for different target audiences and in different mediums, working as an individual or as part of a multi-cultural team.
- Can support arguments with logical reasoning, evidence, and examples.
- Can deliver arguments using different rhetorical techniques and effective persuasive language.
- Can communicate fluently with accurate grammar, spelling, punctuation, pronunciation, and intonation as well as the appropriate tone (at least a B2 level of speaking and writing competence according to the Common European Framework with progress towards C1 level).

## Public International Law

<b>Course Code</b>	ES-ISPAPIL-20
<b>Year</b>	4
<b>Offered in term(s)</b>	1&2
<b>Credits</b>	5 ECTS

<b>Module Manager</b>	Mari-Jose Weijerman <a href="mailto:m.j.weijerman@hhs.nl">m.j.weijerman@hhs.nl</a>
<b>Entry Requirements</b>	A good command of English (reading level C1 CEFRL) is essential to do well in the course. No legal background is required but a 'feel' for legal material is likely to be an asset.
<b>Method</b>	Teaching will be mainly by means of participatory workshops and seminars, although there may be mini lectures from time to time where the need arises.
<b>Assessment</b>	Group case assignment (presentation + essay) Comprehensive final exam (written) Individual paper (essay) <b>resit in TERM 4/June</b>
<b>Course Material</b>	Jan Klabbers (2020), <i>International Law</i> , (2nd ed.), Cambridge University Press.
<b>Course Outline</b>	<p>The objective of this course is to provide students with legal and generic knowledge on Public International Law (PIL). Relations between states are governed by the policies of international law; critical knowledge of international law therefore 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. It is concerned with questions such as the settlement of disputes by peaceful means, legal restraints on the use of force in international relations, title to territory and diplomatic relations. In this context, this module places special emphasis on the relationships between these areas of international law within the UN system.</p> <p>The module also provides a basic introduction of the specific fields of international Humanitarian Law and International Criminal Law. The historical foundations of IHL/ICL will be explained.</p> <p>The key principles of international humanitarian law as well as the current challenges will be discussed. Furthermore, the role of the courts and tribunals in the field of ICL will be explored and we will look into the core crimes and the Rome statute of the ICC.</p>
<b>Course Outline</b>	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Have knowledge and understanding of the function, sources, and major principles of IL (excluding the area of Human Rights &amp; International Criminal Law).</li> <li>• Understand the making of treaties and their importance in international relations.</li> <li>• Appreciate the possibilities and limitations of international dispute resolution.</li> <li>• Be able to deal with problems that have international legal implications: territory, law of the sea, state responsibility and the use of force.</li> <li>• Be able to deal with problems that have international legal implications: analyse problem questions; set out the fundamental principles involved in the questions; apply those principles and show an awareness of alternative arguments.</li> <li>• Have knowledge of the structure and powers of the main institutions involved in the field of PIL and the resolution of disputes.</li> </ul>

- Explain the historical foundations and fundamental principles of IHL.
- Discuss the role of courts and tribunals active in the field of ICL.

## 6.7 Modern Foreign Languages & Skills

Based on availability, there will be courses offered in **French, Spanish and/or German**. You will receive more information on this during the mandatory introduction period.

### English for Guest Students (intermediate)

<b>Course Code</b>	ES-ISENGINTER-20
<b>Year</b>	n/a
<b>Offered in term(s)</b>	1&2 and 3&4
<b>Credits</b>	2 ECTS
<b>Module Manager</b>	Maria Pau <a href="mailto:m.p.pau@hhs.nl">m.p.pau@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Level</b>	Intermediate Professional English B1-B2
<b>Method</b>	Seminars
<b>Assessment</b>	Oral Exam (50%) & portfolio (50%)
<b>Course Material</b>	Module book provided by the English department
<b>Course Outline</b>	<ul style="list-style-type: none"> <li>• meeting practice &amp; language</li> <li>• presentation language</li> <li>• press releases</li> <li>• business emails</li> <li>• listicle</li> </ul>
<b>Learning Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• develop their business/professional vocabulary, meeting &amp; presentation vocabulary, their overall fluency, and business writing skills</li> <li>• increase their fluency and confidence in communicating in English in a professional setting</li> </ul>

### Survival Dutch/Dutch A1

<b>Course Code</b>	ES-ISDUTSECLE-20
<b>Year</b>	1
<b>Offered in term(s)</b>	1&2 and 3&4
<b>Credits</b>	2 ECTS

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

## Digital Writing

<b>Course Code</b>	ES-ISENDIGWR-20
<b>Year</b>	3
<b>Offered in term(s)</b>	4
<b>Credits</b>	4 ECTS
<b>Module Manager</b>	Dave van Ginhoven <a href="mailto:d.vanginhoven@hhs.nl">d.vanginhoven@hhs.nl</a>
<b>Entry Requirements</b>	Students should have completed a writing and argumentation/negotiation course. Knowledge about marketing is also recommended.
<b>Method</b>	This course employs blended learning strategies, combining two introductory lectures with a 'flipped classroom' approach that offers online instruction, practical assignments, in-class practice and the feedback of lectures in seminars.
<b>Assessment</b>	<b>This course is assessed with a portfolio consisting of 4 Assignments</b> (1) Assignment A: Analysis of organisational websites (25%) (2) Assignment B: An Original Strategy & Basic Style Guide (25%) (3) Assignment C: Online Press Release and News Story (25%) (4) Assignment D: A Blog Article & Social Media Content (25%)

**Course Material** Course manual and supplementary videos & articles on BrightSpace.

**Course Outline** This course will challenge students to study the best practices of professional web writing, to analyse these practices, and to produce content.

**Learning Outcomes** Upon completion of this module students will be able to:

- Plan, produce, and edit texts intended for online publication on different platforms for a wide range of professional purposes.
- Identify and (re)produce different styles of content for different audiences, using the appropriate style & tone.
- Identify and implement strategies for search engine optimisation.
- Write accurate and clear texts of professional quality.

## 6.8 Projects & Workshops

### Europe@Home

**Course Code** ES-ISDUTSOC-20

**Year** 2

**Offered in term(s)** 1 & 3

**Semester** 1 & 2

**Credits** 2 ECTS in combination with IDCS

**Modules to complete within Study unit** Term 1 & 3: Europe@Home

**Module Manager**

- Europe@Home (Project):  
Elena Cabrera  
[E.CabreraVacas@hhs.nl](mailto:E.CabreraVacas@hhs.nl)

**Entry Requirements** **This module is compulsory for all exchange students.**

**Method** Term 1 & 3: Europe@Home (Project)  
Practical teamwork assignment together with home students to explore Dutch culture together.

**Assessment** In order to receive the credits for this study unit, students must pass both the Europe@home Project (graded) and the module on Introduction to Dutch Culture & Society (pass/fail).

**Course Material** Module book available online

**Course Outline** The course is split into this group project in terms 1 & 3, where students explore the Dutch culture with the help of home students, and the module Introduction to Dutch Culture & Society is done individually and runs in terms 2 and 4. Students will follow online guest lectures on themes concerning Dutch politics and society, and they will discover Dutch culture and society by completing two assignments.

**Learning Outcomes** After having followed the course, students will have a basic knowledge of Dutch culture and contemporary society.

## The Hague Summit +20

<b>Course Code</b>	ES-ISTHS20-20
<b>Year</b>	2
<b>Offered in term(s)</b>	1&2
<b>Credits</b>	5 ECTS
<b>Module Manager</b>	Ernst van Weperen <a href="mailto:E.J.vanWeperen@hhs.nl">E.J.vanWeperen@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	First term: (Guest) lectures and self-study Second term: (Guest) lectures and portfolio research
<b>Assessment</b>	Written exam (60%) and group assignment with individual element (40%)
<b>Course Material</b>	Online articles

**Course Outline**

Term 1 - Introduction to Sustainable development, the history of large summits and the point of view of the various stakeholders involved (term 1, semester 1)  
Term 2 – Development of a group paper containing both position and forward-looking strategy and plan of action (term 2, semester 1).

The Hague summit +20 introduces students to one of the arguably most urgent questions of 21st century modern society; how to sustain an acceptable level of wealth for over 7 billion people on our finite planet. The title “The Hague Summit +20” derives from one of the largest international multi stakeholder conferences in recent times; The United Nations Conference on Sustainable Development, also known as Rio+20.

Students will be divided into groups that represent the organisations that were present during the summit. Students will defend the point(s) of view of those organisations. And they will also learn to compromise without losing sight of the goals their organisation aims to achieve.

<b>Learning Outcomes</b>	<p>After successful completion of this course the students will be able to:</p> <ul style="list-style-type: none"><li>• Describe various global challenges society faces as well as the organisations and prominent schools of thought that aim to address those challenges.</li><li>• Summarise prominent schools of thought on sustainability.</li><li>• Explain potential reasons for successes and failures of the summit.</li><li>• Compare prominent schools of thought and various stakeholder points of view with published scientific articles.</li><li>• Compose a substantiated paper that articulates the desired outcome of the debate respecting all stakeholder groups.</li></ul>
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## Europe 21

<b>Course Code</b>	ES-ISPREDU21-20
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<b>Year</b>	3
<b>Offered in term(s)</b>	4
<b>Credits</b>	6 ECTS
<b>Module Manager</b>	Ben van der Sluijs <a href="mailto:b.c.vandersluijs@hhs.nl">b.c.vandersluijs@hhs.nl</a>
<b>Entry Requirements</b>	None
<b>Method</b>	In student teams of five/six students. Each team carries out their own assignment.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• The project concludes with the groups presenting their reports to a jury comprising two external jurors (their assignment providers) and an internal juror. The presentation is followed by a Q&amp;A session and feedback.</li> <li>• The supervisor of each team assesses the quality of the organisation of the team.</li> <li>• Students register for the projects as with the other courses.</li> </ul>
<b>Course Material</b>	The assignment and the online manual with instructions for participants.
<b>Course Outline</b>	The project assignments are provided by internationally orientated organisations. The basic idea is that students will gain a practical insight in a contemporary theme, which combines both the public and private sectors by conducting independent research on an assignment commissioned by a real assignment provider from the world of work. The assignments are problem areas these organisations are faced with, and our students are expected to find realistic solutions. The organisation assigns a person that supports the student team. The project starts in November/April and lasts for six weeks.
<b>Learning Outcomes</b>	<p>After the project, students will be able to:</p> <ul style="list-style-type: none"> <li>• Work with a structured plan of action.</li> <li>• Work in a multicultural team.</li> <li>• Communicate with an external assignment provider.</li> <li>• Do research on a real project.</li> <li>• Write a professional report for an external assignment provider.</li> <li>• Work with a fixed budget.</li> <li>• Give a presentation to an international jury.</li> </ul>