# ACADEMIC GUIDE EUROPEAN STUDIES EXCHANGE

## European Studies for Guest students 20-21

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THE **HAGUE**
UNIVERSITY OF
APPLIED SCIENCES

# European Studies for Guest students 20-21

# ACADEMIC GUIDE EUROPEAN STUDIES EXCHANGE

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## Mission Statement

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

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

The Hague University of Applied Sciences, 2020

# Foreword

At the Faculty of Management and Organisation (M&O), we pride ourselves on our international atmosphere. Within our undergraduate programmes we have a large number of non-Dutch 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 important part of our institute and we refer to them as 'guest students'.

To reflect the international dimension 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 own level and further enhance their skills. We believe this is vital in helping you become global citizens that are able to meet the challenges of modern society, thus increasing both your employability and social awareness. These are important considerations in our university and ones we are happy to share with you.

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

We hope that all our guest students enjoy their stay in The Netherlands and that they will thrive from the challenges and opportunities we have to offer them. We shall certainly do everything possible to make their stay with us rewarding and look forward to having you here.

Martijn Verheus
Director Faculty Management and Organisation
March 2020

# Content

# 1. The Dutch Educational System & The Hague University of Applied Sciences



## Introduction

The vast majority of institutions of higher education in The Netherlands are state-funded. They fall into two categories. There are around 20 traditional 'research' universities, and over a 100 Universities of Applied Sciences *(Hogescholen)*, whose emphasis is on a more vocational approach.

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 five/six-month traineeship is a compulsory part of the programme. Most study programmes at universities of applied sciences are four-year bachelor degree programmes, whereas bachelor degree programmes at the traditional universities normally take three years. In both cases graduates are awarded a bachelor degree.

The Hague University of Applied Sciences (THUAS) is a university with a vocational approach. European Studies (ES) is a multi-disciplinary and internationally orientated educational programme which aim to provide their students with qualifications enabling them to start a career in a wide range of jobs with international aspects.

## Internal Organisation of ES

THUAS comprises seven faculties, each with between 1000-5000 students. The programme European Studies is part of the Faculty Management and Organisation. The faculty has around 5000 students and around 260 staff members. We are run by a faculty director. The degree programmes offered by the faculty are run by programme managers and programme co-ordinators. The programme director and programme co-ordinators form the management of each of the programmes.

With over 100 exchange partners around the world, ES has compiled a team of dedicated and enthusiastic people to run its international affairs. We have a core organisational team and a number of so-called 'Country Tutors' who are on hand to assist 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.

# 2. Meet the team of European Studies

## 2.1 The Global Office in 2020-2021

| Name | Tasks |
|---|---|
| **Marleen Berkhout**<br>*Mobility Co-ordinator (Inbound)*<br>Tel: +31 6 39 08 21 87<br>Email : MO-GlobalOffice@hhs.nl | • general responsibility for international development and administration<br>• all general academic and social matters concerning guest students<br>• responsible for social and integration activities for international students |
| **Thomas Lodder**<br>*Mobility Officer (Inbound)*<br>Tel: +31 70 445 86 78<br>Email : MO-GlobalOffice@hhs.nl | • responsible for administrative matters of guest students |
| **Refiya Scheltinga**<br>*Co-ordinator of Internationalisation*<br>Tel: +31 6 39 07 23 17<br>Email: R.Scheltinga@hhs.nl | • responsible for internationalisation policy of the programme<br>• Staff exchange<br>• |
| **Rebecca Kleiweg**<br>*Mobility Co-ordinator (Outbound)*<br>Tel: +31 6 38 29 22 62<br>Email: R.KleiwegdeZwaan@hhs.nl | • responsible for information, selection and placing abroad of ES students |
| **Wanda Faber**<br>*Mobility Officer (Outbound)*<br>Tel: +31 70 445 86 78 | • responsible for administrative matters for outgoing students |
| **Juraj Trouw**<br>*Global Office Coordinator*<br>Tel: +31 6 38 29 22 65<br>Email : MO-GlobalOffice@hhs.nl | • general responsibility for faculty wide internationalisation processes and administration |

## 2.2 Country Tutors & Erasmus+

Our Country Tutors are responsible for day-to-day contacts with partner institutions, contact persons for guest students, Erasmus+ documentation, and for academic and social support. They are mandated to sign official Erasmus+ documentation for guest students, such as Learning Agreements Before and During Mobility. Their contact details can be found below:

| Country Tutor | Email address | + 31 | Countries |
|---|---|---|---|
| Ms. M. Anghel | M.Anghel@hhs.nl | 06 14328095 | Bulgaria & Romania |
| Mr. R. Barroso | R.Barroso@hhs.nl | 06 39080938 | Spain, Argentina, Chile, Ecuador & Mexico |
| Ms. A. Diaz | A.Diaz@hhs.nl | 06 39080943 | Spain |
| Ms. A. Grebner | A.Grebner@hhs.nl | 06 39072284 | Russia, Georgia, Bosnia & Herzegovina |
| Mr. B. Groenemans | B.J.Groenemans@hhs.nl | 06 39082113 | France |
| Mr. G. Lord | G.W.Lord@hhs.nl | 06 14328303 | USA (incl. USAC) & Canada |
| Ms. Y. Overdevest | Y.Overdevest@hhs.nl | 06 39082151 | Belgium (Flanders), Cyprus & Malta |
| Ms. M. Pau | M.P.Pau@hhs.nl | 06 39072285 | UK & Ireland |
| Ms. R. Scheltinga | r.scheltinga@hhs.nl | 0641022641 | UK Derby  (Year-long exchange) |
| Ms. N. Schwan | N.H.H.M.Schwan@hhs.nl | 06 39082191 | Estonia, Latvia & Lithuania |
| Ms. I. Theron | I.C.Theron@hhs.nl | 06 39080844 | France & Belgium (Wallonia) |
| Mr. P. Treanor | P.A.Treanor@hhs.nl | 06 39077906 | Denmark, Finland, Iceland, Norway & Sweden |
| Mr. L. Tunderman | L.G.M.Tunderman@hhs.nl | 06 14328818 | Austria, Germany |

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| | | | |
|---|---|---|---|
| Ms. N. van Campenhout | N.vanCampenhout@hhs.nl | 06 39080577 | Australia, China, Hong Kong, Japan, Korea, Taiwan & Thailand |
| Ms. E. van Driesum | E.L.M.vanDriesum@hhs.nl | 06 39072320 | Italy |
| Mr. M. van Munster | M.vanMunster@hhs.nl | 06 39080525 | Portugal, South Africa & Brazil |
| Ms. E. Vilanova Escrig | e.vilanovaescrig@hhs.nl | 06 39082185 | Czech Republic, Hungary, Poland & Slovakia |
| Ms. U. Yugruk-Planken | U.Yugruk-Planken@hhs.nl | 06 39078288 | 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, so they are a good **starting point**.

Telephone      +31 70 445 86 00
E-mail          mo-frontoffice@hhs.nl
Location:       OV2.41

For any questions on 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
Location:       OV1.02

Specifically for guest students, there is also the **Global Office**, we can answer any question related to your **academic** programme, timetables, courses, etc.

E-mail:          MO-GlobalOffice@hhs.nl
Location:       TBA

For **written 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
Location:       OV2.70

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
Location:       OV1.67

## 3.2 Computer Facilities
Besides general study plazas for students, there are several rooms containing computers used for classes and student purposes, all on the third floor.
- Room OV. 3.39      26 computers
- Room OV. 3.41      19 computers
- Room OV. 3.43      19 computers
- Room OV. 3.73      16 computers

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Outside the periods during which classes take place, these computer rooms may be used by ES students for homework assignments related to ICT or other subjects. For this purpose computers must be booked through the helpdesk. 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:
- Eating or drinking in the computer rooms is not allowed.
- Prints have to be paid for. This is done by using the so-called Campus Card which must be previously charged. Students will get a Campus Card upon arrival from International Office.
- Everyone who has worked in one of the computer rooms is obliged to log off correctly and to switch off the computer before leaving the room.
- Students who wish to complete an assignment on a computer are strongly advised **not** to wait until the very last moment; the number of computers is limited.
- Guest Students will receive their personal username, password and university e-mail address once they register in Osiris (our online platform). These will give the students access to all public computers (including free Wi-Fi internet access to your personal devices) within the University premises.

## 3.3 Library and Study Plaza



The library has a large collection of books, nearly 900 magazines, Dutch and foreign newspapers and a large collection of graduation essays. Because of its digital catalogue and excellent electronic sources of information, the library provides excellent facilities to students and staff. It is open to students registered at THUAS and to members of staff.

The Library 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.

Opening hours Library:
Monday to Sunday          09.00 am – 10.30 pm

Opening hours Study Plaza:
Monday to Sunday          09.00 am – 10.30 pm

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

Most of the books, graduation essays and videotapes are available for borrowing. Magazines are not, but there are facilities for copying magazine articles. There is a limit to the number of items that can be borrowed the following items are allowed simultaneously.

There is also 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, information about copyright regulations and tools available for managing references. For more information about borrowing library items, the library catalogue, workshop/training courses available for students, facilities and house rules, please consult this link. If you have any questions you can visit the library and ask a staff member or contact the library via email: bibliotheek@hhs.nl.

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## 3.4 Student Counselling & Supervision



The European Studies programme has a counselling system in place to help students facing problems that may affect their study results. Our Guest Students are also encouraged to speak to their Country Tutor (see above) and/or the Mobility Co-ordinator in order to alleviate their problems.

THUAS has a central student counsellor, who is independent of the ES programme. He advises students on all kinds of matters ranging from study grants and housing, to other programmes of study inside and outside THUAS. He 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, but in this case they can also choose to go to their Country Tutor or the 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. The problems students see themselves confronted with are very diverse. Sometimes they lose the motivation to continue their studies or they suffer from a fear of failure; sometimes very serious things occur, such as psychiatric disorders. The psychologist provides short term care. These conversations are, of course, also strictly confidential

## 3.5 Campus Card

An electronic purse system has been introduced at THUAS for buying items like food and drinks at the canteen and making copies on the copy machines. It is not possible to pay in cash inside the university. THUAS therefore supplies exchange students with a so-called Campus Card, which they will receive during the orientation period from our International Office. To add money 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 machines at the THUAS building). It is not possible to charge the Campus Card with foreign bank cards so make sure you get a credit card or PayPal account online 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.

## 3.6 Canteen

Food and beverages may be obtained from the central restaurant, from the Light House cafe and from vending machines. In all cases payment is through chip cards. The central food court has the largest selection of items, also serving vegetarian and halal products. It is open during term-time from 8am to 8pm (5 pm on Fridays). During the holiday periods the opening hours may vary. Moreover, the university has microwaves that can be used for heating up food, multiple coffee corners on various floors, and a restaurant called the "The Lighthouse". Please note that students can only pay by Campus Card or a Dutch (European) Maestro bank card. The university does not accept cash or credit cards.

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

## 3.7 Medical Care

In case of illness, students must contact a General Practitioner before doing anything else. There are numerous General Practitioners around the university and in the areas of student housing. More information will be provided upon arrival by our International Office.

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Information on campus security, printing/scanning/copying, storing bicycles, parking cars, prayer rooms and special assistance etc. will be provided upon student's arrival and during the introduction week.

# 4. Student Activities

Aside from the academic and support staff, ES also has a number of student-run bodies who help in the organisation and running of the faculty. Their purpose is to organise extra-curricular activities and to help promote the international atmosphere within the campus. These student bodies also take part in 'academic conversation' with the management to ensure the students' voice is heard. The bodies include:

## 4.1 EScape

EScape is the largest student organisation at ES. It caters for all student activities. Its most important aim is to stimulate friendship and understanding between its members. It also aims to establish good relationships with other student bodies within The Hague University. EScape tries to reach these aims by organising all kinds of social and cultural events, including sports activities.

Every semester, a number of exchange students will be recruited to join this organisation as it is also in charge of organising a number of social events for both exchange and home students, to bring them closer and to facilitate a better integration of exchange students in the Netherlands, and mostly, making the exchange experience an outstanding and fun 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 commission. The council is there to listen to complaints from students about matters relating to ES and to make its own contribution towards 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 a large number of (sports) activities, such as volleyball, football, basketball, badminton, yoga, Pilates, pump, Zumba, boxing, capoeira, body shape, futsal etc. Students can take part in these on the basis of a small contribution. The university gym is accessible for students with a sport and fitness pass, which can be purchased for a reduced amount for 3 months, a semester or an entire academic year. For further information you can contact fitness@hhs.nl.

The university is also home to various sport clubs (rowing, korfball, lacrosse, rugby, tennis, football, volleyball, hockey, basketball, athletics etc.) and organizes various events and parties for our international students. More information is available via email at campus@hhs.nl.

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# 5. Information on the Academic Programme

The 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 fully taught in English. This chapter will deal with the information, rules and regulations of being part of the exchange programme.

## 5.1 Attendance

In the case of a number of 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 in the Blackboard pages of the course/s in question. If a student fails to attend the minimum number of times he is not awarded any credits for the module.

Students are expected to be on time for classes. If a student comes to class late, the lecturer concerned may refuse him/her entry.

## 5.2 Source Referencing & Handing in Papers

During your studies at ES you are expected to use the documentation style of the American Psychological Association (APA). These rules, known as APA style, are laid down in a student manual, which is published on the university 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 will be referred to the ESCOM Exam Board.

Most teachers will require you to hand in a hard copy and to submit your paper through Ephorus. You can find this programme inside the Blackboard course linked to the module. Use your teacher's email address as the submission code and attach your document. Hard copies should be put in the staff pigeon holes outside oval 4.31.

## 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 normally through staff pigeonholes (fourth floor, Oval building, near OV4.25) or via email/"Blackboard".
• Staff have certain office hours reserved to see students. During term-time students can go and see staff then. In weeks in which there is no teaching, they can make appointments directly with the lecturer they wish to speak to or via e-mail.
• Members of staff can be asked short questions through e-mail. Students can normally expect to get an answer to e-mail questions within 3 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 own e-mail address. The Digital Learning environment "Blackboard" is also commonly used.
• Through study-related announcements published on the university portal (http://intranet.hhs.nl/).
• If necessary, for reasons of confidentiality, ES will try to contact a student through other methods, for instance by phone or by post. For that reason it is absolutely necessary that ES has up-to-date information about a student's address and phone number. Should any changes occur in the course of the academic year, please tell the International Office located at OV1.02.

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## 5.5 Timetables

There are four terms and the timetables will differ from term to term. Students will be supplied with a timetable at the beginning of each term.



**Class hours:**

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

In weeks with less than five working days the timetable is adjusted so that as many classes as possible can take place.

## 5.6 Year Calendar 2020-2021

The academic year is divided into two semesters. Each semester is divided into two terms of some nine-ten weeks. In each term there are six-seven weeks of lectures and students sit examinations at the end of each term. Resits of one term take place after the next term, except for term 4 where some of the resits are offered in August.

The **provisional** list of holiday dates is as follows:

| | |
|---|---|
| **31 Aug** | **Start Mandatory Introduction Period Semester 1 (term 1 & 2)** |
| 7 Sep | Start regular classes |
| 19-23 Oct | Autumn Break |
| 26 Oct-30 Oct | Exams term 1 |
| 21 Dec-3 Jan | Christmas Break |
| 14 Dec-18 Dec | Re-sit exams term 1 & exams term 2 | Year 1 courses |
| 4-8 Jan | Re-sit exams term 1 | Year 2-4 courses |
| 11-15 | Exams term 2 | Year 2-4 courses |
| | |
| **1 Feb** | **Start Mandatory Introduction Period Semester 2 (term 3 & 4)** |
| 8 Feb | Start regular classes |
| 22 Feb-26 Feb | Spring Break |
| 22 Feb-26 Feb | Re-sit exams term 2 |
| 2 April | Good Friday |
| 5 April | Easter Monday |
| 6 April-9 April | Exams term 3 |
| 27 April | King's Day |
| 3 May-7 May | May Break |
| 5 May | Liberation Day |
| 13 May | Ascension Day |
| 10-21 May | Re-sit exams term 3 (in the evenings) | Year 2-4 courses |

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| 24 May | Whit Monday |
| 31 May-4 June | Re-sit exams term 3 | Year 1 Courses |
| 14 June-19 June | Exams term 4 |
| 21 June-25 June | Selected re-sit exams term 4 |
| 19 July | Summer Break |
| 23 Aug-28 Aug | Re-sit exams term 4 |

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

Within the above calendar, the exact semester dates will be determined. Both the 1st and 2nd Semesters are opened a week before classes start by an introduction period for Guest Students, thus students should be aware that they are required to be in The Hague one week before classes start.

## 5.7 Changes to the Academic Calendar
It is emphasised that when planning their holidays students must stick to the official holiday periods. **It is sometimes necessary for ES to change dates and schedule exams or lectures on dates originally planned as lecture-free or exam-free days**. However, 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 and know in which weeks their exams will take place. 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 other 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 certain groups of students for whom the original schedule poses serious problems. Students will be informed of any changes through Osiris during the semester.
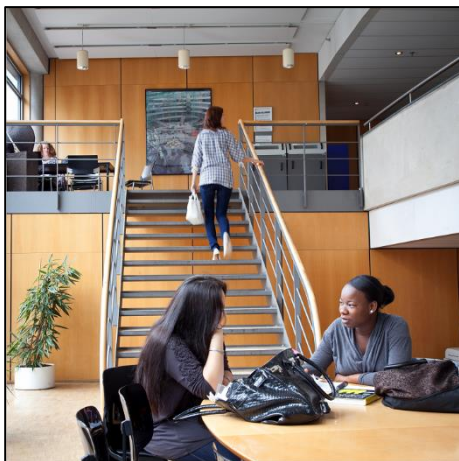
## 5.9 Exam Information
Students are required to be personally present for their written exams. Exams will <u>not</u> be sent abroad for students to complete at their home institution. Should students wish to take resit exams they will also need to be present in person for such.

**ID card**
Remember to bring valid ID with you to the exam sessions. You will be asked to show your ID before entering the exam room. Without your ID you are not allowed to sit any exams! If you are an exchange student from outside of the EU or Norway, Switzerland, Liechtenstein, Iceland, please bring your Dutch residence permit with you to the exam.

**Attendance**
You need to be in the exam room at least 15 minutes before the exam is due to start so your ID can be checked. You will also need to sign an attendance list both at the start and at the end of the exam.

The written exams are organised by our Exam Office (mo-examoffice@hhs.nl).

## 5.10 Assessment Information
Assessment may take the form of assignments, presentations, essays and exams. The assessment by essay, assignment or presentations may be new to some students. Some courses will include a combination of different sorts of assessment. At ES it is also quite customary to use multiple choice exams. Students that need special arrangements for exams and have such at their home university, are

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required to inform their country tutor of such. He/she will then refer the student to responsible office in the university for such matters.

Students may only register and/or take one resit of any given exam 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 students' own academic system, grades will be transferred to either numerical or letter grades. Another good resource is Nuffic on the Dutch education system. Further information can be obtained from students' home institutions.

## 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.

Most of the subjects listed in this brochure are worth 2 to 5 ECTS (European Credit Transfer System). We consider a full semester programme to be from 27 to 30 ECTS points. 'Introduction to Dutch Culture and Society' is compulsory. Students who stay a whole year only have to follow this subject in the first semester. The minim number of credits for an exchange at ES is 20 ECTS and the maximum number is 40 ECTS.

Most courses have around 10-12 contact hours. For Italian students this is far less than the hours usually studied per course, for Scandinavians it is reasonably similar. Some students feel that they do not have enough time to complete the content of each module, so be prepared to adapt your study habits to the new system. Group work may also be unusual practice to students, but many agree that this provides a great 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, if you start a module in term 1 (3) you are expected to complete it in term 2 (4). Missing classes can become hazardous to your grades, since for most modules, missing a week is equal to 1/6 of a module.

Please also note that classes have restrictions on student numbers. Hence registration is very important; if you fail to register, you will lose your place in the course.

**It is possible that you may not be able to follow one or more of the subjects that you chose 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 electronic learning environment called 'Blackboard'. Details on required textbooks and materials will be made available to students upon arrival.

Many modules have a required textbook. Textbooks can be expensive and there are very limited 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 from a student who has already taken the module. Ultimately, you may have to buy the brand new textbook. This being the case, you should order the book as soon as you know what your subject choice will be, particularly for subjects offered in the first half of the semester. However, we do not advise students to buy books before they confirm 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* tool. Upon applying at THUAS, students will receive a link inviting them to pre-register for courses (as of 1 April for semester 1 and/or 1 October for semester 2). Once in The Hague, they will need to **confirm their**

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**registration** for those courses after 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 conflict in the timetable. It is essential that students register preliminarily via Osiris to reserve a spot in a course.

# 6. The Academic Programme – Courses

Below you will find a list of the courses within the exchange programme on bachelor level. These courses are offered in English, unless stated otherwise. Also, the courses are all optional, unless indicated it is compulsory.[*],[**]

## 6.1 Course overview 2020-2021

| Year | Subject | Runs in term(s) | | ECTS credits |
|------|---------|------|------|------|
| **Compulsory Course** | | | | |
| n/a | Introduction to Dutch Culture & Society (compulsory) | 1&2 | 3&4 | 2 |

| Year | Subject | Runs in term(s) | | ECTS credits |
|------|---------|------|------|------|
| **Business Management** | | | | |
| 4 | Artful Business Creations | 1 | - | 15 |
| 3 | Consultancy Skills | 2 | - | 5 |
| 3 | Corporate Governance | - | 3 | 5 |
| 4 | European Business & Economic Competitiveness | 1 | - | 5 |
| 4 | Export Calculations | 1 | - | 5 |
| 1 | Foundations of Marketing | - | 3&4 | 5 |
| 3 | International Marketing | 2 | 4 | 5 |
| 2 | Introduction to Export Management | 1&2 | 3&4 | 6 |
| 1 | Management of Organisations in Europe | - | 3 | 2 |
| 3 | Marketing Planning & Strategic Management | 1&2 | 3&4 | 5 (sem. 1) 6 (sem. 2) |
| 2 | Multicultural Consumer Behaviour | 1 | 3 | 5 |
| 4 | Social Entrepreneurship and Innovation in a Global Perspective | 1&2 | 3&4 | 15 |
| 2 | Strategic Export Marketing Plan **Entry Requirement: registered for Introduction to Export Management** | 1&2 | 4 | 4 (sem. 1) 3 (sem. 2) |
| 2 | Strategic Planning in the Private and Public Sectors | 1 | - | 2 |
| 1 | The Business Dimension of Europe | 2 | - | 3 |

| Year | Subject | Runs in term(s) | | ECTS credits |
|------|---------|------|------|------|
| **Cultural & Society Studies** | | | | |
| 3 | American Studies | 2 | 4 | 5 |
| 3 | Art & Globalisation | 2 | 4 | 5 |

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| | | | | |
|---|---|---|---|---|
| 3 | Cultural Theory & Popular Culture | 1 | 3 | 5 |
| 1 | Intercultural Communication | - | 3 | 4 |
| 3 | Issues in 21st-Century European Society | 1 | 3 | 3 |
| 3 | Personal Leadership & Core Principles of European Integration | 1 | - | 5 |
| 4 | Philosophy, Art and Culture: Aesthetics | - | 4 | 5 |
| 4 | Philosophy, Art and Culture: Art History<br>Entry Requirement: registered for Philosophy of Art | - | 3 | 7 |
| 4 | Philosophy, Art and Culture: Philosophy of Art<br>Entry Requirement: registered for Art History | - | 3 | 3 |
| 4 | Religion in a Globalised World | 1 | 3 | 5 |
| 4 | Sex and Business | 2 | - | 5 |
| 4 | Sex and Culture | 1 | - | 5 |
| 4 | Sex and Society | 1 | - | 5 |
| 3 | Society and Culture in the English Speaking World: Australasia and Africa | - | 4 | 5 |
| 3 | Society and Culture in the English Speaking World: Great Britain & Ireland | - | 3 | 5 |
| 3 | Society and Culture in the English Speaking World: The Americas | - | 3 | 5 |
| 1 | The Cultural Dimension of Europe | 1 | - | 3 |
| 3 | The History of Europe through Music | 1&2 | 3&4 | 5 |
| 3 | Women & Society | 1&2 | 3&4 | 5 |

| Year | Subject | Runs in term(s) | | ECTS credits |
|---|---|---|---|---|
| | **Law, Politics and Administration** | | | |
| 4 | Business Lobbying: Research and design a case study lobbying campaign | 1&2 | - | 7 |
| 3 | Contemporary European Politics | 1&2 | 4 | 5 |
| 2 | Decision Making in the EU | 1&2 | 3&4 | 5 |
| 4 | Eastern European Politics I | 1 | - | 8 |
| 4 | Eastern European Politics II | 2 | - | 7 |
| 2 | European Public Policy | 1&2 | - | 5 |
| 3 | Global Development Issues | 2 | 4 | 5 |
| 1 | IGOs and INGOs – World Citizenry at Work | - | 3&4 | 5 |
| 1 | Institutions of the European Union | - | 3 | 2 |
| 4 | International Human Rights Law | 1&2 | - | 5 |
| 4 | International Humanitarian Law and International Criminal Law | 1&2 | - | 5 |
| 2 | International Relations | 1&2 | 3 | 5 |
| 4 | Media in Contemporary Society | 1 | 3 | 5 |
| 4 | Media & Politics I | 1 | 3 | 5 |
| 4 | Media & Politics II | 1 | 4 | 5 |
| 2 | Nation and Identity in Contemporary Europe | 2 | 4 | 5 |

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| Year | Subject | Runs in term(s) | | ECTS credits |
|---|---|---|---|---|
| 4 | NGO Advocacy: Research and design your own advocacy campaign | 1&2 | - | 8 |
| 4 | Political Ideology | 1 | 3 | 5 |
| 4 | Public International Law | 1&2 | 3&4 | 5 |
| 3 | The Legal Dimension of Europe | 1&2 | 3&4 | 5 (sem.1) 4 (sem.2) |
| 1 | The Political Dimension of Europe | 2 | - | 3 |

| Year | Subject | Runs in term(s) | | ECTS credits |
|---|---|---|---|---|
| | **Modern Foreign Languages** | | | |
| NA | English for Guest Students (intermediate) | 1&2 | 3&4 | 2 |
| 1 | Survival Dutch | 1&2 | 3&4 | 2 |
| NA | Language partner programme | 1&2 | 3&4 | 1 |

| Year | Subject | Runs in term(s) | | ECTS credits |
|---|---|---|---|---|
| | **Projects** | | | |
| 3 | Europe 21 | - | 4 | 6 |
| 2 | The Hague Summit +20 | 1&2 | - | 5 |

*Other courses may still be added for the academic year 2020-2021 and some of the courses mentioned above may be dropped after the publication of this guide. 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.

**All courses are offered in English and are part of the 1st cycle of education (Bachelor level). Students are required to choose a minimum of 20 ECTS and a maximum of 40 ECTS, with "Introduction to Dutch Culture and Society" being a mandatory 2 ECTS component.

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## 6.2 Course descriptions 2020-2021

What follows is in-depth course description per subject area per course.

## 6.3 Compulsory Module

# Europe@home & Introduction to Dutch Culture & Society

| | |
|---|---|
| **Course Code** | ES-ISDUTSOC-20 |
| **Credits** | 2 ECTS |
| **Modules to complete within Study unit** | Term 1 & 3: Europe@Home (Project)<br>Term 2 & 4: Introduction to Dutch Culture & Society (guest lectures/field trips) |
| **Module Manager** | • Europe@Home (Project):<br>Ms Nathalie Schwan<br>N.H.H.M.Schwan@hhs.nl<br><br>• Introduction to Dutch Culture & Society (guest lectures/field trips):<br>• Ms. Johanna Eisinger – Jansen<br>J.P.Eisinger@hhs.nl |
| **Entry Requirements** | **This course is compulsory for all exchange students.** |
| **Method** | Term 1 & 3: Europe@Home (Project)<br>Practical teamwork assignment together with home students to explore Dutch culture together.<br><br>Term 2 & 4: Introduction to Dutch Culture & Society<br>Guest lectures and organised field trips. |
| **Assessment** | In order to receive the credits for this study unit, students must pass both the Europe@home Project (grade) and the module on Introduction to Dutch Culture & Society (pass/fail). |
| **Course Material** | Module book available online |
| **Course Outline** | The students will be familiarised with Dutch history, art, media, political system and economy. Moreover, students will acquire a basic knowledge of the Dutch people and Dutch culture. The course is split up in a group project in terms 1 and 3 (Europe@Home), where students explore the Dutch culture with the help of home students, and in a more theoretical part in terms 2 and 4, where students will be going on field trips and listen to lectures regarding Dutch culture and society. |

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## 6.4 Business Management

## Artful Business Creations

| | |
|---|---|
| **Course Code** | ES-ISHMVT20-ABC |
| **Credits** | 15 ECTS |
| **Module Manager** | Jacco van Uden<br>j.c.vanuden@hhs.nl |
| **Entry Requirements** | Strong English skills (level B2). This course is very intensive and no (or very limited) classes should be taken next to it in term 1. |
| **Method** | Lectures, Field trips, Bootcamp, Projects, Personal development<br><br>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.<br><br>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 (and need innovative, more creative business tools) and from the creative studies (and if they are interested in working with business issues as a designer-in-training). |

| **Assessment** | | Tests: | Method: |
|---|---|---|---|
| | A | 3 partial tests with elements of content, project and personal development (12 ECTS): | Assessment<br>Grade week 4 (25%), 7 (25%), 9 (50%) Resit week 10 |
| | B | Field trips<br>(2 ECTS) | Practicum (attendance 80%)<br>Pass/fail week 9 |
| | C | Bootcamp and closure<br>(1 ECTS) | Practicum (attendance 100%)<br>Pass/ fail week9 |

| | |
|---|---|
| **Course Material** | Mandatory literature:<br>*Frame Innovation, Create New Thinking by Design*, Kees Dorst<br>ISBN 978-0-262-32431-1<br><br>We make use of 21st century skills and learning through experience:<br>https://www.envisionexperience.com/blog/13-essential-21st-century-skills-for-todays-students<br>Students will have to research actively for other relevant literature and sources as part of the learning experience. |
| **Course Outline** | 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 together in an international team. The learning environment includes lectures, self-study, workshops, experiences, projects and field trips. |

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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.

| | |
|---|---|
| **Learning Outcomes** | This minor is related to the Dublin Descriptors: <br> **1. Knowledge & understanding** <br> *Provides a basis or opportunity for originality in developing or applying ideas often in a research context* <br> • Improve his or her English <br> • 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. <br><br> **2. Applying knowledge & understanding** <br> *Problem solving abilities applied in new or unfamiliar environments within broader (or multi-disciplinary contexts)* <br> • Apply the knowledge and skills in a real-life setting <br> • Demonstrate that he or she is capable of applying 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 <br>    o which elements of the program he or she has found useful and why <br>    o how these elements have found their way into the final product (the project proposal/end presentation for the client) <br><br> **3. Making judgements** <br> *Ability to integrate knowledge and handle complexity, and formulate judgments with incomplete data* <br> • Elaborate on the experience of the chain of re-think/ use/ connect/ frame/ sell/ invent in organisations, companies and institutes <br> • Critically evaluate own research findings to arrive at feasible recommendations for the external assignment provider. <br><br> **4. Communication** <br> *Communicate the conclusions, the underpinning knowledge and rationale (restricted scope) to specialist and non-specialist audiences (monologue)* <br> • Present findings in a coherent and professional manner in writing, orally and utilising appropriate visual aids. <br><br> **5. Learning skills** <br> *Study in a manner that may be largely self-directed or autonomous* <br> • Think creative (skills), out-of-the-box, <br> • Work effectively in multicultural and interdisciplinary groups (project-based), <br> • 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 <br> • Get to know others and him/herself, |

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- Acquire (intercultural) communication and collaboration skills as part of his or her personal development.

# Consultancy Skills

| | |
|---|---|
| **Course Code** | ES-ISBMCONSKL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Agota Szabo<br>a.szabo@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures and workshops |
| **Assessment** | • Presentation (30%)<br>• Written report (70%) |
| **Course Material** | PowerPoint slides and handouts |
| **Course Outline** | The module will provide an introduction to business consultation and different consulting roles. The students will learn about different types of clients and how cultural differences play an important role in business negotiations. Various theories will be presented about consulting methods and the students put their knowledge into practice through role-play exercises in the seminars. |
| **Learning Outcomes** | After completing this course students should be able to:<br>• Discuss the process consulting principles and the different consulting roles<br>• Choose the most appropriate working style based on the type of clients<br>• Apply the theory of intervention to everyday situations<br>• Identify the different positions and roles during the negotiating process<br>• Deal with conflicts in an international business environment<br>• Describe the positive/negative sides of verbal/non-verbal communication |

# Corporate Governance

| | |
|---|---|
| **Course Code** | ES-ISBMCORGOV-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Agota Szabo<br>a.szabo@hhs.nl |
| **Entry Requirements** | Basic knowledge of Marketing and Management. |
| **Method** | Lectures |
| **Assessment** | Essay |
| **Course Material** | Academic articles and PowerPoint slides |
| **Course Outline** | Corporate governance, the set of policies, processes and customs by which an institution is directed, is a topic of increasing importance in business management. How a company is governed influences rights and relationships among organisational stakeholders, and ultimately how an organisation is managed. This course teaches the fundamentals of Corporate Governance |

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from a variety of angles – the board of directors, senior management, investors, the media, regulator and other stakeholders – and focuses on assessing the effectiveness and execution of governance roles and responsibilities. The Financial Crisis Inquiry Report (January 2012) stated that the crisis was avoidable and was a result of human action and inaction and misjudgements; that warning signs were ignored; and that there was a "dramatic breakdown in corporate governance."

| | |
|---|---|
| **Learning Outcomes** | Upon successful completion of this course students will be able to: <br> • Gain insight into the basic international theories of corporate governance <br> • Identify the different players and their roles in corporate governance <br> • Develop awareness on critical board issues <br> • Relate the theory of corporate governance to everyday business situations <br> • Build arguments on selected governance themes in an essay form |

# European Business & Economic Competitiveness

| | |
|---|---|
| **Course Code** | ES-ISBMEUBECO-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Bart Kuijpers <br> b.a.m.m.kuijpers@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures |
| **Assessment** | Exam (open questions + case study) |
| **Course Material** | Radha Jethu-Ramsoedh & Maud Hendrickx, *International Business*, Noordhoff, 2nd edition, 2016, ISBN: 978-90-01-85083-8 |
| **Course Outline** | This module studies the competitiveness of European companies in a global perspective. Topics to be dealt with include: <br> • Globalisation and regionalisation and their impact on economies <br> • The impact of international business on economies <br> • The nature and determinants of economic competitiveness <br> • Productivity, innovation and performance of European companies |
| **Learning Outcomes** | • Understand the changing European business environment <br> • Understand the concept of economic integration <br> • Identify the effects of the freedom of free movement of goods, services, labour and capital for international business strategy <br> • Analyse the challenges of European integration for international business |

# Export Calculations

| | |
|---|---|
| **Course Code** | ES-ISBMEXCAL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Bart Kuijpers <br> b.a.m.m.kuijpers@hhs.nl |

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| Entry Requirements | None. |
|---|---|
| **Method** | Lectures and seminars |
| **Assessment** | Exam (open questions with calculations) |
| **Course Material** | Reader (available on Blackboard) |
| **Course Outline** | This course analyses the financial situation of (export) companies. This is vital for the decision whether or not to internationalise. To achieve the needed insight an internal analysis will be conducted using the balance sheet and income statement. Ratios will be the tools to guide this analysis and the Dupont chart will be applied. Furthermore, cost accounting will be introduced briefly while gathering a more in-depth knowledge of direct costing and overhead application methods. This will give the necessary information for the export price setting. Finally, country and market selection will be discussed shortly. |

# Foundations of Marketing

| Course Code | ES-ISBMFOUMAR-20 |
|---|---|
| **Credits** | 5 ECTS |
| **Module Manager** | Lee Harris<br>l.j.harris@hhs.nl |
| **Entry Requirements** | None; please note this is a 1st-year module and should only be chosen by students who do not have a background in this subject. |
| **Method** | Lectures |
| **Assessment** | Exam (multiple choice questions) (80%) and in class assignment (20%) |
| **Course Material** | Armstrong and Kotler, *Marketing: An introduction,* Pearson, 13th or latest edition. |
| **Course Outline** | • To define the Marketing Process<br>• To outline the Marketing environment<br>• To identify a customer driven Marketing strategy<br>• To select a customer value-driven Marketing mix |
| **Learning Outcomes** | After successful completion of this course students are better prepared for a career as a marketer in a private or public organisation. They are able to 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.<br><br>Students are able:<br>• To define the Marketing process.<br>• To outline the Marketing environment.<br>• To identify a customer value-driven Marketing strategy.<br>• To select a customer value-driven Marketing mix. |

# International Marketing

| Course Code | ES-ISBMINTMAR-20 |
|---|---|

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| Credits | 5 ECTS |
|---|---|
| Module Manager | Ernst van Weperen<br>E.J.vanWeperen@hhs.nl |
| Entry Requirements | Basic marketing knowledge |
| Method | Lecture |
| Assessment | • Exam (open questions and case study) (65%)<br>• Individual portfolio (35%) |
| Course Material | Business articles/ case studies |
| Course Outline | 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".<br><br>In this context a number of fundamental questions are asked, such as:<br>• What are the foundations of marketing?<br>• How does international marketing differ from domestic marketing?<br>• What is sustainability in business and what is sustainable marketing?<br>• How do successful and unsuccessful companies approach the bottom of the Pyramid, that is the poorest 3 billion people? |
| Learning Outcomes | They should be able to:<br>• Define and describe the key concepts of (international & sustainable) marketing<br>• Explain the difference the difference between marketing and international marketing<br>• Explain sustainability, the Bottom of the Pyramid, and CSV (Creating Shared Value<br>• Apply foundational and international marketing knowledge to "the bottom of the pyramid" markets (portfolio)<br>• Compare above mentioned concepts and explain how they relate to each other |

## Introduction to Export Management

| Course Code | ES-ISBMEXPMAN-20 |
|---|---|
| Credits | 6 ECTS |
| Module Manager | Agota Szabo<br>a.szabo@hhs.nl |
| Entry Requirements | None. |
| Method | Lectures |
| Assessment | Exam (open questions and case study) |
| Course Material | Joris Leeman, *Export Planning*, Pearson, 2nd edition, 2016, ISBN: 978-90-43-03570-5 |
| Course Outline | 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 |

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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

| | |
|---|---|
| **Learning Outcomes** | After completing this course students should be able to:<br>- Discuss the most common management models<br>- Describe the most important theoretical frameworks for export formulation<br>- Discuss the most important elements of export marketing mix<br>- Construct an export plan for a company<br>- Understand the financial sides of export |

# Management of Organisations in Europe

| | |
|---|---|
| **Course Code** | ES-ISBMMANOE-20 |
| **Credits** | 2 ECTS |
| **Module Manager** | Ernst van Weperen<br>E.J.vanWeperen@hhs.nl |
| **Entry Requirements** | None; please note this is a 1st-year module and should only be chosen by students who do not have a background in this field. |
| **Method** | Lectures |
| **Assessment** | Exam (multiple choice questions) |
| **Course Material** | Ebert RJ & RW Griffin, *Business Essentials*, Pearson, 10th edition, or a more recent edition |
| **Course Outline** | The module gives an introduction to 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. |
| **Learning Outcomes** | After completing this course students should be able to:<br>- Discuss the concepts of management and organisation and explain why these are important<br>- Identify the various stakeholders of an organisation and describe what induces them to make their contribution<br>- Explain the importance of setting goals and formulating strategies<br>- Name the different organisational structures and their advantages and disadvantages<br>- Define human resource management and workforce diversity<br>- Outline the most important theories of motivation |

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# Marketing Planning & Strategic Management

| | |
|---|---|
| **Course Code** | ES-ISBMMPSTM5-20 & ES-ISBMMPSTM6-20 |
| **Credits** | Semester 1: 5 ECTS<br>Semester 2: 6 ECTS |
| **Module Manager** | Lee Harris<br>l.j.harris@hhs.nl |
| **Entry Requirements** | An introductory course in Marketing |
| **Method** | Lectures |
| **Assessment** | Report (20%)<br>Exam (open questions) (80%) |
| **Course Material** | Wood, *Marketing Plan Handbook*, Pearson, 5th or latest edition<br>Johnson et al., *Fundamentals of Strategy*, Prentice Hall, 3rd or latest edition |
| **Course Outline** | **Part 1: Marketing Planning-focus on Chapters 1,4,6, 8 and 10**<br>• Marketing Planning<br>• Markets and STP<br>• Product and Brand Strategy<br>• Pricing Strategy<br>• Metrics<br><br>**Part 2: Strategic Management-focus on chapters 1,2,3,5,6 and 8**<br>• Introduction to Strategy<br>• Environment<br>• Business Strategy<br>• Corporate Strategy and Diversification<br>• Innovation Strategies |
| **Learning Outcomes** | After completing the course students should be able:<br>• To explain the concepts of Marketing strategy as constructed in an effective Marketing Plan<br>• To describe Marketing tactics and metrics as related to an effective Marketing Plan<br>• To discuss the fundamental issues of Strategic Management<br>• To match the best practices of Strategic Management to organisations |

# Multicultural Consumer Behaviour

| | |
|---|---|
| **Course Code** | ES-ISBMMCB-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Lee Harris<br>l.j.harris@hhs.nl |
| **Entry Requirements** | An introductory course in Marketing |
| **Method** | Lectures |
| **Assessment** | Report (20%) |

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|  |  |
|---|---|
|  | Exam (open questions) (80%) |
| **Course Material** | Schiffman et al., *Consumer Behaviour A European Outlook*, Prentice Hall, 2nd or latest edition |
| **Course Outline** | Chapters 1,3,4,5,9 and 13.<br>• Technology-Driven Consumer Behaviour<br>• Consumer Motivation and Personality<br>• Consumer Perception and Learning<br>• Environmental Influences on Consumer Behaviour<br>• Cross-Cultural Consumer Behaviour |
| **Learning Outcomes** | After completing the course students should be able:<br>• To relate the steps of Consumer Decision Making to the development and interpretation of Marketing Strategy<br>• To describe the individual determinants of Consumer Behaviour<br>• To explain the environmental influences of Consumer Behaviour<br>• To discuss methods of influencing Consumer Behaviour |

# Social Entrepreneurship and Innovation in a Global Perspective

| | |
|---|---|
| **Course Code** | ES-HMVT19-SEIGP |
| **Credits** | 15 ECTS |
| **Module Manager** | Jonneke de Koning<br>j.f.m.dekoning@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures and seminars |
| **Assessment** | Individual (30%) and group assignments (70%) |
| **Course Material** | Students need to be able to find their own, relevant information. An extensive list of sources is available. Blackboard is used as the intermediary between students and staff. |
| **Course Outline** | The aim of the minor 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.<br>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. |
| **Learning Outcomes** | A student who has successfully completed the minor should be able to:<br>• Recognise and develop an innovative and distinctive idea to tackle a social or environmental problem.<br>• Understand the concept of social/environmental value creation within a financially sustainable business model.<br>• Use professional entrepreneurial skills effectively in a team setting. |

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- Understand the process of developing a social business plan from idea to innovation
- Learn how to pitch a business plan to a panel of judges

## Strategic Export Marketing Plan

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|---|---|
| **Course Code** | ES-ISBMSTREX4-20 & ES-ISBMSTREX3-20 |
| **Credits** | Semester 1: 4 ECTS<br>Semester 2: 3 ECTS |
| **Module Manager** | Agota Szabo<br>a.szabo@hhs.nl |
| **Entry Requirements** | Students can follow this module only in combination with Introduction to Export Management |
| **Method** | Seminars |
| **Assessment** | Export plan |
| **Course Material** | Joris Leeman, *Export Planning*, Pearson, 2nd edition, 2016, ISBN: 978-90-43-03570-5 |
| **Course Outline** | Based on the lecture materials of Introduction to Export Management students will put theory into practice and work on a project-based assignment in small groups resulting in an Export Policy Plan. |
| **Learning Outcomes** | After completing this course students should be able to:<br>• Apply international management models to an export case<br>• Describe the appropriate market entry methods<br>• Discuss the most important elements of export marketing mix<br>• Construct an export plan for a company<br>• Understand the financial sides of export |

## Strategic Planning in the Private and Public Sectors

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|---|---|
| **Course Code** | ES-ISBMSTPPPS-20 |
| **Credits** | 2 ECTS |
| **Module Manager** | Agota Szabo<br>a.szabo@hhs.nl |
| **Entry Requirements** | Basic knowledge of Marketing and Management. |
| **Method** | Lectures |
| **Assessment** | Strategic Plan (essay) |
| **Course Material** | Business cases and articles |
| **Course Outline** | The module consists of six seminars of 90 minutes each.<br>• Week 1: What is strategy?<br>• Week 2: Strategies in the public and private sectors<br>• Week 3: Management models for the public and private sectors<br>• Week 4: Strategies in shared economy<br>• Week 5: Strategic planning in the public sector |

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| | • Week 6: Public-private partnerships |
|---|---|
| **Learning Outcomes** | After completing this course students should be able to:<br>• Discuss the most common management models in strategy<br>• Describe the most important theoretical frameworks for strategy formulation<br>• Compare strategy formulation between the public and private sectors<br>• Explain the historical development of schools of strategy<br>• Construct a strategic plan for public and private organisations |

# The Business Dimension of Europe

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|---|---|
| **Course Code** | ES-ISBMDIMEUR-20 |
| **Credits** | 3 ECTS |
| **Module Manager** | Bart Kuijpers<br>b.a.m.m.kuijpers@hhs.nl |
| **Entry Requirements** | None.<br>Please note this is a first year module and should only be chosen by students who do not have a background in Business Studies. |
| **Method** | Lectures and seminars |
| **Assessment** | • Exam (multiple choice questions) (65%)<br>• Case study (report) (35%) |
| **Course Material** | Ebert RJ & RW Griffin, *Business Essentials*, Pearson, 10th edition, or a more recent edition |
| **Course Outline** | Part A: The main themes to be explored in the module are:<br>• The Economy of the EU<br>• The Business Environment<br>• Business Ethics<br>• Entrepreneurship<br>• The Global Context of Business<br>• European Integration<br>Part B: Students are to play a role of a consultancy agency. They need to give advice to a (virtual) Dutch company looking for export opportunities in Europe. The main question they need to answer is "What are the most attractive markets in Europe for this Company"? |
| **Learning Outcomes** | After completing this course students should be able to:<br>• Understand current economic developments within the European business environment<br>• Finding, analysing and interpreting data from relevant economic publications by banks, national governments, the European Union and international organisations<br>• Making a country selection model for a European firm |

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## 6.5 Culture & Society Studies

## American Studies

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|---|---|
| **Course Code** | ES-ISCSAMERIC-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Dave van Ginhoven<br>d.vanginhoven@hhs.nl |
| **Entry Requirements** | Students should have a basic knowledge of political and cultural studies. |
| **Method** | 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. |
| **Assessment** | 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.<br>-Written Exam (100%) |
| **Course Material** | Required Reading: *The American Civilization: an Introduction*, by David Mauk & John Oakland, 7<sup>th</sup> Edition, Routledge.<br>ISBN-10: 0415481627 / ISBN-13: 978-0415481625<br>Additional reading material may be published on Blackboard during the course. |
| **Course Outline** | 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. |
| **Learning Outcomes** | By the end of this course, students can:<br>• 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.<br>• Analyse the political, cultural and economic systems of the United States and coming to an informed opinion that takes cultural differences into consideration. |

## Art & Globalisation

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|---|---|
| **Course Code** | ES-ISCSARTGL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Ben van der Sluijs<br>b.c.vandersluijs@hhs.nl |
| **Entry Requirements** | None. |

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|---|---|
| **Method** | Lectures & Workshops |
| **Assessment** | Essays & in-class assignments |
| **Course Material** | *"But is it Art?"* C. Freeland OXFORD ISBN 0-20-285367-8 |
| **Course Outline** | The module gives an introduction to 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?" |
| **Learning Outcomes** | Students can analyse an artwork with the help of art theories and philosophers. |

# Cultural Theory & Popular Culture

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

# Intercultural Communication

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|---|---|
| **Course Code** | ES-ISCMINTCUL-20 |
| **Credits** | 4 ECTS |
| **Module Manager** | Yvonne Overdevest<br>y.overdevest@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | This course will use lectures and seminars |

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| Assessment | Evaluation will be based on a portfolio (possibly also an exam). |
|---|---|
| Course Material | James W. Neuliep, *Intercultural Communications: A contextual approach*, 6th edn., Sage Publications Inc., ISBN: 9781452256597 |
| Course Outline | This module deals with communication from an intercultural point of view. Students will be introduced to the major concepts used in the study of Intercultural Communication, in order to:<br>• Achieve a basic understanding of the cultural factors that affect the process of interpersonal communication;<br>• Examine some of the difficulties that may arise during intercultural encounters;<br>• Suggest a new understanding of similarities as well as differences across cultures. |
| Learning Outcomes | Upon successful completion of the course the student will be able to:<br>• Understand and use intercultural communication theory as well as terminology related to language, culture, identity and power<br>• Situate themselves within a diversity framework and reflect on the implications in their personal and professional life<br>• Apply effective verbal and non-verbal cross-cultural engagement in personal and professional contexts<br>• Effectively communicate within diverse group settings<br>• Critically analyse and manage contemporary social and cultural conflicts that affect them or their chosen professional field |

# Issues in 21st Century European Society

| Course Code | ES-ISCSISSUES-20 |
|---|---|
| Credits | 3 ECTS |
| Module Manager | Dave van Ginhoven<br>d.vanginhoven@hhs.nl |
| Entry Requirements | None. |
| Method | Interactive Lectures. |
| Assessment | In groups of a maximum of five, students create an advocacy video addressing an important 21st-century issue. |
| Course Material | Module book and information on Blackboard |
| Course Outline | 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 21st Century dilemmas that are discussed in and out of class. |
| Learning Outcomes | Upon successful completion on the course, students will be able to:<br>• Analyse present practice and envisage future scenarios of change in relation to the course themes.<br>• Present their findings in a cogent manner<br>• Create their own teaching and learning materials which can be observed and utilised by their peers<br>• Critique the value of such materials through peer review and commentaries |

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- Show the ability to work productively in a small group environment

## Personal Leadership & Core Principles for European Integration

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|---|---|
| **Course Code** | ES-ISCSPERLS-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Margriet Krijtenburg<br>g.krijtenburg@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Interactive lectures & workshops |
| **Assessment** | Portfolio (50%) & Presentation (50%) |
| **Course Material** | Covey, S.R., *The Seven Habits of highly effective people*, Free Press, New York & documents distributed in class<br>EU-Documents, online material, documents handed out in class & Krijtenburg, M., "Schuman, yesterday & today" |
| **Course Outline** | 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.<br>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.<br>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, tension EU-Russia, East-West and North-South will be dealt with in the light of those core principles as will be possible ways to help to soften those tensions.<br><br>Topics on Personal Leadership:<br>• Freedom & responsibility, character ethics,<br>• Being pro-active while putting values above feelings<br>• Having a response-ability whatever the circumstances while keeping the end in mind and putting first things first.<br>• The above contributes significantly to leading a (more) happy, harmonious life, while being (more of) a leader.<br>• 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.<br><br>Topics on Core Principles of European Integration:<br>• European history in a nutshell<br>• Father of Europe, Robert Schuman<br>• Original frame of reference for European integration<br>• Topicality of original framework & current European and global issues<br>• There will be three lectures and three lecture/ workshops that will show the link between Personal Leadership and the Core principles of European Integration. |

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- 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 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 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.

| 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. |
| | • To contribute to the solution of current crises while practicing the core principles. |

# Philosophy, Art and Culture: Aesthetics

| Course Code | ES-ISCSPHACES-20 |
|---|---|
| Credits | 5 ECTS |
| Module Manager | Ben van der Sluijs<br>b.c.vandersluijs@hhs.nl |
| Entry Requirements | None. |
| Method | Lectures, workshop, museum visit |
| Assessment | Portfolio |
| Course Material | Umberto Eco - *On Beauty, Secker & Warburg*, London, 2004, ISBN: 0436205173<br>C. Freeland - *But is it art?* Oxford University Press, Oxford, 2002, ISBN: 0192853678 |
| Course Outline | • Book Freeland – ch. 1<br>• Book Freeland – ch. 2 & 3<br>• Book Freeland – ch. 4 & 5<br>• Book Freeland – ch. 6 & 7<br>• Book Freeland - music<br>• Lecture Walter Benjamin<br>• Lecture cinema |

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- Lecture Benjamin, McLuhan, Baudrillard
- Overview

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| **Learning Outcomes** | Defining art for contemporary times with a historical & philosophical context |

# Philosophy, Art and Culture: Art History

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

# Philosophy, Art and Culture: Philosophy of Art

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|---|---|
| **Course Code** | ES-ISCSPHACPA-20 |
| **Credits** | 3 ECTS |
| **Module Manager** | Ben van der Sluijs<br>b.c.vandersluijs@hhs.nl |
| **Entry Requirements** | This course can only be taken together with Philosophy, Art and Culture: Art History. |
| **Method** | Lectures |
| **Assessment** | Portfolio |
| **Course Material** | Various online material. |

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| Course Outline | • Lecture Greek philosophy<br>• Lecture philosophy – Augustine, Boethius<br>• Lecture philosophy – Kant<br>• Lecture philosophy – Nietzsche<br>• Lecture philosopher - Heidegger<br>• Lecture philosophy – Contemporary philosophy |
|---|---|
| Learning Outcomes | Defining art for contemporary times with a historical & philosophical context |

## Religion in a Globalised World

| Course Code | ES-ISRELGLOB-20 |
|---|---|
| Credits | 5 ECTS |
| Module Manager | Dave van Ginhoven<br>d.vanginhoven@hhs.nl |
| Entry Requirements | 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. |
| Method | The course consists of six weeks of 90-minute interactive lectures with online study materials and discussions. |
| Assessment | This course is assessed with an open question exam. |
| Course Material | The following book is required:<br>*Religions in the Modern World: Traditions and Transformations,* edited by Linda Woodhead, Christopher Partridge and Hiroko Kawanami*, Routledge,* ISBN: 9780415858816<br><br>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. |
| 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:<br>• Demonstrate informed awareness and understanding of different religious belief systems, based on thorough (self)study and research that takes different (cultural) perspectives into account.<br>• 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. |

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# Sex and Business

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|---|---|
| **Course Code** | ES-ISSEXBUS-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Paul Nixon<br>p.g.nixon@hhs.nl |
| **Entry Requirements** | Students following the minor should be able to speak and write in English at a reasonably high level (between CEF level B2 and C1, approaching fluency). |
| **Method** | This course will follow a lecture-seminar format. Students will be introduced to key points in lectures and discuss their own visions. Students are expected to study the material before coming to class in order to facilitate maximum participation in these discussions.<br>WARNING: The course may contain sensitive content |
| **Assessment** | Portfolio: Pass /Fail<br>The portfolio consists of assignments for the seminars<br>YouTube movie (or another channel): 100% |
| **Course Material** | Book: Nixon, P. G., & Düsterhöft, I. K. (Eds.). (2018). *Sex in the Digital Age*. Routledge<br>Supplemented by selected readings (to include video, audio and other resources) indicated on Blackboard |
| **Course Outline** | • Sex in Advertising<br>• Pornography<br>• Sex Toys<br>• Prostitution<br>• Online and Future Sex |
| **Learning Outcomes** | After the course, students will be able to:<br>• Understand how perception of sex can influence society and thus policies in a range of policy areas;<br>• Understand how sex is a business<br>• Analyse present practice and envisage future scenarios of change in relation to the course themes within an international environment (where applicable);<br>• Present their findings in a cogent manner;<br>• Create their own teaching and learning materials which can be observed and utilised by their peers and should be capable of being viewed by an international audience;<br>• Critique the value of such materials through peer review and commentaries;<br>• Show the ability to work productively in both a small group and individually on issues that cross national borders. |

# Sex and Culture

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|---|---|
| **Course Code** | ES-ISSEXCULT-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Paul Nixon<br>p.g.nixon@hhs.nl |

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| **Entry Requirements** | Students following the minor should be able to speak and write in English at a reasonably high level (between CEF level B2 and C1, approaching fluency). |
| **Method** | This course will follow a lecture-seminar format. Students will be introduced to key points in lectures and discuss their own visions. Students are expected to study the material before coming to class in order to facilitate maximum participation in these discussions.<br>WARNING: The course may contain sensitive content |
| **Assessment** | Portfolio: Pass /Fail<br>The portfolio consists of assignments for the seminars<br>Create a YouTube movie (or another channel): 100% |
| **Course Material** | Book: Nixon, P. G., & Düsterhöft, I. K. (Eds.). (2018). *Sex in the Digital Age*. Routledge<br>Supplemented by selected readings (to include video, audio and other resources) indicated on Blackboard |
| **Course Outline** | • Sex and Movies<br>• Sex and Literature<br>• Sex and Music<br>• Sex and the Arts<br>• Sex and Anime |
| **Learning Outcomes** | After the minor, students will be able to:<br>• Understand how perception of sex can influence society and how society can influence sex in culture;<br>• Analyse present practice and envisage future scenarios of change in relation to the course themes within an international environment (where applicable);<br>• Present their findings in a cogent manner;<br>• Create their own teaching and learning materials which can be observed and utilised by their peers and should be capable of being viewed by an international audience;<br>• Critique the value of such materials through peer review and commentaries;<br>• Show the ability to work productively in both a small group and individually on issues that cross national borders. |

# Sex and Society

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|---|---|
| **Course Code** | ES-ISSEXSOC-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Paul Nixon<br>p.g.nixon@hhs.nl |
| **Entry Requirements** | Students following the minor should be able to speak and write in English at a reasonably high level (between CEF level B2 and C1, approaching fluency). |
| **Method** | This course will follow a lecture-seminar format. Students will be introduced to key points in lectures and discuss their own visions. Students are expected to study the material before coming to class in order to facilitate maximum participation in these discussions.<br>WARNING: The course may contain sensitive content |
| **Assessment** | Portfolio: Pass /Fail<br>The portfolio consists of assignments for the seminars<br>Essay of 2500 words: 100% |

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|---|---|
| **Course Material** | Book: Nixon, P. G., & Düsterhöft, I. K. (Eds.). (2018). *Sex in the Digital Age.* Routledge<br>Supplemented by selected readings (to include video, audio and other resources) indicated on Blackboard |
| **Course Outline** | • Introduction to course: theories about the role of sex in society<br>• History of sex and today's attitude towards sex in International context<br>• Sex and Law<br>• Sex and Education<br>• Sex and Health |
| **Learning Outcomes** | After the minor, students will be able to:<br>• Understand how perception of sex can influence society and thus policies in a range of policy areas;<br>• Analyse present practice and envisage future scenarios of change in relation to the course themes within an international environment (where applicable);<br>• Present their findings in a cogent manner;<br>• Create their own teaching and learning materials which can be observed and utilised by their peers and should be capable of being viewed by an international audience;<br>• Critique the value of such materials through peer review and commentaries;<br>• Show the ability to work productively in both a small group and individually on issues that cross national borders. |

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

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|---|---|
| **Course Code** | ES-ISCSSCEAA-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Yvonne Overdevest<br>y.overdevest@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures (6 x 90 minutes per week) and workshops 6 x 90 minutes per week |
| **Assessment** | Portfolio Grade 50%<br>Exam Grade 50% |
| **Course Outline** | India (1 week), South Africa (1 week), Australia (2 weeks), and New Zealand (2 week).<br>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. |
| **Learning Outcomes** | Upon successful completion of this course, students will be able to:<br>• Apply historical perspectives to critically examine society, including groups and organisations, and social institutions;<br>• Provide structural explanations of social inequalities related to gender and race, ethnicity, within South Africa, India, Australia and New Zealand<br>• Speak with confidence about the immigration policies of Australia and New Zealand<br>• Critique historical developments in Australian literature through the examination and discussion of Australian prose. |

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- Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.

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

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|---|---|
| **Course Code** | ES-ISCSSCEGBI20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Yvonne Overdevest<br>y.overdevest@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures (6 x 90 minutes per week) and workshops 6 x 90 minutes per week |
| **Assessment** | Portfolio Grade 50%<br>Exam Grade 50% |
| **Course Outline** | 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. |
| **Learning Outcomes** | Upon successful completion of this course, students will be able to:<br>• Apply historical perspectives to critically examine society, including groups and organisations, and social institutions;<br>• Provide structural explanations of social inequalities related to gender and race, ethnicity, within the United Kingdom and Ireland<br>• Display a working knowledge of the cultural and historical contexts of significant literary works of the past four decades.<br>• Critique historical developments in Ireland through the examination and discussion of significant examples of Irish music and poetry.<br>• Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.<br>• 6 will be able to 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. |

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

| | |
|---|---|
| **Course Code** | ES-ISCSSCEAME-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Yvonne Overdevest<br>y.overdevest@hhs.nl |
| **Entry Requirements** | None. |

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| Method | Lectures (6 x 90 minutes per week) and workshops 6 x 90 minutes per week |
|---|---|
| Assessment | Portfolio Grade 50%<br>Exam Grade 50% |
| Course Outline | The United States of America (4 weeks) and Canada (2 weeks).<br>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. |
| Learning Outcomes | Upon successful completion of this course, students will be able to:<br>• Apply historical perspectives to critically examine society, including groups and organisations, and social institutions;<br>• Provide structural explanations of social inequalities related to gender and race, ethnicity, within the U.S. and Canada<br>• Speak with confidence about the methodologies of documentary photography.<br>• Critique historical developments in American music through the examination and discussion of significant changes in the historical and social contexts of music.<br>• 5. Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction. |

# The Cultural Dimension of Europe

| Course Code | ES-ISCSCULDIM-20 |
|---|---|
| Credits | 3 ECTS |
| Module Manager | Ben van den Bergh<br>a.j.vandenbergh@hhs.nl |
| Entry Requirements | None; please note this is a 1st-year module and should only be chosen by students who do not have a background in Cultural Studies. |
| Method | Lectures and seminars |
| Assessment | Multiple choice question exam (100%) plus group assignment (pass or fail) |
| Course Material | Course book (Peter Rietbergen – *Europe. A Cultural History*, third edition), seminar texts and course manual (both on Blackboard) |
| Course Outline | 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. |
| Learning Outcomes | Upon completion of the module the students can:<br>• Identify key aspects of European history and European cultural developments<br>• Differentiate perspectives on European history and European cultural developments<br>• Apply knowledge of Europe's history and culture to contemporary situations<br>• Explain important aspects of contemporary European culture, taking different perspectives into account<br>• Lead a discussion about relevant topics in an international environment. |

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# The History of Europe through Music

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| **Course Code** | ES-ISCSHEUTMC-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Roberto Barroso<br>r.barroso@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | 12 classes (including presentations by the students) of 45 minutes |
| **Assessment** | Part A presentation and paper, 60%<br>Part B written exam, 40% |
| **Course Material** | Course materials will be provided by the lecturer. |
| **Course Outline** | 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, through the use of videos, music tracks and power point presentations. The teacher will try to make students think about the connections between society, life and music. |
| Learning Outcomes | • Students will be able to recognise different periods of music and connect this with the history of the European countries.<br>• Students will be able to explain the connections between society, way of life and music of the European countries.<br>• Students will be able to write a paper about the relation between music, history and their own country.<br>• Students will be able to demonstrate a proficiency in presentation skills. |

# Women and Society

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| **Course Code** | ES-ISCSWS-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Marije Minkman<br>m.a.minkman@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures, discussions, reports and presentations |
| **Assessment** | Essays/report and presentation |
| **Course Material** | Module book and reading materials available on Blackboard |

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| **Course Outline** | 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 a number of 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**. |
| **Learning Outcomes** | <ul><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

# Business Lobbying: Research and design a case study lobbying campaign

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| **Course Code** | ES-ISPALOBIP-20 |
| **Credits** | 7 ECTS |
| **Module Manager** | Paul Shotton<br>p.shotton@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Combination of lectures, guest lectures, seminars, workshops and field trips. |
| **Assessment** | Pass/Fail of the final grade is assessed through active participation in the lectures and seminars<br>30% for the presentation<br>70% for the portfolio |
| **Course Material** | Zetter, L. (2014). *Lobbying 3e: The art of political persuasion*. Harriman House Limited.<br>Hardacre, A., & Akse, E. (Eds.). (2015). *How the EU institutions work and... how to work with the EU institutions*. John Harper Publishing. |
| **Course Outline** | Through a real case study assigned by a working consultancy in Brussels, the Business Lobbying module will teach students how to use best practices in public affairs to design a lobbying campaign focusing on the EU's three main legislative institutions, namely the European Commission, the European Parliament and the Council of Ministers.<br><br>The course will focus on introducing students to the tools, tactics and strategies that are used by the private sector in lobbying work. Students will research a case study organisation and its issue making use of key European Union document and information databases.<br><br>The module will be taught through a combination of lectures and seminars. The seminars will take the form of workshops where students will work through the steps needed to articulate a formulate a lobbying plan for a case study campaign. The lobbying plan will focus on presenting an analysis of the organisation, its issue, key stakeholders. Students will design a plan making use of a limited selection of well-defined of lobbying strategies, tools and tactics. Students will work in groups to pitch this plan to commissioning organisations. |
| **Learning Outcomes** | By the end of the module students will be able to:<br>Applied skills:<br><ul><li>Identify, categorise, classify and measure lobbying and advocacy tools, tactics and strategies.</li></ul>Analysis and Synthesis skills:<br><ul><li>Research and analyse a case study organisation and issue using key European Union document and information databases;</li><li>Know how to individually devise an ethical and transparent European Union lobbying plan for a case study interest group (business or non-profit).</li></ul> |

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- Show how to pitch and present a European Union lobbying plan as a group.

# Contemporary European Politics

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| **Course Code** | ES-ISPACONTEU-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Andreas Funk<br>A.Funk@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures and seminars |
| **Assessment** | 3000-word essay |
| **Course Material** | Baylis, J., Smith, S. Owens, P. (2017) *The Globalization of World Politics*, 7th edition |
| **Course Outline** | 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? |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Classify the main cleavages in the European Political landscape<br>• Explain the main trends and developments shaping European politics<br>• Give at least (2) examples of the impact of globalisation on European nation states in the contemporary world |

# Decision Making in the European Union

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| **Course Code** | ES-ISPADECMAK-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Pieter Pijlman<br>p.pijlman@hhs.nl |
| **Entry Requirements** | Basic knowledge of the EU institutions and the decision-making procedures. |
| **Method** | 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. |
| **Assessment** | The assessment consists of 2 parts:<br>(1) Preparatory assignments 40%) & simulation game and Essay (60%) |
| **Course Material** | Course Manual + Support Book with selected texts and materials<br>Handbook: *How the EU Institutions work and… how to work with the EU institutions* Hardacre, Alan (ed.) (2011) London: John Harper<br>ISBN 978-0-9564508-6-9 |

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| **Course Outline** | 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. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Examine and review an EU legislative proposal (directive or regulation), using related statements, news articles, policy documents and reports (individual assignment)<br>• Use public affairs skills and strategic skills to effectively represent and negotiate the interests and goals of a policy actor in word and by speech (position paper/strategy paper; sim game participation)<br>• 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)<br>• Prepare argumentation to support the position of a policy actor in the EU legislative process (statement)<br>• Formulate solutions for social and technical challenges resulting from it by means of amendments to a legislative proposal (amendments)<br>• Build relationships and alliances within a transnational policy network by identifying relevant partners and stakeholders (sim game participation)<br>• Maintain contacts within the policy network by developing understanding, tolerance, respect towards other cultures and other social/political backgrounds |

## Eastern European Politics I

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| **Course Code** | ES-ISEEPP1-20 |
| **Credits** | 8 ECTS |
| **Module Manager** | Guido van Hengel & Antje Grebner<br>G.C.vanHengel@hhs.nl & a.grebner@hhs.nl |
| **Entry Requirements** | A good command of English (reading level C1 CEF) is essential to do well in the course. |
| **Method** | Lectures |
| **Assessment** | Written Exam |
| **Course Material** | White, S., Sakwa, R. and Hale, H.E. (2018) *Developments in Russian Politics*, 9th edition, London: Palgrave |
| **Course Outline** | 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 for 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. |

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Upon successful completion on the course, students will be able to:

- 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.
- Recognise and understand cultural, political, and social developments in the post-communist societies of the former Eastern Bloc-countries.
- Have sufficient knowledge and understanding of academic debates on the transition/transformation of Eastern Europe since 1989.
- Critically read and analyse news covering of current developments and debates in Central and Eastern Europe, Russia, and the Balkans.
- 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.

# Eastern European Politics II

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| **Course Code** | ES-ISEEPP2-20 |
| **Credits** | 7 ECTS |
| **Module Manager** | Guido van Hengel & Antje Grebner<br>G.C.vanHengel@hhs.nl & a.grebner@hhs.nl |
| **Entry Requirements** | 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. |
| **Method** | Seminars, Workshops, Individual supervision, labs, presentations, Guest Lectures |
| **Assessment** | Written portfolio and presentations |
| **Course Material** | Instructions for reading and research will be given in class. |
| **Course Outline** | 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, and the Balkans. 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 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. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br><br>- Write a substantial literature review of academic research into East European politics, culture, or society.<br>- Write a news review on how and what has been covered in the news about East European affairs.<br>- 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, or neighbouring countries that used to be part of the Soviet-Union. |

# European Public Policy

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|---|---|
| **Course Code** | ES-ISPAEURPUB-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Rik-Jan Brinkman<br>r.j.Brinkman@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures and seminars |
| **Assessment** | One group written assignment in the seminars and a written exam with open questions. |
| **Course Material** | Kenealy, D., Peterson, J., Crobett, R. (eds) (2018). *The European Union: How does it work?* (5e). Oxford: Oxford University Press. |
| **Course Outline** | 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 is capable of acting as a template for predicting and describing all European policy-making processes.<br><br>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.<br><br>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.<br><br>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.<br><br>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 explores in the first 5 lectures.<br><br>Lecture 12 will provide a conclusion that seeks draw together the main knowledge provided by the lecture series 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. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Identify and understand the main theories and models of public policy in the European context.<br>• Understand the complexities of modern multiple and multi-level governance.<br>• Understand the evolution of EU policy-making.<br>• Identify key stakeholders and their role in the policy-making process. |

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- Understand the differences in European policy-making according to policy field.

# Global Development Issues

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| **Course Code** | ES-ISPAGLOBAL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Isabel Düsterhöft<br>I.K.Dusterhoft@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Interactive lectures and seminars |
| **Assessment** | Written exam (open questions and multiple-choice) |
| **Course Material** | Handelman, H. (2016). *Challenges of the Developing World.* (8th edition), Rowman & Littlefield Publishers |
| **Course Outline** | 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.<br><br>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. |
| **Leaning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Define different concepts of development and show how development is measured by influential international organisations in the field;<br>• Discuss theories on development and industrialisation strategies;<br>• Assess the ole of ethnicity and different levels of interethnic conflict in developing countries;<br>• Interpret the concepts of democracy, governance and state building in relation to developing nations;<br>• Clarify the types and goals of military regimes and the accomplishment and failures of these regimes;<br>• Discuss development aid by comparing different forms of aid and their advantages and disadvantages. |

# IGOs and INGOs- World Citizenry at Work

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| **Course Code** | ES-ISPAIGOING-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Mihaela Anghel |

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| | M.Anghel@hhs.nl |
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| **Entry Requirements** | None; please note this is a 1st-year module and should only be chosen by students who do not have a background in this field. |
| **Method** | 12 Lectures & Seminars |
| **Assessment** | 40% of final mark: multiple choice exam in exam period 3 (with resit in 3B)<br>60 % of final mark: open question exam in exam period 4 (with resit in 4B)<br>(5 ECTS) |
| **Course Material** | Pease, K.K. (2019, 6th ed) *International Organizations*, (international edition), London: Pearson & Longman |
| **Course Outline** | In today's international world, sovereign nation states are no longer the only political actors. Interdependence is an all-encompassing word and to reflect this international organisations are fast becoming an important arena in which our governments and principal non-governmental actors do their business. This module focuses on the phenomenon of International Governmental Organisations and the increasing influence of Non-Governmental Organisations as well as the interaction between the two. The aim of this module is to provide students with a basic understanding of International Governmental Organisations and (International) Non-Governmental Organisations. The module tries to achieve this by focussing on three areas: classification and categorisation of IGOs and (I)NGOs, their development into global players and interaction between the different political actors, as well as how IGOs and (I)NGOs shape the political landscape and influence the political arena. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Describe the development of international organisations.<br>• Outline how IGOs and INGOs shape the global political landscape.<br>• Evaluate the outcomes of IGO and NGO activities in different fields.<br>• Recognise the challenge of different global issues and attempts to tackle these by the international community |

# Institutions of the European Union

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| **Course Code** | ES-ISPAINSTEU-19 |
| **Credits** | 2 ECTS |
| **Module Manager** | Rik-Jan Brinkman<br>r.j.Brinkman@hhs.nl |
| **Entry Requirements** | None; please note this is a 1st-year module and should only be chosen by students who do not have a background in this field. |
| **Method** | The module is taught over six weeks and includes lectures of 90 minutes |
| **Assessment** | Multiple Choice test |
| **Course Material** | *European Union Politics*, John McCormick, (March 2015), 2nd edition, Palgrave Macmillan, ISBN: 9781137453389 |
| **Course Outline** | Students will gain an insight into the development of the European Union and its importance in European affairs. The following items are covered:<br>• The main institutions of the EU and their functioning<br>• The development of the EU through history<br>• Practical examples of how the EU operates in policy areas |

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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

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| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Name key institutional leaders and political groups<br>• Identify the 7 main EU institutions and recall their principal interrelations, structures and functions<br>• Recall the current member states of the European Union, candidates and potential candidates as well as their accessions<br>• Outline and organise the treaties of the European Union<br>• Identify the main European decision-making procedures and legal instruments |

# International Human Rights Law

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| **Course Code** | ES-ISPAIHRL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Maarten van Munster<br>m.vanmunster@hhs.nl |
| **Entry Requirements** | Basic understanding of law. |
| **Method** | Lectures and seminars |
| **Assessment** | Presentation (20%), Assignment (30%) Written exam (50%) |
| **Course Material** | Moeckli, D., Shah, S., & Sivakumaran, S. (2017) *International Human Rights Law.* Oxford: University Press |
| **Course Outline** | 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.<br><br>The aftermath of the Second World War provided a fertile ground for the creation and promotion of International Human Rights Conventions. The first step in this process was the adoption of the Universal Declaration of Human Rights in 1948. At the moment over 10 different United Nations conventions are in force. On a regional level three legal systems exist, the Inter-American, African and European system. In this module students will specifically focus on the European system. The cumulative effect of both the developments at the UN and the regional levels has led to a situation where Human Rights can no longer be considered as belonging to the domestic jurisdiction of individual states. Human Rights standards have become internationalised both legally and politically. Governments experience pressure to observe international standards and can no longer get away by simply denouncing foreign interference within the domestic situation of the country.<br><br>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 |

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examining a legal judgment from the European Court of Human Rights. Finally, we will look at some specific human rights, such as the right to freedom of expression and privacy.

| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Explain the historical and philosophical basis for the development of the law in the field of International Human Rights.<br>• Apply articles from the International Covenant on Civil and Political Rights and the European Convention on Human Rights to a specific case.<br>• Discuss a judgment of the European Court of Human Rights.<br>• 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).<br>• Discuss and analyse the scope of a specific Human Right by means of a short essay. |
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# International Humanitarian Law and International Criminal Law

| **Course Code** | ES-ISPAIHLICL-20 |
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| **Credits** | 5 ECTS |
| **Module Manager** | Isabel Düsterhöft<br>I.K.Dusterhoft@hhs.nl |
| Entry Requirements | 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. |
| Method | Lectures and seminars |
| Assessment | Written exam (70%0 and moot court (30%) |
| Course Material | Various articles and material available on Blackboard |
| Course Outline | 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.<br><br>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. |

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| Learning Outcomes | After successful completion of this course IHL/ICL module the student will be able to:<br>• Explain the historical foundations of IHL/ICL;<br>• Apply the fundamental principles of IHL to actions of actions in armed conflict;<br>• Discuss the role of the courts and tribunals that in the field of ICL;<br>• Use the Roman statute to understand and interpret ICC cases |

# International Relations

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| **Course Code** | ES-ISPAINTREL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Antje Grebner<br>a.grebner@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | 6-10 lectures |
| **Assessment** | 2x 1,000 word essays (50% each) |
| **Course Material** | Baylis, J., Smith, S. Owens, P. (2017) *The Globalization of World Politics*, 7th edition |
| **Course Outline** | 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 event in international politics. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Explain different theoretical frameworks towards understanding International Relations<br>• Identify and apply academic sources in the field of International Relations<br>• Assess current global issues through International Relations theories<br>• Critically analyse the main characteristic of each of the main International Relations theories. |

# Media in Contemporary Society

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| **Course Code** | ES-ISCMMECOSO-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Geoffrey Lord<br>g.w.lord@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures, discussions, and presentations |
| **Assessment** | Two in-course assignments and a final exam:<br>Assignment 1 (15%)<br>Assignment 2 (20%)<br>Final exam (65%) |

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| **Course Material** | Textbook *Media Culture and Society* (Hodkinson 2nd edition 2017) material on Blackboard and audio/visual materials used in class |
| **Course Outline** | 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 |
| **Learning Outcomes** | 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 & Politics I

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|---|---|
| **Course Code** | ES-ISPAMEPO1-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Rajash Rawal<br>r.rawal@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Lectures and video presentations |
| **Assessment** | Assessment will be by way of a final paper/essay. |
| **Course Material** | An (electronic) anthology of reading material is made available at the start of the course |
| **Course Outline** | Edmund Burke once described the media as the Fourth estate in the political hierarchy after the conventional executive, legislature and judiciary. Subsequently we have witnessed an ever-closer relationship develop between the media and political actors. Hence, this course seeks to examine the role that the media play in various political circles and vice-versa. The central objective of the course will be to familiarise students with the seminal themes and concepts involved in the study of Media and Politics. This aim will be achieved by focusing the course on the core aspects of political communication, the dynamics of visual culture, political advertising and developments in new technologies. The methodology will be to mix conventional lectures with practical examples of media coverage and political interaction. Secondly, 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. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Identify the essential basics of how media and political actors interact<br>• Identify the various ways in which politics use the media<br>• Trace the development of the mediatisation of politics<br>• Trace the development of the politicisation of media |

# Media & Politics II

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| **Course Code** | ES-ISPAMEPOII-20 |

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|---|---|
| **Credits** | 5 ECTS |
| **Module Manager** | Dave van Ginhoven<br>d.vanginhoven@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Interactive lectures to discuss theory & student-led seminars to discuss case studies. |
| **Assessment** | A group presentation analysing of the online communications strategies used by a political entity.(30%)<br>An individual essay offering analysis of the role of online communication in current political affairs.(70%) |
| **Course Material** | *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 is updated throughout the course.* |
| **Course Outline** | 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 will have been seen by the students in Media and Politics 1 the use of different media require different strategies and thus impact upon 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's are used and how they fit in with the use of more traditional methods of political communication. The module will be taught in a way that will cover the study as succinctly as possible from an international perspective. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Demonstrate awareness of the fundamental differences and similarities of the Adoption and adaptation of new technologies in differing circumstances.<br>• Identify the various tools of political interaction in the modern world<br>• Create part of their own teaching and learning materials which can be utilised by their peers<br>• Critique the value of such materials via peer review and commentaries<br>• Analyse the fundamental potential shift in the roles of media production and consumption, facilitated by ICT's. |

## Nation and Identity in Contemporary Europe

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| **Course Code** | ES-ISPANICE-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Antje Grebner<br>a.grebner@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | 6 lectures |
| **Assessment** | 1,500-word essay. |

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| Course Material | Reading material and bibliographies is made available on blackboard and in lectures |
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| Course Outline | 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. |
| Learning Outcomes | • Analyse the formation processes of collective identities and, in its most successful variety, national identity<br>• Explain the relationship between national identities and the future of Europe<br>• Analyse the roots of the relationship of member states to the European Union<br>• Assess dividing lines in Europe and increasing demands for emphasising national interest instead of a common European interest<br>• Evaluate the possibilities for further European integration |

# NGO Advocacy: Research and design your own advocacy campaign

| Course Code | ES-ISPAADCALO-20 |
|---|---|
| Credits | 8 ECTS |
| Module Manager | Paul Shotton<br>p.shotton@hhs.nl |
| Entry Requirements | None. |
| Method | Combination of lectures, guest lectures, seminars, workshops and field trips. |
| Assessment | Pass/Fail of the final grade is assessed through active participation in the lectures and seminars<br>30% for the presentation<br>70% for the portfolio |
| Course Material | The course makes use of a range of guides and instructional materials published by International organisations and non-profit NGOs. |
| Course Outline | The module, using a different advocacy NGO toolkit, will teach students how to develop from scratch an NGO campaign seeking to address major social and economic challenges. For this module student will need to identify their own burning issue for which they will design a campaign.<br><br>The module will be taught through a combination of lectures and seminars. The seminars will take the form of workshops where students will work through the steps needed to articulate a campaign accompanied by a Theory of Change and define a plan for monitoring and evaluating a case study campaign. |
| Learning Outcomes | By the end of the module students will be able to:<br>Applied skills:<br>• Identify, categorise, classify and measure lobbying and advocacy tools, tactics and strategies.<br><br>Analysis and Synthesis skills:<br>• Research and analyse a case study issue using key document and information databases;<br><br>Evaluation skills: |

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- Design and integrate a monitoring and evaluation plan using LogFrame and/or Theory of Change with validated indicators (criteria) to measure the impact of a case study campaign.
- Show how to pitch and present a campaign plan as an individual

# Political Ideology

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| **Course Code** | ES-ISCSPOLIDE-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Antje Grebner<br>a.grebner@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | Workshops |
| **Assessment** | Weekly reviews of key texts & one 2000 word essay |
| **Course Material** | Goodwin, B. (2007) *Using Political Ideas* (5th ed.). John Wiley & Sons, Ltd: Chichester |
| **Course Outline** | 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 21st century and how their ideas are used by modern political movements, individuals and groups. |
| **Learning Outcomes** | Upon successful completion of the module, students will be able to:<br>• Identify and understand all major political ideologies and their validity in contemporary politics,<br>• Identify schools of thought and develop an argument based on different approaches towards politics,<br>• Categorise political contexts and processes from an ideological point of view and be able to analyse these from an academic perspective. |

# Public International Law

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| **Course Code** | ES-ISPAPIL-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Mari-Jose Weijerman<br>m.j.weijerman@hhs.nl |
| **Entry Requirements** | 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. |
| **Method** | Teaching will be mainly by means of participatory workshops and seminars, although there may be mini-lectures from time to time where the need arises |
| **Assessment** | Group case assignment [presentation + essay] (30%)<br>Comprehensive final exam (written) (70%) |

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| **Course Material** | *International Law,* Jan Klabbers (2017), (2nd ed.), Cambridge University Press. |
| **Course Outline** | The objective of this course is to provide students with legal and generic knowledge on Public International Law (PIL). International Law is not just the law that deals with war and peace; it also deals with rules on the protection of the environment, the law on treaties and diplomatic immunities. PIL consists of rules and principles of general application dealing with the conduct of states and of international organisations and with their relations inter se as well as with some of their relations with persons, whether natural or juridical. International law 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. |
| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Have knowledge and understanding of the function, sources and major principles of IL (excluding the area of Human Rights & International Criminal Law)<br>• Have an understanding of the making of treaties and their importance in int. relations<br>• Appreciate the possibilities and limitations of international dispute resolution.<br>• Be able to deal with problems that have international legal implications: territory, law of the sea, state responsibility and the use of force.<br>• 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.<br>• Have knowledge of the structure and powers of the main institutions involved in the field of PIL and the resolution of disputes. |

# The Legal Dimension of Europe

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| **Course Code** | ES-ISPALEGDIM-20 & ES-ISPALEGDI4-20 |
| **Credits** | Semester 1: 5 ECTS<br>Semester 2: 4 ECTS |
| **Module Manager** | Maarten van Munster<br>M.vanMunster@hhs.nl |
| **Entry Requirements** | None. |
| **Method** | 12 lectures/seminars |
| **Assessment** | Semester 1: A written exam with short essay questions (80%) and a case (20%)<br>Semester 2: A written exam with short essay questions |
| **Course Material** | Davies, K. *Understanding European Union Law* (2019) 7ᵗʰ edition Oxon: Routledge.<br>Ooik van et al. *European Basic Treaties* (2012) Deventer: Kluwer |
| **Course Outline** | 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 |

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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.

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| **Learning Outcomes** | Upon successful completion on the course, students will be able to:<br>• Understand the characteristics of the European Union's legal order.<br>• Understand decision-making procedures and secondary legislation.<br>• Identify the system of judicial protection in the EU.<br>• Understand the role of the CoJEU, the General Court and national courts in European Law.<br>• Understand the legal mechanisms of the free movement of goods, persons, freedom to provide services and the freedom of establishment.<br>• Understand the importance of competition law as an essential complement to the internal market. |

# The Political Dimension of Europe

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|---|---|
| **Course Code** | ES-ISPADIMEUR-20 |
| **Credits** | 3 ECTS |
| **Module Manager** | Mihaela Anghel<br>M.Anghel@hhs.nl |
| **Entry Requirements** | None; please note this is a 1st-year module and should only be chosen by students who do not have a background in Political Science. |
| **Method** | Lectures and seminars |
| **Assessment** | Written exam with open questions |
| **Course Material** | Heywood, A. (2015) *Key Concepts in Politics and International Relations*, 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, 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:<br>• Define fundamental concepts in political science.<br>• Illustrate the key definitions from political science with appropriate real life examples drawn from European and/or international politics.<br>• Examine and evaluate the main political processes and institutions across Europe and globally.<br>• Adequately use the language of political science.<br>• Recognise essential information from reading materials and design effective study notes.<br>• Show awareness of political diversity at the European and global level. |

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## 6.7 Modern Foreign Languages

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

# English for Guest Students (intermediate)

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| **Course Code** | ES-ISENGINTER-20 |
| **Credits** | 2 ECTS |
| **Module Manager** | Maria Pau<br>m.p.pau@hhs.nl |
| **Entry Requirements** | None |
| **Level** | Intermediate Professional English B1-B2 |
| **Method** | Seminars |
| **Assessment** | Oral Exam (50%) & written exam (50%) |
| **Course Material** | Module book provided by the English department |
| **Course Outline** | <ul><li>meeting practice & language</li><li>presentation language</li><li>business English vocabulary (BEC)</li><li>business emails</li></ul> |
| **Learning Outcomes** | Students will<ul><li>develop their business/professional vocabulary, meeting & 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

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| **Course Code** | ES-ISDUTSECLE-20 |
| **Credits** | 2 ECTS |
| **Module Manager** | Ms Ghita de Beer<br>b.m.debeer@hhs.nl |
| Entry Requirements | None. |
| Method | Group work led by a faculty member. The module is designed to bring students' skills up to a level to be able to communicate in everyday situations (introducing oneself, shopping, etc.). |
| Assessment | Oral Exam (30%) & written exam (70%) |
| Course Material | Student Manual (to be found on Blackboard)<br>*Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen,* Berna de Boer, Margaret van der Kamp, Birgit Lijmbach*, Uitgeverij Coutinho, ISBN: 9789046905609 third edition |

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| | (included are the log-in code for the online material and CDs) |
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| Course Outline | 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. |
| Learning Outcomes | 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). |

# Language Partner Programme

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| **Course Code** | ES-ISECULPP-20 |
| **Credits** | 1 ECTS per 28 hours spent on behalf of the programme plus a Certificate stating the time dedicated and credits gained |
| **Module Manager** | Graziella Rais<br>m.g.rais@hhs.nl |
| **Entry Requirements** | Native speaker of target language |
| **Method** | Regular appointments with tutee(s); instruction provided by co-ordinator |
| **Assessment** | Individual logbook, brief report, final chat with co-ordinator |
| **Course Material** | Manual and 6-step guidelines provided when matched |
| **Course Outline** | The Language Partner Programme is a tutoring programme in which students help their peers to enhance foreign language skills. Native speakers can register and are teamed up with 1-3 'pupils' to practice language skills and cultural and social activities. |
| **Learning Outcomes** | The students<br>• Acquire a basic skills in tutoring peers<br>• Gain an understanding of language learning<br>• Acquire intercultural skills |

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## 6.8 Projects

## Europe 21

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| **Course Code** | ES-ISPREU21-20 |
| **Credits** | 6 ECTS |
| **Module Manager** | Ben van der Sluijs<br>b.c.vandersluijs@hhs.nl |
| **Entry Requirements** | None. **This project is for semester 2 only!** |
| **Method** | In student teams of five/six students. Each team carries out their own assignment. |
| **Assessment** | • 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 & A session and feedback.<br>• The supervisor of each team assesses the quality of the organisation of the team.<br>• Students register for the projects as with the other courses. |
| **Course Material** | The assignment.<br>The online manual with instructions for participants |
| **Course Outline** | 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.<br>The project starts in November/April and lasts for six weeks. |
| **Learning Outcomes** | After the project students:<br>• Can work with a structured plan of action<br>• Can work in a multicultural team<br>• Can communicate with an external assignment provider<br>• Do research on a real project<br>• Write a professional report for an external assignment provider<br>• Know how to work with a fixed budget<br>• Experience to give a presentation for an international jury |

## The Hague Summit +20

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|---|---|
| **Course Code** | ES-ISTHS20-20 |
| **Credits** | 5 ECTS |
| **Module Manager** | Ernst van Weperen<br>E.J.vanWeperen@hhs.nl |
| **Entry Requirements** | None. **This project is for semester 1 only!** |

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|---|---|
| **Method** | First term: (Guest) lectures and self-study<br>Second term: (Guest) lectures and portfolio research |
| **Assessment** | Written exam (60%) and group assignment with individual element (40%) |
| **Course Material** | 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)<br>Term 2 – Development of a group paper containing both position and forward looking strategy and plan of action (term 2, semester 1).<br><br>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.<br><br>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 aim to achieve |
| **Learning Outcomes** | After successful completion of this course the student will be able to:<br>• Describe various global challenges society faces as well as the organisations and prominent schools of thought that aim to address those challenges<br>• Summarise prominent schools of thought on sustainability<br>• Explain potential reasons for successes and failures of the summit<br>• Compare prominent schools of thought and various stakeholder points of view with published scientific articles<br>• Compose a substantiated paper that articulates the desired outcome of the debate respecting all stakeholder groups |

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