

ACADEMIC GUIDE EUROPEAN STUDIES EXCHANGE

European Studies for Guest Students 2023-2024



let's change
YOU. US. THE WORLD.

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

ACADEMIC GUIDE

EUROPEAN STUDIES EXCHANGE

Department

Global Office, Faculty of Management & Organisation

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Educational Vision

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

Our Mission and Vision

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

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

- World Citizenship
- Internationalisation
- Network Institution

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

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

Disclaimer

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

Foreword

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

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

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

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

Martijn Verheus
Director Faculty Management and Organisation

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



Introduction

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

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

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

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

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

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

Internal Organisation of ES

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

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

Didactic Approach

Vision on Learning

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

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

Didactic Approach

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

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

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

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

Learning Environment

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

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

2. Meet the Team of European Studies

2.1 The Global Office

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

Official Erasmus+ documentation for exchange students, such as Learning Agreements Before and During Mobility, and certificates of stay must be sent to mo-globaloffice@hhs.nl for processing.

We are also on Instagram!



2.2 Country Tutors

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

Country Tutor	Email address	Country of your home university
Ms. M. Anghel	M.Anghel@hhs.nl	Bulgaria & Romania
Mr. R. Barroso Vloedgraven	R.Barroso@hhs.nl	Spain, Argentina, Chile, Ecuador & Mexico
Ms. A. Diaz Santana	A.Diaz@hhs.nl	Spain (Granada & Madrid)
Ms. A. Grebner	A.Grebner@hhs.nl	Russia, Georgia, Bosnia & Herzegovina, Tunesia
Mr. B. Groenemans	B.J.Groenemans@hhs.nl	France & Belgium (Wallonia)
Ms. I. van Rijn-Theron	I.C.Theron@hhs.nl	France (Sciences Po Lille, Université Catholique de Lille, Université de Lorraine & Université de Franche Comté)
Ms. I. Düsterhöft	i.k.dusterhoft@hhs.nl	USA (incl. USAC) & Canada
Ms. Y. Overdevest	Y.Overdevest@hhs.nl	Belgium (Flanders), Portugal, Brazil, Cyprus & Malta
Ms. M. Pau	M.P.Pau@hhs.nl	UK & Ireland
Ms. N. Schwan	N.H.H.M.Schwan@hhs.nl	Estonia, Latvia, Lithuania, Czech Republic, Hungary, Poland & Slovakia
Mr. P. Treanor	P.A.Treanor@hhs.nl	Denmark, Finland, Iceland, Norway & Sweden
Mr. J. Borghouts	J.G.F.Borghouts@hhs.nl	Austria, Germany
Ms. N. van Campenhout	N.vanCampenhout@hhs.nl	Australia, China, Hong Kong, Japan, Korea & Taiwan
Ms. E. van Driesum	E.L.M.vanDriesum@hhs.nl	Italy
Ms. U. Yugruk-Planken	U.Yugruk-Planken@hhs.nl	Albania, Greece & Turkey

3. Facilities

3.1 Desks and Questions

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

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

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

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

Telephone: +31 70 445 8505
E-mail: exchange@hhs.nl
Location: OV 1.10

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

E-mail: MO-GlobalOffice@hhs.nl
Location: OV 2.49

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

Telephone: +31 6 1432 8057
E-mail: MO-examoffice@hhs.nl
Location: OV2.59

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

Telephone: +31 70 445 7777
E-mail: Frontoffice@hhs.nl
Location: OV1.69

3.2 Library and Study Plaza



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

Opening hours Library & Study Plaza:

Monday - Friday: 9 am – 10.30 pm*

Saturday, Sunday: 10 am - 10.30 pm*

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

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

3.3 Student Counselling & Supervision

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

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

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

THUAS also has a student psychologist. Students are confronted with a diverse range of problems: from losing the motivation to continue their studies or suffering from fear of failure to very serious situations such as psychiatric disorders. The psychologist can then provide short term care and these conversations are also strictly confidential. The student counsellor will refer you to the student psychologist if deemed necessary.

3.4 Campus Card

We use an electronic purse system at THUAS to buy food and drinks and make copies on the copy machines. It is not possible to pay in cash inside the university. During the mandatory orientation, we will

show you where to collect a Campus card. To load credit on this card, you will need to have a PayPal account or a Dutch bank account (with a Dutch bank account you can charge your card using Ideal or the THUAS building machines). It is not possible to charge the Campus Card with foreign bank cards, so make sure you get a credit card or PayPal account so you can use it upon arrival at THUAS. Alternatively, food and drinks can be bought at THUAS with a Dutch bank card, which you will receive upon opening a Dutch bank account.

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

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

3.5 Canteen

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

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

3.7 Medical Care

Physicians or GPs

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

Medical emergencies

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

Payment

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

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

Pharmacies

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

Opening hours 8.30 a.m. to 6.00 p.m.

Dentists

Dental treatment is **not included** in a standard medical insurance. If you need a dentist (tandarts) you should make an appointment first. After treatment the bill is usually sent to your address in the Netherlands. The cost of the consultation varies by type. Once again be sure to ask for a receipt if you pay in cash in order to receive compensation from your insurance.

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

4. Student Activities

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



4.1 ESCAPE

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

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

4.2 ES Student Council

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

4.3 Campus Life & Sports at THUAS

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

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

5. Information on the Academic Programme

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

5.1 Attendance

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

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

5.2 Source Referencing & Handing in Papers

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

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

5.3 How Students contact Lecturers

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

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

5.4 How Staff contact Students

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

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

5.5 Timetables

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

Class Hours are from Monday to Friday, from 08.45 to 18.00 in blocks of 45 minutes.

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

5.6 Year Calendar 2023-2024

The academic year is divided into two semesters. Each semester is divided into 2 terms of 9-10 weeks. There are 6-7 weeks of lectures, and students will mostly take their examinations at the end of each term. Resits from the previous term take place after the consecutive term, with a few exceptions. Exchange students are required to be in The Hague one week before classes start.

The **provisional** list of important dates for the academic year 23-24 is as follows:

The first semester runs from 21 August 2023 until late January 2024

21 Aug – 25 Aug	Start Mandatory Introduction week Semester 1
28 Aug	Start of Semester 1, term 1 classes
16 Oct – 20 Oct	Autumn Break
23 Oct – 27 Oct	Exams Semester 1, term 1
13 Nov	Start of Semester 1, term 2 classes
18 Dec – 22 Dec	Exams Semester 1, term 2
25 Dec – 5 Jan	Christmas Break
8 Jan – 26 Jan	Project Weeks

Semester 1 resits are held in March 2023

The second semester runs from 29 January 2024 until late June 2024

29 Jan – 2 Feb	Start Mandatory Introduction week Semester 2
5 Feb	Start of Semester 2, term 3 classes
19 Feb – 23 Feb	Spring Break
11 Mar – 22 Mar	Resit Exams Semester 1 (in the evenings)
29 Mar - 1 Apr	Easter Weekend (national holiday)
1 Apr – 5 April	Exams Semester 2, term 3
8 Apr	Start of Semester 2, term 4 classes
27 Apr	King's Day (national holiday)
29 Apr – 3 May	May Break
9 May – 10 May	Ascension Day (national holiday)
20 May	Whit Monday/Pentecost (national holiday)
27 May – 31 May	Regular exams Semester 2, term 4
3 Jun – 21 Jun	Project Weeks
24 Jun – 28 Jun	Resit Exams Semester 2
15 July – 19 Aug	Summer Break

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

5.7 Changes to the Academic Calendar

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

5.8 Exam Dates

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

5.9 Exam Information

Both regular and resit exams must be taken in person. Exams (both regular and resit) will not be sent abroad for students to complete at their home institution. **During your exchange, the exams from the host university (THUAS) always have first priority.**

Some provision has been made for digital examinations administered remotely (online). In such a case, students must have access to a computer, a mobile telephone, any specified software required to sit the examination, and an internet connection. Further information can be found in the Test Regulations 2023-2024.

Identification

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

Attendance at On-Campus Examination

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

Online proctoring

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

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

5.10 Assessment Information

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

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

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

Extra facilities

Students who need special facilities for exams and have such at their home university, are required to inform their Area Coordinator. The student should then contact a [student counsellor](#) to set up a meeting where possible exam facilities will be discussed. **We advise students to book an appointment with the counsellor in their first week after arrival as the waiting list can take up to 4 weeks.**

5.11 Number of Modules & Credit Points

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

The subjects listed below have various ECTS (European Credit Transfer System) weights. 1 ECTS equals 28 hours of work. We consider a full semester programme to be from 27 to 30 ECTS points. **The minimum number of credits for an exchange is 20 ECTS, and the maximum number is 40 ECTS per semester.**

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

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

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

5.12 Course Material

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

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

5.13 Pre-registering for Courses

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

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

6. The Academic Programme

On the next pages you will find a list of the courses within the exchange programme on bachelor level for the academic year 2023-2024. English is the medium of instruction and courses usually take place on campus. The courses are all optional except for **Introduction to Dutch Culture and Society**.*

6.1 The Academic Programme - Courses

*European Studies reserves the right to change or cancel the courses on offer. European Studies also cannot guarantee that where a course is oversubscribed, students will be offered a place in it. Final course choices will be confirmed during the Introduction Week.

Year	Subject	Assessment	Offered in term (s)		ECTS
			Sem 1	Sem 2	
Compulsory Course					
2	IDCS: Introduction to Dutch Culture & Society	Assignments (100%)	1	3	2
Business Management					
1	Business Challenges	Group Assignment	1 & 2	X	5
1	Managing Organizations in the EU	Written Exam	X	3 & 4	5
2	Corporate Governance	Oral Exam	1	X	5
2	International Marketing	Written Exam (65%) Portfolio (35%)	2	X	5
2	Multicultural Consumer Behaviour	Written Exam Portfolio	X	3	5
2	Corporate Governance and Value-Based Leadership	Assignment	X	3 & 4	5
2	Sustainable Entrepreneurial Thinking	Presentation & Portfolio	X	3 & 4	5
2	Strategic Planning in the Public and Private Sector	Assignment	1	X	2
2	Introduction to Export Management	Written Exam	1 & 2	X	6
2	Strategic Export Marketing Plan	Assignment	1 & 2	X	4
2	Marketing and Communication for Organisation in Europe		X	3 & 4	5
2	Marketing Planning & Strategic Management	Assignment (20%) Written Exam (80%)	1 & 2	X	5
Cultural & Social Studies					
2	American Studies	Written Exam	2	X	5

2	Women & Society	Portfolio (50%) Presentation (25%) Report (25%)	1 & 2	X	5
2	Cultural Theory & Popular Culture	Assignment	1	X	5
2	Art and Globalisation		2	X	5
2	Personal Leadership and Core Principles of EU Integration	Portfolio (50%) Presentation (50%)	X	3	5
NA	Exchange Perspectives for Local Impact in Collaboration (EXPLICICO)	Portfolio (50%) Essay (50%)	2	4	5
2	European Culture: From 1000 BCE to TikTok	Oral Exam	X	3 & 4	5
2	Pan-American Studies	Portfolio	X	3 & 4	5
2	European Identities and Ideologies	Essay	X	3 & 4	5
2	Gender and Sexuality in Europe	Portfolio	X	3 & 4	5
3	Philosophy, Art and Culture: Art History Entry Requirement: registration for Philosophy of Art	Portfolio	X	3	5
3	Philosophy, Art and Culture: Esthetics	Assignment	X	4	5
3	Philosophy, Art and Culture: Philosophy of Art Entry Requirement: registered for Art History	Portfolio	X	3	5
3	Media in Contemporary Society	Written Exam (70%) Assignment (30%)	1	3	5
3	Society & Culture in the English Speaking World: Australasia and Africa	Portfolio (50%) Exam (50%)	X	4	5
3	Society & Culture in the English Speaking World: Great Britain & Ireland	Portfolio (50%) Exam (50%)	X	3	5
3	Society & Culture in the English Speaking World: The Americas	Portfolio (50%) Exam (50%)	X	3	5
3	Issues in 21 st Century European Society	Assignment	1	3	3
Law, Politics and Administration					
1	Political Challenges	Written Exam	1 & 2	X	5
1	International Cooperation in Europe and Beyond	Assignment	X	3 & 4	5
2	Nation and Identity in Contemporary Europe	Assignment	2	X	5
2	Global Development Issues	Written Exam	2	X	5
2	Peace, Security and Prosperity in Europe	Assignment	X	3 & 4	5
2	War, Instability and Poverty – Facing the Outside World	Case Study Analysis	X	3 & 4	5
2	Human Rights in Europe	Portfolio	X	3 & 4	5
2	European Public Policy	Written Exam (60%) Portfolio (40%)	1 & 2	X	5
2	Decision Making in the EU	Assignment Project	1 & 2	X	5

2	International Relations	Assignment	1 & 2	X	5
3	Public International Law	Assignment (30%) Written Exam (70%)	1 & 2	3 & 4	5
3	International Humanitarian Law and International Criminal Law	Presentation (30%) Written Exam (70%)	1 & 2	3 & 4	5
3	International Human Rights Law	Presentation (30%) Written Exam (70%)	1 & 2	3 & 4	5
3	Media & Politics I	Assignment	1	3	5
3	Media & Politics II	Written Exam (70%) Presentation (30%)	2	4	5
3	The Legal Dimension of Europe	Written Exam	1 & 2	3	S1 = 5 S2 = 4
3	Contemporary European Politics	Essay (2500 words)	1 & 2	X	5
Modern Foreign Languages & Skills Courses					
1	Professional Communication in English	Portfolio	1 & 2	X	5
1	Intercultural Communication in English	Portfolio	X	3 & 4	5
NA	Survival Dutch	Oral and Written Exam	1 & 2	3 & 4	2
NA	English for Guest Students	Portfolio and Oral Exam	1 & 2	3 & 4	2
3	Digital Writing	Assignments	X	4	4
n/a	Language Partner Programme	Portfolio (100%)	1 & 2	3 & 4	1
n/a	French Language (based on availability and level)	n/a	1 & 2	3 & 4	n/a
n/a	German Language (based on availability and level)	n/a	1 & 2	3 & 4	n/a
n/a	Spanish Language (based on availability and level)	n/a	1 & 2	3 & 4	n/a
Projects					
3	Project Europe 21	Presentation Assignment	X	4	6
2	The Hague Summit +20		1 & 2	X	5

*Project 1's kickoff will occur in the beginning of term 2, but the majority of the work (workshops, seminars, juries) will occur in person, in January

**Project 2's kickoff will occur in the beginning of term 4, but the majority of the work (workshops, simulations, juries) will occur in person, in June

6.2 Course Descriptions

6.3 Compulsory Module

Introduction to Dutch Culture & Society (IDCS)

Course Code	ES-ISDUTSOC-23
Year	n/a
Offered in term(s)	1 and 3
Credits	2 ECTS
Module Manager	Johanna Eisinger – Jansen J.P.Eisinger@hhs.nl
Entry Requirements	This course is compulsory for all exchange students. Yearlong students must take this course in semester 1.
Method	Term 1 & 3: Introduction to Dutch Culture & Society Guest lectures and field trips.
Assessment	In order to receive the credits for this study unit, students must pass the module on Introduction to Dutch Culture & Society (pass/fail).
Course Material	Module book available online
Course Outline	This module is designed to help students to get to know the Netherlands, its people, its culture and its history. After a kick-off session, students follow 2 lectures (each of 90 minutes) about themes related to Dutch culture & society and complete a portfolio with assignments on these themes. The lectures will be online or hybrid (sessions will be recorded). The assignments are a combination of written assignments, film viewing and an art project. This module will help students to become aware of the similarities and differences with their own culture, and to become more open to learn rather than judge.
Learning Outcomes	After having followed the course, students will have a basic knowledge of Dutch culture and contemporary society.

6.4 Business Management

Business Challenges

Course Code	ES-1BUSCH-23
Year	1
Offered in term(s)	1 and 2
Credits	5 ECTS
Module Manager	B. Kuijpers b.a.m.m.kuijpers@hhs.nl
Entry Requirements	none
Method	Lectures, seminars and Excel labs

Assessment	Scientific poster (group assignment) and Excel assignment (individual pass/fail)
Course Material	Van Riel, K. (2020). Sustainable Business Management. Ghent, Belgium: Owl Press.
Course Outline	Students work in teams of 4-5 students and are given the task to give advice to the European Commission to come up with ideas for the European Year of SDGs in 2027. This advice has to be in the form of a scientific poster, that should provide input that the Commission can use for training for businesses and create more awareness among customers on the relevance of the SDGs.
Module Learning Outcomes	<ol style="list-style-type: none"> 1. The student is able to provide an adequate consideration of context and purpose of the scientific poster. 2. The student is able to formulate a clearly stated research question in line with the problem statement. 3. The student is able to present data adequately with evidence that supports an analysis of the problem. 4. The student is able to provide plausible recommendations that answer the research question and follow on from the results and the analysis. 5. The student is able to use terminology in the field of sustainable business management and SDGs. 6. The student is able to use credible and relevant sources in a consistent manner. 7. The student is able use visuals that sufficiently support the analysis of the research question.

Managing Organizations in the EU

Course Code	ES-1MOEU-E4-23
Year	1
Offered in term(s)	3&4
Credits	5 ECTS (140 study hours)
Module Manager	T.K. Moenne (t.k.moenne@hhs.nl) B.A.M.M. Kuijpers (b.a.m.m.kuijpers@hhs.nl)
Entry Requirements	None
Method	Students will be offered insight into the knowledge part via lectures and reading materials (book and online) offered by experts and guest lectures from the professional field. Students are given contemporary assignments and relevant cases as self-study to prepare for in class discussion in the seminars.
Assessment	Multiple Choice exam of 40 questions
Course Material	Van Riel, K. (2020). Sustainable Business Management. Gent: Owl Press ISBN: 9789463932578
Course Outline	This course will explore the management of European organisations, businesses and institutions. It will give students insight into the types of organisations that employ European Professionals, in terms of how they set, pursue and evaluate their goals in an ethical and sustainable manner.
Module Learning Outcomes	1. The student can support organisations, businesses and institutions active in Europe in facing challenges related to Europe by analysing issues, evaluating

processes, offering advice and solving problems with attention to European business, politics and culture.

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

3. The student can assist and advise organisations, institutions and businesses on navigating and interacting with the multi-level policy, regulatory and financial frameworks in Europe and managing their impact on organisational operations and goals. Level of development:

AuCom level 1

Corporate Governance

Course Code	ES-KCORG0V-23
Year	3
Offered in term(s)	1
Credits	5 ECTS
Module Manager	Agota Szabo a.szabo@hhs.nl
Entry Requirements	Basic knowledge of marketing and management.
Method	Lectures
Assessment	Oral exam
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 from a variety of angles – the board of directors, senior management, investors, the media, regulators, 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: <ul style="list-style-type: none"> • Gain insight into the basic international theories of corporate governance • Identify the different players and their roles in corporate governance • Develop awareness on critical board issues • Relate the theory of corporate governance to everyday business situations • Build arguments on selected governance themes in an essay form

International Marketing

Course Code	ES-KINTMAR-23
Year	3
Offered in term(s)	2
Credits	5 ECTS
Module Manager	Ernst van Weperen E.J.vanWeperen@hhs.nl
Entry Requirements	Basic marketing knowledge
Method	Lecture
Assessment	<ul style="list-style-type: none">• Exam (open questions and case study) (65%)• Individual portfolio (35%)
Course Material	Business articles/ case studies
Course Outline	<p>The course introduces students to international marketing. It will do so by specifically looking at the challenges many multinationals face in markets of countries at “the Bottom of the Pyramid”.</p> <p>In this context a number of fundamental questions are asked, such as:</p> <ul style="list-style-type: none">• What are the foundations of marketing?• How does international marketing differ from domestic marketing?• What is sustainability in business and what is sustainable marketing?• How do successful and unsuccessful companies approach the bottom of the Pyramid, that is the poorest 3 billion people?
Learning Outcomes	<p>They should be able to:</p> <ul style="list-style-type: none">• Define and describe the key concepts of (international & sustainable) marketing• Explain the difference between marketing and international marketing• Explain sustainability, the Bottom of the Pyramid, and CSV (Creating Shared Value)• Apply foundational and international marketing knowledge to “the bottom of the pyramid” markets (portfolio)• Compare above mentioned concepts and explain how they relate to each other

Multicultural Consumer Behaviour

Course Code	ES-KMCB-23
Year	2
Offered in term(s)	3
Credits	5 ECTS
Module Manager	Lee Harris l.j.harris@hhs.nl

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

Corporate Governance & Value-based Leadership

Course Code	ES-KCORPVAL-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	A. Szabo a.szabo@hhs.nl
Entry Requirements	none
Method	Weekly 90-minute lectures
Assessment	The student needs to hand-in an individual portfolio at the end of the module. The portfolio consists of two parts: <ol style="list-style-type: none"> 1. Analysis of an European corporate governance case 2. Weekly reflections on their value-based leadership development skills
Course Material	All materials will be provided online and during the class.
Course Outline	<i>Organizational governance, the set of policies, processes and customs by which an institution is directed, is a topic of increasing importance in management. How a company is governed influences rights and relationships among organizational stakeholders, and ultimately how an organization is managed. This course teaches the fundamentals of organizational governance from a variety of angles – the board of directors, senior management, investors, the media, regulator and other stakeholders – and focuses on assessing the effectiveness and execution of governance roles</i>

and responsibilities. The course also puts a lot of emphasis on exploring the value-based leadership style of the students and its influence on the overall decision-making process.

Module Learning Outcomes ...

Sustainable Entrepreneurial Thinking

Course Code ES-KSUSTHINK-23

Year 2

Offered in term(s) 3&4

Credits 5 ECTS

Module Manager Ernst van Weperen
e.j.vanweperen@hhs.nl

Entry Requirements none

Method Interactive coaching seminars (90 minutes a week), guest lecture, possible visit to sustainable enterprise

Assessment Individual

- Video presentation (40%)
- Portfolio (20%)

Group

1. Group pitch (20%)
2. Business model report (20%)

Course Material digital

Course Outline Sustainability is an adjective; you have to first determine what you are trying to sustain; you? the planet? a company? The Sustainable Development Goals (SDGs) are a shared blueprint for peace and prosperity for people and the planet, now and into the future. But tackling the SDGs starts with you and the choices you make.
Do you want to understand how we can use our own skills to have a positive impact on our world and the challenges we face as a global society? Do you have what it takes to be an entrepreneur and contribute? Are you a critical thinker, a creative mind or a planner? How do your passions and skills as an entrepreneur align with the SDGs? If so, then this module is perfect for you.

Module Learning Outcomes

1. The student can compare various models that explain sustainable challenges that global society faces.
2. The student is able to reflect on their own values, attitudes and abilities and appreciate with diverging values, attitudes and abilities in relation to one or more SDGs.
3. The student is able to take on critically their role as an active global citizen in the challenge of tackling global and local (glocal) problems.
4. The student can design a generic business solution to address systemic problems related to one or more of the SDGs.

Strategic Planning in the Public and Private Sectors

Course Code	ES-2SPPPS-E3-15
Year	2
Offered in term(s)	1
Credits	2 ECTS
Module Manager	Agota Szabo 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: <ul style="list-style-type: none">• Week 1: Introduction and BMC part 1• Week 2: BMC part 2 and internal analysis• Week 3: Ecosystem analysis•• Week 4: Stakeholder analysis• Week 5: SWOT and confrontation matrix• Week 6: Justify new strategy and reflect on BMC
Learning Outcomes	After completing this course students should be able to: <ul style="list-style-type: none">• Discuss the most common management models in strategy• Describe the most important theoretical frameworks for strategy formulation• Compare strategy formulation between the public and private sectors• Explain the historical development of schools of strategy• Construct a strategic plan for public and private organisations

Introduction to Export Management

Course Code	ES-ISBMEXPMAN-20
Year	2
Offered in term(s)	1&2
Credits	6 ECTS
Module Manager	Agota Szabo a.szabo@hhs.nl
Entry Requirements	None
Method	Lectures
Assessment	Exam (open questions and case study), resit in TERM 4
Course Material	Joris Leeman, <i>Export Planning</i> , Pearson, 2 nd 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 business and the implementation of export strategies in the daily business practice. Students will learn: <ul style="list-style-type: none"> • Why a European entrepreneur needs to export • How to write an export plan
Learning Outcomes	After completing this course students should be able to: <ul style="list-style-type: none"> • Discuss the most common management models • Describe the most important theoretical frameworks for export formulation • Discuss the most important elements of export marketing mix • Construct an export plan for a company • Understand the financial sides of export

Strategic Export Marketing Plan

Course Codes	ES-ISBMSTREX4-20
Year	2
Offered in term(s)	1&2
Credits	4
Module Manager	Agota Szabo a.szabo@hhs.nl
Entry Requirements	Students can follow this module <u>only</u> in combination with Introduction to Export Management
Method	Seminars
Assessment	Export plan, no resit available
Course Material	Joris Leeman, <i>Export Planning</i> , 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 Export Policy Plan project assignment in small groups.
Learning Outcomes	After completing this course students should be able to: <ul style="list-style-type: none"> • Apply international management models to an export case • Describe the appropriate market entry methods • Discuss the most important elements of export marketing mix • Construct an export plan for a company • Understand the financial sides of export

Marketing and Communications for Organizations in the EU

Course Code	ES-2MARKCOM-23
Year	2
Offered in term(s)	3&4
Semester	4

Credits	5 ECTS
Module Manager	Tasnim Moenne t.k.moenne@hhs.nl
Entry Requirements	None
Method	Weekly 3 hour seminars + video lectures
Assessment	Individual report + debriefing
Course Material	Possibly:
Course Outline	During Marketing & Communications for Organisations in Europe, students will learn the basics of marketing, both for the private and the public sector. They will learn how to use several marketing tools and methods to do research into proper marketing & communications approaches for organisations and will learn how to draw up their own marketing communications plan for an organization active within Europe.
Module Learning Outcomes	TBA

Marketing Planning & Strategic Management

Course Code	ES-3BMMP SM-E3-17
Year	2
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Lee Harris l.j.harris@hhs.nl
Entry Requirements	An introductory course in Marketing
Method	Lectures
Assessment	Assignment (20%) Exam (open questions) (80%) No resit available
Course Material	Wood, <i>Marketing Plan Handbook</i> , Pearson, 5th, or latest edition Johnson et al., <i>Fundamentals of Strategy</i> , Prentice Hall, 3rd, or latest edition
Course Outline	<p>Part 1: Marketing Planning-focus on Chapters 1,4,6, 8 and 10</p> <ul style="list-style-type: none"> • Marketing Planning • Markets and STP • Product and Brand Strategy • Pricing Strategy • Metrics <p>Part 2: Strategic Management-focus on chapters 1,2,3,5,6 and 8</p> <ul style="list-style-type: none"> • Introduction to Strategy • Environment • Business Strategy • Corporate Strategy and Diversification • Innovation Strategies

Learning Outcomes	After completing the course students should be able: <ul style="list-style-type: none">• To explain the concepts of Marketing strategy as constructed in an effective Marketing Plan• To describe Marketing tactics and metrics as related to an effective Marketing Plan• To discuss the fundamental issues of Strategic Management• To match the best practices of Strategic Management to organisations
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6.5 Culture & Society Studies

American Studies

Course Code	ES-KAMERICAST-23
Year	3
Offered in term(s)	2
Credits	5 ECTS
Module Manager	Dave van Ginhoven 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. -Written Exam (100%)
Course Material	Required Reading: <i>The American Civilization: an Introduction</i> , by David Mauk & John Oakland, 7 th Edition, Routledge. ISBN-10: 0415481627 / ISBN-13: 978-0415481625 Additional reading material may be published on BrightSpace 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: <ul style="list-style-type: none">• 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.• Analyse the political, cultural, and economic systems of the United States and coming to an informed opinion that takes cultural differences into consideration.

Women & Society

Course Code	ES-KWOMENSOC-23
Year	3

Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Marije Minkman m.a.minkman@hhs.nl
Entry Requirements	None
Method	Lectures, discussions, reports, and presentations
Assessment	Essays/report and presentation resits in May & August
Course Material	Module book and reading materials available on BrightSpace.
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 several themes, ranging from women and health to women and work. These subjects will be approached from different angles and an attempt has been made to include different continents and individual countries in the discussion. Even though some people might think that in western society there is no real need for feminism and women's organisations anymore, by raising certain issues and by questioning some of women's achievements in the last few decades students will become more aware of their status in society as women and men .
Learning Outcomes	<ul style="list-style-type: none"> • Report and reflect on own research into specific themes related to women and their position in different societies. • Construct intercultural knowledge of the themes by consulting international sources and actively participating in the international classroom. • Define and argue their own viewpoint on various gender issues (both in speaking and writing) based on critically comparing and contrasting international sources.

Cultural Theory & Popular Culture

Course Code	ES-KCTPC-23
Year	3
Offered in term(s)	1
Credits	5 ECTS
Module Manager	Bert van den Bergh a.j.vandenbergh@hhs.nl
Entry Requirements	None
Method	Lectures & class discussions
Assessment	Essay
Course Material	<i>Cultural theory and popular culture, an introduction</i> , John Storey, ISBN978-1-4058-7409-0
Course Outline	In this course students will:

- Be introduced to major theoretical and methodological perspectives used in cultural studies and examine their use in understanding contemporary popular culture.
- Explore how cultural material acquires meaning in everyday life and the role of culture in shaping individual identity and social relationships.
- 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.
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Art and Globalisation

Course Code	ES-KARTGLOBAL-23
Year	3
Offered in term(s)	2
Credits	5 ECTS
Module Manager	Bert van den Bergh a.j.vandenbergh@hhs.nl
Entry Requirements	None
Method	Lectures & Workshops
Assessment	Essays & in-class assignments
Course Material	<i>"But is it Art?"</i> C. Freeland OXFORD ISBN 0-20-285367-8
Course Outline	The module introduces art in general, referring to art of all types, namely pictures, sculptures, movies, and music. It involves an overview of art history, whilst the main focus is on the philosophy of art. Students will be encouraged to share their viewpoints on actual pieces of art, both historical and contemporary, as the module endeavours to answer the question 'what is art?'
Learning Outcomes	Students can analyse an artwork with the help of art theories and philosophers.

Personal Leadership & Core Principles for European Integration

Course Code	ES-KPL-23
Year	3
Offered in term(s)	3
Credits	5 ECTS
Module Manager	Margriet Krijtenburg g.krijtenburg@hhs.nl

Entry Requirements	None
Method	Interactive lectures & workshops
Assessment	Portfolio (50%) & Presentation (50%)
Course Material	Covey, S.R., <i>The Seven Habits of highly effective people</i> , Free Press, New York & documents distributed in class EU-Documents, online material, documents handed out in class & Krijtenburg, M., “Schuman, yesterday & today”
Course Outline	<p>The course consists of Personal leadership combined with Core Principles for European Integration. Students take two lectures / workshops (90 minutes each) every week: one on Personal Leadership and one on Core Principles for European Integration.</p> <p>The course provides a practical output of universal and timeless principles that help the student to achieve his or her highest personal aspirations and to overcome his or her greatest challenges.</p> <p>The course shows at the same time how those same principles are engraved in the European unification project and are meant to be leading principles for the European integration process. Current issues like migration, Brexit, terrorism, EU-Russia tension, and East-West and North-South situations will be dealt with in the light of those core principles learned, as the principles are possible ways to help to resolve those tensions.</p> <p>Topics on Personal Leadership:</p> <ul style="list-style-type: none"> • Freedom & responsibility, character ethics, • Being pro-active while putting values above feelings • Having a response-ability whatever the circumstances while keeping the end in mind and putting first things first. • The above contributes significantly to leading a (more) happy, harmonious life, while being (more of) a leader. • 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. <p>Topics on Core Principles of European Integration:</p> <ul style="list-style-type: none"> • European history in a nutshell • Father of Europe, Robert Schuman • Original frame of reference for European integration • Topicality of original framework & current European and global issues • There will be three lectures and three lecture/workshops that will show the link between Personal Leadership and the Core principles of European Integration. • The lectures will provide the student with a deeper understanding of European Integration and give insight in current problematic issues and in how to help to solve them. • Students will be asked to study in small groups, choosing one of the current EU crises – each group a different topic – and to come up with a way to solve this crisis when applying the core principles as they are meant to function. Their findings will be presented to the rest of the class and discussed in the form of a small congress for students by students.
Learning Outcomes	<p>After this course the students will be able to:</p> <ul style="list-style-type: none"> • 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.

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- Examine the strong connection between freedom and personal responsibility.
 - Produce a growth in self-awareness and leadership through acting proactively on a virtue/ positive quality while keeping the end in mind and putting first things first.
 - Assess through a reflective daily journal the progress of the chosen virtue/ positive quality.
 - Acknowledge the deep(er) content of the core principles for European Integration.
 - Identify the direct link between personal leadership and the effect of (not) practicing the core principles of European Integration when dealing with the current European crises within and at the borders of the EU.
 - Contribute to the solution of current crises while practicing the core principles.
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Exchange Perspectives for Local Impact in Collaboration (EXPLICO)

Course Code	ES-3EXPLICO-23
Year	n/a
Offered in term(s)	2 and 4
Credits	5 ECTS
Module Manager	Refiya Scheltinga R.Scheltinga@hhs.nl
Entry Requirements	None
Method	<ul style="list-style-type: none"> • Online lectures on intercultural competence development, design engineering • Online local and international guest lectures exploring the impact of global challenges in different disciplines and regions • Collaborative Online International Learning in mixed student groups • Process coaching by THUAS coaches • Weekly structured project assignments and deliverables and reflection logs
Assessment	Evaluation will be based on a portfolio and essay
Course Material	TBD
Course Outline	<p>In this intense 6-week module, students will explore the impact of a global challenge from different personal, cultural, local, and disciplinary perspectives in a multidisciplinary and multicultural team. After mapping out the different actors and their interconnected needs and interests, students zoom in on a beneficiary in one of their local communities to dive deeper into their experience and come up with a plan to make a difference in this specific community.</p> <p>Besides exchanging their own perspectives, all team members will continuously connect to external parties on different local and disciplinary contexts and share their insights with the team to test their assumptions and adjust their plans, taking a design thinking approach.</p> <p>After exploring their beneficiaries' experience in detail, teams will define their own challenge and design and propose solutions to this challenge in close consultation with stakeholders in all their communities.</p>

Students will develop their intercultural proficiency, perspective taking skills and their agency as global citizens within their local context. Maybe even more importantly, they will also create the basis for an international community and network to collaborate to make a difference in an interconnected world beyond the scope of this project.

Learning Outcomes	<p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Communicate thoughts, opinions, beliefs, and values on global issues from various perspectives and interests. • Examine the impact of culture on global issues from a multi-disciplinary and multi-cultural perspective. • Critically reflect on personal intercultural interactions for personal, academic, and professional development. • Demonstrate flexibility by managing ambiguity and adjust expectations and behaviour in the context of a virtual exchange project. • Apply the design thinking cycle and propose solutions to local problems, considering multicultural and multi-stakeholder perspectives in the process.
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European Culture: from 1000BCE to TikTok

Course Code	ES-KCULTURE-23
Year	2
Offered in term(s)	3&4
Semester	2
Credits	5 ECTS
Module Manager	<ul style="list-style-type: none"> • Emma van Driessum (e.l.m.vandriessum@hhs.nl) • Roberto Barroso (r.barroso@hhs.nl) • Umran Yugruk (u.yugruk-planken@hhs.nl) • Dave van Ginhoven (d.vanginhoven@hhs.nl)
Entry Requirements	None
Method	Lecture-Seminar
Assessment	Oral Exam
Course Material	E.H. Gombrich, The Story of Art Maarten de Pourq and Sophie Levie (eds.), European Literary History (selected chapters) Other Literature T.B.D.
Course Outline	Lectures & seminars exploring European Religion & philosophy, European Literature, Visual Arts, Music, Cinema & Popular culture, with regular reading and viewing assignments.
Module Learning Outcomes	<p>By the End of this course the student can:</p> <ul style="list-style-type: none"> • Identify & describe key aspects of Europe's cultural development and comment on their influence on Europe today. • Analyse the complexities of contemporary European culture & identity • Analyse European cultural product (art, music, cinema, literature) and place it in a larger cultural context. • Reflect on their own cultural background and how it relates to others in an intercultural Europe.

- The student can communicate, from a formal, academic perspective, about cultural matters in a manner accessible to lay audiences.

Pan-American Studies

Course Code	ES-KPANAM-23
Year	2
Offered in term(s)	3&4
Semester	2
Credits	5 ECTS
Module Manager	<ul style="list-style-type: none"> • Nathalie Schwan (N.H.H.M.Schwan@hhs.nl) • Dave van Ginhoven (d.vanginhoven@hhs.nl)
Entry Requirements	None
Method	Lecture Seminar
Assessment	Presentation & Written Exam
Course Material	Literature TBD.
Course Outline	In a series of lectures and seminars, students will explore the cultures of the 'New World' as well as their interactions with Europe. We'll be looking at politics, trade & foreign relations, religion & philosophy, multi-culturalism, at & popular culture, as applied to both the Anglo-American cultures new world and to Latin & Caribbean cultures.
Module Learning Outcomes	<p>At the end of this course, the student can:</p> <ul style="list-style-type: none"> • Identify and describe the political, cultural and economic forces that are significant to understanding the societies of the Americas as well as their relationship to Europe. • Analyse the political, cultural and economic systems of the Americas, as well as their relationship to Europe. • Analyse cultural products (art, music, literature & cinema) produced by American cultures and place them in a larger cultural context. • Compare and contrast the cultures of the Americas to Europe.

European identities and Ideologies

Course Code	ES-KIDID-23
Year	2
Offered in term(s)	3&4
Semester	2
Credits	5 ECTS
Module Manager	A. Grebner a.grebner@hhs.nl

Entry Requirements	None
Method	Weekly Sessions of 3 x 45 min
Assessment	Critical analysis of a top-down or bottom-up campaign/strategy which results in an analytical 3,000 word essay and a folder that collects original material about the strategy/campaign (e.g. media clips, news coverage of activities, video clips etc.
Course Material	Recommended Reading Bottici, C. & Challand, B. (2016) <i>Imagining Europe: Myth, memory and Identity</i> , Cambridge: Cambridge University Press (TBD) Friedman; R. & Thiel, M. (2022, 1e) <i>European Identity and Culture: Narratives of Transnational Belonging</i> (TBD), London: Routledge Goodwin, B. (2016, 6e) <i>Using Political Ideas</i> , London: Wiley's (TBD)
Course Outline	The current internal and external dynamics in the European Union has led in the past decade to an impasse which hinders the European Union to fully realise its potential as a normative power externally and a guarantor of peace and prosperity inwardly. Widespread discontent led to the rise of Euroscepticism, linked to the question of the necessity of a European identity to strengthen the legitimacy of the European Union and its governing institutions. Populism is on the rise and the political parties associated with opposition to further integration advocate either dismantling the European Union altogether or create a union of sovereign states rather than pooling sovereignty. It is important understand these dynamics, the ideological framework of the arguments and their impact on the capacity to create a strong European Union. This module proposes to analyse ideational foundations of the EU and its critics, the positions of Euroscepticism, nationalism, populism, national and European identities & culture and link these questions to the future of Europe debate. Furthermore, it looks at ideas and forms of citizen activism that increasingly influence the policy priorities of the European Union as we move further towards a Europe of citizens.

Gender and Sexuality in Europe

Course Code	ES-KGENSEX-23
Year	2
Offered in term(s)	3&4
Semester	2
Credits	5 ECTS
Module Manager	M. Minkman m.a.minkman@hhs.nl
Entry Requirements	None
Method	Weekly session of 3 x 45 min
Assessment	Portfolio
Course Material	Queer in Europe by Lisa Downing and Robert Gillett

Self composed Reader

Course Outline	Students will examine some of the issues that both women and LGBTQ+ people face in European culture, politics and business. Topics such as media representation, female political power and diversity and inclusion measures by private corporations will be examined and discussed. Students will finalize the course with 3 separate critical analysis of the above mentioned topics.
Module Learning Outcomes	<ol style="list-style-type: none">1. Students will be able to identify topics relating to women and LGBTQ+ individuals in European culture, business and politics.2. Students will be able to critically evaluate topics relating to women and LGBTQ+ individuals in European culture, business and politics.3. Students will understand theories relating to women and LGBTQ+ individuals in European culture, business and politics.4. Students will be able to offer recommendations to institutions and organizations within Europe on how to improve issues relating to women and LGBTQ+ individuals in European culture, business and politics.

Philosophy, Art and Culture: Art History

Course Code	ES-ISCSFHACAH-23
Year	4
Offered in term(s)	3
Credits	5 ECTS
Module Manager	Bert van den Bergh a.j.vandenbergh@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 - <i>On Beauty, Secker & Warburg</i> , London, 2004, ISBN: 0436205173
Course Outline	I. Winterson (read article p. 11) II. Eco Winterson (see p. 11) Classical art (Eco I, II, III) Medieval art (Eco IV, V, VI) Renaissance art (Eco VII – X) Modern art (Eco XI – XVII)
Learning Outcomes	Defining art for contemporary times with a historical & philosophical context

Philosophy, Art and Culture: Esthetics

Course Code	ES-ISCSFHACES-23
Year	4

Offered in term(s)	4
Credits	5 ECTS
Module Manager	Bert van den Bergh a.j.vandenbergh@hhs.nl
Entry Requirements	None
Method	Lectures, workshop, museum visit
Assessment	Portfolio
Course Material	Umberto Eco - <i>On Beauty, Secker & Warburg</i> , London, 2004, ISBN: 0436205173 C. Freeland - <i>But is it art?</i> Oxford University Press, Oxford, 2002, ISBN: 0192853678
Course Outline	<ul style="list-style-type: none"> • Book Freeland – Ch. 1 • Book Freeland – Ch. 2 & 3 • Book Freeland – Ch. 4 & 5 • Book Freeland – Ch. 6 & 7 • Book Freeland - music • Lecture Walter Benjamin • Lecture cinema • Lecture Benjamin, McLuhan, Baudrillard • Overview
Learning Outcomes	Defining art for contemporary times with a historical & philosophical context

Philosophy, Art, and Culture: Philosophy of Art

Course Code	ES-ISCSPHACPH-23
Year	4
Offered in term(s)	3
Credits	3 ECTS
Module Manager	Bert van den Bergh a.j.vandenbergh@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.
Course Outline	<ul style="list-style-type: none"> • Lecture Greek philosophy • Lecture philosophy – Augustine, Boethius • Lecture philosophy – Kant • Lecture philosophy – Nietzsche • Lecture philosopher - Heidegger • Lecture philosophy – Contemporary philosophy

Learning Outcomes

Defining art for contemporary times with a historical & philosophical context

Media in Contemporary Society

Course Code	ES-ISCMMECOSO-23
Year	3
Offered in term(s)	1 and 3
Credits	5 ECTS
Module Manager	Rebecca Kleiweg r.kleiweg@hhs.nl
Entry Requirements	None
Method	Lectures, discussions, and presentations
Assessment	Two in-course assignments and a final exam: Assignment 1 (15%) Assignment 2 (20%) Final exam (65%)
Course Material	Textbook <i>Media Culture and Society</i> (Hodkinson 2 nd edition 2017) material on BrightSpace 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.

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

Course Code	ES-ISCSECEAA-23
Year	3
Offered in term(s)	4
Credits	5 ECTS
Module Manager	Nicki van Campenhout n.vancampenhout@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% Exam Grade 50%

Course Outline	India (1 week), South Africa (1 week), Australia (2 weeks), and New Zealand (2 week). Through its history, politics and culture, the society of India, South Africa, Australia, and New Zealand will be examined. Themes such as Bollywood and the great outback ideal (Australia) will be discussed.
Learning Outcomes	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Apply historical perspectives to critically examine society, including groups and organisations, and social institutions. • Provide structural explanations of social inequalities related to gender, race and ethnicity within South Africa, India, Australia, and New Zealand • Speak with confidence about the immigration policies of Australia and New Zealand • Critique historical developments in Australian literature through the examination and discussion of Australian prose. • 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

Course Code	ES-ISCSSCEGB-23
Year	3
Offered in term(s)	3
Credits	5 ECTS
Module Manager	Nicki van Campenhout n.vancampenhout@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% 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: <ul style="list-style-type: none"> • Apply historical perspectives to critically examine society, including groups and organisations, and social institutions. • Provide structural explanations of social inequalities related to gender, race and ethnicity within the United Kingdom and Ireland. • Display a working knowledge of the cultural and historical contexts of significant literary works of the past four decades. • Critique historical developments in Ireland through the examination and discussion of significant examples of Irish music and poetry. • Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.

- 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-23
Year	3
Offered in term(s)	3
Credits	5 ECTS
Module Manager	Nicki van Campenhout n.vancampenhout@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% Exam Grade 50%
Course Outline	The United States of America (4 weeks) and Canada (2 weeks). The first part of the course will focus on the geopolitics and history of the USA as this has had such an impact on the political and cultural heritage of American society today. This will be followed by social and cultural issues in the USA and Canada.
Learning Outcomes	Upon successful completion of this course, students will be able to: <ul style="list-style-type: none"> • Apply historical perspectives to critically examine society, including groups and organisations, and social institutions. • Provide structural explanations of social inequalities related to gender, race and ethnicity within the U.S. and Canada. • Speak with confidence about the methodologies of documentary photography. • Critique historical developments in American music through the examination and discussion of significant changes in the historical and social contexts of music. • Recognise and analyse the way in which film communicates meaning and ideological messages to its audiences through cinematography and art direction.

Issues in 21st Century European Society

Course Code	ES-3I21CES-E4-15
Year	2
Offered in term(s)	1 and 3
Credits	3 ECTS
Module Manager	Dave van Ginhoven

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 21 st -century issue.
Course Material	Module book and information on BrightSpace
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 21 st -Century dilemmas that are discussed in and out of class.
Learning Outcomes	Upon successful completion on the course, students will be able to: <ul style="list-style-type: none">• Analyse present practice and envisage future scenarios of change in relation to the course themes.• Present their findings in a cogent manner.• Create their own teaching and learning materials which can be observed and utilised by their peers.• Critique the value of such materials through peer review and commentaries.• Show the ability to work productively in a small group environment.

6.6 Law, Politics and Administration

Political Challenges

Course Code	ES-1POLCH-23
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	M. Anghel manghel@hhs.nl
Entry Requirements	None
Method	Weekly lectures and seminars.
Assessment	Open question knowledge examination
Course Material	<ol style="list-style-type: none">1. John Hirst, The Shortest History of Europe, Old Street Publishing, 20122. Robert Garner, Peter Ferdinand and Stephanie Lawson, Introduction to Politics 4th edition, Oxford University Press, 2020
Course Outline	Any competent European professional is expected to know in detail what the values of the European Union are and where they come from. What allows the

European Union to state in the second article of the Treaty of Lisbon that: “The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights”?

In this course, we retrace the historical evolution of these European values as well as the way they are put into practice across Europe today. We explore a set of current challenges that the continent faces to provide you with a sense of how politics and culture mix and vary across Europe.

What was the first “united Europe”? Is Christianity part of European identity? How important is individualism for Europeans? Do all European live in sovereign nation-states? How do Europeans elect their national political leaders? How do European countries differ in the way they organize their government? Which political ideologies are most influential? These are some of the questions we address during the course to paint a picture of what otherwise diverse European societies have in common.

Module Learning Outcomes

1. Describe the political and cultural challenges facing contemporary Europe.
 2. Identify the historical roots of the studied challenges.
 3. Describe the connection between the political and cultural aspect of contemporary European challenges.
 4. Recognize the historical and contemporary environment in which European organizations perform.
 5. Discriminate between reliable and unreliable sources of information.
 6. Apply APA referencing to various types of information sources.
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International Cooperation in the EU and Beyond

Course Code ES-1INTCEU-23

Year 1

Offered in term(s) 3&4

Credits 5 ECTS

Module Manager Emma Prins
e.prins@hhs.nl

Entry Requirements None

Method Weekly lectures and seminars

Assessment Individual research paper

Course Material

1. McCormick J. (2020). European Union Politics (3d ed). Basingstoke: Palgrave.
2. Robert Garner, Peter Ferdinand and Stephanie Lawson. Introduction to Politics 4th edition, Oxford University Press, 2020

Course Outline This course focuses on how international organisations operate, with the European Union at the core of the course. In addition to obtaining research skills, students will learn how intergovernmental organisations (IGOs) came about; the different approaches towards cooperation; and how organisations such as the EU function. Consequently, it touches upon how IGOs try to tackle the issues our world faces today, in particular the concerning Trade, Development, Environment, Human Rights and Security. In the final paper,

the students zoom in on a specific problem and client concerning one of the aforementioned global issues.

Module Learning Outcomes	<ol style="list-style-type: none">1. The student describes the assigned problem concerning one of the global issues of Security, Human Rights, Development, Trade, and Environment. (Level 2: Understand)2. The student outlines the assigned client's perspective on one of the global issues of Security, Human Rights, Development, Trade, and Environment. (Level 3: Apply)3. The student distinguishes the relevant stakeholders according to the functioning and competence of the European Union. (Level 4: Analyse)4. The student reviews the relevant existing specialized literature in an APA style paper with an annotated bibliography. (Level 5: Evaluate)5. The student defends which theory of European integration can be applied to explain one of the global issues of Security, Human Rights, Development, Trade, and Environment. (Level 5: Evaluate)
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Nation and Identity in Contemporary Europe

Course Code	ES-KNICE-23
Year	2
Offered in term(s)	2
Credits	5 ECTS
Module Manager	Antje Grebner a.grebner@hhs.nl
Entry Requirements	None
Method	6 lectures
Assessment	1,500-word essay.
Course Material	Reading material and bibliographies are made available on BrightSpace and in lectures
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	<ul style="list-style-type: none">• Analyse the formation processes of collective identities and, in its most successful variety, national identity.• Explain the relationship between national identities and the future of Europe.• Analyse the roots of the relationship of member states to the European Union.• Assess dividing lines in Europe and increasing demands for emphasising national interest instead of a common European interest.• Evaluate the possibilities for further European integration.

Global Development Issues

Course Code	ES-KGLOBALPOL-23
Year	3
Offered in term(s)	2
Credits	5 ECTS
Module Manager	Tiaan Westenberg T.A.Westenberg@hhs.nl
Entry Requirements	None
Method	Lectures and interactive seminars
Assessment	Written exam (open questions and multiple-choice), resit in TERM 4
Course Material	Handelman, H. (2019). Challenges of the Developing World. (9 th edition), Rowman & Littlefield Publishers
Course Outline	<p>The aim of this course is to provide an introduction to what we commonly refer to as the “Developing Countries”. Students will learn about their social, economic, and political context. The role of international, political, and economic institutions in the area of development will also be examined. Due to the character of the subject, the approach in this module will be interdisciplinary.</p> <p>The first part of the module will deal with general features of developing countries and the historical background of differences in development tracks around the world. After this introduction the issues of economic and social development will be emphasised, along with aspects of ethnic conflict, state-building, democratisation, and modes of foreign intervention. Finally, different development strategies will be examined. Special attention will be paid to the current debate on the advantages and disadvantages of development aid.</p>
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none">• Define different concepts of development and show how development is measured by influential international organisations in the field.• Discuss theories on development and industrialisation strategies.• Assess the role of ethnicity and different levels of interethnic conflict in developing countries.• Interpret the concepts of democracy, governance, and state building in relation to developing nations.• Clarify the types and goals of military regimes and the accomplishments and failures of these regimes.• Discuss development aid by comparing different forms of aid and their advantages and disadvantages.

Peace, Security and Prosperity in Europe

Course Code ES-2PEACSEC-23

Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Maarten van Munster (m.vanmunster@hhs.nl) Isabel Düsterhöft (i.k.dusterhoft@hhs.nl)
Entry Requirements	None - students are more likely to be successful if they have completed their first-year courses
Method	Recorded online lectures and live seminars.
Assessment	Formative testing throughout the course (quizzes, summaries and draft chapters). The final summative assessment is a written policy analysis with an integrated theoretical framework.
Course Material	E. Versluis, M. van Keulen and P. Stephenson (2011), <i>Analysing the European Union Policy Process</i> , Macmillan. Further reading to be announced.
Course Outline	The unit explores how EU policies in the area of peace, security and prosperity aim to contribute to stability on the continent. Students will learn how to use theoretical frameworks and lenses to analyse EU policies, in order to effectively contribute to organisations active in the field of peace, security and prosperity. Students will discover how policy analysis of the decision-making and implementation process is a powerful tool in advising actors in the EU. The course will rely on real-life and current examples, relying on relevant European events, at the time of teaching. The policy areas that students will focus on mainly, are cyber security, counter terrorism, and energy security.
Module Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the steps of the decision-making and implementation in the policy cycle of the EU. 2. Identify international relations and political science theories that relate to the EU's policy process. 3. Explain how the historical, legislative and political background have shaped specific policy areas. 4. Produce a theoretical framework in support of the analysis of a particular policy instrument. 5. Connect specific EU authority instruments to policy analysis tools in a particular policy area. 6. Conduct a policy analysis of a specific EU authority instrument. 7. Recommend concrete action points for the assigned stakeholder.

War, Instability and Poverty – Facing the Outside World

Course Code	ES-WARPOV-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Antje Grebner (a.grebner@hhs.nl)

Entry Requirements	None
Method	Weekly sessions of 3 x 45min
Assessment	Case Study Analysis
Course Material	The Future of Development: A Radical Manifesto by Gustavo Esteva, G., Babones, S. and Babcicky, P.
Course Outline	<p>The module focusses on the building blocks of creating democratic forms of governance and stable societies to elevate developing countries according to the United Nations Sustainable Development goals. In doing so, the focus lies on public institutional and societal infrastructure and strengthening the essential elements of a flourishing society through education, civil society capacity building and democratic institution-building. The module will outline and critically evaluate these outcomes and value of these approaches through</p> <p>Firstly, looking at the relevant EU policies and the institutional framework in charge of implementation</p> <p>Secondly, introducing analytical tools to evaluate the outcomes, followed by</p> <p>Thirdly, detailed cases both in terms of geographical and thematic outreach, with the aim to analyse the possibilities of the EU to act in different circumstances and difficulties that it faces, applying analytical models.</p>

Human Rights in Europe

Course Code	ES-KHRINEU-23
Year	2
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	Isabel Düsterhöft (i.k.dusterhoft@hhs.nl) Maarten van Munster (m.vanmunster@hhs.nl)
Entry Requirements	None
Method	Recorded online lectures and live seminars.
Assessment	Formative assessment throughout the course (Q&A, pitch). The final summative assessment is a group advocacy portfolio consisting of a problem and solution analysis, as well as a road map.
Course Material	To be announced.
Course Outline	This module is divided into three parts. The first part will introduce students to the European system of human rights protection (EU and Council of Europe). In part two, five specific human rights topics are introduced: freedom of expression, privacy protection, refugee protection, children's rights and the right to clean and healthy environment. In the last part of the module, students will develop an advocacy pitch and portfolio for a NGO. They are asked to focus on a major European city in which they wish to effect change and will work on identifying key issues, solutions and a feasible road map.

Module Learning Outcomes	<ol style="list-style-type: none"> 1. Understand the fundamental mechanisms of global, regional and national human rights protection. 2. Identify the various human rights regulatory instruments within Europe, both from the EU as well as from the Council of Europe. 3. Explain the appropriate human rights framework and its interpretation by relevant courts in the areas of: freedom of expression, privacy protection, refugee protection, children's rights and the right to a clean and healthy environment. 4. Produce an NGO advocacy portfolio in the area of either freedom of expression, privacy protection, refugee protection, children's rights and the right to a clean and healthy environment, based on a solid understanding of the positions of different actors (e.g. states, international organisations, individuals, other NGOs). 5. Present an advocacy pitch based on the portfolio mentioned in learning outcome 4.
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European Public Policy

Course Code	ES-2EPP-E3-16
Year	2
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Katherine Machado K.deoliviera@hhs.nl
Entry Requirements	None
Method	Lecturers and seminars
Assessment	One group written assignment in the seminars and a written exam with open questions
Course Material	McCormick J. (2020). European Union politics (3 rd ed). Basingstoke: Palgrave

Course Outline	<p>Introduce the student to the study of European Public Policy, which examines modes of policy-making operating in the European Union. The course will introduce the theoretical concepts and models that seek to describe the policy-making process at the European level. The Course will demonstrate the continual evolution of European policy-making processes. We will discover how it should emerge that no single theory can act as a template for predicting and describing all European policy-making processes.</p> <p>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.</p> <p>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.</p>
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Learning Outcomes	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify and understand the main theories and models of public policy in the European context. • Understand the complexities of modern multiple and multi-level governance. • Understand the evolution of EU policy-making. • Identify key stakeholders and their role in the policy-making process. • Understand the differences in European policy-making according to the policy fields.
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Decision Making in the European Union

Course Code	ES-ISPADECMAX-20
Year	2
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Pieter Pijlman 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: preparatory simulation (60%) & performance during the simulation game (40%)
Course Material	<p>Course Manual + Support Book with selected texts and materials</p> <p>Handbooks:</p> <ol style="list-style-type: none"> 1. <i>How the EU Institutions work</i> Akse, Erik (ed.) (2020) London: John Harper ISBN 9781838089801 2. <i>How to work with the EU institutions</i> Hardacre, Alan (ed.) (2020) London: John Harper ISBN 9781838089818
Course Outline	<p>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.</p>

Learning Outcomes	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> • Examine and review an EU legislative proposal (directive or regulation), using related statements, news articles, policy documents, and reports (individual assignment) • Use public affairs skills and strategic skills to effectively represent and negotiate the interests and goals of a policy actor using written and spoken texts (position paper/strategy paper, sim game participation) • 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) • Prepare argumentation to support the position of a policy actor in the EU legislative process (statement) • Formulate solutions for social and technical challenges resulting from it by means of amendments to a legislative proposal (amendments) • Build relationships and alliances within a transnational policy network by identifying relevant partners and stakeholders (sim game participation) • Maintain contacts within the policy network by developing understanding, tolerance, and respect towards other cultures and other social/political backgrounds
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International Relations

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

Public International Law

Course Code	ES-ISPAPIL-23
Year	4
Offered in term(s)	1&2 and 3&4
Credits	5 ECTS
Module Manager	Mari-Jose Weijerman m.j.weijerman@hhs.nl
Entry Requirements	A good command of English (reading level C1 CEFRL) is essential to do well in the course. No legal background is required but a 'feel' for legal material is likely to be an asset.
Method	Teaching will be mainly by means of participatory workshops and seminars, although there may be mini lectures from time to time where the need arises.
Assessment	Group case assignment (presentation + essay) Comprehensive final exam (written) Individual paper (essay) resit in TERM 4/June
Course Material	Jan Klabbers (2020), <i>International Law</i> , (2nd ed.), Cambridge University Press.
Course Outline	<p>The objective of this course is to provide students with legal and generic knowledge on Public International Law (PIL). Relations between states are governed by the policies of international law; critical knowledge of international law therefor represents an indispensable precondition for the understanding of complex relations on the international stage. PIL consists of rules and principles of general application dealing with the conduct of states and of international organizations and with their relations inter se as well as with some of their relations with persons, whether natural or juridical. It is concerned with questions such as the settlement of disputes by peaceful means, legal restraints on the use of force in international relations, title to territory and diplomatic relations. In this context, this module places special emphasis on the relationships between these areas of international law within the UN system.</p> <p>The module also provides a basic introduction of the specific fields of international Humanitarian Law and International Criminal Law. The historical foundations of IHL/ICL will be explained.</p> <p>The key principles of international humanitarian law as well as the current challenges will be discussed. Furthermore, the role of the courts and tribunals in the field of ICL will be explored and we will look into the core crimes and the Rome statute of the ICC.</p>
Course Outline	Upon successful completion on the course, students will be able to: <ul style="list-style-type: none">• Have knowledge and understanding of the function, sources, and major principles of IL (excluding the area of Human Rights & International Criminal Law).• Understand the making of treaties and their importance in international relations.• Appreciate the possibilities and limitations of international dispute resolution.

- Be able to deal with problems that have international legal implications: territory, law of the sea, state responsibility and the use of force.
- Be able to deal with problems that have international legal implications: analyse problem questions; set out the fundamental principles involved in the questions; apply those principles and show an awareness of alternative arguments.
- Have knowledge of the structure and powers of the main institutions involved in the field of PIL and the resolution of disputes.
- Explain the historical foundations and fundamental principles of IHL.
- Discuss the role of courts and tribunals active in the field of ICL.

International Humanitarian Law and International Criminal Law

Course Code ES-ISPAIHLICL-23

Year 4

Offered in term(s) 1&2 and 3&4

Credits 5 ECTS

Module Manager Isabel Dusterhoft
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 & moot court

Course Material Various articles and material available on BrightSpace

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.

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.

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

Course Code	ES-ISPAIHRL-23
Year	4
Offered in term(s)	1&2 and 3&4
Credits	5 ECTS
Module Manager	Maarten van Munster m.vanmunster@hhs.nl
Entry Requirements	Basic understanding of law.
Method	Lectures and seminars
Assessment	Written exam, & presentation
Course Material	Moeckli, D., Shah, S., & Sivakumaran, S. (2017) International Human Rights Law. Oxford: University Press
Course Outline	<p>A good command of English (reading level C1 CEF) is essential to do well in the course. No legal background is required but a 'feel' for legal material is an asset.</p> <p>The aftermath of the Second World War provided a fertile ground for the creation and promotion of International Human Rights Conventions. The first step in this process was the adoption of the Universal Declaration of Human Rights in 1948. At the moment, over 10 different United Nations conventions are in force. On a regional level three legal systems exist: the Inter-American, African, and European system. In this module students will specifically focus on the European system. The cumulative effect of both the developments at the UN and the regional levels has led to a situation where human rights can no longer be considered as belonging to the domestic jurisdiction of individual states. Human rights standards have become internationalised both legally and politically. Governments experience pressure to observe international standards and can no longer get away by simply denouncing foreign interference within the domestic situation of the country.</p> <p>The module is divided in three parts. Firstly, students will look into the development of human rights standards and conventions at the UN level. After that, a closer look will be taken at the European system where we will also be examining a legal judgment from the European Court of Human Rights. Finally, students will form groups to study and present one landmark judgment of the ECtHR in class and write an individual essay on the right that was central to the case.</p>

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

Media & Politics I

Course Code	ES-ISPAMEPOI-23
Year	4
Offered in term(s)	1 and 3
Credits	5 ECTS
Module Manager	Dave van Ginhoven d.vanginhoven@hhs.nl
Entry Requirements	None
Method	Lectures and video presentations
Assessment	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. In addition, the course aims to provide students with a range of contemporary reading material from a wide variety of sources to help them expand their knowledge and awareness. The reading material has been carefully selected to match both the themes of the lectures and the contrasting and comparative scope of the course.
Learning Outcomes	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none"> • Identify the essential basics of how media and political actors interact • Identify the various ways in which politics use the media • Trace the development of the mediatisation of politics • Trace the development of the politicisation of media

Media & Politics II

Course Code	ES-ISPAMEPOII-23
Year	4
Offered in term(s)	2 and 4
Credits	5 ECTS
Module Manager	Dave van Ginhoven 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%). An individual essay offering analysis of the role of online communication in current political affairs (70%).
Course Material	<i>Because this course is about the Internet, the course materials are sourced there. All required reading consists of internet articles, essays, links, and videos, and are updated throughout the course.</i>
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 students of Media and Politics I will see, the use of different media requires different strategies, thus impacting the style, and often the substance, of politics. This module seeks to examine the ways in which politics and politicians have been changed by the use of new technologies and platforms such as social media. It examines the ways in which new ICT is used and how it fits in with the use of more traditional methods of political communication. The module will be taught in a way that will cover the study as succinctly as possible from an international perspective.
Learning Outcomes	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none">• Demonstrate awareness of the fundamental differences and similarities of the adoption and adaptation of new technologies in differing circumstances.• Identify the various tools of political interaction in the modern world.• Create part of their own teaching and learning materials which can be utilised by their peers.• Critique the value of such materials via peer review and commentaries.• Analyse the fundamental potential shift in the roles of media production and consumption, facilitated by ICT's.

The Legal Dimension of Europe

Course Code ES-3LEGDIM-E3-20 (semester 1)

ES-3LEGDIM-E4-15 (semester 2)

Year	3
Offered in term(s)	1&2 and 3
Credits	5 ECTS in semester 1 and 4 ECTS in semester 2
Module Manager	Maarten van Munster M.vanMunster@hhs.nl
Entry Requirements	None
Method	Video lectures and interactive seminars
Assessment	Semester 1: A written exam with open questions (80%) and a case (20%) Semester 2: A written exam with open questions
Course Material	Davies, K. <i>Understanding European Union Law</i> (2019) 7 th edition Oxon: Routledge. Ooik van et al. <i>European Basic Treaties</i> (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 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.
Learning Outcomes	Upon successful completion of the course, students will be able to: <ul style="list-style-type: none">• Understand the characteristics of the European Union's legal order.• Understand decision-making procedures and secondary legislation.• Identify the system of judicial protection in the EU.• Understand the role of the CoJEU, the General Court and national courts in European Law.• Understand the legal mechanisms of the free movement of goods, persons, freedom to provide services, and the freedom of establishment.• Understand the importance of competition law as an essential complement to the internal market.

Contemporary European Politics

Course Code	ES-3PACEP-E3-16
Year	3
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Andreas Funk A.Funk@hhs.nl
Entry Requirements	None
Method	Lectures and seminars
Assessment	2500 word essay

Course Material	Baylis, J., Smith, S. Owens, P. (2017) <i>The Globalization of World Politics</i> , 7 th 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	<p>Upon successful completion on the course, students will be able to:</p> <ul style="list-style-type: none"> • Classify the main cleavages in the European Political landscape • Explain the main trends and developments shaping European politics • Give at least 2 examples of the impact of globalisation on European nation states in the contemporary world

6.7 Modern Foreign Languages & Skills

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

Professional Communication in English

Course Code	ES-1PROCOM-23
Year	1
Offered in term(s)	1&2
Credits	5 ECTS
Module Manager	Paul Treanor (p.a.treanor@hhs.nl) Daria Brygiert-Faure (d.brygiert@hhs.nl)
Entry Requirements	None
Method	Workshops
Assessment	Writing Assignment(s) & a Presentation
Course Material	This course is taught with materials of our own creation, on and offline.
Course Outline	Students work, in a series of workshops, on their professional communications skills, including writing and (public) speaking in English, with the appropriate style and tone. To make they have enough to communicate about, students will also be working on their basic research skills. The course is practical and puts students to work with a mix of instruction, coaching and blended learning.
Module Learning Outcomes	At the end of this course, the student can: <ul style="list-style-type: none">• Conduct research and use APA referencing• Communicate professionally in English in speech and writing.• Produce professional products in English.

Intercultural Communication in English

Course Code	ES-1ICULEN-23
Year	1
Offered in term(s)	3&4
Credits	5 ECTS
Module Manager	R. Scheltinga (r.scheltinga@hhs.nl)
Entry Requirements	None
Method	2 x 90 minutes
Assessment	Cultural Advice report

Course Material James W. Neuliep, Intercultural Communications: A Contextual Approach, 8th edn, ISBN 9781506390710

Course Outline This course is designed to introduce students to Intercultural Communication and familiarise them with intercultural concepts necessary to build intercultural competence.

Module Learning Outcomes Students will learn and improve their English Communication skills (professional and academic language skills):

- English writing skills in order to write a cultural advice report using appropriate vocabulary, language, structure and tone. This will also involve research skills and the use of APA style format.
- English speaking skills in the form of presenting, pitching and debating as well as negotiations in which they learn to use the concepts, acquire new vocabulary and other intercultural knowledge to make these spoken interactions meaningful

Survival Dutch/Dutch A1

Course Code ES-ISDUTSECLE-23

Year 1

Offered in term(s) 1&2 and 3&4

Credits 2 ECTS

Module Manager Johanna Eisinger-Jansen
J.P.Eisinger@hhs.nl

Entry Requirements None

Method Group work led by a faculty member. The module is designed to equip students with skills to communicate in everyday situations (introducing oneself, shopping, etc.).

Assessment Oral Exam (30%) & written exam (70%)

Course Material Student Manual (to be found on BrightSpace)
Nederlands in gang Methode NT2 voor hoogopgeleide anderstaligen, Berna de Boer, Margaret van der Kamp, Birgit Lijmbach, Uitgeverij Coutinho, ISBN: 9789046905609 third edition.
(Included is the log-in code for the online material)

Course Outline After successfully completing Survival Dutch Part A and B, students will be able to communicate on Level A1 (Basic User) of the Common European Framework of Reference for Languages (CEFR):

After completing Survival Dutch, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

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).
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English for Guest Students (intermediate)

Course Code	ES-ISENGINTER-23
Year	n/a
Offered in term(s)	1&2 and 3&4
Credits	2 ECTS
Module Manager	Maria Pau m.p.pau@hhs.nl
Entry Requirements	None
Level	Intermediate Professional English B1-B2
Method	Seminars
Assessment	Oral Exam (50%) & portfolio (50%)
Course Material	Module book provided by the English department
Course Outline	<ul style="list-style-type: none"> • meeting practice & language • presentation language • press releases • business emails • listicle
Learning Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • develop their business/professional vocabulary, meeting & presentation vocabulary, their overall fluency, and business writing skills • increase their fluency and confidence in communicating in English in a professional setting

Digital Writing

Course Code	ES-3DIGWR-E4-19
Year	3
Offered in term(s)	4
Credits	4 ECTS
Module Manager	Dave van Ginhoven d.vanginhoven@hhs.nl
Entry Requirements	Students should have completed a writing and argumentation/negotiation course. Knowledge about marketing is also recommended.

Method	This course employs blended learning strategies, combining two introductory lectures with a 'flipped classroom' approach that offers online instruction, practical assignments, in-class practice and the feedback of lectures in seminars.
Assessment	This course is assessed with a portfolio consisting of 4 Assignments (1) Assignment A: Analysis of organisational websites (25%) (2) Assignment B: An Original Strategy & Basic Style Guide (25%) (3) Assignment C: Online Press Release and News Story (25%) (4) Assignment D: A Blog Article & Social Media Content (25%)
Course Material	Course manual and supplementary videos & articles on BrightSpace.
Course Outline	This course will challenge students to study the best practices of professional web writing, to analyse these practices, and to produce content.
Learning Outcomes	Upon completion of this module students will be able to: <ul style="list-style-type: none"> • Plan, produce, and edit texts intended for online publication on different platforms for a wide range of professional purposes. • Identify and (re)produce different styles of content for different audiences, using the appropriate style & tone. • Identify and implement strategies for search engine optimisation. • Write accurate and clear texts of professional quality.

6.8 Projects & Workshops

Project Europe 21	
Course Code	ES-3PE21-E4-16
Year	3
Offered in term(s)	4
Credits	6 ECTS
Module Manager	Pieter Pijlman p.pijlman@hhs.nl
Entry Requirements	None
Method	In student teams of five/six students. Each team carries out their own assignment.
Assessment	<ul style="list-style-type: none"> • 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. • The supervisor of each team assesses the quality of the organisation of the team. • Students register for the projects as with the other courses.
Course Material	The assignment and 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. The project starts in November/April and lasts for six weeks.

Learning Outcomes After the project, students will be able to:

- Work with a structured plan of action.
- Work in a multicultural team.
- Communicate with an external assignment provider.
- Do research on a real project.
- Write a professional report for an external assignment provider.
- Work with a fixed budget.
- Give a presentation to an international jury.

The Hague Summit +20

Course Code ES-2THS20-E3-17

Year 2

Offered in term(s) 1&2

Credits 5 ECTS

Module Manager Ernst van Weperen
E.J.vanWeperen@hhs.nl

Entry Requirements None

Method First term: (Guest) lectures and self-study
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)
Term 2 – Development of a group paper containing both position and forward-looking strategy and plan of action (term 2, semester 1).

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

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

**Learning
Outcomes**

After successful completion of this course the students will be able to:

- Describe various global challenges society faces as well as the organisations and prominent schools of thought that aim to address those challenges.
 - Summarise prominent schools of thought on sustainability.
 - Explain potential reasons for successes and failures of the summit.
 - Compare prominent schools of thought and various stakeholder points of view with published scientific articles.
 - Compose a substantiated paper that articulates the desired outcome of the debate respecting all stakeholder groups.
-