

ACADEMIC COURSE GUIDE

International Public Management

Exchange Students

2020-2021



let's change
YOU. US. THE WORLD.

THE HAGUE

UNIVERSITY OF
APPLIED SCIENCES

International Public Management

ACADEMIC COURSE GUIDE

April 2020
Version 1.0

Foreword

The International Public Management (IPM) Program is one of six programs of the Faculty of Public Management, Law & Safety.

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

If this sounds exciting to you, then you will definitely thrive in The Hague, world's capital of Peace, Justice and Safety, and you will enjoy your time with us.

Disclaimer

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

Your Exchange Program at IPM

IPM training leads to a politically-sensitive public manager who can working effectively and efficiently to solve social problems. The below competences of a public manager cover a various aspects of what graduates are able to accomplish. In addition to policy expertise, graduates are also equipped with administrative, legal, financial, economic and organizational knowledge and skills.

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

IPM is a fulltime English stream program. All courses are taught in English.

Guideline for selecting your Exchange

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

- Exchange students can study at IPM for one semester, or for a full year. A full year is 60 ECTS (credits), a semester corresponds with 30 ECTS.
- Due to the nature of the program (and for logistical reasons), you can only choose courses from one particular year of the IPM-program. The courses are listed per year, please select your program from either from year 1, year 2 or year 3.
- The courses only take place in the semester indicated. Courses of semester 1 cannot be taken in semester 2 and vice versa.
- In practice, you select one semester of a particular IPM year. For convenience the Exchange Semesters have been numbered A-F in the overviews below. For your Exchange, you select one particular IPM Exchange Semester. The courses offered in this semester are your Exchange program at IPM.
- In case you stay for one year, you may select one semester from a particular year (e.g. IPM year 2), and one semester from another year (e.g. year 3). Again, it is not possible to take courses from different years within one semester.

Please note: a subject choice form listing courses from different years cannot be accepted!

Our Exchange semesters

Semester 1 September 2020 – January 2021

Semester 2 February 2021 - July 2021

| Exchange Semester | Corresponds with: | |
|-------------------|-------------------|------------|
| A | IPM Year 1 | Semester 1 |
| B | IPM Year 1 | Semester 2 |
| C | IPM Year 2 | Semester 1 |
| D | IPM Year 2 | Semester 2 |
| E | IPM Year 3 | Semester 1 |
| F | IPM Year 3 | Semester 2 |

International Public Management

Exchange 2020-2021 – version 1.0

The Hague University of Applied Sciences, April 2020

Courses IPM Year 1

| Courses | Code | Semester A | Semester B | Credits |
|--|------|------------|------------|---------|
| Professional English | A1 | • | • | 4 |
| Professional Skills | A2 | • | • | 4 |
| Introduction to Public Administration | A3 | • | | 3 |
| Project 1.1 | A4 | • | | 3 |
| Research Skills | A5 | • | | 3 |
| Comparative Politics | A6 | • | | 4 |
| Modern history and international institutions | A7 | • | | 4 |
| Introduction to Economics | A8 | • | | 4 |
| Introduction to Law | A9 | • | | 3 |
| Project 1.2 | A10 | • | | 3 |
| Civil War and Conflict Studies | B1 | | • | 3 |
| Global Sociology 1 | B2 | | • | 3 |
| Public Policy Making 1: Analysing policy processes | B3 | | • | 4 |
| International Law | B4 | | • | 3 |
| Financial Management 1 | B5 | | • | 3 |
| Public Policy Making 2: Designing policy | B6 | | • | 3 |
| Human Rights Law and Conflict Resolution | B7 | | • | 3 |
| Organization and Management 1 | B8 | | • | 3 |

Please note: Professional English and Professional Skills are courses that continue two semesters. The credits indicated are credits for a full year. Should you stay for one semester you can take the course, however special arrangements and conditions for exams and credits may apply.

Courses IPM Year 2

| Courses | Code | Semester C | Semester D | Credits |
|--|------|------------|------------|---------|
| Advanced Professional English | C1 | • | | 3 |
| Dealing with Data | C2 | • | | 3 |
| Economics and Policy 1 | C3 | • | | 3 |
| Peace and Economy Building | C4 | • | | 3 |
| Intercultural Communication | C5 | • | | 3 |
| Economics and Policy 2 | C6 | • | | 3 |
| Advanced Professional English | C7 | • | | 3 |
| Conflict negotiation, mediation and resolution | C8 | • | | 3 |
| Project Management | C9 | • | | 2 |
| Conference Project Proposal | C10 | • | | 2 |
| Organization and Management 2 | C11 | • | | 3 |
| Advanced Professional English | D1 | | • | 3 |
| Conference Project Plan and Pitch | D2 | | • | 2 |
| Governmental Accounting | D3 | | • | 3 |
| Ethics | D4 | | • | 3 |
| Comparative Public Administration | D5 | | • | 3 |
| Advanced Professional English | D6 | | • | 3 |
| Project Event and Evaluation | D7 | | • | 3 |
| Global Sociology 2 | D8 | | • | 3 |
| Human Resources Management | D9 | | • | 3 |
| International Economic Relations | D10 | | • | 3 |

Courses IPM Year 3

| Courses | Code | Semester E | Semester F | Credits |
|--|------|------------|------------|---------|
| Free Minor Space | E1 | • | | 15/15 |
| E-Governance | F1 | | • | 3 |
| European Public Management 1: EU history, treaties and institutions | F2 | | • | 4 |
| European Public Management 2: EU institutions, law, and policy processes | F3 | | • | 3 |
| Financial Management 2 | F4 | | • | 3 |
| Policy Advice Skills 1 | F5 | | • | 2 |
| European Public Management 3: EU research | F6 | | • | 4 |
| European Public Management 4: EU internal policies | F7 | | • | 3 |
| Financial Management 3 | F8 | | • | 3 |
| Advanced Research Skills | F9 | | • | 3 |
| Policy Advice Skills 2 | F10 | | • | 2 |

Exchange semester A - Course descriptions

A1. PROFESSIONAL ENGLISH

Content, mode & assessment

Professional English is a first-year course with a focus on developing English communication skills for use in academia and the workplace. Classes are interactive, practical lectures whereby various modes of communication will be studied – everything from newspapers, academic articles, online sources and multimedia (where possible). Special attention is given to critical reading and writing skills as well as vocabulary and grammar development (as far as possible within the context of a large lecture/group).

The course comprises four focus areas, grouped by semester. In the first semester students work on business writing skills, deepening their knowledge of writing techniques and the different forms of business correspondence. They also learn speech writing and speech analysis skills, and this culminates in a practical opportunity. The second semester entails writing for online purposes and includes the writing of a press release. Students also work on a critical essay in which they analyse news sources for bias and explore rhetorical/persuasive devices.

It is important to note that students are expected to be on at least a B2 level for English, with C1 and higher preferred (Cambridge English Scale). Should you not (yet) meet the minimum requirements, it is advised to pursue extra lessons.

Learning Goals

- Students demonstrate their professional use of the English language (written and verbal skills).
- Students are able to write a range of texts for different purposes (for use in the public sector and beyond) i.e. essays, memos, letters, proposals, newsletters, press releases, web copy etc.
- Students demonstrate a professional vocabulary and can recognize and produce new vocabulary items.
- Students are able to clearly articulate themselves verbally for professional conduct in English (by means of presentations, speeches, feedback sessions, class discussions and debates).
- Students are able to improve the coherency and cohesion of written texts.
- Students demonstrate sensitivity to the nuances of the English language and can employ the right tone and style given the purpose.
- Students are able to demonstrate inference skills, scanning skills, context-cue skills and information synthesizing skills to critically analyse all forms of communication.

Literature

- Swain, J., & Swain, K. (2015). *Effective Writing in the Public Sector*. New York: Routledge.

Teachers

Ms. Joss

A2. PROFESSIONAL SKILLS

Content, mode & assessment

The course aims to guide the student in effective studying and the successful completion of their study. With the help of the skills programme, students discover whether the program and the profession fit their ambitions and possibilities. There is also attention to talent development and thus preparation for the future. The skills program supports the student in the self-management of his (study) career. Skills can be divided

into several elements: guidance of the study progress, guidance in career development and guidance in professional development.

Learning Goals

Semester 1:

- The student can identify own strengths and weaknesses with regard to study skills, make a personal study plan and schedule
- The student has essential information literacy skills, knowing where to search and find information and how to produce academic (APA) references
- The student is able to keep an overview despite disappointments or time pressure.

Semester 2:

- The student can prepare and hold an effective presentation
- The student can evaluate own learning progress and identify in what direction in the field of public administration they would like to develop further

Literature

- Grit, R., Mollema-Reitsema, M., Van der Sijde, N. (2012). *Managing your competencies* (third edition). Groningen / Houten, Noordhoff Uitgevers bv.

Teachers

Huizinga, Pearce, Audenaerde, Lara

A3. INTRODUCTION TO PUBLIC ADMINISTRATION

Content, mode & assessment

Why do governments exist? What is a public good? How do bureaucracies function? Who makes decisions about public policies? These are some of the questions continuously facing and inspiring students and professionals of “International Public Management”.

The course “Introduction to Public Administration” (IPA) provides answers. It has been designed to help new students understand a number of dimensions and essential concepts which other, follow-up courses will build on. As such, IPA is an earmarked course: You must pass it in order to stay in IPM. To give justice to the importance of this course – and the fact that different students have different learning styles and preferences – there are two assessments: You’ll sit a closed-book exam half-way and will produce a portfolio of written assignments at the end of the course. Both components together determine your grade. IPA consists of lectures and workshops in which you are expected to participate actively. This requires reading the relevant chapter of the textbook (de Vries 2016) in advance of each teaching unit.

Learning Goals

By the end of the course, students are able to

1. Using the concepts of public goods and regime types, explain why governments exist and take different forms
2. Describe main types of government structures in terms of politico-administrative levels and historical growth
3. Explain characteristics and the role of bureaucracies
4. Describe models of public sector decision-making
5. Write short academic papers summarizing their findings from simple desk-research and an interview
6. Analyze, using own examples, systems of recruitment and promotion in a public sector organization
7. Explain, using own examples, key categories of public sector employees and motivations.
8. Illustrate, using own examples, how public policies contribute to solving societal problems

Literature

- Vries, M. de (2016). *Understanding public administration*. Basingstoke: Palgrave Macmillan.

Teachers

Mr. Niemann

A4. PROJECT 1.1 GLOBAL HEALTH

Content, mode & assessment

The international public issue we will address in Project 1.1 (term 1) and Project 1.2 (term 2) is Global Health. Project 1.1 will provide students with an overview of the most important health challenges facing the world today. New and emerging infectious diseases, changing disease patterns, rising costs of healthcare – these are problems that add complexity to the already considerable health challenges the world is facing today. Many diseases do not stop at national borders, and most health problems have social, political and economic impacts. The world is more than ever in need of a vision of health that spans the globe.

In the first term of the project (1.1) students will gain insight into how health challenges have changed over time and discuss the likely determinants of such changes as well as examining future projections. Throughout approximately ten weeks, students will need to practice their reasoning and research skills in dealing with this global-scale theme. The goal is to gradually build experience in conducting, structuring and reporting research in order to solve, or understand, health -related public management cases or problems.

Learning Goals

- Describe and distinguish the relevant concepts, theories and issues connected to the project's theme;
- Apply the necessary skills (research, reasoning, analytical) in the analysis and discussion of health care and health-related policies.

Literature

1. Cohen and Kennedy (2007). *Global Sociology* (2nd edition). New York: Palgrave, Chapter 11 (mandatory)
2. Tony Barnett and Alan Whiteside (2006). *AIDS in the 21st Century* (2nd edition). New York: Palgrave Macmillan (recommended; Chapters 3, 5 and 14 mandatory)
3. Sheldon Watts (2003). *Disease and Medicine in World History*. London: Routledge (recommended)

Teachers

Mr. H. Lara

A5. RESEARCH SKILLS

Content, mode & assessment

PM is preparing you to become a public manager or policy maker. Good public managers make policies that are based on sound research and reliable information that is gathered in a structured and consistent way.

Today's public managers are faced with a variety of complex problems and issues to deal with. Research and research skills contribute to both the analysis of complex problems as finding one or multiple approaches to solving them.

International Public Management

Exchange 2020-2021 – version 1.0

The Hague University of Applied Sciences, April 2020

Research usually starts with a thorough description in which the problem is stated: the problem statement, or, in other words, the reason for doing the research. That formulation of the problem should lead to a research question: the question to which the research must provide information in order to answer the question.

Research is never done merely for the sake of it: you should always have a particular goal in mind. With applied research, the research objective is usually to collect information that can be put to practical use: to serve practical goals. This course will introduce to what sound research is and provide you with the skills to design and carry out basic research.

Learning Goals

- the student develops a critical attitude towards public issues, events and information from a variety of (international) sources;
- The student is able to define a research topic in the field of public policy and formulate focused research objectives and to design a main research question with sub questions;
- The student is able to conduct basic desk research on a research topic using international sources and including multiple (international) angles and report the results;
- The student is able to correctly choose and research techniques/ instruments and apply them correctly to different types of research questions;
- The student is able to design a simple research instrument (survey, topic guide, observation form)
- The student is able to identify and apply basic academic standards, including referencing and the principle of avoiding plagiarism.

Literature

- Verhoeven, N. (2015), *Doing Research. The Hows and Whys of Applied Research*, 5th edition. The Hague : Boom Lemma.

Teachers

Mr. Audenaerde

A6. COMPARATIVE POLITICS

Content, mode & assessment

The aim of this course is to make students of International Public Management familiar with key concepts of political science and with the organization of politics in countries around the world. Knowledge about differences and similarities among political actors and systems throughout the world allows the future International Public Manager to critically reflect on the existing classifications of countries, government institutions and forms of political organization.

By the end of the course, students are expected to have a basic knowledge of the main concepts and classifications used in political science, as well as to have broadened their understanding of the political world.

Learning Goals

- The student is able to define key concepts of political science, such as politics, government, governance, power, the state, authority and legitimacy.
- The student is able to identify and recognize the main characteristics of a state, democracy and authoritarian rule
- The student is able to identify and recognize key features of political institutions, such as constitutions and courts, legislatures, executives, sub-national government, and political culture

- The student is able to identify and recognize the main features of political processes, such as political participation, political communication, political parties, elections, voting behaviour, and interest groups.

Literature

- Hague, R. & Harrop, M. (2013). *Comparative Government and Politics. An Introduction*, 10th edition. Basingstoke: Palgrave Macmillan.

Teachers

Mr. Audenaerde

A7. MODERN HISTORY AND INTERNATIONAL INSTITUTIONS

Content, mode & assessment

Knowledge of International Relations is of key importance for an IPM professional. This course combines a *historical approach* with an *institutional approach*. We will address such major events as the First World War, the Second World War, the Cold War and its aftermath. These events have shaped the world as we know it today.

Next to the historical approach we will discuss the rise (and sometimes the fall) of international institutions that emerged as a reaction of the trials and tribulations of the time. That means we will put into perspective such institutions as the United Nations and its precursor, the IMF, the World Bank, NATO, The European Union, etc. We will address global governance and present a typology of international organizations. These can be GO's and NGO's.

At the end of this term, you have learned about the history of the western world till today, and you can put into perspective the origins and current functions of key international institutions regarding safety and security, economic prosperity, and international cooperation. The course will also deal with the challenges these organizations face in our time.

Learning Goals

By the end of the course, students will be able to

- Reproduce main political events in world politics 1900-2018;
- Describe the historic relations between Europe – USA – Russia and its significance to the security of today's world
- Identify key global governance actors, their origins, current functions and challenges
- Explain the ways in which states, IGOs and non-state actors such as NGOs and companies influence international relations and international trade

Literature

- Karns, Margaret P., Karen A. Mingst, and Kendall W. Stiles (2015). *International Organizations: The Politics and Processes of Global Governance*. Boulder: Rienner.
- Sheehan, James (2008). *Where have all the soldiers gone? The transformation of modern Europe*. New York: First Mariner
- Tilly, C. (1985) 'War Making and State Making as Organized Crime', in Evans, P.B., Rueschemeyer, D., and Skocpol, T. (eds.) *Bringing the State Back In*. Cambridge: Cambridge University Press, pp. 169–191.

Teachers

Mr. Huizinga
Mr. Niemann

A8. INTRODUCTION TO ECONOMICS

Content, mode & assessment

Public managers are routinely faced with the market realities of the regional economies of their communities, and must often make decisions in the face of scarcity. The problem of choice constrained by scarcity is the fundamental economic problem. A sound knowledge of the fundamentals of economics is essential for all public managers, regardless of their areas of concentration. This course is designed to familiarize you with basic economic theory and will include the identification of the forces that make markets work, the results of their behavior and the application of supply and demand to real world situations.

Learning Goals

The student is able to:

- identify the scope and method of economics.
- explain the economic problem: scarcity and choice.
- explain the concepts demand, supply and market equilibrium.
- identify market imperfections and explain the role of government.
- explain the main concepts of unemployment.

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster, *Principles of Economics*, 12th global edition, Pearson Prentice Hall, 2017 (ISBN- 13: 978-1-292-15256-1).
- Additional literature provided on Blackboard.

Teachers

Ron Crijs

A9. INTRODUCTION TO LAW

Content, mode & assessment

Our behaviour towards others is controlled, directly and indirectly, through moral standards, religious doctrines, social traditions and legal rules (Harris, 2016, p.3.). When do moral standards, social traditions and rules become law? What is law? Who decides what is law? Where can we find law and what are its functions in society? And who is competent to make law? Is there a universal law or are there many diverse (and contradictive) legal rules? This course aims to answer these and related questions. The course also introduces the major areas of substantive law: criminal, administrative and civil, and an overview of both civil and criminal procedure is also provided. In the seminars different legal systems will be discussed. Finally, the student will be introduced in legal vocabulary, legal reasoning and writing.

Learning Goals

- To argue why studying law is relevant for IPM
- To reproduce and recognize the four purposes / functions of law (in a given context)
- To reproduce the main (legal) concepts (see concept list)
- To reproduce and recognize the sources of law
- To recognize and explain the difference between civil law and common law
- To analyze a basic legal problem in light of different legal traditions and systems
- explain basic court procedures used in civil, administrative and criminal cases
- To demonstrate a basic understanding of major areas of substantive law
- To use legal terminology

Literature

- Ph. Harris (2016), *An Introduction to Law* (Cambridge University Press, eighth edition)
- J. Merryman and Pérez-Perdomo (2007) *The Civil Law tradition. An introduction to Legal Systems of Europe and Latin America* (AVAILABLE AT THE HHS LIBRARY)
- Additional material provided on blackboard

Teachers

Ms J. van der Velde

A10. PROJECT 1.2. GLOBAL HEALTH

Content, mode & assessment

The international public issue addressed in Project 1.1 (term 1) and Project 1.2 (term 2) is Global Health. In the second part of the project (1.2) students will need to practice their reasoning and research skills in dealing with a global-scale, health-related problem: HIV/AIDS.

In term 2, students are required to do research on the HIV/AIDS situation of a country of their choice. At the end of the term, there will be a roleplay exercise in which students will propose a policy plan (based on their research results) to decrease the incidence and prevalence of HIV/AIDS around the world.

Learning Goals

- Display the necessary skills (research, reasoning, analytical) in the analysis and discussion of Health-related policies, specifically HIV/AIDS policies.
- Apply teamwork in the form of a role-play about global policies on HIV/AIDS.
- Apply negotiation in the form of a role-play about global policies on HIV/AIDS.
- Apply debate skills in the form of a role-play about global policies on HIV/AIDS.

Literature

- Tony Barnett and Alan Whiteside (2006). *AIDS in the 21st Century* (2nd edition). New York: Palgrave Macmillan (recommended; Chapters 3, 5 and 14 mandatory)
- Sheldon Watts (2003). *Disease and Medicine in World History*. London: Routledge (recommended)

Teachers

Mr H. Lara

Exchange Semester B - Course descriptions

B1. CIVIL WAR AND CONFLICT STUDIES

Content, mode & assessment

The course Civil War and Conflict Studies offers a general introduction to the other peacebuilding courses in the IPM program. It does so by addressing questions like these:

- What is conflict or civil war?
- What causes conflicts or civil wars?
- What are the dynamics of civil wars?
- How to understand the 'new wars' that are currently raging in countries like Syria, Mali and the Central African Republic?

Questions like those are the subject of much debate in conflict studies. Factors that are generally taken to characterize the 'new wars' are mostly seen as different from traditional warfare, including the involvement of non-state armed actors and rebel groups, new forms of financing, and the deliberate targeting of civilians. This course takes up the main challenges of studying civil war and contemporary conflict trends, with a particular focus on the onset, severity and termination of civil war.

Learning Goals

- To describe the main concepts related to civil war and conflict studies;
- To explain the differences between 'old' and 'new' wars;
- To formulate causes, dynamics, and possibilities of containment or prevention of armed conflict;
- To reproduce the main challenges after armed conflict;
- To apply this theoretical knowledge to concrete contexts, demonstrating contextual analytical skills; and
- To reproduce the connection between the theory and the given cases of the seminars.

Literature

- Ramsbotham, O., Woodhouse, T., and Miall, H. (2011). *Contemporary Conflict Resolution, The Prevention, Management and Transformation of Deadly Conflicts*. Cambridge: Polity. [Third Edition] ISBN: 978-0745649740.

Teachers

Ms. vd Velde

B2. GLOBAL SOCIOLOGY 1

Content, mode & assessment

In the last two decades, we have witnessed a number of events of truly global significance. The process of global transformation is still underway, mainly in the form of a "time-space" compression, or the shrinking of distance by better, faster, and cheaper forms of travel and communication. This has led to an enhanced interconnectedness of economic and social processes and to an increase in the pace of human life. The aim of this course is to examine a wide variety of contemporary issues and themes from a global, sociological perspective.

This perspective includes interpretations of an increasingly globalized world (history and modernization, global economy, state formation and nationhood) and also the examination of inequalities and divisions created by global processes (uneven development, class, gender and race).

Learning Goals

- Define key terms and concepts and apply them to current-day themes and discussions.
- Recognize different theories explaining the origins, significance and application of the key concepts and terms.
- Structure, organize and present ideas and arguments, using concepts and theories discussed during the course (written and orally)

Literature

- Cohen, Robin and Paul Kennedy, *Global Sociology*. 3rd. ed., New York: Palgrave Macmillan, 2013. (Second edition is also accepted).

Teachers

Mr L. Niemann

B3. PUBLIC POLICY MAKING 1: ANALYSING POLICY PROCESSES

Content, mode & assessment

Virtually everything that governments do and don't do can be described in terms of public policies. There are different types of policies as some are 'carrots and sticks' aimed at regulating societal affairs while others concern the (re)distribution of money and resources.

Where do policies come from? Major policy changes such as those leading to new laws may stem from an orderly, explicit cycle where competing ideas are proposed, decided on, implemented and finally evaluated. In reality, however, policymaking is often messy, intransparent, and even influenced by unconscious assumptions. Government policies are often ambiguous and may contradict each other.

Public managers, to function successfully, need to be familiar with policymaking options and mechanisms. This involves understanding policy types, roles of public servants and decision-makers but also that of many other actors, formal and informal, who try to put issues onto the public agenda and influence the design and implementation of public policies.

This course's main goal is to help students understand key concepts and acquire basic skills needed to analyze policymaking processes. We focus on democracies yet also give room to address cases from other regimes. To teach knowledge and skills, we combine lectures and workshops. Students' learning performance is assessed through a portfolio of assignments.

Learning Goals

At the end of the course, students will be able to:

- analyse and summarise the roles and activities of official and non-official actors such as interest groups in different settings
- research and describe reasons for policy change and the influence of history and context
- identify and compare intended and unintended effects of different policy types and instruments
- Explain different uses of policy evaluation in relation to the theoretical model of policy cycle

Literature

- Birkland, Th. (2016). *An introduction the policy process. Theories, concepts, and models of public policy making*. New York / London : Routledge. Fourth edition.

Teachers

Mr. Audenaerde

Mr. Niemann

B4. INTERNATIONAL LAW

Content, mode & assessment

In today's society law plays an increasingly important role. The importance of the law shows from the multitude of human activities, which are subject to rules of law in one way or another.¹ For public administrators also, knowledge of the law became increasingly important. After all, in laws and regulations the foundations of the state and government (state law) are formalized, the 'rules of society' are formulated (criminal law), the (basic) rights of citizens can be found, and finally they establish the relationship between government and citizens (including administrative law), and between States and other entities.

Our governments are subject to international law. Each public administrator must therefore understand the importance of international law in society, the importance of law for the citizen and the importance of law for the functioning of the government. But what is the law really? Which jurisdictions are there? And how does it work? This course aims to give answers to these and similar questions. This course aims to give the student a complete picture of the variety of for public administration relevant areas of international law. Furthermore, the course aims to familiarize students with the main themes within these jurisdictions. Finally, this course promotes knowledge of legal terminology.

Learning Goals

1. explain the relevance of public international law for an IPM student;
2. a. explain the 4 functions and purposes of law (establishing standards, maintaining order, protecting liberties and rights and resolving disputes¹) in a (democratic) society;
b. recognize the functions and purposes of law in a given case
3. a. explain the basic principles of international law (i.e. rule of law, jurisdiction, territory and international personality);
b. explain the basic principles environmental law, state responsibility, law of the sea and the use of force;
4. a. describe the 4 main sources of international law;
b. identify and apply the 4 main sources of international law in a given case/context;
5. identify breaches of international law in a given case/context;
6. produce legal reasoning/argumentation in given case/context;
7. explain (relevance of) arbitration and judicial settlement of international disputes.

Literature

- Rebecca MM Wallace and Olga Martin-Ortega (2013) *International Law*. (Seventh Edition), Sweet & Maxwell. Additional readings: see Blackboard

Teachers

Ms. vd Velde

B5. FINANCIAL MANAGEMENT 1

Content, mode & assessment

Financial accounting is aimed at providing financial information to external stakeholders, such as shareholders and banks. Investors can assess how management has performed its tasks and can use the financial information as a basis for future investment decisions, though they should realize that financial statements always relate to previous years.

A balance sheet shows assets and liabilities. Each organization prepares a balance sheet once a year to show stakeholders the organizations financial position. After the balance sheet has been prepared, subsequent financial facts will mean it has to be changed. We will show how financial facts will be recorded in order to prepare a new balance sheet at the end of the year. This balance sheet will then show the

¹ <http://www.businesslawbasics.com/chapter-3-purposes-and-functions-law-1> (Accessed 15/01/2015)

starting position for the following accounting year. In this introductory course students familiarize themselves with the accounting process and the way in which financial facts are recorded manually.

Learning Goals

- Prepare journal entries and record them in the ledger system.
- Prepare the trial balance, a classified balance sheet and a classified income statement.

Literature

- Introduction to the Accounting Process, C.A.M. Klerks-van de Noulant, H.J.M. van Sten-van 't Hoff, A. Tressel, 2010, first edition, Noordhoff Uitgevers, ISBN: 978-90-01-78923-7.

Teachers

Mr. Pearce

B6. PUBLIC POLICY MAKING 2: DESIGNING POLICY

Content, mode & assessment

Building on the introductory course 'Public Policymaking 1 – Analyzing Policy Processes' taught in Term 3, this follow-up course is about policy design.

When designing a policy, defining a goal is an essential first step. Public managers also need to have a story on what causes a given problem, and how particular responses would alleviate it. On the basis of a causal model, policy makers must develop a strategy and choose tools: Should they issue a law, for example? Or rather produce a service? Or levy a tax? Or provide some loan or subsidy? Or just inform people and persuade them to change their behaviour?

A related question that policy makers inevitably will have to address is concerns target groups: Who exactly are the people, companies or organizations that need to be regulated, be provided with a good, be charged higher or lower taxes, be given a loan or subsidy, be informed and persuaded?

Finally, policymakers need to think about how to put the policy into effect: Should they impose it in a top-down way? Or should the target group or lower-level civil servants and institutions play a main role?

In a group assignment, students will adopt the role of (advisors for) policy-makers, and design a policy for an issue assigned to them. To communicate their proposed design, each group will write up a policy plan and produce an animated video presentation.

Learning Goals

At the end of the course, students will be able to:

- Develop work arrangements for every student to be a productive member of a randomly allocated group
- Research, understand, and describe the context, actors, and challenges of a given policy issue
- Propose policy goals and elaborate a logically sound causal model underpinning these
- Make a deliberate choice of policy instruments, sharply defined target groups, and recommendations for an implementation strategy
- Communicate their findings in a well-written, visually attractive policy advice paper and accompanying video animation

Literature

- Birkland, Th. (2016). *An introduction the policy process. Theories, concepts, and models of public policy making*. New York / London : Routledge. Fourth edition.

Teachers

Mr. Niemann

B7. HUMAN RIGHTS LAW AND CONFLICT RESOLUTION

Content, mode & assessment

Human rights violations are both a cause and a consequence of conflict. This course on human rights law and conflict resolution therefore takes a closer look at the linkages between human rights and conflict. It will introduce the key concepts and main institutions and actors with regard to human rights, human rights law and humanitarian law in the context of conflict zones. What are human rights, and how did we 'get' them?

The course also looks into the politics of human rights, as well as the different legal and policy approaches for human rights in zones of conflict. Therefore the course also discusses humanitarian law.

Human rights are intended to protect individuals from the state, but as became clear during the course "Civil War and Conflict Studies", non-state actors such as rebel groups and businesses also play a considerable role in conflict. What are their roles? How can they violate human rights? What can be done about this?

Other non-state actors involved in human rights are human rights NGOs. Both at the local level in conflict situations and at the international level, such NGOs fight for human rights and try to bring violators to justice. How do they do this?

Finally, of course important are also the tribunals and courts that try human rights violators. There is a variety of courts and tribunals, both nationally and internationally involved. These may be courts set up specifically to deal with the violations during a particular conflict. Other courts, like the International Criminal Court, are of a more general nature. This course looks into all these various courts, and will investigate their strengths and weaknesses.

Learning Goals

- identify and describe the key concepts and main institutions and actors with regard to human rights, human rights law and humanitarian law in the context of conflict zones;
- identify and describe human rights human rights violations, strategies and the most common policy options with regard to human rights in conflict zones;
- apply human rights approaches to a given geographical and chronological context;
- write a realistic and concrete advisory report in the role of a legal / policy staff member from Amnesty International; and
- using human rights concepts, formulate legal courses of action to adopt in a given context in line with the interests of the chosen audience.

Literature

- Sriram, C.L., Martin-Ortega, O., and Herman, J., (2014). *War, Conflict and Human Rights: Theory and practice*. London & New York: Routledge. [3rd edition] ISBN: 978-1138234291

Teachers

Ms. vd Velde

B8. ORGANISATION AND MANAGEMENT 1

Content, mode & assessment

Organizational behaviour will be the central theme of this course.

Firstly, we will start with the individual in organizations. We will discuss individual differences and motivating employees. Secondly, we will deal with leadership and team behaviours. Developing and leading teams will be outlined. Thirdly, we will elaborate on cultivating organizational culture and organizational change.

Learning Goals

- Describe the key terms and concepts with regard to individual differences.
- Describe the key terms and concepts with regard to motivating employees.
- Describe the key terms and concepts with regard to developing and leading teams.
- Describe the key terms and concepts with regard to organizational culture and organizational change.

Literature

- Slocum, J and D Hellriegel (2011). Principles of Organizational Behaviour. 13th international edition. Boston: Cengage learning, ISBN: 978-0-538-74334-1.
- In addition: Articles to be published on blackboard.

Teachers

Mr. Crijns

Mr. Niemann

Exchange Semester C - Course descriptions

C1. DEALING WITH DATA

Content, mode & assessment

Statistics describe a set of tools and techniques that is used for describing, organizing and interpreting information or data. Descriptive statistics are used to organize and describe the characteristics of a collection of data. The collection is sometimes called a data set or just data. You will be introduced to the importance of hypothesis testing, what different types there are, the function of hypothesis, and why and how these are tested. We will get to the topic of probability, represented by a discussion of the normal curve and basic principles underlying probability. This helps us define how likely it is that some event will occur.

Learning Goals

- Computing and describing averages => understanding and selecting a measure of central tendency, computing the mean, mode and median for a set of scores.
- Describing variability => why variability is valuable as a descriptive tool, how to compute the range, standard deviation en variance.
- To create and explain histogram and polygon, different types of charts and their uses.
- Describing what correlations are and how they work => how to compute a simple correlation coefficient, how to interpret the value of the correlation coefficient.
- Explaining hypothesis => the difference between a sample and a population, the importance of the null and research hypotheses, the criteria for judging a good hypothesis.
- Explaining probability => what the normal, or bell-shaped, curve is and what its characteristics are, how to compute and interpret z scores.

Literature

- Statistics for people who (think they) hate statistics, Neil J. Salkind, 6th edition, SAGE, ISBN: 9781506361161.

Teachers

Mr. Crijns

C2. ECONOMICS AND POLICY 1

Content, mode & assessment

National economic policy affects the sum of all markets. Actually, most changes in any public policy have an economic side, if only through budgetary and fiscal impact on the whole of a country's economic behavior as displayed by households and producers. In order to adequately understand the aggregate workings of a national economy, a degree of model-wise thinking is necessary. This course deals with macro models primarily by means of graphical analysis, and highlights the relation of these models to (time series of) economic indicators. This course will start out building a simple closed-economy perspective, but will ultimately extend the model to include some straightforward international elements.

Learning Goals

The general aim of this course is to provide the students with the understanding of macro-economic concepts relevant to national and international policy-making, and to assure their basic skills in utilizing an economist's toolkit for analyzing economic policy within a macroeconomic model. By the end of this course, students are expected to be able:

- Reproducing the most important concepts in macroeconomics
- Explaining the connections between the functioning of product, factor and money market(s)
- Identifying the role of government in the macroeconomic markets
- Describing the difference between a closed economy model and an open economy model
- Explaining the macroeconomic consequences (in terms of key economic indicators such as output, income, government budget, unemployment, inflation and interest rates) of isolated shocks or policy changes in a standard model setting.

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster, Principles of Economics, 12th global edition, Pearson Prentice Hall, 2017 (ISBN- 13: 978-1-292-15256-1). Additional reading and data provided online

Teachers

Mr Pearce

C3. ADVANCED PROFESSIONAL ENGLISH

Content, mode & assessment

Advanced Professional English is a second-year course comprising four main subject areas building on skills garnered in the first year. Students will develop advanced English communication skills for use in academia and within the workplace. All classes, as in the first year (Professional English), are interactive sessions whereby various modes of communication will be studied – everything from news articles, academic articles, online sources and multimedia (where possible). Special attention is given to critical reading and writing skills as well as vocabulary development and grammar within the context of the given focus areas.g

The course comprises four main focus areas grouped by semester. In the first semester students develop their critical reading and writing skills by examining newsworthy topics and appropriate academic vocabulary. They also build on their speechwriting and analysis skills culminating in a practical opportunity. The second semester entails writing a newsworthy article on a Public Management topic. Students also further refine their writing skills, this time deepening their knowledge of writing techniques and the different forms of correspondence relating to job applications.

It is important to note that students are expected to be on at least a B2 level for English, with C1 and higher preferred (Cambridge English Scale). Should you not (yet) meet the minimum requirements, it is advised to pursue extra lessons.

Learning Goals

- Students demonstrate their professional use of the English language (written and verbal skills). Non-differentiating; anyone who *improves*, passes?
- Students are able to write a range of texts for different purposes (for use in the public sector and beyond) i.e. essays, memos, letters, proposals, newsletters, press releases, web copy etc.
- Students demonstrate a professional vocabulary and can recognize and produce new vocabulary items.
- Students are able to clearly articulate themselves verbally for professional conduct in English (by means of presentations, speeches, feedback sessions, class discussions and debates).
- Students are able to improve the coherency and cohesion of written texts.
- Students demonstrate sensitivity to the nuances of the English language and can employ the right tone and style given the purpose.
- Students are able to demonstrate inference skills, scanning skills, context-cue skills and information synthesizing skills to critically analyse all forms of communication.

Literature

- Swain, J., & Swain, K. (2015). *Effective Writing in the Public Sector*. New York: Routledge.

Teachers

Ms. Joss

C4. PEACE AND ECONOMY BUILDING

Content, mode & assessment

Actors in civil wars rely heavily on various means of war-related income, drawn for example from oil, diamonds, drug and human trafficking, or prostitution. This dependency greatly affects the economies of societies that are ridden by civil war. In facing war economies policymakers have to deal with a great number of challenges, if only because financing often connects to human rights abuse and global trade. This course studies the relevant policy areas and policy options in order to understand and transform war economies. What policy efforts have been developed to limit or regulate the trade in conflict commodities? Organized crime and violent conflict are intertwined. Illustrations of corrupt politicians and greedy foreign oil companies project an image of especially African countries locked in armed conflicts. Armed combatants take profit from business deals with criminal networks, reaching far beyond the civil war zones to global markets. Criminal markets connect to the violence of war. How, then, does the economy of conflict precisely connect to the violence of conflict?

Looting activities, as in Somalia, may link to economic interests, but they also tend to be inspired by the desire to revenge past atrocities and injustices. This ambiguity may impair peacebuilding and conflict transformation. What, then, are the operational options in response to war economies for policy makers in international organizations, national governments, and civil society? What policy mechanisms and strategies can be identified to deal more effectively with war economies in a perspective of peace? What are the policy biases in this field? How does all this effect everyday life for civilians? The course focuses on questions like these.

Learning Goals

At the end of the course, students are able to:

- Define and explain the concept of war economies and the main concepts that are related to it;
- Apply those concepts to concrete and contemporary contexts;
- Be able to use those concepts while operating a structured comparison of contexts;
- Identify the key challenges involved in conflict financing, both in conflict and in post-conflict situations;
- Identify the basic political, economic, social and juridical mechanisms underlying those challenges;
- Display, at a basic level, the analytical skills required from a policy maker when he/she has to respond to conflict financing.

Literature

All literature needed will be provided or students will be able to access it through the library.

Teachers

Ms. vd Velde

C5. INTERCULTURAL COMMUNICATION

Content, mode & assessment

In our globalizing world, public managers are frequently confronted with people of diverse cultural backgrounds. In international organizations, policymakers have to collaborate in teams that are mixed

culturally. So do students in the international classroom of IPM. This requires you to have the ability to communicate effectively and appropriately with people of other cultures.

To develop this ability, the Intercultural Communication will provide you with knowledge about cultures, foster the skills that you need to communicate effectively across cultural borders, and work on your attitude / behavior.

Learning Goals

- Identify and recognize main features of cultures
- Analyze an interview transcript and observations of human behavior through an intercultural prism
- Conduct a smooth and effective oral communication with people having other cultural backgrounds
- analyze critically the attitude / behavior they displayed during intercultural encounters

Literature

- Nunez, C., R. Nunez Mahdi, & L. Popma (2014). *Intercultural sensitivity. From denial to intercultural competence*. Revised edition. Assen : Koninklijke Van Gorcum. Supplementary literature and links to YouTube videos will be made available on BlackBoard.

Teachers

Mr. Audenaerde

C6. ECONOMICS AND POLICY 2

Content, mode & assessment

Moving one step beyond the micro- and macroeconomic basics as taught in the preceding economics courses, this course aims to extend students' ability to apply economic thinking to government-specific areas such as public choice, taxation and public expenditures. The key approach to these areas is welfare analysis, introduced in an accessible (non-mathematical) way. The economics of public expenditure will be addressed within the context of illustrative policy fields, such as health care, industrial policy, transportation, education or social security..

Learning Goals

- The student is able to identify selected Economic drivers of the world's economy with a particular emphasis on human resources, natural resources, technological development and social and political factors.
- The student is able to analyse macro- economic indicators of various countries
- The student is able to identify and interact with the core concepts of the Doughnut Economy

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster, *Principles of Economics*, 12th global edition, Pearson Prentice Hall, 2017 (ISBN- 13: 978-1-292-15256-1).
- Additional reading and data provided online

Teachers

Mr. Pearce

C7. CONFLICT NEGOTIATION, MEDIATION AND RESOLUTION

Content, mode & assessment

During the peacebuilding courses taught in the first and second year of their studies, you have learned to analyze conflicts and to propose strategies for solving them. Such strategies frequently employ three instruments: non-violent communication, principled negotiation and mediation. You can use those three instruments in a context of armed conflict, but also in many situations at your workplace and in your daily life.

In the Conflict Negotiation, Mediation and Resolution course, you will learn to apply those three instruments and to develop the attitude required to apply them.

Learning Goals

- Identify the main principles and techniques of non-violent communication, principled negotiation and mediation
- Apply those principles and techniques effectively while participating actively in simulated conflict settings
- Analyze critically the attitude / behavior they displayed while applying the principles and techniques in conflict settings

Literature

- Boardman, R., & A. Macnaughton, *Mediation pocketbook*. Can be bought as an Ebook for 9 euros at <https://www.pocketbook.co.uk/product/mediation-pocketbook/>
- Fisher, R., and W. Ury, *Getting to a Yes, Negotiation an agreement without giving in*. Pp. 7-72 . Downloadable from http://www.fd.unl.pt/docentes_docs/ma/AGON_MA_25849.pdf.
- Rosenberg, M. (2003). *Non-violent communication*. Second edition. Encinitas (Cal.): PuddleDancer Press.

Teachers

Ms. Van der Velde
Mr. Audenaerde

C8. PROJECT MANAGEMENT

Content, mode & assessment

Projects have become increasingly important in all areas of professional life. The public sector is no exception to this development. More and more areas in public administration and management are faced with issues or the execution of policies best served by a project-based approach. It is therefore crucial that students and professionals in Public Administration and Management are trained to understand and participate in project management.

This course offers both theoretical and practical approaches to projects. The primary focus is on the more practical aspects of the successful completion of projects. For this reason this course puts particular emphasis on the importance of careful preparation of a project and co-operation within the project team.

This course is the first part of a of larger whole, the so called "conference courses". In thProject Management course, students will concentrate on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management.

In follow-up course in the next semester, the entire IPM Year 2 has to devise one proposed Project Plan for the organization of a Conference deriving from the various Project Plans made by the class in the Project Management course.

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

Learning Goals

Students are able to:

- Explain and apply “the what, when, why and how” of projects and project management;
- Describe goals, stakeholders, accountability and the specific environment in which project management is set;
- Set up a project plan for a conference on a public and/ or societal relevant issue;
- Professionally work together in a project-based setting and self-manage progress, quality and results in project-based setting, both individually and as a project team;
- Present and motivate a viable project plan including, budgeting, planning and marketing plan

Literature

- Grit, R., (2011), *Project Management. A practical Approach*, 3rd edition, Noordhoff, Groningen/Houten, Chapter 1-2-3-4-5 (Part 1), ISBN: 978-90-01-79092-9

Teachers

Ms. van IJzendoorn

C9. CONFERENCE PROJECT PROPOSAL

Content, mode & assessment

The Hague University of Applied Sciences is part of the UNESCO global network of higher education institutions that strive to build inclusive knowledge societies through education, intercultural dialogue and a culture of peace.

Every year, the Academy of International Public Management organizes a debate series/ conference on a given theme. The focal point of IPM Project Event is to organize a conference on this theme, or on a related topic or sub-topic, to take place in the second semester.

The courses Project Conference Proposal and Project Management are the first of a series of educational modules in preparation for the IPM Conference.

Learning Goals

The student is able

- to conduct (desk)research within a pre-selected theme in order to select a viable and suitable topic for a conference using a variety of sources and taking into account multiple (international) perspectives;
- to identify and formulate aims and objectives for a conference;
- to demonstrate research skills in by means of producing an annotated bibliography consisting of various, international (academic) sources and case-studies;
- to design a preliminary conference program including suitable key note speakers for the conference;
- to prepare, develop and deliver presentations of the above mentioned learning goals

Literature

- In this course, students are strongly encouraged to use the literature prescribed for the following IPM courses: Civil War and Conflict Studies (year 1, semester 1), Human Rights and Conflict Resolution (Year 1, semester 2), Peace and Economy Building (Year 2, semester 3) and Conflict negotiation, mediation and resolution (Year 2, semester 3)

Teachers

Ms. van IJzendoorn

C10. ORGANISATION AND MANAGEMENT 2

Content, mode & assessment

Mintzberg distinguishes five basic parts of the organization. The operating core encompasses those members who perform the basic work related directly to the production of products and services. The strategic apex is charged with ensuring that the organization serve its mission in an effective way, and also that it serve the needs of those who control or otherwise have power over the organization. The strategic apex is joined to the operating core by the chain of middle-line managers with formal authority. In the technostructure we find the analysts who serve to achieve certain forms of standardization in the organization. A glance at the chart of almost any large contemporary organization reveals a great number of units that exist to provide support to the organization outside its operating work flow.

The synthesis of Mintzberg leads to five basic configurations. The Simple Structure is based on direct supervision, in which the strategic apex is the key part. The Machine Bureaucracy is based on standardization of work processes, in which the technostructure is the key part. The Professional Bureaucracy is based on standardization of skills, in which the operating core is the key part. The Divisionalized Form is based on standardization of outputs, in which the middle line is the key part. The Adhocracy is based on mutual adjustment, in which the support staff is the key part.

Learning Goals

- Identify the five coordinating mechanisms in order to explain the fundamental ways in which organizations coordinate their work.
- Explain the design parameters as the basic components of organizational structure.
- Explain how situational factors affects organizational structuring.
- Explain how a limited number of configurations account for most of the tendencies that drive effective organizations to structure themselves as they do.

Literature

- Mintzberg, Structure in Fives: designing effective organizations, Prentice Hall, ISBN: 0-13-855479-X.

Teachers

Mr. Crijns

Exchange Semester D - Course descriptions

D1. CONFERENCE PROJECT PLAN AND PITCH

Content, mode & assessment

This course is the second part of the so called “conference courses”. In first semester, students have concentrated on developing skills and deepening their knowledge regarding a project-based approach to assignments and project management in general. Students have also been introduced to current research and views to explain and contextualize the theme of the conference “Project conference Proposal”.

In the second semester, the entire IPM Year designs one Executive Project Plan deriving from the various Project Plans made by the various groups in the previous conference courses. In other words: at the start of the second semester final decisions will be made on the conference topic and content and an Executive Conference Project Plan will be finalized by the entire class. This final Project Plan will also be pitched (by means of a professional presentation, made and given by students) to potential sponsors and donors. Additionally, students have to set up their project organization, make decisions on division of (management) positions in the Organizational Chart, the division of tasks and labor and start with the preparations for the actual Conference.

Near the end of the semester, the IPM Year 2 group will be responsible (under tutor supervision) for the organization and actual execution of the IPM Conference. After the conference, students are required to evaluate the event and their individual roles in the organization leading up to the conference. After the conference has taken place, students are required to evaluate the event and their individual contributions and role in the organization leading up to the conference

After having been introduced to relevant literature and having performed research on a relevant topic, choosing a conference theme and developing a content and program for the conference students are expected to be experts on the theme and topic the conference is based on.

Additionally they have been introduced to and practiced their project management and organizational skills in order to start the preparations for the conference and have pitched their ideas to obtain funding for this project.

Learning Goals

Students are able to:

- To design viable executive project plan including budgeting, planning and marketing plan for a conference on a public and/ or societal relevant issue and to present and motivate this project plan in order to obtain funding from donors;
- To coordinate goals, stakeholders, accountability and the specific environment in which project management is set, leading to a coherent sequence of operations;
- To professionally work together in a project-based setting and to self-manage progress, quality and results in project-based setting, both individually and as a project team;
- To organize, manage and effectively execute the event/ conference;
- To evaluate the project's management, implementation and results

Literature

- Grit, R., (2011), *Project Management. A practical Approach*, 3rd edition, Noordhoff, Groningen/Houten, ISBN: 978-90-01-79092-9,

Teachers

Ms. van IJzendoorn

D2. GOVERNMENTAL ACCOUNTING

Content, mode & assessment

Who would be interested in governmental accounting who is not an accountant? The quick answers were obvious; investors, elected officials, financial and other managers working in government, and labour unions. On second thought, anyone who is impacted by a state or local government might have an interest in understanding what at times seems like the overly complex and confusing world of governmental accounting.

Learning Goals

- Explain what is meant by governmental accounting and to what types of entities it applies.
- Explain basic accounting concepts underlying all governmental accounting and financial reporting.
- Explain the principles of fund accounting.
- Explain the basic financial statements prepared by governments.
- Explain accounting for capital assets.

Literature

- Governmental accounting made easy, Warren Ruppel, John Wiley & Sons, 2nd revised edition, ISBN: 9780470411506.

Teachers

Mr. Crijns
Mr. Pearce

D3. ETHICS

Content, mode & assessment

As a public manager or policy maker you will frequently have to deal with ethical questions, like: is a certain policy morally right or wrong? A question like this can only be answered once you have raised it (i.e. once you have become aware that there is an ethical issue at stake), and once you have defined the ethical standards according to which you are going to judge whether the policy is right or wrong.

This course provides you with such standards. In fact, it familiarizes you with some of the main secular approaches of ethics in the Western world, like utilitarianism, deontology, and virtue ethics. Along with that, we will also address two important non-western ethical approaches: Islamic ethics and Confucian ethics. As it is a significant source of spiritual ethical guidance in we will also include Christianity in the course. The course teaches you how you can choose among these approaches in a deliberate, well-reasoned way.

Learning Goals

- To describe and explain some main ethical theories that are relevant for public administration.
- To analyze cases on the basis of elements of those theories.
- To make a well-argued choice amongst ethical standards drawn from those theories.
- In a specific case and taking into account those ethical approaches, to weigh professionally different policy options.

Literature

- Michael Sandel, *Justice. What's the right thing to do?* Farrar, Straus and Giroux, New York, 2009
- Bible, Gospel of St Matthew, chapters 5 to 7. Text to be found on BlackBoard.
- Azim Nanji, 'Islamic ethics', in: Peter Singer (ed.), *A companion to ethics*. Blackwell, Oxford, 1993. Chapter 9 (pages 106-118). Text to be found on BlackBoard.
- Some *surats* (versets) from the Quran. Text to be found on BlackBoard

Teachers

Mr. Huizinga
Mr. Audenaerde

D4. COMPARATIVE PUBLIC ADMINISTRATION

Content, mode & assessment

In a ministry in Nigeria, public managers work in different circumstances than in a ministry in Germany. This has to do with cultural differences, but also with differences in administrative systems. Some countries are highly centralized, with even very minor decisions all being taken by bureaucrats in the capital. In France, for example, it is the ministry of education in Paris which decides what color the wall should be painted in a local school in some remote province. In Scandinavia, this decision would typically be taken by a local authority at the lowest possible administrative level, and local citizens would have a say in it. Many countries attempt to reform their administrative systems. Some try to radically remodel them after private companies, whereas others almost totally resist this. Still others attempt to find a middle way, for example by giving executive agencies much freedom to elaborate their own strategies. In the Comparative Public Administration course, students will get a feeling of how such differences affect the daily work of public managers.

Learning Goals

At the end of the course, students should be able to:

- Reproduce the main features of the administrative systems of countries in Europe (and their former colonies);
- Compare the administrative systems of countries;
- Reproduce the main discourses and types of administrative reform in countries in Europe;
- Compare types of administrative reform.

Literature

- Kuhlmann, S., and H. Wollman (2014). *Introduction to comparative public administration. Administrative systems and reforms in Europe*. Northampton (Mass.): Edward Elgar. Pages 9-280.
- Vries, M. de (2016). *Understanding public administration*. New York: Palgrave Macmillan. Pages 51-63.

Teachers

Mr. Audenaerde
Mr. Crijns

D5. PROJECT EVENT AND EVALUATION

Content, mode & assessment

After having been introduced to relevant literature and having performed research on a relevant topic, choosing a conference theme and developing a content and program for the conference students are expected to be experts on the theme and topic the conference is based on. Additionally they have been introduced to and practiced their project management and organizational skills in order to start the preparations for the conference and have pitched their ideas to obtain funding for this project.

Finally, in term 4, the entire IPM Year 2 group will be responsible (under tutor supervision) for the actual organization and execution of a Conference.

After the conference, students are required to evaluate the event and their individual roles in the organization leading up to the conference

Learning Goals

Students are able to:

- To organize, manage and effectively execute the event/ conference;
- To evaluate the project's management, implementation and results.

Literature

- Determined by theme and content of conference
- Grit, R., (2011), *Project Management. A practical Approach*, 3rd edition, Noordhoff, Groningen/Houten. ISBN: 978-90-01-79092-9

Teachers

Ms. Van IJzendoorn

D6. GLOBAL SOCIOLOGY 2

Content, mode & assessment

The process of global transformation is still underway, mainly in the form of a “time-space” compression, or the shrinking of distance by better, faster, and cheaper forms of travel and communication. This has led to an enhanced interconnectedness of economic and social processes and to an increase in the pace of human life.

Similarly to Global Sociology 1, the aim of this course is to examine a wide variety of contemporary issues and themes from a global sociological perspective. In Global Sociology 2, this perspective will be broadened to include global experiences such as consumerism, hyper-urbanization, the role of the media and the role of religion. It will also include global challenges in regard to the environment, sustainable development, and universal rights.

Learning Goals

- Define key terms and concepts and apply them to current-day themes and discussions.
- Recognize different theories explaining the origins, significance and application of the key concepts and terms.
- Structure, organize and present ideas and arguments, using concepts and theories discussed during the course (written and orally)

Literature

- Cohen, Robin and Paul Kennedy, *Global Sociology. 3rd ed.*, New York: Palgrave Macmillan, 2013. (Second edition is also accepted)

Teachers

Mr. van Gestel

D7. HUMAN RESOURCES MANAGEMENT

Content, mode & assessment

All public and international organizations have to be properly staffed. Their staff has to be recruited, trained, appraised, coached and rewarded. This is the subject of human resource management (HRM). It is also going to be a part of the job that students will perform during their future work as an international public manager or policymaker.

The course presents the different elements of the HRM cycle from a strategic, international and public sector perspective.

International Public Management

Exchange 2020-2021 – version 1.0

The Hague University of Applied Sciences, April 2020

Learning Goals

- Perform a job analysis and write a job description for an internationally oriented job in a public sector or non-profit organization;
- Elaborate a rudimentary recruitment plan;
- For a given job, select a method for testing and selecting employees, and to support his choice of selection methods by providing sound arguments;
- For a specific target group, design a training program on the basis of the ADDIE method;
- For a specific position, elaborate a rudimentary appraisal program;
- Effectively conduct a counseling or appraisal interview
- Critically analyze one's own attitude / behavior displayed during the counseling or appraisal interview.

Literature

- Pynes, J. (2013). *Human Resources Management for public and nonprofit organizations: a strategic approach*. Fourth edition. San Francisco (Cal.): Jossey Bass.

Teachers

Mr. Audenaerde

D8. INTERNATIONAL ECONOMIC RELATIONS

Content, mode & assessment

Globalization and its impact are undeniably interlinked with economic forces. Nevertheless, a perfectly integrated world economy is still far away from international economic interactions as we know them. This course will offer an Insight in the meaning of borders and barriers to economic and trade relations as well as the institutional underpinnings of an increasingly global economy. It will also offer an introduction to economic theories of international trade, adding to the historical, political and ethical context of international economic relations

Learning Goals

- Explain the political and economic context of the historical development of international trade relations.
- Explain the value and limitations of economic theory applied in a policy context (trade and international monetary policy);
- Acquire and apply economic theory tools when dealing with the economic and financial aspects of international trade and international economic relations;

Literature

- Case, Karl E., Ray C. Fair, and Sharon M. Oster, *Principles of Economics*, 12th global edition, Pearson Prentice Hall, 2017 (ISBN- 13: 978-1-292-15256-1).
- R.M. Dunn & J.H. Mutti, *International Economics* (6th edition), Routledge, 2004, Chapters 7 and 8, pp 167-204. Available at the HHS library.
- B.M. Hoekman & M. Kostecki, *The Political Economy of the World trading System: the WTO and Beyond* (2nd edition), Oxford University press, 2001. Available at HHS library.

Teachers

Mr Jeroen Haans

Exchange Semester E - Course descriptions

E1. MINOR GLOBALISATION, GOVERNANCE AND DEVELOPMENT

Content, mode & assessment

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

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

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

Teachers

Mr L.H.H. Niemann



International Public Management

Exchange 2020-2021 – version 1.0

The Hague University of Applied Sciences, April 2020

Exchange Semester F - Course descriptions

F1. E-GOVERNANCE

Content, mode & assessment

This goal of this course to introduce IPM student to the opportunities and challenges of e-government and e-governance. It will provide a general overview of the core concepts of e-government and e-governance, their relevance, opportunities, challenges and risks.

The explosive entry of technology into everyday life has changed how people live, work and interact with businesses, governments and European and international institutions. IT is an important driver for governmental change in order to increase service to the public and effectiveness of policy instruments. The opportunities are numerous, from involving citizens with policy making to eradicating corruption. Yet, there are challenges too. Every new technology requires thoughtful implementation. In this course the risks of IT driven innovations will be discussed.

Special attention is paid to the use of IT for development countries. Those countries face a number of challenges (e.g. poor public services, unemployment, housing, crime and violence, health, education) that will only grow burdensome as populations grow. E-government can confront these challenges and improve overall governance. Furthermore new developments such as open data and circular economy will be introduced to students to broaden their mindset of the possibilities for sustainable economic growth.

Learning Goals

- The student is able to reproduce the key-definitions and basic theories regarding the concepts of e-government and e-governance.
- The student is able to reproduce a brief history-, the current state- and expected future developments around to the concepts of e-government and e-governance.
- The student is able to evaluate administrative and political aspects of e-government and e-governance.
- The student is able to examine current events and issues related to e-government and e-governance.
- The student is able to discuss perspectives and approaches to e-government and e-governance policies.

Literature

Documents will be made available through blackboard

Teachers

Mr. Zijderveld

F2. EUROPEAN PUBLIC MANAGEMENT 1: EU HISTORY, TREATIES AND INSTITUTIONS

Content, mode & assessment

The European Union is the most powerful regional organization in the world. It serves as a model to other regional organizations around the world, such as Caricom in the Caribbean, Ecowas in Africa, and Mercosur in Latin America. With its detailed directives, it affects the daily lives of its 508 million inhabitants. With its financial clout and soft power, it influences policies in the many states surrounding it, like Bosnia and the Ukraine, or trading with it, such as Japan, China or the USA. Knowledge of and familiarity with the EU therefore facilitates the professional life of a future International Public Manager, wherever he or she will be based.

The four courses in European Public Management offer students of International Public Management insight in the functioning of the European Union, its affairs, procedures and policy making processes.

Learning Goals

- Describe and explain the historic evolution of the EU;
- Describe the broad outlines of the Treaty framework of the EU;
- Describe and explain the functioning of the Commission;
- Describe and explain the functioning of the Council of the European Union;
- Describe and explain the functioning of the European Council.

Literature

- Nugent, N. (2017). *The Government and Politics of the European Union*. New York: Palgrave Macmillan. 8th edition.

Teachers

Mr. Huizinga

F3. EUROPEAN PUBLIC MANAGEMENT 2: EU INSTITUTIONS, LAW, AND POLICY PROCESSES

Content, mode & assessment

European Public Management offers students of International Public Management insight in the functioning of the European Union, its affairs and procedures and its policy making processes. Knowledge of and familiarity with these topics facilitates the professional life of a future International Public Manager. The EU is an ever increasing political and economic power with an impact stretching far beyond its territory.

Learning Goals

- Explain the core features of the legal framework of the EU and the EU's Courts.
- Explain the nature of the EU's policy portfolio and policy processes.
- Explain the core features of the European Economic and Social Committee, the Committee of the Regions, the European Investment Bank, the European Central Bank and the Court of Auditors.
- Explain the core features of the European Parliament.

Literature

- Nugent, N. (2017). *The Government and Politics of the European Union*. New York: Palgrave Macmillan. 8th edition.

Teachers

Mr. Crijns

F4. FINANCIAL MANAGEMENT 2

Content, mode & assessment

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Three overviews of the financial position of an organization are discussed. The balance sheet provides an overview of assets on one side and the provided capital on the other. The profit and loss

account provides an overview of revenue and costs over a certain period. We will deal with the essential difference between profit and cash flow. The cash flow statement presents an overview of the cash inflows and cash outflows over a certain period. Furthermore, we will discuss the following depreciation methods: straight line depreciation and accelerated depreciation.

Learning Goals

- To apply several depreciation methods;
- To produce the opening balance sheet (investment & financing plan) & closing balance sheet;
- To produce the profit & loss account;
- To produce the cash flow statement.

Literature

- Basics of financial management, Brouwers, M.P., Koetzier, W., third edition, 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839147.
- Basics of financial management, EXERCISES, Brouwers, M.P., Koetzier, W., Leppink, O.A., second edition 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839123.

Teachers

Mr. Crijns

F5. POLICY ADVICE SKILLS

Content, mode & assessment

Policy advice and recommendations are usually directed at shedding light on complicated issues for decision makers in the policy process. Such recommendations are issued by experts on a certain subject matter who may work in governmental institutions, consultancy firms, and many other types of organizations. To be successful as an advisor, one needs to have recognized expertise in a given field which includes knowledge of exemplary practices and research skills allowing one to analyze a new policy question. However, specific advisory skills – how to relate to a client, how to present one's ideas and findings through convincing written pieces and visualizations – are also crucial.

This course offers both theoretical and practical approaches to advisory skills in the public sector. The focus is on the practical aspects of producing a policy advice report.

Policy advice is typically aimed at providing “the advised party” (usually decision makers of some sort) with adequate, relevant and sufficient information and recommendations on the possibilities and consequences of various policy actions. Therefore, it is not just the recommendation itself that matters, but also its substantiation and anticipated (organizational, legal, financial, etc) consequences. All this will constitute an informed and carefully deliberated report.

The first part of this course will introduce general characteristics and types of policy advice and show students how to prepare frequently needed elements/ instruments for policy advice (i.e. problem definition, stakeholder analysis, a problem tree). The first part of the course focusses on the analysis of the status quo, the diagnosis of causes, effects, factors, actors and (pre)conditions that all interact within a policy issue and therefore constrain the direction or possible actions. After that, the course will address the process of developing scenarios and formulating final recommendations.

At the end of the course, students will be able to write a clearly structured advice paper containing problem definition (causes and effects), analysis of the problem (factors, actors and (pre)conditions), scenarios and well substantiated recommendations including specific policy instruments.

Learning Goals

- The student can write up a consultancy offer describing expertise and deliverables in response to real-world terms of reference (ToR);
- By identifying advisory needs, opportunities and target audiences, the student is able to select a policy issue that is suitable for a policy advice and articulate the demands/needs and to effectuate a diagnosis for a policy issue;
- The student is able to formulate a clear problem definition, central question for the policy advice and corresponding research strategies;
- The student can carry out a stakeholder analysis, design a problem tree to analyze causal relationships affecting their chosen policy issue, develop a substantiated cost-benefit analysis for proposed actions/ recommendations and produce an infographic with high informational value and visual appeal
- The student can analyse different approaches to the issue at hand, explaining and justifying the choice between different policy instruments for different purposes;
- The student can draw clear conclusions from their analysis and scenarios and translate these into concrete and feasible recommendations coupled to budgetary and time schedules and identify and clarify implementation needs arising from their recommendations;

Literature

All literature needed will be provided or students will be able to access it through the library.

Teachers

Ms. van IJzendoorn

Mr. Niemann

F6. EUROPEAN PUBLIC MANAGEMENT 3: EU RESEARCH

Content, mode & assessment

European Public Management offers students of International Public Management insight in the functioning of the European Union, its affairs, procedures and its policy making processes. Knowledge of and familiarity with these topics facilitates the professional life of a future International Public Manager. The EU is an ever increasing political and economic power with an impact stretching far beyond its territory.

Learning Goals

- Be able to approach questions of EU politics and governance in a holistic manner.
- Have a comprehensive knowledge about the chosen topic chosen for group research.
- Be able to understand and research complex EU issues.
- Be able to write an academic paper according to generally accepted quality standards.

Literature

- Nugent, N. (2017). *The Government and Politics of the European Union*. New York: Palgrave Macmillan. 8th edition. Additional reports regarding the topic chosen by the student.

Teachers

Mr. Crijns

Mr. Niemann

F7. EUROPEAN PUBLIC MANAGEMENT 4: EU INTERNAL POLICIES

Content, mode & assessment

European Public Management offers students of International Public Management insight in the functioning of the European Union, its affairs, procedures and its policy making processes. Knowledge of and familiarity with these topics facilitates the professional life of a future International Public Manager. The EU is an ever increasing political and economic power with an impact stretching far beyond its territory.

Learning Goals

- Explain the core features of the internal policies of the European Union.
- Explain the core features of the agricultural policy of the European Union.
- Explain the core features of the budget of the European Union.
- Explain the core features of the European Monetary Union.

Literature

- Nugent, N. (2017). *The Government and Politics of the European Union*. New York: Palgrave Macmillan. 8th edition.
- Chang, M, (2016), *Economic and monetary union*, 1st edition, Palgrave Macmillan, 1st edition

Teachers

Mr. Crijns

F8. FINANCIAL MANAGEMENT 3

Content, mode & assessment

Organizations need to invest in production facilities. These facilities generate a capital requirement and have to be financed. Several sources of capital are available. A distinction can be made between equity and liabilities. Liabilities refers to money an organization owes its creditors. It is also known as debt or credit. Credit providers receive interest. We discuss the factors that determine the rate of interest. We explain long-term liabilities and the most common types of short term liabilities. Long- term liabilities are liabilities that are available to the business for more than a year. We look at the most important source of credit for an organization, bank loans. We explain bonds, which are only available to big organizations. A financial statement analysis evaluates the volume and composition of the capital flows of an organization and assesses how capital requirements are satisfied. Financial statement analysis are conducted according to a number of financial variables. We will discuss the advantages and drawbacks of financial statement analysis. We will calculate and interpret profitability, solvency and liquidity ratios.

Learning Goals

- Explain the functioning of several types of long-term liabilities;
- Explain the functioning of several types of short-term liabilities;
- Be able to calculate liquidity, solvency and profitability ratios and interpret these ratios.

Literature

- Basics of financial management, Brouwers, M.P., Koetzier, W., third edition, 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839147.
- Basics of financial management, EXERCISES, Brouwers, M.P., Koetzier, W., Leppink, O.A., second edition 2015, Noordhoff Uitgevers, ISBN: 978-90-01-839123

Teachers

Mr. Crijns

International Public Management

Exchange 2020-2021 – version 1.0

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F9. ADVANCED RESEARCH SKILLS

Content, mode & assessment

Why bother about research?

In the fourth year of your studies you will write a thesis, for which you will do research. Once you have graduated from IPM you may do a masters, for which you will do research again. Or you may immediately start a professional career...

- As a researcher working with a company or institution that is specialized in policy research or consulting
- As a public manager who hires external experts to do research for his/her department, and hence needs to know how research is being done;
- As a policy advisor who does research him/herself with the purpose of providing good advice and elaborating good policies;
- As someone working with a government body or an NGO who uses research results produced by others.

For these reasons, it is essential that you learn how a research plan is to be designed, and how research is to be done using different methods. That is what will be taught in the Advanced Research Skills course.

Learning Goals

At the end of the course, students should be able to:

- Sharply demarcate the topic and scope of a research project
- Sharply define its objective and a research question
- Present a coherent conceptual framework, clearly define core concepts, and translate them into specific indicators
- Make a well-argued choice of research methods, instruments and sources
- develop and execute strategies for collecting, processing and analyzing data

Literature

- Verhoeven, N. (2015). *Doing research. The hows and whys of applied research.* Meppel : Boom Lemma. 4th edition.

Teachers

Mr. Audenaerde
Mr. Niemann