

Course summary

VOE Code: BDKmIR.PRJ1.01

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Project 1: European Affairs		
Type	Elective		
Learning competences	<ol style="list-style-type: none"> 1. Research and analysis: Students should be able to conduct independent research on a specific topic related to European affairs, analyze relevant data and information, and synthesize their findings into a coherent argument. 2. Communication: Students should be able to articulate their ideas and arguments effectively, both orally and in writing, using appropriate language and style for a professional setting. 3. Critical thinking: Students should be able to evaluate and critique different perspectives and arguments related to European affairs, and identify strengths and weaknesses in these arguments. 4. Collaboration: Students should be able to work effectively in teams, demonstrating interpersonal skills such as active listening, giving and receiving feedback, and respecting diverse viewpoints. 5. Time management: Students should be able to manage their time effectively, including planning and organizing their work, prioritizing tasks, and meeting deadlines. 6. Professionalism: Students should be able to conduct themselves in a professional manner, including dressing appropriately, being punctual, and showing respect to other participants. 		
Learning outcomes	Organizing a European Conference on current affairs. The European Summit gives you the opportunity to demonstrate your lobbying, negotiating, collaborative and intercultural communication skills to reach a collective goal: a shared vision for the European Union on topical issues.		
Course content	The first part of your semester revolves around this project - students will represent a member state of the EU during a mock European Summit. To prepare for the summit, students will research the position of 'their' country on current affairs and participate in lobbying rounds, visit the heart of Europe, Brussels, and meet with policy makers. The European Summit gives students the opportunity to demonstrate your lobbying, negotiating, collaborative and intercultural communication skills to reach a collective goal: a shared vision for the European Union on a topical issue.		
Planned learning activities and teaching methods	Interactive classes + students are to participate in an organized field trip to Brussels, prior preparation is required.		
Recommended or required reading and other learning resources / tools	All class materials will be provided online.		
Prerequisites and co-requisites	n.a.		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Country analysis (written)	1	Higher or equal to 5.5
	Performance during Conference (oral)	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: d.warringa@windesheim.nl and cm.ruebbaars@windesheim.nl .		
Mode of delivery	Face to face		

Course summary

VOE Code: BDKmIR.**PRJ2.01**

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Project 2: Global Affairs		
Type	Elective		
Learning competences	<ol style="list-style-type: none"> 1. Research and analysis: Students should be able to conduct independent research on global issues related to Africa and the world power blocs, analyze relevant data and information, and synthesize their findings into a coherent argument. 2. Cross-cultural communication: Students should be able to communicate effectively with individuals from diverse cultural backgrounds, showing respect and sensitivity to cultural differences. 3. Critical thinking: Students should be able to evaluate and critique different perspectives and arguments related to bridging the gap between Africa and the rest of the world power blocs, and identify strengths and weaknesses in these arguments. 4. Collaborative problem-solving: Students should be able to work collaboratively with others to identify solutions to complex global issues, demonstrating skills such as active listening, giving and receiving feedback, and respecting diverse viewpoints. 5. Time management: Students should be able to manage their time effectively, including planning and organizing their work, prioritizing tasks, and meeting deadlines. 6. Professionalism: Students should be able to conduct themselves in a professional manner, including dressing appropriately, being punctual, and showing respect to other participants. 7. Intercultural competence: Students should be able to demonstrate an understanding of different cultural perspectives related to bridging the gap between Africa and the rest of the world power blocs, and show respect for diversity and inclusion. 8. Adaptability: Students should be able to adapt to changing circumstances, such as unexpected events or new information, and demonstrate flexibility in their approach to problem-solving. 9. Ethics and integrity: Students should be able to demonstrate ethical behavior and integrity in their work, including avoiding plagiarism and maintaining academic honesty. 10. Reflective practice: Students should be able to reflect on their own learning and performance, identify areas for improvement, and develop strategies to enhance their skills and knowledge related to bridging the gap between Africa and the rest of the world power blocs. 		
Learning outcomes	<p>Students will acquire profound knowledge of economic and (geo)political relations and developments at the global level and the increased role of non-governmental actors, transnational networks, corporations and individuals. They will gain insight in lobbyist and focus group power and influence. This block will be concluded by participating in a global conference in which students will represent a national government, an IGO, NGO or other stakeholder. During this conference a number of subjects, will be tackled, depending on the students' input and linked to current affairs. In preparation for the conference students are asked to write an extensive position paper in which a strategy is outlined, based on a scenario planning exercise. During conference their debating skills are being assessed.</p>		
Course content	<p>Dwelling upon the experiences students have gained during Project 1, the focus of this second project is more global. Students will dive into the challenges and opportunities of the African continent. They will acquire profound knowledge of economic and political relations at global level that will boost opportunities in Africa. Furthermore, you will get insight in lobbyist and focus group power, and the influence and interdependent role of power blocs such as the EU, the US and China. The project will be concluded by participating in a global conference in which you and your fellow students will represent a power bloc and its stance on the development of the African continent.</p>		
Planned learning activities and teaching methods	Interactive classes + students are to participate in an organized field trip to The Hague, prior preparation is required.		
Recommended or required reading and other learning resources / tools	All class materials will be provided online.		
Prerequisites and co-requisites	n.a.		
Level	Bachelor		
Grading scale	1-10		
	Type of assessment	Grade weighting	Criteria

Assessment methods and criteria	Report (written)	1	Higher or equal to 5.5
	Performance during Conference (oral)	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: d.warringa@windesheim.nl and cm.ruebbaars@windesheim.nl .		
Mode of delivery	Face to face		

Course summary

VOE Code: BDKmIR.EPM.01

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	European Policy Making		
Type	Elective		
Learning competences	<ol style="list-style-type: none"> 1. Understanding the EU institutional framework: Students should be able to understand the institutional framework of the European Union (EU), including the roles and responsibilities of key institutions such as the European Commission, Council of the EU, and European Parliament. 2. Analyzing policy issues: Students should be able to analyze and evaluate EU policies in specific policy areas, such as trade, environment, and social policy, and understand the policy-making process within the EU. 3. Developing policy proposals: Students should be able to develop policy proposals that address EU policy challenges, taking into account the institutional and political context of the EU. 4. Communicating policy ideas: Students should be able to communicate their policy ideas effectively to different audiences, including policymakers, stakeholders, and the general public, using appropriate language, style, and media. 5. Understanding EU governance: Students should be able to understand the concept of governance in the EU, including the involvement of different actors such as civil society organizations, private sector, and subnational authorities in EU policy making, and analyze the implications of this for democratic accountability. 		
Learning outcomes	<p>Students will be able to develop their own vision with regard to European laws, regulations, and public affairs practices.</p> <p>Students:</p> <ul style="list-style-type: none"> - will gain comprehensive knowledge of European rules and regulations; - will be equipped to form a supported opinion on the mechanisms of the European institutions; - will be able to incorporate European legislation into a practical project. 		
Course content	<p>This course gives students a thorough understanding of the decision making processes in the European Union and the interests and goals of the various players in the Brussels arena: EU institutions, governments of member states and non-member states, experts and lobby groups. It provides a solid introduction to the European Union, European laws and regulations and comprehensive European law enforcement. Equally, students will gain considerable insight into European competition law and the single market. As both European law and European political reality are changing every day, lectures will focus on topical developments 'as they happen'.</p>		
Planned learning activities and teaching methods	Interactive classes.		
Recommended or required reading and other learning resources / tools	All class materials will be provided online.		
Prerequisites and co-requisites	n.a.		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Exam European Law	1	Higher or equal to 5.5
	Group presentation Public Affairs	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: d.warringa@windesheim.nl and cm.ruebbaars@windesheim.nl .		
Mode of delivery	Face to face		

Course summary

VOE Code: BDKmIR.CT.03

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Critical Thinking		
Type	Elective		
Learning competences	<ol style="list-style-type: none"> 1. Analytical skills: Critical thinking requires the ability to analyze complex information and identify patterns, relationships, and underlying assumptions. An undergraduate course in critical thinking should aim to develop students' analytical skills, enabling them to approach problems in a systematic and logical way. 2. Argumentation: A key aspect of critical thinking is the ability to construct and evaluate arguments. Students should be taught how to identify and assess the strengths and weaknesses of different arguments, and how to develop persuasive arguments of their own. 3. Communication skills: Critical thinking involves the ability to communicate ideas effectively, both verbally and in writing. Students should be taught how to express their ideas clearly and concisely, and how to engage in constructive dialogue with others. 4. Problem-solving: Critical thinking is a problem-solving process. Students should be taught how to identify problems, gather information, evaluate options, and make informed decisions. 5. Creativity: Critical thinking involves thinking outside the box and generating new ideas. Students should be encouraged to think creatively and develop innovative solutions to problems. 		
Learning outcomes	Problem-oriented working Creativity and complexity and acting Multidisciplinary integration Scientific application and research Transfer and broad employability Broad professionalization		
Course content	Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare you for the future. Hence, this course focuses on different techniques for creativity and critical thinking. It will also deepen your insight into distinguishing between 'real' and 'fake' news and make up your mind about topical affairs and your own stance on them.		
Planned learning activities and teaching methods	Interactive classes.		
Recommended or required reading and other learning resources / tools	All class materials will be provided online.		
Prerequisites and co-requisites	n.a.		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Assignment	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: d.warringa@windesheim.nl and cm.rueb-baars@windesheim.nl .		
Mode of delivery	Face to face		

Course summary

VOE Code: BDKmIR.DC.01

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Diplomatic Communication		
Type	Elective		
Learning competences	<ol style="list-style-type: none"> 1. Effective communication: Students should be able to communicate effectively and persuasively in a diplomatic setting, using appropriate (business) English, tone, and style to convey their message. 2. Interpersonal skills: Students should be able to demonstrate effective interpersonal skills, such as active listening, empathy, and building rapport with others, in order to establish and maintain positive relationships with stakeholders. 3. Intercultural competence: Students should be able to demonstrate an understanding of different cultural norms and expectations related to diplomatic communication, and show respect for diversity and inclusion. 4. Critical thinking: Students should be able to analyze and evaluate different diplomatic strategies and approaches, and identify strengths and weaknesses in these strategies. 5. Diplomatic writing: Students should be able to write effectively for diplomatic purposes, using appropriate language, tone, and style to convey their message, and understanding the importance of clarity, brevity, and accuracy in diplomatic writing. 		
Learning outcomes	<p>This course should aim to develop a range of learning competences to enable students to communicate effectively in diplomatic contexts. Firstly, students should develop strong language skills, including advanced vocabulary, grammar, and pronunciation. Secondly, they should develop intercultural competence, which involves understanding cultural differences and adapting their communication style to different audiences. Thirdly, students should learn how to write clear and concise diplomatic correspondence, such as diplomatic notes and memoranda. Fourthly, students should develop strong interpersonal skills, including active listening, negotiating, and building relationships with colleagues and counterparts. Finally, students should develop critical thinking skills, enabling them to analyze and evaluate complex diplomatic issues and present persuasive arguments in support of their positions. By developing these competences, students will be equipped to communicate effectively in the complex and nuanced world of diplomacy.</p>		
Course content	<p>This module will equip students with language tools that help you become a global citizen. They will acquire practical knowledge of professional English that can be used in a political and economic setting. This entails proper negotiating and report writing skills in English. During the lectures, students will learn to correctly interact in professional (business) settings and they will improve their pronunciation in English. Oral and negotiation skills will be explained and subsequently practiced, in order to get students ready for the final 'conference'. Moreover, students will be able to apply business etiquette practices, such as communicating with clients, politicians and professionals.</p>		
Planned learning activities and teaching methods	Interactive classes.		
Recommended or required reading and other learning resources / tools	All class materials will be provided online.		
Prerequisites and co-requisites	n.a.		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Written assignment	1	Higher or equal to 5.5
	Oral presentation	1	Higher or equal to 5.5
Language of Instruction	English		

Name of lecturer	For information about the lecturers you can contact: d.warringa@windesheim.nl and cm.ruebbaars@windesheim.nl .
Mode of delivery	Face to face

Course summary

VOE Code: BDKmIR.PD.02

ECTS credits: 5

Level: Bachelor's degree (full-time)

Course Title	Professional Development		
Type	Elective		
Learning competences	<ol style="list-style-type: none"> 1. Knowledge: advanced knowledge of a field of study, involving critical understanding of theories and principles; 2. Skills: comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems; 3. Responsibility and autonomy: manage complex technical or professional activities for projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups; 4. Problem-oriented working; 5. Creativity and complexity in acting. 		
Learning outcomes	<p>The student gains knowledge in:</p> <ul style="list-style-type: none"> • cultural dimensions, European law, foreign markets, international economic and political relations, international private law, state policies and tools of international trade. <p>The student has the opportunity to train his skills in:</p> <ul style="list-style-type: none"> • debating, diplomacy, English, intercultural communication, presentation and teamwork. 		
Course content	<p>This module is aimed at providing students with the right set of competencies to become a starting international diplomat. It is vital that students work individually to attain these competencies and to meet their personal goals. As part of this programme, students are stimulated to e.g. join conferences, bilateral meetings and to fulfil duties during activities at Windesheim. They will also gain insight into best practices in international relations theories, and they will take part in an exciting virtual project that will surely boost students' confidence in international relations and international project management.</p>		
Planned learning activities and teaching methods	Interactive classes + online/virtual work + individual execution of self-development activities.		
Recommended or required reading and other learning resources / tools	All class materials will be provided online.		
Prerequisites and co-requisites	n.a.		
Level	Bachelor		
Grading scale	1-10		
Assessment methods and criteria	Type of assessment	Grade weighting	Criteria
	Assignment Intercultural Communication	1	Higher or equal to 5.5
	Assignment professional development	1	Higher or equal to 5.5
Language of Instruction	English		
Name of lecturer	For information about the lecturers you can contact: d.warringa@windesheim.nl and cm.ruebbaars@windesheim.nl .		
Mode of delivery	Face to face		