At the end of the fall semester, students choose one of the following areas of specialisation:

• Social Protection Policy (in co-operation with the ILO)
• Foreign Policy and Development
• Migration Studies
• Risk and Vulnerability (in co-operation with UNU-EHS)
• Regional Integration & Multi-Level Governance
• Governance of Innovation
• Social Entrepreneurship and Public Policy

The programme director and the specialisation coordinators are available to assist students with the selection of specialisations, taking into account preferences, career goals and previous training.

For a detailed description of each specialisation, **request our brochure**

Core Substantive Courses

Master Public Policy and Human Development

Maastricht Graduate School of Governance
Public Policy

Full course description

This course serves as common ground for the MPP. It introduces students with main concepts and dynamics that will be deepened further on the succeeding courses. The course introduces the policy process and public policy in general. The policy process and the behavior of its participants are examined from a theoretical perspective. Public policy is examined as a process, introducing students to a systematic way for the understanding of public policy, while allowing for insightful discussions. The course therefore examines how policies are formulated, implemented, and evaluated; and addresses the roles of multiple actors along the policy process.

Course objectives

The goal of the course is to understand how and by whom public policy is made through the

perspective of different theories. Additionally, the course aim at training students to improve their communication skills (verbal and written).

Recommended reading

• Bekkers V., Fenger M. and Scholten P. 2018. Public Policy in Action, Perspectives on the Policy Process. Elgar.
• Kingdon, John W. 2011. Agendas, Alternatives, and Public Policies. Longman,
• Additional recommended readings for each lecture will be reported in the course manual

MPP4301

Period 1
2 Sep 2019
27 Sep 2019

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[J. Marotta](#)
Teaching methods:
Assignment(s), Lecture(s), PBL
Assessment methods:
Assignment, Written exam, Participation
Keywords:
Actors; Governance; Public Policy; Policy Process

Maastricht Graduate School of Governance
Public Economics

Full course description

This course analyzes the public sector including the allocation of resources and the redistribution of income. It discusses the role of the public sector, the difference between private and public goods, public choice and externalities. Tax policy is introduced, relying on two broad principles: equity and efficiency. The key public expenditure categories are analysed. Finally, the course looks at the situation of developing countries and the role of public finance in such a context.

Course objectives

The aim of this course is to allow students to understand the role of the government and the way public sector intervention influences individuals and the economy. This is achieved by applying the tools of microeconomic and macroeconomic analysis to government actions both on the revenue and the expenditure side. After completing this course, students should be able to:

• describe the key concepts in the field of public economics
• identify and discuss problems of policy, explain situation of market failure and provide policy responses
• analyze the functioning of key tax instruments and expenditure programs
• analyze and explain the impact of government intervention on development and socioeconomic indicators

Recommended reading

• Gruber, Jonathan. 2015. Public Finance and Public Policy, 5th edition. Worth. ISBN: 978-1464143335.

• Students may use other editions (3rd or 4th) of the book. We provide the chapter/section titles below, so students can match them with the book they have.

• Additional recommended readings for each lecture will be reported in the course manual

MPP4302

Period 1
30 Sep 2019
25 Oct 2019

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
B. Martorano
Teaching methods:
Lecture(s), PBL, Presentation(s)
Assessment methods:
Participation, Presentation, Written exam
Keywords:
Public Economics; Taxation; Public expenditure; Redistribution; Inequality

Maastricht Graduate School of Governance
Public Policy Analysis

Full course description

Formulation, implementation and evaluation of public policies are an important responsibility of modern governments. Policy objectives and instruments get determined in the interaction between public authorities and stakeholders. Actors and institutions such as branches of government (including the executive, legislative and judiciary), political parties, interest groups, regulatory agencies, and non-governmental organizations and citizens are involved in policymaking to varying degrees, depending on the particular policy domain and phase of the policy process. In this course, we explore ways in which public policies (and their impact) are analyzed using quantitative and qualitative

methods. The results serve as a basis to formulate informed evidence-based policies, or to improve already implemented policies.

Course objectives

The aim of this course is to provide a practical introduction to students to learn and understand how public policy is analyzed and communicated. In particular, it is designed to develop the skills required to critically analyze policy issues, evaluate current programs and articulate relevant policy recommendations.

After completing this course, students should be able to:

- Assess and apply different measures and concepts of poverty and inequality
- Evaluate the advantages (and limitations) of impact evaluation analysis in terms of causality
- Select and apply both experimental and non-experimental methods in your research problems
- Be able to analyze results and translate in actual policy recommendations
- Explain basic concepts related to Survey Design

Prerequisites

- Participation in the quantitative track during periods 1a and 1b
- Attendance of the course of Public Economics (MPP4302)
- Attendance of the course of Public Policy (MPP4301)

Recommended reading

- Gertler P., Martinez S., Premand P., Rawlings L. and C. Vermeersch (2016). Impact Evaluation in Practice, Second Edition. Washington DC: The World Bank.

- Haughton J. and S. Khandker (2009). Handbook on Poverty and Inequality. Washington DC: The World Bank.

- Stock, J. H. and M. W. Watson (2015), Introduction to Econometrics, Update, 3rd Edition

- Additional recommended readings for each lecture will be reported in the course manual

MPP4504

Period 2
28 Oct 2019
20 Dec 2019

Print course description
ECTS credits:
8.0
Instruction language:
English
Coordinators:
F. Gassmann
B. Martorano

Teaching methods:
Lecture(s), PBL
Assessment methods:
Assignment
Keywords:
Poverty and Inequality Analysis, Impact evaluation, Evidence- based decision making

Core Skills Courses

Maastricht Graduate School of Governance
Introductory Data Science & Statistics

Full course description

This course aims to teach in an interactive, hands-on manner basic skills needed in working with and analyzing data. The course starts with steps to "clean" data, and to describe its properties using statistics and visualization. The course then introduces basic forms of inferential statistics. Throughout the course, the Stata statistical package will be used. The course prepares the student directly for the courses on Regression Analysis and Public Policy Analysis.

Course objectives

The course aims to:

1. introduce students to the Stata statistical package;
2. give students experience in working with real-world datasets used for policy analysis and making;
3. give students a package of tools and steps to take to detect and remove problems in large datasets;
4. teach students how to visualize data in a way that communicates a clear message even to statistically illiterate recipients;
5. present students with essential concepts in descriptive statistics;
6. introduce students to basic inferential statistics.

Prerequisites

(none)

Recommended reading

• Smith, Gary. 2015. Essential Statistics, Regression, and Econometrics, 2nd edition. San Diego, CA: Academic Press

• Reader.

SKL4102

Period 1

2 Sep 2019
27 Sep 2019

Print course description
ECTS credits:
3.0
Instruction language:
English
Coordinator:
S. Dietrich
Teaching methods:
Lecture(s), PBL
Assessment methods:
Written exam
Keywords:
Data science; Statistics; Data cleaning; Visualization; Descriptive statistics; Probability theory; Confidence intervals; Hypothesis tests; Stata

Maastricht Graduate School of Governance
Regression Analysis I

Full course description

This course aims to introduce students to the analytical tool of regression analysis. In this first of two parts, students will be introduced to ordinary least-squares regression with one or more independent variables, including special types of variables such as dummies and interaction terms. Students will explore real-world data to analyse policy-relevant questions and form conclusions on the basis of the evidence they uncover.

Course objectives

The course aims to introduce students to the working of the basic regression analysis model, and teach students how to use this for public policy analysis using real-world data.

Recommended reading

• Smith, Gary. 2015. Essential Statistics, Regression, and Econometrics, 2nd edition. San Diego, CA: Academic Press
• Stock, James & Mark Watson. 2014. Introduction to Econometrics, updated 3rd edition. Boston, MA: Pearson.

SKL4103

Period 1
30 Sep 2019
25 Oct 2019

Print course description

ECTS credits:

3.0

Instruction language:

English

Coordinator:

S. Dietrich

Teaching methods:

Lecture(s), PBL

Assessment methods:

Written exam

Keywords:

Inferential statistics; Regression Analysis; Multinomial OLS regress; Econometric methods; Stata

Maastricht Graduate School of Governance

Regression Analysis II

Full course description

Expanding on the preceding course Regression Analysis I SKL4103, this course develops the tool of regression analysis further, covering three key components often used for policy analysis:

- Non-linear transformations for dependent and independent variables
- Instrumental variables
- Logit and probit-type regressions for binary dependent variables

Course objectives

This course introduces students to a variety of econometric techniques that can be used on different kinds of data, going beyond the basic regression model. In particular, students will learn to apply which regression model under which circumstances, and how the models can be used for public policy analysis.

Prerequisites

Completion or exemption from Introductory Data Science & Statistics SKL4102, and Regression Analysis I SKL4103.

Recommended reading

- Stock, James & Mark Watson. 2014. Introduction to Econometrics, updated 3rd edition. Boston, MA: Pearson.

SKL4203

Period 2

28 Oct 2019

22 Nov 2019

ECTS credits:

3.0

Instruction language:

English

Coordinator:

S. Dietrich

Teaching methods:

Lecture(s), PBL

Assessment methods:

Assignment

Keywords:

Inferential statistics; Regression Analysis; Multinomial OLS regression; Non-linear terms; Instrumental variables; Logit/probit; Econometric methods; Stata

Maastricht Graduate School of Governance

Research Design

Full course description

Academic research is a craft that is concerned with the production (construction) of scientific knowledge. Like a contractor building a house, a researcher needs to plan ahead with an encompassing architecture (design) that specifies an appropriate combination of the right foundations (theory), materials (data) and tools (methods) to construct a scientific argument. These individual components of design need to interlink and function together to create a sound building that will meet the user's needs over time. This course aims to familiarise students with the foundations of evaluating and designing academic, social science research. It is grounded in bigger discussions around the philosophy of science in order to critically assess how we come to know (scientifically) about the world. The course also enables students to assess existing research and review academic debates in order to identify areas where their own research can make a relevant contribution. The course then familiarises students with the process of designing their own research projects (such as their Master's thesis), discussing the need for a balance between the components of research question, theory, data, and methods. The course will combine both theoretical knowledge and hands-on application, and it makes use of online materials, lectures, PBL sessions and applied methodological workshops. Students will apply their knowledge in a range of tutorial assignments, presentations, and a final assignment in which they will write a research proposal on their topic of interest.

Course objectives

1. Students will acquire an understanding of the nature of academic research and how to assess research design. Specifically, students will be familiarised with the following topics: - philosophy of science - reviewing the literature in a field: critically assessing research, identifying and tracing debates - research ethics

2. Students will learn how to design their own research and choose among a range of relevant methods. Specifically, they will be familiarised with the following topics: -selecting relevant research topics and turning them into feasible research questions -identifying relevant theory

and concepts, including their operationalisation

Prerequisites

There are no specific requirements for this course. However, students are encouraged to think early about a research area of interest, since the final assignment will ask them to write a research proposal on a topic of their choice (possibly leading to their Master's thesis topic).

SKL4403

Period 2
25 Nov 2019
20 Dec 2019

[Print course description](#)
ECTS credits:
3.0
Instruction language:
English
Coordinator:
[M.T. Vanore](#)
Teaching methods:
Lecture(s), PBL, Research, Presentations, Skills, Work in subgroups
Assessment methods:
Presentation, Final paper, Portfolio
Keywords:
Philosophy of science; Research design

Specialisation courses

Specialisation Migration Studies

Maastricht Graduate School of Governance
Introduction to Migration Studies

Full course description

What really motivates people to migrate? This course gives an introduction into the field of migration studies. Preparing students for the more focused courses that will follow; the introduction covers such topics as the actual flows and trends of migration and remittances; demography and historical developments; theories of migration from different disciplines such as economics and sociology; different types of migrants and generational issues as well as an introduction to comparative migration studies.

Course objectives

The goal of this course is to give a broad overview of migration studies, the major theories of the movement of people (and money) and familiarity with country cases.

Prerequisites

(none)

Recommended reading

• Castles, Stephen, Hein de Haas, and Mark. J. Miller. 2014 The Age of Migration: International Population Movements in the Modern World. Fifth revised and updated edition ed. Houndmills, Basingstoke, Hampshire and London: MacMillan Pres ltd,.
• Reader

MGR4105

Period 4
3 Feb 2020
6 Mar 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
M.J. Siegel
Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s)
Assessment methods:
Assignment, Final paper, Participation, Presentation
Keywords:
Migration; Immigration; Emigration; Migrant; Refugee; Remittance

Maastricht Graduate School of Governance
Migration and Remittance Effects

Full course description

Is migration good or bad for the migrant receiving country and what effects does it have on the sending country? What about the money sent by migrants back to their home countries? Does this have only positive effects? These are some of the issues that are touched on in this class. Special attention is paid to labour market issues in the receiving country and development issues in the sending country.

Course objectives

The goal of this course is to explore both the positive and negative effects of migration and remittances in the migrant sending and receiving countries.

Recommended reading

• Castles, Stephen, Hein de Haas, and Mark. J. Miller. 2014 The Age of Migration: International Population Movements in the Modern World. Fifth revised and updated edition ed. Houndmills, Basingstoke, Hampshire and London: MacMillan Pres ltd,.

MGR4206

Period 4
9 Mar 2020
9 Apr 2020

Print course description

ECTS credits:
4.0
Instruction language:
English
Coordinator:
M.J. Siegel
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s)
Assessment methods:
Assignment, Final paper, Participation, Presentation, Written exam
Keywords:
Migration; Remittance; Development; Immigration; Emigration; Poverty

Maastricht Graduate School of Governance
Data Collection and Analysis for Migration Studies

Full course description

This course aims to give a practical taste of what it is like to work in the area of migration studies, both collecting data and analyzing it. The course will consist of learning both quantitative and qualitative modes of data collection and analysis. The course is set up in a series of workshops focusing on different methods of data collection and analysis. Methodologies that are covered in individual workshops include: survey design and implementation, in-depth interviews, focus groups, scenario analysis, econometric issues in migration studies, etc. During this course, students are already able to develop and refine the tools they will use for their thesis.

Course objectives

The goal of this course is to ensure that students are both comfortable with and capable of using the major data methodologies in migration studies.

Recommended reading

- Reader

MGR4307

Period 5
14 Apr 2020
8 May 2020

[Print course description](#)

ECTS credits:
4.0
Instruction language:
English
Coordinator:
[M.J. Siegel](#)
Teaching methods:
Assignment(s), Lecture(s), Presentation(s), Training(s)
Assessment methods:
Assignment, Participation
Keywords:
Migration; Surveys; Questionnaire; Focus group; Interviews; Methods

Maastricht Graduate School of Governance
Comparative Migration Policy

Full course description

The final course in this specialisation deals with migration governance, immigration and integration policy. Migration policy is a hot topic in most developed countries. It is the talk of political parties and a subject in new elections. The course covers global migration governance issues as well as understanding policy coherence for migration and development. Additionally, we explore migration entry and integration policies for different types of migrants across different receiving countries. A special comparative focus is made. The sending policies of origin countries are also studied: do they encourage or discourage migrations and from which groups?

Course objectives

The goal of this course is to make students familiar with different types of migration policies and the causes and consequences of these policies.

Recommended reading

• Castles, Stephen, Hein de Haas, and Mark. J. Miller. 2014 *The Age of Migration: International Population Movements in the Modern World*. Fifth revised and updated edition ed. Houndmills, Basingstoke, Hampshire and London: MacMillan Pres ltd,.
• Reader

MGR4408

Period 5
11 May 2020
5 Jun 2020

[Print course description](#)

ECTS credits:
4.0
Instruction language:
English
Coordinator:
[M.J. Siegel](#)
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s)
Assessment methods:
Assignment, Participation
Keywords:
Migration; Immigration; Immigrant; Integration; Assimilation; Social cohesion; Policy; Emigration

Specialisation Risk and Vulnerability

Maastricht Graduate School of Governance

Risk and Vulnerability Assessment

Full course description

This course serves as a general introductory course to the Risk and Vulnerability Specialization. During this course students will be introduced to key concepts, frameworks and empirical methods to assess risk and vulnerability. The course will familiarize students with risk analysis spanning four interrelated domains (geophysical, health, conflict and cybersecurity risks) and at different levels. Students will be introduced to GIS-based methods for vulnerability and risk mapping as well as to the use of specific survey and behavioural experimental methods to measure vulnerability, risk perception, and risk preferences.

Course objectives

Students will learn to:

• Describe the conceptual frameworks related to risk and vulnerability as well as international and

national frameworks such as the Paris Agreement or the Global Development Agenda and the SGDs.
- Recognize different types of risks (in different domains) and at multiple levels
- Use GIS data for risk and vulnerability mapping
- Summarize survey-based and behavioural experimental methods that measure vulnerability, risk perception and risk preferences

Prerequisites

Regression analysis I and II

Recommended reading

Course reader

RSK4105
Print course description

ECTS credits:

4.0

Instruction language:

English

Coordinator:

Valerie Graw

Teaching methods:

Lecture(s), PBL, Presentation(s), Assignment(s)

Assessment methods:

Attendance, Presentation, Final paper

Keywords:

Disaster risk mapping & trend analysis; key concepts, theories and frameworks related to disaster risks and vulnerability; multi-scale vulnerability & risk assessment at different levels; Climate change and the global development agenda

Maastricht Graduate School of Governance
Building Resilience and Adaptive Governance

Full course description

Being able to identify and assess conditions at risk, is not necessarily sufficient to avoid crises and disasters. As such, building resilience and promoting adaptive governance are key issues in the international discourse on how to respond to increasing frequencies and magnitudes of geophysical risks, disease epidemics, violent conflict and severe meteorological events among other extreme phenomena. Earth observation data nowadays plays a crucial role in the monitoring of a disaster as well as during the emergency response cycle. In this course, we learn how disasters can be monitored using earth observation data, and how such data can support disaster risk reduction behavior at multiple levels. We will also learn how disaster monitoring can be linked to management strategies related to the Global Development Agenda, including the SDGs.

Course objectives

Students will learn how to:

• Apply methods using earth observation based data for disaster monitoring
• Address the emergency response cycle using GIS and remote sensing
• Evaluate disaster risk reduction mechanisms
• Identify behavioural adaptive strategies at multiple levels and their contribution to attaining the SDGs.

Prerequisites

RSK4105

Recommended reading

Course reader

RSK4206
[Print course description](#)

ECTS credits:

4.0

Instruction language:

English

Coordinator:

Valerie Graw

Teaching methods:

Lecture(s), PBL, Presentation(s), Assignment(s)

Assessment methods:

Attendance, Final paper

Keywords:

Disaster Monitoring, Disaster risk reduction & behavioural response; Resilience building; Reconstruction and recovery; Adaptive governance; Climate change adaptation

Maastricht Graduate School of Governance

Risk Management in Crisis Situations

Full course description

What if crises and disasters indeed materialize? What can be done to manage crises better? How to identify and handle underlying tradeoffs in crises management? Does regulation matter? Key variables such as perceptions, feelings, trust and social amplification through e.g. (social) media have been shown to affect individual beliefs and attitudes in the face of risky events. During this module, students will discuss these aspects (among others) while capitalizing on social-scientific knowledge in crisis situations' analysis - in contemporary & often post-trust societies, discussing risks related to geophysical disasters, health, conflict and cyber security.

Course objectives

Students will learn to:

• Identify different crises management methods and tools
• Apply geo-spatial methods to support crises management
• Explain the role of social (media) networks in shaping beliefs and attitudes related to risk and its effect on policy responses towards risk management
• Evaluate present-day crises management occasions using cost-benefit and cost effectiveness analysis

Prerequisites

None

Recommended reading

• *Risk management in post-trust societies*, Earthscan (Löfstedt, 2005).
• *The Politics of Precaution. Regulating Health Safety and Environmental Risks in Europe and the United States*. Princeton and Oxford: Princeton University Press (Vogel, 2012)

RSK4307

Print course description

ECTS credits:
4.0
Instruction language:
English
Coordinators:
F.E. Bouder
L.F. Krebs
D.M. Mbuvi
Teaching methods:
Assignment(s), Lecture(s), Presentation(s), PBL
Assessment methods:
Presentation, Final paper
Keywords:
Acute hazardous events, Precautionary crises management, Crises regulation, Cost-benefit/Cost-effective analysis, Innovations in crisis management

Maastricht Graduate School of Governance

Behavioral Insights for Policy Design in Risky and Vulnerable Situations

Full course description

The final course of the specialization will bring together the concepts, frameworks and skills learned during the previous three courses with a specific focus on policy design in risk and crisis situations. How can geospatial data be used for better policymaking? Are "nudges" effective in inducing

behavioral change with respect to risk taking and risk management? We will dig deeper into various models stemming from social psychology and behavioral economics that may help develop effective policies to avoid and ameliorate risky and vulnerable situations. Also, students will develop specific skills to translate and disseminate academic research output into effective policy advice.

Course objectives

Students will learn how to:

• Apply models from social psychology and behavioral economics aimed at understanding and regulating human behavior in crisis situations.
• Combine geospatial and behavioral micro-level data for econometric analyses to inform policy design in crises situations.
• Develop skills for communicating insights from academic research on risk to policy-makers.

RSK4409
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:
R. Weehuizen
E.E.M. Nillesen
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s)
Assessment methods:
Assignment, Attendance
Keywords:
Behavioral economics, Social psychology, policy design, communication skills

Specialisation Regional Integration and Multi-Level Governance

Maastricht Graduate School of Governance
Introduction to Regions

Full course description

The course lays the foundations for the specialization on regional integration and multilevel governance. It serves a dual purpose: to explore regionalism as an empirical phenomenon spanning across the globe, and to investigate the dynamics of region building from a variety of analytical perspectives. During the four weeks of the course, the participants will gain expertise in global regionalism which takes similar and yet distinct forms in Africa, the Americas, Asia, Europe, Eurasia, and the Middle East. Further, they will form a comprehensive understanding of the complexity underlying regional development and change. By investigating a wide selection of case studies from

different parts of the world, students will explore how economic, political, security, and identity dynamics interweave in shaping and reshaping regional cooperation. The course will advance the students' policy-relevant analytical and writing skills, as well as skills as negotiators in international environments. The negotiations skills training will continue into the next specialization module and culminate in a multi-day simulation of international negotiations.

Course objectives

This course aims to equip the students with the tools necessary for analysing complex region-building processes. After completing the course, students should be able to demonstrate knowledge of regionalism across the world; identify and analyse different dynamics of regional development; explain specific outcomes of regional cooperation using appropriate theoretical or analytical frameworks; execute independent academic research; prepare and present the synopsis of qualitative information in the format of an executive memo; and develop and plan negotiation strategies.

RIG4105

Period 4
3 Feb 2020
6 Mar 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
T. Skripka
Teaching methods:
Lecture(s), Presentation(s), Research, Paper(s), PBL
Assessment methods:
Final paper, Presentation, Participation
Keywords:
Regions; Regional cooperation; Regionalism; Regional governance

Maastricht Graduate School of Governance
Comparative Regionalism

Full course description

This course will take over from the introductory course to explore in-depth the performance of regional integration organizations in different parts of the world and their different institutional forms. It will compare regionalisms in Asia, Europe, Latin America, Africa and North America. Regionalisms will be compared on the basis of their organizational performance, forms and substance. Empirical focus of the course will allow comparing security, political, human rights and economic dimensions of regionalisms. Analysis of the varied institutional dimension of regional cooperation will build bridges

to the introductory course on the one hand, and the next course on multi-level governance on the other hand. The course will pay particular attention to methodological aspects of doing comparative research on regionalisms. This course continues with our skills-training series in regional integration: a negotiation skills training that culminates with a multi-day simulation of international negotiations.

Course objectives

The Learning Goals of this course are three. After completing this course, students should be able to:

1. Identify institutional dynamics of regional integration in different policy areas;
2. Understand and apply the criteria of effectiveness, efficiency, authority as well as legitimacy and accountability in organizational performance of Regional Integration Organizations;
3. Design and execute a research project comparing the performance of Regional Integration Organizations by employing basic concepts and typologies, formulate research questions, apply research methods and find original data.

Recommended reading

- Reader

RIG4206

Period 4
9 Mar 2020
9 Apr 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
M.K. Natorski
Teaching methods:
Presentation(s), Research, Skills
Assessment methods:
Final paper, Presentation, Participation
Keywords:
Comparative regionalism; Applied research methods, performance

Maastricht Graduate School of Governance
Regionalism and Multi-Level Governance

Full course description

This course explores complex forms of governance in which a variety of state and non-state actors in different jurisdictions cooperate for public policy provision. Students will investigate new types of complex policy challenges and the range of institutional shapes that multi-level governance can take

to address them. They will study the effects of different multi-level governance design solutions on policy practice and outcomes, and the toolbox available to policymakers to facilitate collaboration. Additionally, the course will address the issues of legitimacy and democratic accountability of multi-level governance. Students will analyse multi-level governance by applying the existing theoretical approaches and analytical models to original case studies developed individually and in teams. Throughout classes and assignments, academic perspectives will be combined with applied policy approaches to advance the course participants' skills and competences in critical policy analysis from the governance perspective.

Course objectives

In this course, students will learn to understand, assess, and make informed choices regarding the design of complex governance arrangements. By the end of the course, students should be able to identify, map and analyse multi-level governance design by applying appropriate conceptual and analytical frameworks; explain the outcomes of multi-level governance; conduct stakeholder analysis; design and conduct expert interviews; and develop and execute policy-relevant and academic research on multi-level governance.

Recommended reading

- Reader

RIG4307

Period 5
14 Apr 2020
8 May 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[T. Skripka](#)
Teaching methods:
Lecture(s), Paper(s), PBL, Work in subgroups
Assessment methods:
Final paper, Participation, Presentation
Keywords:
Multi-level Governance; Regionalism; Complex governance; Collaborative governance; Democratic governance; Policy making process

Maastricht Graduate School of Governance
Global Policy Challenges in Comparative

Regionalism

Full course description

The final course analyses the contribution of regional organizations to addressing contemporary global challenges, and, in particular, to the accomplishment of Sustainable Development Goals (SDGs). Lectures and tutorials will provide framework for the discussion of different SDGs relevant for the specialization, for example, climate change, poverty and inequalities, food security, gender equality and energy transformations, and the like. Importantly, the course will consider the specificities of the main regional entities and how they adapted to address shared challenges. Moreover, students will develop their practical ideas and proposals contributing to the accomplishment of different SDGs.

Course objectives

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

• Distinguish and judge the contribution of Regional International Organizations to the achievement of Sustainable Development Goals
• Analyze the features of development policy problems by applying appropriate project management tools
• Design and justify the project-based interventions following real-life case of a Regional Organization.

RIG4409

Period 5
11 May 2020
7 Jun 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
M.K. Natorski
Teaching methods:
Presentation(s), Research, Skills, Work in subgroups, Assignment(s)
Assessment methods:
Final paper, Presentation, Portfolio, Participation
Keywords:
Global challenges; Sustainable Development Goals; Project management; Logical Framework Analysis

Specialisation Foreign Policy and Development

Maastricht Graduate School of Governance

International Trade: Theory, Policy, Environment and Development

Full course description

In principle, international trade and factor movements are advantageous for the citizens of countries. Households can buy goods and (factor) services where they are cheaper. Firms can specialize in goods in which they are better than their international competitors, making them cheaper again for households. This is the basic idea behind trade liberalization, including trade in labour and capital services. However, there are disadvantages as well, which are well known not to overthrow the advantages if taken into account properly by economic policy. Many of them are not taken into account though: they are mostly ignored in the trade negotiations and abused as arguments in favour of protectionism. This course teaches the basics needed to understand these conflicts and find sophisticated solutions. Parallel to this course also starts our skills-training series in foreign policy: a negotiation skills training that culminates with a multi-day simulation of international negotiations.

Course objectives

Acquisition of broad orientational knowledge to understand international economic flows and their effects on national economies. Practicing data analysis incl. regression and presentation skills. Students will also acquire skills in planning and undertaking diplomatic negotiation in a simulated environment.

Prerequisites

Basic microeconomics; Regression Analysis I; Regression Analysis II.

Recommended reading

- Krugman, P.R., M. Obstfeld and M.J. Melitz, International Economics, 10th edition, 2014.
- E-Reader.

FPD4105

Period 4
3 Feb 2020
6 Mar 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[T.H.W. Ziesemer](#)
Teaching methods:
Assignment(s), PBL, Paper(s), Presentation(s), Research
Assessment methods:
Written exam, Participation, Presentation, Attendance, Final paper

Keywords:

• Economics • Trade • Factor Movements • Environment • Development • Negotiation

Maastricht Graduate School of Governance
The Law and Policy of the World Trade Organization

Full course description

There is a broad consensus among economists and policymakers that economic globalization in general, and international trade in particular, may offer an unprecedented opportunity to eradicate poverty and hunger worldwide.. However, to ensure that this opportunity is realised, economic globalization and international trade has to be managed and regulated at the international level. If not, economic globalization and international trade are likely to be a curse, rather than a blessing to humankind, aggravating economic inequality, social injustice, environmental degradation and cultural dispossession. The World Trade Organization and its law are at the heart of the international community's current efforts at managing and regulating economic globalization and international trade. This course gives an introduction to the institutional and substantive law of the World Trade Organization, on the basis of discussion of true-to-life case studies. In doing so, it provides students with an understanding of the implications of this legal framework for the ability of governments to pursue their policy objectives. The course culminates in a moot court simulation exercise in which students

This course continues with our skills-training series in foreign policy: a negotiation skills training that culminates with a multi-day simulation of international negotiations.

Course objectives

This course aims to provide students with an overview of the institutional structure and main substantive rules of the World Trade Organization. During the course, students will: (1) examine the role of law in international trade; (2) become conversant with the mandate, the institutions, the membership and the decision-making procedures of the WTO, with special attention for the institutional imbalance and the resulting legitimacy crisis in the WTO; (3) become acquainted with the WTO system for settling trade disputes; (4) acquire an understanding of, and be able to apply, the WTO rules on non- discrimination and market access; (5) become familiar with the WTO rules balancing trade liberalization and other societal values and interests (such as public health, national security, environmental protection, economic development, etc.) and their implications for policy-making; (6) be informed of the challenges facing the multilateral trading system.

Students will also acquire skills in planning and undertaking diplomatic negotiation in a simulated environment.

Recommended reading

• Van den Bossche, P. & Prevost, D. *Essentials of WTO Law*, Cambridge University Press 2016; or

• Van den Bossche. P & Zdouc, W., *The Law and Policy of the World Trade Organization*. Cambridge

University Press 2017;

- Scholarly papers/articles listed on the Student Portal

GTD4206

Period 4
9 Mar 2020
9 Apr 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[M.D. Prévost](#)
Teaching methods:
Presentation(s), Paper(s), Work in subgroups, Assignment(s), Research, Skills
Assessment methods:
Presentation, Written exam, Final paper
Keywords:
International trade law; Trade policy-making; Economic Integration

Maastricht Graduate School of Governance
International Intellectual Property Law and Policy

Full course description

In the modern world of sophisticated high technology and international communication many professionals need to understand the legal issues arising from the use of intellectual property law. This course will provide an introduction to international intellectual property and policy issues and their connection with efforts to free world trade (WTO) and of regional integration, such as the European Union, NAFTA, and ASEAN, to create an internal market with a level playing field for the protection of intellectual property and economic development in innovation and creativity. The course will provide an overview of substantive and procedural matters, as well as international obligations and economic and policy questions involving intellectual property acquisition, enforcement and exploitation. Account will also be given of diverging perspectives on topics ranging from the protection of traditional knowledge and folklore to high technology.

Course objectives

During the course, students will: - Appreciate the basic treaty and economic principles covering intellectual and industrial property (i.e. copyright, trade marks, patents, and unfair competition). - Become conversant with the substantive provisions of the WTO Agreement on Trade-Related Aspects

of Intellectual Property Rights, and the legal and policy implications of an intellectual property agreement within an international trade law system. - Explore current legal and policy issues concerning TRIPS under consideration in the WTO and other international forums, especially from the perspective of regional integration and developing economies. - Identify the current developments and issues that are at the centre of current discussions and negotiations for the further development or modification of the international intellectual property system, such as technology transfer, file-sharing, protection of folklore, and access to essential medicine.

Recommended reading

• WIPO Intellectual Property Handbook, http://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf

Reader

GTD4307

Period 5
14 Apr 2020
8 May 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[A.W.J. Kamperman Sanders](#)
Teaching methods:
PBL, Presentation(s), Lecture(s)
Assessment methods:
Participation, Assignment, Presentation
Keywords:
International Intellectual Property Law & Policy; WTO; Regional Integration; Copyright; Trade Marks; Patents; Unfair Competition

Maastricht Graduate School of Governance
Development and Human Rights

Full course description

This course focuses on the inter-relationship of development and human rights, with contributions from many different disciplines. We start by looking at human rights in an international context, with emphasis on the right to development, and explore related issues, e.g. poverty and political violence, and resulting out-migration and brain drain. We then look at the relation between development and conflict, and how the duration and intensity of conflicts amongst countries affect development. Finally, the course addresses some of the formal (and informal) options available at an international level to solve conflicts.

Course objectives

This course aims at providing a comprehensive overview of issues relating to the many perspectives of development and lack thereof, from its sources (non-fulfilment of human rights, poverty, conflict) to ways of alleviating it and the assessment of their effects.

Recommended reading

- Reader

FPD4408

Period 5
11 May 2020
5 Jun 2020

[Print course description](#)

ECTS credits:
4.0
Instruction language:
English
Coordinator:
[A.P.M. Coomans](#)
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Skills
Assessment methods:
Participation, Oral exam, Assignment
Keywords:
Human Rights; Human Development; Poverty; World Bank; Conflict & Development; Conflict Prevention; Conflict Resolution; Conflict Resolution Mechanisms

Specialisation Social Protection Policy

Maastricht Graduate School of Governance

The Global Social Challenge: Beyond Poverty & Inequality

Full course description

The evidence of growing world poverty & inequality is compelling. There is global challenge to move beyond sheer descriptions and consider holistic frameworks that will give the poor and vulnerable a sustainable access to the resources they need to be self-sufficient and have the "capability" to contribute in their societies. And while the common perception is that, it is developing countries which experience severe poverty and/or inequality; this also extends to developed and industrialized countries. This course presents the students with a wide range of concepts, definitions, and theories of poverty and inequality. The main objective is to increase the students' familiarity with the diversity

and complexity of the issues: Poverty, its forms and root causes; inequality and its causes; measurement of poverty and inequality, risks and vulnerability, patterns of economic and social development, migration as a form of social protection, morbidity patters and health, demographic developments, formal an informal labour markets, social impacts of macro-economic (fiscal, monetary) policy, global governance and international institutions, regional aspects. The measurement of poverty and inequality is discussed and practiced in-depth in order to equip the students with the basic technical skills to understand and to design poverty/inequality reduction policies. Lectures, interactive seminars and an extensive assignment aiming at learning how to plan and to conduct an elementary poverty & inequality assessment are part of the course tools.

Course objectives

The course equips the students with the building stones for a conceptual and theoretical framework and with the fundamental quantitive technical skills in order to define the array of problems that social protection analysts have to address and to intuitively grasp the logic and design poverty and inequality reduction policies.

Recommended reading

• Deneulin, S., & Shahani, L. (2009). An introduction to the human development and capability approach: Freedom and agency. Earthscan.

•

Haughton, J., & Khandker, S. R. (2009). Handbook on Poverty and Inequality. Washington D.C.: World Bank Publications.

• Reader

SPP4205

Period 4
3 Feb 2020
6 Mar 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
Z. Nimeh
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Paper(s)
Assessment methods:
Assignment, Participation, Presentation, Written exam, Attendance
Keywords:

poverty, inequality, Vulnerability & Social Justice

Maastricht Graduate School of Governance

Understanding Social Protection: from Justification to Intervention

Full course description

How do established frameworks of social protection and development view poverty and inequality? How does it vary depending on the income level of the country? What are the different mechanisms that are applied to deal with problems of poverty and inequality? Is the welfare state the only way? In this course the students will be introduced to the socio- economic justification behind social protection, and the political economy setting and the different components of the state intervention. A contrast will be made among established welfare states, emerging welfare states and others. The course will present the history of the welfare state, while conducting an in-depth study of the range of state interventions (i.e. types of benefits and interventions: social assistance, universal benefit schemes , social insurance schemes, mandated private insurance , the new generation of conditional and unconditional cash transfers, and others), the economic effects of the welfare interventions, the political economy of government interventions, potential effects of benefits on poverty and income distributions (static micro analytical practice) and stakeholder interest analysis. Various examples would be given on different levels of state interventions.

Course objectives

This course presents a comprehensive introduction to social protection policy. It provides an overview of the development of the main issues, theories and practices regarding the design and the implementation of social protection and social safety nets in advanced economies, as well as contrasting them to emerging and developing economies. The students will be equipped with the knowledge that is needed identify the range of policy options to address the global social challenge for developed and developing economies.

Prerequisites

Attending the offered skills premier in microsimulation prior to the beginning of the specialization is recommended.

Recommended reading

• Castles, F. G., Leibfried, S., & Lewis, J. (2010). The Oxford handbook of the welfare state. Oxford Univ Press Grosh,

• M. E., Del Ninno, C., Tesliuc, E. D., & Ouerghi, A. (2008). For protection and promotion: The design and implementation of effective safety nets. World Bank.

• Reader

SPP4206

Period 4
9 Mar 2020
9 Apr 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinator:
[Z. Nimeh](#)
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Paper(s)
Assessment methods:
Attendance, Final paper, Participation, Presentation and paper
Keywords:
Social Protection Policy; The Welfare State; Safety Nets; Political Economy; Policy Microsimulation

Maastricht Graduate School of Governance
Quantitative Techniques for Social Protection Policy Design

Full course description

When social protection is regarded as an obstacle to growth it is most likely that governance seriously mismanaged the finances of social protection systems that were presumably well designed in principle. One prerequisite for developing a system of governance for the social sector is to know what the present overall level of expenditure is, where money is spent, which needs remain unmet, and how the overall national social expenditure, as well as the financial burden for the different financers of the system develop under different economic scenarios and different reform options. In providing students with clear social accounting and meaningful projection systems, this course offers one of the essential factual bases for national social policy. The course will introduce participants to the main components of the social budgeting process, that is: - The demographic and economic frames of social budgeting. - The methodologically consistent compilation of (1) the revenues and expenditures of a country's social protection system over a certain period of the past, which is called the Social Accounting System; and (2) the "physical", other "monetary" and legal entities determining the development of the financial flows; - Forecasting social protection income and expenditure (budget projection) for a medium-term period and/or simulations of social expenditure and revenues under alternative economic, demographic and/or legislative assumptions.

Course objectives

The main objective of this course is to give the students the knowledge necessary to establish a social accounting system, undertake social budget projections and use actuarial analysis for policy making.

Prerequisites

(none)

Prior knowledge of excel is highly recommended

Recommended reading

- Cichon, Michael; Scholz, Wolfgang; van de Meerendonk, Arthur; Hagemejer, Krzysztof; Bertranou, Fabio; Plamandon, Pierre (2004). Financing Social protection, Geneva: ILO/ISSA

- Reader

SPP4408

Period 5
14 Apr 2020
8 May 2020

Print course description

ECTS credits:
4.0
Instruction language:
English
Coordinator:
Z. Nimeh
Teaching methods:
Assignment(s), Lecture(s), PBL, Presentation(s), Paper(s)
Assessment methods:
Attendance, Participation, Assignment
Keywords:
National Accounts; Social Protection; Pensions

Maastricht Graduate School of Governance
Financing Social Protection

Full course description

In any society, social transfers account for a substantial part of national income. Distributive machines of this scale should be designed and operated with the utmost care to pursue the realization of socially, economically and fiscally optimal results. How do we finance a certain overall level of social protection? Or a certain new benefit (by taxes, through contributions, through private payments)? - Who is paying for what in the social protection system? - What would be the likely effect of the system, a new scheme or a new benefit on economic performance, on the government budget, other benefits in the system and the income distribution? - How do we organize the financial management

and governance in such a way that best use is made of scarce resources? The objective enables financial analysts to acquire the knowledge and This course will include an examination of the interaction between social protection, the economy and fiscal policy, social protection and economic growth, the determinants of social expenditure, financing systems for different benefits, notable pensions including the pension funding debate investments of social security reserves, building economic scenarios, basic techniques of budgetary projections, taxation vs. contribution financing, alternative cost/effective options to deliver benefits, financial governance and performance indicators.

Course objectives

The objective of this course is to provide financial analysts in the social protection sector with a methodological toolbox for sound resource management in social protection which permits them - To design and maintain a system of financing of national social protection systems that ensures an effective and efficient use of available resources on the community, national and international level, and - To assist in the policy process that explores and ultimately defines desirable levels and scope of social protection in a given country. The objective enables financial analysts to acquire the knowledge and acquire the skills to answer to questions of policy makers of the following type: - How do we finance a certain overall level of social protection? Or a certain new benefit (by taxes, through contributions, through private payments)? - Who is paying for what in the social protection system? - What would be the likely effect of the system, a new scheme or a new benefit on economic performance, on the government budget, other benefits in the system and the income distribution? - How do we organize the financial management and governance in such a way that best use is made of scarce resources?

Prerequisites

(none)

Prior knowledge of excel is highly recommended

Recommended reading

• Cichon, M, v.d. Meerendonk, A. et al.: Financing Social Protection, ILO, Geneva 2004 (called FINBOOK)
• Handbook of Publ. Financial Management: Allen R., R. Hemming and B.H. Potter (eds.), The International Handbook of Public Financial Management, Palgrave McMillan, 2013
• Hillman, A.L.: Public Finance and Public Policy, 2009 International Labour Office (ILO): Social Security for all: Building social protection floors and comprehensive social security systems, Geneva, 2012
• Reader

SPF4105

Period 5
11 May 2020
5 Jun 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English

Coordinator:
Z. Nimeh
Teaching methods:
PBL, Presentation(s), Lecture(s), Assignment(s), Paper(s)
Assessment methods:
Attendance, Participation, Assignment, Presentation and paper
Keywords:
Social Expenditure; Fiscal Space; Financing mechanisms; Taxes; Political Economy, Governance

Specialisation Governance of Innovation

Maastricht Graduate School of Governance
Innovation and Innovation Policy From A System Perspective

Full course description

Innovation plays a crucial role in promoting economic growth the way we have traditionally been thinking about innovation, and it also plays a key role in both understanding and addressing global challenges related to the SDGs.

This course offers an overview of what innovation is and why it is important in various contexts. Who are the relevant actors involved in the innovation process? How can innovation contribute to socio-economic development? How can we guide policymakers around the world to design, monitor and evaluate policy interventions aimed to enhance productivity, sustainable growth or social or environmental goals, depending on the specific objectives or given scope.

In the first week, students will be introduced to the fundamentals of innovation. They will be exposed to the key concepts to identify and describe the innovation characteristics: types of innovation (product and process), the impact of innovation (radical and incremental), sources of innovation (technological and non-technological), as well as bottlenecks and hampering factors. Besides the traditional approach, we will also understand how innovation process can address social agendas, and describe new and emerging issues and types of innovation (social innovation, innovation for inclusive development, public sector innovation, user innovation, user-based innovation, grassroots innovation).

The second week will be dedicated to discussing the cases when the market fails in matching incentives to the value of the innovation activity. A key issue that innovators face comes from an appropriability problem. Students will learn about enhancing capability and catching up, innovation from a firm perspective, the role of the Intellectual Property Right (IPR), and open innovation.

The third week will focus on innovation indicators and innovation scoreboards. The students will explore the challenging question of how to observe and measure innovation at the firm, industry and country level. The objective is to familiarize students with tools and approaches such as innovation surveys, and to measure and interpret the appropriate quantitative indicators measuring the innovation inputs and outputs.

The fourth week we will turn to policy and the role of the state. The National Innovation System will be discussed, along with the Triple Helix concept. Innovation system dynamics and the role of policy

along with the role of state will conclude the course.

Throughout the course experts who are currently working in the field related to innovation and development at distinctive international organizations will be invited. The purpose of these guest lectures is to establish good connections between the material covered and their actual application, especially in the context of international organizations.

Course objectives

1. Describe in detail the nature of innovation; types of innovation, impact and source of innovation.
2. Describe new and emerging issues and types of innovation, e.g. social innovation, innovation for inclusive development, public sector innovation, user innovation, user-based innovation, grassroots innovation.
3. Understand the nature of the innovation process in the firm
4. Understand the rationale behind innovation policy
5. Identify relevant policy instruments related to innovation
6. Acquire hands-on-knowledge on a broad range of quantitative indicators to measure the innovation performance (firm, industry, country) and learn how to critically apply them

Prerequisites

(none)

Recommended reading

Reader

GID4105

Period 4
3 Feb 2020
6 Mar 2020

Print course description
ECTS credits:
4.0
Coordinators:
K. Haaland
F. Visentin
Teaching methods:
Lecture(s), PBL, Presentations, Skills
Assessment methods:
Written exam, Participation, Presentation and paper

Maastricht Graduate School of Governance

Local Knowledge, Systems and Policy

Full course description

Local economic systems do not innovate all in the same way. They do not react and contribute in the same way to global challenges, technological change and globalisation. Within cities, industries, clusters and regions, technical change and innovation is governed through the interactions of various agents with different capabilities (e.g. individuals, firms, universities, policy makers, institutions). To understand innovation and innovation policy, we must understand how these various agents (as producers and users of knowledge) interact and develop their capabilities. Modern ideas about knowledge imply that knowledge transfer is not as easy as was once thought. The diffusion of a new idea or capability to the many agents who might find it useful is a complex process, often involving informal institutions, face-to-face communication and demonstration. Not all knowledge can be codified, and the non-codified knowledge, which is by nature difficult to transmit, is extremely important for both innovation and diffusion. This implies that much knowledge creation and diffusion is geographically localized and policy must take this into account.

In the first week of this course, we review local system approaches and examine how modern ideas about knowledge and innovation affect our understanding of the processes of innovation and of innovation policy. The focus is on the systemic features of innovation and how they play out in a local context.

In the second week, we concentrate on taxonomies of innovation and knowledge flows. In some regions knowledge transmission across buyer-supplier links in value-chains are central, in other, science-based systems, innovation builds on scientific advances in university research. In some regions knowledge creation is key, in others knowledge absorption or adoption is central to the region's progress. Some regions are dominated by high tech, others by low tech, but innovation occurs in both. These axes all enter any taxonomy of regional innovation. One specific question we address is the role of universities in local development. Universities can be a source of novel knowledge and innovation, or a source of highly skilled labour. The role a university plays depends on what kind of local innovation is driving the region.

In the third week, we concentrate on policies that attempt to build strong links among local agents in innovation chains or value chains (e.g. cluster policies, smart specialisation). For example, concerns about creating a critical mass of knowledge workers have led many regions to create "science parks", or "technopoles", hoping to generate new industries, or to become the next Silicon Valley. But less dramatic policies also exist.

In the fourth week, we analyse the contents of successful policy. The main policy issue is how to create interactions among local knowledge actors that contribute to the performance of local economies. What can we learn from success stories from different local systems? E.g. Italian industrial districts have often been considered paradoxical: small, relatively isolated regions in Italy, apparently poorly connected to the outside world, are world leaders in their fields. How does this happen, and could it be reproduced? Will smart cities be the new locus and focus of specialisation and growth? Has globalization removed local effects or can local policy makers still influence their economies?

This course overall looks at how local agents interact in the innovation ecosystem. The goal is to analyse and understand how these local interactions and interventions contribute to the performance of the local economies, and to prepare policy recommendations for specific regional development strategies.

Course objectives

After this course, students should be able to:

• Describe in detail the concepts of Codified/Tacit knowledge, Knowledge Spillovers, Triple Helix (University-Industry-Government relations); Regional Innovation Systems; Smart Specialisation Strategies, Quality of Local Governance, Smart Cities, Smart Growth
• Apply theories and concepts from Innovation and Innovation Systems literature to local contexts.
• Analyse how local agents interact and how they contribute to innovation activities (using scientometrics/bibliometrics, network analysis, taxonomies), and thus to the performance of local economy using various measures and indicators.
• Demonstrate analytical conceptualisation and applied skills based on systems thinking (system's constituents, interactions, temporality, embeddedness, performance) for local development.
• Prepare policy recommendations for specific regional development strategies.

Prerequisites

(none)

Recommended reading

Reader

GID4206

Period 4
9 Mar 2020
3 Apr 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:
[R. Cowan](#)
[R.J.M. Wintjes](#)
Teaching methods:
Lecture(s), PBL, Skills, Presentation(s), Assignment(s)
Assessment methods:
Assignment, Attendance, Presentation and paper

Maastricht Graduate School of Governance
Managing the Fourth Industrial Revolution

Full course description

New technologies associated with the Fourth Industrial Revolution (4IR) hold out great promise in helping to achieve the Sustainable Development Goals (SDGs) by generating rapid, equitable and

sustainable economic growth, by aiding the fight against climate change, and by improving health and education outcomes across the world. In equal measure, the development of this broad set of technologies - that includes 3D printing, nanotechnology, the internet of things, artificial intelligence and robotics, biotechnologies, neurotechnologies, virtual reality, energy capture, and blockchain - raises many economic, societal and ethical concerns. Concerns abound as to whether developing countries will be excluded from sharing the benefits of these technologies, for example, by limiting opportunities to develop through Global Value Chains, and to whether new technologies - and robotisation and artificial intelligence in particular - will deprive millions of their jobs, exacerbating inequality both within and across countries. Ethical issues also play a prominent role in the current debate. As machines make more and more decisions, how do we ensure that these decisions are ethical?

These discussions suggest that attempts to maximise the benefits of these new technologies while minimising the social costs will involve a coordinated policy response. This course therefore identifies the opportunities and threats associated with emerging technologies and considers the appropriate policy responses to these new technologies. Week 1 will introduce these new technologies, identify the opportunities and threats from these technologies, and discuss the emerging evidence on their impacts. In Week 2, the course will discuss how innovation policy can be used to encourage the development – and the responsible development – of these new technologies in both the developed and developing world. Week 3 focusses on the impacts of new technologies on the developing world, discussing the role of trade and industrial policy as development tools in the 4IR. Finally, in Week 4 the course concentrates on societal aspects, considering the set of social policies that will provide appropriate protection to individuals and society. A component of this will be to critically examine the recent literature predicting the effects of new technologies on various outcomes. The set of policies considered will relate to the traditional benefits model of linking health care and retirement savings to jobs, to appropriate safety nets that should accompany increased job insecurity, to education and life-long learning, and to potential mechanisms that allow for the benefits of these technologies to be widely shared (e.g. basic income, broad capital ownership).

Course objectives

After this course, students should be able to

• Explain what is meant by the Fourth Industrial Revolution, the technologies that are involved and the potential opportunities and threats that these technologies have on society and development opportunities
• Develop skills of detecting and assessing emerging technologies (e.g. MySQL skills for exploring patent databases)
• Acquire knowledge on machine learning techniques
• Identify the set of policies that are relevant to encourage the appropriate development of new technologies
• Explain the role of policy as a development tool in the context of emerging technologies
• Identify the potential negative consequences to society and to individuals of emerging technologies and identify appropriate policy responses to mitigate these consequences

Prerequisites

(none)

Recommended reading

Reader

GID4307

Period 5
14 Apr 2020
8 May 2020

[Print course description](#)

ECTS credits:
4.0
Instruction language:
English
Coordinators:
L. Wang
N. Foster-McGregor
Teaching methods:
Lecture(s), PBL, Presentation(s)
Assessment methods:
Assignment, Written exam
Keywords:
Fourth Industrial Revolution, Global Value Chains, Innovation Policy, Trade and Industrial Policy, Labour Markets

Maastricht Graduate School of Governance
Innovation for Sustainability

Full course description

For meeting the target of limiting global warming to 1.5℃ and reducing air pollution, we need innovations and transitions in energy and mobility, whereas for reducing (unsustainable) resource use and waste volumes, we need to close material loops (e.g. transition to a circular economy). Yet achieving those systemic transitions is difficult because of sunk costs advantages of existing technologies, infrastructure needs of new technologies, emerging innovations, institutional rigidities, resistance from incumbents and entrenched practices. In this respect, this course looks at the role of innovation for achieving a sustainable economy, with special attention to barriers, elements and drivers of transformation and the role of public policy from a multi-level perspective.

In the first week, the course looks at the sources of carbon-lock-in and the chequered history of Bt cotton (a genetically modified pest resistant plant cotton variety) in India and Europe. The second week, we look at the institutional dimension and the relevant actors (including consumer collectives, cooperatives and intermediary organizations) using the technological innovation system as a framework for evaluating the generative processes and barriers to the diffusion of green technologies. The third week is devoted to the issue of policy. Here we will examine the need for policy mixes and policy evaluation, especially for governance of innovation for sustainability. In the fourth and final week, we will look at the circular economy as a new perspective for business and government. With the help of class presentations, student will learn about cultural, regulatory, market and technological barriers to a circular economy and the role of design thinking, collecting systems, collaborative business models and regulatory policies for increasing the circularity of the national economy.

Besides attention to the academic and policy literature, the course will also provide hands-on skills development component. This will take form of a workshop on set theoretical comparative analysis and Q-methodology analysis in the field of innovation for sustainability and a training in causal analysis. This course will also engage directly with stakeholders. This will take the form of field trips to local organizations engaged in the sustainability transitions.

Course objectives

After this course, students should be able to

- Explain why innovation is important for the economy and the SDGs.
- Describe the sources of the carbon lock-in and the lock-in to the take, make and waste paradigm.
- Assist policy makers to design better policies to support eco-innovation and a Circular Economy.
- Be able to study the dynamics of specific eco-innovations and their macro-economic and social impacts.
- Acquire hands-on knowledge and analysis skills in conducting research on small- and medium-sized samples and populations (e.g. QCA and Q Methodology) and subject research articles to a critical analysis from a causality point of view.

Prerequisites

(none)

Recommended reading

Reader.

GID4408

Period 5
11 May 2020
5 Jun 2020

[Print course description](#)
ECTS credits:
4.0
Instruction language:
English
Coordinators:
R.P.M. Kemp
S. Turkeli
Teaching methods:
Lecture(s), PBL, Presentation(s)
Assessment methods:
Assignment, Presentation and paper
Keywords:
Innovation, Sustainability, lock-in, transition, circular economy

Specialisation Social Entrepreneurship and Public Policy

Maastricht Graduate School of Governance
Introduction to Social Entrepreneurship

Full course description

Social entrepreneurship is a new and fast-growing field of academic- and policy- relevant study that requires academic, practitioner, and policy actors' cooperation, as it lies at the intersection of the fields of entrepreneurship and social change. The course will describe, compare, and contrast emerging social enterprises with more "traditional" early stage ventures in the private sector. Students will learn the theory and practice of social entrepreneurship through experiential, interactive, and collaborative classroom sessions. Students will have the opportunity to communicate with practitioners and jointly build a business model for a social project. Finally they will also learn about the diverse pathways by which public policy impacts social entrepreneurship.

The first week will cover the definitions and processes of business entrepreneurship and social entrepreneurship to highlight their distinctions. Students will study the entrepreneurial process in business enterprises vs. social ventures and tensions between the social and entrepreneurial identities of social ventures. Students will also meet with 2-3 local social entrepreneurs for whom students will build a social business model canvas.

The second week will go deeper into the business models of the social ventures and student assignments for the local social entrepreneurs. Student will study how to manage the triple bottom line: Frameworks and company practices will be presented with perspectives on the prevalent distribution and typology of social entrepreneurship by geographical regions, gender and ethnicity and meet with social entrepreneurs.

The third week will cover the practice of social entrepreneurship by firms – national and multinational and explore their drivers – whether by own firm vision, societal context, regulation, market failures or policy failures. The topics covered will be, Corporate social entrepreneurship (e.g. Yves Rocher) and Social Entrepreneurship by Foundations (e.g. Gates Foundation).

The fourth week will focus on social entrepreneurship by public bodies and/or embedded in public programs for regional development. This week students will explore public policy initiatives that are direct social entrepreneurship initiatives contributing to sustainable and inclusive development. They will also discuss how national bodies, municipalities and local councils facilitate the emergence and growth of social entrepreneurship by increasing awareness of social problems, and helping them to acquire resources, coordinate with other organizations, and implement programs. It will involve discussion with practitioners working with diverse local public initiatives.

This course provides students with a socially relevant academic experience in gaining in-depth insights on economic and social value creation activities of social entrepreneurs and enterprises across a number of sectors. In terms of skills-building, the course involves active listening, responsibility and presentation skills. Students will also learn how to create business model canvas in the context of social entrepreneurship.

Course objectives

After this course, students should be able to:

• Acquire knowledge on social entrepreneurship, characteristics of social entrepreneurs, social enterprises, entrepreneurial processes, and its drivers and barriers within innovation systems
• Integrate the best of public/non-profit and business practices for missions geared toward creating social benefits and value
• Apply ideas of systems thinking in the context of social innovation
• Develop skills in using the frameworks of Lean Start-up and Business Model Canvas to show how social entrepreneurs can adapt to uncertain environments
• Design a social project proposal and business plan to persuade their peers (e.g. in role of academics, policy makers, businesses, citizens) about its relevance and feasibility

Recommended reading

Reader

SOE4105

Period 4
3 Feb 2020
6 Mar 2020

Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinator:
N. Es-Sadki
Teaching methods:
Assignment(s), PBL, Presentation(s)
Assessment methods:
Assignment, Presentation
Keywords:
social entrepreneurship, intrapreneurship, Business plan, Government Support

Maastricht Graduate School of Governance
The Social Entrepreneurship Public Policy Nexus

Full course description

The recent 2015 report by Social Enterprise UK - Think Global Trade Social - argues that social entrepreneurship can play a key role in the achievement of the UN's Sustainable Development Goals (SDGs). Considering 17 SDGs, this course will concentrate on the interactions between societal, corporate, and governmental social entrepreneurship and public policy. This course builds upon the first one by delving deeper into the interrelationships between public policy and social entrepreneurship.

In the first week, we will analyse the traditional public policy view that policy can stimulates all forms of entrepreneurship, including social entrepreneurship, and evaluate the effectiveness of public policy

to drive entrepreneurs to solve societal policy issues by using science, technology, and varieties of innovation. Then we will discuss different types of entrepreneurship activity that are vital for inclusive, sustainable, economic growth, and their implications for public policy (e.g. mission-oriented policies, entrepreneurship policy). We will finalize the week by scrutinizing the evaluation of the Dutch Topsector policy and experiences with its cross-sectoral approach, which are valuable for solving social challenges.

In the second week, we will showcase how societal, corporate, and governmental social entrepreneurship create value for citizens, industry experts, policymakers through evidence-based advocacy in policy (issue) networks, advocacy coalition networks, and multiple streams. Legal forms that social enterprises take will be scrutinized this week. We will explore how social entrepreneurs engage in policy networks as a new mode of governance and how such engagement strategies exert influence on public policy. Finally, two to three local social enterprises and/or civil society advocacy groups will present a problem to students for a change in public policy.

In the third week, we will concentrate on how bottom-up social entrepreneurship initiatives by societal, corporate, and governmental leaders influences public policy using evidence-based advocacy. We will scrutinize this by analysing social entrepreneurial engagement in different stages of a policy cycle (e.g. from agenda setting and design to implementation and delivery, and to monitoring and evaluation). We will study how in multiple streams, they contribute to opening up new window of opportunities for policy and social change with their professional and societal communities.

In the final week, we will provide a skills development component (use of appropriate research methods and argumentation). Students will apply evidence-based argumentation and critical analysis of public policy to build an advocacy case for the invited guests of the second week. The advocacy cases developed by the students will be presented to the invited advocacy groups/social enterprises for feedback. In this manner, students will get a hands-on experience in critical thinking, formulation, and evaluation of advocacy cases.

Course objectives

After this course, students should be able to:

• Understand the role of of social entrepreneurship for attainment of the 2030 Agenda for Sustainable Development and European missions.
• Acquire knowledge on the interaction and engagement points in various stages of public policy cycle for social entrepreneurs (e.g. from agenda setting and design to implementation and delivery, and to monitoring and evaluation) in the context of evidence-based advocacy practices in participatory governance modes
• Apply theories of policy networks, advocacy coalition framework, and multiple streams analysis in order to analyse the influence of social entrepreneurship on public policy.
• Analyse how social entrepreneurship engages with public policy to act as citizen watchdogs and as knowledge and innovation communities of expertise/experts. .
• Critically examine a case relating to the design and use of technological, social, organisational innovations as solution for societal problems (e.g. sustainable production and consumption, sustainable communities, civic engagement,).
• Demonstrate use of appropriate research methods for evidence based, , argumentation on a public policy relevant advocacy case.

SOE4206
Print course description
ECTS credits:
4.0

Instruction language:

English

Coordinators:

S. Turkeli

R. Kemp

Teaching methods:

PBL, Assignment(s), Presentation(s)

Assessment methods:

Participation, Assignment, Presentation

Keywords:

social entrepreneurship, Evidence-based Advocacy, Corporate and Policy Issue Actors, Networks, Advocacy Coalitions, Public policy

Maastricht Graduate School of Governance

Leveraging Social Entrepreneurship with Science, Technology and Innovation

Full course description

This course offers an in-depth understanding of social entrepreneurship and how it is intrinsically linked with innovation. We look at how the social entrepreneur or social enterprise is important for the overall innovation system. The course explores the various venues of how science and technology can be leveraged for the social entrepreneur as well as for the social enterprise by studying a wide range of real cases. The course focuses on emerging science and technology trends and the role of public policy.

In the first week, the stage is set with innovation theory. The various types of technological innovation will be covered, as well as non- technological disruptive and inclusive and/or social innovation. From the perspective of innovation theory, the Schumpeterian regime Mark I and Mark II will be introduced, and we will discuss and interpret what it means for the business entrepreneur in this context using different case studies. We will explore how these findings can be applied to social entrepreneurship.

During the second week, we will take a step from the social entrepreneurship and turn to the social enterprise. The focus will be on industry characteristics and sectoral dimension. Special attention will be given to specific cases of social enterprises in ICT and Biotech industries, such as Fairphone and Mosameat.

The third week will focus on the potential and impact of emerging technologies for social entrepreneurship. These are technologies such as blockchain that open up enormous new opportunities for the social entrepreneur in the global value chain. Similarly, it will be examined how Artificial Intelligence, the bio-economy, nanotechnology, Big Data and Deep Data, and Internet of Things (IoT) are changing the face of social entrepreneurship.

The fourth week turns to Intellectual Property Rights (IPR) and explains the role of IPR for social entrepreneurship. This will range from patenting to Free/Libre Open Source, linking it to the sharing economy, and new issues such as joint ownership and blockchain. Concluding the course, policy challenges related to social entrepreneurship and IPR are discussed. During the course, social entrepreneurs will be invited to highlight connections between the material covered and their actual application. In terms of skills building, this course aims to equip students to understand the potential

of emerging technologies and identify possible IPR pathways for social entrepreneurship projects.

Course objectives

After this course, students should be able to

- Describe social enterprise and the role of S&T, including definitions, concepts and conceptual framework.
- Understand how social entrepreneurship is related to social innovation and the social economy.
- The systemic obstructors or promotors of the diffusion and adoption of innovations by social entrepreneurs
- Be aware of sectoral dimension and industry characteristics relevant for leveraging S&T by social entrepreneurs and social enterprises.
- Understand how innovations have impact on societal challenges
- Identify emerging science and technology trends
- Understand IPR and the role of IPR for social entrepreneurship
- Be aware of relevant policy challenges.

SOE4307
Print course description
ECTS credits:
4.0
Instruction language:
English
Coordinators:
B. Verspagen
K. Haaland
H.H.G. Verspagen
Teaching methods:
Assignment(s), PBL, Lecture(s), Skills
Assessment methods:
Attendance, Written exam, Presentation
Keywords:
Technological innovation, non-technological innovation, innovation carrier, emerging technologies and social enterprises

Maastricht Graduate School of Governance
Solution Design and Policy Communication to Address Societal Challenges

Full course description

This course provides in-depth insights on economic and social value creation activities of social entrepreneurs and enterprises across a number of sectors and societal challenges as global landscape developments (e.g. poverty alleviation, health and well-being, energy and resource use, sustainable production and consumption, and sustainable cities and communities). The course focuses on: (i) design thinking for social entrepreneurship; (ii) strategies of prominent social entrepreneurs; (iii)

opportunities and limitations of social entrepreneurship within a system and (iv) effective communication. These four elements will be brought together in a skills-building exercise wherein students will make a case for systemic change (e.g. change in firm behaviour, change in public policy, change in governance etc.) in the form of a policy brief, pitch, and video. Additionally, the course emphasizes public policy communication and policy brief creation.

The first week of the course will introduce the basics of design thinking methods for conceptualizing and implementing social projects. Students will learn how to identify the details of the design thinking method, how design thinking is related to innovation, when and where design thinking can/should be integrated in social entrepreneurship project design, and also recognize the limitations of design thinking. Next, the principles of communication design will be covered. Classical methods of persuasion will be explained to demonstrate how to create trust through understanding audience and purpose. Social media feedback loops and the importance of choosing the right tone and format for social media will be explained. Communication with corporates to cooperate (and generate contracts) will be explained. Finally, how effective communication impacts policy through shaping public perception of risk (rather than of policy) and sensitizing policy makers' perception of public opinion will be discussed.

The second week will cover the strategies of prominent social entrepreneurs, the societal challenges tackled, and the solution design deployed. For the purpose of this course, we consider the 17 Sustainable Development Goals as the global, societal challenges. Case studies on social enterprises and social entrepreneurs will be discussed to identify the systemic drivers of their emergence, the evolution of their solution design over time, the processes of their growth and their shortcomings. The psychological profiles typical of social entrepreneurs will also be analysed.

The third week will focus on the opportunities and limitations of social entrepreneurship within a system in understanding how to address societal challenges. The opportunities presented by the evolving societal problems such as aging population, climate change, migrants, waste management, and new technologies for social entrepreneurship will be explored. Successful partnerships with private sector via CSR programs will be considered. Some prominent examples of how social enterprises/social entrepreneurs have grappled with large firms will be studied (e.g. success of activists like Dr. Vandana Shiva against Monsanto and Medicines Sans Frontieres against pharma majors in diffusing generic drug cocktails for HIV/AIDS patients). Finally, the power and limitations of large international social enterprises like Amnesty International, World Wild Life etc. vs. small ventures will be discussed.

The fourth week will focus on the preparation of a written brief analysing a policy, making the argument for change, and proposing a solution design for change.; a pitch for change in a particular routine, activity, product, service, or technology; and a video making a case for social entrepreneurship through identifying the need for change and a solution design for change During the course, experienced working professionals in science and policy communication will be invited for skills-building. Students will acquire oral and written policy communication skills, in-depth understanding of policy experiments to solve global challenges, and application of design thinking to public policy.

Course objectives

After this course, students should be able to

• Apply the central concepts of design thinking to tackle a societal challenge.
• Provide examples to explain the design thinking based methodology has succeeded when quantitative data could not be gathered or could not be integrated.
• Provide examples to illustrate how design thinking based methodology integrates observations of typical and atypical users, externalities generated and non-economic responses such as emotional

one to design successful solutions.
• Explain how design thinking methodology is different from more traditional ways of evidence- and theory-based public policy
• Create effective argument and theory of change to address a societal challenge in the form of a policy brief, pitch and video.

SOE4408

Period 5
11 May 2020
7 Jun 2020

Print course description

ECTS credits:
4.0

Instruction language:
English

Coordinator:
S.V. Ramani

Teaching methods:
Assignment(s), PBL

Assessment methods:
Assignment, Participation, Presentation

Keywords:
Design Thinking, Communication Design, Dutch and European public policy, Evaluation of opportunities and impact

Thesis

Maastricht Graduate School of Governance
Master Thesis

Full course description

The Master's thesis forms an integral part of the overall Masters programming, accounting for one third of the overall degree. Students are required to write an independent Master's thesis that demonstrates their ability to conduct original research. In Period 1 and 2 (October-December) a number of events will take place in order to introduce students to research topics, potential supervisors, and potential methodologies. These are all voluntary events, designed to assist students with preparing for the thesis track.

The Master's Thesis is divided into three core components:

1. In Period 3 (January) students complete either a Quantitative or Qualitative Methods track targeted towards your thesis methodology. In this course students will learn more advanced methods and tools for each methodology, and how to implement the methodology. The focus of this component of the thesis is to build skills and learn in sub-groups for developing the thesis.
2. Finding a Supervisor and Writing the Thesis Proposal – By the end of February students are required to register a thesis supervisor. With input from their supervisor, students are expected

to finalize their thesis topic and by the end of March the full thesis proposal is due.

3. Completion of the Thesis and Defense- From April to August, students are expected to work on their thesis under the supervision of their selected supervisor. The first draft of the thesis is due

   to the supervisor on July 15th, with the final deadline for the Thesis being August 10th. Thesis defenses are held from 17-30 August.

Course objectives

By the end of the master's thesis, students should be able to:

• Match and apply theories, concepts, and knowledge learned in the programme to the thesis topic;
• Express and defend in-depth knowledge on a specific topic;
• Synthesize existing literature and identify research gaps on a specific topic;
• Develop relevant research design and implement applicable research methods for a specific topic;
• Evaluate results from data and the literature review to make contributions to the overall field of study;
• Consider policy recommendations based on the evaluation and synthesis of field of study.

MTH4911

Year
1 Sep 2019
31 Aug 2020

[Print course description](#)
ECTS credits:
16.0
Instruction language:
English
Coordinator:
[L.F. Krebs](#)
Teaching methods:
Research, Presentations, Skills, Work in subgroups, Assignment(s)
Assessment methods:
Attendance, Presentation and paper, Final paper