

Master specialisation Public Administration & Public Affairs 2008/2009

Obligatory courses	ECTS	BLOCK
-State of the Art: Public Administration from Classic to Contemporary	10.0 ECTS	1
-Research Design	5.0 ECTS	3
-Master Thesis/ Capstone Project*	15.0 ECTS	2/4
*for students started in/before February 2008		
-Reflection Course	5.0 ECTS	2
-Master Thesis/ Capstone Project	10.0 ECTS	2
Other courses		
Three other courses, choose from:		
-Organizations in Crisis	5.0 ECTS	1
-Terrorism and Counter-Terrorism	5.0 ECTS	3
-Crisis and Safety Management	5.0 ECTS	3
-EU Policies	5.0 ECTS	1
-EU Theories and Institutions	5.0 ECTS	3
-EU Decision Making	5.0 ECTS	3
-Current Issues of International Relations and Organizations	5.0 ECTS	1
-Development Administration in Non Western Societies	5.0 ECTS	3
-State and Ethnic Groups: Administration, Diversity and Equality	5.0 ECTS	3
-Management van de Publieke Sector	5.0 ECTS	1
-Strategisch Management	5.0 ECTS	2
-Organisatieverandering in de Publieke Sector	5.0 ECTS	3
-New Public Management	5.0 ECTS	3
Electives		
Three elective courses, choose from:		
-Building Democratic Institutions: East and West	5.0 ECTS	2
-Politiek Ambtelijke Verhoudingen	5.0 ECTS	2
-Gezondheidszorgsystemen	5.0 ECTS	2
-Governance of cities	5.0 ECTS	2
-Politiek, Bestuur en Media	5.0 ECTS	2
-Development administration of non western societies	5.0 ECTS	2
-Executive Accountability	5.0 ECTS	4
-Health Care Systems	5.0 ECTS	4
-Radicalisering en deradicalisering	5.0 ECTS	4
-Strategies of Qualitative and Interpretive Policy Inquiry	5.0 ECTS	4

-Creating a Secure Union: Assessing EU Crisis Management Capacity	5.0 ECTS	4
-The Politics of Participation	5.0 ECTS	4

Semester I Block I

Obligatory courses

State of the Art: Public Administration from Classic to Contemporary

Curriculum:	Public Administration
Instructor(s):	Prof. M. Rutgers, Dr. T.P.S. Steen, Dr. A. Dimitrova en drs. P. Overeem
ECTS:	10.0
Level:	500
Year:	Master
Term:	1st semester
Block:	Block I
Course code:	MA1406
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. T.P.S. Steen

Description

This core course will focus on the theoretical insights into Public Administration and Public Affairs. The subject is a broad, in-depth introduction to the core issues in Public Administration. Whereas in the Bachelor of Public Administration a general knowledge of the subject was more closely acquired, this seminar goes further by enabling the student to become intensively acquainted with a selection of key subjects and authors from the entire field of study. In addition to a general introduction, the lectures will examine a selection of authors and subjects. Each session will focus on books or articles which deal with an aspect of the work of an author or a certain issue. The objectives of this course are:

1. To provide the student with a concise overview of PA theory and its origins (historically, theoretically and methodologically).
2. Introduce the students at an advanced level in the theory based analysis of administrative phenomena.
3. Learn to write a critical analysis of a text. The 3 objectives will foster the students-ability to interpret and evaluate research on public administration, as well as provide a basis for an informed choice of approaches for the students own research.

Methods of instruction

Lecture meetings

Study material

H.G. Frederickson & K.B. Smith (2003). The Public Administration Theory Primer.

Boulder (Col.): Westview.

Choice of articles as discussed in the course.

Examination

To be announced

Application

Via U-twist

Research Design

Curriculum:	Public Administration
Instructor(s):	Dr. A. Rasmussen
ECTS:	5.0
Level:	500
Year:	Master
Term:	2nd semester
Block:	3
Course code:	MA2706
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. Anne Rasmussen

Description

This course is a Masters-level workshop on public administration research designs. It is assumed that students are already familiar with basic philosophy of science and social science research methods and have been exposed to classes on introductory and intermediate statistics through OLS regression analysis. Rather than review these topics once again separately and abstractly, this course attempts to integrate their lessons via student design and presentation of a complete research proposal. Thus, the course is an exercise in the series of integrated choices that academic and applied public administration researchers actually make when proposing and executing research. The emphasis, however, will be on the linkage of research questions, hypotheses, and research designs, with the last providing the basic organizing structure for our examination of the research process. The course will be conducted using lectures, discussion, and, at the end of the term, presentation of research proposals by students before the entire class.

Methods of instruction

Seminar meetings

Study material

G. King, R. Keohane & S. Verba, *Designing Social Inquiry. Scientific Inference in Qualitative Research*. Princeton, Princeton University Press, 1994

Examination

In addition to studying the assigned readings and being prepared to discuss them in class, the final course grades will be based on three elements: a research journal maintained throughout the course, a research proposal, presentation of the research proposals to the full class in a format characteristic of a panel at a professional conference on public administration. Students will be graded both on their own

presentation and on their evaluations of those of their classmates.

Application

Via U-twist

Master thesis/Capstone project

Curriculum:	Public Administration
Instructor(s):	Various
ECTS:	10.0
Level:	500
Year:	Master
Term:	Gehele jaar
Block:	
Course code:	MATHES07
Academic year:	2008-2009
Language of instruction:	English

Coordinator

drs. F.D. J. (Daniëlle) Ladan

Description

Students will complete either a capstone project or a traditional thesis project.

- Master thesis
- Structure of the thesis
- Capstone project
- Procedure

Master thesis

During the final phase of the master studies, students conduct original research on a topic of their choice and present their results in a thesis of approximately 40-45 pages (10 ECTS) for students who have started the MSc programme since September 2006. The basic idea of a master thesis is that it asks an explanatory question (a "why-question") about an empirical phenomenon, and uses theory to answer that question. Description of empirical phenomena is important, but only to the extent that it serves as a basis for explanation. Original research means that students collect their own data, using one or more of a variety of methods, such as fieldwork, participant observation, documentary analysis, or surveys. Students may also add policy-relevant advice and recommendations to their theoretically grounded thesis.

The structure of the thesis

Is there a clear and theoretically relevant research question? Is the research method chosen appropriate for the research question and the empirical case(s)? Effective and appropriate application of theory. Quality of the research and data collection. Proper academic and scientific format for the presentation of research results, including proper citation of sources and proper references. Clear and correct use of the Dutch or English language. Students are strongly encouraged to use double-sided printing and 1.5 line spacing for their thesis. The thesis should also be bound.

Capstone project

Capstone projects are -team- projects in which students are expected to use academic skills including theories and research methods to address the topic of the project. The capstone project is intended to be a demonstration of the student-s abilities to work in teams applying what they have learned to either applied policy problems or academic

questions. The -team- element of the capstone project is an especially important element of this alternative to the traditional thesis, preparing students for functioning as colleague in a real policy setting. The capstone projects will match members of the staff, students, and (depending on the project) government officials and other policy practitioners. The capstone projects will be organized by members of the staff and capstone project opportunities will be advertised through the internet site of the Department as they become available. Available capstone projects depend on the interest of staff members and the availability of practically oriented projects or commissioned research. Thus, the number and themes of capstone projects will vary from year to year. Students are not guaranteed or obliged to participate in a capstone project as it is an alternative to the traditional thesis. If more students apply than can be accommodated for a particular topic, the responsible staff member will select those who will be allowed to participate. Students who are not selected for a capstone project or who choose not to apply for a capstone project will need to complete a traditional format thesis for graduation. Capstone projects and theses are considered to be equivalent for purposes of graduation and the level of individual effort is expected to be similar in both types of research projects.

Procedure

Please see the following website for more information regarding [the procedure of the MA thesis/capstone project](#).

Methods of instruction

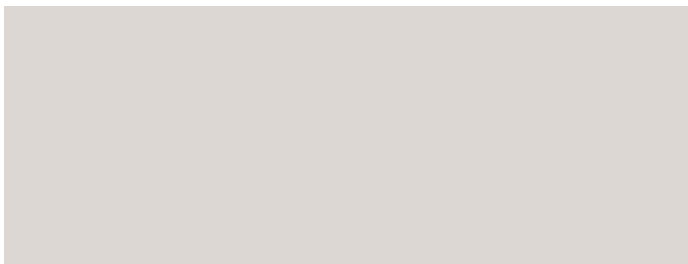
Will vary depending on project or thesis.

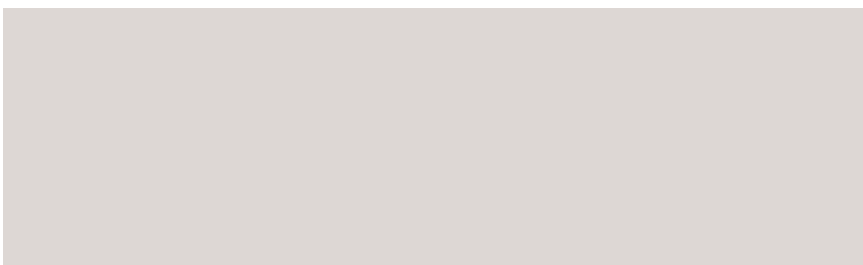
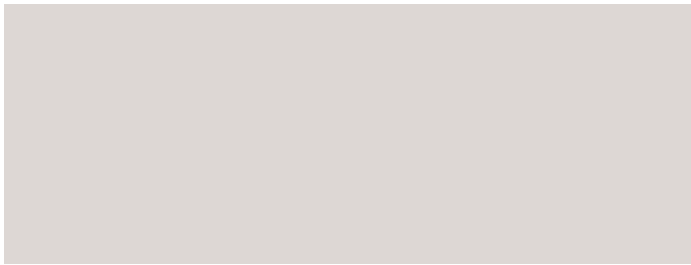
Examination

Grades for both capstone projects and theses will be based on both written work and the presentation of written work. In capstone projects, the project paper/presentation itself will be assigned a grade that students will share, although individual efforts will also be monitored and acknowledged by the leader of the project. A capstone committee involving senior staff members will also review the results of all capstone projects.

Other courses

Please see the PDF-Files of the other specialisations for the proper course descriptions.





Electives

Block II

Building Democratic Institutions: East and West

Curriculum:	Public Administration
Instructor(s):	Dr. A.L. Dimitrova
ECTS:	5.0
Level:	400
Year:	Master
Term:	1st semester
Block:	Block II
Course code:	MA1705
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. A.L. Dimitrova

Description

What kinds of institutions are essential for the building of a stable democracy? Do they need to grow over decades or can they be created in a relatively short period of time through the choices made by elites? What are the choices that democratizing elites are faced with? Can new democratic institutions be designed, and if so what factors might influence their success? What common challenges to democracy worldwide are emerging today and what answers to these challenges can we find in contemporary debates on the nature of democracy, the relationship between culture and democracy and democracy and the nation state? These are some of the questions which this course will address. The transitions to democracy which are being attempted, with varying success, in the last two decades as part of the -third wave- of democratization worldwide have made these questions practical and urgent. This course will discuss these questions with the help of various perspectives drawn from theoretical work on democracy and the nation state and contemporary studies of democratization, mostly in the post communist countries in Eastern Europe but also in the European Union and other parts of the world. The course will focus in particular on the practical and theoretical challenges encountered in trying to build democratic institutions, challenges such as multiple transformations and weak states, the relationship between democracy and the nation state, the problem of creating legitimacy in new types of political systems such as the European Union.

Study material

- Richard D. Anderson, (2001) Jr., M. Steven Fish, Stephen E. Hanson, Philip G. Roeder, Postcommunism and the Theory of Democracy. Princeton: Princeton University Press.

- a set of articles which will be published on Blackboard

Examination

Presentations and final paper

Application

Via U-twist

Blackboard

Politiek Ambtelijke Verhoudingen

Opleiding:	Bestuurskunde
Docent(en):	N.n.b
ECTS:	5.0
Niveau:	400
Jaar:	Master
Periode:	1e semester
Blok:	Blok II
Cursuscode:	MA0705
Collegejaar:	2008-2009
Voertaal:	Nederlands

Coordinator

N.n.b

Omschrijving

De verhoudingen tussen politieke gezagsdragers en het ambtelijk apparaat zijn van grote betekenis voor de effectiviteit en legitimiteit van het openbaar bestuur. De politiek-ambtelijke verhoudingen zijn dan ook een belangrijk onderzoeksobject van de bestuurskunde. Vier soorten vragen: empirische, historische, theoretische en normatieve, komen in de cursus aan de orde.

In de eerste plaats kunnen we ons afvragen hoe de politiek-ambtelijke verhoudingen zich nu eigenlijk ontwikkelen. Wat zijn de consequenties van bijvoorbeeld verzelfstandiging van publieke organisaties en van de toenemende invloed van de media op de politiek-ambtelijke verhoudingen? Is er sprake van -verplaatsing van de politiek- (naar de EU, zelfstandige bestuursorganen, decentralisatie, maatschappelijke organisaties) en zo ja, wat zijn daarvan de consequenties voor de politiek-ambtelijke verhoudingen?

In de tweede plaats besteden we aandacht aan de historische ontwikkeling van het denken over politiek-ambtelijke verhoudingen. In veel discussies duiken voortdurend de namen op van allerlei -founding fathers- van de bestuurskunde, zoals Weber, Wilson en Goodnow, vaak ter legitimering van standpunten. Daarbij lijkt het erop dat hun namen nogal eens ijdel gebruikt worden. Daarom is het van belang kennis te nemen van wat de grondleggers van de bestuurskunde nu eigenlijk over politiek-ambtelijke verhoudingen naar voren gebracht hebben.

In de derde plaats gaan we in op de theorievorming over politiek-ambtelijke verhoudingen. In het internationale wetenschappelijke debat staat de vraag centraal of het klassieke model van de dichotomie ofwel tweedeling tussen politiek en bestuur nog adequaat is om politiek-ambtelijke verhoudingen te conceptualiseren. Sommigen bepleiten als alternatief voor het klassieke model het zogenaamde complementariteitsmodel, waarvan de kern is dat de politieke en ambtelijke functies in het openbaar bestuur elkaar aanvullen.

In de vierde plaats zullen we normatieve vraagstukken bespreken. Is het klassieke leerstuk van de ministeriële verantwoordelijkheid nog steeds op zijn plaats? Hebben ambtenaren recht op vrijheid van meningsuiting? Moeten politici tegen ambtenaren beschermd worden of omgekeerd? Is het gewenst dat niet alleen bewindslieden maar ook ambtenaren verantwoording afleggen aan de volksvertegenwoordiging?

Uiteraard staan die vier vragen met elkaar in verband. Empirische vragen zijn alleen zinvol in een conceptueel kader, terwijl omgekeerd theorieën empirisch getoetst dienen te worden. Deelname aan de wetenschappelijke discussie vereist dat men tenminste enigszins op de hoogte is van de standpunten van de -klassieke- auteurs.

Het normatieve debat wint aan kwaliteit wanneer de deelnemers goed op de hoogte zijn van feitelijke ontwikkelingen en de verschillende posities in het debat voldoen aan elementaire eisen uit de logica. In de cursus komen alle vier de vraagstukken aan bod.

Onderwijsvormen

7 seminarbijeenkomsten van 2 uur

Studiemateriaal

Nader bekend te maken

Toetsing

Deelname en papers

Gezondheidszorgsystemen

Opleiding:	Bestuurskunde
Docent(en):	Prof.dr. W.J. de Gooijer
ECTS:	5.0
Niveau:	400
Jaar:	Master
Periode:	1e semester
Blok:	Blok II
Cursuscode:	tba
Collegejaar:	2008-2009
Voertaal:	Nederlands

Coordinator

Prof.dr. W.J. de Gooijer

Omschrijving

Een schoenfabriek in Nederland zal bij nadere beschouwing veel lijken op een schoenfabriek in Duitsland. Een machinefabriek in Italië zal redelijk veel overeenkomst vertonen met een vergelijkbare fabriek in het Verenigd Koninkrijk. In grote trekken zullen de productieorganisaties op elkaar lijken. Voor het overige doet de markt zijn werk, behoudens overheidssubsidies. Wie niet mee kan in de concurrentiestrijd verdwijnt. Voor gezondheidszorgsystemen ligt een en ander aanmerkelijk gecompliceerder. Dat begint al bij de definities en dat werkt door in de organisatie, in de wijze van financiering en in de verdeling van verantwoordelijkheden. Achter de bekende indeling van gezondheidszorgsystemen in genationaliseerde systemen en systemen van sociale zekerheid gaat een wereld van verschil schuil. Hetzelfde geldt voor een indeling in privaat en publiek. Een vergelijking van gezondheidszorgsystemen is als zodanig weinig zinvol. Wat wel zinvol is, is het kijken naar de trend. Dit doende blijkt op te leveren dat, hoewel elk gezondheidszorgsysteem op zichzelf staat, er sprake is van een convergentie van systemen. Die convergentie blijkt overal te gaan in de richting van de dubbele doelstelling van macro- en micro-efficiency. Een en ander tegen de achtergrond van hervormingen van de verschillende stelsels van sociale zekerheid. Praten over de ontwikkeling van gezondheidszorgsystemen dient dan ook te geschieden tegen de achtergrond van hervormingen van de verschillende stelsels van sociale zekerheid. Daarbij speelt onder meer mee een van de doelstellingen van de Europese Unie, namelijk het voorkomen van -social exclusion-. De wijze waarop daaraan wordt vormgegeven is krachtens het subsidiariteitsbeginsel uit het Verdrag van Maastricht, een zaak van de afzonderlijke lidstaten.

In dit seminar zal aandacht worden besteed aan de opbouw en de werking van het Nederlandse systeem van (gezondheids-)zorg, waarbij met name de ontwikkeling van dit systeem gedurende de laatste decennia zal worden belicht, alsook de richting waarin de verdere ontwikkeling mogelijk zal gaan. Daarnaast worden ingegaan op

verschillende stelsels van gezondheidszorg in met name de westerse samenleving. Hierbij gaat het onder meer om modellen van aanbod en financiering van de zorg, om de toegankelijkheid van de zorgvoorzieningen en de afstemming in Europees verband.

Onderwijsvormen

seminar bijeenkomsten

Studiemateriaal

Kam, F. de en Nypels, F.: De Zorg van Nederland. Waarom de Gezondheidszorg tekort schiet, Uitgeverij Contact, Amsterdam/Antwerpen, 2001.

Black, Nick and Reinhold Gruen, Understanding Health Service, Open University Press, Maidenhead, 2005, ISBN: 978-0-335-21838-7.

Tijdens het college uit te reiken stelsels en rapporten

Inschrijving

Via U-twist

The governance of cities: urban spaces, neighborhoods, and public policy

Curriculum:	Public Administration
Instructor(s):	Dr. H.C. Wagenaar, drs.M. Specht en drs. R. Duiveman
ECTS:	5.0
Level:	400
Year:	Master
Term:	1st semester
Block:	
Course code:	MA
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. Hendrik Wagenaar, Room 5A05A, Tel. 527 3895, email: hwagenaar@fsw.leidenuniv.nl.

Drs. Maurice Specht, tel 071-5278518 mspecht@nscr.nl.

Description

This seminar is the first in a two-part series of seminars on urban governance that is offered by the department in collaboration with Center of Modern Urban Studies at the The Hague Campus of Leiden University. In this seminar we will focus on the city as an object of fascination for both researchers and policy makers. Fascination refers both to feelings of attraction and feelings of fear among the general public, policy makers and scholars. In the first part of this seminar we will take a closer look at the city from the angle of urban theory and engage with the city as a mix of social, economic and public spaces. Cities are seen as spaces where people can both become individuals, but also feel lost among strangers; where the best possibilities for economic development are found, but also as places where enduring poverty concentrates; and where strangers can meet in public places such as parks and bars, but where conflict also has to be contained by the police, CCTV and gated communities. Cities have both their dark and light sides. They live in our imagination both as utopia and dystopia. In the first half of the seminar we will present basic

theories of the city as formulated by policy makers and planners. This multi-facet introduction to the city is meant both as a way of introducing this object of fascination and as a way of opening it up for further understanding.

In the second part of the seminar we will focus on the city as an object of public policy. We will do this along two lines. First we will take a close look at the current attention in urban politics concerning the central role of the neighborhood. We will see that it presents itself on the one hand as an ideal of good living. People find fulfillment in cohesive communities in vibrant, lively neighborhoods. On the other hand, neighborhoods are seen as problems, and as a level at which to tackle a host of social, political and cultural problems. We will try to unpack this focus on neighborhoods and see what drives it. Secondly, we will look at the field of urban governance and see what different forms of political ways of engaging with these (new) urban questions can be discerned. We will encounter both the classical theories of (urban) pluralism, elitism and regime politics, as well as more contemporary forms such as regulation theory, multi-level governance, and urban network governance.

Based on a balanced mix of classics, contemporary policy issues and theoretical literature, the seminar offers an introduction to the rich and diverse field of urban politics.

Important Notice: This seminar precedes The Governance of Cities. Students who want to take this seminar are not obliged to also follow the successor seminar. Reversely, The Politics of Participation builds upon the material presented in the first seminar. Therefore successful completion of The Governance of Cities is a condition for admittance in The Politics of Participation.

Methods of instruction

The class has a carefully thought out didactic organization. It consists of seven two-hour meetings. The meetings all have the following format: Introduction to the readings prepared by students, discussion of the readings, and presentation of assignments. Active participation is thus a key didactic ingredient of this seminar. Prior experience in teaching this material has taught us that advance reading of the material, careful preparation of the assignments and active participation are essential for an effective learning process; Students are expected to attend all classes but can miss a maximum of one meeting. In that case extra work will have to be done;

Students send in short comments (1 A4) on the assigned literature preceding every meeting in time for the lecturer to be able to read them. These comments help the lecturer to give feedback on those parts of the material that students struggle with; The seminar meetings are meant to be the shared culmination point of a period of reading and reflection. Normally, there will be a reading assignment as well as a presentation of the reading material by one or more students.

Students who are interested in the topic and who have shown sufficient motivation, will be able to write their master's thesis on the subject with H. Wagenaar and/or in the capstone project New Democratic Governance.

Study material

* Archon Fung, Empowered Participation. Reinventing Urban Democracy, Princeton University Press, 2004

* Other readings will be distributed before class or are available from the internet

Examination

Students will write a final paper. General master students will have to write a 15 page paper. For your paper you will interview one resident and one official to analyze how both groups deal with the interaction of participatory and representative democracy in neighborhoods. Research masters will write a more extended paper of 20 pages.

Detailed requirements for this paper will be posted on Blackboard.

In addition, in case a site visit is organized, each participant writes a five page paper about the visit. In the site visit paper you reflect on what you have seen and heard from the perspective of the literature. The final paper counts for 80% and the site visit paper for 20% of the grade. Participation in class (or the absence thereof) will be weighed in the final grade.

For a detailed overview of the classes please view the Blackboard site. The deadline for both papers is to be announced. For a detailed overview of the classes please view the Blackboard site

Application

Via U-twist

Politiek, Bestuur en Media

Opleiding:	Bestuurskunde
Docent(en):	Prof. dr. U. Rosenthal
ECTS:	5.0
Niveau:	400
Jaar:	Master
Periode:	1e semester
Blok:	Blok II
Cursuscode:	MA2305
Collegejaar:	2008-2009
Voertaal:	Nederlands

Coordinator

Prof.dr. U. Rosenthal.

Contact & correspondentie adres: p/a COT Instituut voor Veiligheids- en Crisismanagement, Koninginnegracht 26, 2514 AB Den Haag. E-mail: i.jansen@cot.nl

Omschrijving

Het seminar behandelt de informatiedriehoek tussen politici, ambtenaren en de media. In de parade der machten behoren de media zeker thuis. Het seminar geeft aan de hand van een aantal subthema's een beeld van de informatiedriehoek. De relaties tussen ambtenaren en media en die tussen politici en media verschillen van karakter. Ze worden elk afzonderlijk behandeld. Bijzondere aandacht wordt gegeven aan de rol van de media in politieke affaires en aan de beeldvorming in de media over politici en ambtenaren ten tijde van crisis. De actualiteit krijgt tijdens het seminar specifiek aandacht en zal elke bijeenkomst terugkeren.

Gast sprekers: Jeroen de Veth (7 november), 28 november (Peter Vasterman - onder voorbehoud), Hans Hillen (12 december)

Onderwijsvormen

seminar

Studiemateriaal

-T. Gitlin, Media Unlimited, Henry Holt, New York, 2002

- A. Briggs and P. Burke, A Social History of the Media, Blackwell, Oxford, 2002

-Vasterman, P., Mediahype, Aksant

De studenten dienen te kiezen uit het boek van Gitlin of Briggs & Burke. Het boek van Vasterman is verplicht.

Toetsing

Het eindcijfer van dit seminar bestaat uit het inleveren van een paper.

- Paper: 100%

Aan het eind van de collegereeks dient u een paper te schrijven. De keuze van een onderwerp of thema laten we aan uw creativiteit over. Natuurlijk geldt wel: hoe origineler de keuze, hoe enthousiaster uw docent. De paper uitsluitend in papieren versie van minimaal 4000 woorden en in tweevoud ingeleverd zijn in de brievenbus buiten het secretariaat van het departement Bestuurskunde, kamer 5A01, FSW, ter attentie van prof. dr. U. Rosenthal. Papers per e-mail worden **niet** geaccepteerd.

Inschrijving

Via U-twist

Development Administration in Non Western Societies

Curriculum:	Public Administration
Instructor(s):	Dr. J.J.J.M. Wuisman
ECTS:	5.0
Level:	500
Year:	Master
Term:	2nd semester
Block:	Block III

Course code:	MA0805
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. J.J.J.M. Wuisman

Onderwijssecretariaat Bestuurskunde

Kamer 5A01
Faculteit der Sociale Wetenschappen
Wassenaarseweg 52
Postbus 9555, 2300 RB Leiden
Telefoon: 071-5273888
E-mail: onderwijsbsk@fsw.leidenuniv.nl

Description

This topic of this course is the efforts of governments (or public administrations) in non-western societies in regard to the goals of economic and technological modernization and social and cultural transformation of their societies.

The main subjects discussed are: (1) The main development problems in today's non-western societies; (2) Current explanations of development problems and their implications for public administration and public policy; (3) The structure and functioning of public administration systems in non-western societies; (4); Governmental development policies: their design, implementation and outcomes; and (5) Alternative approaches toward development.

The subject matter will be studied based on the so-called historical-generative approach to social science. This means that the government or public administration in a non-western country is viewed as an element of a more encompassing societal system with which it is related through recursive feedback relationships. It will be explained that the government or public administration in non-western societies, but also its contribution to development, emerge from and depend on the interaction between state and society.

The core of the course consists of writing a paper based on a small-scale research project in which the participants experiment with the historical-generative approach to development administration in non-western societies. The participants are requested to write their paper about a specific topic in the field of development administration in non-western societies, and present the results in a seminar at the end of the course. The course is open to Dutch as well as foreign graduate students doing their Masters in the field of Public Administration. A maximum of 25 students can subscribe for this course.

Methods of instruction

Lectures (workgroup sessions); small-scale research

Study material

Will be announced later

All important books will be made available for inspection only in the Faculty's library

Additional reading material will be announced or made available through Blackboard (see Blackboard under Course Documents).

Examination

Paper (mandatory for all participants)

Course requirements/recommendations

This course builds on the elective course in Public Administration in Non-western Societies (PANWS-BA3) of the Bachelor program. Knowledge of the literature and understanding of the subject matter discussed in that course is an advantage.

Application

U-Twist

Blackboard

Blackboard

Electives

Block III

Executive Accountability

Curriculum:	Public Administration
Instructor(s):	Dr. A. Wille
ECTS:	5.0
Level:	400
Year:	Master
Term:	2nd semester
Block:	4
Course code:	MA
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. A. Wille

Description

Accountability, a word that a few decades ago was used rarely and in a relatively restricted meaning, now pops up everywhere and has become common in the discourse of government and public administration. This course will examine how shifts from government to governance in the context of local, national and international executives have changed the notion of accountability. The changing institutional context raises fundamental questions about the nature of accountability, who owes accountability to whom and how accountability requirements are best met.

In the seminar sessions, we will unpack the concept of accountability; discuss the evolution of its meaning; address the accountability problem through different disciplinary lenses; and compare the different approaches taken to executive accountability. In the course, we will explore the way in which public decision-making and the implementation of policy is held to account by the media, social movement organisations and campaign groups, and by the Audit Commission and other public watchdogs. We will deal with the accountability requirements of different - stakeholders- and types of accountability; delve into the changing requirements that accompany privatisation and agencyfication. Finally, we explore the implications for accountability of the current emphasis of governing by targets and performance management systems.

Methods of instruction

This seminar offers 7 highly interactive intensive worksessions. Full and active participation is required. The final grade is based on assignments during the course and a final paper that combines theory and empirical research.

Study material

To be announced on blackboard

Health Care Systems

Curriculum:	Public Administration
Instructor(s):	Prof.dr. W.J. de Gooijer
ECTS:	5.0
Level:	400
Year:	Master
Term:	2nd semester
Block:	
Course code:	MA0605
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Prof.dr. W.J. de Gooijer

Description

It is only through comparison that we can come to full understanding and appreciation of anything that interests us. This is certainly the case with respect to health care systems as part of the larger national systems of social security. In this class we will start by outlining the characteristics of the Dutch health-care system. This will provide the background from which we can start our comparison. However, given the fact that health-care systems bear the mark of the country in which they have developed, it is not very useful simply to compare these systems. It is intellectually more challenging to identify trends in the development of these systems. Everywhere there appears to be convergence towards the goals of both macro- and micro-efficiency, as part of the larger efforts to reform social security systems. Attention will be given to the role the European Union plays in that reform effort. While the Treaty of Maastricht stipulated that health care is a matter of the individual member states, based upon the principle of subsidiarity, the EU has indicated that reforms should be focused on preventing - social exclusion-

Methods of instruction

seminar meetings

Study material

W. J. de Gooijer: Trends in EU Health Care Systems, Springer Science + Business Media, New York, 2007

Examination

Research paper and oral exam.

Application

Via U-twist

Radicalisering en deradicalisering

Opleiding:	Bestuurskunde
Docent(en):	Dr. J.G. van Donselaar
ECTS:	5.0
Niveau:	400
Jaar:	Master
Periode:	2e semester
Blok:	
Cursuscode:	MA3306
Collegejaar:	2008-2009
Voertaal:	Nederlands

Coordinator

Dr. J.G. van Donselaar

Omschrijving

Het verschijnsel -radicalisering- staat volop in de belangstelling. In het seminar wordt aandacht besteed aan twee soorten radicalisme, die vandaag de dag in Nederland met name van belang zijn: islamistisch radicalisme en rechtsradicalisme.

Ook zullen patronen van respons op deze problematiek de revue passeren, zoals repressieve en bestuurlijke reacties. Verder zal worden gekeken naar ervaringen met deradicalisering die in het buitenland zijn opgedaan.

Het seminar bestaat uit een reeks werkcolleges (met aanwezigheidsplicht), waarin een actieve deelname van de participanten wordt verwacht. Vervolgens worden door de afzonderlijke deelnemers kleine deelonderzoeken uitgevoerd, waarover in de vorm van een paper verslag wordt gedaan. Over de opzet van deze onderzoekjes worden mondelinge presentaties gedaan. Zie voor een oriëntatie op de thema-s uit dit seminar de website van de Nationaal Coördinator Terrorismebestrijding (NCTb) <http://www.nctb.nl/> en die van de Monitor racisme en extremisme www.monitorracisme.nl

Onderwijsvormen

Seminar - werkcolleges

Studiemateriaal

Wordt nader bekendgemaakt

Toetsing

Beoordeling van de mondelinge voordracht en het schriftelijke werkstuk

Inschrijving

Via U-twist

Strategies of Qualitative and Interpretive Policy Inquiry

Curriculum:	Public Administration
Instructor(s):	Dr. H.C. Wagenaar, drs. M. Specht
ECTS:	5.0
Level:	400
Year:	Master
Term:	2nd semester
Block:	4
Course code:	MA
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. H.C. Wagenaar

Description

Students who set out to engage in a qualitative research project can quickly become confused. Although there are many books on qualitative method, the difficult issue remains of how to do qualitative research. Many beginning researchers will find that they only have a vague understanding of what their research will be about, and few ideas of getting clarity on this. Often they find themselves in various phases of qualitative research out at sea, at a loss of how to proceed. There are few straightforward answers of how to get out of these quandaries. Qualitative research is characterized by the interplay of early intuitions, preliminary theory, research question, data-collection, data-analysis, and report writing. During a concrete study all six are "in play" simultaneously, dialectically influencing each other in the course of the research study. In addition, students can make use of a range of analytic methods, the choice of which determines their question and their data collection. This makes it difficult for beginning students to start and successfully conclude a qualitative research project.

What this seminar offers are systematic heuristics of how to move yourself ahead in the various stages of a qualitative research project. The strategy this seminar follows is to enter the landscape of qualitative inquiry through a practical, hand-on approach. In succession, we will work on getting from a general interest in topic to a feasible research question. We will practice the craft of qualitative research interviewing. We will work on the qualitative analysis or grounded theory as the analytic core of interpretive policy analysis. We will practice with confronting preliminary theories with actual data. The outcome of all these exercises will be a draft version of the first chapter of your master thesis.

This seminar aims to give students an enhanced appreciation of the crafting of strategies of qualitative inquiry in policy analysis. It also tries to get the fun back into doing research. (Who says that you have to do it all by yourself? Learning to collaborate on your research is one of the goals of this seminar.) Qualitative inquiry places particular demands upon the researcher. Contrary to quantitative approaches, the research process cannot be neatly carved up in distinct sequential stages. Instead qualitative/interpretive inquiry calls for a constant, ongoing dialogue between theory, practice, problematization, the collecting of data, and critique. These elements are articulated simultaneously; dialectically influencing each other through the process of qualitative inquiry. Indeed, we see it as part of the craft of the interpretive policy analyst to arrive at, and maintain, a workable and convincing alignment of these elements as his or her own inquiry unfolds.

We will work, with the student, through this assemblage of early hunches, vaguely articulated interests, attempts at problematization, conceptual allusions, preferences for certain interpretive methods, the generation of data, and ideas about results, to come up with a feasible research design. In so doing, one purpose of the seminar is to make students more aware of the assumptions that inform their choices. A second purpose of the seminar is for students to arrive at more informed choices about the design and execution of a qualitative/interpretive study. That is, choices which offer, as we suggest above, a credible alignment of the elements that make up an interpretive study. We hope to make the student aware that there might be gaps in his or her chain of reasoning and practice; or that certain method choices might not fit the rest of his or her strategy of inquiry; or that the data might not speak to the problematization.

As such, this is not a "methods" class in the traditional sense of the word, although the systematic application of methods is crucial for the success of the research project.

The emphasis in the seminar will be on qualitative interviewing and grounded theory. Solid qualitative data collection and analysis is the "hot core" of any interpretive study. Participants to the seminar will receive a thorough training in qualitative interviewing. Using real-world interview data, we will apply grounded theory in analyzing data and formulating explanatory models. In addition students will become acquainted with most of the major interpretive approaches to policy analysis, understand their philosophical assumptions, and become familiar with exemplars of each approach.

This seminar serves two different audiences. 1) master students who are designing a research proposal. And 2) master students who are already doing their thesis research. The seminar supports both groups. The first in advising them in how to write a workable research proposal by giving them an idea of the successive phases of the research process. The second group by training their skills in data collecting and analysis, and in rethinking their research question and design. This class is not intended for students who have just begun their program.

Methods of instruction

- The class has a carefully thought out didactic organization. It consists of 5 three and 2 two-hour meetings. The meetings offer both lectures and practical exercises.
- Format. The key didactic principle is learning-by-doing. Active participation is thus a key didactic ingredient of this seminar. Prior experience in teaching this kind of material has taught us that advance reading of the material, careful preparation of the assignments and active participation are essential for an effective learning process;
- STUDENTS ARE EXPECTED TO HAVE READ THE READINGS BEFORE EACH MEETING!!!
- Students are expected to attend all classes but can miss a maximum of one meeting. In that case extra work will have to be done;
- The seminar meetings are meant to be the shared culmination point of a period of reading and reflection. On a few occasions there will be a written reading assignment as well as a presentation of the reading material by one or more students
- Literature will be made available to the students ahead of the meetings.
- Grading is based on the final paper, but assignments and class participation will be factored into the final grade. Final grades will be rounded upward or downward based on class participation.

Study material

- Booth, W., Colomb, G, Williams, J, The Craft of Research, The University of Chicago Press, 2008, 3rd edition.
- Weiss, R.S., 'Learning from Strangers: The art and method of qualitative interview studies', New York: The Free Press, 1994, ch. 1-4, pp. 1-121
- Reader

Examination

At the end of the course students are expected to write a paper. This paper can be either a project design for the masters thesis, or a sample of a qualitative/interpretive policy inquiry. In this paper you reflect and use what you have seen and heard from the literature. The deadline for this paper is June 4, 2008. General master students will have to write a 15 page paper, while research masters are expected to write a 20 page paper.

Application

via U-twist

Creating a Secure Union: Assessing EU Crisis Management Capacity

Curriculum:	Public Administration
Instructor(s):	dr. S. L. Kuipers
ECTS:	5.0
Level:	500
Year:	Master
Term:	2nd semester
Block:	Block II
Course code:	MA2005
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. S. L. Kuipers

Description

The seminar -Creating a Secure Union: Assessing EU Crisis Management Capacity- aims to develop an understanding of European safety and security issues, to learn of theories that help explain the current state of play in the EU protection domain; to explore various futures of the EU-s expanding authority in the field of crisis management.

EU Crisis Management is an uncharted territory of increasing relevance. Modern crises are increasingly complex and transboundary, confronting EU member states with problems and dilemma-s that they cannot solve at a national level or meet with national crisis management capacity. At the EU level, institutions and policies are taking shape to meet the new demand for EU-coordinated civil protection. Rapid alert and monitoring network structures (ARGUS, MIC), efforts by EU institutions to create emergency response units (by the Commission-s Secretariat-General, and multiple DG-s), and an emerging policy space focusing on crisis management within EU borders (see for instance the Solidarity Declaration) are all indicating the growing importance and relevance of this field of study. This seminar studies both internal and external dimensions of EU crisis management, the policy history in the EU security domain, the challenges EU decision makers are facing in building crisis management capacity, and the characteristics of future transboundary crises.

Study material

A list of articles is available on Blackboard. The articles will be made available for copying at the desk of the Public Administration secretariat.

Examination

One paper

Application

Due U-Twist

Blackboard

Blackboardcourse

The Politics of Participation – Approaches to Democratic Participation in Cities

Curriculum:	Public Administration
Instructor(s):	Dr. H.C. Wagenaar
ECTS:	5.0
Level:	500
Year:	Master (elective) / Research Master (obligatory)
Term:	2 nd semester
Block:	2
Course code:	MA3106
Academic year:	2008-2009
Language of instruction:	English

Coordinator

Dr. Hendrik Wagenaar, Room 5a05A, Tel. 527 3895, email:
hwagenaar@fsw.leidenuniv.nl.

Drs. Maurice Specht, tel 071-5278518 mspecht@nscr.nl.

Description

This seminar is the second in a two-part series of seminars on urban governance that is offered by the department in collaboration with Center of Modern Urban Studies at the The Hague Campus of Leiden University. As we have seen in the preceding seminar (*The Governance of Cities*) in many western countries urban neighborhoods have become both object and site of intensive public policy efforts by public authorities. These involve policies that are specifically aimed at improving the neighborhood, as well as sectoral policies in the areas of education, health or safety, that are implemented at the neighborhood level. In addition, many neighborhoods have become laboratories of participatory governance. On the one hand, residents have stepped forward to take charge of neighborhood governance, often working in partnership with a host of political and social actors, such as aldermen, administrators, housing corporations, police, social workers and schools. On the other, participatory democracy is put forward as the solution to the alleged deficiencies of representative democracy.

In this seminar we will situate the current vogue for participatory governance in urban settings in the context of approaches to democratic participation. We will present and discuss the major theories of democratic participation. We will also try to disentangle empirical from normative claims in this contested field. Theories of democratic participation approach the subject from three broad frames of democratic governance:

representative democracy, markets, and participatory democracy. In the first half of the seminar we will discuss democratic participation from the representative and market tradition. Halfway the seminar we will present the American philosopher John Dewey's trenchant criticism of these theories. His main argument is that we cannot assume that a public that is interested in and willing to participate in the governance of their own environment pre-exists. Instead such a public must be *created* around concrete issues that are relevant to citizens. With this he changed the terms of the debate on democratic participation by reframing democratic participation as an active, ongoing, working relation between government and citizens. .

In the second half of the seminar we will discuss recent literature on participatory governance in urban areas, both from the policy and the planning tradition. In doing this we will raise a number of important questions that center around issues of inclusion, citizen motivation and capacity, democratic accountability, power and conflict. Central in the organization of the seminar is the interplay between theory and practice. If time allows we will organize one field trip to a neighborhood project of citizen participation.

Important Notice: This seminar follows upon *The Governance of Cities. The Politics of Participation* builds upon the material presented in the first seminar. Therefore successful completion of the first seminar is a condition for admittance in *The Politics of Participation*.

Methods of instruction

The class has a carefully thought out didactic organization. It consists of seven two-hour meetings. The meetings all have the following format: Introduction to the readings prepared by students, discussion of the readings, and presentation of assignments. Active participation is thus a key didactic ingredient of this seminar. Prior experience in teaching this material has taught us that advance reading of the material, careful preparation of the assignments and active participation are essential for an effective learning process; Students are expected to attend all classes but can miss a maximum of one meeting. In that case extra work will have to be done;

Students send in short comments (1 A4) on the assigned literature preceding every meeting in time for the lecturer to be able to read them. These comments help the lecturer to give feedback on those parts of the material that students struggle with; The seminar meetings are meant to be the shared culmination point of a period of reading and reflection. Normally, there will be a reading assignment as well as a presentation of the reading material by one or more students.

Students who are interested in the topic and who have shown sufficient motivation, will be able to write their master's thesis on the subject with H. Wagenaar and/or in the capstone project *New Democratic Governance*.

Study material

- Archon Fung, *Empowered Participation. Reinventing Urban Democracy*, Princeton University Press, 2004

* Other readings will be distributed before class or are available from the internet

Examination

Students will write a final paper. General master students will have to write a 15 page paper. For your paper you will interview one resident and one official to analyze how both groups deal with the interaction of participatory and representative democracy in neighborhoods. Research masters will write a more extended paper of 20 pages. Detailed

requirements for this paper will posted on Blackboard.

In addition, in case a site visit is organized, each participant writes a five page paper about the visit. In the site visit paper you reflect on what you have seen and heard from the perspective of the literature. The final paper counts for 80% and the site visit paper for 20% of the grade. Participation in class (or the absence thereof) will be weighed in the final grade.

The deadline for both papers is

For a detailed overview of the classes please view the Blackboard site

Application

Via U-twist.