

## **1st Semester: University of Twente**

The first semester in Twente focuses on designing solutions for global and European challenges. It is divided in two quarters of ten weeks each. As part of the two-term introduction module, the first quarter introduces students to the key concepts of comparative public governance, e.g. governance, public value, institutions, comparison, performance, legitimacy, democracy, participation and steering (module 1). It also introduces the students to the main global and European challenges for which solutions have to be found, like safety and security, asylum and migration, social inequality, social and technological innovation, energy and water management, environmental pollution and climate change, which will be addressed in more detail within the second part of the introduction module during the second semester of study in Münster. These challenges have consequences for all levels of public governance (global, European, national, regional and local), for public as well as private actors, and they are often of a cross-border nature spanning different jurisdictional boundaries. This means that designing solutions for these challenges also has to take into account these different jurisdictions, levels of governance and types of actors. In addition, the first quarter introduces students to the legal framework of comparative public governance (module 2). Students will learn about the legal implications of global and European governance. As governance is exercised in a multilevel and multi-actor context, understanding the legal relationships between different national, European and global legal and political systems and between public and private entities involved in governance is necessary for anyone who wants to work both in public and private management. They will also learn about the theoretical foundations of international relations, and apply this knowledge to the analysis of foreign policy, global governance and international institutions in concrete cases (module 3).

The second quarter of the first semester is on the design and implementation of solutions for the challenges discussed in the first quarter. Two core modules are devoted to two different types of public governance beyond the nation state: regulation and policy. One core module is about the design and implementation of regulation beyond the nation state, and the role of professionals in shaping it and coping with it (module 4). This module provides practical experience in all stages of the regulation process, covering all of the main ways that international institutions regulate, from strong delegated powers, to strong national powers with light coordination, to self-regulation by market participants that international institutions try to change by identifying and promoting best practice. Another module is about the design and implementation of policy beyond the nation state.

The students will learn that some policies are enshrined in law, but that policies can also be derived from deliberative processes and policy coordination at various levels of governance (individuals, organizations, and different levels of government). This module will analyse how the 'soft' modes of governance operate and what kind of characteristics of policy issues call for specific forms of governance to make them work. The second quarter is completed by an academic research module, which prepares the students for writing their master thesis and is organized around the different stages of the academic research process (module 6).

## **2<sup>nd</sup> semester: University of Münster**

Building on the definition and foundations of comparative public governance provided in the first part of the introduction module as well as the more general overview of public-governance-related issues taught in Twente, the second semester makes full use of the political science expertise in Münster. While the first part of the introduction module in Twente mainly focuses on the general outline, structure and issue of the overall master programme, the second part places stronger emphasis on current and future challenges of comparative public governance for which solutions have to be found not only at the global and European, but also at the national, regional and local scale (module 1). By means of selected case studies and topics, students will be enabled to address exemplary challenges that are derived from state-of-the-art public governance research and develop solutions to these challenges. The concrete topics discussed will be adjusted so as to react to current developments. Furthermore, the second semester in Münster builds on the groundwork that was laid in the first semester in Twente. It addresses the specific political processes that take place in public governance. In doing so, it concentrates on two major perspectives on comparative public governance: a top-down and a bottom-up perspective.

While the former is about political steering and highlights the output aspect (e.g. policy-making at various levels of governance), the latter is about political participation and focuses on the input aspect of public governance (e.g. participation of citizens, civil-society actors, political parties). Each of the two modules consists of two courses. The courses in the top-down module (module 7) deal with theoretical, normative and empirical questions of political steering as well as current debates on the role of the state and state-level organizations in democracies, autocracies and transformation states, but also on the international, European and transnational level. Students learn how political goals are reached and which instruments are applied for that purpose. In this context, students also discuss the role of political institutions. There is a specific focus on actors and their interests as well as their different modes of interaction at different levels of governance. The different courses in the bottom-up module (module 8) give the students a deeper understanding and a normative evaluation and critique of specific approaches to political and civic participation and political-decision-making on different levels, arenas or sectors of governance. The courses transcend the sphere of public institutions by focusing on the wider system of societal actors and ask whether and to what extent it is possible to enhance democracy and legitimacy through civil-society participation and deliberation. The focus is on non-state actors (like associations, social movements, religious groups etc.) and on market actors that participate in developing generally binding rules in politics and society, thereby using a number of different instruments.

The concrete topics addressed by seminars offered in modules 7 and modules 8 may vary according to current events and the proposals made by the relevant teaching staff, but the coordinator of the study programme at the Institute of Political Science in Münster will ensure that there will always be enough courses with a clear focus on the key questions of relevance for comparative public governance to ensure that students have an attractive and relevant set of courses to choose from. As an illustration, the teaching programme relevant for the top-down perspective (module 7) in previous semesters included courses on European governance; local governance in global perspective; public management; public administration in developing countries; strategic management for public organizations; EU employment and social policy; or the EU's legal system. Courses that fit the profile of the bottom-up perspective included topics such as civic engagement and civic regulation; democratic innovation; electronic forms of participation; NGOs as political actors; parties and party systems in Europe; social entrepreneurship; or social innovation and social investment.

### **3<sup>rd</sup> semester: University of Münster**

The third semester offers students the possibility to broaden and deepen their knowledge and skills and to specialize by choosing between an (Erasmus) exchange semester (module 11) or a combination of an internship (module 9) and elective courses in Münster (module 10). Based on past experiences students might for example opt for exchange programmes specializing in international relations, international law, in peace and conflict studies, international business, European governance, or global governance. Students who want to go abroad have to demonstrate how the exchange programme they choose fits the overall focus of the double degree master programme. The Institute of Political Science has an Erasmus office that provides guidance on the foci of the available exchange programmes, and students are expected to contact the study programme adviser responsible for the Münster/Twente programme to discuss the fit between their study plans abroad and the study programme on comparative public governance. The same applies, by and large, also to the selection of internships. Relevant internships are possible at all levels of governance, including non-profit and for-profit organizations. Of special interest are cross-border organizations (like the Euregio) or municipalities (like Enschede and Münster) close to the border. Next to the internship, students can choose free electives in one of the three main research areas of the Institute of Political Science: Governance, Civil Society and Democracy, and Regionalisation and Globalisation. Many of the seminars offered in these research areas are thematically closely linked to public governance so as to ensure that students find relevant seminars that allow them to deepen their understanding of comparative public governance.

The third semester offers students a range of options to concentrate on aspects of the programme according to their own interests and career plans. Combining modules 9 and 10 will allow them to deepen their skills in analysing and designing practical solutions to pressing societal problems. During the internship, they will be able to improve their ability to apply these skills in a concrete practical setting. And opting for module 11 offers them the opportunity to gain more experience in an international, often interdisciplinary setting. No matter which option they choose, they will deepen their skills in collaborating with others as both internships and participation in the Erasmus programme critically hinge upon students' ability to work together with others in new settings.

#### **4th Semester**

The joint fourth semester starts with Academic research (module 12). The goal of the Master Class is to prepare students for the writing of their thesis. Although Master students typically have heterogeneous backgrounds and interests, every thesis shares some building blocks. These building blocks are central to the Master Class, and students are required to shape and connect these during a series of assignments during the course. Thus, the Master Class results in an elaborated framework for the thesis. The core of the fourth semester is the master thesis, which is jointly supervised by lecturers from both universities (module 13). The thesis draws together all the qualifications and skills students have acquired throughout the programme. It thus forms the unifying element that binds together the individual elements of the programme in the final semester. Students are expected to demonstrate, that they are able to develop a relevant research question in the field of comparative public governance, apply theories from the field to this research question, and conduct original research to shed new light on the research question and/or generate an original solution to the practical problem addressed by their research question. The master thesis also offers further opportunities to specialize in a specific topic. The process will be accompanied by colloquia and research classes that help students prepare for their master thesis and defence and guide them through the process of writing.

The thesis is the ultimate test of students' abilities to analyse and develop solutions to a key societal challenge of public governance. Since doing so will usually require knowledge from different disciplines, it is also the final opportunity for students to demonstrate the interdisciplinary skills they have acquired throughout the programme. The thesis will require students to collaborate with their two supervisors from the University of Twente and the University of Münster and, as often times primary empirical data collection will be required for answering the research question, also with external actors such as interview respondents. The thesis will have to be written in English, and it will have to be defended in the colloquium in English, which puts students' ability to effectively communicate in the English language, both verbally and in writing, to a final test.