

Structure ‘Tackling Global Challenges’ 2016-2017

Year 1: 5 EC	Tackling Global Challenges: An Introduction •Governing Society, Science and Expertise (5 EC, mandatory)
Year 2: 15 EC	Shaping future scholars and leading experts • Competences Lab (5EC , mandatory) • Attacking Global problems at EU level (5 EC, elective restricted to FGGA) or • Public Leadership (5 EC, elective) • LUC or Honours Class (5 EC, mandatory)
Year 3: 10 EC	Experiencing and mapping the future • Internship or individual research project (5 EC, mandatory) • Scenario Lab (5 EC, mandatory)

Contact coordinator

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Learning aims

Students who have successfully completed this programme are able to:

- Understand the relationships among government, science and society and how it affects public problem-solving power
- Apply theoretical knowledge to challenges in the real world
- Demonstrate personal leadership capacities based on theoretical and practical insights
- Combine knowledge from their own field of study with theories from the courses
- Reflect on global challenges from various academic perspectives and arrive at possible solutions
- Anticipate future challenges and provide guidance on how to tackle them
- Construct plausible future scenarios by applying the method of scenario thinking and provide strategic advice on societal challenges (both in written and oral form) to practitioners based on those future scenarios
- Understand the complexity of EU decision making in relation to (external) dilemmas
- Use bilateral- and multilateral negotiation skills

What makes this programme an Honours track?

Current challenges require new thinkers, potential leading experts and public leaders to solve crises at global and local level. The Honours Track has the goal of educating students on how current problems play out among government, science and society and give them the skills to tackle some of these issues theoretically, based on academic literature, and practically, at a local level. The learning experience is thereby based on interactive activities, such as visits to the Dutch parliament, the European Parliament, (public) organizations in The Hague as well as scenario planning and a simulation game.

Students are asked to go beyond the boundaries of their own field of study, look at themes, issues and trends in society that require a combination of scientific disciplines and analytical lenses. The programme links analysis or existing patterns to a future outlook. While using their own ‘home’ discipline to understand old and new issues, students are also expected to understand and integrate

the contributions from other disciplines. Students are further involved in shaping the program, in suggesting and preparing topics of analysis and discussion.