



Course Guide 2020

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The Netherlands Institute of Government (NIG), the Dutch Research School for Public Administration and Political Science. NIG is an interuniversity research school in which faculties from ten Dutch universities and two Flemish universities participate. In 2019 the doctorate programme has been accredited by the European Association for Public Administration Accreditation (EAPAA) for a term of seven years.

Participating institutions are:

- Faculty of Behavioural, Management and Social Sciences, University of Twente
- Faculty of Arts and Social Sciences, Maastricht University
- Erasmus School of Social and Behavioural Sciences, Erasmus University Rotterdam
- Faculty of Governance and Global Affairs, Leiden University
- Faculty of Social Sciences, Vrije Universiteit Amsterdam
- Faculty Technology, Policy and Management, Delft University of Technology
- Institute for Management Research, Radboud University Nijmegen
- Tilburg Institute of Governance, Tilburg University
- Departement bestuurs- en organisatiewetenschap (USBO) van de Faculteit Recht, Economie, Bestuur en Organisatie, Utrecht University
- Department of Political Science, University of Antwerp
- Centre for Local Politics and Department of Public Governance, Management and Finance, Ghent University
- Department of Political Science, University of Amsterdam

NIG Staff

- Prof. Dr. Bas Denters, Scientific Director
- Dr. Maurits Sanders, Executive Director
- Mrs. Seeta Autar, Bureau Manager

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1. Vision on education

Public administration and political science in the Netherlands and Flanders perform exceptionally well, both from a national and an international perspective (OESO/OCW, Wetenschap, Technologie & Innovatie Indicatoren, 2012). Within the social sciences, according to a range of indicators, the fields of public administration and political science perform above average in comparison to other academic fields. Reports from national accreditation committees in Public Administration and in Political Science both confirm the excellent quality of Dutch research in these disciplines. It is NIG's ambition to consolidate and reinforce the leading position of our disciplines both domestically and internationally. NIG does this by offering a high-quality, attractive curriculum for doctoral candidates and by creating a stimulating environment in which the next generation of researchers can qualify themselves as excellent researchers. In addition to this, the NIG forms a meeting place for public administration and political science doctoral candidates from the Low Countries as well as from abroad.

Public administration and political science both focus on the question of how political communities deal with societal challenges. Facing these challenges is not only the remit of governments. Citizens and their organizations (both in the civil society and in the corporate sector and hybrid organizations) are equally important. Both disciplines educate students so that they have the competences required to contribute to the solution of complex social issues in this context. Consequently there are obvious similarities in the requirements formulated, from the perspective of both disciplines, regarding the knowledge, skills and attitudes required of their master's degree graduates. For this reason, the intended exit qualifications for public administration and political science master's degree graduates are reasonably comparable. Following on from these basic qualifications, the NIG envisages educating qualified researchers in the third (doctorate) phase of their education. With this in mind, we offer in-depth courses in these disciplines and advanced courses for qualitative and quantitative research methods and techniques.

The courses that the NIG has developed for this purpose, either alone or together with others are given by experienced lecturers with excellent reputations in their fields of expertise. The quality of the courses is ensured using a course and curriculum evaluation system. With an eye on the need to demonstrate the quality of PhD-training provided by NIG we are currently in process of preparing an external assessment by an independent, peer-review committee.

The PhD programme has a dual aim: First, it offers PhD's the opportunity to broaden their scope and to familiarize themselves with pertinent developments in the discipline. Second, the programme offers PhD's the opportunity to improve the quality of their own doctoral thesis by taking specialist courses and by discussing the merits of its theoretical and methodological design with lecturers and fellow students.

2. Competences

The NIG programme has the ambition to turn out academic researchers who meet the highest international standards. The content and structure of the programme are developed to meet the EU-defined competences for the PhD degree (as part of the third cycle of the Bologna Process). On the basis of these general qualifications, we can differentiate eight core competencies for our fields of expertise:

1. A systematic understanding of Public Administration / Political Science;
2. Mastery of the skills and methods of research associated with Public Administration / Political Science;
3. Ability to conceive, design, implement and adapt a substantial process of research;
4. Ability to respect principles of scholarly integrity in research;
5. Ability to publish research in national or international refereed publications in Public Administration / Political Science;
6. Ability to develop complex new ideas based on a critical analysis of existing knowledge;
7. Ability to communicate with peers in Public Administration / Political Science and scholars from other disciplines and with society in general;
8. Ability to promote technological, social or cultural advancement in a knowledge-based society.

PhD's acquire these competences in a doctorate programme that comprises two core elements: a. Research (conducting doctoral research) and b. Education (taking courses).

Conducting doctoral research is – as it has always been the case – primarily based on a master - apprentice model. Here the PhD conducts doctoral research under the supervision of one or more thesis supervisors. In addition to this PhD's receive education. NIG's role in the doctorate programme is twofold.

1. As far as the research component is concerned, NIG's responsibility is limited. The NIG member institutions recruit PhD's and ensure the quality of theses on the basis of their doctoral regulations and internal procedures. NIG's role in this is limited to promoting and monitoring the quality of doctoral candidate supervision and PhD theses.
2. NIG's main role is in providing PhD education by providing a number of high-quality doctoral courses, which in combination with the research component, meet the EU-defined requirements for a doctoral degree. To this end NIG has redesigned its curriculum. In this new curriculum (with a study load of minimally 30 ECTS), NIG provides a number of common core courses. But other components of the programme (the electives) may also be offered by local graduate schools and other providers of high-quality courses (e.g. IRSPM or ECPR). An NIG diploma, however, can only be awarded if the scientific director of NIG has approved of a PhD student's education programme.¹ The NIG directorate systematically monitors the quality of its own courses and assesses the quality of external courses before a student's programme is approved.

¹ PhD students can also take one or more NIG-provided courses separately, without taking the entire programme of 30 ECTS. If such a course is followed successfully the student will receive an NIG-course certificate.

3. Duration and scope of the NIG programme

NIG offers a standard two-year doctoral programme with a study load of 30 EC. A PhD-student who successfully completes all parts of the NIG programme will receive the NIG diploma. PhD-students, who take only part of the programme, will receive a certificate specifying which courses have been taken.

3.1 Outline of the curriculum

For students taking the standard two-year programme the curriculum comprises five common core courses.

The course *Formulating and answering research questions* explores general issues of research design in public administration and political science. It engages with some fundamental epistemological and methodological questions from a variety of perspectives, as well as with more practical issues related to the formulation of a research question, the choice of research approach, and the development of the elements of the research plan.

The course *Getting it Published* guides candidates in thinking systematically about their publication strategy and encourage them to develop.

In the course *Integrity and Social Responsibility in Research and Advice* important aspects related to general attitudes towards (i) academic integrity and (ii) the link between practice and science are discussed. In the light of the recently enacted *Netherlands' Code of Conduct for Research Integrity* the course is updated.

Furthermore, there is an in-depth course in which candidates are introduced to Classics in Public Administration and Political Science. In this course, PhD's are given a broad idea of the 'state of the discipline' for several of the core themes from public administration and political science. During the course, they are also introduced to several key figures in the discipline. Considering the level and the way in which the course is presented, it is challenging and in-depth regardless of the doctoral candidates' backgrounds.

The course *Data Management* aims at providing a sharper focus on empirical evidence as the basis of public policies (evidence based policies); insight in more and better options for digital conservation of research information; insight in methods to access new data sources of unprecedented size and detail (big data); and insight in recent malpractices in data-management and –handling and their consequences for scientific authority.

In addition to these general courses, it is considered important to offer PhD's the possibility of acquiring knowledge that focuses more on the 'state of the art' in their own field of study. In terms of research methods, there is also a demand for customized work alongside general introductions. PhD's frequently require specific courses, depending on their prior education or their own doctoral thesis research design. These may be general and introductory in nature, or highly specialized. As a general rule, the NIG does not offer such specialized courses. Oftentimes such specialized courses at local graduate schools or internationally. For the conditions under which such courses can be accepted as part of the NIG programme, see 3.3.

3.2 Course schedule

PhD-students take the NIG-curriculum in principle during their first two years while working on their dissertation. Ideally the course load will be split evenly over these two years. However, the courses are scheduled in such a manner that those who want to speed up or who need to catch up on courses missed may take (part of) the courses of the first and the second year in one year.

NIG PhD COURSE PROGRAMME

<i>Common core courses</i>	<i>Credits (EC)</i>
Formulating and answering research questions	5
Getting it published	1
Integrity and Social Responsibility in Research and Advice	4
Classics in Public Administration and Political Science	4
Data Management	1

<i>Electives</i>	<i>Credits (EC)</i>
<u>Year 1</u> : Substantive or methodological training geared to specific needs and interests of PhD candidates	8
<u>Year 2</u> : Substantive or methodological training geared to specific needs and interests of PhD candidates	7

<i>Elective courses co-organized by NIG</i> (NB: sometimes NIG-electives are only offered every second year and sometimes electives may also be one-off events)	<i>Credits (EC)</i>
Take the lead: All you need to know about Public Leadership	4
Network and Collaborative Governance: Theories, Methods and Practices	4
Comparative Public Administration	2
EUROLOC Summer school 2020 (one-off event)	5

	<i>Total 30 EC</i>
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3.3 Taking elective courses at other research/graduate schools

PhD's have the possibility of taking external courses (not provided by NIG) as electives. These electives allow students to acquire state-of-the-art knowledge on a specific topic, or to develop specific methodological skills and training in specialized research methods. Such courses may be provided by international research schools, and organizations like ECPR / IRSPM etc. and by local graduate schools. Such external courses can only be part of the NIG 30 EC programme if they have been approved by the scientific director of NIG.

To avoid disappointments / problems later, please contact the NIG office (nig@utwente.nl) for this approval before you register for such external courses.

Whether a course can be accepted as part of the NIG-programme depends on:

- a) course specific considerations: e.g. the course programme, the study load and the method of assessment (as a general rule the pass/fail decision in a course should depend, to a considerable degree, upon an individual assessment)
- b) considerations regarding a well-balanced individual programme. These considerations pertain to previously acquired competences and possible deficiencies (in the light of the new EU requirements); and the specific topic of the PhD's research.

In the personal NIG-intake interview – that will be held with all new PhD's in their first year – the NIG-staff will discuss various options available for electives with the PhD's. Moreover, the NIG-staff can advise on possible electives. But because electives are intended to gear the NIG-programme to the individual – project-related – needs of the students, the final responsibility for proposing external electives (not offered by NIG itself) is left to the PhD's and their supervisors.

4. Practicalities

4.1 Intake

New PhD's who will enroll in the NIG courses for 2020 will be invited to an intake interview with the NIG Scientific/Executive Director. These interviews will be conducted as part of the Annual NIG Introduction Seminar that will be held in February. The purpose of the intake interview is to gather information about the educational background of the PhD, his/her training programme and training needs.

4.2 Enrolment

To enrol in the course programme it is necessary to fill out the application form on www.utwente.nl/nig. PhD-students from NIG member institutions must also be enrolled as a NIG member. **Deadline for enrolment in the 2020 programme is February 1st, 2020.** Registration after this date is possible but dependent on how many students can participate in certain courses. PhD-students who register after this date are requested to contact the NIG office to make suitable arrangements.

Non-members of the NIG who wish to enrol for a course need to contact the NIG office directly to check availability. They should enrol no later than 4 weeks prior to a course.

For some courses a maximum number of participants is set. Early enrolment is therefore necessary. A waiting list can be used to replace PhD-students who cannot attend after registration. PhD-students who have enrolled but cannot attend, are urgently requested to notify the NIG office in advance; another PhD-student may take your place!

4.3 Language of instruction

All NIG-provided courses are conducted in English.

4.4 Days and location

In general most of the NIG courses are four or five day courses which take place in different locations; please check the individual course descriptions for further details. NIG informs PhD-students on the literature and assignments in advance. Lecturers are requested to use literature that is easy to obtain by the PhD-students as much as possible (electronic articles, full books rather than single chapters, etcetera).

NIG does provide lunches during the courses. Participants must make their own arrangements for dinners, travel and lodgings.

4.5 Course examinations

Specific requirements for course fulfilment can be found with each course description. The general requirements are attendance to all courses on all days; reading of the literature and the deliverance of individual assessment, for most courses in the form of one or more essays.

A PhD-student who successfully completes all parts of the NIG programme will receive the NIG diploma. PhD-students who only follow a part of the programme will receive a certificate specifying which courses have been taken.

After enrolment, absence from (part of) the courses is only accepted in the case of special circumstances. Please inform the NIG office immediately when such special circumstances occur.

4.6 Course evaluation

Every course is evaluated using a standardized evaluation form. The results are used to improve the curriculum. NIG welcomes comments and suggestions to improve the programme.

The NIG PhD council is consulted frequently about all matters of importance to the students, including the curriculum. All member institutions are represented by a PhD-student in this council. For more information contact the NIG office.

4.7 Requirements for application

PhD-students who wish to take part in the NIG educational programme should apply for NIG membership as soon as possible after their appointment, using the application form on www.utwente.nl/nig. Admission is conditional upon the receipt of a completed application form accompanied by an approved educational and guidance plan (“Opleidings- en begeleidingsplan”, OBP – please contact your promotor) which states that the NIG training programme will be followed. If the educational plan meets the necessary requirements, the PhD-student will be admitted to the programme.

PhD-students that are not in the position to apply for membership but would like to follow one or more courses from the NIG programme, should contact the secretariat for availability and course fees.

5. Course descriptions

5.1 Common core courses

5.1.1 Formulating and answering research questions

Lecturers

Dr. Merlijn van Hulst (Tilburg University)

Dr. Dimiter Toshkov (Leiden University)

Date and location

17-21 February 2020, Utrecht

This seminar explores general issues of research design in public administration and political science. It engages with some fundamental epistemological and methodological questions from a variety of perspectives, as well as with more practical issues related to the formulation of a research question, the choice of research approach, and the development of the elements of the research plan.

We will discuss how different methodological assumptions underlying research are manifested in designing research projects and in analyzing and presenting the data collected in the context of this design. In particular, we will cover the construction of research questions; the selection of research goals; the fit between goals, questions and research design; the selection of cases or sites to research and evidence to collect; and strategies for enhancing the trustworthiness (e.g., reliability, validity, credibility) and relevance (generalizability, practical significance, and scientific contribution) of research projects.

The course takes place over five days. The method of instruction will be based on a combination of lectures, discussions of the assigned reading with the active participation of the students, and discussions of the PhD research proposals of the participants. The lectures and discussions of existing literature will focus on the basic principles and applications of social science research. The participants will have a chance to develop and present their research plans and to get feedback from their peers and from the instructors on their ideas.

After finishing this course, students will be better able to:

- Explain the epistemological and methodological assumptions underlying their PhD thesis research;
- Understand, assess and discuss the epistemological and methodological assumptions in the work of other researchers working in public administration and political science;
- Construct well-formulated research questions that pose clear and appropriate research goals;
- Develop the elements of research designs;
- Understand the connections between research design choices with (1) research questions and goals, on the one hand, and (2) the validity/reliability or credibility and relevance of research results, on the other hand;
- Justify their research design choices as well as critically evaluate and discuss the research design choices of other projects and researchers;
- Understand the uses and limits of social-scientific inference.

Requirements

Attendance; completing required readings prior to course start; assignment submitted two weeks prior to course start.

For the course, the students are requested to hand in an assignment that outlines their design and methodological choices. This assignment is assessed by the course instructors before the students enter the course.

Readings (required)

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative inquiry*, 12(2), 219-245.

Schwartz-Shea, P. and Yanow, D. (2012). *Interpretive research design: Concepts and processes*. New York: Routledge.

Toshkov, D. (2016). *Research Design in Political Science*. Basingstoke: Palgrave Macmillan.

A list of optional readings will be shared with the students before the course.

Credits

5 EC

5.1.2 Getting it Published

Instructor

Prof. Dr. Zeger van der Wal, Assistant Dean (Research), Associate Professor
Lee Kuan Yew School of Public Policy, National University of Singapore
Ien Dales Chair, Leiden University
Former Associate Editor, *Public Administration Review*
Editorial Board Member, *ARPA, IJPA, APJPA, PI*

Date and location

24 March 2020, Utrecht

Core Competency

Ability to publish your work in national or international refereed publication outlets in Public Administration and Political Science

Key Learning Objectives

After completing this skills course you will be able to:

1. More effectively schedule the remaining period of your PhD appointment by working towards publications as in-between milestones and building blocks of your final thesis
2. More strategically position your research to increase the interest of peers, publishers, and future employers
3. More effectively craft manuscripts for specific publication outlets, and anticipate and respond to referee comments in a way that increases your chances of getting published
4. Formulate an authentic, critical position in the “publish vs. perish” debate, and a vision on how to meaningfully distinguish between research quantity and quality (output vs. outcome)

Course Description

The ability to publish your work is an essential element of successfully finishing your PhD project and a prerogative for a viable academic career in a highly competitive international (academic) job market. While recognizing some of the downfalls and negative side effects of the “publish vs. perish” culture in academia nowadays, this skills course takes the position that publishing high quality work in a selective set of reputed journals is a key asset in becoming a successful academic.

Developing a holistic publication strategy will help you to think strategically about the role and importance of publishing your work as an integral part of your daily activities as a PhD candidate. Nowadays, your dissertation is often the integration of high-quality publications rather than simply the only or final publication. Crafting a viable and adaptable publication plan during the first two years of your PhD appointment will help you to deliver publications in year three and year four. Such in-between products often provide extra motivation to finish on time and ensure important parts of your work have passed the test of peer review before your defence.

“Getting it published” is a skill that can be trained. It is as much about strategic and political deliberations as it is about quality thresholds. Thinking carefully about potential outlets and “writing for the journal” will greatly increase your chances of getting published.

This hands-on, “how to” skills course covers all the facets and elements of the publication process, and includes several in-class exercises. It centres around eight key topics:

1. How to make a viable and dynamic publication plan, especially related to your PhD research
2. How to target different types of publication outlets, such as (national and international) refereed and non-refereed journals, books and book chapters, professional publications, book reviews, conference papers and proceedings, contributions to media, newspapers op-eds, etc.
3. How to decide which journal ‘matters most’ to you, given your topic, peer circle, career plans, rankings and ratings, and expectations from colleagues
4. How to deal with the review process as an author
5. How to deal with the review process as a reviewer
6. How to improve your chances and develop a strategy that maximizes the chance of getting your work published
7. How to design your PhD writing process more efficiently and ensure you stay motivated throughout the process by approaching it from a “getting it published” angle
8. How to survive within the prevalent “publish or perish” culture while focusing on the quality and content of your research rather than just the “numbers game”

This skills course provides you with many tips and tricks and rich personal experiences from the instructor, in his various roles as former PhD candidate, author, editor, reviewer, and research manager.

Assignments

1. A specific publication plan in which you outline how many and which kind of publications you aim to realize during your PhD appointment based on your dissertation research, divided by year (max. 1 page A4; in table format); this assignment, in combination with a 2-pair share in-class discussion of the publication plans, will test key learning objectives 1 and 2;
2. A short account of your personal experiences in dealing with (tough) reviews, real or imaginary: how did you (or would you) craft your response to maximize your chances of “getting it published” (max. 250 words); this assignment, in combination with plenary in-class sharing of review experiences, and a 2-pair share in-class discussion as a response to a referee report presented by the instructor, will test key learning objective 3;
3. A short position statement on the “publish vs. perish” culture based on your readings of the three articles in The Guardian, Times Higher Education, and University World News (max. 250 words). Links are provided below. Pay attention to a) why this culture is desirable or not, b) how a different research culture may look like, and c) how you as a senior research manager would

contribute to your ideal culture (either/or) this assignment, in combination with plenary in-class discussion, will test key learning objective 4.

Assignments have to be submitted to the instructor by e-mail 2 weeks before the skills course is scheduled. We will discuss all three assignments during the day and the instructor will return assignments 1 and 2 to each participant in hardcopy with light written feedback.

Literature and sources

Please read before coming to class:

Belcher, W.L. (2009). Writing your Journal Article in 12 Weeks. A Guide to Academic Publishing Success. Thousand Oaks: SAGE. Selected chapters. About 60 pages.

See also: <https://www.youtube.com/watch?v=ng6OEckCpPY>

Van de Walle, S. & van Delft, R. (2015). Publishing in Public Administration: Issues with defining, comparing and ranking the output of universities. International Public Management Journal 18 (1): 87-107.

Please review for assignment 3:

<http://www.universityworldnews.com/article.php?story=20140424173116328>

<http://www.timeshighereducation.co.uk/411323.article>

<http://www.theguardian.com/science/2011/sep/05/publish-perish-peer-review-science>

Credits

1 EC

5.1.3 Integrity and Responsibility in Research and Advice

Lecturers (provisional)

- Dr. Marcel Becker (Centre for Ethics, Radboud University Nijmegen)
- Dr. Hester van de Bovenkamp (Erasmus School of Health Policy & Management, Erasmus University Rotterdam)
- Prof. dr. Sarah de Lange (Department of Political Science, University of Amsterdam)
- Dr. Ringo Ossewaarde (Faculty of Behavioural, Management and Social Sciences, University of Twente)
- Dr. Patrick Overeem (Department of Political Science and Public Administration, Vrije Universiteit Amsterdam)
- Dr. Berry Tholen (Department of Public Administration, Radboud University Nijmegen)

Date and Location

15-18 June 2020, Utrecht

Aims and structure of this course

Can an investigator of political phenomena be politically neutral? Are the measures a researcher applies to evaluate policies objective? Is a study of phenomena that are politically or morally controversial inevitably controversial itself? If scientific research on politics and administration involves value-choices, should such choices in a society like ours be made (or at least controlled) democratically? When, exactly, is the integrity of a researcher at stake? Are there rules for proper conduct among researchers?

As different as these questions may be, they do have something in common. They all are questions that empirical researchers face (indeed, have to face) but that cannot be answered by reference to the body of theories and methodology in their field. The reason, of course, is that these questions are of a normative kind.

Research, as any more or less complex social activity, is a practice that contains its own typical values and ethical concerns. In fact two sorts of issues might be distinguished: internal and external ones. *Internal* issues concern integrity and ethics in doing research. For example: is one obliged to share one's data with other scientists? What is the difference between being pragmatic about research design choices and doing sloppy research? *External* issues concern the scientist's societal responsibility. For instance: Is research and scientific advice on policy and politics better to the extent that is more value-free? Do social scientists have a special responsibility for 'speaking truth to power'? (A further question arises: are these two types of issues related? Does our answers to the former have implications for our answer to the latter?)

This course does not deal with empirical theories or methodology of Political Science and Public Administration – nor with philosophy of science and epistemology – but with the values of the practice of research.

After this course, the PhD-student

- Is familiar with the most important theoretical positions on the fact-value distinction in (social) research and those on the scientific autonomy and responsibility of the scientist
- Is able to recognize the (implicit) value choices in existing research and advice and to discuss and evaluate these choices
- Is able to reflect on the normative issues at stake in his/her own research project
- Is familiar with existing codes of conduct and current debates on scientific integrity and responsibility.

Course Programme

The course consists of four morning sessions and four afternoon sessions. As a starting point, we take Max Weber’s classical position on the honorable, value-neutral scientist. In his speech *Wissenschaft als Beruf* (Science as a vocation, 1917) Weber presented what he saw as the basic values for scientists with consequences for both the internal and external side of his profession. In the first meeting we will try to come to grips with Weber’s stance and gather questions and problems that Weber’s position entails. These issues will be dealt with in the rest of this course. In the next two morning sessions we will discuss several ideal-typical positions of the social scientist’s responsibility that deviate from Weber’s, namely the value-aware and the (critically) involved social scientist. We will look into the arguments provided for these alternative proposals and see whether they can stand critical scrutiny.

In the afternoon sessions our approach is more thematic and practical. Guided by renowned researchers in our fields, we will identify the typical dilemmas (and ways to deal with them) in political and administrative research.

Throughout the course, we will pay special attention to questions of scientific integrity. This subject (which is much-debated in the Netherlands since the Stapel-affair) is an important element in each of the ideal-types of scientific responsibility discussed in the morning sessions and also in the specific research field discussed in the afternoons. In the morning sessions the meaning of integrity as a basic scientific value will be addressed. In addition we devote the fourth morning session to the more practical aspects of integrity, addressing the recent new Code of Conduct by the Dutch association of universities VSNU.

The items in overview:

Ideal-Types of Scientific Integrity & Responsibility	Values and Dilemmas in Practice
A. The honorable value-free social scientist*	I. Research in a contested area
B. The value-aware social scientist*	II. Being researcher and practitioner
C. The (critically) involved social scientist*	III. Social research as social activism
	IV. Integrity in scientific practice *
	V. Values in the research on integrity And corruption

* = morning sessions

In all sessions, the PhD-students are actively challenged to relate their own research to the issues and approaches at hand.

Course coordinators

Course coordinators of this programme are Patrick Overeem (VU University Amsterdam, p.overeem@vu.nl) and Berry Tholen (Radboud University Nijmegen b.tholen@fm.ru.nl). They will also be the lecturers in the more theoretical morning sessions. The thematic sessions will be conducted by experts in the particular types of research to be discussed. (See the programme above)

Assignments

Participating PhD-students are expected to read all literature in advance and participate actively in the discussions. For the morning-sessions you also have to prepare answers to particular (reading) questions. After the set of lectures each participant writes a paper in which (s)he critically analyzes the value position or value choices in a (classical) study in Public Administration or Political Science of her or his choice. The paper should reflect that the candidate is able to use the approaches discussed in this course reflectively. Turn in your paper by email (send it to both p.overeem@vu.nl and b.tholen@fm.ru.nl) before Thursday July 2, 2020. (Word count approx. 2000, excluding references.) Active participation during the lectures and at least a 'sufficient' for the essay are precondition for finalizing this course.

Literature (in alphabetic order; provisional)

- Dijstelbloem H., et al (2013) *Why science does not work as it should and what to do about it*. Science in Transition position paper.
- <http://www.scienceintransition.nl/wp-content/uploads/2013/10/Science-in-Transition-Position-Paper-final.pdf>
- Flyvbjerg, B. (2001) *Making Social Science Matter*. Cambridge University Press.: Ch 1, 5, 6, 9, 10 & 11.
- Honneth, A. (2012), Brutalization of the social conflict: struggles for recognition in the early 21st century, *Distinktion: Scandinavian Journal of Social Theory*, 13(1): 5-19.
- MacIntyre, A. (1985) *After Virtue*. Duckworth ch 14.
- Marcelo, G. (January 2013) Recognition and Critical Theory Today: An Interview with Axel Honneth, in: *Philosophy and Social Criticism*: 1-13.
- Netherlands Code of Conduct for Research Integrity 2018 (VSNU), [PDF-file](#)
- Taylor, C. (1985) Neutrality in Political Science, in: *Philosophical Papers Volume II. Philosophy and the Human Sciences*. Cambridge University Press: 58-90.
- Thompson, D. (1983) Ascribing Responsibility to Advisors in Government, in: *Ethics* 93/april: 546-560
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5.1.4 Classics in Public Administration and Political Science

Lecturers

Dr. Jelle van Baardewijk, Dr. Duco Bannink and Prof. Dr. Willem Trommel,
Vrije Universiteit Amsterdam

Date and location

October 2020, Utrecht

In the course Classics in Public Administration and Political Science, we discuss the position of the social domain of politics and public administration in society and of the social-scientific domain of public administration and political science in the social-scientific literature. These positions are related. Changing societies lead to changes in the position of politics and public administration, both in social reality and in the literature. Therefore, we start the course by a seminar on 'society.' Politics and public administration are situated in society. They cannot be understood as a system of governance or government situated next to or on top of society. In its social context, politics and public administration themselves operate in socially structured ways.

The concept of institutions (in Selznick's well-known definition) as practices 'infused with value beyond technical requirements of the task at hand' underscores the social embeddedness of politics and public administration. We also understand politics and public administration as an institution, a practice infused with value beyond technical requirements. We extend this discussion and consider how institutions function and how this affects society. With regard to this, a number of authors have observed a shift from 'first' to 'second' or 'late' modernity. This is expressed in changed relations between actors (Giddens, Castells), diversification of life patterns (Beck), weaker binding of individuals to their social environment (Putnam) and changing normative orientations of individuals (Inglehart).

This affects policy making and policy implementation. March and Olsen argued that the 'organizational basis of politics' affects political processes. How has this changed? Given the challenges of a late modern social structure, what is, e.g., the relation between policy making and the implementation of policies? We discuss how policy implementation cannot be seen as a rational process choosing optimal means to realize politically defined goals but is itself a socially embedded practice characterized by its own bounded rationality of institutionalized values and beliefs. This social embeddedness of policy implementation contributes to the limited governability of society.

We consider the limitations to governmental control ambitions and discuss how the social scientific field of political science and public administration has reacted to the limitations of public control by proposing variants of new modes of governance, starting from a shift from 'public administration' to 'new public management' in the 1980s, and a further shift to 'new public governance' in the late 1990s. While these new modes of governance seem promising, we might also have to consider whether classic ideas like Lindblom's incrementalism or the garbage can model of policy making might be more accurate understandings of the policy process.

Our political and administrative institutions appear increasingly weak in addressing the challenges of 'late-modernity'. In this context, a Tocquevillean mechanism seems to occur of increased individual liberties which then become subject to regulation. Contrary to such mechanism, several contemporary scholars argue that governments must step back and involve societal actors in the process of policy-making and implementation: bringing society back in.

During the course, we discuss these issues and relate them to the research projects of the participating Ph.D.-students: how does the conception of politics and public administration change and what consequences does this have for the conception of the social-scientific fields of political science and

public administration? And, consequently, what implications for the own research projects do the discussed ideas have?

Learning objectives

Upon completion of the course students, for Classics in Public Administration (PA) and Political Science (PS), will:

1. Be able to explain key themes and issues in PA/PS.
2. Be able to articulate key criticisms of scholarly work in the context of broader academic debates.
3. Be able to discern the social-scientific and practical relevance of the debate, to articulate practical advice to actors involved in politics/governance that is grounded in the scholarly work on public administration and political science and to articulate implications for the own research projects.

Preparatory essay assignment

To prepare for the course, we ask each participant to write a short essay (max. 900 words) on what he or she considers a core problem in current scholarly work on public governance. Is the discipline stagnating, and if so, what would be a way to regain progress? To what extent do the classics help to understand the 'state of the art', and to explore new avenues for theory and research? The essay needs to be handed in before October 1, 2020, 17h00 (send by e-mail to w.a.trommel@vu.nl and d.b.d.bannink@vu.nl). We discuss the preparatory assignments in the first seminar.

Final essay assignment

To conclude the course, we again ask each participant to write a short essay (900 to 1500 words) that starts from the preparatory assignment and the course seminars on what he or she considers a suitable response to the discussed issues in current scholarly work on public governance and the own dissertation design. To what extent are you able to find new avenues for theory and research? How do these help the disciplines forward? The teachers send written feedback afterwards.

Structure of the class meetings

We start the meeting with a short introduction by the teachers. The students prepare the seminar in subgroups of about four students. Assignments for subgroup preparation are presented during the introductions. In any case, the subgroups need to distill the main issues from the studied literature and connect them to the larger social scientific debate in public administration and political science and to developments in the social domain of politics and public administration and their own dissertations. We use a variety of work forms.

Credits

4 EC

5.1.5 Data Management

The current NIG-elective "Data Management" (4 EC) has been replaced by a common core course "Data Management" (1 EC). This new course will be obligatory for all students who want to receive a NIG-Diploma. PhD-students from the universities of Leiden, Nijmegen, Twente, Rotterdam and VU Amsterdam – who have demonstrably successfully completed a course on Data-Management in their university's local graduate school – can claim an exemption for this obligatory course. For all other students NIG will organize a separate course.

This new arrangement also implies that for new NIG-PhDs, the full NIG-programme will comprise of 15 EC common core courses and 15 EC electives.

5.2 Electives

5.2.1 Take the lead: All you need to know about Public Leadership

Course coordinator

Prof. Dr. Karin Lasthuizen (Victoria University Wellington, New Zealand)

Date and location

TBC, Utrecht

Aim and background of this course about leadership

The popularity of leadership, as a theme about which many questions can be raised and multiple answers given, can hardly be overstated. For example, the term 'leader' results in almost one billion hits on Google and about 3 million on Google Scholar. The same popularity attracts leadership development and training, because many of us want to know how to become a leader.

So, what does it take to take the lead? And what can we learn from academic perspectives on leadership, and specifically public leadership?

As Paul 't Hart states in his latest book on public leadership that "The power of leadership has been loathed, feared and admired, but can hardly be denied". Although leadership is a powerful term, surprisingly it is also often weakly conceptualized. The prominent scholar James MacGregor Burns famously stated that leadership is one of the most observed but least understood phenomena on earth. In other words, it is a 'magic concept', meaning everything and nothing. In this course, we want to go and look into this magic concept by making it more concrete and tangible, so that scholars can study it and professionals can use these insights in their organizations. In addition, we like to familiarize you with a few leadership tips and tricks to explore and boost your own leadership.

This course thereby focuses firstly on the 'public' aspect of leadership. Vogel and Masal (2014) argued, "in current research on public leadership, the emphasis is still on the aspect of 'leadership' rather than on the 'public' element" and that "research on public leadership needs to pay more attention to publicness itself". Hence, we will especially analyze what makes leadership in public context different - such as the role of politics and the media, the importance of ethics, and the face of leadership in times of rapid change and crisis. Next to this, we will also discuss general leadership concepts, such as transformational leadership, transactional leadership, servant leadership and ethical leadership. In this way, this course uses insights not only from public administration, but also from political science, organizational behavior, management science and psychology.

Next to focusing on the theoretical content, this course will also let the participating PhD students dive into the methodological and practical side of leadership studies. This is done by means of hands-on research (such as learning from a diversity of methodological approaches in dissertation research and

presenting your own research with charisma), the playing of 'serious games' (such as ethical decision making with a 5 steps model and a negotiating challenge as Pirates of the Caribbean) and writing a short essay combining a topical leadership example and theoretical knowledge.

Hence, we aim to develop a dynamic learning environment regarding leadership in the public sector, which is not only highly educational but also brings heaps of fun.

Learning objectives

In this course, you will learn both scientific and professional knowledge and skills. The learning objectives of this course are:

1. To become familiar with the core themes of leadership in the public sector, including dealing with a political and public environment, leading with integrity and responding to citizens and society's problems;
2. To obtain knowledge about the distinctiveness of 'public' leadership and to integrate this knowledge with more general leadership studies in political science, organizational behavior, psychology and management;
3. To reflect on the methods of doing research into public leadership;
4. To integrate theoretical and empirical insights into a short essay/ news article/ blog on contemporary leadership in public organizations.

Objective 1 and 2 are 'content' objectives, which are explicitly related to objective 1 and 7 of the NIG: "A systematic understanding of Public Administration / Political Science" and "Ability to communicate with peers in Public Administration / Political Science and scholars from other disciplines and with society in general". Objective 3 and 4 are 'competency' objectives, which are explicitly linked to objective 2 and 3 of the NIG: "Mastery of the skills and methods of research associated with Public Administration / Political Science" and "Ability to conceive, design, implement and adapt a substantial process of research".

Related to this, after this course, you are able to:

- Define and explain key concepts and theory related to leadership in the public sector;
- Describe the difference of public and political leadership with organizational leadership and Public management;
- Identify and analyze a leadership issue using different theoretical and methodological approaches;
- Assessing and evaluating a topical leadership issue by writing an essay;

And;

- Identify and experience some of the leadership challenges, and take the lead by: presenting your own research with leadership charisma, approach sensitive issues with ethical decision-making skills; and get what you want with a hefty doses of negotiation skills.

Credits

4 EC

5.2.2 Network and Collaborative Governance: Theories, Methods and Practices

Lecturers

Prof. Dr. Erik Hans Klijn (Erasmus University of Rotterdam, The Netherlands)

Prof. Dr. Jenny Lewis (Melbourne University, Australia)

Date and location

18-21 April 2020, Tampere - Finland

Aim of the course

Transformations of state and society over the last 3 decades have increased the importance of all kinds of horizontal forms of governance (under headings like network governance, collaborative governance etc.) in formulating, determining and implementing public policy and service delivery. The governance networks (including partnerships and the recent rise of the idea of coproduced public services), in which these processes take place engage public, private and civil society actors at transnational, national, regional and local scales in shaping the future of our societies. These however may fail due to many causes. Network management is often mentioned to mitigate the risk of failure and enable governance networks to achieve desired outcomes in terms of more effective and democratic governance and more innovation policy making.

Research into network and collaborative governance is now firmly established all over the world. It is offering important opportunities for theoretical and methodological development, and for the generation of new knowledge with both academic and policy relevance. National and local differences demonstrate the need for theoretically and methodologically sound comparative research.

This course is offered by the Netherlands School of Government (NIG) in cooperation with the International Research Society of Public Management (IRSPM). It will bring together PhD students and leading academics from both networks, but also be open for PhD students from other countries. It will create a learning community in which PhD students will:

- Develop their analytical understanding of governance networks;
- Strengthen their theoretical and methodological knowledge;
- Test their ideas and conclusions through dialogue with leading researchers;
- Contextualize their research in a comparative, multi-national setting;
- Have a chance to present and gain feedback on their research;
- Build an international network of young researchers in the field.

Credits

4 EC

5.2.3 EUROLOC Summer school 2020 (one-off event)

More information follows soon

Date and location

6-10 July 2020), Utrecht

Credits

5 EC