Dear Future Inclusion Student,

Thank you for your interest in the Inclusion program! This course guide is structured as follows:

1. The first few pages are the names and course codes of the available Inclusion courses categorized by faculty
2. After this there are additional pages on which the content and aims of the courses are explained

**Please read the following information carefully:**

- Inclusion works with a first come first serve principle. There are only limited spots available!
- Participation runs according to the order of registration, on the understanding that regular Utrecht University students registered for the study programme will have priority with registering for the courses.
- You will attend regular UU courses, which means that you will have class amongst regular UU students.
- Please remember that if you choose to apply for one of the following courses, you are expected to finish the course.
- Withdrawal without a valid reason either before or during the course will result in you not being able to participate in any Inclusion course in the next block. **Thus, participation and commitment must be taken seriously.**
- Lastly, Inclusion will not refund travel costs to attend courses at Utrecht University. Participants are responsible for taking care of their own travel costs and are required to inform Inclusion before the deadline which is stated in the general letter of acceptance.

The **deadline for applying for courses in Block 1 is 19th August 2019.**
<table>
<thead>
<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>1</td>
<td>201400040</td>
<td>Religion, media and popular culture</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Students must have had at least three social science courses at university level</td>
<td>M. Oosterbaan</td>
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<td>200500126</td>
<td>Conducting a Survey</td>
<td>11-11-2019 t/m 31-01-2020</td>
<td>SPSS, Multivariate Analysis, Writing in English</td>
<td>V. Toepoel</td>
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<td>3</td>
<td>201800002</td>
<td>Dynamics of Youth: Interdisciplinary Perspectives</td>
<td>02-09-2019 t/m 08-11-2019</td>
<td>Students should already be able to write a paper in their own discipline (including literature search and academic level of writing in English). Students from all disciplines/fields can participate.</td>
<td>C. van den Boomen</td>
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<td>4</td>
<td>201800032</td>
<td>Advanced Sociological Theory: Modelling Social Interaction</td>
<td>(02/09/2019 to 08/11/2019)</td>
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<td>V. W. Buskens</td>
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<td>5</td>
<td>201800007</td>
<td>Risk behavior and addiction in adolescence</td>
<td>02/09/2019 to 08/11/2019</td>
<td>Not sure yet</td>
<td>R. van den Eijnden</td>
<td>Not sure yet</td>
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<td>6</td>
<td>200600048</td>
<td>Psychosocial development and problems</td>
<td>02-09-2019 t/m 08-11-2019</td>
<td>Some knowledge about child development and family relationships, as well as some experience with writing papers.</td>
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<td>200600056</td>
<td>Wild years: Youth culture and pop music</td>
<td>02-09-2019 t/m 08-11-2019</td>
<td>Inclusion intake</td>
<td>G. Dielissen</td>
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<td>8</td>
<td>201500044</td>
<td>Rejecting minorities: an interdisciplinary perspective on intergroup relations</td>
<td>02/09/2019 to 08/11/2019</td>
<td>Background in Social Sciences.</td>
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<td>9</td>
<td>201600022</td>
<td>Train de Trainer Coaching and Training</td>
<td>11/11/2019 to 17/04/2020</td>
<td>Having done Coaching and Training course. A good command of English.</td>
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<td>10</td>
<td>201600023</td>
<td>Self-regulation</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Some basics in Psychology.</td>
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<td>11</td>
<td>201900028</td>
<td>Science of Happiness</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Very good command of English (many assignments and discussions during the course); background in one of the social sciences or public administration/policy would be recommended</td>
<td>F. Kroese</td>
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<td>12</td>
<td>201900017</td>
<td>Health in society</td>
<td>02-09-2019 t/m 08-11-2019</td>
<td>Knowledge in Social Sciences.</td>
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<td>13</td>
<td>201900070</td>
<td>Academic writing Interdisciplinary Social Sciences</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Experience with writing research proposals or papers; experience with methods &amp; statistics; at least a third year bachelor student.</td>
<td>F. Cramwinckel</td>
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Faculty of Science – Utrecht University

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<tr>
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<td>FA-BA115</td>
<td>Meet your brains</td>
<td>02/09/2019 to 08/11/2019</td>
<td>Inclusion intake</td>
<td>F. Engels</td>
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<td>2</td>
<td>SK-BASSM</td>
<td>Advanced Superstructures: Scattering and Microscopy</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Background in physical chemistry and mathematics is expected (on the level comparable to our students in their 3rd year)</td>
<td>A. Petoukhof</td>
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<td>SK-BNANO</td>
<td>Nanomaterials</td>
<td>02/09/2019 to 08/11/2019</td>
<td>Background knowledge in electronic structure of solids (“band theory”); classical and statistical thermodynamics</td>
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<td>4</td>
<td>DI-407</td>
<td>Understanding Drugs</td>
<td>(11/11/2019 to 13/12/2019)</td>
<td>At least two years of university training in either pharmacy, bio(techn)logy, chemistry or biomedical sciences</td>
<td>E. Moret</td>
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<td>5</td>
<td>FA-BA314</td>
<td>Future medicines</td>
<td>02/09/2019 to 08/11/2019</td>
<td>At least two years of university training in either pharmacy, bio(techn)logy, chemistry or biomedical sciences</td>
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<td>1-2</td>
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<td>6</td>
<td>NS-EX422M</td>
<td>Experiment Design</td>
<td>02/09/2019 to 08/11/2019</td>
<td>A bachelor degree or equivalent in physics, chemistry, or engineering.</td>
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<td>FA-BA218</td>
<td>The imprinted brain - how genes set the balance between autism and psychosis</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Inclusion intake</td>
<td>F. Engels</td>
<td>1-5</td>
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<td>N</td>
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<td>RGBUIER007</td>
<td>Market Governance in the 21st Century</td>
<td>02/09/2019 to 10/11/2019</td>
<td>A background in law, or politics, science or governance.</td>
<td>J. Sluijs</td>
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<td>2</td>
<td>RGBUIER012</td>
<td>Introduction to Public International Law</td>
<td>02/09/2019 to 10/11/2019</td>
<td>A very good command of English.</td>
<td>N. Dobson</td>
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<td>3</td>
<td>RGBUSBR012</td>
<td>Introduction to Dutch Law</td>
<td>11/11/2019 to 02/02/2020</td>
<td>A very good command of English. Have finished secondary school with high grades to enter higher education.</td>
<td>P. Langbroek</td>
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<td>RGBUSBR013</td>
<td>Legal Ethics</td>
<td>11/11/2019 to 02/02/2020</td>
<td>Inclusion intake</td>
<td>B. de Vries</td>
<td>4-5</td>
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<td>5</td>
<td>RGMUSTR013</td>
<td>Cultural Criminology</td>
<td>11/11/2019 to 02/02/2020</td>
<td>Basic knowledge of criminology, anthropology or cultural studies would be very helpful; This is a MASTER level course!</td>
<td>E. Krsmovnic</td>
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<td>6</td>
<td>RGBUSTR008</td>
<td>International Organised Crime</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Background in social sciences; familiarity with (criminal) law is a plus</td>
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<td>7</td>
<td>USG4141</td>
<td>Organising in a Changing World</td>
<td>(11/11/2019 to 02/02/2020)</td>
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<td>8</td>
<td>EC1PMA</td>
<td>Principles of Macroeconomics</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Inclusion intake</td>
<td>F. van der Salm</td>
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<td>9</td>
<td>ECB3GT</td>
<td>Competitive Strategy and Game Theory</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Knowledge on the level of advanced mathematics is useful.</td>
<td>T. Rezaei Khavas</td>
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<td>10</td>
<td>ECB3IO</td>
<td>Managerial and Industrial Economics</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Knowledge on Game Theory is useful.</td>
<td>T. Rezaei Khavas</td>
<td>5</td>
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<td>No.</td>
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<td>ECB2IEEI</td>
<td>Introduction to the Economics of European Integration</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Inclusion intake.</td>
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<td>ECB1WIS</td>
<td>Mathematics for Economists</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Inclusion intake.</td>
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<td>13</td>
<td>ECB2FIN</td>
<td>Corporate Finance and Behaviour</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Inclusion intake.</td>
<td>M. Dijkstra</td>
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<td>14</td>
<td>ECB3ACP</td>
<td>Entrepreneurial Ecosystems</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Knowledge of innovation and entrepreneurship.</td>
<td>F. Polzin</td>
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<td>15</td>
<td>ECB3CLR</td>
<td>Consumer Law and Regulation</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Inclusion intake.</td>
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<td>16</td>
<td>ECB2VMAE</td>
<td>Intermediate Macroeconomics: Output and time</td>
<td>11-11-2019 t/m 02-02-2020</td>
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<td>J. Jordaan</td>
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<td>17</td>
<td>ECB3CMEPC</td>
<td>Philosophy, Politics and Economics</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Background in Economics.</td>
<td>L. Groot</td>
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<td>18</td>
<td>ECB2METRIE</td>
<td>Econometrics</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Knowledge at the level of B1 Statistics</td>
<td>T. Dulam</td>
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<td>19</td>
<td>USG4430</td>
<td>Global Civil Society: Innovative Strategies for Advocacy and Service Delivery</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Background in Social Sciences, History or Law</td>
<td>K. Geuijen</td>
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<td>20</td>
<td>USG4580</td>
<td>Policy implementation</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Inclusion Intake</td>
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<td>21</td>
<td>USG5520</td>
<td>Public Administration and Organisations</td>
<td>02/09/2019 to 10/11/2019</td>
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<td>ECB1IFA</td>
<td>Introduction to Finance and Accounting</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Inclusion intake</td>
<td>M. Dijkstra</td>
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<td>23</td>
<td>ECB1IEBE</td>
<td>Introduction to Economics and Business Economics</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Inclusion intake</td>
<td>M. Boumans</td>
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**Faculty of Humanities – Utrecht University**

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<td>CI3V18102</td>
<td>Data-analysis in the practice of Communication</td>
<td>(04/09/2019 to 01/11/2019)</td>
<td>Inclusion intake</td>
<td>M. Schaefer</td>
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Language, Literature, and Communication
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<td>CI3V18401</td>
<td>Intercultural Communication</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
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<td>EN2V17001</td>
<td>From Bede to the Bard: English Literature 449-1649</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>P. Franssen</td>
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<td>EN3V14302</td>
<td>Adapting to the Novel</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
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<td>EN3V17002</td>
<td>Irish Literature 1850-present</td>
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<td>EN3V18002</td>
<td>The English Lyric, in Theory and Practice</td>
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<td>EN3V18003</td>
<td>The Shakespeare Industry</td>
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<td>EN3V18004</td>
<td>Sociolinguistics of Englishes: Language Variation, Contact and Change</td>
<td>04-09-2019 t/m 01-11-2019</td>
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<td>Language and Identity: Researching and Writing Who We Are</td>
<td>11-11-2019 t/m 24-01-2020</td>
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<td>EN3V18008</td>
<td>Prosody in Communication</td>
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<td>KE1V13001</td>
<td>Introduction to Celtic Studies</td>
<td>04-09-2019 t/m 01-11-2019</td>
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<td>KE1V13002</td>
<td>Old Irish 1</td>
<td>04-09-2019 t/m 01-11-2019</td>
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<td>Old Irish 2</td>
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<td>LI1V18001</td>
<td>Introduction to Literary Studies</td>
<td>04/09/2019 to 01/11/2019</td>
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<td>LI3V14102</td>
<td>Migration and Diaspora</td>
<td>11/11/2019 to 24/01/2020</td>
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<td>LI3V17202</td>
<td>Contesting the Past</td>
<td>11/11/2019 to 24/01/2020</td>
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<td>Introduction to Formal Spanish Linguistics</td>
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<td>TL1V18001</td>
<td>Academic Speaking</td>
<td>04/09/2019 to 01/11/2019</td>
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<td>First Language Acquisition</td>
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<td>Language History of the British Isles</td>
<td>04/09/2019 to 01/11/2019</td>
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<td>Asian traditions and modernities: South Asian Literature and Culture since the early 20th Century</td>
<td>04/09/2019 to 01/11/2019</td>
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<td>TL3V16006</td>
<td>The sound and soul of China</td>
<td>11/11/2019 to 24/01/2020</td>
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<td>25</td>
<td>TW1V13001</td>
<td>From Language to Linguistics</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>M. Marelj</td>
</tr>
<tr>
<td>26</td>
<td>TW2V13001</td>
<td>Language meaning and language use</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>J. Zwarts</td>
</tr>
<tr>
<td>27</td>
<td>TW2V13003</td>
<td>Phonetics: the study of speech</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>H. Quené</td>
</tr>
<tr>
<td>28</td>
<td>TW3V18104</td>
<td>Words in the Mind</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>M. Marelj</td>
</tr>
<tr>
<td>29</td>
<td>CI3V18101</td>
<td>Social Media in context</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>K. van Es</td>
</tr>
<tr>
<td>30</td>
<td>TL3V19002</td>
<td>Latin in Late Antiquity</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>E. Rose</td>
</tr>
<tr>
<td>31</td>
<td>KE1V19001</td>
<td>Continental Celtic</td>
<td>11-11-2019 t/m 24-01-2020</td>
<td>Inclusion intake</td>
<td>A. Griffith</td>
</tr>
<tr>
<td>33</td>
<td>TL2V18001</td>
<td>Literary Studies, an introduction</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>T. Idema</td>
</tr>
<tr>
<td>34</td>
<td>TL2V19005</td>
<td>Topics in linguistics</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>S. Avrutin</td>
</tr>
<tr>
<td>35</td>
<td>TW1V19001</td>
<td>Psychology of Language</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>S. Alexandropoulou</td>
</tr>
<tr>
<td>N</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Dates</td>
<td>Requirements</td>
<td>Teacher</td>
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<tr>
<td>1</td>
<td>GEO1-2410</td>
<td>Sustainability Challenges</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Inclusion intake</td>
<td>M. Bootsma</td>
</tr>
<tr>
<td>2</td>
<td>GEO1-2411</td>
<td>Mathematics and Systems Analysis</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Good level of Mathematics (A or B in their exam curriculum); students need a laptop</td>
<td>A. Garcia Mayor</td>
</tr>
<tr>
<td>3</td>
<td>GEO1-2413</td>
<td>Socio-economic Processes</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Good level of English; Inclusion intake</td>
<td>G. Feola</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Years</td>
<td>Instructor</td>
<td>Credits</td>
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<tr>
<td>GEO4-1426</td>
<td>Kinetic Processes</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>T. Behrends</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GEO2-1202</td>
<td>Physical chemistry</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>T. Behrends</td>
<td>2</td>
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</tr>
<tr>
<td>GEO2-2113</td>
<td>Environmental Policy Evaluation and Design</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>M. Vijge</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GEO2-2142</td>
<td>Philosophy of Science and Ethics</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>F. van den Berg</td>
<td></td>
<td></td>
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<tr>
<td>GEO2-2143</td>
<td>Global Climate Change</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>K. Rebel</td>
<td>1-2</td>
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<tr>
<td>GEO4-2502</td>
<td>Energy Conversion Technologies I</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>M. Gazzani</td>
<td></td>
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<tr>
<td>GEO2-2212</td>
<td>Applied Thermodynamics and Energy Conversions</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>M. Gazzani</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO2-2274</td>
<td>Science, Technology and Society</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>K. Beumer</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEO2-3317</td>
<td>Geographies of Health</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>D. van Lierop</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>GEO2-3502</td>
<td>Development Geography: Theory &amp; Practice</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>G. van Westen</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GEO2-4212</td>
<td>Paleontology - flora</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>F. Wagner-Cremer</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GEO3-1312</td>
<td>Introduction to Seismology and Seismics</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>H. Paulssen</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>GEO3-1320</td>
<td>Programming and</td>
<td>(02/09/2019)</td>
<td>C. Thieulot</td>
<td>1-2</td>
<td></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Start Date</td>
<td>End Date</td>
<td>Prerequisites</td>
<td>Instructor</td>
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<tr>
<td>GEO3-2121</td>
<td>Sustainable Land Use</td>
<td>11/11/2019</td>
<td>31/01/2020</td>
<td>General background knowledge on environmental governance processes from the global to the local level; basic skills in environmental policy analysis, evaluation and design.</td>
<td>D. Hegger</td>
</tr>
<tr>
<td>GEO3-2420</td>
<td>Sustainable Energy Supply</td>
<td>02/09/2019</td>
<td>08/11/2019</td>
<td>Inclusion intake</td>
<td>G. J. Kramer</td>
</tr>
<tr>
<td>GEO3-3302</td>
<td>Transport Geography</td>
<td>11/11/2019</td>
<td>31/01/2020</td>
<td>GIS knowledge, if the students wants to join the lab work</td>
<td>M. Helbich</td>
</tr>
<tr>
<td>GEO3-3413</td>
<td>Globalization</td>
<td>02/09/2019</td>
<td>08/11/2019</td>
<td>Good level of English and some basic knowledge about economics and geography</td>
<td>T. van Rietbergen</td>
</tr>
<tr>
<td>GEO3-4306</td>
<td>Coastal Morphodynamics</td>
<td>11/11/2019</td>
<td>31/01/2020</td>
<td>Background in earth sciences (like geomorphology) and in physics &amp; maths</td>
<td>G. Ruessink</td>
</tr>
</tbody>
</table>
## Course descriptions

### Faculty of Social Sciences

<table>
<thead>
<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>201400040</td>
<td>Religion, media and popular culture</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Students must have had at least three social science courses at university level</td>
<td>M.Oosterbaan</td>
<td>6</td>
</tr>
</tbody>
</table>

### Aims
- Refined understanding to religious processes and their effects.
- Insight into the genesis of the modern category of religion.
- Insight into how modern media are part of religious mobilization and revival.
- Insight into the relations between religion, power and knowledge.
- Insight into the way in which religious, cultural and political processes interact.
- Insight into the processes that define religious group boundaries.
- Refined understanding of the relation between religion and globalization.
- Refined understanding of the critique on the secularization thesis.
- Insight into the relation between cultural studies and anthropology.

### Content

For a long time, social science scholars understood religion as a phenomenon that was successfully relegated to the private spheres of life. Modern thinkers envisioned secularization as a gradual but progressive process, which guaranteed the boundaries between religion, politics, science and the economy. However, contrary to these expectations, religion never ceased to be of importance beyond the private spheres; not in the so-called West and not in the rest of our globalized world. Whereas much of the so called ‘return of religion’ is framed in reactionary terms – think of news broadcast about fundamentalist groups, for example – religion shows itself in a variety of other contexts and processes. People do not necessarily turn to religion to resist the forces of globalization, but also in search of ways to become part of global networks, communities and processes. This pursuit is facilitated by cross-fertilizations between religion, media, entertainment and popular culture. For example: in 2018, in the Netherlands, 3 million viewers watched the live television broadcast of ‘The Passion’, in which famous Dutch pop-singers replayed the crucifixion of Christ in the Bijlmer, a multicultural neighborhood in the South-East of Amsterdam. In 2013, in Rio de Janeiro, Pope Francis lead a night vigil on Copacabana beach that resembled first and foremost a contemporary pop concert, attended by 3 million people and streamed via the internet around the world. This course offers students the tools to understand these phenomena in the context of processes generally described as globalization. The course will focus on the formations of contemporary religious communities in various parts of the world, so as to inform students of the differences between several religious traditions, the socio-political contexts in which they thrive and the various means through which these religions are channeled to their audiences and adherents. The focus on media and ‘popular culture’ signals the course’s aim to include in anthropological understandings of religion some of the important insights that come from the field of cultural studies. These insights can be summarized here as the need to include in anthropological understandings of contemporary societies, the effects that film, music, radio, social media and so forth have in the shaping of power relations between groups of people.
<table>
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<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>2</td>
<td>200500126</td>
<td>Conducting a Survey</td>
<td>11-11-2019 t/m 31-01-2020</td>
<td>SPSS, Multivariate Analysis, Writing in English</td>
<td>V. Toepoel</td>
<td>2</td>
</tr>
</tbody>
</table>

**Aims**

In this course students get acquainted with different scientific theories of self-report and they will learn how to conduct their own survey, from the first stage of writing and testing the questions, via organizing the questionnaire, to sampling, coding, screening the data, analyzing the data, and writing about survey results. This course will make students better equipped for jobs as a junior researcher on (middle) large research organizations and research departments of large companies.

**Course aims:**

a. Students develop fundamental knowledge and understanding in the state of the art in survey methodology (Knowledge and Understanding)
b. They apply their knowledge in a multi-disciplinary context to contemporary problems (Applying)
c. They are able to determine the most effective research methods to address a research problem (Applying, using software to operationalize a research question and distinguishing different research strategies)
d. They are capable of autonomous scholarly self-development (Learning skills)
e. They give proof of being a responsible and scholarly professional (Learning skills)
f. They are able to advise researchers in applying the current state of the art in methodology and statistics (Judgment)
g. They are able to produce publications up to the standards of international peer-reviewed books in the survey field (Communication)
h. They are able to present on research findings and insights to specialist and non-specialist audiences clearly and unambiguously in English (Communication)

After taking this course students are able to conduct proper survey research.

In nine weeks you will learn the basics of conducting your own survey. During every meeting we will treat a different aspect of survey research. The order of the meetings will be parallel to the order in which a survey is developed and conducted. The weekly lectures will cover the theoretical and statistical backgrounds of surveys. During the workshop meetings you will work on your own questionnaires, provide feedback to other students and analyze your own survey data in small groups. Topics that are discussed are amongst others: the specification of research questions, questionnaire design, cognitive laboratory, designing a sampling frame, non-response, survey modes, and dealing with incomplete data.
<table>
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<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>201800002</td>
<td>Dynamics of Youth: Interdisciplinary Perspectives</td>
<td>02-09-2019 t/m 08-11-2019</td>
<td>Students should already be able to write a paper in their own discipline (including literature search and academic level of writing in English). Students from all disciplines/fields can participate.</td>
<td>C. van den Boomen</td>
<td>1/2</td>
</tr>
</tbody>
</table>

**Aims**

At the end of the course:

- you are able to describe child development from the perspective of multiple disciplines as presented in this course
- you are able to communicate this knowledge to peers from other disciplines
- you are able to integrate insights from different disciplines to address core questions in child development.

**Content**

This course offers an interdisciplinary perspective on child development. You will step away from your own discipline-based outlook and instead develop an integrated understanding of child development from infancy to adulthood. In this course, you will gain comprehensive knowledge on child development and practice the skills needed to communicate your ideas to persons from various disciplines. In a series of lectures, experts from various disciplines will discuss important findings of child research in their field (e.g., psychology, neuroscience, law, geography, animal models, philosophy, linguistics). You will integrate this knowledge by discussing topical issues in child development with other students during interdisciplinary working groups. Moreover, you will apply this interdisciplinary knowledge to a topic of your own choice by writing a literature review with 4-6 fellow students. The interdisciplinary skills and knowledge acquired in this course will benefit you in any career involving child development - be it in science, health-care or policy-making - as issues in current-day society require a multifaceted approach.
<table>
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<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>4</td>
<td>201800032</td>
<td>Advanced Sociological Theory: Modelling Social Interaction</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>V.W. Buskens</td>
<td>3</td>
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</table>

**Aims**

At the end of the course, the student has built up elementary expertise in:

- Using formal theoretical tools for generating tentative answers to explanatory problems in the form of explanatory theories and models;
- Deriving testable hypotheses from explanatory theories and models;
- Critically comparing and evaluating sociological theories;
- Using explanatory theories and results of empirical research for developing policy recommendations.

**Content**

This is an intermediate undergraduate level course on theory formation and model building in Sociology. Thus the course focuses on the 'Theory', in the 'Problems-Theory-Empirical research-Policy implications'-sequence that characterizes the various steps in analytical social science. The focus is on the common 'logic' underlying different, sometimes competing but also often complementary sociological approaches.

We discuss the core steps involved in theory formation and model building: the formulation of problems (societal problems as well as sociological problems), (re)construction of theories, derivation of testable hypotheses from general theories, and generating policy recommendations using sociological theories as well as results of empirical research. A focus on carefully designed arguments is a characteristic feature of the course: what assumptions do we need in order to derive certain implications? What implications follow from a certain set of assumptions? This includes making assumptions explicit which often remain implicit in theoretical reasoning.

Another feature of the course is that we carefully reconstruct the links between propositions on the micro-level of individual behavior and propositions on the macro-level of social phenomena and processes. For this purpose, we introduce students to theoretical tools such as game theory and agent-based modeling. The course proceeds from examples of sociological analyses, primarily focusing on problems of order and cooperation (sometimes referred to as the problem of cohesion).
<table>
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<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>201800007</td>
<td>Risk behavior and addiction in adolescence</td>
<td>02/09/2019 to 08/11/2019</td>
<td>Not sure yet</td>
<td>R. van den Eijnden</td>
<td>Not sure yet</td>
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</tbody>
</table>

**Aims**
At the end of this course

- students will have an overview of the most important issues in the study of risk behavior and addiction among adolescents;
- students will have knowledge of the most important theories to understand and explain substance use and other appetitive behaviors, and the development of addiction to these substances or behaviors;
- students will have knowledge of the possible effects of substance use, other appetitive behaviors, and addiction to these substances or behaviors;
- students will be able to apply the acquired theoretical and empirical knowledge when analyzing social youth issues;
- students will be able to reflect on possible policy or intervention practices that may help to prevent social youth issues.

**Content**
Since the early ‘00s, the use of tobacco, alcohol, and cannabis among Dutch adolescents has shown a decreasing pattern (de Looze et al., 2015; 2017). Despite this positive development, still 20% of the 16-year old adolescents has been smoking, and 59% has been drinking alcohol last month. Moreover, in comparison to other European countries, Dutch adolescents are still among the heavy drinkers, and the prevalence of cannabis use is twice as high (38% of the 16-year olds has been using cannabis during their lifetime). Given these statistics and given the adverse (health) effects of substance use, including the increased risk of developing addiction problems, it remains important to study predictors and outcomes of substance use among Dutch adolescent. Besides that, since the early ‘00s, technology-related addictive behaviors have emerged, and a substantial amount of Dutch adolescents is so highly engaged in gaming, social media use, and smartphone use that it may go at the expense of other important life-domains and may have a negative impact on their future development. The focus of this course will be on gaining a better understanding of theories and research on adolescent risk behaviors that may develop into substance (e.g. smoking, drinking, cannabis use, use of illicit drugs) or behavioral addictions (e.g. internet-related problems, gambling disorder, eating disorder). Finally, attention will be given to the prevention and treatment of these problems.
Aims

Upon finishing this course, the student will have:

- advanced knowledge and insight into the family as a system of relationships and its importance for the development of children and adolescents;

- advanced knowledge and insights into resilience and its importance for the development of children and adolescents;

- advanced knowledge and insights into media use and its link with the development of children and adolescents;

- advanced knowledge and insights into empathy and its link with the development of children and adolescents;

- learned how to integrate and critically evaluate empirical studies regarding a research question linked to one of the course themes by writing an individual scientific paper.

Content

In this course we will study child and adolescent development, in the context of their social relationships (in particular within the family and peer group). The course Psychosocial development and problems builds upon the knowledge gained in earlier Pedagogiek bachelor courses. Students from other departments or universities must verify (presumed prior knowledge mentioned below) that they possess the prerequisite prior knowledge to successfully follow our course. A number of subjects will be explored in an advanced manner, e.g., The family system, Empathy, Media Use, or Resilience. The specific subjects may change and will be announced definitively before the start of the course. These subjects will be taught in lectures. To prepare, recent review and empirical articles must be studied. In addition, each student will choose one of these subjects to write an individual paper about. The written exam questions will be in English, students may answer in English or Dutch. The paper will be written in English (unless students strongly prefer to write in Dutch).
Aims

General aim is that students, after having finished this course, can apply social scientific theories and concepts on youth, adolescence and youth culture, so that different levels of analysis and knowledge become visible and that they are able to deal with these analytically and reflectively. Content-wise, this implies that students:

1) have knowledge of developments with youth, youth culture, youth policy over the last decennia
2) have knowledge of a selection of core theories and models on youth and youth culture;
3) are able to recognize and name epistemological differences;
4) are able to search, read, compare and analyze theoretical insights related to the theme;
5) are able to combine the gained insights into an individually substantiated perspective.

Content

Youth, youth culture and youth policy are at the core of the social sciences. Various sociological perspectives and concepts are used: generation, counterculture, youth culture or subculture. From a more psychology-oriented perspective: adolescence, identity and group behavior. Behind these concepts lay views on the nature of the young, the relation between youth and the older generation, and the place of youth in society. The differences that exist between (and within!) these views can be traced back to different disciplinary traditions, philosophical and epistemological approaches and analytical levels. For example, the generation theory of Karl Mannheim seeks an explanation for the culture-innovating powers of youth, while the youth culture approach of Parsons and Eisenstadt accentuates the role of youth in the continuation of social structures. Subcultural theory in turn emphasizes the importance of class, power and resistance for the development of youth culture. Developmental psychologist stress the search for an identity and a social identity as core in adolescence.

These theories and models are still used and discussed nowadays to help understand recent youth phenomena or cultures. For this reason, in this course an exploration is conducted with students into various theories that help provide an answer to the uniqueness of the youth phase, the emergence of youth cultures, the differences between youth cultures and subcultures, the changing of generations and, more generally, the role and position of youth in society. Theories on youth and youth culture will be discussed in a series of tutorials.

Music was, is and probably, will always be a crucial component in youth culture. As a result of their music preferences adolescents choose their friends and within the circle of friend their music taste is further groomed. Music itself and music videos hold important messages in lyrics, images, and the medialized attitudes and behaviors of artists, that may influence their listeners/viewers. In this course, In a second line of thought, the history of popular music in its connections to the development of youth cultures, from the fifties onward, will be addresses in a series of six lectures.
<table>
<thead>
<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>201500044</td>
<td>Rejecting minorities: an interdisciplinary perspective on intergroup relations</td>
<td>02/09/2019 to 08/11/2019</td>
<td>Background in Social Sciences.</td>
<td>T. Stark</td>
<td>3</td>
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</tbody>
</table>

**Aims**

After successfully completing the course, students are able to:

1. explain the most important research questions, theories, and findings with regard to intergroup prejudice and intergroup relations;
2. apply various theories about intergroup behavior to explain societal problems with regard to the integration of immigrants and diversity policies;
3. critically analyze and compare theoretical concepts from different fields in the social sciences;
4. derive concrete, testable hypotheses from different social science theories with regard to intergroup prejudice and develop appropriate research designs to test these hypotheses.

**Content**

We have witnessed an increase in anti-immigrant prejudice and support for radical right-wing parties in almost all Western societies in the last couple of years. Many pundits link this to the large number of refugees entering Europe, to Islamic terrorism, and to the poor state of the economy. But how do these facts foster prejudice? Why do some react with discrimination and others not? Why are particular groups singled out? These and many more questions will be addressed in “Rejecting Minorities.”

The course focuses on prejudice, discrimination, and intergroup relations. In particular, we will discuss how the majority group reacts to minority groups in society. We will study how prejudices develop, for instance, how negative attitudes follow from threats to people's identities or their belongings. Moreover, we will examine the consequences of prejudices for intergroup interactions and, in particular, which political decisions are made and which policies are implemented. A special focus will be on approaches to reduce prejudice and foster the cohesion of majority and minority groups in society.

Given the current political climate in most western societies, we will primarily study the reactions of majority groups to immigrants and their integration process. But we will also pay attention to existing prejudice toward other social groups such as religious or sexual minorities.

We will study why people develop prejudices and negative attitudes toward other groups from the perspective of different fields in the social sciences. The main focus will be on sociological and social psychological explanations. We will study which research questions can be answered with these theories and which societal problems may be solved. We will critically examine the hypotheses derived from theories and evaluate the validity of the empirical tests of these hypotheses. In doing so, this course draws mainly from quantitative research.
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<th>N</th>
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<tbody>
<tr>
<td>9</td>
<td>201600022</td>
<td>Train de Trainer Coaching and Training</td>
<td>11/11/2019 to 17/04/2020</td>
<td>Having done Coaching and Training course. A good command of English.</td>
<td>D. Vlaanderen</td>
<td>1</td>
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</tbody>
</table>

Aims

Knowledge and comprehension of theories related to the field of training, coaching, and the development of training programmes and the implications of these theories for the craft of training.

Content

Gaining experience as a trainer is important when you want to develop yourself professionally in the training business. This train the trainer course offers the possibility to learn about the practice and theory of different aspects of the training profession. You will act as a trainer in the dual language (Dutch/English) course Coaching and Training (C&T) in period 3 and you will expand your understanding of the coaching and training theory and of the theories that underlie this course. Preparation for this task takes place in 5-6 meetings scheduled in period 2.

As a trainer in C&T, you have the responsibility for carrying out the program of this course. This means that you support a group of students in their learning process to facilitate learning for individuals and groups (respectively as coach and as trainer). This requires you to make interventions on the level of the individual and the group to enhance the self-regulated learning knowledge and skills of your participants.

You focus on effectively giving constructive growth enhancing feedback that is aimed at helping students enrolled in C&T to attain the skills addressed in C&T. You will learn to employ feedback in such a way that it establishes safety and trust within the group of participants. Furthermore, you will learn how to handle group dynamics and how to intervene in group processes in order to motivate and inspire participants. With the other trainers you develop parts of the program using effective active training methods to realise the desired learning results for students enrolled in C&T. You learn to trust yourself when you experience that you are able to respond to unexpected situations and improvise.

You will learn to apply the different ways of assessment that are used in the C&T course. You will be instructed by the course coordinator and will experience how you can achieve interrater reliability through discussion and agreement on assessment levels and standards with fellow assessors. You will also be involved in assessing assignments delivered by students enrolled in C&T, under supervision and responsibility of the course coordinator.

This course is characterised by an experiential approach in which scientific literature always supports your work as a trainer. In the preparation meetings, aspects of being a trainer will be studied: personal trainer qualities, designing a learning programme, inspiring and creative training, working with group dynamics, facilitating self-regulated learning. Other subjects of your own choice can be introduced. Discuss them with the other students and the course coordinator. By analyzing your experiences as a trainer in an intervision group of fellow trainers, you become conscious of your personal qualities and how to capitalize on them. Connecting theoretical insights with experiences is always the focus of the intervision group. This way, you work continuously on your personal and professional development.
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<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>10</td>
<td>201600023</td>
<td>Self-regulation</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Some basics in Psychology.</td>
<td>C. Evers</td>
<td>2</td>
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### Aims

The goal of this course is to familiarize students with fundamental issues in the area of self-regulation, motivation, and emotion. Topics include basic self-regulatory processes such as goal setting and goal striving, self-control, and self-knowledge and facilitating and disruptive factors that influence self-regulatory processes, such as motivation, emotion (regulation), habits and automatic influences. Strategies for improving self-regulation will also be discussed. These topics are focused on four specific themes of interest: health, education, finance, and sustainability. This course is part of the minor ‘Well-being by design: Behavioral Foundations and Public Policy’ where these four themes are recurring and encountered from different perspectives at micro, meso, macro, or an integrated level. The current psychological perspective is reflecting the micro/individual level. The course consists of lectures (knowledge) and tutorials with assignments (knowledge and skills) that together serve as preparation for the exam.

After succeeding this course students should be able to:

- Describe and explain the basic self-regulation theories and the accompanying key concepts.
- Apply these theories in order to explain behavior.
- Describe factors that either stimulate or disrupt self-regulation.
- Apply and interpret self-regulation measures
- Write an introduction about self-regulation in accordance with the academic standards

The first three goals will be assessed in a written exam at the end of the course testing students' knowledge and understanding of the literature and lectures. The last two goals will be assessed with assignments during the tutorials.

### Content

You absolutely enjoy delicious food but you also absolutely want a slim figure? You want to quit smoking, you know all the disadvantages of this bad habit, and still, you cannot get yourself to the point of actually stop smoking? You want to study and get the best grade ever, but despite your dedicated plans you start too late with the preparations for your exam? You should be saving about 10% of your monthly income in order to be able to retire, but all other needs are prioritized above your future pension? You want save mother nature but you also enjoy routine of your coffee-to-go in a plastic cup when you are on your daily commute. All these topics are related to self-regulation and self-control.
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<th>N</th>
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<tr>
<td>11</td>
<td>201900028</td>
<td>Science of Happiness</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Very good command of English (many assignments and discussions during the course); background in one of the social sciences or public administration/policy would be recommended</td>
<td>F. Kroese</td>
<td>1-2</td>
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</table>

**Aims**

The goal of this course is to get students acquainted with an interdisciplinary view on happiness. This includes different theoretical perspectives (e.g., on micro-, meso- or macrolevel factors) as well as different methodological approaches to understanding well-being of individuals and societies. Students will adopt a broad view on complex societal issues and learn to evaluate scientific evidence from various domains so as to be able to provide appropriate advice to individuals or governments seeking to promote happiness and well-being. After this course, students will be able to:

- Participate in academic debate (both orally and in writing) on topical issues related to happiness and well-being
- Critically reflect on public discussions on issues related to happiness and well-being
- Compare, contrast and integrate different disciplinary perspectives on promoting happiness and well-being
- Analyze the scientific basis for interventions (at micro-, meso-, and/or macrolevel) to promote well-being
- Suggest evidence-based interventions (at micro-, meso-, and/or macrolevel) for individuals, organizations, or governments to promote well-being

**Content**

‘What makes people happy’ is probably one of the most fundamental questions that concerns both individuals and societies at large. This interdisciplinary course, with contributions from psychology, public administration and interdisciplinary social science, focuses on happiness in its broadest sense. What factors influence individuals’ subjective wellbeing, why are some societies happier than others (and why are some individuals within these societies affected more by these factors than others?), and what can we do to foster happiness in our future generations? We consider factors at the micro-, meso-, and macrolevel, and discuss how aspects from within the individual, their social environment, and policy measures may interact. By doing so, there are four specific themes of interest: health, education, finance and sustainability. This course is part of the minor “well-being by design”, where the four specific themes of interest are recurring. The course comprises an integrative view on topics addressed in the minor but can also be followed independently. The course heavily relies on students’ active participation in discussions and debate. We will discuss topical issues and societal challenges, where straightforward answers will often not be available. Next to frequent group discussions, students will work in interdisciplinary groups to apply their theoretical knowledge to actual cases. In this way, the course has a primary focus on the development of academic skills, in particular analyzing scientific evidence and translating it to practical applications.
Aims

Course aims are:

1. Understanding of the important role of social factors in the health and wellbeing of individuals, social groups and populations;

2. Knowledge of the major perspectives, theories and research regarding health outcomes and behaviours highlighting the interplay between individual, social and structural factors;

3. Understanding of sources of inequality in health between and in contemporary societies and main explanations of these inequalities;

4. Familiarity with social policy and other interventions to address social and structural influences on health;

5. Ability to critically analyze and discuss theory and research regarding social and structural influences on health behaviours and outcomes;

6. Ability to apply theory and research regarding social and structural influences on health to research and intervention regarding contemporary health issues.

Content

Good health in many ways is a critical asset and enabler that allows people to live productive and satisfying lives. Life expectancy has increased dramatically in the past century, in particular in high-income countries in the 'global north', and behaviours and lifestyle now play a dominant role in (preventable) ill health. Health and wellbeing are however unequally distributed and inequities related to social and structural factors play out between and within countries. In addition to socio-economic differences, health inequities are increasingly noted in relation to various other social factors, such as gender, culture and sexual orientation. This course will provide students with an exciting opportunity to strengthen their understanding of the role of social and structural factors in health and how more distal drivers of inequity interact with more proximal individual determinants of health outcomes and behaviours. In addition to highlighting contemporary theories and research that take an ecological approach to public health, the course will showcase key examples of contemporary health issues affected by broader social and structural factors, such as social stigma of specific groups. The course will also encompass an overview of social and structural approaches to public health and health promotion, such as through social policy and environmental change, complementing well-known education and counselling approaches.
### Aims

The goals of this course are learning to:

1. Collect and analyze relevant scientific literature regarding an social scientific research question;
2. Detect gaps in the literature;
3. Formulate a good research question;
4. Write a short theoretical/empirical background regarding this research question;
5. Write a good research proposal;
6. Gain insight in ethical issues surrounding the proposed research project and data collection;
7. Write a research proposal to be evaluated by an ethical committee
8. Use provided feedback to improve one's work
9. Provide feedback to peers on their written work

In order to achieve these goals, students will write a research proposal which consists of an introduction and method section. Students can ask questions during small-group sessions and will receive feedback from their supervisor as well as their peers on their written assignments.

### Content

In the course academic writing (block 2), students will write a research proposal that fits within an existing (or to be developed) line of research. If possible, students will be able to select a topic of interest from an available list of topics. In other cases, the supervisor will determine the topic. Students will conduct a literature search in order to formulate a relevant social scientific research question. The research proposal is an individual product, and can be seen as the introduction and method section of a scientific article. During this course, students will work together in small groups on a joint project, on which they will report individually.

The research proposal—when satisfactory—can be used as a starting point for the data collection report and research report that will be written during the course premaster thesis (block 4).
## Aims
This course is part of the interdisciplinary minor “Brain, mind, and consciousness” and offers an introduction to the main topics of brain and mind. After completion of the course the student should have a basic understanding of the functional anatomy, physiology, and cell biology of the brain. In addition, the student should be able to relate specific aspects of the mind (e.g. perception, emotion) to brain functions. The learning goals will be achieved through an interdisciplinary approach.

## Content
The course offers the following seven main topics:
- Mapping the brain – Functional anatomy of the brain, brain cartography, the connectome, structural and functional connectivity, neural and neuronal networks.
- The cellular brain – Neuronal cells, glia cells, (sub)cellular structure and function.
- The electric brain -- Neurophysiology, electrophysiology, ion channels, voltage and patch clamp.
- The chemical brain -- Neurotransmitters/modulators, receptors, enzymes, drugs.
- Looking into the brain -- Neuroimaging, eye-tracking, EEG, (f)MRI, CAT, PET, MEG, DTI, observational (psychological) methods.
- Hacking the brain -- Possible interventions to alter brain function (e.g. chemical and psychological).
- From brain to mind -- Mind-body dualism, sensation and perception, thought, soul.

These topics will be studied in a nonsequential/integrated fashion and will be contextually linked to the following three phenomena: sensory processing, stress, and learning and memory. Additional context will be provided through a longitudinal project. Both the course topics and contextual phenomena will be approached from different disciplinary angles, including biology, chemistry, psychology, physics, and mathematics.
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<tr>
<td>2</td>
<td>SK-BASSM</td>
<td>Advanced Superstructures: Scattering and Microscopy</td>
<td>11/11/2019 to 31/01/2020</td>
<td>Background in physical chemistry and mathematics is expected (on the level comparable to our students in their 3rd year)</td>
<td>A. Petoukhof</td>
<td>2-3</td>
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**Aims**

At the end of this course you will know the principles, advantages and limitations of advanced scattering and microscopy techniques for elucidating superstructures. This knowledge will enable you to select the proper approach to a problem, and to present and substantiate research results in a comprehensible way.

**Content**

This course deals with the elucidation of structures and superstructures, and discusses some advanced research methods. Superstructures are structures at the supramolecular level, which range from nanomaterials and colloids to biological systems. Often waves, such as electromagnetic radiation (light and X-ray radiation), as well as matter waves (electrons and neutrons) are used to elucidate their structure. These waves can be scattered or broken by the interaction with matter. This process sometimes yields data in the so-called reciprocal space, which reveals the periodicity and spatial correlations of superstructures. It may also yield a three-dimensional image of superstructures (in the so-called direct space). The course consists of 3 more or less equally sized parts:

1. The theoretical introduction deals with the basic scientific and mathematical concepts of the scattering and refraction of waves, which yields information on the periodical structure of matter.
2. Scattering techniques (light scattering, SAXS/SANS = Small-Angle X-ray/Neutron Scattering) which yield data in the reciprocal space and their relationship with diffraction. Scattering experiments are generally carried out using lasers, X-ray and neutron sources. For the demonstration experiments lasers will be used. High-power X-ray and neutron sources can only be found with national or European LSFs (= Large Scale Facilities, e.g. synchrotrons, research reactors and spallation sources). That is why during this course you will visit the websites of these LSFs to search for experimental information on and scattering by interesting systems (e.g. nanoparticles, colloidal crystals, catalysts, liquid crystals, polymers, proteins, biological membranes). You will use this information to give a presentation (beginning of January) and write an essay on a selected example of the use of a scattering technique in scientific research.
3. Microscopy techniques (light microscopy and modern variations such as Confocal Scanning Laser Microscopy and Electron Microscopy) which yield structural data in the direct space. Microscopy is a classical method for obtaining a direct image of a specimen. The principle of classical microscopy will be discussed with reference to the basics of optics and refraction laws. The availability and possibilities of lasers and computers led to the recent development of special imaging techniques incorporating an increased resolution in place and time. For example, CSLM (= Confocal Scanning Laser Microscopy) enables us to study the motion of individual particles in colloidal crystals, and special fluorescence techniques provide for the time-resolved observation of chemical processes in biological cells. Because of the short wavelength of electrons, electron microscopy can visualise very small details, which makes it a powerful technique. However, as a result of the high energy involved, it has its specific problems. The principles, possibilities, challenges and modern variations of electron microscopy will be discussed briefly. During two compulsory sessions you will be given a live demonstration of the use of light and electron microscopy.

The final grade for the course consists of the following parts: essay on application of scattering techniques (presentation + written paper) and exams in waves, scattering, optical microscopy, electron microscopy.
### Aims
At the end of the course you will understand the fundamental reasons for the size dependent properties of nanomaterials and will be able to follow the scientific literature in the field. More specifically you will have achieved the following goals:

1. Understand how the physical and chemical properties of nanocrystalline semiconductors and metals change as a function of the particle size;
2. Understand how the size, shape and surface of colloidal nanocrystals can be controlled by chemical preparation methods
3. Understand the trends in the physical chemical properties of metal nanoparticles
4. Can propose how to characterize a nanoporous or 3D nanostructured material
5. Know the most important classes of nanoporous solids and their main characteristics
6. Understand how physicochemical properties of gases, liquids and solids are influenced by surface effects and confinement into nanopores
7. Are familiar with the applications of nanoporous materials-based systems for sustainable energy applications, focusing on reversible gas storage
8. Understand the thermodynamic and kinetic aspects of nanocolloid self-assembly
9. Can explain the magnetic and opto-electronic properties of quantum dot superlattices
10. Know how quantum-dot solids can be characterized, and what are their (potential) applications.

### Content
Nanomaterials are defined as materials with at least one dimension in the range of 1-100 nm. Reduced dimensions (nanoparticles may consist of only dozens or hundreds of atoms) strongly influence the chemical, optical and electronic properties. The physical and chemical properties of nanomaterials are size dependent, making it possible to tune the materials properties by controlling chemical composition, size, and shape of the nanostructures. For example, an originally stable material may become much more reactive; nanoparticles often have another color than the bulk material, specific (opto)electronic and magnetic effects may take place. World leading research in this field is done within the Debye Institute for Nanomaterials Science, most notably on Catalysis, Colloids, and Quantum dots. The special properties of nanomaterials offer opportunities for all sorts of new applications, e.g. in optics and nanoelectronics, energy conversion and storage, and biomedical applications.

After a short introduction to the field, the following topics are discussed in depth:
- Semiconductor and metal nanoparticles (C. de Mello-Donegá) (24 contact-hours distributed over 6 days)
- Nanoporous materials and supported nanoparticles (P.E. de Jongh) (24 contact-hours distributed over 6 days)
- Self-assembled quantum-dot solids (D.A.M. Vanmaekelbergh) (24 contact-hours distributed over 6 days)

### Prerequisite knowledge
Particularly important concepts are:
- electronic structure of solids (“band theory”);
- classical and statistical thermodynamics (more specifically: free energy, enthalpy, entropy, chemical potential, equilibrium, Boltzmann distribution, density of states, phase diagrams, solubility & miscibility, molecular interactions, adsorption, surfaces and interfaces, interfacial tension).
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<tr>
<td>4</td>
<td>DI-407</td>
<td>Understanding Drugs</td>
<td>(11/11/2019 to 13/12/2019)</td>
<td>At least two years of university training in either pharmacy, bio(techn)logy, chemistry or biomedical sciences</td>
<td>E. Moret</td>
<td>3-4</td>
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**Aims**
After passing this course, the student has a sufficient understanding of pharmacology, and other basic disciplines, to start the master Drug Innovation or similar programmes. The student studies the material from the course book in advance of following the workshops.

**Content**

**Description of content**
During this course we will try to achieve the starting level for the Drug Innovation master’s programme. We will offer workshops on the topic of „Understanding Drugs“, encompassing the fields of:

1. Bioorganic chemistry
2. Pharmacokinetics
3. Pharmacodynamics
4. Pharmaceutics
5. Anatomy and Physiology
6. Biochemistry
7. Analytical Chemistry
8. Pharmacotherapy
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<tr>
<td>5</td>
<td>FA-BA314</td>
<td>Future medicines</td>
<td>02/09/2019 to 08/11/2019</td>
<td>At least two years of university training in either pharmacy, bio(techn)logy, chemistry or biomedical sciences</td>
<td>E. Moret</td>
<td>1-2</td>
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**Aims**

After finishing successfully the student is able to:

- Describe the various stages of drug development from preclinical to post-marketing and understand the roles of different stakeholders: patients, doctors, researchers and industry
- Understand at a molecular and posttranslational level how humans differ and how disease differs from health and what the consequences are for innovative therapy of prevention
- Explain what precision medicine means and what it will mean for the pharmaceutical industry and understand the method of diagnosis (including biomarkers) and companion diagnostics
- Think of solutions for the barriers that currently face cell and gene therapy, as well as regenerative medicine
- Assess the limits of “personalised” and of (bio)similarity
- Discuss alternative funding models for the biotech industry.

**Content**

This course is an elective for life sciences students in year two or three of the bachelor programme. The main trend is towards advanced therapy medicinal products (ATMP), which include biomolecules and cells, focusing on disease modification and on personal differences: personalised medicine. But a better understanding of a person’s characteristics can also be exploited by repurposing of old medicines.

In this course we will study personalised medicine at several levels. Molecular, cellular, organ, organism, and population.

The first topic is What makes a person a person? How do we differ at a molecular level. How can we diagnose disease?

The second topic is Which new therapies and vaccines make use of these personal differences?

The third topic is Can we regenerate degenerated cells, tissues and organs?

The fourth topic is Which similarities and dissimilarities really matter, both in patients and in medicines? And how can we control costs?

The course starts by looking openly and creatively at the far future in week 1. Which health care innovations do you anticipate in 2050? Small groups prepare and present a presentation. After this science fiction part, we look at the present day in week 2. Which new medicines have been registered in the last few years? Individual students select a drug and write a monograph about all phases of its discovery and development.

In week 3 and 4 we explore the questions of who we are and how we differ. Genomics and epigenetics, proteomics and glycomics. The focus is on a molecular level, and on the post translational dynamic reality. This part includes some experimental work: self typing. In workshops students learn how to read output from genotyping, from proteomics and from glycomic arrays.

In week 5 and 6, innovative therapies and vaccinations, not yet on the market, are studied. This part includes an interview at a biotech company. Small groups of students write a report on the combination of a diagnostic and a therapy.

In week 7 and 8 we will focus on cell and gene therapy, as well as on regenerative medicine. This part includes a tour at a cell preparation facility. Students discuss solutions to barriers in a final meeting.

In week 9 and 10 we discuss what is sufficiently similar to be useful. What do we expect from biosimilar medicines? And from cell therapy, or from organs, grown in animals? Which patients are similar enough to benefit from the same medicines or cells? We close this part with a debate about solutions for the problems associated with the current Pharma business model, in a time of ATMP’s.
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<tr>
<td>6</td>
<td>NS-EX422M</td>
<td>Experiment Design</td>
<td>02/09/2019 to 08/11/2019</td>
<td>A bachelor degree or equivalent in physics, chemistry, or engineering.</td>
<td>S. Faez</td>
<td>1-2</td>
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**Aims**

1) After the course, the student is able to acquaint her/himself with the application of an experimental technique and can quantitatively argue the suitability of this technique to a given physical problem.

2) After the course, the student has a basic knowledge of data analysis/presentation techniques relevant to a given field of research. The student can implement these techniques using a programming language and libraries relevant to that field.

3) After the course, the student knows how to collect, manage and interpret data in types/formats relevant to their specific field of research.

4) After the course, the student can discuss, describe and interpret data, both verbally and in the form of a short report.

5) After the course, students can collaborate in a team to design and carry out a short experimental project.

**Content**

1. Significant and recent experimental breakthroughs
   - Laser cooling and laser spectroscopy
   - Scanning probe microscopy
   - Electron microscopy
   - Particle accelerators
   - Ultrashort optical pulses

2. Open and reproducible science
   - FAIR data principles
   - Scientific writing

3. Team science and project management
   - Team formation
   - Git workflow

And a selection of topics from this list based on the covered projects:

4. Hardware
   - Vacuum technology
   - Cryogenic technology
   - Optical techniques:
     - Interferometry
     - Spectroscopy
     - Holography
   - Light sources
   - Light detection and Cameras
   - Magnetic sensors

5. Interfacing instruments
   - Digitisation
   - Filters
   - Interfacing protocols
   - Programming workflow
   - (Electronic) feedback

6. Data processing
   - Signal processing
   - Statistical analysis
   - Noise
### Content

The course is an introduction to mathematical modeling, i.e. the process of translating real-world phenomena (arising for example in natural sciences, engineering or economics), into well-defined mathematical problems. A major challenge lies in finding a good compromise between accuracy of the model and accessibility of the resulting mathematical problem to analysis and computation.

We start by introducing basic concepts and modeling techniques, such as non-dimensionalization, scaling analysis and perturbation methods, in the context of applications. The rest of the course is organized according to the mathematical structures governing the models. After discussing how systems of linear equations can be used to describe electrical networks and space frames, we turn to models based on ordinary differential equations. This includes a first introduction to variational modeling, motivated by the historic brachistochrone problem, and to optimal control problems. At the example of population dynamics, we study questions in stability theory. The part on continuum mechanics covers amongst others kinematics, conservation laws, constitutive relations and is illustrated with models for viscous fluids and elastic solids. Finally, we turn to the analysis of models involving partial differential equations, mainly elliptic and parabolic.
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**Aims**

By the end of the course the student is able to:

1) understand the linear regression regression model;
2) understand the derivation of the main estimators, such as Ordinary Least Squares, Instrumental Variables, Generalized Least Squares, Maximum Likelihood, Methods of Moments.
3) understand the main statistical testing procedures that are related to these estimators, as well as their application to various misspecification tests (heteroskedasticity, autocorrelation, endogeneity, stationarity, and cointegration)
4) understand specific regression models, such as limited dependent variable models, (dynamic) panel data models, time-series models (VAR; error-correction)

**Content**

This course provides a thorough understanding of the main econometric techniques. Knowledge of this course allows one to understand modern empirical economic literature. The linear regression model will be considered by linear algebra (matrices, vectors) and it will be used to derive the main estimators and hypothesis tests. In addition, the properties of these estimators (e.g. bias, consistency, and efficiency) will be considered.

Format: Lectures, tutorials, and assignments.
The course is about the molecular genetics of psychiatric disorders. We zoom in on the possible role of epigenetics in the development of autism spectrum disorders and psychosis. Central to the course is a thought-provoking book by Christopher Badcock, "The imprinted brain" (2009). It describes a radical new theory of the mind and mental illness based on the recent discovery of genomic imprinting. Imprinted genes are those from one parent that, in that parent's interest, are expressed in an offspring rather than the diametrically opposed genes from the other parent. According to Badcock's view, a slight bias for the father's genes may result in autism, whereas bias for the mother's genes may result in psychosis. A state of equilibrium - normality - is the most likely outcome, with a no-win situation of balanced expression. Imprinted genes typically produce symptoms that are opposites of each other, and Badcock uses psychiatric case material to show how many of the symptoms of psychosis can be shown to be the mental mirror-images of those of autism.

The course uses blended learning, with online collaboration between teachers and students.

Educational approach is peer learning, specifically reciprocal peer tutoring. Students work in couples.
Faculty of Law, Economics and Governance

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<tr>
<td>1</td>
<td>RGBUIER007</td>
<td>Market Governance in the 21th Century</td>
<td>02/09/2019 to 10/11/2019</td>
<td>A background in law, or politics, science or governance.</td>
<td>J. Sluijs</td>
<td>2</td>
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Aims

After the course:
1. the student has knowledge of, and insight into, the concept of market governance in the EU context;
2. the student has insight into the system of liberalization and regulating economic sectors;
3. the student has insight into regulatory theories and how these theories relate to economic policy in general, and more specifically to EU competition law, EU state aid law, and EU public procurement law;
4. the student is able to analyze complex, sector-specific jurisprudence and decisions;
5. the student can write a well-structured legal argumentation;
6. the student can solve complex legal cases in the area of market governance.

Content

In the course ‘Market governance in the 21th century’, students acquire knowledge about and gain insight into the regulation and governance of markets by EU governments. The continuous theme of this course is: under what regulatory conditions can markets help in coping with the challenges of the 21th century? The following themes are central to this course: (1) the foundations of market regulation and governance in light of regulatory theories; (2) the challenges of pursuing public interest objectives, such as consumer welfare, access to public services, sustainability and solidarity, though market governance; (3) the application and analysis of market governance and public interest objectives in light of EU competition law and regulation.

Students gain insight into the concept of market governance by EU governments by independently studying literature, following lectures and seminars. Please note that this is an intensive course, that requires independent research by the students and active participation during lectures and seminars.
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<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>2</td>
<td>RGBUIER012</td>
<td>Introduction to Public International Law</td>
<td>02/09/2019 to 10/11/2019</td>
<td>A very good command of English.</td>
<td>N. Dobson</td>
<td>2</td>
</tr>
</tbody>
</table>

Aims

After this course:

1. The student has basic knowledge of the most important rules and principles of international law.
2. The student has basic insight concerning the position of international law into the international (legal) system, which is essential for further education in specialised areas of international law (human rights, trade law, law of the sea, etc.) or international relations, either in Utrecht or elsewhere.

Content

‘Introduction to Public International Law’ is a general survey course, which provides an introduction to the basic principles and areas of application of public international law. The course is designed to provide students without extensive previous knowledge of the subject with a good basic knowledge of the most important rules and principles of international law and some insight into the place of international law in the international (legal) system. The course also provides students intending to follow further courses in international law, human rights law or international relations, either in Utrecht or elsewhere, with good background knowledge to successfully pursue their study.

The course covers the most important topics in international law (sources, subjects, jurisdiction and immunities, peaceful dispute settlement, collective security and the use of force, law of the sea and environmental law). It attempts to strike a balance between imparting basic rules and general principles, and the application of these to some current problems in international relations.

Students intending to follow this course do not need prior knowledge of international law, but a good active and passive command of English is essential to successfully complete the course.
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<th>N</th>
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<tbody>
<tr>
<td>3</td>
<td>RGBUSBR012</td>
<td>Introduction to Dutch Law</td>
<td>11/11/2019 to 02/02/2020</td>
<td>A very good command of English. Have finished secondary school with high grades to enter higher education.</td>
<td>P. Langbroek</td>
<td>5</td>
</tr>
</tbody>
</table>

**Aims**

After this course:

1. the student has basic knowledge and understanding of Dutch law and Dutch legal culture within the context of the Western legal traditions.
2. the student has knowledge and understanding of Dutch legal history, the institutions and sources of Dutch law, and of the principles of Dutch constitutional, administrative, private, and criminal law.
3. the student knows how to find sources on the subjects of this course and how to process the course content and the extra information into papers, presentation and discussion.

**Content**

Via introductions into the history, concepts and different fields of Dutch law, students are set to discover peculiarities of Dutch law. At the basis of this course is an introduction to Dutch law (S. Taekema and others, Understanding Dutch Law, latest edition, The Hague 2011) and a variety of publications on the Civil and Common Law traditions, on Dutch law and Dutch legal culture in English (via blackboard). The course covers 8 meetings. In order to stimulate the students’ active participation, students are required to do a presentation on an aspect of Dutch law (history, culture or legal area) that has been generally introduced to them (in groups of 2) during the previous week. The last meeting is reserved for Q&A regarding the final paper. Students must be present in class.
### Aims

1. **Knowledge, understanding, insight**
   After this course:
   - Has working insight in dominant Western moral theories on justice, in particular utilitarianism, Kantianism, liberalism and libertarianism, as well as Aristotelian justice.

2. **Contextual positioning**
   After this course:
   - Has a better understanding of the relationship between law, morality and justice, illustrated by contemporary social and ethical dilemmas.
   - Has improved dealing with legal problems from the point of view of theories of justice.

3. **General academic and legal skills**
   After this course:
   - Is able to make an intervention in social life, recognising theories of justice in real life, being able to defend and argue a particular moral position, in both writing and creative expression.

### Content

If we assume that law seeks to do justice, solutions to ethical dilemmas and problems are founded in theories of justice (rather than jurisprudence). These theories serve as linchpins to the answer: “what is the right thing to do?” (in any given situation and either as a judge, a lawyer or, just as a person, a citizen or parent, teacher or friend, etc.). Thinking about law and justice in a theoretical way sharpens the mind. It opens up the insight that justice is not merely subjective - a matter of opinion. Rather, we discover through theory that justice is complex and can be objectified, thought out, abstracted from opinion, doubted, rejected or defended. Immersing ourselves in theory also allows for a reflexive attitude: becoming critical upon one's own value system, exposing our presumptions and biases that we hold, allowing to achieve better judgement when we have to decide upon matters that impact upon others. (To be sure: we will all be in positions of responsibility in which our decisions affect others.)

In this course, we explore theories of justice. We do not do this by reading the original texts of justice theorists but rather by engaging in a discussion with one of the most rewarding authors on how to interpret and understand theories of justice: Michael J. Sandel. In his Justice. What is the Right Thing to Do? he introduces us to a selective number of theories of justice, from classical to modern and contemporary thinkers. By means of timeless questions – such as: “is it always wrong to lie? Are markets fair? Can killing be (sometimes) justified?” – he introduces theories of justice through which we may understand better contested issues such as abortion, equal rights, euthanasia, fair distribution and all kinds of everyday ethical dilemmas.

The course exists of a series of lectures as well as a series of seminars, meant to discuss and reflect upon the themes discussed in the book and during the lecture. The seminars are also meant to work out the creative group assignment.
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<tr>
<td>5</td>
<td>RGMUSTR013</td>
<td>Cultural Criminology</td>
<td>11/11/2019 to 02/02/2020</td>
<td>Basic knowledge of criminology, anthropology or cultural studies would be very helpful; This is a MASTER level course!</td>
<td>E. Krsmnovic</td>
<td>2</td>
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</tbody>
</table>

**Aims**

After this course:
- the student has insight in the theoretical fundamentals underlying current cultural criminology and can relate that to actual, ‘state of the art’ empirical studies within this field.
- the student is able to analyse and interpret visual data (photographs, film documentary) through the use of a media-analysis framework.
- the student is able to incorporate visual material (in particular film/documentary) in the presentation of criminological topics as a vehicle for acquiring and sharing in-depth, engaged knowledge.
- the student is able to write a scientific review article, e.g. critically review the article of an established criminology scholar within the framework of cultural criminology.
- the student is able to position him or herself sovereignly and critically within the academic discipline of criminology.

**Content**

Cultural Criminology is a relatively young branch of criminology, focused on the question how people ‘make meaning’ through criminal and deviant behavior, and how societal reactions to crime and deviancy are embedded in culture. Whereas in mainstream criminology we currently witness an emphasis on quantitative research, focused on the scientific philosophical goal of erklären; policy-evaluating research and ‘what works-questions’, cultural criminology, on the other hand, focuses on criminological verstehen. It tries to give insight in what deviant and criminal behavior mean to people, what this behavior looks like, how it smells, sounds and feels. Cultural criminologists pay attention to emotions involved in crime, and look at the cultural context from which such emotions and deviant acts emanate. Moreover, they study how culture itself becomes subject to criminalization. This approach demands a qualitative research method and cultural criminologists extensively use ethnography as a research technique. Visual methods, however, are also used, and increasingly so.

Apart from understanding deviant behavior and crime from within, cultural criminology tries to understand societies’ reactions to it. It aims to do so in a culturally sensitive way. Current common criminology theory is predominantly Western and mainly USA-oriented; this presents a problem of ethnocentrism and academic imperialism. Cultural criminology aims at an embedded criminology by situating crime, deviant behavior and societal reactions within the (cultural) context in which they manifests themselves. This course, therefore, gives ample opportunity to go beyond Western crime preoccupations and includes many examples from non-Western contexts. Thereby, it pays critical attention to late-modern processes of consumerism, mobility, migration & social exclusion, securitization, risk society and the intense role of media. As concerns the latter, this course embarks on a thorough and intensive engagement with media productions relevant to the field of criminology. It introduces the ‘film forum’ as a way to study and discuss crime and reactions to crime in our late modern, mediatized reality.
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<tr>
<td>6</td>
<td>RGBUSTR008</td>
<td>International Organised Crime</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Background in social sciences; familiarity with (criminal) law is a plus</td>
<td>E. Krsmanovic</td>
<td>2</td>
</tr>
</tbody>
</table>

**Aims**

After this course:
- the student has a basic understanding of organised crime, its origins and persistence.
- the student has knowledge and understanding of key notions and -theories from several disciplines, particularly from criminology, about the issue of international organised crime.
- the student is able to review major current developments on several global illicit markets and criminal activities.
- the student has developed his ability to think critically about the social, economic and political relations between those illicit markets and broader legal organisations, social structures and legitimate actors.
- the student is able to present the outcome of research on the topic in the form of a written paper.
- the student is able to present the outcome of research on the topic in the form of an oral presentation.
- the student is able to use criminological terms in English.

**Content**

Theme: Prohibited cross-border economic activities

This criminology course focuses on organised crime and its international aspects. Economic and technological globalisation has also led to a globalisation of organised crime and, increasingly, to an international response to it. The purpose of the course is to familiarise students with organised crime theory in an international context and to focus in particular on diverse forms of smuggling, like trafficking in hazardous waste, animals, arms, drugs, human beings, body parts etcetera. The course examines the antecedents for contemporary transnational organised crime; how new opportunities have opened up; and the different means that national and international organisations have employed to match the inventiveness and adaptability of the sophisticated criminal organisation. In order to familiarize students with the multidimensionality of these problems, professional experts in this field will lecture on various practical aspects. Students are required to participate in a practical research and write a paper about the results of their research.
Aims
After completing this course students have:
• knowledge of the main organisational philosophies;
• knowledge of current and emerging organisational practices;
• understanding of the transition from management philosophies aimed at rationalization to participatory organisational philosophies and its implications for organisational members;
• developed critical thinking and problem-solving capacities
• developed participatory skills for a reflective dialogue and academic debate.

Content
Are you interested in alternative forms of organising in a constantly changing world? Are you critical about contemporary management practices? Or curious about phenomena such as stories, symbols and rituals and the meanings that underly these cultural artefacts? Do you want to practice studying organisational philosophies in an actual organisational setting? Then the course Organising in a changing world is for you.

In this course we compare the dominant management philosophy, based on rationality, control and efficiency, with emerging organisational practices that focus on participation, democracy and autonomy. For example, we discuss organisations that use 'the collective' (Burning Man, the Correspondent), 'self-management' (Buurtzorg Nederland) or 'happiness' (Semco) as a Leitmotiv. We explore the 'edges of organisation studies', for example by discussing what a hackers collective like Anonymous teaches us about organising practices. Finding a balance between different organisational philosophies will lead to tensions and ambiguities in daily organisational practice.

In this course we explore these alternative practices, the principles on which they are based and the organisational issues they raise for members of the organisation. We study these themes from a critical management perspective and a cultural approach to organising.

You will write an individual essay on one of the topics discussed in class. This is followed by the production of a podcast with three or four other students.

In the second part of the course you will perform a small-scale case study with a subgroup. This will deepen your understanding of the meaning of participatory organisational practices in a particular organisational setting.

Please note that this is a high intensity level 3 course. Active participation forms the backbone of the course.
### Aims
At the end of the course the student is able to:
- Think in terms of abstract models when discussing questions about the national and international economy;
- Describe and explain the interactions between the goods, money and labour market, the functioning of the economy in the short and medium run, the relations between employment, inflation and output and the options for fiscal and monetary policy;
- Describe and explain the factors of growth and the way in which they shape the long-run prospects of the economy;
- Take a well-reasoned position regarding macroeconomic problems in general and in matters relating to economic policy in particular.

### Content
Macroeconomics studies the economy at the national level. In the first week a tour of main macroeconomic issues in three areas (Europe, USA, Asia) sets the stage for the discussion of the major macroeconomic concepts like aggregate demand and supply, nominal and real GDP, inflation, economic growth, unemployment, monetary policy and interest rates. To understand the complex interactions among these variables in the short, medium and long run macroeconomists use models. A model is an abstraction, a mathematical representation of reality that focuses on the aspects under investigation, while ignoring or rather postponing the study of possibly very relevant and interesting real world complications. Macroeconomics, by the fact that it studies large and complex systems, sometimes takes the art of abstraction to its extreme. Still the models capture the main mechanisms and can be confronted with parts of reality. That is the principle of macroeconomic research and on that principle this course is built.

In the rest of the course we take the European perspective. This implies we must deal with the complexities of interconnected, open economies, exchange rate determination and the alternative adjustment mechanisms to balance of payments imbalances that are required in a monetary union. All such issues require a sound understanding of international macroeconomics.
Aims

At the end of the course the student is able to:

- Translate situations with conflicting interests into a game;
- Understand the concept of a Nash equilibrium;
- Identify the relevant information structure for a strategic situation;
- Analyse static and dynamic strategic situations with (in)complete information and derive predictions;

Content

Conflicting interests are a fact of everyday life: in families, sports clubs, companies, the European Union, trade associations, etc. In the last 30 years game theory has become one of the most important new elements of economic theory, in microeconomics, macroeconomics as well as business economics. This course will provide students with more advanced tools of game theory, and show the usefulness of this approach by analysing several examples.

This course is an intermediate course on game theory and strategic thinking. Concepts such as dominance, backward induction, Nash equilibrium, commitment, credibility, asymmetric information, adverse selection, and signalling are discussed, and applied to games played in class. Concepts are studied using examples of situations with conflicting interests drawn from economics, politics, business, and elsewhere.

Game theory is a way of thinking about strategic situations. One aim of the course is to teach you some strategic considerations to take into account making your choices, specifically in situations of incomplete information. A second aim is to predict how other people or organisations behave when they are in strategic settings. We will see that these aims are closely related. We will learn new concepts, methods and terminology. A third aim is to apply these tools to settings from economics, business, sociology, politics and elsewhere.

The course will be problem driven (theory will be taught by solving several problems). We will also play several games in class. The mathematics required for this course does not go beyond calculus. Nonetheless, the ability to think mathematically and logically will be a great asset.
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<tbody>
<tr>
<td>10</td>
<td>ECB3IO Managerial and Industrial Economics</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Knowledge on Game Theory is useful.</td>
<td>T. Rezaei Khavas</td>
<td>5</td>
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</table>

**Aims**

At the end of the course students are able to:
- analyse strategic interaction among firms under various market conditions;
- apply backward induction when analysing game-theoretic models, describe strategies and determine equilibria in games of complete and incomplete information;
- identify various problems of oligopolistic markets regarding the incentives of firms to innovate, deliver product quality, collude on price fixing agreements, and opportunistically prevent entry of new rivals.

**Content**

The learning objective of Managerial and Industrial Economics is to develop a profound understanding of the functioning of real-world markets and how market outcomes depend on firms strategies. While conventional economic theory assumes markets to be either dominated by a single firm or in a situation of perfect competition, we move beyond these stylised cases in the course. In the oligopolistic markets treated in the course, there are a small number of large firms with the liberty to determine prices, product qualities, advertising and R&D expenditures, and many other strategy dimensions. At the end of the course, students are able to reflect on central questions of competition policy.

The course builds on the Modern Theory of Industrial Organisation (IO), as pioneered by the 2014 Nobel laureate Jean Tirole, and we use Game Theory as our core method. The reason is that game theory is precisely about the analysis of strategic interactions in oligopolistic markets: in such a market, a firm needs to take into account the strategies of its rivals and the impact of its own strategies on rivals’ responses to develop an optimal strategy of its own. These strategic considerations should, at the same time, be acknowledged by a competition authority trying to improve market outcomes.

We develop and study game-theoretic models of price formation, mergers, advertising campaigns, product differentiation, and R&D, which give insight into questions such as:
- Which market conditions facilitate collusion and price fixing agreements? And what can regulators do about that?
- Why do firms cooperate in R&D? When is R&D collaboration socially desirable?
- Why do firms differentiate their products? What is the socially optimal degree of product differentiation?
- Why does one firm spend money on advertising while its competitor does not?
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<tbody>
<tr>
<td>11</td>
<td>EC2IEEI Introduction to the Economics of European Integration</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Inclusion intake.</td>
<td>R. Bolder</td>
<td>1-2</td>
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</table>

**Aims**

At the end of the course the student is able to:
- Explain the way in which the EU integrates markets and policies;
- Describe the advantages and disadvantages of economic integration in the EU;
- Discuss aspects of economic integration in the EU.

**Content**

Integration in the European Community Union is founded on the merging of markets and the harmonisation of interventions in and regulation of markets by public agents, and has progressed most in the area of economics. Markets for all goods and services have been unified and economic policies of the member states are largely determined by common decision-making or have been completely shifted to the European Community level. The Economic and Monetary Union is the latest major step in this process. As a result, companies now operate in a European environment and national policymakers are constrained by EC regulations.

The course provides the student with an economic analysis of the effects of integration of markets for goods and services, the creation of common policies and harmonisation of the regulation of markets. Monetary integration in the Economic and Monetary Union is covered as well.

The course is offered for both Dutch and exchange students.
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<tr>
<td>ECB1WIS</td>
<td>Mathematics for Economists</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Inclusion intake.</td>
<td>Y. Grift</td>
<td>3-4</td>
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**Aims**

At the end of the course the student is able to:

- Understand, control and apply elementary notions of mathematics;
- Use mathematics to specify, analyse and quantify relationships among economic variables;
- Recognise the economic meaning from mathematical notions and models;
- Describe clear and structured solutions of mathematical problems;
- Solve unconstrained minimizing $n$ problems of multivariate functions;
- Solve constrained minimizing $n$ problems of multivariate functions (the Lagrange multiplier method);
- Use introductory knowledge of growth models, dynamics and integration.

**Content**

Both mathematics and statistics are essential courses for economists. Economists specify, analyse and quantify relationships among economic variables. Think for example about the relationship between prices and quantities, or between national income and consumption. In doing so, economists use verbal, graphical, mathematical and statistical tools. Mathematics will focus on the third tool. Together with verbal ability, an economist should possess all these tools, which are essential in all of the follow-up courses. The knowledge gathered in this course will form the basis for many other courses, including Microeconomics (basic and intermediate), Macroeconomics (basic and intermediate), International Economics and Finance and Organisation.

The central issue in Mathematics is constrained minimizing $n$. Specific applications of this type of problems are utility minimizing of consumers or minimizing cost by producers. To be able to solve these problems, you have to know how to solve systems of equations, how to differentiate (partial and higher order) and how to simplify complex functions and equations. Besides this you get an introduction to growth and dynamics, logic and integration because these techniques are often used in economics. Applications for mathematics will be found mainly in economics.
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<tr>
<td>13</td>
<td>ECB2FIN Corporate Finance and Behaviour</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Inclusion intake.</td>
<td>M. Dijkstra</td>
<td>3-4</td>
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</table>

**Content**

**Topics:**

- Financial statements, time value of money
- Corporate governance, DCF (discounted cashflow) and loans
- Bonds and equity
- Capital budgeting
- Market efficiency, risk, CAPM model and SML
- Cost of capital and capital structure
- Risk management and options
- Behavioural Finance

This course focuses on the following academic skills:

**Analytical skills:**

- Being able to solve problems (identifying the problem, devising a path towards the solution, follow this path, verify the outcome) for more complex assignments.
- Being able to identify, interpret and critically evaluate the main line of reasoning, for more complex problems.
- Being able to evaluate evidence in text and presentations for more complex problems.
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<tr>
<td>ECB3ACP</td>
<td>Entrepreneurial Ecosystems</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Knowledge of innovation and entrepreneurship.</td>
<td>F. Polzin</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Aims**

At the end of the course the student should be able to:

- Compare and discuss different theories relevant for economic development policy;
- Identify and discuss the main problems and issues that emerge in the innovation process in the economy;
- Compare and discuss the different perspectives on public intervention at the national and regional levels to foster entrepreneurship and economic development;
- Discuss the most important forms of policy instruments and processes used for fostering entrepreneurial ecosystems, their outputs and outcomes;

**Content**

One of the key drivers of structural economic change, value creation and economic development is the process of entrepreneurship: the identification, evaluation and pursuit of opportunities for innovation. In this course we combine microeconomics (bottom-up theories of individuals, firms and markets) with macroeconomics (looking at the economy from the top down), to learn how innovation and entrepreneurship emerge and how they are enabled and constrained by top down policies and other systemic and framework conditions such as leadership, talent, knowledge, finance, culture, infrastructure or demand.

This course builds on the economics of entrepreneurship and innovation as well as (micro and macro) economics, development economics, economic geography (regional clusters), (entrepreneurial) finance, business economics (leadership), sociology (social networks), political science (the role of politics in policy) and psychology (creativity). We apply these theoretical foundations through analytical tools to diagnose regions and economies and develop policies for improving their entrepreneurship and innovation-related outputs and outcomes (evidence-based policy making). We will analyse and discuss many real life cases of regional economies and national, regional and local policies.
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<tr>
<td>ECB3CLR</td>
<td>Consumer Law and Regulation</td>
<td>02-09-2019 t/m 10-11-2019</td>
<td>Inclusion intake.</td>
<td>M. Milo</td>
<td>1-2</td>
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</table>

**Aims**

At the end of the course the student is able to:

- Understand the quality of the consumer in law, EU as well as national
- Understand general legal issues of private law which determine the consumers position in selected national transactions
- Understand differences in key concepts of private law in the selected jurisdictions, which affect the consumer’s position;
- Understand effects of these differences between jurisdictions in international transactions

Analyse along (international and national) lines of reasoning in the addressed areas of property, contract and tort in the compared jurisdictions.

**Content**

Consumers, by definition, include us all. This statement by John F. Kennedy on March 15, 1962 came to mark the birth of the consumer-society. The quality of the person as a consumer can be seen as pivotal in our contemporary society. This is illustrated by our legal perspective, with a focus on private law. Indeed, private law has embraced the consumer in many aspects.

Consumers conducting transactions as sales- or services-contracts do operate within a playing field where private law sets the boundaries as well as the normative standards. European Union law as well as national private laws provide fundaments as well as the building-blocks. National as well as international transactions by consumers are conducted within this normative playing field. European Union law has provided many specific, functional directives; national laws provide the laws of persons, property and obligations. Both function under the European constitutions of human rights (ECHR) as well as the free economy (EU). To understand consumers is to understand the interplay between these areas.

Our course will focus on the substantive analysis of these consumer-transactions, and will particularly aim at an understanding of the law of property as well as obligations (contract and tort). Topics will cover issues like: the status of the person as consumer; the grey area between consumer and business; liabilities in the negotiating stage; the conclusion of contracts; the content of contractual obligations and (non-)performance; the transfer of property; the securing of sales credit by retention of title constructions; and the securing of loan credit by real security rights. Some foundational issues set the scene: the determination of applicable law; legal traditions and diversity, the need for comparative insight and the tendency to harmonise law; the increasing influence of the constitutions in private law.

Various (inter)national sources of property and obligation will be compared. Treaties, EU regulations and directives, and national laws (e.g. Dutch, English, French, German law) will be the object of study. Pivotal cases serve as the starting point for research and discussion.
Aims

At the end of the course the student is able to:

- Think in terms of abstract models when discussing questions about the international economy;
- Describe and explain the interactions between the goods, money, labour and foreign exchange markets;
- Describe and explain the functioning of the economy in the short, medium and long run;
- Describe and explain the macroeconomic implications of an open economy;
- Take a well-reasoned stance on key macroeconomic problems and the fiscal and monetary policy measures to solve them;
- Handle simple macroeconomic models and assess their empirical relevance.

Content

This course addresses such questions as: how do supply and demand shocks in one part of the world transmit to other parts of the globe? Why do some economies have higher long term growth rates than other economies? What is the impact of fiscal and monetary policies in an internationally interdependent world?

Intermediate macroeconomics: Output and Time is a sequel to the first year macroeconomics course. The second year course widens the scope to open economy macroeconomics with a specific time dimension. It leads the students from the Mundell-Fleming model through a number of intermediate steps to a fully dynamic aggregate demand/aggregate supply framework for the analysis of short- and medium-run macroeconomic issues in the area of production and demand.

In extension of this, the course also applies this framework to analyse a number of topics related to European and global processes of economic and monetary integration. These topics include the effects of monetary and fiscal policy in economic and monetary unions, the importance of inflation, public debt and budget deficits and the causes and effects of unemployment.
Aims

At the end of the course the student is able to:

• Critically appraise different theories of justice and learn how they are translated into economic models;

• Relate social-economic policies to efficiency, justice and fairness;

• Work effectively and professionally in a team;

• Independently study literature in the domain of political philosophy and economics;

• Debate with economists and other scientific professionals about social-economic issues;

• Assess the merits of theories and models in politics, philosophy and economics and to situate them in a wider disciplinary context;

• Apply the concepts and methods used in politics, philosophy and economics;

• Carry out an independent investigation of a political, philosophical, and/or economic topic or issue and produce a coherent presentation.

Content

Philosophy, Politics and Economics (PPE) aims to offer a unified study of philosophy, politics and economics in order to analyse issues such as the (political) tradeoff between equity and efficiency. These three disciplines have been taught together in Britain since the University of Oxford started their PPE programme in the 1920s, and is now offered at many universities around the world. It combines the normative inquiry inspired by political philosophy and insights from political science on the various forms that politics takes with the formal tools of analysis derived from economics. The separation between philosophy and economics, and between philosophy and political science occurred only recently, as in the works of Adam Smith, David Ricardo, Thomas Malthus and John Stuart Mill these three disciplines were still united.

In this PPE course, different theories of contemporary political philosophers are studied and evaluated from the perspective of economics and politics. How do these theories operationalise equity? How do they deal with the trade-off between equity and efficiency? And how can they be incorporated in economic models? With respect to politics, to what extent can policies supported or advocated by different political parties be linked to political philosophy? We will focus in particular on Dworkin’s theory of equality of resources and Roemer’s theory of equality of opportunity. Dworkin’s theory makes use of devices such as auctions and hypothetical insurance markets that economists are very familiar with. Roemer has shown that his theory can be formulated in terms of a mathematical economic model and moreover be tested empirically in different domains (e.g. income, education, health care).
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>18</td>
<td>ECB2METRIE</td>
<td>Econometrics</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Knowledge at the level of B1 Statistics</td>
<td>T. Dulam</td>
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</tbody>
</table>

**Aims**

At the end of the course the student is able to:

- Understand the linear (bivariate and multivariate) regression model, including the ordinary least squares estimator and its statistical properties, functional form and model misspecification, and testing hypotheses;
- Specify, estimate, and interpret various cross-sectional and time-series regression models, and quantify the implications of an estimate for economic theory;
- Translate simple economic theory into a statistical hypothesis, and test that hypothesis using regression analysis;

Assess the quality of the data used to address the empirical research question

**Content**

Does a lower lending rate lead to a change in consumption? Is it age or experience that affects the hourly wage? Economists specify, analyse and quantify relationships between economic variables. The course Econometrics is a follow-up on the first-year course Statistics and introduces econometric (estimation) techniques that are useful for understanding both scientific articles and policy documents. Emphasis will be on the linear regression model (estimation, functional form, model selection, misspecification, and various tests), which will be applied to analyse data sets. In addition, attention is paid to time-series models and models with a binary dependent variable. Students will individually empirically investigate an economic research question, resulting in a midterm report counting towards the course effort requirement.
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<tr>
<th>Course Code</th>
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<th>Teacher</th>
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<tbody>
<tr>
<td>19</td>
<td>USG4430 Global Civil Society: Innovative Strategies for Advocacy and Service Delivery</td>
<td>11-11-2019 t/m 02-02-2020</td>
<td>Background in Social Sciences, History or Law</td>
<td>K.Geuijen</td>
<td>2</td>
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</tbody>
</table>

**Aims**

After completing this course students:

• Are able to position the shifting role of civil society in the globalization process;

• are able to use different conceptual frameworks in analyzing the very diverse manifestations of civil society;

• have understood the roles of legitimacy and accountability as key issues for civil society’s influence.

**Content**

In our globalizing world, Trans National Corporations (TNC’s) are a well-known reality. All larger corporations have built a global presence to benefit as much as possible from the most efficient conditions for production and consumption. Governments have built their multilateral agencies on global (UN) and regional (EU, AU, Mercosur, Asean) level to better respond to the new reality of an interconnected world in order to be able to better serve the interests of their citizens.

What is the state of affairs of civil society in this globalizing world? Is the famous institutional triangle of state-market-civil society reproducing itself from the national to the global level? Is civil society able, like corporations and states, to come forward with innovative responses to this trend of globalization or will it get stuck in its traditional community-based identity?

In the last few decades we see an emerging trend of a global civil society organizations (GCSO’s) striving to take their role at the global stage. This works out differently for different types of civil society organizations (cso’s). Cso’s which are into political advocacy - like Greenpeace, Amnesty International, and Oxfam - are building global networks to hold governments and companies accountable about their policies on ecology, human rights and poverty reduction. With their global brand they are trying to influence global policies in order to make this world more safe, more just, more sustainable. More traditionally, religious organizations (Catholics, Lutherans, Anglicans) have built their global networks of social organizations in order to deliver services to deprived local communities. And trade unions have built long existing global networks to harness their joint position across borders in order to defend particular workers’ interests.

In order to be able to act on the global level different types of cso’s not only need to deal with organizational issues like building these global networks. They also need to face new issues of legitimacy and accountability. While cso’s at the national level nowadays face issues of needing to repair declining legitimacy, at the global level they need to develop strategies to gain and maintain legitimacy. Which innovative strategies do they develop to gain and maintain pragmatic, moral and cognitive legitimacy (Suchman 1995) at the global level? And which innovative strategies do GCSO’s develop to become at the same time accountable downward (to their constituencies), upward (to funding agencies etc) and outward (to the global citizenship)?

In this course we will face these fascinating questions by focusing on crucial cases a.o. Amnesty International, religious organizations, Neighbourhood Watch, trade unions or the GLTB movement.
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<tr>
<td>20 USG4580</td>
<td>Policy implementation</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Inclusion Intake</td>
<td>M. Kuiper</td>
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**Aims**

After completing this course, students should:

- understand the issues involved in and the dynamics of implementation processes;
- have an overview of a number of relevant theoretical approaches to studying policy implementation;
- have developed an understanding of the way in which different theoretical approaches relate to each other, as well as their strengths and weaknesses;
- be able to apply theoretical insights to concrete cases of policy implementation resulting in a clear diagnosis of the implementation issues involved, an analysis of the underlying cases and recommendations for improvement;
- be able to present the results of the case analysis in oral and written form.

**Content**

Policies only become reality when they are put into practice. This process cannot be taken for granted. The way policies are put into practice often diverges quite significantly from the way policies have been conceived on paper. One can therefore only understand how policies work out in practice if one takes into account the process of translating abstract policies into concrete actions. This is what we call ‘policy implementation’.

In this course, we will study how public policies are implemented within organizations. It focuses on the actual application of rules within organizations, the use that individuals within those organizations make of their discretionary space, and the factors that determine how they act and interact. In so doing, we will gain a better understanding of the logic underlying implementation processes and the ways in which organizations try to control these processes.

Meetings take a seminar form, with intensive discussions of the literature and analyses of concrete cases on the basis of student presentations.
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<tr>
<td>21</td>
<td>USG5520 Public Administration and Organisations</td>
<td>02/09/2019 to 10/11/2019</td>
<td>Inclusion Intake</td>
<td>M. Swinkels</td>
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</table>

**Aims**

After following the course the student:

- has knowledge of different theoretical perspectives on organisational sciences;
- has knowledge of different theoretical perspectives on public administration and policy making;
- has developed an insight in the complexity of relationships between societal developments and public policy and organisations;
- has developed skills in analysing and evaluating practical situations from a theoretical public administration and organisational science view.

**Content**

The world has become increasingly complex over the past years due to societal developments. These societal developments, such as globalization or the rise of the network society, have implications for those studying government and organisations. For example, governments increasingly need to rely on collaborations with private organisations, they need to adjust their management practices to solve social problems and they need to create public value with their services. While most of these activities take place in the context of organisations, how these organisations actually work to achieve these aims is more than ever a ‘black box’.

In a world that is ever more centred around knowledge. In a world where borders slowly disappear. In a world where experts play an ever growing important role in the work of organisations. In a world where the citizenry and their demands of the public sector are changing. In that world, it is important to understand how (public and private) organisations work and how (public and organisational) policies are created.

The course Public Administration and Organisations offers an introduction in the (for a large part overlapping) disciplines of Public Administration (focussing on the political science element of policy making) and Organisational science. Central concepts and important theoretical themes are introduced and the practical implications of theories are explored and practised.
Learning objectives

The student acquires an introductory level of understanding on finance and accounting

The student is able to assess and complete problems on the time value of money

The student is able to understand financial statements and assess the financial position of a real-world company based off these financial statements

The student understands the basics of valuation of bonds and equity and is able to value these instruments themselves

The student can work with double entry accounting on an introductory level

The student is able to complete problems on discounted cash flow (DCF) analysis

The student can work with formulas to calculate the value of perpetuities and annuities

Topics:
- Financial statements
- Financial statement analysis
- Double entry accounting
- Time value of money
- Corporate governance
- DCF (discounted cashflow)
- Loans
- Bonds and equity
- Capital budgeting
Learning objectives

At the end of the course you have acquired:

• Basic knowledge of economic concepts;
• An overview of explanatory strategies of economists compared with other social sciences;
• Insight in theoretical and methodological connections between economics and other disciplines.

Content

After the Second World War, economics developed from a largely verbal discipline that shared theories, methods, and approaches with other social sciences, such as psychology, sociology and political science, into a highly mathematical discipline that seemed to no longer share theories and methods with its ‘sister-social-sciences’. Mathematical models, tested on statistics, became a distinguishing feature of economics, to such an extent that some contemporary economists came to identify economics with its methods, rather than its theories, and the economics discipline as an insular tribe with little or no points of contact with the other social sciences. In those cases where economics joined forces with other social sciences, this was even considered ‘economics imperialism’; that is: economic theories invading other disciplines. Because economics became a method-based discipline, it actually is not a unified discipline, but rather a patchwork of several fields, where each field has its own favoured methods to investigate its own specific phenomena.

The purpose of this course is to provide an overview of the various economic fields by investigating these fields in their historical and methodological context and the linkages between these different field and to other social sciences. In this way, this overview will provide a reflection of the bachelor’s curriculum – the way it is built up and how the several courses are connected – such that this course will function as an introductory course to the bachelor of the U.S.E. It will also give us the opportunity to have brief excursions into the different minors offered at U.S.E.: law, social sciences, geography, and data analytics.
Faculty of Humanities

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<tr>
<td>1</td>
<td>CI3V18102</td>
<td>Data-analysis in the practice of Communication</td>
<td>(04/09/2019 to 01/11/2019)</td>
<td>Inclusion intake</td>
<td>M. Schaefer</td>
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Aims
By the end of the course the student is able to:
• describe and characterize the field of Digital Humanities [exam 1]
• characterize and compare different methods for data research (common within Humanities) [exam 1]
• analyze and assess datavisualizations in popular discourse [exam 2]
• conduct a small-scale supervised study in which social media data is collected and analyzed [exam 3]

Content
The media with which we communicate have in common that they all (in one way or another e.g., language, audiovisual etc.) save, transport or process data. But what is this data, and what is the difference between data, information and algorithms? What happens to knowledge, power and control if data is increasingly produced, processed and ordered with the help of software? How can data be used for the study of culture and society? What ethical issues arise when using ‘big data’ for research purposes?

This first course of the Digital Communication specialisation provides a general overview of communication and information studies and explores contemporary developments around the analysis of so-called big data within Humanities scholarship.
### Aims

By the end of the course, students are able to:

- demonstrate critical understanding of the theories, approaches, and practices of intercultural communication in the contemporary world;
- critically apply these theories, approaches, and practices to intercultural communication phenomena in the contemporary world;
- critically assess your intercultural awareness and skills;
- undertake analysis of visual, written and face-to-face intercultural situations;
- communicate effectively, orally and in writing, within an intercultural context; search for, summarize, and critically evaluate key research literature.

### Content

The mobility of people within and beyond national borders, both in real and virtual life, has created the need for people to understand and interact with others who have a different (cultural) background. In these new situations, individual identities and established “recipes” for (intercultural) interaction are challenged and contested, often requiring (re)construction and (re)negotiation, or even abandonment. Individuals must develop new ways of learning and interacting, and skills of adaptation and adjustment, to engage competently in intercultural encounters. This course develops students’ knowledge about and experience in dealing with interculturality and intercultural communication. You will learn about the role of culture, language, and power and how they impact human communication, the complexity of identity, the causes and consequences of processes such as stereotyping, and how people manage intercultural communication processes in these new situations.

However, you cannot become a competent intercultural communicator only through knowledge: it is important that you experience directly how people act, interact and communicate – from their perspective. In this course, you will get opportunities to learn through experience. Class discussions, student-led case presentations and activities such as games will be complemented by the critical analysis of traditional media and social media, enhancing your awareness of your own values, norms and biases. This will prepare you to engage with ‘Cultural Others’ through a virtual exchange project. This project is an international project called CONNECT GLOBAL. Finally, you will learn to critically self-reflect on, and evaluate, your own intercultural competence. You will reflect on your intercultural exchanges and encounters in a reflective paper in which you critically link the theories and notions learned in the course to your personal experience.

We will be addressing difficult issues in this class, such as questioning who should be allowed to speak for whom, how our own identities can cause us to oppress others, how we can also be privileged and disadvantaged by our identities. Various topical issues such as the refugee crises, the impact of the rise of Right-wing parties on race relations in various countries, the #blacklivesmatter and #metoo movement, causes and effects of global terrorism, Islamophobia versus the protest of Muslim parents against LGBT education in primary school in the UK; the Black Pete discussion in the Netherlands, bullying, sexual harassment, gender and sexuality issues in work and in life might also be discussed. We will strive to create a safe dialogue space in our classroom. However, you must come into this class with an interest and ability to engage in respectful dialogue about these difficult issues. If you feel these topics will trigger you or that you cannot engage in such respectful dialogue, please reconsider taking this class.
### Aims

Students who have completed this course will be capable of analysing complex medieval and early modern literary texts, and have an understanding of the interconnections between these texts and their broader contexts. They are capable of reporting on their reading experience in written English, while showing their grasp of the historical perspective. In order to achieve this goal, student attendance is compulsory.

### Content

Overview of English literature from the early Middle Ages (449) to the death of Charles I (1649), within the context of a range of socio-cultural, historical and intellectual developments. A selection of Medieval texts such as "Beowulf", and "Sir Gawain and the Green Knight", as well as texts by Shakespeare, Philip Sidney, Christopher Marlowe, John Donne, Ben Jonson and others will be read. The texts will be discussed in relation to their immediate contexts and, in this way, a picture will be created of their complex interconnection.
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<tr>
<td>4</td>
<td>EN3V14302</td>
<td>Adapting to the Novel</td>
<td>(11/11/2019 to 24/01/2020)</td>
<td>Inclusion intake</td>
<td>R. Supheert</td>
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**Aims**
This course focuses on the way novels are received and adapted. Adapting may refer to film or later reworkings, but also to the response of readers over time. At the very least students should be able to produce coherent interpretations of selected texts and films which are free from factual and logical errors. Ideally they should be able to articulate a personal response based on detailed observation in a broad context, discriminating where relevant between possible critical approaches.

**Content**
This course focuses on the way novels are received and adapted. Adapting may refer to film or later reworkings, but also to the response of readers over time. Authors may include Austen, the Brönte sisters, Conrad, and Nabokov.
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<tr>
<td>5</td>
<td>EN3V17002</td>
<td>Irish Literature 1850-present</td>
<td>(11/11/2019 to 24/01/2020)</td>
<td>Inclusion intake</td>
<td>O. Kosters</td>
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**Aims**
The successful participant will
(i) have acquired a thorough knowledge of Irish literature from the mid-nineteenth century to the present;
(ii) be able to apply this knowledge in class (active participation & presentations);
(iii) be able to undertake and write a research paper in the relevant fields.

**Content**
This course offers an introduction to Irish literature (or Irish literature in English) from the mid-nineteenth century to the present.
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<tr>
<td>6</td>
<td>EN3V18002</td>
<td>The English Lyric, in Theory and Practice</td>
<td>(04-09-2019 t/m 01-11-2019)</td>
<td>Inclusion intake</td>
<td>D. Pascoe</td>
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**Aims**

At the end of the course, successful participants will be able to:

- understand the development of a poetical genre within a specific historical context;
- display an understanding of the ways in which texts are transmitted through literary and cultural institutions and are translated between different cultures, linguistic systems and periods;
- communicate effectively, in critical and/or creative modes, an understanding of the ways in which texts are re-presented creatively through acts of reading, interpretation, composition and performance.

**Content**

Lyric poetry, rooted in the practice of a single voice expressing feeling and originally accompanied by music, has given rise to the purest literary form: the composition of the self.

This module examines the history, theory, and methodologies of the English lyric since the Renaissance to the present day, providing not only a broad historical survey of major traditions of the vernacular short poem (keyed to manuscript, publication, and reception), but also engaging with a range of recent theoretical assessments of lyric as a genre and an construction of selfhood. In particular, the course looks to poetic, linguistic, and psychoanalytic theory to help unravel the intricate historical processes that embody the speaking subject; the singular voice of the lyric 'I'.

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<tr>
<td>7</td>
<td>EN3V18003</td>
<td>The Shakespeare Industry</td>
<td>(04-09-2019 t/m 01-11-2019)</td>
<td>Inclusion intake</td>
<td>A. Hoenselaars</td>
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</table>

**Aims**
The aim of this course is to familiarize the student with the ins and outs of the sometimes daunting Shakespeare Industry, and to create a solid sense of confidence in reading, researching, as well as speaking and writing about Shakespeare, his work, and the responses of others over the past 400 years.

**Content**
What has been keeping those Shakespeareans occupied for over 400 years? Hasn’t everything that needs saying already been said about the Man from Stratford? This course offers the student an opportunity to study the immense industry that has developed around Shakespeare, and become acquainted with a number of intriguing traditions involving Shakespeare’s life, his work, and his afterlives. Attention will be devoted to the biography and to the plays and poems in their historical context. Themes for discussion will include: Who was Shakespeare? (Baconians, Stratfordians, Oxfordians); How can we make sense of Shakespeare as a fictional character (Oscar Wilde, Anthony Burgess, Shakespeare in Love); Which edition should I use and why? (Q, F, Penguin Shakespeare, New Arden, New Cambridge); How do I find the right materials to study and write about Shakespeare (UB, WSB, Internet, Shaksper). The course further acquaints you with Shakespeare journals you might consult (ShS, ShJ, SQ), and theoretical perspectives (E.M.W. Tillyard, New Historicism). You want to familiarize yourself with theatre architecture in a historical perspective (Globe, Blackfriars, Stratford, New Globe). Inevitably, you will seek to define the differences between local, global and glocal Shakespeare. Shakespeare will be discussed as he appears in music (opera, song, rap), film en video (Orson Welles, Kenneth Branagh, BBC, Bollywood), translations and adaptation (Ten Oorlog). For each lecture, the student will read a Shakespeare text, and study a number of questions. Gradually, in coordination with the instructor(s), the student will develop a topic for a final essay.
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<tr>
<td>8</td>
<td>EN3V18004</td>
<td>Sociolinguistics of Englishes: Language Variation, Contact and Change</td>
<td>(04-09-2019 t/m 01-11-2019)</td>
<td>Inclusion intake</td>
<td>K. Sebregts</td>
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**Aims**

After successful completion of the course students (1) can demonstrate knowledge and insight into the key concepts of sociolinguistics and World Englishes, (2) will be able to analyse language data from a sociolinguistic perspective, (3) will have acquired quantitative and qualitative research skills enabling them to connect fine-grained phonetic phenomena and large-scale social categorisation, and (4) will be able to report on these analyses in appropriate academic English.

**Content**

This course focuses on language variation in English associated with factors such as geography, gender, social class and sexual identity among native and non-native speakers. Topics include language change, contact, ideology and attitudes in countries where English is a first or second language, such as the UK, the US, Ireland, and South Africa.

While the lectures will introduce students to core concepts in sociolinguistics, the tutorials will concentrate on qualitative and quantitative methodology, critical debate, and discussion of relevant varieties of English.
Aims
After successfully completing this course, students will be able to articulate and apply the theories of language and identity covered in class.

Content
This course examines how we use language to perform our own identities, to recognize others’ identity performances, and to represent identity behaviours in speech and writing. Students will read contemporary research and theory in the fields of sociolinguistics and linguistic anthropology to gain the theoretical tools and research methods for describing and analyzing language behaviors linked to identity. Topics to be covered include language ideology, critical race theory, ethnography, and discourse analysis with the goal of enabling self-reflection about students’ own language attitudes and identity practices. Students will produce preliminary ethnographically-informed research and writing by collecting and examining original data in this domain. They will formulate a relevant research question and use one or more of the following methods of data collection and analysis to answer their question: participant observation, sociolinguistic interview, transcription, discourse analysis, and ethnographic writing. Students will report on these analyses in spoken and written English appropriate for the fields of study introduced here. Lectures and tutorials will be interactive requiring participation in games and game-derived elements as practice-based research for understanding key course concepts.
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<tr>
<td>10</td>
<td>EN3V18008</td>
<td>Prosody in Communication</td>
<td>(11-11-2019 t/m 24-01-2020)</td>
<td>Inclusion intake</td>
<td>A. Chen</td>
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**Aims**
The successful participant will (i) have acquired the basic theoretical concepts of prosody, in particular intonation, phrasing and rhythm; (ii) have gained insight into the use of prosody in communication by native speakers and second language learners of different varieties of English; (iii) be able to apply theoretical knowledge of prosody and knowledge of communicative usage of prosody to given and self-collected empirical data; (iv) be familiar with core analytic tools and methods of data collection in these areas; (v) be able to write a research paper in these areas.

**Content**
This course introduces students to the scientific study of prosodic phenomena, in particular intonation, phrasing and rhythm, and how they are used in communication in English by native speakers and second language learners of different varieties of English at the levels of production, perception and processing. Students will also learn to empirically investigate the role of prosody in communication, including designing experiments, collecting and analysing empirical data using standard techniques, and reporting on the results of the analysis.
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<tr>
<td>11</td>
<td>KE1V13001</td>
<td>Introduction to Celtic Studies</td>
<td>(04-09-2019 t/m 01-11-2019)</td>
<td>Inclusion intake</td>
<td>M. O Flaithearta</td>
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**Aims**
The successful student has basic knowledge of Celtic cultures from Classical to modern times and aspects of the medieval Celtic Cultures of Britain and Ireland, as well as knowledge of the Celtic contribution to European culture.

**Content**
Celtic Studies covers enormous distances of space (Europe, Asia Minor, North and South America) and time, covering some 3000 years. Who were the Celts? Where were they? What language did they speak? What did their neighbours (Greeks, Etruscans, Iberians, Romans) say about them? This course gives an overview of Celtic Studies by looking at the history and culture of the Celts from earliest down to modern times and shall touch upon archaeology, Celtic inscriptions, the Classical world and aspects of the medieval Celtic Culture of Britain and Ireland as well as the modern Celtic heritage.
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<th>N</th>
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<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>12</td>
<td>KE1V13002</td>
<td>Old Irish 1</td>
<td>(04-09-2019 t/m 01-11-2019)</td>
<td>Inclusion intake</td>
<td>A. Griffith</td>
<td>2</td>
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</tbody>
</table>

**Aims**
The successful participant will be able to:
(1) answer questions relating to the basic grammatical structure of Old Irish
(2) translate simple Dutch/English sentences into Old Irish
(3) translate a simple short Old Irish prose text into Dutch/English in a limited amount of time
(4) answer questions regarding the contents and literary themes in some early Irish tales
(5) list and explain some of the most common theoretical approaches to early Irish literature
(6) write a summary of an academic article related to Old Irish literature

**Content**
Old Irish is the Celtic language of Ireland between ca. 600 and 900 AD. It has an exceptionally rich and varied literature. The language is one of the most complicated languages in the world. It is the parent of the Modern Gaelic languages of Ireland and Scotland. This course offers an introduction to Old Irish grammar as well as a first survey of medieval Irish saga literature, and students will translate short texts from the *Táin Bó Cúailnge*, ‘The cattle-raid of Cooley’.
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<th>Course Code</th>
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<th>Teacher</th>
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<tbody>
<tr>
<td>KE2V13001</td>
<td>Old Irish 2</td>
<td>(11-11-2019 t/m 24-01-2020)</td>
<td>Inclusion intake</td>
<td>A. Griffith</td>
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</table>

**Aims**
At the end of this course, the successful participant will be able to:
(1) answer questions regarding Old Irish grammar
(2) translate an Old Irish text of moderate difficulty within a limited amount of time
(3) identify the most common metres in early Irish poetry
(4) identify different kinds of rhyme and poetic ornamentation, e.g. alliteration, aicill-rhyme
(5) answer questions about different genres of medieval Irish literature treated during class
(6) summarize an academic article on the theme of the course
(7) effectively use electronic resources for locating relevant primary and secondary literature

**Content**
In this course, students will receive further instruction in Old Irish grammar, expanding on the knowledge acquired during Old Irish 1. In addition, students will learn how to translate Old Irish texts; different poetic genres will be treated, as well as metre, rhyme and ornamentation; and students will receive further instruction with regard to literary genres, backgrounds and literary analysis.
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<th>N</th>
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<tbody>
<tr>
<td>14</td>
<td>LI1V18001</td>
<td>Introduction to Literary Studies</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclulsion intake</td>
<td>C. Aaftink</td>
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**Aims**

Students:

1) learn to see literature as a cultural phenomenon and are able to reflect academically on the position and history of the ethical and esthetical aspects of literature;
2) understand how modern science studies literature;
3) know a number of case studies in different languages, in which literary texts have influenced ethical debates;
4) are able to reflect on these issues in an academic way and to discuss them in writing and orally;
5) acquire a supra-lingual perspective on literature;
6) are trained in academic writing in English, Dutch or the language of their major.

**Content**

Literature is a cultural and aesthetic phenomenon that has taken on many different forms in different periods and languages. In all of these forms, literature reflects in one way or another the society in which it emerges. In this course, you learn how literature is studied academically, and which reflective, cultural, and aesthetic functions literature has had and has. Leading questions in the course are: why does literature exist in societies? Which functions does it have? How is being well-read appreciated, and how is literary critique embedded in societies and valorized?
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<th>N</th>
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**Aims**

The students learn to do research into repressive practices and into literary strategies to avoid censorship. They are able to describe how literature relates to the political, juridical, and moral boundaries in a given society. They learn how to look for material (literary, legal and administrative documents) in libraries and archives.

**Content**

This course provides a survey of the conflict between literary creativity and control by society, in a wide historical, European context, from the first printing press to the 21th Century. A series of case-studies of controversial texts and authors is discussed in connection to the regulations imposed to suppress or regulate the distribution of these works. Official secular and religious censorship (like the catholic Index), the development of copyright, as well as protests against “inflammatory”, “blasphemous”, or “amoral” texts, are studied, through authors like Erasmus, Montaigne, Vondel, Spinozo, Stuart Mill, Nabokov and Rushdie. They used various literary strategies to avoid censorship and repression, like the use of metaphor, humor and satire, hiding their name, et cetera.
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<tr>
<td>16</td>
<td>LI3V14102</td>
<td>Migration and Diaspora</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>B.M. Kaiser</td>
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</table>

**Aims**

Written and oral presentation of analyses, theoretical and historical knowledge of the area of study.

**Content**

This course is a casus course within the Specialisation World Literature. The course introduces students to the phenomenon of historical and contemporary diasporic literature and literatures of migration. How does literary writing reflect on experiences of migration? How do narratives and poems contribute to the imagination of cultural and political collectives? How does exile and displacement trigger efforts to imagine cultural belonging outside of national confines? In the wake of globalization, the world has become increasingly interconnected, and the course studies how different literary texts respond to this new situation, offering students insights into how literature reflects on cross-cultural encounters and contributes to our understanding of experiences of displacement and diaspora.
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<tr>
<td>17</td>
<td>LI3V17202</td>
<td>Contesting the Past</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>A. Rigney</td>
<td>2</td>
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</table>

**Aims**

Students will be given an introduction to the interdisciplinary field of cultural memory studies and to historical fiction as a cultural genre. They will acquire knowledge of specific cases; and develop conceptual tools for analysing the interplay between stories, history and politics, as well as between fact and fiction, knowledge and norms.

**Content**

This course provides a follow-up to Banned Books (bl. 1). It examines the ways in which literature contributes to public debate about the meaning of the past. In particular, we will examine the role played by literature and film in dealing with divisive and painful memories. Which cultural memories dominate our images of the past, and which events are suppressed? How does literature interact with other media in bringing marginalised stories to light? And in re-imagining the boundaries of nations? We will address these questions through the comparative study of novels and movies dealing with civil war (Spain, Northern Ireland) and with the legacy of colonialism (France/Algeria, Netherlands-Indonesia).
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<th>N</th>
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<tr>
<td>18</td>
<td>SP1V17004</td>
<td>Introduction to Formal Spanish Linguistics</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>P.M. Kester</td>
<td>2</td>
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</table>

**Aims**

After completing the course, students will have:

1) knowledge and analytical skills concerning the phonological, morphological and syntactic characteristics of Spanish;
2) knowledge and analytical skills in order to carry out an internet search targeting certain morphological or syntactic phenomena in Spanish;
3) academic skills to write a short research report;
4) academic skills to include references in accordance with the guidelines of the APA, by making use of RefWorks.
5) initial insight in the Spanish language needed for any professional use of Spanish, including teaching and translation.

**Content**

This course is a linguistic introduction into three aspects of the structure of Spanish: the sound structure (phonology), the internal structure of words (morphology) and the internal structure of sentences (syntax) in relation to its meaning (semantics). These three aspects will be studied in the light of modern linguistic theory. Students will get insight in how universal aspects of human language surface in Spanish, and how Spanish linguistic structure differs from the structure of other languages.
### Table

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<th>Code</th>
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<tr>
<td>TL1V18001</td>
<td>Academic Speaking</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>K.D.C.J. Sebregts</td>
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</table>

### Aims

If you complete this course successfully, you will have the basic knowledge and skills to give an academic presentation in your field of study, and to interact with others in an English-language classroom. In addition, you will have learnt to modify your pronunciation of English in order to be better understood by both native and non-native speakers of English. Last but not least, you will learn to recognise a number of well-known native and non-native accents of English and to understand these better and with less effort.

### Content

Intended for students who have not taken any other courses in academic speaking in English, this course will help you acquire the basic knowledge and skills required to give academic presentations in English, and to interact with lecturers and other students in an academic context. Apart from general presentation skills, this includes improving your fluency in academic English, and your ability to interact more spontaneously with different groups of speakers using an appropriate register in English. In addition, all course participants – regardless of their language background – will be taught a number of techniques to modify their pronunciation of English to facilitate communication with other speakers of English, both native and non-native. We will also review a number of well-known accents of English which may present challenges to those unfamiliar with them.
## Aims

If you complete this course successfully, you will have the basic knowledge and skills to write an academic paper in your field of study. In addition, you will have conscious command of the most important grammatical structures of English required for this. You will also know how to expand your vocabulary for formal academic writing in English, and use stylistic features appropriately.

## Content

Intended for students who have not taken any other courses in academic writing in English, this course will help you acquire the basic knowledge and skills required to produce written academic work in your field of study. Not only will you learn to use the most important grammatical structures of English appropriately, but you will also expand your knowledge of the kind of vocabulary and register required in formal academic writing in your subject. Needless to say, some attention will also be paid to the mechanics of academic writing in English (structure, punctuation, referencing).

Although this course requires students to give brief oral presentations on their written work, their oral proficiency will not be assessed. Students interested in improving their proficiency in spoken English are referred to a separate course entitled Academic Speaking.
Aims

Student acquire knowledge of the most import ideas and problems in research on first language acquisition. This course aims to increase their insight in the learnability problem in relation to new linguistic phenomena. They are familiarised with research methods by applying these to a particular empirical domain of research. And they are trained to report on this in an academically appropriate way.

Content

In this course we will focus on the question which cognitive, biological and environmental factors are responsible for the growth of native language competence and the ability to use this knowledge in a natural and creative way in our daily lives.

In this course we will study several of these factors, starting from the linguistic perspective that allows us to uncover the variable and invariant properties of sound, word and sentence structure and well as that of meaning. We can then develop further insight in the distinction between domain-specific mechanisms in language acquisition and general cognitive capacities in development. Typical of this approach is the language comparative perspective. What is the developmental process in different languages, and what does this tell us about the interaction of cognitive systems of knowledge and use that are involved. Special attention will be paid to the development of bilingualism. The course will highlight some phenomena that are characteristic of the spectacular development that children go through in the various linguistic domains. From the first discriminative capacities detecting sound patterns, via word and sentence construction to dependency and meaning relations in sentences and in discourse.
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<tr>
<td>22</td>
<td>TL3V14201</td>
<td>Language History of the British Isles</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>M.P.J. Cole</td>
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**Aims**

(1) Students acquire knowledge of the principles of language change;

(2) They are able to understand and apply the terminology and concepts involved in the description of language change;

(3) They are acquainted with the ways in which data sets can be turned into language history;

(4) They possess knowledge of the outlines of the history of the English language and the interactions of the different languages in the British Isles.

**Content**

The British Isles are dominated by two language families: Germanic in the form of English is pervasive throughout the isles as a result of an expansion movement that started in the fifth century. Celtic consists of Irish in Ireland, Scots Gaelic in the Scottish Highlands, Welsh in Wales, as well as the extinct Cornish and Manx languages. Celtic has been receding gradually, being superseded by English. Other players are Latin, Scandinavian, and French. The course explores the linguistic history of the British Isles by focusing on two themes:

(1) The general principles of the study of language change, also called historical linguistics. The student is introduced to theories and methodologies;

(2) General principles are profusely illustrated by examples taken from English and Celtic, which together form a concise linguistic history of the languages of the British Isles as well as their interactions.
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<tbody>
<tr>
<td>23</td>
<td>TL3V16005</td>
<td>Asian traditions and modernities: South Asian Literature and Culture since the early 20th Century</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>B. Bagchi</td>
<td>2</td>
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</table>

**Aims**

To introduce students to south Asian literature and culture from the long 20th century. To give the students analytic insight into south Asian modernity and its relation with (often reinvented) tradition. To enable students to write concise research papers on these subjects in the context of a globalizing world.

**Content**

Around 1900 onwards the world changed profoundly as a result of ongoing globalization and foreign influences - not only from the West. Writers and thinkers sought ways to relate to the great changes around them. In this course, students explore how south Asian cultures (India and her neighbouring countries) give an account of modernity, in light of their own (whether or not reinvented) traditions and the influence of imperialism, nationalism and globalization. The literature and writers from South Asia - India and its neighbouring countries - reflect often discursive tensions between modernity and tradition; their work will be central to this course.
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<tr>
<td>24</td>
<td>TL3V16006</td>
<td>The sound and soul of China</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>R. Raben</td>
<td>2</td>
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**Aims**

Chinese has become increasingly influential in both the global economy and politics. And yet China is still a mystery to many in Europe. This course aims to equip students with knowledge of the Chinese culture and society and the Chinese language such that they can apply the knowledge and skills in their primary disciplines and future careers.

**Content**

In this course, students will get insight into the Chinese society and the Chinese language through seminars on a range of topics, such as politics, economy, the position of women in society, the influence of television and film, and China’s relations with the wider world, and develop an overview of the linguistic system of Standard Chinese and features of Chinese-influenced English. In addition, students will learn basic Standard Chinese used in everyday communication in the language lab.
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<th>N</th>
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<tbody>
<tr>
<td>25</td>
<td>TW1V13001</td>
<td>From Language to Linguistics</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>M. Marelj</td>
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**Aims**

The goal of the course is to acquaint the participants with the central notions and principles of linguistics - a scientific study of human language that probes into the nature of language itself and seeks to answer the fundamental questions as to what language is and how it works. Students will learn to use the formal tools of morphological and syntactic analyses and connect these to the position of language as a cognitive ‘module’. Under the view we will adopt, linguistics is a branch of cognitive psychology since it studies our ‘competence’ (knowledge of natural language) which is, in turn, an aspect of our mind.

**Content**

The participants will be acquainted with the leading ideas, central notions and fundamental principles of theoretical linguistics, concerned with the constructing of models of linguistic knowledge. We will particularly focus on morphology and syntax as two subfields of theoretical linguistics. The course deals with the “nature-nurture” debate, searches for explanations of linguistic universals, but it also discusses the boundaries of natural language. We will discuss how Universal Grammar operates and how natural language relates to other cognitive processes. A central role in the course will be given to getting ourselves familiarized with the core structural principles of natural language. As the title of the course indicates, our starting point will be the wonderment about the data from the participants’ native language(s), but our goal will be to analyse these data and compare them, in a systematic fashion, with data from other languages, both closely and distantly related to it.
## Aims

The student acquires insight in major notions, principles, and approaches of semantics and pragmatics. The student develops the skill to apply these in the analysis of meaning phenomena in languages of the world.

## Content

This course offers a thorough introduction into semantics and a first encounter with pragmatics, the two disciplines that deal with meaning in natural language. Although meaning might seem like an elusive phenomenon, there are in fact many different methods (developed in linguistics, logic, philosophy, psychology) that can help us to think fruitfully about the meaning of words and sentences: in terms of reference, concepts, truth, context, inference. A number of meaning phenomena and approaches will feature in this course (with an important role for formal semantics, the analysis of meaning with logical and mathematical tools):

- General notions in the study of meaning in semantics and pragmatics: truth conditions, reference, compositionality, entailment, presuppositions, implicatures, speech acts

- Analysis and description of lexical meaning phenomena: hyponymy, antonymy, polysemy, prototypes, aspect, referentiality, decomposition

- Propositional and predicate logic (connectives, truth tables, variables, quantifiers, scope)
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<tr>
<td>27</td>
<td>TW2V13003</td>
<td>Phonetics: the study of speech</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>H. Quené</td>
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</table>

**Aims**

After completing this course, the student ...

1. has acquired an introductory overview of present-day phonetics, regarding the production, the acoustics, and the perception of speech;

2. has acquired knowledge, insights and skills in the basic concepts, principles, and research methods of phonetics;

3. has acquired elementary skills in speech analysis: segmentation, annotation, for- mant analysis, and prosodic manipulations;

4. has practiced the writing skills necessary to report practical research work.

**Content**

This course is an introduction to the study of speech production speech acoustics, and speech perception, targeting first-year students in Linguistics, and other students interested in language and speech. Students will learn the most important topics in articulatory and acoustic phonetics, and speech perception. This includes intonation, tempo and rhythm in spoken language.

Questions that will come up for discussion are, e.g.:

- What is language, what is speech, and how do language and speech relate to each other?
- What is sound, and what is speech?
- How are speech sounds generated by the speech organs?
- What are the physical properties of sound, and how can speech be analyzed, altered, and synthesized using its physical properties?
- What are speech sounds, and how can we study them?
- How does the human ear function, and how are speech sounds perceived?
- What are melody and rhythm in speech, and what role do they play in speech communication?
- How do listeners recognize spoken words?
### Aims

The course aims to give the student insight in a number of topics that will be analyzed from the perspective of different linguistic disciplines: grammar (lexical semantics, morphology), psycholinguistics, language acquisition, anthropological linguistics, and typology.

### Content

“What is the lexicon?”, What is a “word?”, “How are words and their meanings represented in the brain or mental lexicon?”, “How is lexical knowledge acquired?”, and “What is the relation between culture and lexicon?” Questions like these will be studied, applying different empirical methods, and taking a comparative perspective where possible (starting with Dutch and English but also with attention for other European languages and other language families).

Specific topics of this course include the meaning of derivational morphemes and complex words, semantic fields, linguistic relativity, and lexical universals.
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<tbody>
<tr>
<td>29</td>
<td>CI3V18101</td>
<td>Social Media in context</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>K. van Es</td>
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**Aims**

By the end of the course the student is able to:

- adopt a critical and analytical attitude towards popular discourse on the use and impact of social media. [exam 1]  
- analyze the interface of an online platform (based on the affordance theory and using semiotics). [exam 2]  
- write a report that is scientifically sound and according to academic conventions on the design and results of an interface analysis. [exam 2]  
- characterize the political, economic, social and / or cultural context in which online platforms operate. [exam 3]  
- independently find, process and assess relevant professional literature in the field of use and the role of social media [exam 3]  
- develop a well-founded argument on the use and/or impact of online platforms. [exam 3]

**Content**

Social media are an important part of our daily life, both in private and professional context. Platforms such as Facebook, Twitter and YouTube are so well established in everyday life and increasingly shape how we communicate and relate to others. How do they structure relations between users and users to commercial and public institutions? Has the power relationship between producer and consumer indeed shifted to the side of the latter, as is often claimed? How do the principles of online platforms affect public values?

In this second course of the Digital Communication specialisation students study online platforms, and learn to critically analyze the technological, economic and socio-cultural infrastructure that underlie the typical linguistic and audiovisual patterns of online expressions.
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<tr>
<td>30</td>
<td>TL3V19002</td>
<td>Latin in Late Antiquity</td>
<td>11/11/2019</td>
<td>Inclusion intake</td>
<td>E. Rose</td>
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</table>

**Aims**

The successful student:

- will be able to analyze, interpret and translate Latin literary texts from the period c. 300 CE – c. 600 CE;
- will have deep knowledge of the cultural and historical context of this literature and will be able to report on this orally and in writing;
- will understand the development of the Latin language in the period and will be able to reflect on this orally and in writing;
- will be able to independently employ the apparatus (specialized dictionaries, grammar) belonging to the field.

**Content**

The term ‘Late Antiquity’ denotes the period between c. 300-c. 600. We study the Latin language and literature in this period and concentrate on the transformation of classical traditions, innovations in the field of culture and religion (history of Christianity), and the development of the Latin language. Themes central to the course are (among others) citizenship and religion; corporality, death and afterlife; historiography; old and new Europe. The relevance of the authors we will read exceeds the period itself, therefore reception and transmission of the capita selecta will be part of the course.

This course is the second course of the minor Latin Language and Culture in European tradition.

The course counts as language requirement Latin for students in the RMA AMRS with sufficient elementary knowledge of the Latin grammar (BA2 level).
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<tr>
<td>31</td>
<td>KE1V19001</td>
<td>Continental Celtic</td>
<td>11-11-2019 t/m 24-01-2020</td>
<td>Inclusion intake</td>
<td>B. Griffith</td>
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**Aims**

(1) Basic knowledge of Continental Celtic language structure

(2) Basic knowledge of the archaeological and historical contexts of Continental Celtic inscriptions

(3) Basic knowledge of Celtic in the Netherlands

(4) Ability to present that knowledge to a wider audience (paper)

**Content**

The Continental Celtic languages are Gaulish (attested in the area between the Netherlands and northern Italy), Celtiberian (Spain) and Lepontic (northern Italy). Almost all our sources, which are very limited, are inscriptions, which date between the sixth century BC and ca. the fourth century AD. Their cultural setting is that of Greek and Roman Antiquity. These scanty texts provide the oldest information available about the Celtic language family, which is better known from medieval and later sources from the British Isles. Short inscriptions are usually well understood by modern scholarship, but the tantalizing longer inscriptions contain many mysteries.

The course offers an introduction to the grammatical structure of the Continental Celtic dialects as well as to the archaeological context of the inscriptions. It also addresses the issue of Celtic as it was once spoken in the Netherlands

The course is of interest to students of Celtic studies and to students of archaeology and ancient history who are interested in language.
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<tr>
<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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</table>

**Aims**

By the end of the course students will have enhanced their understanding of 17th-century Dutch cultural history, and of recent research in this field. Students will also have developed more advanced research and presentation skills: they will have learnt to build their own research project, including an analysis of visual and literary primary sources, and to report on their findings in oral presentations and a research paper.

**Content**

The founding of the Dutch Republic in the late sixteenth century started a period of extraordinary economic and cultural vigour. This so-called Dutch Golden Age was characterized by a dominant position in worldwide trade and a flowering of the arts and sciences. It witnessed mass migration and religious conflicts, but also remarkable forms of religious tolerance. This course will explore the cultural history of the Dutch Republic in the long seventeenth century. It seeks to relate historical developments to their cultural representations in a wide variety of primary sources, such as paintings, prints, illustrations, architecture, pamphlets, plays and memoirs, thus exploring the use of these sources as tools of historical analysis.
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<th>N</th>
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<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>TL2V18001</td>
<td>Literary Studies, an introduction</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>T. Idema</td>
<td>2</td>
</tr>
</tbody>
</table>

**Language, Literature, and Communication**

**Aims**

Students:

- learn to see literature as a cultural phenomenon and are able to reflect academically on the position and history of the ethical and esthetical aspects of literature;

- understand how modern science studies literature;

- know a number of case studies in different languages, in which literary texts have influenced ethical debates;

- are able to reflect on these issues in an academic way and to discuss them in writing and orally;

- acquire a supra-lingual perspective on literature;

- are trained in academic writing in English, Dutch or the language of their major.

**Content**

Literature is a cultural and aesthetic phenomenon that has taken on many different forms in different periods and languages. In all of these forms, literature reflects in one way or another the society in which it emerges. In this course, you learn how literature is studied academically, and which reflective, cultural, and aesthetic functions literature has had and has. Leading questions in the course are: why does literature exist in societies? Which functions does it have? How is being well-read appreciated, and how is literary critique embedded in societies and valorized?
### Language, Literature, and Communication

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<th>N</th>
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<th>Requirements</th>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td>34</td>
<td>TL2V19005</td>
<td>Topics in linguistics</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>S. Avrutin</td>
<td>2</td>
</tr>
</tbody>
</table>

**Aims**

The student:

- is acquainted with specific topics in the domains of ‘language architecture’ and ‘language processing’ by reading articles reflecting different perspectives on the study of language, and models of linguistic theorizing
- learns to use the methods used in different models of linguistic theorizing;
- learns to reflect on linguistic problems/puzzles from a cross-linguistic perspective
- develops academic writing skills.
Aims

Acquiring basic knowledge about theoretical concepts and research in psycholinguistics, especially regarding processes of language comprehension and language production, language acquisition and language disorders, as well as the interaction between the language system and other cognitive abilities; developing understanding of basic research and techniques in psycholinguistics; understanding (on elementary level) of the conceptual consistency between different areas of psycholinguistic research. The student gets acquainted with the general principles of research design, especially the design of experimental linguistic research.

Content

People communicate, for the most part, through language. Language (speaking, listening, reading and writing) is so ordinary and commonplace that we often forget that it is actually a highly complex and miraculous capacity, with its own specific laws and peculiarities. Understanding the properties of the language system is very important for understanding and clarifying the process of communication. Questions that are discussed in this course are: (1) How do psychologists and linguists view the structure and functioning of the human mind and the place of language competence in it? (2) How is a language acquired and is there a difference between language acquisition by children and learning by adults? (3) What processes take place in our heads when we perceive and interpret the written or spoken language? (4) Which impairment in the ability to use language are there, and how are they related to defects (congenital or acquired) in the brains? (5) How and where is language knowledge and language processing represented in the brain, and how can we make its investigation measurable and visible? (6) Does language have a genetic basis? (7) How do participants in a conversation understand each other's intentions?
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<th>N</th>
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<tbody>
<tr>
<td>36</td>
<td>TL2V19001</td>
<td>Meeting the Other: An Intercultural Approach to Dutch Culture and Society</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>E. Besamusca-Douwes</td>
<td>2</td>
</tr>
</tbody>
</table>

**Aims**

Students develop an appreciation for the complexity of the concept of (national) culture.

Students gain insight in representations of contemporary Dutch culture and society.

Students develop competences in intercultural interacting and reflecting on intercultural interaction.

Students gain insight in Dutch (cultural) discourses on contemporary social and political issues.

**Content**

This course invites both international and Dutch students who want to develop an understanding of Dutch culture and society from an intercultural perspective.

We will first consider the notion of (national) culture, and different approaches to (national) culture. In relation to the Dutch, we will consider auto-images and hetero-images, and the dynamics between the self and 'the Other'.

We will explore the mechanisms involved in representing 'the Other' in an international context. Which hetero-images of the Netherlands and the Dutch exist, and how are these images to be understood? We will consider case studies from contemporary Dutch culture resonating abroad, e.g. the monarchy, and policies of toleration concerning ethical issues.

We will also explore representations of 'the Other' in a domestic setting. How are notions about Dutch identity constructed, what is the position of newcomers, expats, and other 'Others' in such a context? Again, we will consider case studies from contemporary Dutch society, such as the rise of (nationalist) populism on the political stage, and public discourses related to religious and ethnic diversity.

The handbook and supplementary texts on selected themes present various disciplinary perspectives. The course is open to international and local students. Participants are encouraged to seek out representations of Dutch culture, and contribute from their own perspectives. By comparing perspectives and exchanging experiences, students thus gain first hand insight into the dynamics of the intercultural communication.

This course is the first course in the Minor Intercultural Communication.
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<tbody>
<tr>
<td>37</td>
<td>KE3V19001</td>
<td>Old Irish 3</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>M. O Flaithearta</td>
<td>2</td>
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</tbody>
</table>

**Aims**

1. To gain an ability to translate and interpret medieval Irish texts containing a higher grade of difficulty across a wide range of genres.
2. Maintaining and extending the knowledge of medieval Irish grammar acquired in Old Irish 1 and 2.
3. Having practised and successfully written an academic paper.
4. Having practised and given an oral presentation.

**Content**

Diverse Old and Middle Irish texts (narrative literature, poetry, legal, historiographical and hagiographical) will be translated and analysed.

The texts shall be discussed against their literary and cultural background. Selected scholarly articles on Old and Middle Irish language and culture shall be discussed and academically evaluated.
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<th>N</th>
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<tbody>
<tr>
<td>38</td>
<td>LI3V19002</td>
<td>Postcolonial Theory</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>B. Bagchi</td>
<td>2</td>
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</tbody>
</table>

**Aims**

Students will become familiar with all major issues in the field of Postcolonial Studies. Students will acquire a number of theoretical perspectives and will be able to apply them to the interpretation of literature and other forms of culture.

**Content**

Major developments in the field of Postcolonial Theory will be examined. We start from Said's observation that colonialism affected both the colonizing countries as well as the colonized peoples. As such, Postcolonial Theory provides a variety of methodological tools for analyzing literature and culture that are of special relevance in the age of globalization. We will focus on the development of a postcolonial consciousness, the implication of literature and other cultural forms in the colonizing process and as forms of resistance.
### Aims

In this course you will obtain:

i) Experience with basic text analysis using the programming language Python;

ii) Insights into tools and methods used in the field of Digital Humanities;

iii) Familiarity with problems and challenges related to the searchability of large data sets in the Humanities.

### Content

Research in the Humanities relies increasingly on the analysis of large quantities of language data. For example, a researcher of Media and Culture interested in the influence of social media on political opinions might want to analyze political views expressed on Twitter. A historian searching for historic texts might need methods to deal with historic spelling variation in order to find relevant documents in a large document collection. A linguist might be interested in studying dialectal variation in a large corpus using quantitative methods.

This course will introduce students to digital tools and methods used for research in the Humanities (‘Digital Humanities’). The theoretical part of the course will focus on basic concepts that are essential for working with large quantities of humanities data, including corpora and databases, searching techniques, information retrieval, and statistical language models. In the practical part of the course students will learn how to do basic text analysis using the programming language Python.
Aims

Upon successful completion of the course the students will be able to:

(1) Discuss the major thematic elements of the Irish and Welsh texts covered in the course.

(2) Explain important concepts and themes relating to medieval Welsh and Irish texts covered in the course in a concise and well-structured manner.

(3) Formulate research questions relating to medieval Welsh and Irish texts.

Content

The course will focus on reading and analysis of medieval Irish and Welsh literary texts, focusing on one or two themes, which will be announced in the course manual each year.

This may include such broad themes as 'justice', 'inclusion', or 'landscape'. The students will read the primary sources in translation, as well as secondary literature relating to these sources and to the theme.
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<tbody>
<tr>
<td>41</td>
<td>TW3V14202</td>
<td>Experimental Psycholinguistics</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>S. Zuckerman</td>
<td>2</td>
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</table>

**Aims**

The primary goal of the course is for students to acquire up-to-date knowledge about the field of psycholinguistics, so that they will be able to understand and use the research literature.

**Content**

Psycholinguistics is a branch of linguistics that studies the mental processes underlying the comprehension and production of verbal utterances, and how these processes are implemented in the brain. This course focuses on two topics – sentence processing and the mental lexicon. Sub-topics include strategies and cues that play a role in sentence processing, principles of language production, understanding, and the component processes such as word production and word recognition. Students will be acquainted with the fundamental insights as well as the outstanding questions of the field. Additionally, students will learn about experimental techniques commonly used by psycholinguists, behavioral (e.g. eye tracking) as well as neurocognitive (e.g. ERP). We pay special attention to the comparison between Cognitive Science and Artificial Intelligence, and look at current models for sentence processing and for the mental lexicon in both humans and machines.
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<tbody>
<tr>
<td>42</td>
<td>DU1V13001</td>
<td>Sprache &amp; Kultur 1</td>
<td>04/09/2019 to 01/11/2019</td>
<td>Inclusion intake</td>
<td>S. Sudhoff</td>
<td>2</td>
</tr>
</tbody>
</table>

**Language, Literature, and Communication**

**Aims**

Erfolgreiche Teilnehmer beherrschen die Basisgrammatik des Deutschen in Theorie und Praxis, haben eine für Muttersprachler verständliche Aussprache und verfügen über Kenntnisse der Kultur des deutschsprachigen Gebietes. Sie können auf folgenden Niveaus des GER kommunizieren:

- Lesen / Hören / Sprechen / Gespräche führen / Schreiben: B2
- Alle Fertigkeiten werden im Kurs geprüft. Das Bestehen des Kurses bedeutet nicht, dass das Zielniveau in allen Fertigkeiten erreicht wurde.

**Content**

In diesem Kurs wird das sprachliche Fundament für das Bachelorstudium Deutsch gelegt. Die Teilnehmer erwerben die Sprachfertigkeit auf einem Niveau, das es ihnen erlaubt, die deutsche Sprache im Alltag und in akademischen Kontexten eigenständig zu verwenden und an auf Deutsch gehaltenen Lehrveranstaltungen aktiv und erfolgreich teilzunehmen.

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<tbody>
<tr>
<td>43</td>
<td>FR1V13004</td>
<td>La France contemporaine et ses ancrages</td>
<td>11/11/2019 to</td>
<td>Inclusion</td>
<td>O.S. Sécardin</td>
<td>2</td>
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<td></td>
<td></td>
<td>historiques</td>
<td>24/01/2020</td>
<td>intake</td>
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Aims

Ce cours a pour objectif de familiariser l'étudiant avec la France d'aujourd'hui, produit de l'histoire. L'étudiant apprendra à porter un regard critique sur l'histoire et à évaluer sources et documents.

Content

Ce cours vise à connaître et comprendre les réalités de la vie dans la France d’aujourd’hui. Aussi, les concepts et grands principes qui articulent la société française contemporaine seront-ils mis en évidence et relatés dans leur ancrage historique. Seront retracées, selon une trame chronologique, les évolutions majeures de sa population, de son administration, de ses repères politiques, de son enseignement, de ses pratiques culturelles et de ses mutations économiques et sociales, en insistant sur la singularité de la trajectoire française. Mais la France est aussi un pays qui s’affirme par le biais de ses relations internationales ; ses contacts avec le reste du monde (L’Union Européenne, l’Organisation internationale de la Francophonie, etc.) seront également traités.

Pour ce cours, les aspects suivants seront traités et notés: préparer une recherche: savoir utiliser les catalogues/bases de données/moteurs de recherches sur Internet pour faire des recherches d'information ou de bibliographie; constituer un corpus de documents/sources primaires utiles à la réflexion.
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<tbody>
<tr>
<td>44</td>
<td>IT3V14101</td>
<td>Lingue e cultura a contatto</td>
<td>11/11/2019 to 24/01/2020</td>
<td>Inclusion intake</td>
<td>M. Pinto</td>
<td>2</td>
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</table>

### Aims

Lo scopo di questo corso è far riflettere gli studenti sui fenomeni di contatto linguistico e culturale da una prospettiva linguistica e offrire loro strumenti adeguati per esaminare in modo scientifico alcuni aspetti importanti in questo campo di ricerca.

Livello ERK raggiunto: Lettura B2/ C1, scrittura B2

Il corso prepara a: MA ICC, MA MTV, MA Vertalen, MA Literature Today.

### Content

I termini chiave di questo corso sono “diversità” e “contatto”. Diversità perché il territorio italiano è caratterizzato da una grande varietà linguistica: la lingua standard, i dialetti, le varietà intermedie e l’italiano L2. Contatto perché la presenza di tutte queste varietà porta all’inevitabile domanda di come si dia forma a pensieri, norme e valori e di come queste forme poi vengano tradotte e interpretate in una lingua e in una cultura diverse. Partendo dal concetto di consapevolezza linguistica della cultura (Müller-Jacquier, 2002), questo corso propone di avvicinare lo studente allo studio di caratteristiche culturali esaminando in dettaglio le forme linguistiche che danno loro voce.

In questo corso viene fornita un'introduzione ai concetti più importanti della sociolinguistica, della pragmatica e della comunicazione (interculturale) con diretta applicazione nel campo dell’italianistica. Vengono inoltre approdondite alcune tematiche rilevanti per un successivo percorso di specializzazione in traduzione, comunicazione interculturale, plurilinguismo e letterature comparate: varietà, variazione e uso della lingua, traduzioni esplicite e implicite, segnali discorsivi, strategie di comunicazione e lessico mentale.
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<tbody>
<tr>
<td>45</td>
<td>SP3V18003</td>
<td>Lengua, cultura e identidad</td>
<td>04/09/2019</td>
<td>Inclusion intake</td>
<td>E.M.H. Houvenaghel</td>
<td>2</td>
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<td></td>
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<td>to 01/11/2019</td>
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**Aims**

A base de la adquisición de conocimiento teórico-conceptual de los estudios culturales y lingüístico-culturales, por un lado, y a base de conocimientos de casos de estudio, por el otro, los estudiantes adquieren la capacidad de analizar manifestaciones culturales y contextualizar repertorios lingüísticos de culturas en contacto.

**Content**

¿Cómo se construye la identidad cultural en un marco que traspasa las fronteras nacionales? ¿Cómo se expresa y se desarrolla la identidad transnacional? Son las preguntas de investigación principales que guían nuestra reflexión y orientan nuestras discusiones en la primera parte del curso. A modo de estudio de caso/ 'case study', nos centramos en la situación identitaria compleja de los latinos (cubanos, mexicanos, puertorriqueños, dominicanos…) en los Estados Unidos que viven entre dos culturas y dos lenguas.

Este curso ofrece estrategias de argumentación que se pueden aplicar en la construcción de un discurso argumentativo convencedor en diferentes circunstancias profesionales. Además, el curso ofrece técnicas para redactar un discurso crítico sobre la materia comentada en clase.
Faculty of Geosciences

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<th>N</th>
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<tbody>
<tr>
<td>1</td>
<td>GEO1-2410</td>
<td>Sustainability Challenges</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Inclusion intake</td>
<td>M. Bootsma</td>
<td>1-2</td>
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Aims

After completion of the course the student is able to:

- Give a good overview of the concept of sustainable development, its history and complexity, and examples of various ways to operationalize it.
- Understand the people, planet profit concepts and how they apply to various real life sustainability challenges.
- Provide possible strategies for solutions to current global sustainability challenges.
- Understand that achieving sustainability solutions needs contributions from different perspectives, stakeholders and worldviews.
- Gather relevant scientific information and use it to develop an end product while upholding scientific integrity.
- Analyze a current sustainable development challenge and present possible solutions in a scientific manner by writing a paper and giving a presentation.
- Collaborate and contribute as a group member, reflect on project process and personal contribution to produce final products.
- Write texts for academic purposes in correct English, being aware of the appropriate academic style and structure to be used in such texts.
- Give an engaging presentation in English, being aware of an appropriate and effective presentation structure.

Content

This course aims at providing students a comprehensive overview to the concept of sustainable development and global sustainability challenges from the economic, environmental and social perspectives. Current sustainability challenges are explored through international case studies.

The contributions of relevant disciplines as demography, social and political science, ecology, energy and innovation, environmental science, agricultural science and economy are explained. The core topics include energy and society, consumption and consumerism, risks and resilience, waste, water and land. But also concepts as food security, environmental health, planetary boundaries, Climate change, worldviews and ethics will be addressed.

The course consists of lectures, mandatory tutorials (including a serious game), workshops Academic English, an exam and a large group project. Students will spend 4 weeks on the Sustainability Challenge project, which consists of a current global sustainability issue that will be analyzed by the group members from the different sustainability perspectives. The group will come up with a new innovative possible solution to the sustainability challenge. The project will result in a paper and a scientific presentation.
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<tr>
<td>2</td>
<td>GEO1-2411</td>
<td>Mathematics and Systems Analysis</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Good level of Mathematics (A or B in their exam curriculum); students need a laptop</td>
<td>A. Garcia Mayor</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**Aims**

After completion of the course, the student is able to:

- solve simple differential equations;
- use several basis mathematical techniques, particularly: exponential- and square root functions, algebra, solving equations, functions, goniometry, linear algebra, differentiating and integrating;
- use numerical integration techniques to solve differential equations;
- use the basics of system analysis as a tool to solve environmental problems;
- formulate mathematical models for simple real-world applications;
- operationalize and analyse mathematical models by doing computer simulations;
- qualitatively analyse and construct a model by yourself.

**Content**

Students will be familiarised with aspects of mathematics which are of importance for the remainder of their studies, especially for Physics and Research Skills. Furthermore, students will learn how certain mathematical techniques can be applied.
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<tbody>
<tr>
<td>3</td>
<td>GEO1-2413</td>
<td>Socio-economic Processes</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Good level of English; Inclusion intake</td>
<td>G. Feola</td>
<td>2</td>
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</tbody>
</table>

**Aims**

After completion of the course, the student is able to:

1. recognize and classify different social theories that are relevant for sustainability science;
2. select relevant theories and employ them to analyze sustainability from a socio-economic perspective;
3. demonstrate awareness of the specificity of a social scientific perspective on sustainability;
4. independently articulate arguments relating to sustainability from a socio-economic perspective in group discussions and essays.

**Content**

Sustainability science focuses on the dynamic interactions between nature and society. A range of social science theories have been developed and/or employed to conceptualize and explain nature-society interactions that are at the root of many sustainability issues, such as biodiversity loss, and climate change. But social science theories do not only contribute to increasing our analytical capacity, and therefore our understanding of sustainability issues; they also inform policy and action to realize sustainability. In fact, if sustainable modes of coexistence of society and nature are to be realized, it is crucial not only to understand, but also to change those dynamic interactions - and the social sciences have a key role to play in thinking about such change.

This course will equip the students with the skills to recognize, select and employ some of the key social science theories used in sustainability science. The first part of the course will introduce the students to the study of society, and of society’s interactions with nature, thus also demonstrating the specificity of a social scientific perspective on sustainability. The second part of the course examines a range of socio/economic processes of change in nature-society interactions, thus introducing a different, but often complementary ways to conceptualize change toward sustainability.

The course is taught through interactive lectures and tutorials, and makes ample use of real world examples and case studies. The students can expect to be engaged in a diverse range of learning activities which include concept mapping, small group discussions, writing exercises, and hands-on critiques of their own implicit assumptions about nature and society.
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<tr>
<td>4</td>
<td>GEO4-1426</td>
<td>Kinetic Processes</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>This is a MASTER level course! Inclusion intake</td>
<td>T. Behrends</td>
<td>2</td>
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</tbody>
</table>

**Aims**

Please not: this course will be offered, in this form, for the last time in academic year 2019/2020.

This course covers fundamental principles of geochemical kinetics, from the atomistic treatment of reaction rates and mechanisms to the quantitative description of chemical dynamics of natural systems. In addition to the introduction into fundamental principles and applications of kinetic theories, students will specialize into one field of application in their specialization projects.

By the end of the course the student:

- is able derive and apply quantitative expressions for describing the rates of biogeochemical processes;
- is familiar with the presented theories of chemical kinetics;
- has learned about various applications of chemical kinetics concepts to problems related to Earth Science;
- has critically studied current literature on geochemical processes in the field of Earth Sciences;
- has advanced their skills of explaining or teaching kinetic concepts to an audience of non-experts.

**Content**

1. Rates of geochemical reactions. Rate equations, reaction mechanisms, elementary reactions, order of reactions, steady state, Arrhenius equation, principle of detailed balancing, Michaelis-Menten kinetics, heterogeneous kinetics.

2. Theory of chemical kinetics: Collision theory, diffusion controlled reactions in solution, transition state theory, non-equilibrium thermodynamics, kinetic processes under non-hydrostatic conditions.

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<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tbody>
<tr>
<td>5</td>
<td>GEO2-1202</td>
<td>Physical chemistry</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Inclusion intake</td>
<td>T. Behrends</td>
<td>2</td>
</tr>
</tbody>
</table>

**Aims**

This course will introduce you to the basic concepts, principles and methods of physical chemistry that are used to characterize the properties of earth materials and to study equilibrium states and the direction of chemical and morphological transformations in earth systems.

By the end of the first part of the course you will understand the basic concepts of the classical macroscopic approach to equilibrium thermodynamics. You will be able to apply the related equations to calculate changes in state variables characterizing the systems upon (i) exchange of heat and work between the system and its surrounding, (ii) chemical reactions and (iii) mixing of constituents. Based on these you will be able to evaluate whether a system is in equilibrium, whether a process is reversible or irreversible and whether it can or cannot occur spontaneously. Also you will be able to apply the concepts to describe, understand, and predict phenomena in earth systems including: air movement in the atmosphere, formation of solid solutions, and mineral transformations during metamorphism. In the second part of the course you will become familiar with the concepts of the microscopic approach to equilibrium thermodynamics, including basics of quantum and statistical mechanics. You will understand how and why material's internal energy, entropy and heat capacity depend on temperature, and will be able to calculate their values for a range of materials, including gases and simple solids, using only the microscopic properties of their atomic or molecular constituents.

**Content**

The course is organized in two parts. In the first part, the basic concepts of the classical macroscopic approach to equilibrium thermodynamics will be introduced. In the second part, a microscopic approach will be presented in order to understand the properties of materials and systems based on the knowledge of individual atoms and molecules and their interaction. Following topics will be discussed:

- **Macroscopic approach**
  - Heat versus work
  - The First and Second Laws of Thermodynamics
  - Thermochemistry, Carnot Cycle, Entropy
  - Gibbs and Helmholtz Energies
  - Non-Electrolyte and Electrolyte Solutions
  - Chemical Equilibrium
- **Microscopic approach**
  - Atomic structure of materials
  - Basics of quantum mechanics: structure of available energy levels
  - Basics of statistical mechanics: micro- versus macro-states, equipartition theorem, Boltzmann's definition of entropy
  - Boltzmann, Fermi-Dirac and Bose-Einstein distribution
  - Heat capacity of gases and solids
Aims

After finalising the course, the student can:

• Describe and critically reflect on methods for analysing, evaluating and designing policies;
• Apply these methods in the context of concrete writing assignments;
• Draft a paper that proposes a policy design, based on a thorough analysis and evaluation of existing policies.

Content

To deal with pressing (environmental) issues, appropriate action should be taken by governmental, private and civil society actors. But when is an action ‘appropriate’? How can we make sure that (environmental) policies are effective, but at the same time also efficient and legitimate? In this course you will develop skills needed to address these questions. First, you will learn how to make a thorough analysis of environmental policies: a systematic assessment of what a policy looks like and how it works. Second, you will learn how to evaluate policies, that is, giving a motivated judgement of how ‘good’ or ‘bad’ a policy is according to certain criteria. Third, you will learn how the lessons from an analysis and evaluation can be used to design policies, that is, to propose improvements. You will read sources that introduce you into various methods for policy analysis, evaluation and design. You will also make three writing assignments: one for policy analysis, one for evaluation, and one with a major focus on design. The topics of these assignments include the landing obligation in EU fisheries policy, the EU Birds and Habitats Directive (Natura 2000), and flood risk governance in Poland. Sources to be used in the writing assignments include literature, as well as films and video interviews in which practitioners and policy-makers give their views on policies. All sources are made available through Blackboard. Lectures are meant to explain and illustrate the methods to be used in the assignments. Tutorials will help you understand the literature and help you in writing the assignments.
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<tr>
<td>7</td>
<td>GEO2-2142</td>
<td>Philosophy of Science and Ethics</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Inclusion intake</td>
<td>F. van den Berg</td>
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**Aims**

After completion of the course, the student is able to:

- reflect upon science and the scientific method;
- reflect upon moral problems in relation to (environmental) science;
- communicate to a general audience on environmental issues, using philosophical tools & knowledge.

**Content**

When analyzing an elephant with only a microscope, you won’t easily grasp the big picture. That is the risk of scientific specialization.

This course is about zooming out, looking for the big picture, and reflecting on the relations between science and ethics:

1. Firstly we will analyze the scientific method. How does science work? What is the difference between scientific and pseudo-scientific knowledge claims? (Philosophy of science).

2. Secondly, we will reflect on the moral question ‘How are we to live?’, and the political philosophical question ‘What is a just society?’ (Ethics, political philosophy)

3. Thirdly, we will focus on two important moral issues: the humans-nonhuman animals relation, and the humans-nature relation, which addresses the environmental problems including climate change. (Animal ethics, environmental ethics).
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<th>N</th>
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<tr>
<td>8</td>
<td>GEO2-2143</td>
<td>Global Climate Change</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>The course has an entry requirement: Mathematics and Systems Analysis (GEO1-2202 or GEO1-2411) or a similar course;</td>
<td>K. Rebel</td>
<td>1-2</td>
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**Aims:**

After completion of the course, the student will be able to:

- understand global biogeochemical cycles and energy exchange (radiation balance) between land, atmosphere & ocean with respect to global climate change;
- discuss the major drivers for global climate change;
- understand the scientific issues concerning global climate change;
- apply models concerning global climate change;
- understand the policy implications of climate change science.

**Content**

Global climate change is an extremely complicated system to study, and one of the major challenges facing the intellectual and scientific community. Therefore it requires in depth knowledge from many disciplines and their interaction.

This course will focus on the ‘hard science’ of climate change, dealing with the physical and biological sciences rather than the social science components related to global climate change. Examples of such components include the radiation balance of the atmosphere, atmospheric chemistry, ocean acidification, sea level rise and global biogeochemical cycles. We also focus on how anthropogenic action affects the processes of the Earth system, with special focus to those actions that affect the climate directly or indirectly.

The subjects discussed can be grouped into the following bullet points:

- Comprehensive introduction to global climate change;
- Relationship between weather, climate and environmental change;
- Description of the major Earth system components, both natural and anthropogenic, driving environmental change;
- Development of models and assessment of their predictions for current and future change;
- Discuss how global change is affected by and affects human activity.
### Aims

After completion of this course students will be able to perform thorough analyses of thermal and chemical energy conversion technologies and systems on the basis of scientific principles that underlie these technologies. The technologies covered are:

1. Power cycles (steam turbines, gas turbines, internal combustion engines, etc.)
2. Fuel cells
3. Geothermal plants
4. Heat transfer (heat exchangers, heat pumps, refrigeration)
5. Biochemical and thermochemical conversions of fossil fuels and biomass (combustion, gasification, …)
6. Processes for carbon dioxide capture & storage
7. Hydrogen production technologies

### Content

The physical relation between design of energy conversion systems and their performance is the core of this course. In order to investigate this, the student is required to open up the black box of energy conversion systems. Instead of characterizing a system by inputs, outputs and lumped performance indicators, as is done in many other courses, the student needs to study the scientific principles underlying the considered systems, and to understand how performance indicators (e.g. 1st and 2nd law efficiency) can be rigorously computed. Applying basic principles will allow for (i) the identification of maximum theoretical conversion efficiencies, (ii) the comparison with actual efficiencies, and (iii) understanding where improvements are(still) possible.

This course is subdivided in three parts: basics of energy conversion technologies, examples of thermal and chemical energy conversion technologies, and advanced conversion systems (CCS and hydrogen production). In the basics part general thermodynamic principles common to energy conversion technologies are treated.

A case study, based on recent literature, will be performed by the students and will be presented to other students in a dedicated mini-symposium.
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<tr>
<td>10</td>
<td>GEO2-2212</td>
<td>Applied Thermodynamics and Energy Conversions</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Inclusion intake</td>
<td>M. Gazzani</td>
<td></td>
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</table>

**Aims**

After completion of the course, the student possesses the following knowledge:

- Basics of thermodynamics and heat transfer, i.e. instruments for carrying out a simplified, yet rigorous, thermodynamic analysis of an energy conversion technology
- Key features of energy technologies like combustion engines, gas turbines, steam and combined heat and power cycles, heat pumps, electricity generators, nuclear power plants.
- Capability of applying thermodynamic analysis to more advanced energy conversion systems, e.g. batteries, fuel cells in order to understand potential and limits of new technologies.
- Understanding of the physical limitations to conversion efficiencies and factors that affect the applicability of energy conversion technologies
- Capability of explaining how technological innovations can improve efficiencies and other characteristics of energy conversions

**Content**

The class provides instruments to understand energy technologies and to enable energy systems analysis. Especially, ATEC aims at forging the forma mentis required to develop a critical and rigorous thinking based on quantitative data. From this perspective, ATEC is preparatory for many of later courses. Central in this course are conversions of (especially) chemical energy stored in the form of fossil or renewable fuels to useful forms of energy for satisfying human needs (work, electricity and heat). To understand these conversions, we first dig into thermodynamic theory and develop the mathematical-physical framework required to analyze key energy conversion technologies. With these instruments, we will then see how heat can be transformed into mechanical power and electricity via different thermodynamic cycles (Rankine, Brayton) and what kind of technologies are adopted to this end, e.g. gas turbines, steam turbines, combustion engines. We will also see how electricity can be used to cool down or heat up an environment using refrigerators and heat pumps, respectively. Throughout this analysis, the concept of exergy is used to better understand limitations and opportunities for efficiency improvement. The basic principles of nuclear fission reactors are also topic in this course. Special attention will be paid to understanding the factors/parameters that influence the performance and applicability of energy conversion technologies and where and to which extent technological innovations can improve these. To this end, we will analyze new systems, photovoltaic panels, wind turbines, microgrids and energy storage in batteries (..).
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<tr>
<td>11</td>
<td>GEO2-2274</td>
<td>Science, Technology and Society</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Inclusion intake</td>
<td>K. Beumer</td>
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**Aims**

After completing the course, the student:

- Is familiar with central frameworks from the field of Science and Technology Studies (STS);
- Can apply these frameworks to concrete cases of scientific and technological developments;
- Can critically reflect on the role of science and technology in society;
- Can clearly articulate findings in a range of communication formats.

**Content**

Do you think science and technology are neutral tools in gaining economic and social prosperity? Do you think innovation is always a good thing? In this course, we will question such assumptions by studying the relation between science, technology, and society. This relationship is both complex and ambiguous. For example from a societal perspective, self-driving cars may bring profits to car companies and gains in car safety, but they also raise questions on individual autonomy and responsibility of drivers; genetically modified crops may increase yields, but may also increase the power of multinational corporations over smallholder farmers; and contraceptive pills may enable family planning but also put the responsibility for contraceptive measures with women instead of men. In short: science and technology can be highly political and innovation can have consequences whose desirability can be contested. This course aims to provide students with the tools and perspectives to explore and reflect on such politics and controversies.

By drawing on the field of Science and Technology Studies (STS), students will learn to critically reflect on the relation between science, technology, and society. The students will learn a range of theoretical frameworks for understanding the relation between science, technology, and society, such as ‘large technological systems’, ‘actor-network theory’, and ‘social construction of technology’. And the students will learn to apply these frameworks to different controversial innovations.
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<tr>
<td>12</td>
<td>GEO2-3317</td>
<td>Geographies of Health</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Students can write in English or Dutch and have taken at least one course in basic statistics.</td>
<td>D. van Lierop</td>
<td>4</td>
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</table>

**Aims**

Upon successful completion of the course, students are able to:

- apply concepts and methods in the field of health geography,
- understand through which mechanisms environmental factors are related to health,
- describe, apply, and critically discuss policies in health geography,
- develop a questionnaire and analyze the data,
- write a concise scientific paper about the relationship between health and place, and
- produce a short video addressing a policy related to the relationship between health and place.

**Content**

Health and place are interrelated in all kinds of ways. The places where we are born, grow up, study, work, and travel, directly influence our health and well-being. Health geography is a sub-discipline of human geography, which deals with the interaction between people and the environment. Health geography views health from a holistic perspective, and it conceptualizes the role of place, location and geography in health, health-behaviours, well-being and disease (Dummer, 2008).

The main goal of this course is to provide students with an introduction to the field of health geography. In this course, topical themes for population health are discussed, such as the interaction between environment and health, as well as physical activity, healthy aging, and health inequalities. We will apply a socio-ecological perspective to population health problems, which means that we discuss questions such as: what are the micro and macro settings (e.g. household, neighbourhood, city, region, country) in which several environmental factors (e.g. physical, social, economic, political factors) may influence health outcomes?

Students will carry out small-scale investigations, and present their results in the form of a scientific journal article as well as a video. Students learn how to scientifically study questions in the field of health geography, and how answers to these questions can be used to prevent or reduce health problems. In this way, students discover how as a human geographer or spatial planner, they can study and influence the health and well-being of a population.
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<tr>
<td>13</td>
<td>GEO2-3502</td>
<td>Development Geography: Theory &amp; Practice</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Background in social sciences</td>
<td>G. van Westen</td>
<td>2</td>
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</table>

**Aims**

Upon successful completion of the course the students have knowledge of:

- the diverse and plural nature of development thinking and practice and the continuous changes in both;
- the basic components of development issues and the complex and multifaceted interconnections between them;
- what sustainable and equitable development means in relation to specific places and people;
- and are able to analyze and compare the development process of different countries from a sustainability and equity perspective and to present the findings in written reports, following a logical sequence of: data collection and analysis, explanation of patterns observed, and design of strategic policy advice.

**Content**

Starting point of this course is the gap between the poorer and richer parts of the world. Throughout the course we analyze the unequal patterns of development and change at various levels of scale, and study the processes behind these changes. Are conditions improving or worsening and what efforts are being taken to improve the livelihood of the people in urban and rural regions of the poor countries?

Although the issue of sustainable and equitable development is an interdisciplinary field of study and in this course attention is given to several points of view, the geography of development focuses particularly on the complex relationships between people, environment, resources, institutions and communities. Those constantly changing relationships are in their turn determined by movements and flows of people, commodities, finance, ideas and information. We will consider the results of the processes of change at a variety of scales, ranging from the micro-level (individual and household), through the local community level to the regional, national, international and ultimately global level.

The course uses lectures and a handbook to review the thinking on development and the different approaches to promote development, equity and sustainability. Geographical dimensions receive ample attention. In a practical assignment, students learn to make a comparative analysis of the development performance of selected countries. In this assignment they collect and analyze statistical materials, review literature in order to explain findings, and translate findings into key policy advice.
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<tr>
<td>14</td>
<td>GEO2-4212</td>
<td>Paleontology - flora</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Inclusion intake</td>
<td>F. Wagner-Cremer</td>
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</table>

**Aims**

This course offers a broad overview on the fossil record of plants with special emphasis on evolution and biodiversity changes since the Palaeozoic.

**Content**

In this course basic principles of plant evolution from the Palaeozoic to present-day are taught. The major steps of terrestrialization are placed into a comprehensive overview on feedbacks between large-scale geosphere processes such as plate tectonics, atmosphere-biosphere interactions, and the global carbon cycle through time. The second goal is to critically reflect on natural dynamics of biodiversity versus modern biodiversity loss, the human induced “mass-extinction” of the 21st century.

A half-day symposium supported by alumni provides an overview on employment opportunities in the Palaeoecology sector.

**Structure:**

In weekly modules the major periods of the geological history are covered.

2 introduction lectures (2x45min each) per week provide the conceptual framework on vegetation history during the geological periods.

Practicals introduce the topics of the assignments, which consist of:

1. Introduction to sedimentary rocks
2. Devonian plant fossils
3. Carboniferous ecosystems
4. Mesozoic vegetation
5. Vegetation changes during the Quaternary
6. Modern vegetation and living fossils

The assignments are rock and fossil labs, computer aided labs and a one day practical held in the botanical garden. In depth knowledge is obtained through additional computer home-works, and required readings. For these work packages self-study time is designated.
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<tr>
<td>15</td>
<td>GEO3-1312</td>
<td>Introduction to Seismology and Seismics</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Math and physics background on the level of a BSc in physics. Background in Geology is not appropriate.</td>
<td>H. Paulssen</td>
<td>1</td>
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</tbody>
</table>

**Aims**

The aim of this course is to learn and understand the theoretical basis of seismic wave propagation as well as various methods to determine the structure of the subsurface and the deep interior of the earth. In addition, the student learns about methods of earthquake localisation and focal mechanism determination and should be able to use or apply these. Lastly, the student writes a short essay about a seismological subject.

**Content**

The lectures start with the derivation of the wave equations for P- and S-waves. Aspects of seismology such as ray theory, travel time equations and reflection and transmission coefficients are then treated. This is followed by methods of refraction and reflection seismics. Topics of global seismology include: earthquake localizaton and focal mechanism determination, surface wave and normal mode seismology.
Aims

Please note: the information in the course manual is binding.

- Students have learned to perform modelling experiments derived from a science (physics, chemistry, hydrology or geology) problem context;

- Students have acquired basic skills in program development using the Python language. This includes analysis of relatively simple problems and corresponding program design and necessary basic knowledge of the Python syntax;

- Students have developed an elementary insight in numerical modelling and in the application of numerical methods such as interpolation, integration and solution of differential equations;

- Students have acquired a basic expertise in using the Linux operating system and in application of utilities, especially graphics programs and text-editors for the visualisation of scientific data and presentation of their work in several lab-reports.

Content

De cursus omvat 5 verschillende modules (allemaal 2 weken). De eerste drie modules (module 1, 2 en 5) zijn verplicht voor iedereen. Uit de overige twee modules (3 en 4) dient de student er één te kiezen.

Hieronder staan alle modules nader beschreven.
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<th>N</th>
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<tr>
<td>17</td>
<td>GEO3-2121</td>
<td>Sustainable Land Use</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>General background knowledge on environmental governance processes from the global to the local level; basic skills in environmental policy analysis, evaluation and design.</td>
<td>D. Hegger</td>
<td>1-2</td>
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**Aims**

At the end of the course, you will be better able to:

1. understand various sustainable land use issues and policy objectives for blue, green, red and grey infrastructure;
2. identify and explain (possible) tensions between these policy objectives;
3. explain and discuss theories of governance and science-policy interactions in relation to sustainable land use;
4. analyse and evaluate policy objectives on the extent to which they enable sustainable land use;
5. design and conduct a study on a specific topic related to sustainable spatial land use from a governance and/or science-policy perspective.

The following academic skills are developed during the course: academic thinking and reasoning, academic writing, and oral presentation.

**Content**

Space is scarce. This scarcity is especially experienced in dense urban areas in which public and private actors want to combine multiple social functions, such as housing, economic activities, transportation and recreation. As a result of this scarcity, these functions (and related stakeholders and interests) often have to compete with each other in order to gain the amount of space they want and need. The focus of such a competition can be both related to quantitative - e.g. how to divide the amount of acres - or qualitative issues - e.g. how to improve livability or how to circumvent loss of greenery. This makes sustainable land use challenging.

In recent decades, the focus of land use planning and policy has shifted towards more sustainable development. The main aim of sustainable land use is that current land use plans take into consideration the impacts they will have on the livability of future generations. This requires trade-offs between ‘strong’, often economic, interests, such as the development of housing, infrastructure and business parks, and ‘weak’ interests, e.g. nature development and water management. This is a complex process which is confronted with several challenges.

In the course, we introduce four types of spatial infrastructure that are of socio-economic relevance: red (houses, offices, retail), green (parks, nature conservation areas, forests), blue (rivers, sea and oceans) and grey (energy, transport, ICT). This course explores sustainability challenges for each infrastructure from an international perspective and also identifies and analyses conflicts between the four infrastructures. The perspectives of governance and science-policy interactions are used for understanding these challenges and conflicts.

This course is a third year track-specific course of the track ‘Governance and Societal Transformation’ of the BSc Global Sustainability Science (GSS). GSS students need to choose three out of five of these courses in order to complete the track. The course, furthermore, replaces the Dutch course ‘Duurzaam Ruimtegebruik’ for students in Environmental Studies (MMW). The course focuses on European challenges, in terms of governance and in terms of science-policy interactions, and addresses the European institutional context.
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<tr>
<td>18</td>
<td>GEO3-2420</td>
<td>Sustainable Energy Supply</td>
<td>(02/09/2019 to 08/11/2019)</td>
<td>Inclusion intake</td>
<td>G. J. Kramer</td>
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</table>

**Aims**

After completion of the course, the student:

- will have gained an understanding of the main concepts in Energy Science.
- will have a basic understanding on all major sources of energy supply (fossil, nuclear, renewable), the main energy vectors, and what energy services they provide
- will have learned to integrate knowledge into energy scenarios

**Content**

This lecture is encyclopaedic in nature. It presents the students with a full overview of all the major energy sources, their conversions, and their use in end-use energy services. We start with an introduction that introduces key concepts in energy science: primary energy, quality of energy, energy return, relation between energy and economic growth, and those between energy, climate change and sustainability. Subsequently we give an overview of all major energy resources: pre-modern energy, coal, oil, gas, hydropower, nuclear, modern biomass and biofuels, solar photovoltaic, wind energy. In addition attention is given to the main energy vectors: hydrocarbon fuels, electricity and hydrogen. The role and prospects of carbon capture and storage is also discussed.

For each subject, the dynamic interplay and co-evolution of energy, society and the environment is emphasized. In any lecture we take a particular form of energy or energy vector and discuss it from a natural resource perspective, from a technical perspective, i.e. the means to produce and convert the resource, and the key technologies on the end-user side, and finally we discuss the impact on society.

In order bring the interplay between energy sources and conversions in the energy system, and understand change in time and the technical and societal constraints, students will work in small groups to create energy scenarios.

Within the context of their scenarios, students will be asked to individually do a deep-dive on a specific energy subsector and write a short (2000 word) essay on how that sector develops in the group scenario.
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<tr>
<td>19</td>
<td>GEO3-3302</td>
<td>Transport Geography</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>GIS knowledge, if the students wants to join the lab work</td>
<td>M. Helbich</td>
<td>2</td>
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**Aims**

The course will enable students to:

- Apply concepts and methods in the field of transport geography;
- Understand relevant factors and processes for the demand for and development of mobility;
- Describe, apply and critically discuss policies to change mobility and mobility related policy issues;
- Use GIS for transport planning issues.

**Content**

What are the consequences of increasing processes of globalization and individualization for mobility and transport? Which problems occur from these developments in the field of health, social equity, and sustainability? How relevant is daily mobility for the performance of individuals and households? How can transport geography contribute to solve and mitigate mobility related problems? In view of constantly diversifying spatial-temporal relations and interdependencies, the course aims to answer these questions by explaining trends and aspects of mobility in an urban and global context. Students will acquire basic knowledge of processes and factors that lead to the demand for and development of mobility. This will enable them to identify effects occurring from current transport developments and to evaluate strategies and measures targeting related problems. The set of lectures focuses on characteristics of different types and modes of travel, theoretical approaches, and practical concepts in the field of transport geography. Combined with a GIS practical and group work to apply these approaches and related knowledge, the course delivers insights into topical issues in the field of transport policy and planning.
### Aims

The student will be able to:

- explain and apply the relevant theories and concepts with respect to different understandings and impacts of globalization (skills: study and analysis of information);

- identify and critically assess the different positions and arguments in the debate on globalization, rescaling and its consequences, by means of gauging the societal, economic, political, cultural and spatial impacts of processes of change (skills: critical reflection; societal and ethical context; oral presentation and debate);

- grasp what globalization implies in the aspects of economy, society, politics and governance, and culture, in relation to spatial scale (skill: study and analysis of information);

- specifically, identify and understand the key concepts with respect to geographical aspects and impacts of globalization (skill: reflection).

### Content

Globalization does not have the same meaning for every-one. For some, it mainly refers to the changing geographies of production, distribution and consumption, to new spaces of interaction with other people that they are – able to be – part of, the changing characteristics of the community and environment in which they live. Or to the different worlds – real, digital or virtual – in which they can have a presence, altering feelings of identity and belonging. Others associate globalization – when travelling – with the seemingly similar goods and cultures they are able to consume irrespective what corner of the globe, against the preservation of traditions that also can be experienced. Or, with new cross-border networks that restructure the way politics, government and governance are conducted. Yet others perceive globalization as change or restructuring beyond their immediate life sphere, but impacting this sphere, without ability of control.

In the past decades generally judged as positively impacting economic, social, political, cultural and spatial change, globalization recently has come under attack as it is seen as the root cause of a range of current social issues. Responses accommodating negative sentiment are already evident. To mention a few: anti-EU sentiment is propelling institutional reconfiguration, international trade agreements have been scrapped as international economic integration is perceived to be doing more harm than good and its benefits are seen as uneven; changing sentiment in local communities produces barriers to newcomers; international migration meets new fences; protectionism and nationalism are on a rise, cross-cultural relations are changing. Globalization is increasingly perceived as contrarian to values in the social and environmental field: social equality, sustainability. On a grander scale, uncertainties are raised by a process of global change whereby the existing order may be fundamentally reshaped as ‘Westernization’ is giving way to ‘Easternization’. While one camp argues closure of the era of globalization, another camp laments a full retreat: it should be reshaped but not abandoned.

What is globalization exactly about, how has it changed economies, societies, communities and places. What are the debates and thoughts on the merits of globalization as we know it? Are the responses to anti-sentiment justified? Will we see its demise or will it be reshaped? Who are the actors and what influence do they have? Are new global relations and ‘a different world’ at our doorstep? What will be the implications for diverse groups in different societies?

This course delves into these questions and assesses globalization from different angles, such as economy (dealing with mobilities of production, financial capital and labour), governance and institutional arrangements, culture, society and geopolitics. Geography is brought in, by considering a) the redefinition of concepts such as place, space, scale and territorial development, b) the differential experience of globalization in different places, and c) global shifts.
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<th>N</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Requirements</th>
<th>Teacher</th>
<th>Spots available</th>
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<tr>
<td>21</td>
<td>GEO3-4306</td>
<td>Coastal Morphodynamics</td>
<td>(11/11/2019 to 31/01/2020)</td>
<td>Background in earth sciences (like geomorphology) and in physics &amp; maths</td>
<td>G. Ruessink</td>
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**Aims**

At the end of this course, the student has:

a. obtained a generic understanding of the natural and human-induced factors, processes and morphological features that determine the short-term and long-term behaviour of coastal sedimentary systems;

b. determined the different spatial and temporal scales associated with coastal morphodynamic behaviour and has the ability to qualify and quantify the interrelations between processes and form evolution;

c. become familiar with terminology, and with approaches, methodologies and tools for coastal research;

d. developed skills to critically read recent scientific results as presented in the literature; and,

e. the ability to synthesize this knowledge (a-d) in realistic case studies.

The course contributes to the following transferable skills:

a. written communication skills: individual reports on exercises, papers and case study

b. problem-solving skills: answers to a series of questions related to a coastal case study using limited, predominantly graphical information.

**Content**

This course focuses on estuarine, coastal and marine processes as well as the resulting morphological features and their morphodynamic behaviour with time. Here, morphodynamics is defined as the mutual co-adjustment of coastal landforms and processes. Emphasis is on the behaviour of sedimentary coastal systems, such as beaches and dune coasts, barrier island systems, tidal inlets, estuaries and deltas. It includes the behaviour of both sandy and muddy coasts. The time scales involved vary from less than a second (e.g., intra-wave processes; short-term) to decades (e.g., coastal response to sea level rise; long-term).

The course starts with a description of wave-, tide- and current-driven processes and their effect on sediment transport and morphological change. The second part of the course deals with the morphodynamic character of different types of coastal systems. This is analysed by discussing, evaluating, and quantifying the dominant processes and the relevant morphological features. The course also contains several lectures on coastal instrumentation (for example, remote sensing) and on the coastal zone management, highlighting the societal relevance of coastal processes. Exercises, papers, and a case study are an integral part of the course and will be used to develop skills in analysing and solving coastal problems.