## Faculty of Humanities: History and Art History

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<tr>
<td><strong>Period 3</strong>&lt;br&gt;05/02/2018 to 06/04/2018</td>
<td>Genocide after 1945: Never again?</td>
<td>GE2V13004</td>
<td>dr. T.B. Bouwknecht</td>
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<td><strong>Period 3</strong>&lt;br&gt;05/02/2018 to 06/04/2018</td>
<td>The Atlantic World: Europe and the United States, 1776-present</td>
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<td>The Rise of Asia: Explaining Asian Miracles</td>
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<td>The senses, art and visual culture</td>
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<td>The Vietnam War. Past and Present</td>
<td>GE2V14023</td>
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<td>Racism in the Western World: a Cultural History</td>
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<td>The Cultural Cold War: American Cultural Diplomacy from 1945 to the Present</td>
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<td>Language Contact and Language Change</td>
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<td>N. Stam, MA</td>
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<td>Dutch Present-day Society</td>
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<td>Language comparison</td>
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<td>05/02/2018 to 06/04/2018</td>
<td>Manifesto: One Hundred Years of Avant-Garde</td>
<td>TL2V15007</td>
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<td>Period 4</td>
<td>23/04/2018 to 29/06/2018</td>
<td>Great Medieval Heroes</td>
<td>TL3V14204</td>
<td>dr. M.P.J. Cole</td>
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| Period 4  
| 23/04/2018 to 29/06/2018 | Language Acquisition and Language Structure | TW3V14204 | dr. M. Marelj | Intake InCUUsion |

### Faculty of Humanities: Media and Cultural Sciences

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| **Period 3**  
| 05/02/2018 to 06/04/2018 | Television in transition | ME3V15012 | A.M Kustritz | Intake InCUUsion |
| **Period 3**  
| 05/02/2018 to 06/04/2018 | Gender, Ethnicity and Religious Practices in European Contexts | VR3V13001 | dr. E. Midden | Intake InCUUsion |
| **Period 4**  
| 23/04/2018 to 29/06/2018 | The City As Stage: Critical Interventions in Public Space | ME3V15006 | drs. S. Merx | Intake InCUUsion |

### Geosciences

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| **Period 4**  
<p>| 23/04/2018 to 06/07/2018 | Water, Governance and Law | GEO4-6002 | dr. mr. A.M. Keessen | - necessary that students have a background in water science (e.g. hydrology or engineering) |</p>
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<tr>
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<tr>
<td>05/02/2018 to 20/04/2018</td>
<td>Chemistry of System Earth</td>
<td>GEO1-2206</td>
<td>prof. dr. J.B.M. Middelburg</td>
<td>A background in chemistry Inclusion Inclusion</td>
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<td>05/02/2018 to 20/04/2018</td>
<td>Sedimentology and Basin Stratigraphy</td>
<td>GEO3-1319</td>
<td>dr. J. Trabucho Alexandre</td>
<td>Students need a background in earth sciences and completed at least the level 1 of a degree in earth sciences or similar</td>
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<td>23/04/2018 to 06/07/2018</td>
<td>Philosophy of Science and Ethics</td>
<td>GEO2-2142</td>
<td>dr. F. van den Berg</td>
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<td>05/02/2018 to 20/04/2018</td>
<td>Physics for Energy and Transport</td>
<td>GEO1-2203</td>
<td>dr. M. Baudena</td>
<td>It is very strongly recommended that students have previous knowledge in mathematics and physics, at secondary school level (VWO level). Intake Inclusion Inclusion Inclusion</td>
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<td>05/02/2018 to 20/04/2018</td>
<td>Life Cycle Assessment</td>
<td>GEO3-2124</td>
<td>dr. L. Shen</td>
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<td>Palaeontology - fauna</td>
<td>GEO2-1215</td>
<td>dr. W. Wessels</td>
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<td>Microeconomics</td>
<td>GEO1-2255</td>
<td>I. Wanzenböck</td>
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**Faculty of Law, Economics and Governance**

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<td>Contemporary Economics in Historical Perspective</td>
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<td>23/04/2018 to 08/07/2018</td>
<td>Law and Identity</td>
<td>RGBUSBR010</td>
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<td>Understanding political leadership</td>
<td>USG4250</td>
<td>dr. F.A.W.J. van Esch</td>
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<td>Urban Governance</td>
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<td>Management studies: managing service delivery</td>
<td>USG1070H</td>
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<td>Comparative Human Rights</td>
<td>RGBUIER006</td>
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You need a laptop for this course.
### Social Sciences

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<td>Coaching and training: theory and practice</td>
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<td>drs. D. Vlaanderen</td>
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<td>The multicultural society</td>
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<td>Method engineering, MASTER COURSE</td>
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Course objectives

- Basic insight into processes of persecution, mass murder and genocide in the twentieth century and the post-war period in particular;
- ability to critically reflect on specific phenomena by applying a thematic focus and theoretical insights from the social sciences;
- presentation of independent arguments based on own research.

About this course:
In 1948 the UN adopted the Convention on the Prevention and Punishment of the Crime of Genocide. Despite this pledge to prevent such atrocities, countless cases of genocide have taken place in the years since, including in Cambodia, Rwanda and Yugoslavia. This course centres on the question of how and why they could happen. Through a comparative approach, it will explore the international context and the political elites and domestic power structures involved, the ideologies, bureaucracy and violence, and key aspects of culture and gender. Denial, acknowledgement and acceptance, as well as punishment and prevention, will also be considered. Apart from secondary sources (studies), the course will draw on primary sources such as UN documents, diplomatic correspondence, eyewitness reports and memoirs. Students will conclude the course with an essay examination and a book review assignment.
Course goals

- Overview of major events and themes in transatlantic history from 1776 to the present
- Knowledge of relevant developments in American history and culture that affected European politics and society
- Ability to compare the historical developments in the United States and Europe
- Overview of the trans-Atlantic exchange of people, goods, money, ideas and practices.
- Knowledge of relevant academic concepts such as transnational history, globalization, Americanization and cultural transfer

Content

This course explores the complex relations between Europe and the United States from the late eighteenth century to the present. Starting point is the founding of the American Republic during the Atlantic Revolutions of the late eighteenth century. While the “first new nation” tried to distance itself from Europe during the nineteenth century cultural connections remained and new ties were forged by immigration and trade as the United States emerged as the agricultural and industrial power house of the world. This course will examine how in becoming a global power during what has been dubbed the “American Century” the United States determined the fate of Europe during the First and Second World Wars and the Cold War, emerged as an international ally, an important trading partner, and an irresistible, yet controversial, reference culture for European society. The course will also explore how recent years have, however, seen a debate about consequences of geopolitical changes in a Post-American Europe. Students will learn to use academic concepts such as transnational history, globalization, Americanization, anti-Americanism, and cultural exchange. This course offers an essential framework for our understanding of the exchange of peoples, goods, economic models, ideas and cultural patterns that defined the Atlantic World.
Course goals

To acquire knowledge of the political and economic history of East and Southeast Asia in the twentieth century; to analyse the various debates and interpretations on the rise of Asia; to develop the ability to design a research project and to collect and analyse the relevant source material and literature; to present the results of the research in a well-structured way in oral and written form.

Content

The course offers a general introduction in the recent history of eastern Asia from ca. 1850. The central question is: how ‘miraculous’ was the recent rise of Asia? We trace the political, economic and cultural dynamics of eastern Asia since the reforms in nineteenth-century Japan up to the emergence of the Chinese giant in recent years. Attention will be given to issues such as colonialism, war and decolonization, the Cold War and the turbulent modernization processes in Asian societies. Above all we will look into the conditions for and effects of the dramatic economic growth after World War II. Central to our analysis will be the role of state institutions for the development of Asian economies, but also the role of the Cold War, the United States and the reforms in China after 1978, the effects of neoliberalism, and the fascinating blossoming of Asian cultures. The course offers the fundamental knowledge that will enable students to understand the present-day world and the position of Asia in it.
Course goals

- understanding key concepts such as fundamentalism, modernisation, secularisation and identity in their historical context;
- awareness of various academic perspectives on religion and modernisation;
- ability to place recent societal phenomena and debates in a cultural-historical context;
- broad view of the role of religion in the history of Western civilisation.

Content

About this course

Religious fundamentalism is one of the great challenges facing modern civilisation. Since the end of the Cold War, efforts to fight religious fanaticism have even played an imperative part in the foreign policy of Western powers. Domestic politics, meanwhile, has become dominated by populist parties that feed on fears concerning the Islamisation of society, while conceptions of religious oppositions are shaping the debate about migration and integration within Europe. Religion continues to play a key role in the Western world, offering a vehicle for differentiation, cohesion and identity. In this sense, the clash between religious cultures is also giving rise to questions about the historical foundations of European civilisation.

This is seemingly at odds with the widely held notion that religion is a vanishing part of the Western cultural heritage. Religious fundamentalism has turned against the processes of modernisation, secularisation, rationalisation and emancipation that have been regarded as inherent to progress, thereby aligning with other ideological movements that invoke cohesion, constancy and purification. Yet this is not a new development. Oppositions between fundamentalism and modernisation, between tradition and progress, constancy and renewal, and unity and multiformity have existed throughout Western history.

This course considers the phenomenon of fundamentalism through a cultural-historical prism, placing historical expressions of Christian and Islamic fundamentalism within the historical context of modernisation, secularisation and national identity from the Enlightenment to the present day.
Course goals

After successful completion of this course, the student has:

- developed a critical understanding of theories and philosophies dealing with visuality and the hierarchy of the senses
- developed a critical understanding of theories of visual culture and the relation they has with the visual arts
- practiced with making critical understanding of visual culture theories and theories, criticism and philosophies dealing with visuality, the senses and the hierarchy of the senses

Content

The aim of this course is to make students familiar with and learn them to look critically at theories of visuality and theories that consider the senses, the importance of sight and the anti-ocular impulse. Today sight seems to be the most importance sense in our culture. But has this, from a historical point of view, always been so? Which theories and philosophies have questioned the dominance of sight and why? How has modern and contemporary art dealt with its own historically grown inclinations towards the eye? We will be considering ideas developed by philosophers such as Rene Descartes, Maurice Merleau-Ponty, Jean Baudrillard, Guy Debord; psychoanalysts such as Jacques Lacan and look at art from amongst others Gustave Courbet, impressionists, Marcel Duchamp, Jasper Johns, Andy Warhol, Donald Judd, Bruce Nauman, Martin Kippenberger...
Course goals

Knowledge of the Vietnam War and of the multiple facets of its historical significance. Critically reflect on and analyse historiographical debates. Apply a historical perspective. Analyse scholarly literature. Write an analytical essay. In the latter half of the twentieth century, no conflict was as vivid in the popular imagination as the Vietnam War. There are many reasons for this. The most powerful country in the world found itself mired in a hopeless and devastating war that left an indelible mark on American confidence and the country's self-image. The war had huge consequences not only for Vietnam and its neighbours, but also for international relations more generally, for American influence in the world and for domestic developments in the US. Even today, the Vietnam War is synonymous with the perils of overconfidence and foreign interference, and its traumatic legacy continues to be a significant factor shaping debates about interventions such as those in Iraq and Afghanistan.

This course offers a broad historical view of the Vietnam War. Alongside the conflict itself, it also considers the events leading up to the war, the Cold War context, how the war unfolded and ultimately ended, American decision-making, the long-term ramifications in the US, its cultural manifestation in American cinema, music and photography and the Vietnamese perspective. Diverse viewpoints will be analysed through a combination of lectures on specific themes and a broad selection of literature. The literature will be discussed in tutorials, as will documentaries about the Vietnam War. Three feature films round out the course. Students' knowledge will be assessed on the basis of an essay and a final exam.
Course goals

This course offers an intensive introduction to the historical development of ideas about ethnicity, race and racism in the Western world. Students will gain insight into the cultural processes that feed into constructions of race and ethnicity and learn to turn a critical lens on scientific concepts such as racism, racial boundaries, multiculturalism, discrimination, othering and whiteness. Course participants will also be instructed in the techniques of the historian's craft: finding and selecting literature, assessing texts, critically analysing sources and working with historical concepts such as ethnicity, racism and discrimination.

Content

Though racism is mainly associated with the colonial slave experience and genocide in the Second World War, it has a much longer history that also ripples through to our own world today. This course studies the history of racism in the West from the Enlightenment to the present day. Our main focus is on the way in which ideas about race and ethnicity have evolved as categories of differentiation, hierarchy and exclusion. Students will research the complex interactions between these cultural constructs and the historical dimensions of nationalism, colonialism, imperialism and globalisation in Western history. The development of racism in Europe will be considered from an international and comparative perspective, in part through the study of colonial and transatlantic experiences of slavery and migration, as well as by researching the worldwide spread of ideals of equality, human rights and civil rights. In addition, we will look at how scientific and pseudoscientific constructs of racism, social Darwinism and eugenics were modelled from the nineteenth century onwards to legitimise differentiation and selection on the basis of racial characteristics. Finally, this course will investigate how knowledge of this controversial past can offer a framework for understanding current discussions about race and ethnicity.
# Course goals

By the end of the course, students will:

- have an overview of both the historical background and the cultural response to moments of crisis and conflict in the long twentieth century
- contextualise and analyse relevant written and visual primary sources
- be able to evaluate historiography critically and place it within a wider debate
- be able to work both independently and in small groups to communicate findings in written and oral form
- have formed an opinion about the role of both artists and visual culture more generally in society in times of conflict and today

**About this course:**

We often think the realm of art is worlds away from the realm of politics. In this course, however, we will discover how the two are intricately bound up with each other. Particularly during times of conflict, artists speak with a political voice and politicians, leaders and activists use art, and particularly visual culture, as a means of engaging with a larger population. Art functions as a symbol of the nation, a medium of propaganda and a forum for social and political critique.

In this course we will focus on art and politics in moments of crisis and situations of political and social conflict: war, revolution, repression, civil war and state terror. We will take a closer look at the visual arts during the First World War, the Third Reich and the Cold War, but also investigate traumatic encounters and more subtle entanglements of art and power during colonialism and the new imperialism of the late nineteenth and early twentieth centuries.

We will touch upon themes such as historians and the ‘visual turn’, art and power, the politics of display, the individual artist and the collective, and the convergence and divergence of art and politics. The course uses forms of ‘high art’, for example paintings, architecture and exhibitions, but also includes a wider sense of visual culture, such as posters, press photographs and monuments. It starts from the premise that art cannot be understood without a solid understanding of its political, economic, social and cultural historical context.

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<tr>
<td>Period 4</td>
<td>Politics of Images</td>
<td>GE3V13015</td>
<td>dr. B. Schilling</td>
<td>Intake InlUUSion</td>
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Content

**Guest Lecturer block 2:**
*

Elizabeth Honig, professor in European Art (1400-1700) is our guest lecturer. Please note: a restricted number of places is available. *Enrollment takes place through a Selection Committee, which means you can only register for the courses and the minor within the first week of the course registration period of the first semester. The Selection Committee decides whether or not you can enroll.*

**About this course: Vermeer and Dutch Painting**

Johannes Vermeer was working near the end of the Dutch “Golden Age.” His art is not innovative, but retrospective. It looks back over a tradition of picture-making, taking visual concerns established by others and pushing them toward conclusions. We will therefore study Vermeer’s art by putting it into dialogue with the paintings of his predecessors and contemporaries. Every week we will meet once in the classroom in Utrecht, and once in a museum where we will discuss readings as they relate to original works. The course will be arranged thematically, so that we will think about large concepts like narrative and seduction, objecthood and space, habitat and nature, sound and silence, resemblance and meaning. We will consider how those themes and issues are dealt with by Vermeer in response to prior works by Dutch artists.

In this class you will learn to think critically about works of art within a historical context and to write and talk about visual form, effect, and experience. You will read 4 or 5 articles every week, write three papers (each about a single painting), and give a presentation in front of a work of art. No previous knowledge of art history is necessary, just a willingness to learn and to be an active participant in discussions.

Please note: on Tuesday you will have a normal seminar, on Thursday there will be an excursion. More details will be provided at the start of the course. Classes end at the start of the Christmas break (week 6 of block 2). Please note that some excursions also may take place on Fridays and, depending on the destination, take longer than 2 hours.
Course goals

To acquire knowledge of the political, economic and cultural effects of Western imperialism on societies of Southeast Asia; to analyse the various debates and interpretations on European imperialism and the reactions of Asian societies; to develop the ability to design a research project and to collect and analyse the relevant source material and literature; to present the results of the research in a well-structured way in oral and written form.

Content

All of Asia has experienced the effects of Western imperialism – including areas not under formal colonial rule. This course offers knowledge about the workings of the colonial presence. Students will understand the dynamics of conquest and rule by western powers and the local reactions. They will reflect on the enormous and lasting impact of colonial rule on the societies and world views in Asia. Issues of modernization and religion will receive special attention. The course will draw its cases and examples from Southeast Asia, and Indonesia in particular. The research component is very strong in this course. Students will be required to do research in primary source material and write an extensive academic paper.
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<tr>
<td>Period 4</td>
<td>The Cultural Cold War: American Cultural Diplomacy from 1945 to the Present</td>
<td>GE3V17049</td>
<td>dr. J. Verheul</td>
<td>Intake Inclusiion</td>
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**Course goals**

-- students will gain knowledge about the principles and definitions of cultural diplomacy  
-- students will learn about the historical emergence and development of American cultural diplomacy from the early twentieth century to the present  
-- students will be able to evaluate the principles of cultural diplomacy as a form of soft power in relation to traditional instruments of diplomacy and foreign policy

**Content**

This course examines diplomacy based on the exchange of ideas, values, traditions and other aspects of culture or identity. Using the Cultural Cold War as a case study, we will analyze the way the United States used instruments of cultural and public diplomacy to win the hearts and minds of global publics in its ideological contest with the appeal of the Soviet Union in the postwar period. American abstract expressionism, jazz musicians, modern kitchens, design, and intellectual magazines and conferences were used as tools of “soft power” (Joseph Nye). This course will analyze how cultural exchanges in fields such as the arts, sports, literature, music, science, business, and economy have been used to establish relations between transatlantic partners. After studying the literature, students will explore one case study in a small research project (which may concentrate on cultural history of international relations).
Course goals

The successful student will acquire (1) basic knowledge of the general principles of language change through contact; (2) knowledge of the methods and results of language contact research on the history of Western European languages (with a focus on the involvement of Celtic); (3) capability to conduct basic research on the ways in which language contact shaped a selected issue in the language in which the student is specialized.

Content

Language contact has played an important and often underestimated role in the history of the languages of Western Europe. In this course, the methodological and theoretical state of the art concerning language change by language contact is explored. The focus lies on language structure (rather than loanwords) and on methods for detecting language change through language contact. Those methods are applied to modern examples of change in Western European languages and to more ancient and more spectacular instances of languages shift, which lie at the origins of the European linguistic map. Since the course is part of a ‘verdiepingspakket’ of Celtic Studies. The focus will be on the way in which Celtic languages were shaped by language contact, as well as the way in which Celtic languages shaped other languages, such as English, Latin, French, German and Dutch. If students participate who have expertise in one of the above-mentioned non-Celtic languages rather than in Celtic itself, that language will be capable of forming the topic of the paper.

This course is the fourth course in specialization Language contact and language change in Celtic.

Prerequisite knowledge

Sound knowledge of the grammatical structure of at least one Western European language; preferably basic knowledge of the historical grammar of that language down to the Middle Ages; basic knowledge of the principles of language change.
Course goals

Students will gain a broad insight in contemporary Dutch society and culture, from a multidisciplinary perspective. Students will develop academic and analytic ways of approaching contemporary issues. Students will be encouraged to consider issues in an international and intercultural context.

Content

The course will start by considering outside perceptions of the Netherlands, and introduce the concept of (national) identity in an international context. We will consider the construction of a (national) self-image as part of a public discourse. Questions of identity and self-image will continue to feature in the discussion about the various aspects of contemporary Dutch society to be studied in the course, such as the constitutional monarchy in a parliamentary democracy, the political stage and the rise of populism, policies of toleration concerning ethical issues, the working of the educational system, and issues of religious and ethnic diversity.

The multidisciplinary approach in the course is supported by a handbook and supplementary texts by scholars in history, political science, sociology, anthropology, and law. Participants are encouraged to contribute their own perspectives, and thus adding to the international and intercultural context of the course.

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<tr>
<td>Period 3</td>
<td>Dutch Present-day Society</td>
<td>NE2V14002</td>
<td>drs. E.N. Besamusca-Douwes</td>
<td>Intake Inclusion</td>
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Course goals
Knowledge of most important issues in language evolution research; of different perspectives on learnability issues; of similarities and differences between communicative systems in humans and animals; ability to report on this scientifically.

Content
Humans have ‘language’, animals don’t. In this course we investigate on the basis of what evidence we can make such a claim. What exactly is language so that we can say that animals don’t have a faculty for language and the language development in humans seem to differ fundamentally from that in chimps, for example. When we compare the development in songbirds and humans, we do find surprising parallels, like the learning of complex patterns of vocalization. Central to this course will be the comparative perspective from evolutionary biology on language. Topics that will be discussed will include: critical/sensitive periods, neurobiology of learning, pattern recognition/statistical learning, language evolution.
Course goals
The course aims to acquaint the student with the knowledge of the main principles of syntax (and its interface with morphology and semantics) of natural language, in all its diversity. The student will learn how ‘syntax’ is part of the human language faculty and how to apply the core syntactic principles to analyze language material - corpora, databases, grammars - from different languages; always contrastively (compared to Dutch).

Content
First and foremost, this course offers a thorough introduction to the contemporary grammatical theory. Designed as a follow-up to an introductory course(s) in linguistics, the present course will provide students with a more advanced introduction to formal linguistics.

Over the past few decades, the syntactic analysis has convincingly demonstrated that many language phenomena, which, from the outside, might look puzzling, can, in fact, be straightforwardly explained by the interaction of a number of abstract principles. We will show how these general principles (universals) help us explain how languages share and, at the same time, differ in their structural properties and how these differences can be accounted for by assuming parametric/lexical variation.

The guiding principle of this course postulates that syntactic principles are a part of the human language faculty and thus of our cognitive system. Consequently, an important component of this course is to explain how one could find further empirical support for the psychological reality of these principles in the areas of language acquisition and processing, in addition to the aforementioned areas of comparative syntax.
Course goals
Gain insight into the concept and the development of the avant-garde, literary vs visual culture, high and low art and how the avant-garde related/relates to discussions in society at large.

Content
Why would you want to oppose pasta, the painting of portraits or the use of film music? Who would ever ban the use of diagonals in a painting or aim at making auto-destructive art works? In the early years of the 20th Century the Futurists revolutionized the world. In a manifesto (a text genre used by Marx and Engels to launch communism in 1848) they indicated they wanted another world, another kind of art, a new type of literature. The following decades scores of artists and movements followed in their footsteps: the Dadaists during the First World War, Surrealists in Paris, De Stijl in Holland, Dogma in Denmark, Pussy Riot in Russia... time and again strong words were used to make clear how the world (of politics, art, fashion, city planning, cooking, the cinema...) should be changed.
In this course we study the history of modern art and modern literature, reading these manifestos, including some of the most canonized texts in modern culture, but also lesser known proclamations from Latin America, the Arab World and Japan.
Students study these texts, but also related films and art works.

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<tr>
<td>Period 3</td>
<td>Manifesto: One Hundred Years of Avant-Garde</td>
<td>TL2V15007</td>
<td>prof. dr. G. Buelens</td>
<td>Intake InclUUsion</td>
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Course goals
The main aim is the comprehensive, yet detailed study and interpretation of the depiction of great heroes in a variety of genres in Celtic and English medieval literature. The successful participant will be able to independently read and interpret texts within existing theoretical frameworks and present research results in writing. This course prepares students for postgraduate research.

Content
The British Isles have been a crossroads of gods, heroes, and kings, of both flesh and myth, for thousands of years. This course focuses on the depiction of English and Celtic medieval heroes in a variety of medieval and modern genres such as saints' lives, epic poetry and romances. The texts will be investigated in their social and cultural contexts. Special attention will be given to Christian heroes like Cynewulf's Juliana, St. Bridget and St. David as well as social outcasts like Robin Hood and Finn Mac Cumail and redeemer heroes like Owain Glyndwr and the romance heroes of Arthurian legend. Emphasis will lie on the literature and genres of the medieval period as well as their modern reception and (re-)interpretation in modern literature and film.
Course goals

The aim of this course is to deepen the student’s knowledge and insight in recent developments in theories of syntactic structure and syntactic development, by active participation in analysing a number of problems whereby generally accepted generalisations are derived in a novel way. This enables the student to approach old and new problems of language structure and development with partly new theoretical tools.

Content

One of the essential aspects of learning to do linguistics is devising and testing hypotheses all by oneself, whether language-theoretical or empirical. In this class the students will, either individually or in teams, carry out a research project selected from a list of topics introduced in class. These topics can vary per year, but are chosen in such a way that acquisition and theoretical work can be combined. The topics are empirically grounded in research on language comparison and acquisition.

The course is primarily aimed at enlarging familiarity with doing linguistics as a hands on exercise in language theory and development. In this course, the central question is how theoretical principles from earlier principles-and-parameters models (locality conditions on movement, binding, different forms of agreement and case relations, etc.) can be viewed and derived in recent frameworks, both from a theoretical as well as an acquisition perspective. Much attention will be given to the comparative aspect (between languages, as well as between developmental stages).

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<tr>
<td>Period 4</td>
<td>Language Acquisition and Language Structure</td>
<td>TW3V14204</td>
<td>dr. M. Marelj</td>
<td>Intake InclUUsion</td>
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Course goals
After taking this class, students will have a better understanding of the forces that define and help shape the medium of television in the context of and as part of the historic media ensemble, with particular emphasis on the contemporary state of the medium.

After completing this class, students will be able to:
· articulate major shifts in the development of television
· critically deconstruct ontological claims about the position and future of television
· formulate a valid research question and academic argument
· perform an analysis of a case study on television in transition
· identify key civic and academic debates about contemporary television

Content
While television has always been a medium “in transition,” the internet has significantly accelerated trends toward multi-platform storytelling and audience participation in television, transforming the industry’s practices and viewers’ experiences. This course surveys ways in which the last twenty years of convergence have affected the modern media landscape. Topics include new kinds of marketing, from viral marketing and product placement to the creation of "brand communities," user generated content, the politics of representation, genre hybridity, transnational reception, and media citizenship and digital literacy. Have changes in technology empowered audiences to take a more active role in television production, or has the market merely adapted to assimilate digital capital? Do transnational distribution systems allow local television to gain new global audiences, or merely further entrench American and European media hegemony? How will the choices made by media citizens today affect legal policy and industry standards for the years to come?

This course is part of Advanced trajectories (verdiepingspakketten) Televisie- en mediacultuur and Comparative Media Studies and builds on knowledge and skills introduced and trained in Basic Trajectory (basispakket) 1 en 2 Media and Culture. In these Advanced Trajectories students deepen their historical and theoretical knowledge of television and television and other media practices and train academic skills that are specific to the field, such as research methods and professional skills.

Prerequisite knowledge
This course presupposes basic knowledge of history and theory of television. Moreover you are expected to be acquainted with the Chicago system of referencing and annotating literature; to be able to search and select sources/literature in the university library’s online databases; to be able to read and process academic texts; to be able to write a coherent and well-structured text, using academic idiom; to be aware of how to compose a research proposal;
Course goals
1. Students will acquire knowledge of and insight in different approaches towards gender, ethnicity, religious practices and intersectionality.
2. Students will become familiar with critical epistemological approaches to knowledge.
3. Students will acquire the tools to critically reflect on culture and society, and a range of phenomena within it.
4. Students will learn to think intersectionally, reflecting on how gender, ethnicity/"race", class and sexuality co-construct each other.

Content
The course aims at providing students with a map of contemporary feminist approaches to issues of gender, ethnicity and religious practices in a European context. Each session deals with a different set of interpretations, theories, topics and case studies analysed from social, political, historical and cultural perspectives. Feminist theory and intersectional theory are used to unpack the entanglement of the operations of race, gender, class, religion and sexuality in contemporary societies. These approaches are in critical dialogue with each other, as well as with several other overlapping scholarly fields such as postcolonial theory and cultural studies. Special attention will be given to the debates about multiculturalism, Islam and migration.

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<tr>
<td>Period 3</td>
<td>Gender, Ethnicity and Religious Practices in European Contexts</td>
<td>VR3V13001</td>
<td>dr. E. Midden</td>
<td>Intake InClUUsion</td>
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Course goals
This course aims at training your:
- Knowledge of and insight in current debates on art and activism in public spaces at advanced level
- Ability to critically observe, interpret and evaluate interventions and to communicate about the findings at advanced level
- Awareness of the implications and concrete effects of interventions in public space by designing and executing a small-scale intervention in public space (methodological skills) at advanced level

Content
In times of increasing neoliberal privatization, homogenization and control of public urban spaces in today’s cities we witness various attempts to reclaim and reconfigure the city: urban farming; guerrilla gardening; pop-up stores; occupying abandoned sites for new purposes, freestyle running and so on. These raise interesting questions: Who owns the city, how do we shape the urban landscape? Where and when does the city truly become a ‘public space’? How can we appropriate it in new ways?

This course focuses on cultural and artistic interventions in urban space and how they actively re-think and reconfigure the city. It investigates how cities can be used as platforms where new notions of citizenship, community and public sphere are being performed. Using concepts and theories from performance studies, urban studies and public sphere theory we will discuss how power relations are performed in cities on a daily basis, how these can be critically revealed and (temporarily) disturbed through artistic interventions in public space.

Next to discussing a variety of specific cases of public space intervention in class, you will be invited to design and execute a small-scale intervention in public space yourself in a small group of fellow students.

This course is part of the minor Creative Cities.
Please be aware of the fact that this is a Master Course
For this course you will need a background in water science, hydrology or engineering

Course goals
Gaining insight in the policy, governance and legal aspects of water management in order to understand their relevance for water management.

Content
Governance and Legal aspects will be discussed, taken the international, European and Dutch levels into account (multi-level governance). Normative, institutional and instrumental (including economic instruments) aspects of water management are part of the course, just as the relation with land use planning, environmental and nature conservation law. The relationship between several stakeholders (governments and private parties) will be discussed, and also the way they can be involved (public participation, private responsibilities and private and public enforcement).
Typical water management topics like flood protection, waste water treatment, drinking water supply, fresh water supply, river basin management, urban water and urban developments are a major part of the course.
During the course there will be attention for specific skills that are needed to deal with legal research and practice.

Academic skills: Academic writing, cooperation, discussion, reading literature, working interdisciplinary
Course Content
From the big-bang origin of the universe to chemical equilibria in the natural waters, this course will equip the student with the basic (in)organic chemistry to pursue a career in environmental sciences. It covers basic chemistry such as gas laws, thermodynamics, equilibria, phase theory, atom structure etc, as well as contemporary topics such as ocean acidification, hypoxia and the origin of the universe and the habitability of the earth.

Course goals:
After completion of the course, the student is able to understand and predict how processes such as chemical equilibria, acid/base and redox reactions occur in nature. The student will have acquired basic knowledge on chemical thermodynamics, the electron structure of atoms and its relationship with the periodic table. The student will understand how properties and structures of minerals, fluids and gases are governed. Finally, she/he will have learned about the origin of matter, the composition of Earth, instrumental analytical techniques, stable and radiogenic isotopes and about a small selection of minerals.
Please note that this course is open to students who have a background in earth sciences and who have completed at least the level 1 of a degree in earth sciences or similar

**Content**

**Allogenic controls on sedimentation**

In this course, we examine how tectonics, climate, sea-level, and life affect sedimentary processes on earth’s surface. We use modern analogs to interpret the rock record, but we also consider the possibility that the rock record might record processes and environments that no longer exist (i.e., nonuniformitarianism).

We discuss life as a geologic force and soils as geologic phenomena, and how both impact the character of sedimentation in basins. We consider how detrital sediment is produced by weathering and erosion of preexisting rocks and the interactions between these two processes with climate and tectonics. We study sediment production by organisms, the interaction between organisms and sedimentation, and the topographic signature of life.

How did evolution impact earth surface processes? We examine how tectonics influences seawater chemistry and the nature of the sediment produced by organisms. What controls carbonate sedimentation in the ocean?

Students write an essay on a topic related to the allogenic controls on sedimentation.

Students are given the opportunity to hand in a draft of their essay for formative feedback.

**Basin stratigraphy**

In this course, we also examine how landscapes become rock and how basins fill.

**Stratigraphy and petroleum geology of the Dutch Central Graben and Terschelling Basin**

Students are randomly assigned to a group of three and work on a stratigraphic and petroleum geological dataset from the northern Dutch offshore.

**Allogenic controls on Neogene sedimentation in the Indus Fan, Arabian Sea**

Students work in groups of four on a sedimentological analysis of piston core NIOP 490p1, which was recovered during a Netherlands Indian Ocean Programme cruise of RV Tyro to the northwestern Indian Ocean. The analysis consists of the study of the fabric of the core, using photos and radiographs; study of the texture and composition of each sample, under a stereomicroscope; determination of the grain size distribution of bulk and carbonate-free samples, using a laser diffraction particle size analyzer; determination of the carbonate content using a fast back-titration method; and study of the clay mineralogy by examining X-ray diffractograms. Most laboratory work will take place on Tuesday afternoons, but some may take place outside scheduled contact hours, by appointment with the teaching assistant, Coen Mulder, in the Gemeenschappelijk Milieu Laboratorium (Princetonlaan 8).

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<td><strong>Period 3</strong></td>
<td>Sedimentology and Basin Stratigraphy</td>
<td>GEO3-1319</td>
<td>dr. J. Trabuco Alexandre</td>
<td>Students need a background in earth sciences and completed at least the level 1 of a degree in earth sciences or similar</td>
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Course goals

- 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;
  - write an article for 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).

Academic skills: how to do philosophy, writing skills, critical thinking.
Enjoy the beauty of the laws of physics. This course is centered on classical mechanics and electromagnetism, placed in the context of (sustainable) energy and transport. The course guarantees a solid physics foundation for the students, conveying physics methods and approaches that can be beneficial later in their career. Please note that mathematical skills are required (trigonometry, calculus, vectors and solving equations) and will be practiced and extended throughout the course.

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

- apply the basic principles of physics in their work;
- deduce the relevant physical aspects of a (physical) problem;
- understand and explain the mechanical and electromagnetic principles of energy and transport technology;
- compute and calculate theoretical and realistic properties of energy and transport technology;
- apply the principles of mechanics and electromagnetism to assess (novel) scientific and technological developments.

### Course Information

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| Period 3 | Physics for Energy and Transport           | GEO1-2203   | dr. M. Baudena | Intake InUUsion

It is very strongly recommended that students have previous knowledge in mathematics and physics, at secondary school level (VWO)
Course goals
After completion of this course, the student is able to:

- understand Life Cycle Assessment (LCA) as an environmental assessment tool
- understand the value and the application areas of this assessment instrument in relation to other instruments.
- understand the methodology of LCA in 4 steps:
  a. Goal definition and scoping
  b. Life Cycle Inventory Analysis
  c. Life Cycle Impact Assessment
  d. Interpretation
- gain insight of the up-to-date development of LCA
- apply the method of LCA, by carrying out LCA research in the exercise classes.
- Review existing LCA results critically.

Content
In this course students get acquainted with the methods used to assess the environmental impact of products from a life cycle perspective. The central topic is Life Cycle Assessment (LCA), a method with which the environmental impacts of products are assessed, starting from resource extraction and ending with waste management. Theoretical foundations of this method and developments in the methodology are addressed in the course. Examples and case studies will be discussed. In the course attention will also be given to the position of LCA relative to other tools like risk assessment and environmental impact assessment.

In course students will get familiar with LCA principles, the methods used and recent developments in LCA methodology. They will also apply LCA with modern computer tools and critically review existing LCA studies.

This course is also suitable for Natural Science students (chemistry, physics, biology,...).
Course goals
After completing this course, the students are able to:
Understand central claims, apply and analyse the New Mobilities Paradigm, especially the notion of ‘politics of mobility’; in groups with peers from diverse (sub-)disciplinary backgrounds;
Interpret and evaluate the relation between mobilities and development with critical, spatial-temporal (context) sensitive perspectives;
Reflect on and illustrate the significance of mobilities in envisioning sustainable futures from the perspective of their own sub-discipline and beyond – practice interdisciplinary thinking and research.

Content
The course draws on perspectives from the 'new' mobilities paradigm to deepen students’ understanding of the (new) linkages, flows and circulations that shape our increasingly interconnected world. Using human migration and mobilities (e.g. business trips, tourism) as the starting point, we will examine how these flows share complex and dynamic relations with others movements (of goods, capital, resources, institutions, knowledge and development paradigms etc.). We will pay particular attention to the ‘politics of mobility' to investigate the patterns and experiences, causes and effects of these ‘mobility bundles’. With ample case-studies from diverse contexts, we will analyse how human mobilities and associate flows shape – in a relational manner - resource use, affect people’s ability to improve their livelihood, offer development opportunities or pose constraints to institutions (e.g. firms or public organisations) and places (cities, regions, countries etc.). We will examine and reflect on the ways in which diverse forms of mobilities are being framed, linked and managed in development discourses and directives (e.g. the Sustainable Development Goal framework or the ‘migration crisis’ narrative).
The course commences with a few sessions in which we learn about and reflect on the mobilities paradigm and politics of mobility perspective. Multi-disciplinary examples will be shared to illustrate important and emerging themes surrounding mobilities and development. The second part of the course explores how mobilities (and being ‘in place’) play a role in the notion and pursuance of ‘development’ and ‘sustainable futures’ in the various sub-disciplines within human geography and planning. We will then consider some inter-disciplinary approaches to understanding the complex dynamics that link mobilities to development. In turn we will examine the assumptions made in major governance frameworks, e.g. the Sustainable Development Goals or various bilateral migration deals, regarding different types of mobilities. Drawing on this, we examine if, and how an inter-disciplinary geographical approach that is informed by the politics of mobility perspective can contribute to existing governance frameworks in envisioning inclusive and sustainable futures for our mobile world.
Content

The EU is as good as dead, according to some authors. They focus on the revival of nationalism and the rise of populism in Europe. The worldwide economic crisis that started in 2008 is another challenging development. We witnessed a major financial crisis in the EU, and the almost collapse of the Eurozone. A major divide has become visible (again): between the Northern and the Southern part of the EU, as it is called in the press. But perhaps there is another reason for the current EU crisis: its enormous (geographical) diversity. Many say that a monetary union is not possible without a political union. But a stronger political union would mean further integration, meaning that member states should give up more sovereignty and hand over power to Brussels.

The EU is therefore at a crossroad. How have we reached this point, and what are the further possible steps: that is the mean focus of our course. But we will always relate European integration to the geography and the diversity of Europe. There are many geographical dimensions of the Integration Process in general, therefore, apart from the Euro-crisis, we will focus on the following questions:

- What was the effect of European integration on regional differentiation in the EU? Is EU membership in general ‘good’ for economic and regional development?
- How successful were/are regional funds?
- What are the (geographical) limits of enlargement?
- What are the causes of the eurocrisis?
- How to deal with migration and asylum seekers?
- What effect will the change of the CAP have on regional development?
- What could be the effect of BREXIT?
- What was/is the effect of European integration on cultural diversity in the EU? Does it lead to more homogeneity or is it an impulse for cultural (national/regional) identity?

During the course we try to explain the backgrounds of all these problems and dimensions, and will discuss the future of European Integration. There will be lectures and exams, and several debates to discuss the major EU policies.
Course goals
The aims of this course are to provide students with knowledge of and insight in the use of invertebrates and vertebrates to reconstruct geological time and evolution of life.

Content
The course is divided into two parts and deals with the reconstruction of fossil environments, marine as well as terrestrial, through time. In the first part the marine invertebrates are used and in the second part terrestrial mammals. The aim is to acquire basic knowledge about the relation between palaeo-ecology and evolution at large spatial and temporal scale, by using palaeo-ecology, palaeo-zoology and statistical methods.

On the basis of the development of marine invertebrates, the global increase in diversity during the Phanerozoic will be discussed, as well as insight into factors involved, such as extinctions, radiations, climate and paleo-geography. On the basis of Pleistocene and Miocene mammal associations, faunal change and migrations are discussed in relation to changes in local communities on longer time scales.

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<td>Period 3</td>
<td>Palaeontology - fauna</td>
<td>GEO2-1215</td>
<td>dr. W. Wessels</td>
<td>The student must have a background, or large interest, in Earth Sciences (Geology, Physical Geography or Biology). Intake Inclusión</td>
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Course goals
After this course, the student is able to:
Understand the basic concepts of microeconomics, how markets work and how consumers and producers make their decisions.
Understand why markets can fail and the influence of government intervention on the economy.
Apply the basic concepts and calculate prices and output in different market structures, and work with optimization problems in the context of utility and profit maximization.
Relate the basic principles of microeconomics to issues from innovation science and environmental science.

Content
In the microeconomics course students will gain a basic knowledge on the most fundamental principles of modern economies. In general, we will analyze the conditions under which markets work efficiently, but also key reasons why markets may fail in many cases. The theories, concepts and analytical tools acquired in class are crucial for understanding economic processes in different market structures.

We ask questions like: On which basis do individuals and firms make their decisions, what does it mean for the functioning of a specific market, and what is the role of public policy from an economic point of view?

We will take a microeconomic perspective to discuss topics specifically related to innovation and environmental issues, such as different strategies to promote innovation or to harm carbon emissions on part of industry and consumers. The orientation on practical examples should give students the opportunity to apply their knowledge to different real world problems in their specific field of study.

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<td>Period 3</td>
<td>Microeconomics</td>
<td>GEO1-2255</td>
<td>I. Wanzenböck</td>
<td>Intake InlUUsion</td>
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Content
Over the past centuries economics has changed from a largely verbal discipline that studied human agency in commercial settings to a mathematical discipline that has come to incorporate more instruments from the scientific toolbox (such as statistics and laboratory practices). Indeed, some contemporary practitioners identify economics with a tool-based discipline that can design market systems in a manner similar to how engineers construct technical systems. In so doing they discarded the rich intellectual genealogy that still underlies many of the concepts and theories used by economists.

The purpose of this course is to retrace this past and to see how modern economics emerged to its present form. To do this, we will assess the development of economic ideas, theories, and methods in their appropriate historical context. The course will emphasise the incisive change of the economic discipline from the interwar to the post-war period. The primary aim of the course is to enable students to historically assess the merits and limitations of contemporary economics in addressing major economic and social questions.

In combination with a textbook, we will read primary texts that will sketch the development of economics from a science of political economy to a tool-based discipline.

Learning objectives

- Students gain an understanding of fundamental questions concerning the development of economics in relation to other (social) sciences;
- Students gain understanding of the development of theories and methods in economics;
- Students are able to situate economics as a discipline in social and historical context;
- Students are able to write reports on texts;
- Students are able to present arguments in class.

Academic skills
This course focuses on the following academic skills:

- **Analytical skills**
  Being able to evaluate evidence in text and presentations for more complex problems.
- **Social responsibility**
  Being able to reflect critically on the position and ethics of economic theory, institutions and behaviour.
Content
The public sphere as the place between state and society has changed considerably. Media, including mass media, internet and wireless communication networks are fundamental in the public sphere. It is through the public sphere that people enact in the public debate. Social media are regarded as the new public sphere where communication of ideas and projects emerge. Over the last years, social media such as twitter, Facebook or LinkedIn have gained prominence. They are used by different groups in society, with different purposes. In this course, we will relate social media not only to the public sphere, but also to public organizations and public professionals. In other words, we will use three perspectives on social media: macro, meso and micro perspective.

- Social media can have an impact on the way in which governments function and stimulate democratization of societies, as could be witnessed in Ukraine or in the Arab Spring. Yet, there is still a lot of discussion whether social media are really the cause of these processes and moreover, whether these are structural or temporal changes.
- Public organizations use social media for internal communication and for communication with citizens. Which (strategic) choices do they make in their use of social media, and what does this mean for their image and reputation among the public? Moreover, how do social media affect the relationship between these organizations and citizens?
- Within organizations, ranging from multinational companies to political parties, individuals use social media. How do they present themselves, for which purposes, and which is the fit with organizational purposes?

Social media will be discussed from various theoretical approaches and we will deal with topics such as collective action, identity, participation and privacy. Insights from theory will be combined with practical applications, among others through guest lectures by practitioners who are using social media in their daily work or by citizens who communicate through social media to influence the public debate.

This course requires a particularly active participation and a willingness to engage with various forms of social media. You will work in a team on a specific project to be presented during a seminar at the end of the course. All contributions will be peer reviewed by your fellow students.
After completion of this course, you will have learned to use blogs, tweets and social network sites productively and have acquired knowledge of how these forms of social media may affect governance practices.
**Course goals**

After this course the student:

- knows philosophical and social-psychological notions of identity and several topical identity issues
- relates several topical identity issues to diverse areas of law and to legal theory
- independently formulates a research question on an identity issue related to law
- independently selects the most relevant authoritative sources for an adequate exploration of the subject
- presents the outcome of the findings in a written paper
- presents the outcome of the findings orally to peers
- makes abstract, theoretical notions of identity concrete
- knows how to critically value legal and theoretical approaches to identity issues
- knows how to reflect on the own identity.

**Content**

This course is about the challenges that issues of identity poses to the law. Focus will not be on any legal system in particular. Themes to be discussed include, among others: state regulation of one’s name and gender, self-expression, privacy, collective (e.g. religious) identity rights vs. individual autonomy rights, social identity markers & discrimination law and legal accountability.
Mathematics is an important tool for economics. Most of the economic theories are formalized using mathematical models. As a result, knowledge of mathematical techniques that are often used in economics is, a prerequisite for reading and understanding many of the papers published in economic journals.

The course builds on the knowledge acquired in the first-year course Mathematics. This course explores the following topics more in depth: limits and logical reasoning, linear algebra (vectors and matrices), concavity and convexity of functions, differentiation and integration (integrals by substitution by parts, improper integrals, multiple integrals), unconstrained and constrained optimisation, optimisation models with inequality constraints, envelope theorem, Taylor series expansion, and dynamic analysis (differential equations, difference equations, systems of differential equations).

Some courses that build upon the knowledge gained in Advanced Mathematics in the third year are 'Game Theory' and 'Microeconomics of Financial Markets and Behavioural Finance'. In addition, the course prepares for the Research Master Multidisciplinary Economics at U.S.E.

**Learning objectives**

At the end of this course students are able to:

- To use mathematical tools correctly;
- To apply mathematical techniques to solve a range of different economic problems;
- To understand their application in various fields in economics;
- To give their solutions in a clear and structured way;
- To understand why mathematical tools work;
- To understand mathematical proofs and to be able to prove simple results.
In this course, we focus on managerial finance from an international perspective. Over the past decades, increased trade and financial liberalisation as well as improved communication and transport technology encouraged many non-financial corporations, institutional investors and banks to become multinational. Firms operate and compete internationally and have to adapt to a rapidly changing environment. In this course, we cover three main issues in financial analysis. First, we investigate the institutional and operational characteristics of international financial markets. We provide an overview of the international financial system and its main players, as well as a framework of international parity conditions to enable a deeper understanding of currency risk. Of course, the latter is crucial for the financial management of the firm. Second, we analyse different financial instruments and strategies that firms can use to cope with currency risk. Hereby, we introduce currency swaps, options and futures. Third, we focus on more general financial and non-financial MNC strategies with respect to foreign market entry and cross-border investments, capital budgeting, and capital structure which play a role in the valuation and structure of MNCs.

**Learning objectives**

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

- Describe the operation and interaction of international financial markets and actively use this knowledge applications;
- Understand and analyse the role of banks as international intermediaries;
- Understand and use the concept of currency risk and to analyse its consequences for non-financial MNC;
- Understand and apply a set of international financial instruments and strategies to cope with currency risk;
- Understand and analyse important issues that MNC face with respect to foreign market entry, cross-border investment and country risk management, capital budgeting and capital structure;
- Use the concepts and techniques taught in the course to quantitatively and qualitatively solve problems;
Course goals
After completing this course students:
- are able to apply key concepts and explanatory models of political leadership;
- have a rudimentary understanding of the structural and cultural variations in the institutionalization of political leadership in different (types of) democratic polities
- apply a variety of analytical tools to analyze political leadership and provide policy advice;
- are able to reflect upon their own leadership style based on in-class experiences & the simulation;
- are able to evaluate leadership success on the basis of original research.

Content
This course is about an omnipresent yet curiously ill-understood phenomenon in politics and government: leadership. Calls for better, stronger, more authentic, more ethical public leadership are often heard these days – as indeed they have been on and off through the ages in most political systems.
But what does it mean when people say they want better leadership? What place can leadership have in a democracy? How is its exercise being facilitated and constrained by the institutions of democracy and the rule of law? How do people who occupy senior public offices exercise leadership and how can leadership be exercised by those who don’t?
Through watching and analyzing episodes of political drama series and documentaries, case studies, meetings with practitioners and a simulation we shall explore how we can systematically understand and evaluate various forms of public leadership, and perhaps even think intelligently about how leadership might be improved. Among the key questions the course addresses are:
- What are the distinctive and functions of leadership in politics and government?
- Is ‘democratic leadership’ an oxymoron?
- Why do people follow leaders – even really bad ones?
- How do we know successful political, administrative and civic leadership when we see it?
- What role do personality, context and skills play in leadership processes?
- How can we understand, distinguish and evaluate leadership styles – both ‘backstage’ (in working with colleagues and advisers) and ‘on stage’ (in the public eye)?
- How do leaders cope with the special challenges and opportunities presented by major disruptions and crises?
- During the course, several guest speakers will share their knowledge and experience with us and you will experience acting as a political leader during a simulation. It is vital that you do the reading and coursework before class, so that literature can be (critically) discussed during the meetings and be present during meetings.
Course goals

1. Knowledge, understanding and insight
After this course, you have obtained knowledge of and insight in a number of core issues of European protection of fundamental rights:
Institutional issues, main principles and legal aspects of European fundamental rights law, main substantive debates on fundamental rights law, and selected issues of human rights and related legal and normative issues.

2. Contextual embedding and normative perspectives

3. General academic and legal skills and competences. The aim of this course also is to train your general academic and legal skills and competences. After this course, you are able to:
Explain the interrelationship between complex legal issues and developments, as well as form and express an opinion on fundamental rights questions based on both legal-doctrinal arguments and arguments derived from disciplines such as legal theory, legal philosophy, the political and social sciences and international relations studies.
Solve complex cases combining elements of national, Convention and Charter law; difficult structural or interpretative questions; and ‘hard cases’, demanding value judgments to be given as part of legal reasoning.
Defend a position (both orally and in writing) by using legally sound and persuasive arguments in complex debates on European fundamental rights issues.
Co-operate in finding arguments to solve complex fundamental rights cases and defend their position in fundamental rights debates.
Critically reflect on your own position in relation to extremely difficult and controversial fundamental rights issues.

Content
The system of fundamental rights protection in Europe has grown to be extremely complex. The co-existence of national, EU and ECHR mechanisms results in a myriad of institutional and legal questions, but it also raises many theoretical, moral and philosophical issues.
The first part of this course concentrates on theoretical and institutional issues of protection of fundamental rights in Europe. It is discussed what fundamental rights are, why they deserve special protection, who can invoke this protection, and how this protection has been given shape. Also insight is given into the differences between and commonalities of the EU system and the ECHR system, and the principles that guide cases in which the competences of the ECJ and ECtHR overlap. The second part of the course concentrates on a selected number of substantive fundamental rights issues. The aim is to critically analyse the European Courts’ case-law developing the right to life and physical integrity, the freedom of religion, expression and assembly, and social and economic rights. Attention is also paid to theoretical and philosophical issues such as proliferation of rights and conflict of rights. In discussing the various rights, examples are taken from current developments and recent case-law of the ECtHR and the ECJ.
Cities around the world are confronted with major problems concerning economic development, sustainability, social inclusion, safety and transport. How can these problems be solved, how to find a balance between different strategies that can be chosen, and how to develop a vision of the future of the city? In this course we do not focus exclusively on local governments but study the city – i.e. the variety of private businesses, NGOs, citizens, stakeholders etc. – as a problem solving system.

Using a combination of insights from public administration, political science, and urban studies, we will discuss five perspectives on urban governance reflecting different ways to deal with the challenges that cities are facing: the managerial city, corporatist governance, pro-growth governance, welfare governance, and smart governance (including the role of ICT and network governance).

The perspectives will be used to analyze the variety of urban governance practices both in the Netherlands and around the world: the course will both have a local and a global focus. The course will introduce you to urban governance in Utrecht and other cities in the Netherlands, but also other European countries, the US, India, China, and Brazil. International students will be invited to present material concerning cities in their own countries to enrich learning about urban governance in this course.

We use different formats, including lectures about the literature and brief presentations in which you relate the literature to empirical examples in cities. In guest lectures, we will go deeper into the practical aspects of urban governance in different contexts. In concluding presentations, you will present an analysis of urban governance in two comparable cities. The idea of these presentations is that contrasting cities helps to study mechanisms of urban governance and assess the merits and drawbacks of different approaches.

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<td>Period 3</td>
<td>Urban Governance</td>
<td>USG4440</td>
<td>dr. A.M.B. Michels</td>
<td>Intake InclUUsion</td>
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The course ‘Management Studies’ introduces you to the world of management concepts in service delivery organizations with a public purpose. Typically, both private and public service organizations justify their strategic choices and performance using management terminology that has a strong business orientation. First, this course focuses on learning to recognize, understand, and use management jargon and management concepts. Second, the course focuses on learning to critically analyze management language/concepts in a public context.

The course starts with describing characteristics and problems of service delivery (in both private and public contexts). Next, we unravel concepts coming from so-called Management Studies, and analyze the extent to which they are applicable to the topic of public service delivery. We focus on concepts such as 'strategic management', 'performance', 'business models', 'management control', 'public service motivation', and 'strategic human resource management'. For example, we investigate what performance means in public contexts such as education or healthcare organizations. Also, we pay attention to the consequences of current developments for the management of public service delivery (developments such as decentralization in organizations).

The last part of the course focuses on analyzing and critically reflecting upon the ways in which management concepts, that are usually coming from the private sector, are being implemented in the public domain (i.e. to solve public problems). We pay attention to the specific features of management issues in the public domain. We also consider the influence of the political/governmental/societal environment on strategic leeway (organizations' room to maneuver) and the manageable of public service organizations.

The course finishes with a current management problem in Dutch Railways (Nederlandse Spoorwegen, NS). You are asked to analyze a problem and to advice the management on how to solve the problem. You will apply the knowledge you have learned during the course for this final assignment. Part of the assignment is to provide a presentation on your analysis and advice. A training in presentation techniques will prepare you for this presentation.
Course goals
After this course:
the student has sound knowledge of human rights both in theory and in practice, especially from a comparative perspective.
the student has knowledge of the methodology of comparative legal research, and is able to undertake such research in the context of international human rights law.
the student is able to take part in discussions on specific human rights issues.
the student is able to write an academic paper on a comparative human rights issue.

Content
Human rights play an important role in present-day society. Norms of a fundamental nature have been adopted at the national, regional and global level to protect the individual against the power of the state and to safeguard his or her dignity. International standards guarantee individuals fundamental rights and freedoms, such as the freedom of expression and freedom of religion, the right not to be tortured, the right to a fair trial, the right to equality and non-discrimination, the right to housing, food and an adequate standard of living. These guarantees limit the sovereignty of states in the sense that governments cannot act as they please towards individuals within their jurisdiction.

States must take all necessary measures to make sure human rights norms do not remain a dead letter. They must create an adequate infrastructure to promote and protect human rights and to ensure that international norms are actually implemented at the domestic level. To that end, they must enact legislation to protect human rights, for example by narrowly defining under which circumstances a person may be arrested and by making discrimination a criminal offence. Also, they must provide for remedies in case human rights have been violated, for example by establishing a national human rights institute that can examine complaints and by making it possible that an independent and impartial judiciary examines complaints of human rights violations. Furthermore, states must take the necessary measures to prevent human rights violations. In this course human rights law will be studied through a comparative lens. This includes for example comparisons of the approaches of international and regional human rights bodies, and of the differing positions of state actors and non-state actors, such as multinational corporations. Students will gain insight in human rights norms and procedures that have been established to protect human rights.
Course goals
After this course:
the student is able to critically reflect on (the power and weaknesses) of law in theory and practice.
the student has insight in the interaction between law and gender.
the student has knowledge of a number of topical international law issues.
optional: the student has worked on the development of their presentation skills.

Content
The image of blindfolded Lady Justice is well-known. The blindfold indicates the impartiality of the law. Justice must be done regardless of class, power or identity. However, in everyday practice law's blind neutrality does not always work out the same for everyone. A famous quote in this context is from Anatole France. In 1894 he wrote: 'The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steel bread.' Class and money are not the only elements causing different legal effects. The law is similarly biased in many other respects, due to many different factors, one of which is sex / gender (gender refers to the social, cultural and institutional construction of what it means to be a man or a woman). Gender bias is a multi-layered phenomenon. It is quite common to distinguish three forms of bias in law: first at the level of legal provisions itself, secondly regarding the effects of law in practice due to differences in position of men and women, and thirdly at an institutional or systematic level: invisible obstacles for an impartial application of the law such as sex-stereotypes and dominant gender ideology.
After an introduction to the theory, three major themes in international law – think of human rights, international criminal law and migration/refugee law - are explored from a gender perspective.
Course goals
After this course, students:
will understand how cross-border societal problems are dealt with at the global level
will be able to use different conceptual frameworks in analyzing global institutions operation
have a thorough understanding of the interplay between nation-state and global competencies and its consequences for core democratic values
will have mastered their analytical and presentation skills

Content
Many societal problems transcend the borders of the nation-state. Economic developments and trade, crime and terrorism, refugees, climate change, human trafficking, natural disasters, international monetary and financial crises, inequality, are not confined to national territory. To cope with these matters, nation-states have partially delegated competencies to supranational bodies. The number of supranational institutions, laws, rules and norms has, accordingly, tremendously increased over time. As a result, we face a diverse and complex institutional landscape of global governance that has profound influence on the day-to-day life of citizens.

This course offers a broad introduction to the theory and practice of global governance. It does so by analyzing the main institutional processes of global governance and, subsequently, by zooming in on selected global issues, such as recent cases of international security, humanitarian and financial crises, the refugee crisis and gender inequality. We will address questions such as 'When do states delegate authority to supranational institutions and why? How do these acts of delegation affect the distribution of power and influence? Who is pulling which strings? And, more importantly, what repercussions does the complex global institutional landscape have for essential values of (good) governance such as democratic legitimacy and accountability? Is global governance truly and evenly global, or are these processes increasingly dividing the powerful and rich from the marginalized and poor?

This course will be taught in a lecture/seminar-format. Via weekly discussions and assignments on selected topics of global governance we take stock with contemporary global institutional arrangements and practices and aim to provide a thorough understanding of the main actors and processes in designing and implementing global rules and discourse. Students will be active participants in the course and will have the opportunity to 'play' in a global governance scenario taking a specific role. This will allow not only for enrichment of the theoretical comprehension of the material, but also for learning from practice.

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<td>Period 4</td>
<td>Managing global problems</td>
<td>USG4261</td>
<td>dr. M.E. Compton</td>
<td>Intake InclUUsion</td>
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Course goals
After successfully passing the course, the student has knowledge of and is familiar with the characteristics, historical background, actors and governance of international development cooperation, including its multi-level character, the private-public divide and the broader societal and geo-political context of international development cooperation; has on an introductory level knowledge of theories and international debates on the possibilities and limitations of international development cooperation and is familiar with topical issues and dilemma’s; is able to value and appreciate the contested nature of development cooperation and to reflect on concrete issues related to, among others, efficiency, global citizenship and ethics; is able to analyse concrete issues concerning the governance of international development cooperation on different levels.

Content
International Development Cooperation (IDC) is more contested than ever. Aid addiction, corruption and neo-colonialism are just some of the terms that are used to portrait IDC as not effective and not meeting its goals. At the same time, the need for international cooperation and support for fighting poverty, safeguarding human rights, sheltering refugees, facilitating peace processes or realizing global public goods, is greater than ever. In this course we explore this world of international development cooperation by looking at the institutions and actors involved on different levels and at the processes through which attempts are made to coordinate and govern these processes: From the UN and the institutions of Bretton Woods (World Bank, IMF) to national policies and involvement of NGO’s.

During the first part of the course we focus on the history, characteristics and context of IDC. In the second part we focus on different (theoretical perspectives) and in the third part of the course we look at specific (professional) practices of development cooperation. Invited speakers from within the field of development cooperation will guide us in this. Throughout the course we will discuss concrete and topical cases, dilemma’s and controversies.
Course goals

Skills:

- facilitate individual and group activities aimed at personal and professional development;
- apply basic communicative skills in (individual) coaching and (group) training activities;
- carry out a methodically justified individual coaching process and deliver a methodically justified training;
- collect feedback in a systematic way and reflect on your actions as coach and trainer.

Content

Coaching and training is all about facilitating learning for individuals and groups/teams. The knowledge and skills that are necessary for coaching and training are important for academic professionals who are going to support co-workers or clients. Coaching is directed at fostering self-directed learning and personal growth. The coach aims at enlarging problem solving and self-regulating skills of individuals or teams. Coaching is more about asking the right questions than telling people what to do. Coaching involves working towards the goal the coachee has set for him- or herself in collaboration with the coach. Training involves designing a learning environment (the workshop) for a group and to subsequently deliver this workshop to the target audience. A workshop aims at activating the participants to acquire knowledge, understanding and skills with regards to a given subject. When this is done in an effective way, the workshop facilitates change to achieve individual and organizational goals. The course gives the opportunity to acquire experience with coaching and training. Students are asked to take on the different roles of coach and coachee, of trainer and workshop participant, because the change of perspective will lead to a deeper understanding of effective coaching and training. The theoretical knowledge about coaching and training helps you to place your experiences in a wider scope of reference and provides a framework to reflect on your learning process. Theory is used as a source of inspiration for the coaching process and workshop design and it is used to attain a well-founded self-reflection. Theory and practice combined lead to your own perspective on coaching and training.
Prerequisite knowledge
Basic knowledge of social and/or health psychology.

Course goals

The goal of this course is to get students acquainted with the intriguing field of health psychology. It covers topical issues such as the interaction between psychological factors and the immune system, psychosomatic disease, and psychological determinants of a range of behaviors that are related to health (such as eating, smoking, exercise and sleep). The course will address both physiological and behavioral pathways through which psychology and health mutually affect each other, and topics range from everyday health challenges (e.g., overweight) to clinical conditions (e.g., chronic diseases). In addition, the course will also address issues related to the use of the health care system such as patient-provider interaction, and discuss new opportunities for intervention such as e-health.

After this course, students should be able to:

- Understand important theories, approaches, topical issues, and management options in the current field of health psychology
- Critically analyze the scientific, empirical foundation for popular health claims
- Explain relevant scientific insights from health psychology to a general audience

The first goal 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 course.

Content

Many people need to deal with challenges to their health such as chronic diseases, pain and other symptoms, stress, addictions, or sleep disturbances. Considering the high priority assigned to health by individuals as well as societies, it is important to understand the interplay between psychological, physiological, and social processes in this context. Health psychology offers the knowledge and tools to gain insight in and support people with problems in the area of health and disease. In particular, it is concerned with understanding psychological influences on how people stay healthy, why they become ill, and how they cope with illness.
Content

A society is named 'multicultural' when it is comprised of various ethnic populations and/or various nationalities. Western 'multicultural' societies include people from the Mediterranean countries who came during the 1960s and 1970s as so-called 'guest-workers'. In the 1970 and 1980s people from former colonies and asylum-seekers also found their way to European countries. One of the main challenges for multicultural societies is to develop social cohesion out of this diversity, a process that doesn't go without tensions and conflicts. While many newcomers succeeded in integrating into their new homeland without neglecting their cultural identity, conflicts between insiders and outsiders didn't disappear. Inclusion and exclusion as well as integration and separation are processes social scientists concentrate on.

Our main question is: how does ethnic and cultural diversity as an empirical reality lead to new forms of integration and social cohesion or to nativist backlashes - such as nationalism, xenophobia and new racisms? To answer this question it will not be sufficient to regard only the 'foreigners' or 'aliens' as problematic; each society - including all its members - stands for the problem of creating a satisfactory form of pluralism in which various groups are able to live together successfully. This implies that it is important to look at the ways nation-states give access to citizenship and how claims of migrants are acknowledged or resisted. You are asked to (critically) examine the main question by using concepts and theories on multiculturalism derived from different disciplines. The subjects discussed within this course are: migration, multiculturalism, citizenship, refugees in Europe, settlement, acculturation, xenophobia and racism, (right-wing) populism, policies of integration, the challenge of Islam, identity, cultural diversity and cultural war(s).
Youth, youth culture and youth policy are at the core of the social sciences. Various perspectives and concepts are used: generation, counterculture, youth culture or subculture, and 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 reduced to different disciplinary traditions, philosophical and epistemological approaches and analytical levels. So, the generation theory of Karl Mannheim mainly seeks an explanation for the culture-innovating powers of youth, while the youth culture approach of Parsons and Eisenstadt accentuates more the role of youth in the continuity of society. Subcultural theory in turn emphasizes the importance of class, power and resistance. These and other approaches can be placed not only in an epistemological tradition, but can also be reduced to the questions that were asked in the society in which the authors lived. But they are not only historically interesting. 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, also looking as much as possible into differences between various societal types.

The course falls apart in two parts: during the first six weeks we will read and discuss developments on youth, youth policy and youth science and study eight selected core texts. Students make and submit answers to questions and summaries. This part will be finished with a short exam. In the last three weeks students write an essay on a self-chosen subject in which they apply theories and concepts that were discussed during the first period.

These aims will be assessed by means of an essay exam and a written essay. The exam will foremost test knowledge of literature and lectures. In the essay students have to apply theories to a self-chosen subject.
Course goals
Media play a central role in the lives of youth. Recent reports show that children between 4-7 years of age spent on average 2.5 hours a day with media. Adolescents, with their prolific social media use, spent even more than 8 hours a day with media. In this course we will investigate how children develop as media consumers and how their cognitive, emotional and social development influences media use and media preferences. We will also examine the influence of media use on behavior. Questions such as “Do children become aggressive when they play violent videogames?”, “How does internet-porno influence adolescents views of sex?”, “Can children really learn from educational television and apps?” will be discussed. Finally, we will look at media in a broader context. We will investigate how parents and peers can influence media effects and preferences, and study cultural difference in media use and effects.

Content
After successful completion of this course, you will have gained knowledge about and insights in:

• How the cognitive, emotional, and social development of children and adolescents predicts their media use and preferences.
• The most important views, theories, and empirical findings in the field of youth and media.
• The positive and negative influences of media use on the behavior of children and adolescents.
• The role of the social and cultural context of children in media effects and preferences.

In addition, you will be able to:

• Critically analyse and adequately use scientific literature on youth and the media when answering research, advisory, and policy questions.
• Apply this knowledge in writing a consultancy report on a youth and media related topic aimed at non-academic stakeholders.
Perceptual psychology is the oldest and most highly developed field of psychological research. As people constantly interact with the outside world via their senses, every field of psychology and social science has to deal with the limitations and possibilities of human perception. Our senses (sight, hearing, touch, smell and taste) enable us to perceive the world around us. Communication or interaction with the world around us is impossible without perception. Research has demonstrated that traditional categorisation into five senses is but the first level of distinction. Each of the senses can be further specified, for example, colour vision and pitch, pain and temperature perception, etc. Perception is closely intertwined with other cognitive abilities, several of which will be exampled during the course.

Perception is made possible by processes, the progression and result of which can be studied at various levels: the receptor level, the level of afferent nerves and the brain, the cognitive level and the behavioural level. In addition to a more profound understanding of the human senses, there is also a need for more generalised theories of perception, which integrate a range of knowledge into a central principle (e.g. the attention principle). Finally, the subject will also focus on methodologies for studying perception.

**Learning objective**

After completing the subject, the student will:

- have knowledge about the structure and function of human senses and the neuronal processes underlying human perception;
- be familiar with the methods used to obtain such knowledge;
- understand the interrelationships between the senses and how they relate to actions;
- have explored a specific topic in the field of perception more closely;
- be familiar with passing on academic knowledge to fellow students.
In the last decades, studies in social networks have grown to an almost independent and major tradition of research in sociology, economics, psychology and anthropology. Meanwhile, one can say that a person, who has no knowledge about social networks, does not know Social Sciences at all because the focus of social sciences is now much more on relations and embeddedness than before.

This course provides an overview of the main developments within this field of research. Important theories and theoretical aspects, which explain the emergence and the consequences of social networks, will be discussed. This includes, for example the notion of the ‘strength of weak ties’, the focus theory, as well as different perspectives on centrality and how we are all connected. Finally, we read and discuss a number of research problems and topics on which social network studies focused. Examples of these topics are: social networks in organizations, online social networks, social networks and health, and negative social networks. The research questions underlying these topics will be reconstructed and answers provided by empirical research will be discussed. In addition, attention is paid to the different kinds of methods that can be used to collect network data as well as the analysis of such data.

During the course, students choose a topic of their interest on which they write a paper in groups of two students). The papers consist of a review of the literature as well as an empirical study carried out by the students on the basis of this literature. During the project meetings and seminars, more information will be provided regarding the requirements related to these papers.

Finally, a midterm and an end-term exam will be undertaken focusing on the understanding of the lectures and literature.
Social inequality is evident throughout Europe and beyond. Societies continue to face persistent structural inequalities arising from differences in race, class and gender. In fact, in recent years the class divide has become even stronger, with rising inequality between the rich and the poor. And despite significant progress in recent decades, significant gender inequalities, such as unequal divisions of work and care, remain. At the same time, European societies are confronted with emerging inequalities in other contexts such as sexuality, migration and health. These emerging inequalities are often related to more structural forms of inequality along the lines of race, class and gender. As a result, European countries face complex social problems that require sufficient social policy responses.

In this course, you will become familiar with some of the most pressing social inequality issues as they relate to work, care, welfare and health. By focusing on European societies, you will learn to compare and contrast social inequality patterns, as well as responses to social inequality. How do various societies respond to enduring, growing or changing inequalities? Do these challenges lead to an erosion of solidarity, in an 'us versus them' rhetoric? Or an expansion of solidarity, such as Germany's initial response to the asylum-seeker crisis with 'Wir schaffen das!'? And to what extent are we accepting of social inequality? Taking a sociological, psychological and political philosophical approach to these topics, this course offers an interdisciplinary approach to understanding social inequality and the social policy responses in contemporary Europe.

This course offers students the opportunity to study questions about social inequality, solidarity and social justice from an interdisciplinary perspective, linking these issues to socially relevant themes and debates.
Prerequisite knowledge

Elementary knowledge on methods related to the design of studies and questionnaires, experimental and non-experimental research and the collection of data. Elementary knowledge on population, sample, hypothesis, correlation, simple regression analysis, one-way analysis of variance and descriptive statistics.

Course goals
Understanding of research methods and multivariate analysis techniques used in psychological research
being able to read scientific articles containing a detailed description of psychological research
being able to perform analyses in SPSS and to interpret the output given by SPSS in the light of the research question

Relation between assessment and objective
In the Methodology and Statistics part (general part) students are assessed by means of multiple choice questions on their ability to judge methods used in a certain research setting, on their knowledge of the theory and on their ability to correctly interpret (i.a.) SPSS output and tables.
In the SPSS test, students are assessed on their ability to perform analyses in SPSS independently.
In the track-specific exam students are assessed by means of multiple choice questions on their ability to translate theoretical models into schematic models (and vice versa) and to interpret those. Furthermore, students are assessed on their ability to correctly interpret scientific articles and research about topics in the field of clinical psychology, based on hypotheses and results as well as the relevance for the field.
This course focuses on studying education and training from an international perspective. We will examine how global or international developments affect teaching and learning across continents and countries. We will also focus on the role of international organisations such as the European Union, United Nations and OECD and study how their policies affect international and national decision making regarding education and training.

Topics that can be addressed during the course include:

- Organisation of educational systems.
- Cross-cultural perspectives on education
- Comparison of goals of education across nations.
- Comparisons of educational systems through worldwide studies examining students’ academic performance (e.g., PISA, TIMSS, PIRLS).
- Comparison of educational policies with regard to themes such as inclusive education, learning problems, and students with educational disadvantages.
- Role of the government, non-governmental organisations (NGO’s), and public organisations
- Internationalisation of (higher) education.

**Course goals**

After the course, students will have achieved the following learning goals:

1. Knowledge and understanding of:
   - Cross-cultural perspectives on education and cross-cultural differences in teaching and learning.
   - How and why different nations have structured their system of education.
   - Current global developments and (reform) trends in education.
   - How these developments affect educational policies and decision making on supranational and national levels.
   - How supranational organisations such as the European Union, the United Nations, and the Organisation for Economic Co-operation and Development (OECD) affect education and training on the national level.

2. Applying knowledge and understanding:
   - Critically analysing and evaluating how international developments in education are associated with national policies and educational practice.

3. Skills
   - Searching for and reporting on relevant scientific literature and policy documents
   - Conducting an international comparative case-study based on policy documents and scientific literature
   - Forming an substantiated opinion based on a critical analysis and comparison of scientific literature and policy documents
Please be aware of the fact that there is an entry requirement:
- Statistical Physics and Quantum Mechanics

Course goals
General course goal: After attending this course the student is familiar with the basic quantum statistical description of i) the behavior of solid-state systems, ii) systems of cold atoms.

After attending this course the student:
Can name symmetry properties of simple crystal structures, and relate these for simple cases to macroscopic properties, such as the tensor structure of conductivity and heat conductivity.
Has an understanding of the quantisation procedure and statistical-physical description of lattice vibrations (phonons) and photons in a cavity within the canonical ensemble. The student can apply these to derive the Planck distribution, the Debye model for heat capacity, and the properties of a black body radiator.
Is familiar with the derivation of the theorem of Bloch and can apply this to determine simple electronic band structures.
Understands the grand-canonical description of the ideal Bose and Fermi gas, and can apply this to determine properties of these gases such as the temperature for Bose-Einstein condensation and the Fermi temperature.
Can apply the Hartree-Fock theory on an elementary level to derive the Gross-Pitaevskii equation for spinless bosonic systems and the Hartree-Fock equations for femions (in particular, electrons).
Can apply the semi-classical (Boltzmann) transport theory to determine basic transport properties, such as coupled heat and charge transport, of electronic systems within the relaxation time approach.
Has an understanding of the properties of semiconductors, insulators, and metals, particularly in the context of the aforementioned semi-classical theory of transport properties.
Is familiar with the exchange and super-exchange mechanisms for magnetism, with the Stoner- and Heisenberg model of ferromagnetism, and with the derivation of magnetic susceptibilities of the electron gas.
After attending the course, the student has qualitative understanding of several modern and more sophisticated phenomena in condensed matter physics, such as spin-dependent transport ("spintronics"), quantum and anomalous Hall effects, and superconductivity.
Content
This course has a strong multidisciplinary approach and is intended to bring together students from several disciplines in order to learn from each other and to appreciate the problems, which are at stake in the different disciplines. Guideline for the course is the structure used by the Intergovernmental Panel on Climate Change (IPCC) which recently released a new series of reports on the physics of the climate system, adaption strategies and mitigation strategies as well as a synthesis report. All these aspects will be treated by a wide scope of lecturers according to the following schedule.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Week</th>
<th>Week number</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Physics of the climate system</td>
<td>1+2</td>
<td>17+18</td>
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<td>R.v.d.Wal/A. Sluijs</td>
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<tr>
<td>Adaptation</td>
<td>3+4</td>
<td>19+20</td>
<td></td>
<td>J Rosales Carreon</td>
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<tr>
<td>Mitigation</td>
<td>5+6</td>
<td>21+22</td>
<td></td>
<td>J Rosales Carreon</td>
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<tr>
<td>Economical Aspects</td>
<td>7</td>
<td>23</td>
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<td>M. Sanders</td>
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<tr>
<td>Legal Aspects</td>
<td>8</td>
<td>24</td>
<td></td>
<td>H. Dotinga</td>
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<tr>
<td>Political Aspects</td>
<td>9</td>
<td>25</td>
<td></td>
<td>B. Bregman/L. Meyer</td>
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<tr>
<td>Anthropology</td>
<td>10</td>
<td>26</td>
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<td>D. Raven</td>
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Format:
There will be 8 contact hours per week, which include oral lectures, exercises, working groups/discussion sessions, short examination. Total study load is 20 hours per week.
"Graphics" is an introductory lecture about computer graphics. Generally, computer graphics deals with the processing of visual (images) and spatial (geometry) data by a computer. The lecture will focus on the very basics of modeling and rendering, i.e., the mathematical description of three-dimensional scenes and how to create (realistic) images of such models. This is the core area of computer graphics.

The course will start with a short coverage of the mathematical basics needed for computer graphics. This part will introduce fundamental concepts of linear algebra and other areas of higher mathematics that are important far beyond the field of graphics. Next, we discuss the foundations of computer graphics, such as transformations and projection of 3D models, hidden surface removal, triangle rasterization, shading, texture mapping, shadows, and ray tracing. Finally, we will also look briefly into more advanced topics in physically-based global illumination.
Please be aware of the fact that there is an entry requirement:
- course on quantum mechanics

**Course goals**
- The student understands how to work with covariant and contravariant vectors
- The student learns how to perform transformations between different inertial systems and to make calculations for decays and collisions between particles using relativistic mechanics
- The student can identify the building blocks of the Standard Model, the leptons, the quarks, the gauge bosons and their quantum numbers
- The student is able to explain how different particles interact with matter
- The student is able to explain how modern particle detectors work
- The student can distinguish the three different interactions of the Standard Model, the electromagnetic, the weak and the strong and their force carriers
- The student can draw and interpret Feynman diagrams for basic interactions between subatomic particles
- The student can identify the main symmetries of the Standard Model and the notion of symmetry breaking

**Content**
The lectures start with an introduction of the mathematical tools needed to study the underlying theory of particle physics. We will look at the Lagrangian formalism and at transformations between different inertial systems. We introduce the 4-vector notation and we will get a chance to make calculations for decays and collisions between particles using relativistic mechanics. We will then get to know about symmetries and conservation laws and we will get familiar with the building blocks of the Standard Model, the leptons, the quarks, the gauge bosons and their quantum numbers.

The second part of the lectures focuses on introducing the theoretical framework of the three pillars of the Standard Model: the electromagnetic, the weak and the strong interactions. For each of the three topics, we make the connection between theory and the latest experimental results from state-of-the-art accelerators (e.g. the Large Hadron Collider at CERN) and detector systems. Finally, we conclude with the latest developments in the field of particle physics, including the discovery of the Higgs particle and its importance but also with a discussion about physics beyond the Standard Model.
More information coming soon.

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<thead>
<tr>
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<th>Title</th>
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<th>Teacher</th>
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<td>B3IMMB09</td>
<td>dr. C. Kesmir</td>
<td>Intake InclUUsion</td>
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Please be aware of the fact that this is a course from the MASTER program. To be able to attend this course you will need a Bachelor degree in Information Science, Informatics or Artificial Intelligence.

**Target group:** Master students in Business Informatics, Computer Science, Game and Media Technology, and Artificial Intelligence. Student enrolling in MBI in February are advised to follow the course directly in their first year. This course is especially meant for those who are interested in a career as researcher, business consultant, IT (software or enterprise) architect, or (project) manager.

The course consists of two 2-hour lectures and a 2-hour workshop every week. The rest of the work is self study. Each student will select a method or technique described in a scientific paper for which a paper will be written. Main tasks will be literature review and description of methods using the meta-modeling technique of process-deliverable diagrams. The contents of this paper have to be presented in a knowledge clip and your paper will be peer reviewed.

Method Engineering is defined as the engineering discipline to design, construct, and adapt methods, techniques and tools for the development of information systems. Similarly as software engineering is concerned with all aspects of software production, so is method engineering dealing with all engineering activities related to methods, techniques and tools.

Typical topics in the area of method engineering are:
- Method description and meta-modeling
- Method fragments, selection and assembly
- Situational methods
- Method frameworks, method comparison
- Incremental methods
- Knowledge infrastructures, meta-case, and tool support

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<tr>
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<th>Teacher</th>
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<tr>
<td>Period 3</td>
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<td>INFOME</td>
<td>S. Overbeek</td>
<td>You need a bachelor degree in: Information Science, Informatics or Artificial Intelligence</td>
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