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<tr>
<td>23/04/2018 to 29/06/2018</td>
<td>The Vietnam War. Past and Present</td>
<td>GE2V14023</td>
<td>drs. R. van der Hoeven</td>
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<td>Racism in the Western World: a Cultural History</td>
<td>GE2V16006</td>
<td>dr. J. Verheul</td>
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<td>Politics of Images</td>
<td>GE3V13015</td>
<td>dr. B. Schilling</td>
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<td>International Guest Course</td>
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<td>dr. S.L.M. Stevens</td>
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<td>Asia and the West in a Southeast Context</td>
<td>GE3V15006</td>
<td>prof. dr. G.J. Knaap</td>
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<td>The Cultural Cold War: American Cultural Diplomacy from 1945 to the Present</td>
<td>GE3V17049</td>
<td>dr. J. Verheul</td>
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### Faculty of Humanities: Languages, Literature and Communication

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<td>KE3V14104</td>
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<td>Period 4</td>
<td>Language comparison</td>
<td>TW3V14001</td>
<td>prof. dr. M.B.H. Everaert</td>
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<td>Period 4</td>
<td>Great Medieval Heroes</td>
<td>TL3V14204</td>
<td>dr. M.P.J. Cole</td>
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<td>Period 4</td>
<td>Language Acquisition and Language Structure</td>
<td>TW3V14204</td>
<td>dr. M. Marelj</td>
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### Faculty of Humanities: Media and Cultural Sciences

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<td>The City As Stage: Critical Interventions in Public Space</td>
<td>ME3V15006</td>
<td>drs. S. Merx</td>
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<td>Period 4</td>
<td>Water, Governance and Law</td>
<td>GEO4-6002</td>
<td>dr. mr. A.M. Keessen</td>
<td>necessary that students have a background in water science (e.g. hydrology or engineering)</td>
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<td>Period 4</td>
<td>Philosophy of Science and Ethics</td>
<td>GEO2-2142</td>
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<td>Period 4 23/04/2018 to 08/07/2018</td>
<td>Contemporary Economics in Historical Perspective</td>
<td>ECB2GED</td>
<td>M.J. Boumans</td>
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<td>Period 4 23/04/2018 to 08/07/2018</td>
<td>Law and Identity</td>
<td>RGBUSBR010</td>
<td>mr. H. Tigchelaar</td>
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<td>Period 4 23/04/2018 to 08/07/2018</td>
<td>Understanding political leadership</td>
<td>USG4250</td>
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<td>Period 4 23/04/2018 to 08/07/2018</td>
<td>Comparative Human Rights</td>
<td>RGBUIER006</td>
<td>mr. dr. M. van den Brink</td>
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<td>Period 4 23/04/2018 to 08/07/2018</td>
<td>Managing global problems</td>
<td>USG4261</td>
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<td>Period 4 23/04/2018 to 08/07/2018</td>
<td>Governance of Development Cooperation</td>
<td>USG4011</td>
<td>dr. W.E. Bakker</td>
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<td>Period 4 23-04-2018 to 29-06-2018</td>
<td>Wild years: Social scientists on youth and generations</td>
<td>200600056</td>
<td>dr. P.J.H. Selten</td>
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<td>Youth and Media</td>
<td>201600021</td>
<td>dr. H. Vossen</td>
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<td>Period 4 23-04-2018 to 29-06-2018</td>
<td>Solidarity and social justice: Social policy responses to social problems</td>
<td>201700020</td>
<td>dr. M.A. Yerkes</td>
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<td>Period 4 23-04-2018 to 29-06-2018</td>
<td>International Perspectives on Education</td>
<td>201700026</td>
<td>dr. T.E. Hornstra</td>
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<td>Period 4 23-04-2018 to 06-07-2018</td>
<td>Quantum matter</td>
<td>NS-371B</td>
<td>D. Schuricht</td>
<td>Statistical Physics and Quantum Mechanics, Intake Inclusión</td>
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<td>Period 4 23-04-2018 to 06-07-2018</td>
<td>Climate and Society</td>
<td>BETA-B1KM</td>
<td>dr. R.S.W. van de Wal</td>
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<td>Period 4 23-04-2018 to 06-07-2018</td>
<td>Organic Chemistry II</td>
<td>FA-CPS311</td>
<td>Dr. J.A.W. Kruijzer</td>
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<td>Period 4 23-04-2018 to 06-07-2018</td>
<td>Immunobiology</td>
<td>B-B3IMMB09</td>
<td>dr. C. Kesmir</td>
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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.
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<td>Racism in the Western World: a Cultural History</td>
<td>GE2V16006</td>
<td>dr. J. Verheul</td>
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**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.
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.
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
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

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).
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 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.
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 economic theory, institutions and behaviour.

### 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.
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
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.
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.

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<th>Course code</th>
<th>Teacher</th>
<th>Formal requirements</th>
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<tbody>
<tr>
<td>Period 4</td>
<td>Governance of Development Cooperation</td>
<td>USG4011</td>
<td>dr. W.E. Bakker</td>
<td>Intake InclUUsion</td>
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</table>
Content
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 an consultancy report on a youth and media related topic aimed at non-academic stakeholders.
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.

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<tr>
<td>Period 4</td>
<td>Solidarity and social justice: Social policy responses to social problems</td>
<td>201700020</td>
<td>dr. M.A. Yerkes</td>
<td>Intake InclUUsion</td>
</tr>
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Content
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 fermions (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, adaptation 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>Week</th>
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<th>Topic</th>
<th>Responsible</th>
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<tr>
<td>1</td>
<td>1+2 17+18</td>
<td>Physics of the climate system</td>
<td>R.v.d.Wal/A. Sluijs</td>
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<tr>
<td>2</td>
<td>3+4 19+20</td>
<td>Adaptation</td>
<td>J Rosales Carreon</td>
</tr>
<tr>
<td>3</td>
<td>5+6 21+22</td>
<td>Mitigation</td>
<td>J Rosales Carreon</td>
</tr>
<tr>
<td>4</td>
<td>7 23</td>
<td>Economical Aspects</td>
<td>M. Sanders</td>
</tr>
<tr>
<td>5</td>
<td>8 24</td>
<td>Legal Aspects</td>
<td>H. Dotinga</td>
</tr>
<tr>
<td>6</td>
<td>9 25</td>
<td>Political Aspects</td>
<td>B. Bregman/L. Meyer</td>
</tr>
<tr>
<td>7</td>
<td>10 26</td>
<td>Anthropology</td>
<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.
Synthesis is at the 'heart' of chemistry. It is because of chemical synthesis that all kinds of substances can be made. This course introduces the principles and context that make organic synthesis central to modern chemistry.

This course will expand upon the theory introduced in first year organic chemistry and will cover topics including: resonance, nucleophilic substitution and elimination reactions, carbocations, carbanions, radicals, stereochemistry, acid-base behaviour, etc.. With this expanded knowledge and understanding you will be equipped to accurately predict chemical reactivity, an important consideration in the creation ("synthesis") of new molecules ("compounds"), with unique material (i.e. polymers) or biological (i.e. medicines) properties.
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<tr>
<td><strong>Period 4</strong></td>
<td>Immunobiology</td>
<td>B3IMMB09</td>
<td>dr. C. Kesmir</td>
<td>Intake InclUUsion</td>
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More information coming soon.