Dear prospective student,

During the summer months June, July and August, the Utrecht Summer School offers about 240 intensive academic courses (varying from several days to several weeks) which are part of numerous disciplines: economics, business, art, culture, language, music, history, healthcare, (life) science and social science. In 2017 4000 students from 125 different countries participated and made Utrecht the largest Summer School in Europe. The program is enriched by social activities like excursions, social gatherings, festivities and sports.

In this course guide you will find the Utrecht Summer School courses which are available to InclUUsion students. Course material and the Course fee are offered for free.

It is very important that you follow our procedure:

To complete the first step in the selection procedure, you will have to fill in the general registration form. Please make sure you upload your CV: https://fd8.formdesk.com/universiteitutrecht/registration_inclusion_summerschool

The next steps in the application process depend on the specific course. A personal intake can be part of the selection as well. Please be aware of the fact that we cannot guarantee admission to the course and note that your full collaboration and a 100% attendance is required. The course leaders decide whether students will be accepted to the course.

Please note that the courses of the HU University of Applied Sciences Utrecht, Economics and Management have an age limit of 30 years old. If you are older than 30, unfortunately you will not be able to participate in these courses.
<table>
<thead>
<tr>
<th>Nº</th>
<th>Field</th>
<th>Title</th>
<th>Dates</th>
<th>Level</th>
<th>Spots Available</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>FULL</td>
<td>Contemporary and International Conflict Management</td>
<td>16 July 2018 - 27 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>1-3 students</td>
</tr>
<tr>
<td>2</td>
<td>Social Sciences</td>
<td>Bilingualism</td>
<td>13 August 2018 - 17 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>3 students</td>
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<tr>
<td>3</td>
<td>Social Sciences</td>
<td>Evolution of Language</td>
<td>13 August 2018 - 17 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>2 students</td>
</tr>
<tr>
<td>4</td>
<td>Social Sciences</td>
<td>Introduction to Generative Syntax</td>
<td>13 August 2018 - 17 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>3 students</td>
</tr>
<tr>
<td>5</td>
<td>Social Sciences</td>
<td>Statistics for Experimental Linguists</td>
<td>20 August 2018 - 24 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>3 students</td>
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<tr>
<td>6</td>
<td>Social Sciences</td>
<td>Psycholinguistics</td>
<td>20 August 2018 - 24 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>3 students</td>
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<tr>
<td>7</td>
<td>Social Sciences</td>
<td>Introduction to Semantics in L1 and L2 Acquisition</td>
<td>20 August 2018 - 24 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>3 students</td>
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<tr>
<td>8</td>
<td>Culture</td>
<td>Religion in the World: Beyond the Secular Paradigm</td>
<td>02 July 2018 - 06 July 2018 (1 week)</td>
<td>Bachelor</td>
<td>3 students</td>
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<tr>
<td>9</td>
<td>FULL</td>
<td>Introduction to Intercultural Communication</td>
<td>13 August 2018 - 17 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>1 student</td>
</tr>
<tr>
<td>No</td>
<td>Field</td>
<td>Title</td>
<td>Dates</td>
<td>Level</td>
<td>Additional requirements</td>
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<tr>
<td>1</td>
<td>Business</td>
<td>Innovation Supportive Leadership and Performance Happiness</td>
<td>30 July 2018 - 10 August 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>MAXIMUM 30 years old</td>
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<tr>
<td>2</td>
<td>Business</td>
<td>Going Global: Management Game Strategic Marketing</td>
<td>06 August 2018 - 10 August 2018 (1 week)</td>
<td>Bachelor</td>
<td>MAXIMUM 30 years old</td>
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<tr>
<td>3</td>
<td>Business</td>
<td>Agile Projects as Dynamic Capability</td>
<td>20 August 2018 - 24 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>MAXIMUM 30 years old</td>
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<tr>
<td>4</td>
<td>Business</td>
<td>Innovation in Europe: Challenges and Drivers</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>MAXIMUM 30 years old</td>
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<tr>
<td>5</td>
<td>Business</td>
<td>Introduction to Finance and Banking</td>
<td>16 July 2018 - 20 July 2018 (1 week)</td>
<td>Bachelor</td>
<td>MAXIMUM 30 years old</td>
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<tr>
<td>6</td>
<td>Business</td>
<td>Innovation Lab: Co-creation and Service Design</td>
<td>16 July 2018 - 27 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>MAXIMUM 30 years old</td>
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<tr>
<td>7</td>
<td>FULL</td>
<td>Business Process Management and IT</td>
<td>30 July 2018 - 10 August 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>Bachelor’s degree (preferably in the area of business management, organisational studies or Information Technology)</td>
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<td>9</td>
<td>FULL</td>
<td>Asset Integrity and Industrial Risk Management</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>10</td>
<td>Business</td>
<td>Process Mining</td>
<td>13 August 2018 - 17 August</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<td></td>
<td>Business</td>
<td>Digital Leadership: a Crucial Role in Digital Transformations</td>
<td>23 July 2018 - 03 August 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>12</td>
<td>FULL</td>
<td>Multi Professional Cooperation in Stroke Management</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>13</td>
<td>Healthcare</td>
<td>Depression Management and Suicide Prevention</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>14</td>
<td>Healthcare</td>
<td>Paediatric Oncology Nursing</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<td>15</td>
<td>Healthcare</td>
<td>Speech Sound Disorders</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>Basic knowledge of field of speech therapy</td>
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<tr>
<td>16</td>
<td>FULL</td>
<td>21st Century Skills for Healthcare Professionals</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>Background with healthcare</td>
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<tr>
<td>17</td>
<td>Healthcare</td>
<td>Healthy Aging</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>18</td>
<td>Social Sciences</td>
<td>Man, Machine and Media; the Internet of Things</td>
<td>16 July 2018 - 20 July 2018 (1 week)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>19</td>
<td>Social Sciences</td>
<td>Alternative Education: Having Confidence in Children!</td>
<td>02 July 2018 - 06 July 2018 (1 week)</td>
<td>Bachelor</td>
<td>Minimum B2 level of English</td>
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<tr>
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<td>Title</td>
<td>Dates</td>
<td>Level</td>
<td>Additional requirements</td>
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<td>1</td>
<td>FULL</td>
<td>Infection Meets Immunity</td>
<td>16 July 2018 - 27 July 2018</td>
<td>Advanced Master</td>
<td>Background knowledge in immunology and/or infectious diseases</td>
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<td>(2 weeks)</td>
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<td>2</td>
<td>FULL</td>
<td>Reproductive &amp; Maternal health: a global perspective</td>
<td>09 July 2018 - 13 July 2018 (1 week)</td>
<td>Master</td>
<td>None</td>
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<td>3</td>
<td>FULL</td>
<td>Child Health - a Global Perspective</td>
<td>20 August 2018 - 24 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
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<td>Field</td>
<td>Title</td>
<td>Dates</td>
<td>Level</td>
<td>Additional requirements</td>
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<td>1</td>
<td>Law and Economics</td>
<td>Global Challenges: Local Responses to the International Refugee Crisis</td>
<td>02 July 2018 - 06 July 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>2</td>
<td>Law and Economics</td>
<td>Introduction to the International Law of the Sea</td>
<td>27 August 2018 - 31 August 2018 (1 week)</td>
<td>Bachelor</td>
<td>None</td>
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<td>3</td>
<td>Law and Economics</td>
<td>Introduction to Public International Law</td>
<td>02 July 2018 - 06 July 2018 (1 week)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>4</td>
<td>Law and Economics</td>
<td>Law and Sustainability</td>
<td>02 July 2018 - 06 July 2018 (1 week)</td>
<td>Bachelor</td>
<td>None</td>
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<td>5</td>
<td>FULL</td>
<td>International Human Rights Law: An Introduction</td>
<td>02 July 2018 - 06 July 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<td>6</td>
<td>Law and Economics</td>
<td>Introduction to Econometrics using Stata</td>
<td>20 August 2018 - 31 August 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>7</td>
<td>Law and Economics</td>
<td>Addressing Local Policy Issues in Emerging Economies</td>
<td>16 July 2018 - 20 July 2018 (1 week)</td>
<td>Advanced Bachelor</td>
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<tr>
<td>8</td>
<td>Law and Economics</td>
<td>International Law from a Gender Perspective</td>
<td>09 July 2018 - 13 July 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>9</td>
<td>Law and Economics</td>
<td>Human Rights and Gender - Track</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>10</td>
<td>Law and Economics</td>
<td>Refreshing Mathematics A</td>
<td>27 August 2018 - 31 August 2018 (1 week)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>11</td>
<td>Law and European</td>
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<td>02 July 2018 -</td>
<td>Advanced</td>
<td>None</td>
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<tr>
<td>Field</td>
<td>Title</td>
<td>Dates</td>
<td>Level</td>
<td>Additional Requirements</td>
<td>Spots</td>
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<tr>
<td>Economics</td>
<td>Competition Law and Economics: Cartels and Other Evils</td>
<td>06 July 2018 (1 week)</td>
<td>Bachelor</td>
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<tr>
<td>12 Law and Economics</td>
<td>EU Law: Opportunities and Challenges</td>
<td>16 July 2018 - 20 July 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
<td>Unlimited</td>
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<tr>
<td>13 Business</td>
<td>Entrepreneurial Finance and Going Public</td>
<td>20 August 2018 - 24 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
<td>1 students</td>
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<tr>
<td>1 Science</td>
<td>Introduction to Complex Systems</td>
<td>27 August 2018 - 31 August 2018 (1 week)</td>
<td>Advanced Bachelor</td>
<td>None</td>
<td>1 or 2 students</td>
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<tr>
<td>2 Science</td>
<td>Observing Primate Behaviour</td>
<td>16 July 2018 - 27 July 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>-Sufficient level of English - Valid ID card</td>
<td>2 students</td>
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<tr>
<td>3 Science</td>
<td>Theoretical Physics</td>
<td>20 August 2018 - 31 August 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
<td>1 student</td>
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<tr>
<td>4 Science</td>
<td>Physics of the Climate System</td>
<td>13 August 2018 - 24 August 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
<td>2-3 students</td>
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<tr>
<td>5 Life Sciences</td>
<td>Exploring Nature's Molecular Machines</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Advanced Bachelor</td>
<td>None</td>
<td>2 students</td>
</tr>
<tr>
<td>No</td>
<td>Field</td>
<td>Title</td>
<td>Dates</td>
<td>Level</td>
<td>Additional Requirements</td>
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<tr>
<td>1</td>
<td>Social Sciences</td>
<td>Migration, Integration and Ethnic Relations</td>
<td>09 July 2018 - 20 July 2018</td>
<td>Advanced Bachelor</td>
<td>None</td>
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<tr>
<td>2</td>
<td>Social Sciences</td>
<td>Applied Multivariate Analysis</td>
<td>20 August 2018 - 31 August 2018</td>
<td>Advanced Bachelor</td>
<td>Basic knowledge of SPSS and an introductory statistics course that includes simple linear regression analysis.</td>
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<td>3</td>
<td>Social Sciences</td>
<td>Demographics and Migration Crisis in Trump-era</td>
<td>06 August 2018 - 17 August 2018</td>
<td>Advanced Bachelor</td>
<td>1 year of higher education</td>
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<tr>
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<td>Title</td>
<td>Dates</td>
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<tr>
<td>1</td>
<td>Culture</td>
<td>European Encounters: Diversity and Integration from West to East - Track</td>
<td>02 July 2018 - 27 July 2018 (4 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>2</td>
<td>Culture</td>
<td>Dutch Culture in a European Context - Track</td>
<td>02 July 2018 - 10 August 2018 (6 weeks)</td>
<td>Bachelor</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Culture</td>
<td>The Making of Europe - Track</td>
<td>02 July 2018 - 10 August 2018 (6 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>4</td>
<td>Culture</td>
<td>European Studies - Track</td>
<td>02 July 2018 - 10 August 2018 (6 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>5</td>
<td>Culture</td>
<td>Founding Europe: From Antiquity to the 19th Century - Track</td>
<td>02 July 2018 - 27 July 2018 (4 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>6</td>
<td>Culture</td>
<td>Discovering the Dutch: Dutch Culture and Society - Track</td>
<td>16 July 2018 - 10 August 2018 (4 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>7</td>
<td>Culture</td>
<td>The Rise of Modern Europe - Track</td>
<td>16 July 2018 - 10 August 2018 (4 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>8</td>
<td>Art and music</td>
<td>History of Art: European Highlights - Track</td>
<td>02 July 2018 - 10 August 2018 (6 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>9</td>
<td>Art and music</td>
<td><strong>FULL</strong> A Journey Through Dutch Art - Track</td>
<td>16 July 2018 - 10 August 2018 (4 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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<tr>
<td>10</td>
<td>Art and music</td>
<td>History of Art: a Thousand Years of Art in Northern Europe - Track</td>
<td>16 July 2018 - 10 August 2018 (4 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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</table>
Course content:

Conflict management has become a prominent field of inquiry and practice in three main areas: scholarly, policy-oriented, and operational. In this setting, the course aims to enhance understanding of violent conflict and conflict management. The sessions deal with the recent cases of Afghanistan, Lebanon, Liberia, the Sudans, Sri Lanka and Uganda as illustrative examples, but also study other conflicts around the world. In addition, attention will be paid to the emergence of IS and the issue of refugees.

You will learn to map, analyse and frame contemporary conflict, and be introduced to theories that attempt to explain armed conflict. All this serves to sharpen your conceptual and analytical capacities to gain insight into a number of pertinent issues and tools in conflict analysis, conflict policy and conflict management.

There are special sessions on the recurrence of conflict, religion as a factor in conflict, and state fragility, as these issues form prominent topics of debate in the current field of conflict studies. We also discuss how particular discourses elevate certain issues into a security problem by explaining the notion of securitisation and particular ‘frames’ on violence. In addition, attention is paid to post-conflict themes, such as peace- and state building, the effects of political and military power sharing between former belligerents, and reconciliation and justice in the wake of civil war. Finally, attention is paid to how rebels govern areas under their control. Throughout the lectures, we introduce policy approaches and instruments to deal with conflict and/or attain peace.

Course leader: Prof. dr. Georg Frerks

Course aim:

The aim of this course is to provide the student with a state-of-the-art introduction on contemporary conflict, to review existing explanatory approaches and major policies and instruments of international conflict management.

Study load:

Fulltime course, various lectures & seminars combined with self-study and course assignments.

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/social-sciences/contemporary-and-international-conflict-management
Course content:

Ask someone their opinion on bilingualism and you are likely to hear statements such as: learning two languages from birth confuses children and impairs their cognitive development', 'Bilingual children can't speak either of their two languages properly' or 'You can only become bilingual if you start acquiring your second language as a young child.' Though common currency among the general public, each of these statements is in fact a myth. In this course, you will discover why this is the case as we review some of the most important findings from the research on bilingual children.

This course starts with a general introduction to early bilingualism, discussing myths and facts, introducing key terms and notions, and presenting some actual research issues. Each subsequent lecture will touch upon a specific topic (language separation, bilingual lexicon, code-switching and cognitive advantages of bilingualism), providing theoretical background and examples of recent studies. Students are expected to read first-hand literature and to develop a critical attitude towards theories and data. The instructor will help them to identify (still) unsolved problems and she will encourage them to formulate new research questions.

govern areas under their control. Throughout the lectures, we introduce policy approaches and instruments to deal with conflict and/or attain peace.

Course leader: Kirsten Schutter MSc

Course aim:

To learn about recent research about bilingual children.

Study load:

Daily 2 1/2 hour session; max one hour homework per day.

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/social-sciences/bilingualism
Course content:

Humans have ‘language’, animals do not. In this course we investigate on the basis of what evidence we can make such a claim. What exactly is language? Can we say that animals do not have a faculty for language? Does language development in humans differ fundamentally from that in other animals, like in chimps? When we compare the development in songbirds and humans, do we 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.

Human language is complex and results from interacting simpler systems, which each may have had a long evolutionary history of its own. Nevertheless, the way these modules are integrated into a working system has been novel as well as recent. Relevant issues that will be addressed in this course include: uniquely human and/or linguistic; evaluation of core properties of human language from gestural or vocal systems of animal communication; evaluation gradual or saltational and exaptive; the primary function of language as communication or an efficient way of organising cognitive systems. Central to this course will be the comparative perspective from evolutionary biology on language.

Course leader: Kirsten Schutter MSc

Course aim:

To allow students to gain an elementary understanding of the issues surrounding language evolution.

Study load:

Daily 2 1/2 hour session; max one hour homework per day.

For more information, click on the following link: https://www.utrechtsummerschool.nl/courses/social-sciences/evolution_of_language_uil_ots
Course content:

In this course, students will be introduced to the basics of generative linguistics, the theoretical framework evolved from and based on Noam Chomsky’s work. The formal tools of generative linguistics enable linguists to explore the complex and fascinating system underlying sentence structure and sentence meaning. The theory accounts for the creativity of human language and other characteristics that make it unlike the communication system of any other animal.

While language finds expression in culture, and is commonly associated with it, language is a biological property of the human species, not a cultural one. It is found in all humans, regardless of their culture, and all language systems are equally complex. We will look at syntax, the abstract properties of human language structure, and learn how to formalize the rules that govern it. As we will see, only a handful of syntactic principles are needed to generate an infinite number of possible sentences from a finite set of words available in a language. Topics covered will include the major concepts used to analyze linguistic phenomena in the generative tradition, such as phrase structure, movement, binding, and logical form.

Course leader: Kirsten Schutter MSc

Course aim:

Provide students with an introduction to the Government and binding framework in generative linguistics as a basis for continuation into Minimalism.

Study load:

Daily 2 1/2 hour session; max one hour homework per day.

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/social-sciences/introduction_to GENERATIVE_syntax
Course content:

This crash course is meant as a basic introduction to statistical treatment of experimental data. Attention will be given to description of data, and to basic ideas such as sampling, chance levels and hypothesis testing. Furthermore, the question of how to design an experiment that might prove/disprove your theory will be discussed. The programme is rather ambitious, so students should prepare the assigned chapters before coming to class. In class, the material will be discussed and we will go into some of the exercises.

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Course leader: Kirsten Schutter MSc

Study load:

Daily 2 1/2 hour session; max one hour homework per day.

For more information, click on the following link:  
https://www.utrechtsummerschool.nl/courses/social-sciences/statistics_for_experimental_linguists_uil_ots
Course content:

The course offers an introduction to Artificial Grammar Learning, a methodology used to study the learning mechanisms that human beings possess, which allow them to effortlessly (and often subconsciously) detect patterns in the input. We consider these learning mechanisms for their role in language acquisition, their relationship to other human cognitive abilities, their neurological underpinnings and their functioning in language-impaired populations.

This course focuses on the psycholinguistic endeavour of mapping out the learning and cognitive mechanisms that allow humans to pick up patterns and regularities in linguistic input, and that might thus support the process of language acquisition. We will focus on Artificial Grammar Learning (AGL), a methodology that has been employed to study learning mechanisms, and to demonstrate that humans have an aptitude for spontaneously (and subconsciously) detecting structure in the unfamiliar input that they perceive. We will discuss AGL research with a critical eye, and its (in/)ability to: (i) answer big questions about the nature of language; (ii) identify processes that might be involved in language acquisition or language processing; (iii) map out an aspect of human cognition that is not explained by other cognitive abilities like memory, attention, IQ, etc.; (iv) explain developmental language disorders as underlying deficits in specific learning mechanisms; (v) combine with innovative experimental methods to open up interdisciplinary avenues for research.

**Course leader:** Kirsten Schutter MSc

**Course aim:**

To allow students to acquaint themselves with the basic principles of psycholinguistics

**Study load:**

Daily 2 1/2 hour session; max one hour homework per day.

**For more information, click on the following link:**

[https://www.utrechtsummerschool.nl/courses/social-sciences/psycholinguistics___uil_ots](https://www.utrechtsummerschool.nl/courses/social-sciences/psycholinguistics___uil_ots)
Course content:

This course introduces the basics of (formal) semantics and first and second language (L1/L2) acquisition as well as the interface between them. Days 1 and 2 are devoted to the introduction of a broad panorama of acquisition theories, Day 3 provides an introduction to semantics and on Days 4 and 5 we look into a number of semantic case studies in acquisition.

This course allows the student to acquire the basic concepts and a basic understanding of the theoretical challenges in semantics and L1/L2 acquisition. It provides the optimal basis for (under)graduate courses in semantics and acquisition. Days 1 through 3 are devoted to the study of acquisition theories as well as the basics of (formal) semantics. Days 4 and 5 bring together the two parts of the course by zooming in on semantic case studies in L1 and L2 acquisition. Students will be notified approximately two weeks before the course about the required readings and are expected to participate in class/group discussions.

Course leader: Kirsten Schutter MSc

Course aim:

To allow students to acquaint themselves with issues in language acquisition studies.

Study load:

Daily 2 1/2 hour session; max one hour homework per day.

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/social-sciences/introduction_to_semantics_in_l1_and_l2_acquisition___uil_ots
Course content:

This course focuses on current debates in the academic Study of Religion about the role of religion in our globalized world. Theories of secularization are studied in the light of recent research on the resilience and pluriformity of religion in contemporary societies. We will discuss the tension between religious identities and the modern state, and other recent controversies about religious diversity, as well as recent scholarly approaches to the study of ‘religion’ from a material and corporeal perspective. Experts of various religious traditions will offer you a broad overview of the history and current situation of religion in the West. The history and current situation of religion in the West will be the prominent theme during the morning lectures. Experts in Christianity, Islam and in Christian-Muslim relations and other religious migrant communities and their traditions teach this course together to offer you a broad overview of the religious landscape in the West, with special focus on the remarkably diverse range of religious groups in the Netherlands.

During the afternoon seminars we will explore the relationship between religion and the secular, focusing on key theoretical texts. We will discuss the tension between religious identities and the modern state, and other recent controversies about religious diversity, as well as recent scholarly approaches to the study of ‘religion’ from a material and corporeal perspective. The seminars’ aim is to allow you to critically analyse the very broad topics of the politics of religion and secularism and to offer you the opportunity to practice your interpretive and expressive skills.

Course leader: Dr. M.J. Kruithof

Target Audience:

Second and third year BA students with a strong interest in religion, preferably with a background in religious studies or a related discipline. This Summer school forms an excellent preparation for the Research Master Religious Studies at Utrecht University.

Course aim:

The aim of this course is to study religion in our modern globalized world. The focus will be on both the diverse religious landscape in the West and on the relationship between religion and the secular. Students will be able to critically discuss theories of secularism in the light of recent research on the resilience and pluriformity of religion in contemporary societies.
Study load:

Contact hours: 28 hours. On an average day you will attend two 90-minute lectures in the morning and one 90-minute lecture in the afternoon. This course also offers a full-day excursion to Amsterdam and an afternoon excursion in Utrecht.

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/culture/religion-in-the-world-beyond-the-secular-paradigm
Course content:

This course gives an introduction on basic theories regarding intercultural communication. These theories will be linked to different contexts, ranging from education and business, to migration and media. Drawing from different exercises and assignments throughout the course, we will finally focus on enhancing your own intercultural awareness and applying the theories to personal experiences with linguistic diversity and cultural otherness.

In this course, participants will be introduced to basic theories regarding intercultural communication. These theories will be linked to different contexts, ranging from education and business, to migration and media. We will start by looking at approaches which study cultures from a top-down approach, such as advertising in business contexts and cultural values and differences in communication styles. We will also study the representation of cultural groups in media and texts. These top-down approaches will then be critically discussed, after which the notion of interculturality is introduced. Here, culture is studied from a bottom-up approach. Interculturality is mainly concerned with investigating the relevance of culture for identity and its influence on interaction between individuals from different countries. On the one hand we will look at ways to analyse culture and identity in real-life interaction. On the other hand we will discuss competencies enabling speakers to reach understanding across cultures. Finally, drawing from different exercises and assignments throughout the course, we will focus on enhancing your own cultural awareness and applying the theories to personal experiences with linguistic diversity and cultural otherness.

Course leader: Jan D. ten Thije

Course aim:

To provide students with a clear and broad introduction to the field of Intercultural Communication.

Study load:

Daily 2 x 2 1/2 hour session; max one hour homework per day.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/culture/introduction-to-intercultural-communication
Course content:

What is the secret of one of the world’s most successful companies? Google is well known as a best-practice for creating an extraordinary climate for innovation and performance happiness. In this course you will discover the key variables of leadership, their relation to innovation and how they stimulate workplace happiness and increased performance. Supported by a mix of lectures and company visits, students will work together and analyze ‘the Google way’. During the second week of the course students will be applying their newly found insights, getting out the door and working together with real companies in the Utrecht area.

This course will start with an intensive two-day workshop on personal and servant leadership, helping you to get familiar with some of the individual characteristics of innovative supportive leadership, and setting the stage for the first assignment; Students will work in teams and gain all the relevant and available information on leadership at Google, supported by a simple method of modelling success factors of organizations. During the second week each team will be connected to a company in the Utrecht area, get out the door and translate what their newly found insights could mean for their company. During this assignment, teams will receive intense coaching from our lecturers combined with a workshop on the fundamentals of e-leadership and the growing importance of digital systems to business innovation. As a final assessment, each team will present their results to the company.

Course leader: Etiënne Steens MSc

Target Audience: This course is an interesting challenge for students enrolled in programmes on Business Administration, Marketing, and Finance, but is also open to bachelor and master students from other fields, as long as you have some background or a strong interest in business innovation. A good command of English is necessary.
Course aim:

This course aims to provide you the opportunity to learn about leadership characteristics, their relation to innovation, performance happiness and long-term organizational success.

Study load: 100 hr(s) lectures/field excursions + assignments (self-study)

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/business/innovation_supportive_leadership_and_performance_happiness
Course content:

Competitive marketing strategy programme; promising hard work and real-time experiences. Plan, implement and evaluate an international brand marketing strategy within a realistic simulated environment. In this course participants work as a marketer in a small decision-making unit of a manufacturer within a competitive industry. Your goal is to improve your firm's long-run financial performance. The performance of your team will be evaluated via a multi-factor, balanced scorecard evaluation system that includes financial, operational, and customer-facing performance metrics. Will you be in the winning team at the end of the week?

You will work as a marketer in a small decision-making unit of a manufacturer within a competitive industry. Participants are faced with planning, implementation and evaluation processes, involving ongoing marketing, competitive and financial analysis, as well as coordination of marketing programs and operations capabilities (capacity and inventory management, sales forecasting and so on). These efforts lead to the development of marketing strategies which are implemented within short-term and long-term marketing plans.

This course has a very practical approach to strategic marketing management. In teams you run a challenging marketing simulation. Your team manages a firm in the set-top industry and will compete to other teams in the group. Your goal is to improve your firm's long-run financial performance. The performance of your team will be evaluated via a multi-factor, balanced scorecard evaluation system that includes financial, operational, and customer-facing performance metrics. Will you be in the winning team at the end of the week?

Course leader: Etiënne Steens MSc

Target Audience:

This course is an interesting challenge for students in bachelor programs on Business Administration, Marketing, and Finance, but is also open to bachelor and master students in other fields, as long as you have some background or a strong interest in business. A good command of English is necessary.

Course aim:

This course aims to provide you with the opportunity to put your decision-making competences to the test, in an international, and sometimes hectic environment. At the end of the course you will have gained insight to your own strengths and weaknesses in the field of coordinating and cooperating in an international team, and in strategic marketing management in particular.
Study load:

50 hr(s) lectures/field excursions + assignments (self-study)

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/business/going-global-management-game-strategic-marketing
Course content:

A central element in the dynamic capabilities of an organization, lies within its ability to successfully transform existing assets and resources into new capabilities. Projects are key to this rapid organizational change. However, the traditional ‘plan & control’ approach to project management does not fit the dynamic and flexible approach that successful organizational change requires. The solution to this problem can be found in ‘Agile project management’. The course ‘Agile projects as Dynamic Capability’ covers the Agile approach to projects from its conceptual foundations to the different methodologies and practical applications. The course includes certification as Professional Scrum Master.

But now that the hype of Agile projects is fading, reality kicks in. How does an Agile approach to projects fit the organizational context? How can Agile projects be managed and governed? What is the difference between Agile, Scrum and other methodologies? What are success factors for an Agile approach? And what are the fail factors? These questions are all addressed in our one week course “Agile projects as Dynamic Capability”. By providing you with new insights and knowledge, we will also prepare you for your exam, and help you become a certified Professional Scrum Master (PSM-I).

Course leader: Etiënne Steens MSc

Target Audience:

This course is aimed at students and young professionals in the domain of business, project management, information technology and engineering, that are interested in understanding the qualities and limitations of Agile project approaches. Participants should have a foundation-level knowledge of projects and project management, obtained through either of the following:
- At least 5 EC of education on project management.
- A formal project management certification (e.g. PRINCE2, PMI, IPMA).
- At least 2 years of work experience in a project-based environment.
- Participation in our Summer Course “Project Management: From Theory to Practice” (B16)
**Course aim:**

The course covers the Agile approach to projects from its conceptual foundations to the methodologies and practical applications. After completion of the course, the participant:
- Has consummate knowledge and understanding of the Agile approach to projects.
- Knows the most used Agile methodologies and has in-depth knowledge of Scrum.
- Can develop a project plan that reflects an Agile approach.
- Understands the success and fail factors for an Agile approach to projects and can assess the suitability of this approach in an organizational context.

The course includes the Professional Scrum Master (PSM-I) certification, by the ‘founding fathers’ of Scrum: Scrum.org.

**Study load:**

50 hr(s) lectures/field excursions + assignments (self-study)

**For more information, click on the following link:**

Course content:

Having the capacity to adapt to an ever-changing business environment is the single most important factor for companies to remain successful. During this course you will explore various innovation challenges faced by European companies, gain insights on how governments and business cultures in the European Union influence innovation, and discover the traits of innovative ventures and people. Learn about emergent business models, corporate social responsibility, and creative approaches to brand identity. This course combines a theoretical and practical approach using interactive lectures, group assignments and company visits; including an overnight stay in Brussels to visit the European Parliament. Having the capacity to adapt to an ever-changing business environment is turning out to be the single most important factor for companies to remain successful. With the European Union (EU) struggling for its once crucial role in the global economy, this perhaps goes even more for European companies than those on other continents. Incredibly tough competition -both within the EU as well as from other parts of the world-, an economic crisis that does not seem to end, and the legislative opportunities and barriers within the EU are all factors that are challenging European companies and initiatives in remaining successful players in their field.

This course provides you with the opportunity to explore these challenges and the solutions companies find, and gain insight on how the different business cultures in the EU influence the choices that are made. Optimization of supply chains, emergence of new business models, implementation of corporate social responsibility, focus on sustainable innovation, and creative approaches to brand identity – these are all (parts of) innovation strategies used by European companies to deal with their challenges and prepare for the future.

Course leader: Etiënne Steens MSc

Target Audience:

This course is an interesting challenge for students in Business Studies, and is also open to bachelor and master students from other fields. The main requirement is that students have either some background or a strong interest in innovation, trends and topics in the EU. A good command of English is necessary.

Course aim:

This course aims to help participants increase their knowledge of innovation challenges within in a European business setting, and the skills needed to understand those challenges.
Participants will have an understanding of current trends and topics, and increase their own innovative strengths through assignments and case studies in which they analyse and solve problems, and focus on the implications of theory for real-life.

**Study load:**

99 hr(s) lectures/field excursions + assignments (self-study)

**For more information, click on the following link:**

https://www.utrechtsummerschool.nl/courses/business/innovation_in_europe_challenges_and_drivers
Course content:

Financial news is dominating the headlines. The financial and banking system had and still has a great impact on the economic situation in the world. Sparked by the financial crisis, the role of banks is changing and new financing models are slowly gaining traction. During this course we will provide you with an action-based way of learning by letting you take management levels decisions within a simulated environment, learning the ins and outs of running a retail bank.

Welcome to our simulated learning environment; During this intensive one-week course your group will form the management team of a retail bank, taking all management level decisions that come with running a bank while competing against the other teams in the course. In each round, you will receive direct financial results regarding the decisions made by your team providing you with valuable feedback for the next round. However, the simulation is not just about making profit, but also about sound risk management for your bank; you will have to follow the Basel III guidelines, take decisions about which products to launch and about hiring and firing staff. This course will help you to learn all about the basics of finance, and cover topics like financial statements, ratio analysis, asset and liability management and accounting. You will learn how to successfully run a crowdfunding campaign and gain useful insights in the field of sustainable financing and banking, such as how to finance sustainable energy projects. This simulation is a great action-based way of learning, providing you with the ins and outs of running a retail bank.

Course leader: Etiënne Steens MSc

Target Audience:

Students from all levels (Bachelor and Master); a business programme background is not required. This course is for students who want to expand their knowledge of finance and banking.

Course aim:

Basic finance and banking theory will be discussed. Also, the role of banks during the financial crisis and the new stricter requirements such as the Basel norms will be discussed. Students will be able to interpret bank balance sheets and gain understanding of the accounting system and ratio analysis.

Study load: 52 hr(s) lectures/field excursions + assignments (self-study)
For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/business/introduction-to-finance-and-banking
Course content:

In a rapidly changing business environment, matters like user-experience and customer journey are of growing economic importance. Companies often struggle with these concepts, as it requires a completely different approach to designing products and services. Enter Design Thinking; a creative, holistic, multidisciplinary approach based on strong fundamentals where co-creation takes central stage. During this course, we will aim to change the way you look at the world; more opportunity oriented and less problem-focused. To do this, we've set-up an innovation lab.

The didactical approach of this module may be quite different than what you would expect from a traditional module – lectures with a written exam in the end. Instead, together with designers from the work field and an actual client, we will guide you through a meaningful and valuable experience.

During this module, you will visit and work with a real-life client and help them to innovative by focusing on user-experience and the merits of co-creation. You will learn by doing and explore different perspectives, while in the meantime being offered important academic insights. Our goal is to create an innovation experience for you with all of the pressures and demands of the real world. The module will help you integrate your existing knowledge with new insights, step out your comfort zone and develop the mind-set, agility and resilience one needs in today’s dynamic world. During this learning experience, you will receive intensive coaching from experienced coaches as you apply best practices for co-created innovation and service-design.

Course leader: Etiënne Steens MSc

Target Audience:

We are looking for students in Business or Engineering, who believe innovation is key and are curious about more creative approaches to development of services in the (near) future.

Course aim:

To provide students with an understanding of a design thinking approach and the application of innovation to the services area.

On successful completion of this module, students should be able to:
• Explain experience of services from a users’ perspective;
• Understand and apply a service design process;
• Use design thinking to develop innovative services;
• Propose coherent strategies for designing services in ways that bring truly radical improvements from a users’ perspective.
Study load:

105 hr(s) lectures/field excursions + assignments (self-study)

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/business/innovation-lab-co-creation-and-service-design
Course content:

This course will provide both theoretical background and hands-on experience with business process management (BPM), improvement and innovation. On the one hand it is important for organizations to have grip on their processes, and to continually evaluate and improve their processes in an evolutionary way; Information Technology (IT) can play a supporting role in this. On the other hand innovative IT can play a disruptive role for businesses. In this course both aspects will be illustrated and discussed.

In this course both theoretical background and hands-on experience with business process management (BPM) is provided. Historical principles of business/IT-alignment and business process re-engineering will be discussed in the context of new developments like process and data mining, business process maturity models, mobile systems, etc.. The strategic approach MLearn will be discussed and the Business Process Management Notation (BPMN) standard will be introduced. The link of legacy systems, social media, and databases with the BPM will be explained. Also new trends like Business Rules Management in relation to Business Process Management will be elaborated upon.

Based on the BPM-lifecycle (Weske, 2004) the following topics will be discussed: 1) the design & analysis of (business) processes (e.g. MLearn, BPMN) 2) automation of processes by implementing information systems 3) the daily monitoring of operations and maintenance of processes and 4) the evaluation of running processes.

Course leader: Dr. ing. Pascal Ravesteijn

Course aim:

Provide course members with insights and practical experience on BPM and it’s relation to IT, as well as basic research principles for BPM and IT

Study load: 10 days, 6-8 contact hours per day, 1 hour self-study per day

For more information, click on the following link:
Course content:

Prototyping is an important part of product development. A prototype gives the developers and the client the actual feel of a product. The road to a prototype is usually one of discussing, planning, drawing and finally prototyping. When the prototype malfunctions or has imperfections time and money is spent without result. With Agile Prototyping we take you through a short-cyclic trial-and-error make process to get from idea to a fully functional prototype in a shorter time with less costs and less risks. Agile Prototyping is a philosophy that urges you to think with your hands, not with your head.

In the InnovationLab Agile Prototyping module you will go through the phases of early stage prototyping from a challenge to a functional prototype. Agile prototyping is not something you can learn by reading a textbook. Therefore, in this module we learn by doing and explore different perspectives. At the start of this journey you will specify the question at hand (or the question behind the question) using Design Thinking. During the phases of Agile prototyping we will provide you ‘just-in-time’ with the required theory and insights around Agile prototyping. You will learn to use different machines like the 3D printer, waterjetting, cnc and the basics of Arduino, PCB programming 2D and 3D design.

In this learning-by-doing Innovation lab, you are invited to integrate your existing knowledge with new insights. You will be challenged to stop overthinking the challenge at hand and use both your left and right brain to work towards a fully functional prototype. And above all: we hope to have lots of fun together by exploring the boundaries of Agile Prototyping!

Course leader: Mark Tammer

Study load:

It is a 1 weeks learning lab -a non-traditional experiential learning approach-. We will spend many hours on our lab together. Expect full days from 9AM till 6PM (but no homework)!

For more information, click on the following link:
https://www.utrechtssummerschool.nl/courses/business/product_development___innovation_with_agile_prototyping
Course content:

This course is focused on mastering asset integrity. This entails managing the ability of industrial assets to perform their required function effectively and efficiently whilst safeguarding life and the environment. This includes making sure that the people, systems, processes and resources which deliver integrity are in place, in use and fit for purpose over the whole life-cycle of the asset.

How can we manage production risks without compromising on Safety, Health, Environment and image, while gaining maximum capital asset output and profitability? How should we organize our engineered systems, employees and production process to reach superior performance levels throughout the anticipated economic life of our systems? These are the questions the Asset Integrity manager or reliability-engineer nowadays has to tackle. Once, this field of engineering was limited to maintaining and repairing assets to keep production levels up (think of production machinery, transportation needs, buildings and civil structures etc.). This paradigm shift from reactive and ad-hoc ‘fire-fighting’ to pro-active strategy based techniques is getting more and more popular.

Course leader: Mark Tammer

Course aim:

Discover how to effectively put Asset Integrity Management into practice in your professional life.

Study load:

9 days total duration, 7 half-day sessions theory, practice and examination, 2 day excursions.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/business/product_development___innovation_with_agile_prototyping
Course content:

Process mining is a data analytics technique to discover, evaluate or enhance business processes by analysing the data traces left behind during the execution of these processes. It provides insights based on the data captured in the process-supporting IT systems. In contrast to other data analytic mechanisms, process mining analyses process flow, i.e. the sequence of steps taken by various actors to execute a particular task. The insights gained by process mining can be used for conformance checking or process improvement.

In this course the participants not only learn the theoretical principles underlying process mining, but they also get hands-on experience on real-life data. All relevant steps of process mining will be addressed: setting a goal, retrieving data, building an event log, applying process mining algorithms and interpreting the results. Examples are derived from various application areas, concerning internal business processes as well as customer journeys. The course distinguishes two tracks: a theoretical track in which the theory of process mining is discussed and a practical track in which the participants execute a process mining assignment. During the entire course the participants will work in teams on a report investigating a specific process mining theme. After the course, the participants:
- Can explain the various application areas of process mining
- Understand the possibilities and impossibilities of process mining
- Can apply various process mining approaches such as discovery and conformance checking
- Know how to set up a process mining project
- Know about process mining tooling
- Can work with the open source process mining tool ProM

The balanced combination of theory and practice enables the participants to gain a comprehensive knowledge of process mining they can apply in actual environments.

Course leader: Marlies van Steenbergen

Target audience:

Students or practitioners interested in process management, automation and improvement as well as students with flair for IT or practitioners wanting to learn theory and practice on process discovery and improvement. This course can both be followed standalone and in addition to the BPM and IT course.

Course aim:

Provide course members with insights and practical experience on process mining.
Study load:

5 days, 6-8 contact hours per day, 1-2 self-study hours per day

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/business/process-mining
Course content:

As organisations are in the midst of the digital transformation, strong digital leadership is needed. Digital transformation is the increasing adoption of digital tools and technologies by an organisation to fundamentally alter both its internal and external processes and functions. The digital transformation of enterprises is enabled and guided by digital leaders with IT and business competences, professionalism at individual level, and a strategic vision on digital organisational capabilities at enterprise level. This course offers the theoretical and practical tools needed for becoming one of the digital leaders of the future.

The Digital Leadership course prepares you to be a digital leader within your organisation. In the course is discussed what it takes to be a digital leader (as an individual, as an organisation or as a government). Topics that will be addressed are business IT alignment, corporate governance of IT, legislative aspects, competences and skills (European Competence framework) and the leading framework Business Information Services Library.

Besides a theoretical background, the course also offers a practical approach. You will explore the complexity and develop your skills in digital leadership in a hands-on business simulation in which you will be part of a team that is responsible for the performance of smooth running business processes and information systems while translating organisational goals to operational actions and dealing with new technological developments and every day business concerns. This business simulation runs the first week. In the second week of the course an official APMG BiSL Foundation exam is scheduled. This second week of the course also offers the opportunity to familiarize yourself with a set of different aspects that are all relevant to digital leadership. On bases of real life cases and experiences of the candidates different challenges are discussed with input from essential theoretical frameworks and concepts.

Course leader: Benny de Waal

Target audience:

Anybody who wants to prepare his or her organisation for the digital future and/or wishes to develop their digital leadership skills.

Course aim:

After successful completion of this program, you will have a clear focus on business information management, from both a theoretical as well as a practical (personal) perspective, and leadership issues in relation to digital transformation of organisations. If you successfully joined in the BiSL ® examination, you will obtain a certificate for this.
Study load:

10 days, 5-7 hours a day excluding 1-2 hours self-study

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/business/digital_leadership_a_crucial_role_in_digital_transformations
Course content:

In this summer school you work in multidisciplinary groups (e.g. medicine, nursing, physiotherapy and speech-language therapy). You will start from your own profession and your knowledge about diagnosis and treatment of the problems of patients after stroke. Then you learn how to prepare and participate in multidisciplinary discussions and rounds. You enlarge your knowledge about stroke and about other professions. For this we use the ICF-system (International classification of functioning, disability and health, 2). You will also learn how to give a presentation. Multiprofessional cooperation becomes increasingly important in the healthcare sector. Effective coordination and collaboration amongst practitioners is vital to the delivery of good care to patients with a complex pattern of symptoms. In the future more patients will suffer from chronic, and in many cases complex, illnesses. So, cooperation between professionals is going to become more and more necessary.

During the summer school we follow the natural course of stroke, from the acute phase, rehabilitation phase till the chronic phase. A lot of professionals, who work daily with stroke patients, share their experiences with the students in lectures and workshops. We will visit a hospital or rehab centre, talk to stroke survivors, and use a lot of different cases (mostly on video). Before the summer school starts, students need to do some preparatory assignments. To guarantee the multidisciplinary aspect of the course we will make a selection. Your written down motivation will help us in making a selection.

Course leader: Evelijn Raven-Takken, MSc

Target Audience:

Students of healthcare professionals who work "hands on the stroke patients", for example medical doctors, physio therapists, occupational therapists, speech language therapists, nurses, social workers, neuro psychologists.

Course aim:

The central question is: what information do I need from other professionals for my treatment, and what information do other professionals need from me for their treatment?
One competency is central: the ability to prepare, conduct and evaluate multi disciplinary rounds. That should result in:
1. a multi professional assessment or treatment plan;
2. a coherent referrals policy within the care chain

**Study load:**

The preparatory assignments will take up to 60 hours. During the summer school there are lectures and workshops in the morning. These are done in multi professional groups and are moderated by a tutor. In the afternoon the students do their preparation for the next day (without a tutor). The assignments can be individually or done by a group, either mono or multi professionally.

**For more information, click on the following link:**

[https://www.utrechtsummerschool.nl/courses/healthcare/multi-professional-cooperation-in-stroke-management](https://www.utrechtsummerschool.nl/courses/healthcare/multi-professional-cooperation-in-stroke-management)
Our aim is to provide you with the latest evidence informed knowledge and skills around the area of depression management and suicide prevention. Both issues are worldwide highly prevalent but can also be prevented and treated as long as a multidisciplinary approach is fostered. In this summer school course we will address holistic and evidence based modalities to prevent adverse incidents, foster harm reduction and increase the quality of life of patients and family having problems with mood disorders and /or self-destructive behaviour.

You will have the privilege of working with students from many different countries and disciplines. The lectures and workshops will be provided by a complementary team of expert lecturers. They carry decades of clinical experience in working with depressed and suicidal people. The combined knowledge and experience of lecturers and students makes up for a wonderful and inspiring two weeks.

Content: relevant scientific overviews by lectures, skill demonstrations, reflective exercises, mindfulness and creativity exercise, working groups and student presentations. We demand your presence for at least 80% of all the teaching hours. Your certificate depends on: evident active participation in reflective and skill exercises and an active and transparent contribution in the presentation about a specific subject worked on.

Course leader: Marlou de Kuiper

Target Audience:

All those interested in improving the quality of support to people with depression and/or suicidal thoughts/attempts.

Course aim:

You will gain knowledge and insight through: relevant scientific overviews by lectures, skill demonstrations and practices, reflective exercises, working groups and student presentations.

Study load: A total of 80 hours of which 20 taught hours and 20 self-study hours (40) each week.

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/healthcare/depression_management_and_suicide_prevention
Course content:

Due to its modular outline, we also use the knowledge and concepts of our international guest speakers who are invited to give lectures in affiliated topics and of the participating students. This course combines nursing practice and science in pediatric oncology with a focus on integrated care. We believe it is important to address taking care of both children and young people with cancer and their family in the process of nursing.

This course offers you the opportunity to collaborate with nursing students and teachers from different countries. The theme of the course is Paediatric Oncology Nursing. The aim of the course is international exchange of literature, research and practice about all aspects of paediatric oncology nursing. This course combines nursing practice and science in paediatric oncology with a focus on integrated care.

Of course it is an illusion that you can become an expert in pediatric oncology nursing within a period of two weeks. On the other hand, you will learn things and get acquainted with knowledge and skills that a few other students have. We hope and expect that you will experience benefits of the knowledge and inspiration that you will gain during this summer course.

Course leader: Corry van den Hoed-Heerschop

Course aim:

The aim of the course is international exchange of literature, research and practice about all aspects of paediatric oncology nursing.

Study load:

Two full weeks of daily classes, workshops and excursions in Amsterdam (72 contact hours, 53 hours preparation, self-study, a debate and a final assignment). Prior to the summer school, you will be given an assignment to gather information about Paediatric Oncology in your country.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/healthcare/paediatric-oncology-nursing

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<th>Level</th>
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<td>Paediatric Oncology Nursing</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>None</td>
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**Course content:**

The theoretical and practical content of this course will offer students a strong foundation for the understanding and treatment of speech sound disorders. This course focuses on speech sound disorders rather than on language disorders. The course is designed to provide a deeper understanding of the different origins of speech sound disorders and how to differentiate between speech and phonological disorders. You will be introduced to the latest findings on speech and phonological disorders. Hands-on practice of speech transcription skills, analyzing disordered speech and developing intervention plans forms a major part of the course.

Speech therapists provide intervention for children with speech and language disorders. This course focuses on children with speech sound disorders. These children form a large part of a speech therapist’s case load. Speech sound disorders occur in a great variety of ways, from mild to persistent or resulting from different etiologies. It is essential that speech therapists are able to distinguish between different types of speech sound disorders and are aware of the distinction between speech and phonological problems when selecting treatment goals and planning intervention. This course also offers insight into the theories of normal and disordered development from an articulatory and phonological perspective. The multilingualistic background of the students provides a unique opportunity to learn about the universal and language-specific characteristics of speech sound disorders. Students learn about speech sound disorders and practice with different types of intervention in their own language.

**Course leader:** Mieke Beers, PhD

**Course aim:** The student is able to...

- Describe models of speech sound disorders of typology, levels and characteristics of speech sound disorders.
- Describe the universal and language-specific phonological characteristics of their own language.
- Describe the normal and deviant phonological developmental patterns in their own language.
- Compare the normal and deviant phonological developmental patterns across the languages in the group.
- Transcribe phonetically the speech of a child with speech sound disorders.
- Perform a phonological analysis of a child’s spontaneous speech sample.
- Differentiate between types of speech sound disorders, such as articulatory, speech motor, planning and phonological disorders.
- Formulate treatment goals for different types of speech sounds disorders.

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<td>15</td>
<td>Healthcare</td>
<td>Speech Sound Disorders</td>
<td>02 July 2018 - 13 July 2018 (2 weeks)</td>
<td>Bachelor</td>
<td>Basic knowledge of field of speech therapy</td>
<td>2 students</td>
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- Describe treatment plans for different types of speech sound disorders in own language.
- Support the choices for intervention in an evidence-based way, using relevant literature, speech sound and language data and relevant background information.
- Compare treatment options for his/her own language with other languages in the group.

**Study load:**

The course is held over two weeks (study load = 80 hours). Each morning a plenary session is given as well as a work group. The afternoons are mostly for self-study assignments. During the course you will practice to transcribe, analyse, diagnose and plan intervention for a child with a severe speech production disorder.

To prepare for the course students are required to fulfill an assignment in the weeks before the start of the course (study load = 60 hours). The aim of the assignment is to raise students’ awareness of the speech properties of their own language.

**For more information, click on the following link:**

[https://www.utrechtsummerschool.nl/courses/healthcare/speech-sound-disorders](https://www.utrechtsummerschool.nl/courses/healthcare/speech-sound-disorders)
Course content:

Nursing-, physiotherapy- and other health-care related students will learn to work in multi-disciplinary teams. Students will acquire new skills (21st century skills) and will get familiar with the state-of-the-art in health-care technology. These will be taught in relation to global 21st century health-care problems like lifestyle-related illnesses (diabetics, metabolic syndrome) and concepts of pain in biological, mental, social, (inter)cultural context. In this multi-disciplinary working environment and intercultural context we challenge students to experience elements of their own lifestyle and to combine this with their role as health-care professional. The course is very interactive and includes visits to health care institutes and technology labs.

Nurses, physiotherapists and all kind of health-care workers must deal with the challenges of a continuously changing world. From international point of view we notice global similarities and differences. Students in this course will learn to work with universal topics like 21st century skills, (using the state-of-the-art technologies), leadership, intercultural competences, and to connect these to health topics like lifestyle, metabolic syndrome (obesity, diabetics) and concepts of pain. In this inter-disciplinary working environment and intercultural context we challenge the students to experience elements of their own lifestyle and to combine this with their role as health care professional. The course is very interactive and includes visits to healthcare institutes and technology labs.

Course leader: Drs. Edwin Hagenbeek RN

Target Audience:

Nurses, physiotherapists and other health care related students.

Course aim:

To prepare students for the healthcare challenges in the 21st century, by using new technologies and new perspectives in biological, mental and social way for global healthcare topics.

Study load: Two week of lectures, workshops and visits (70 hours in total), self-study and prior to the course need to complete students get an assignment. At the end of the course there will be a final assignment.

For more information, click on the following link:

https://www.utrechttsummerschool.nl/courses/healthcare/21st_century_skills_for_healthcare_professionals
Course content:

This two week course will inform you - from a different perspective - about the factors that keep older people healthy and participating in society. In this multidisciplinary course on healthy aging we focus on a better understanding of the aging process, the prevention of functional decline and preservation of autonomy. Furthermore, we have different visits and let you experience getting older.

The increase of longevity of the population is one of the major achievements of the twentieth century. This rapid demographic transition poses huge challenges to many countries on diverse areas. This two week course will inform you – from a different perspective – about the factors that keep older people healthy and participating in the society. In this multidisciplinary course on healthy aging we focus on a better understanding of the aging process (biological, psychological and social), the prevention of functional decline and preservation of autonomy. Furthermore, we have different visits (to Diakonessenhuis Utrecht and nursing home ‘Prinsenhof, Zorgpartners Gouda’), and let you experience getting older.

Course leader: Marjolein van Wijk

Course aim:

The focus is a better understanding of the aging process, the prevention of functional decline and preservation of autonomy.

Study load:

Two full weeks of daily classes, workshops and excursions in Utrecht (72 contact hours, 53 hours preparation, self-study and final assignment). Prior to the summer school, you will be given an assignment to conduct a life review with an elderly person (65+).

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/healthcare/healthy-aging
Course content:

An intensive crash course in the practice and philosophy of New Media Technology, issued by the department DMC (Digital Media & Communication). During the course we will not only approach concepting and design from a practical perspective but also enhance the philosophical question of how man interacts with technology. We will dream up magnificent IoT services and also explore theoretical frames and ethics to interpret and comprehend these developments.

IoT, the Internet of Things, is evolving rapidly and is believed to have an enormous impact on the way man organizes and behaves; the world is believed to change dramatically due to the ubiquity of (internet) connectivity. In this one-week creative crash course students will participate, together with young professionals from a leading consultancy company in concepting a feasible design for a media-technology based IoT solution. You will receive a briefing on Monday morning and deliver a conceptual solution on Friday morning. We will not only approach concepting and design from a practical perspective but also enhance the philosophical question of how man interacts with and accepts technology. We will dream up magnificent IoT services and also explore theoretical frames and ethics to interpret and comprehend these developments.

Course leader: Kees Winkel

Course aim:

This course strives to gain insight in the domain of the new media technologies and researches the future practicalities of their deployment. Ultimately, in this crash course of one week, you will understand the relevance and applicability and ethical considerations of the Internet of Things.

For more information, click on the following link:

Course content:

In this course, you will discover and discuss a different views on learning and teaching and on the development of children. Through expert meetings, school visits and workshops we will teach you the main characteristics of alternative pedagogical-educational concepts. At the end of this course you will have a lot of new ideas and inspiration to teach your own students in ‘the alternative way’!

The Netherlands has had a leading position in the field of alternative education for a long time. Parents can choose a school based on the ideas of Maria Montessori, Helen Parkhurst, Peter Petersen, Celestin Freinet and many others. The most recent developments are schools based on the educational concept of ‘independent learning’.

These schools all share the idea that the foundation of education and pedagogy is to have confidence in children. Children must be provided with space to develop their own potential. The shared values of all these educational concepts are: independence, responsibility, autonomy, cooperation and reflection. In all these alternative schools children’s needs and the relationship with the teacher are dealt with in an innovative way. (See this film as illustration of the shared values in innovative schools).

At the end of this course you will have a lot of new ideas and inspiration to teach your own students in ‘the alternative way’. You will have to find your own way how to apply these ideas in your local situation, so do not expect to go home with a specific toolbox.

Course leader: Joske van Dulmen

Target Audience:

Teacher training students, starting professionals

Course aim:

- Learn from best practices from Dutch alternative education
- Apply insights in your own school
- Find out what kind of teacher you want to be

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/social-sciences/alternative_education_having_confidence_in_children
Course content:

This course illustrates the intricate balance between infection and immunity in the human host. You will meet the experts, follow lectures at an advanced level, visit our state-of-the-art facilities and go on a field trip to Micropia, the first museum of microbes, in the center of Amsterdam. After this course you will be able to relate immunological principles and clinical consequences and will have knowledge about bacterial and viral diseases, especially on those areas were infection meets immunity.

Utrecht University has a strong history in research on Infection and Immunity; it is home to worldwide expert research teams in this area. During this course you will meet the experts, follow lectures at an advanced level, visit our state-of-the-art facilities and go on a field trip to Micropia, the first museum of microbes, in the center of Amsterdam. The Utrecht Medical Students Association SAMS offers tours through the University Hospital and our various prestigious medical training facilities.

The course will start by refreshing your knowledge about Immunology and Microbiology. The subsequent more advanced and specialized lectures will cover topics such as Memory in the Immune System, Immune Tolerance, Intracellular Pathogens, Clinical Immunology, Clinical Bacteriology and Public Health. Furthermore you will gain insight in those areas where infection and immunity meet, such as Vaccines and Microbial Immune Evasion. Finally you can apply your knowledge in a scientific debate within the central theme: Infection meets Immunity.

Course leader: Erna J.G. van Wilsem, PhD

Course aim:

The aim of this course is to familiarize you in depth with the scientific knowledge in the field of Infection and Immunity.

Study load: Two weeks, fulltime course, no homework

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/life-sciences/infection_meets_immunity
Course content:

This summer school will provide a comprehensive overview about women’s reproductive and maternal health around the world. Topics discussed in this course represent critical health challenges and strategies to improve reproductive and maternal health outcomes.

This course is organized by the UMC Utrecht / Wilhemina Children’s Hospital (www.globalhealth.eu) in collaboration with the Dutch Working Party for Safe Motherhood and International Reproductive Health (www.safemotherhood.nl).

How can we reduce maternal and neonatal morbidity and mortality? What is the role of reproductive health services such as contraceptives, safe abortion and infertility treatment? How do societal factors affect women’s health outcomes, including social determinants, gender dynamics and human rights? What is the impact of cervical cancers on the health of women of reproductive age around the world? What interventions work, and how do national and international policies impact outcomes? How do the Sustainable Development Goals relate to maternal and reproductive health issues? These questions and many more will be discussed during the summer school with an international group of participants and faculty.

Course leader: Prof. Dr. Kitty Bloemenkamp

Target Audience:

- Master’s level students (Medical/global health/public health/biomedical sciences/midwifery)
- Medical doctors, midwives and health researchers with an interest in women’s health in a global context.

Course aim:

At the end of this course, participants will be able to:
- Discuss key challenges in reproductive and maternal health globally.
- Provide a comprehensive overview of strategies to improve reproductive and maternal health outcomes.
- Discuss the role of the Sustainable Development Goals, social determinants, gender dynamics, human rights and policy to improve reproductive and maternal health outcomes.
- Collaborate effectively within international group of participants and faculty.

Study load: Fulltime

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/life-sciences/reproductive--maternal-health--a-global-perspective
Course content:

The summer school will provide a comprehensive overview on perinatal and child health in a global perspective. A case-based learning system is used. This course is a collaboration between Global Child Health research groups of the Amsterdam Medical Center and the University Medical Center Utrecht and will host a wide range of (international) experts in the field of Global Child Health.

Facts according to the World Health Organization (October 2017): 1. In 2016, 15.000 under-five children died every day (5.6 million in total) of which more than half could be prevented or treated with access to simple, affordable interventions. 2. Leading causes of death in children under-5 years are preterm birth complications, pneumonia, birth asphyxia, diarrhoea and malaria. 3. Children in sub-Saharan Africa are more than 15 times more likely to die before the age of 5 than children in high income countries.

To respond to these challenges, a diversity of relevant questions with respect to child health will be addressed during the course, all centered around the Sustainable Development Goal 3.2: What is the role of antenatal care, including maternal feeding practices and maternal vaccination? Which interventions at birth will improve neonatal survival? Can we optimize Prevention of Mother to Child Transmission (PMTCT) of HIV? What is the impact of vaccine-preventable diseases on child health around the world? How do malnutrition and micronutrient deficiencies impact on child health? What dietary interventions work and how can these be implemented? How can we prevent and treat diarrheal disease in children around the world? What societal factors affect infant outcomes, including social determinants, gender dynamics and human rights? How does hematologic disease impact child health? How should malaria, tuberculosis and parasitic infections be prevented, diagnosed and managed? How do the Sustainable Development Goals relate to perinatal and child health issues? What is WHO’s perspective on global child health?

Course leader: Prof Dr. Louis Bont

Target Audience: Master’s level students (Medical/global health/public health/biomedical sciences). Medical doctors and health researchers with an interest in perinatal and child health in a global context

Course aim:

The aim of the course is to give the participant a thorough introduction in global child health, discuss obstacles and possible solutions in improving child health on a global scale and stimulate working in an international environment.

Study load: Fulltime
For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/life-sciences/child_health___a_global_perspective
Course content:

Interested in learning about the international refugee crisis in Europe and how it plays out at the local level? This one-week introduction course focuses on the major features of global studies, delving into both theory and practice, from the perspective of the humanities, law, governance and economics. It explores specifically how global challenges are experienced and dealt with at the local level. Through lectures, interactive working groups, expert panels and excursion(s), participants will gain an understanding of the various elements - and their interplay - involved in the international refugee crisis.

The international refugee crisis can only be understood from a multi-disciplinary perspective. The legal, historical, economic and political aspects of this crisis all require attention. Moreover, we see that this international crisis has significant local effects. Not only are the actual physical interactions between refugees and locals in the cities and towns in which the refugees are sheltered, but local municipalities have a large responsibility when it comes to ensuring the human rights of the refugees are respected with regard to shelter and subsistence. Additionally, many cities have become explicitly engaged in the international refugee crisis by taking a political stance: some cities have announced themselves to be places where refugees are welcome, while others have explicitly taken measures against the arrival of refugees.

Course leader: Dr. Luuk Slooter

Target Audience:

The course is designed for bachelor and masters students with an interest in global studies and the refugee crisis specifically. Students with professional experience in the area of the refugee crisis at a local or international level are also welcome.

Course aim:

The aim of the course is to shed light on the international refugee crisis from a multi-disciplinary perspective. In this way, the course equips students with the tools to analyze the interplay between the international and local levels of historical, legal and political developments. At the end of the course, students will be able to critically reflect on the academic, policy and personal implications of the materials/cases studied with regard to the international refugee crisis.
Study load:

6 contact hours per day, for a minimum of 4 days.
2 hours reading per day.
Pass/fail mark on the basis of daily participation.

For more information, click on the following link:

Course content:

Oceans are essential for maintaining life on earth. Their resources are increasingly important to the world economy; 90% of international trade is seaborne. The current regime for the oceans is built on the United Nations Convention on the Law of the Sea of 1982 (UNCLOS). This framework convention divides the oceans in coastal state maritime zones and international areas. In all these areas the legal regime seeks to maintain a balance between the rights, interests and obligations of individual states and the international community’s interests. In this course, an intro is provided to the law that regulates the oceans.

A short overview of the history of the law of the sea will be provided, and its codification in international law. After the introductory lecture, particular core issues of the law of the sea will be examined in more detail. We will look at the maritime zones, their extent, substantive regime (including the rights of third States), and maritime boundary delimitation in case of overlapping claims. We will also introduce the students to the international legal framework regulating merchant shipping. And we will see whether law is an effective tool for marine environmental protection. We will look in particular at international fisheries law, and the law regulating the exploitation of non-living resources within and beyond national jurisdiction. Another topic is that of human rights at sea. This includes the controversial issue of the rights of refugees and migrants at sea. Another session will be devoted to dispute settlement in the law of the sea. We will conclude with a session on future developments of the law of the sea, including the feasibility of the development of an instrument for the governance of areas beyond national jurisdiction. During the course we will also be discussing recent developments such as the seminal award in the South China Sea arbitration

Course leader: Prof. dr. Alex Oude Elferink

For more information, click on the following link:

Course content:

The Public International Law course will look at the role of international law in responding to today's global challenges, such as the declaration of independence by Catalonia, Russian activities in Ukraine, the legal aftermath of Srebrenica, the ongoing conflict in Syria and Iraq, and climate change negotiations. These issues will be used to examine the nature and function of international law, its sources and subjects, and questions of jurisdiction and immunities, state responsibility and the responsibility of international organizations.

The international community is currently faced with multiple fundamental challenges like climate change, international terrorism, and civil wars. This Summer School will investigate the role of public international law in dealing with these matters.

Public international law is the branch of law that regulates the relationship between the actors operating at the international level, including States, international organizations, peoples, and individuals. It also has a major role to play in the management of the global commons, such as biodiversity, fish stocks, and a stable climate. We will link the general theory and doctrines of public international law to present-day challenges of global interest, such as the Russian activities in Ukraine, the legal aftermath of Srebrenica, the ongoing conflict in Syria and Iraq, and the international negotiations on mitigating and adapting to climate change. By critically reflecting on the role of international law in responding to all these formidable global challenges, the Public International Law course aims to introduce the participants to the most important tenets of international law.

Course leader: Prof. dr. Cedric Ryngaert

Course aim:

The aim of the course is to provide a basic introduction to selected issues of international law, and to show its relevance in today's most pertinent global challenges.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/law-economics/introduction-to-public-international-law
Course content:

Students will learn how issues of sustainability are dealt with in the legal order at the international, national and EU levels. The summer school will address how the law can buttress sustainability but also how it can create obstacles to the realisation of sustainability objectives. Issues to be addressed may include: introduction to environment and climate change law; the legal nature and content of the Sustainable Development Goals; human rights based approach to environmental issues (e.g. human right to water); sustainable use of natural resources, such as freshwater, the oceans, the atmosphere; and the economic dimensions and opportunities of sustainability.

Students will learn how issues of sustainability are dealt with at the international, national and EU levels. The summer school will address how the law can buttress sustainability but also how it can create obstacles to the realisation of sustainability objectives. Issues to be addressed may include: introduction to environment and climate change law; the legal nature and content of the Sustainable Development Goals (SDGs); human rights based approach to environmental issues (e.g. human right to water); sustainable use of natural resources in general; the sustainable use of freshwater resources; the sustainable use of the oceans; the sustainable use of the atmosphere; the economic dimensions and opportunities of sustainability; circular economy and the law.

Course leader: Seline Trevisanut

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/law-economics/law-and-sustainability
Course content:

Interested in learning about human rights? This one-week introduction course focuses on the major features of international human rights law. It begins by examining the philosophical and political bases of human rights and then explores human rights documents and mechanisms for the promotion and protection of human rights at the international and regional levels. Human rights-based approaches for analyzing conflict and attempts to promote peace and justice will also be explored. Through lectures, interactive working groups, expert panels and excursion(s), participants will gain an understanding of the various elements - and their interplay - involved in this field.

The basic notion of human rights lies in the recognition of the need to protect and affirm an individual’s dignity. They are the rights of individuals in society, regardless of one’s background, origin, age, income, religion, sex or race. Human rights play an increasingly important role at the international, regional, national and local level, where individuals use the language of human rights to assert and protect their rights. Despite the proliferation of human rights-related documents challenges with implementation and protection continue.

Course leader: mw. Julie Fraser BA, LLB, LLM

Course aim:

The aim of the course is to provide a comprehensive introduction to the theory and practice of international human rights law.

Study load:

6 contact hours per day, 4.5 days.
2 hours reading per day.
Marks on the basis of either one exam or one paper of about 2500 words.

For more information, click on the following link:

Course content:

The course Introduction to Econometrics using Stata is in particular useful for students who lack a sufficient basic knowledge of statistics, regression analyses and/or Stata. During the course students will get an introduction to the statistical software package Stata that will be used to solve computer exercises. It is an intensive course of nine days, for which the participants get a 2.5 hours lecture and a 2 hours tutorial each day.

Regression analysis is an essential part of the toolkit of empirical economists. The aim of this intensive course is to provide an introduction to the linear regression model that is used in Econometrics. The course will refresh the principles of statistics, such as basic probability, statistical estimators, and statistical hypothesis testing. Next, it considers the multivariate linear regression model on many topics such as the Ordinary Least Squares estimator, the interpretation of the regression parameters, the standard error of the OLS-estimator, unbiased estimators, t-test and F-test, perfect multicollinearity, consequences of omitted variables, consequences of irrelevant variables, interaction effects, dummy variables, heteroskedasticity, time-series regression models, exogeneity and autocorrelation. The participants will gain further insight into these topics by Stata applications on data sets. On the final day of the course the participants will be tested on their knowledge.

Course leader: Prof. dr. Wolter Hassink

Target audience:

In the recent years, many Dutch and non-Dutch participants from various countries have taken this summer course. There are two target groups: a) The first target group are students who did not graduate from U.S.E., wishing to enroll in one of the academic Master programmes Banking and Finance, Business Development and Entrepreneurship, Economic Policy, Financial Management, International Management. In these U.S.E. Master programmes, a certain level of prior knowledge is required at the level of the U.S.E. Bachelor course Statistics (see website for more information). b) The second target group are researchers or PhD-students who need a refresher course of statistics, econometrics and Stata.

Course aim:

At the end of the course the student has achieved the following: a) The student is capable of working with the principles of the linear regression model. b) The student can use Stata for the empirical analysis of linear regression.
Study load:

On ten working days, there will be 9 lectures of 2.5 hours in the morning and 9 tutorials of 2 hours in the afternoon. On the first (last) working day, there will be a lecture (tutorial) only. For each day 4 - 6 hours of self-study.

For more information, click on the following link:

https://www.utrechttsummerschool.nl/courses/law-economics/introduction-to-econometrics-using-stata
Course content:

This course provides participants with applied research methods to clearly identify and effectively address local policy issues in the context of developing countries and emerging economies. Coming up with successful solutions to local problems requires both experiential learning, and the involvement of a broad coalition of stakeholders within the local ecosystem. This one-week program is designed according to a problem-driven iterative approach, which is customary in the startup community, and more recently also proposed as a way to build state capability.

Although local governments in many developing countries and emerging economies appear to have the capabilities to routinely propose projects, programs and policies, they often lack the capability to actually implement or execute them. Building organizational and governmental capability to implement is therefore of primary importance for realizing development objectives. Like learning a language or a musical instrument, capability is not something that can simply be imported or copied, but is acquired by persistent practice and a process of trial and error (Andrews et al., 2013).

The course introduces techniques of problem-driven policy making, in which participants engage in designing policy experiments and conducting applied research in a learning lab environment. Techniques that are introduced include the problem-driven iterative approach (PDIA), the entrepreneurial ecosystems diagnose-tool (Stam, 2017), effectuation methods, design thinking, and lean launchpad implementation strategies (Ries, 2011). Practitioners from Utrecht Municipality in relevant areas of local policy will contribute to the morning workshops and will facilitate afternoon excursions.

Course leader: Dr. Leendert de Bell

Target audience:

The course is designed for local policymakers, in particular from developing countries and emerging economies, (aspiring) entrepreneurs, as well as bachelor and masters students interested in sustainable solutions for specific local challenges. A good command of English is necessary.

Course aim:

The aim of the course is to implement an iterative, problem-driven approach in order to come up with sustainable solutions for specific local challenges, in particular in the context of developing countries and emerging economies (e.g. Water, Waste, Mobility, Energy). At the end of the course, participants will be able to design policy experiments and conduct applied research to effectively address local policy issues.
Study load:

4-6 contact hours per day
3 afternoon excursions (with Utrecht Municipality)

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/law-economics/addressing_local_policy_issues_in_emerging_economies
Course content:

Justice is to be done regardless of money, race, etc., but also regardless of gender. However, the law, including international law, is not a perfect system, and just like the people who made it, it is biased. This interactive, one-week course will look at law from a gender perspective, encompassing cis, gay, trans and intersex perspectives. The focus is primarily on human rights but will cut across other areas of international law, such as refugee law. Through lectures, excursion(s), and group assignments, topical issues will be explored and analysed, linking together theory and practice.

In this intensive and interactive one-week course international law will be studied from a gender perspective. Gender is understood here in a broad sense including cis, gay, trans and intersex perspectives. The emphasis will be on human rights, but the course will cut across related disciplines in international law, such as international humanitarian law, international criminal law and refugee law.

The course will start by looking into the historical development of the engagement with (international) law from a gender perspective, and an introduction to the major legal instruments (CEDAW, Yogyakarta Principles), concepts (gender, universality and equality), and theories, e.g. on conflicting rights and on stereotyping. These will be dealt with in more detail by studying a number of topical issues, such as reproductive and relational rights, freedom of religion, gender-related violence, the right to asylum, and sex work.

Course leader: Dr. Marjolein van den Brink

Target audience:

The course is designed for students and professionals with an interest in international law and gender studies.

Course aim:

The aim of the course is to provide a comprehensive introduction to the issue of gender bias in (international) law, and developing skills to make legal gender analyses.

Study load:

6 hours teaching during 4 days, 2 hours reading per day, Marks on the basis of a presentation.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/law-economics/international-law-from-a-gender-perspective
Course content:

Have you ever wanted to know about human rights and gender? This intensive and interactive two week course focuses first on the theory and practice of international human rights law more generally, before delving into legal gender issues by examining, in a broad sense, gay, trans, intersex, and cis perspectives. Building upon international human rights law as a basis, the course cuts across topical issues in legal disciplines such as international humanitarian law, international criminal law, and refugee law. Participants will strengthen their skills to critically assess law and its (im)possibilities, while exploring current developments in the field.

A special track consists out of a number of courses, which have been successfully combined in the past. Registering for a special track is more convenient than for each course separately and it also often results in a substantial discount.

This special track course combines the course International Human Rights Law: An Introduction (E08) with International Law from a Gender Perspective (E06) to provide participants with an intensive, two-week course related to human rights and gender. The first week includes a comprehensive introduction course focusing on the major features of international human rights law, delving into both theory and practice. The second week will delve into the theme of gender within international law, with a focus on international human rights law. Gender is understood here in a broad sense including cis, gay, trans and intersex perspectives.

Course leader: Dr. Marjolein van den Brink and Dr. Julie Fraser

Target audience:

The course is designed for students and professionals with an interest in international law and gender studies.

Course aim:

The aim of the course is to encourage participants to gain an in-depth understanding of human rights law in theory and in practice, and of gender perspectives in different realms of international law.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/law-economics/human_rights_and_gender
Course content:

Do you want to start your bachelor Economics and Business Economics in Utrecht (or elsewhere) with more self-confidence and a renewed insight in the relevant mathematical knowledge? Then the Summer School Refreshing Mathematics A at the Utrecht University School of Economics (U.S.E.) is a good starting point for your study of Economics and Business Economics! To be more clear, this course does not replace a maths course at high school nor is it intended to eliminate a math deficiency. The Summer School Refreshing Mathematics A will be dealing with the following subjects: calculus, solving (systems of) equations and differentiation. What about $y=f(x)$? Did you do mathematics at high school, but have your skills in solving mathematical problems faded away during the summer? Do you want to start your bachelor Economics and Business Economics in Utrecht with more self-confidence and a renewed insight in the relevant mathematical knowledge?

If your answer to all three questions is 'yes', then the Summer School Refreshing Mathematics A at the Utrecht University School of Economics (U.S.E.) is a good starting point for your study of Economics and Business Economics! To be more clear, this course does not replace a maths course at high school nor is it intended to eliminate a math deficiency. This course does, however, ensure that your math skills will be up to date – again – and that you start your study with more self-confidence. Although during the summer school the same material is dealt with as during the extra digital tutorials of the first year course in Mathematics, the advantage is that the relevant material of high school maths is refreshed before the start of your bachelor economics. And you will already meet some of your fellow students and teachers.

Course leader: Dr. Yolanda Grift

Target audience:

Students who enrol in the bachelor or premaster Economics and Business Economics of the Utrecht University School of Economics (U.S.E.) (or in the bachelor economics of another university) and who want to refresh their knowledge of high school mathematics. This summer school is not meant to eliminate a deficiency in mathematics for a bachelor in economics.
Course aim:

The summer school Refreshing Mathematics A will be organised in the week just before the introduction week at U.S.E. From Monday until and through Thursday, each day there will be a two hours lecture and a three hours tutorial. Lecturers of U.S.E. will teach the lectures and senior economics students will do the tutorials. On Friday, you finalize the summer school with a Mathematics Skills test.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/law-economics/refreshing-mathematics-a
Course content:

This course deals with the evils that fall within the remit of Competition Law in the European Union (EU). The course focusses on the detection, prevention, combatting and compensation of these evils. During this course, students will gain theoretical and practical knowledge about the prohibitions on cartels and abuse of dominance, competition law enforcement in the courts and through private actions, competition in digital markets and public procurement. This course deals with the evils of Competition Law in the EU. An effective common market within the EU requires fair and undistorted competition. For this reason, the Treaty on the Functioning of the European Union “TFEU” includes strict rules to tackle unfair competition via articles 101 and 102 TFEU. The European Commission's DG Competition vigorously attacks cartels within the European Union. According to its own view, cartels are highly detrimental for the following reason: “A cartel is a group of similar, independent companies which joint together to fix prices, to limit production or to share markets or customers between them. Instead of competing with each other, cartel members rely on each other’s agreed course of action, which reduces their incentives to provide new or better products and services at competitive prices. As a consequence, their clients (consumers or other businesses) end up paying more for less quality.”

The central theme in this course is how cartels and abuse of dominance are prevented, detected, combatted and compensated under European competition law. To that end, students will participate in a mock trial, receive lectures from top-notch professors and the Dutch Competition Authority, and will visit a top law firm in the Netherlands to learn more about competition law in practice. In addition, we will touch upon modern competition issues in the digital era. During the last day of the course, students will give a short presentation in which they will have to comment on (the effects of) a famous cartel in their home country. This presentation can be transformed into a paper, which will make up the final grade for the course.

Course leader: Rebecca Larsen

Course aim:

To give advanced bachelor and master students (Law, Economics) an insight into the public enforcement of European competition law and its effects on the behaviour of businesses, and vice versa, and to make them familiar with the career opportunities after a Master in Law & Economics. This course is also an excellent introduction to the Competition Law course of the Master Law & Economics at Utrecht University.
Study Load:

Contact hours daily: 4-5 hours (lectures, group assignments), Self-study daily: 4 hours (preparation and research). The final exam in this course (which is optional for those students wanting to obtain the ECTS for their home institution) consists of a paper assignment, to be completed after the summer course has ended. This paper will be graded and the grade will be communicated to the home institution.

For more information, click on the following link:

Course content:

Is Europe in crisis? This one-week summer course on EU integration discusses the major tensions, dilemmas and challenges underpinning contemporary events in the EU. Participants will debate national sovereignty and democracy in the EU in light of the upcoming Brexit; EU’s judicial system ensuring (or not?) the rule of law and protection of fundamental rights; uneasy balance between economic freedoms and social rights; financial and migration crisis. Lectures given by top experts and practitioners and interactive seminars will introduce the participants to all major issues surrounding the EU integration and its contemporary state of play. The European Union has faced an increasing number of challenges. Brexit, migration and financial crisis have impacted the cornerstones of the EU integration and questioned its raison d’être, operation and future perspectives. Is the EU able to live up to its initial objective of providing security and peace in Europe? Can the EU accomplish more than merely economic goals and ensure social market economy? Is the individual citizen protected against abuse of (public) power? Will the EU manage to overcome the financial, migration and constitutional/democratic crisis? How have the recent events changed the EU: its institutional constellation, division of competences between the Union and national levels, decision-making processes and the possibility to ensure the core values of democracy and the rule of law?

The aim of the one-week summer course is to flesh out the areas in which the EU is experiencing most resistance and facing serious challenges with a view to securing its future existence and raison d’être. The course takes a citizen’s perspective; asking where the added value of the EU lies – or where should it lie? – and where the general perception comes that the EU is failing coming from and why. It will take a multidisciplinary approach to these issues, as dealing with them requires reflection not only from the viewpoint of the law and politics, but also from a socio-economic and societal perspective.

Course leader: Peter-Jan Engelen

Course aim:

The aim of the course is to introduce and discuss contemporary opportunities and challenges of EU integration from a multidisciplinary perspective.
**Study load:**

At least 4 contact hours per day, 5 days.
2 hours reading per day.
Pass/fail mark based on daily participation

**For more information, click on the following link:**

**Course content:**

The course is meant for students and practitioners with great interest in learning how start-ups and entrepreneurial firms attract funding through crowdfunding and forms of private equity (business angels, venture capital). We analyze how firms can bridge the moment between burning cash and becoming profitable (financial planning). Finally, we analyze how founders and early investors can exit the new venture through an initial public offering (IPO). We discuss why and how entrepreneurial firms go public. We analyze the entire transition process through which a private company becomes public by offering part of its equity to public shareholders.

We discuss different forms of private equity financing, starting from more informal business angel financing towards more formal funding through venture capitalists or private equity funds. As young firms often burn a lot of cash before becoming profitable, we zoom in on financial planning and cash management. This is a very important aspect of firm survival and guiding the firm towards a more mature life-cycle phase.

When starting a new venture, the founders should also have an exit moment in mind. We discuss the exit possibilities for the founders, early investors and later-round investors. We discuss potential tensions between social values and financial values, between valuation and price of the venture. We analyze different valuation models to get more grip on the valuation process and gain insight in the negotiation process of selling a company. Finally, we discuss going public as an important exit channel for entrepreneurial firms. We discuss the transition process through which a private company becomes public by offering part of its equity to public shareholders. We analyze the motives of companies to pursue a public listing at a stock exchange.

**Course leader:** Peter-Jan Engelen

**Course aim:**

By the end of the course, students should:

- Gain insight into the mechanisms of crowdfunding
- Gain insight into various forms of private equity in funding an entrepreneurial firm
- Understand the differences between business angels and venture capital
- Be able to develop and read a financial plan and understand cash management of start-ups
- Be able to conduct a basic valuation of a new venture.
- Have a broad understanding of the IPO process (going public).
- Understand and analyze the different of going public.
- Gain insight into investor communication issues
- Work successfully within groups to complete assignments and projects
Study load:

Classes are typically from 10.00 until 12.00 and from 14.00 until 16.00.

For more information, click on the following link:

Course content:

Our world has an abundance of complex systems. These are typically large collections of connected elements that influence each other. Examples are the brain; society; traffic; the financial system; interacting institutions; climate; ecosystems; interacting atoms or molecules; the World Wide Web. These diverse examples have surprisingly many features in common. As a rule, they show various properties that make a complex systems more than the sum of their parts. In this course, we combine examples across physics, the life sciences, socio-economic sciences and humanities with an introduction to basic mathematical tools to learn a complex systems way of thinking.

Diverse though these examples are, they have a surprisingly large number of features in common. As a rule, these systems have various properties that are more than the sum of their parts, i.e., emergent phenomena that cannot be explained by studying elements in isolation. In addition, complex systems such as a network of interacting species in an ecosystem, or banks in a financial network, may be robust (stable) against disturbance, but in contrast may also be close to a tipping point (bifurcation) beyond which they fully collapse. Finally, the connectivity of components in complex systems, for example a network of interacting humans in social cyber-space may be such that an opinion, message or image goes "viral" in an apparently sudden, unpredictable and uncontrollable manner.

We focus on the four key aspects of complex systems examplified above: emergence, resilience, transitions and predictability and control. We demonstrate how they are recurring concepts in a broad range of areas ranging from the life sciences, social sciences, economics, as well as humanities; and thereby unify them at a deep level. We will stimulate the students to think in terms of these abstract unifying concepts across the diverse disciplines; illustrate the need for mathematical models to study and quantify these properties; and teach the students basic mathematical tools to study the behaviour of the constructed models.

Course leader: Dr. Kirsten ten Tusscher

Course aim:

The aim of the course is:

i) to recognise complex systems related to societal, environmental, engineering and scientific problems and to learn their basic features

ii) to introduce a complex systems way of thinking and analysis

iii) to learn basic mathematical concepts and methods needed for complex system analysis, for example from dynamical systems theory and the theory of networks

iv) to get hands-on experience in studying complex systems
**Study load:**

Tutorial lectures in the morning; hands-on computer practice after lunch, guest lecture at the end of the afternoon from the broadest possible range of topics/fields/problems where complex systems play a role.

**For more information, click on the following link:**

https://www.utrechtsummerschool.nl/courses/science/introduction-to-complex-systems
Course content:

The summer course Observing Primate Behaviour focuses on getting familiar with primate observational methods by observing primate social behaviour and following the scientific cycle. Through the analysis of gathered observational data, students investigate and present their own research questions. Furthermore, the additional activities aim to provide the students with more background information on the different topics related to studying primate behaviour, such as welfare, colony management and fieldwork.

Looking at primates is like looking in a mirror. Similar to humans, primates are highly sociable animals with complex social interactions. Relationships of primates are characterized by agonism, affiliation and sex. Understanding their social behaviour requires objective observational methods and careful data analysis. The summer course Observing Primate Behaviour focuses on getting familiar with primate observational methods by observing primate social behaviour and following the scientific cycle. Through the analysis of gathered observational data, students investigate and present their own research questions.

As the name suggests, the summer course ‘Observing Primate Behaviour’ focuses on observing behaviour and therefore includes actual data collection of primate social behaviour by live observations. The course employs the scientific cycle by asking and answering research questions through the analysis of the gathered observational data. The student uses statistical methods (using R studio/SPSS Statistics and MatMan) to analyse the data and will present their own research both in writing and verbally. In addition, the course includes lectures on animal behaviour, behavioural research experiences, a social event and visit to the famous Dutch primate zoo Apenheul, Apeldoorn. The observations will be conducted on the colony of long-tailed macaques that is used for behavioural biology studies, housed at the Biomedical Primate Research Centre (BPRC), Rijswijk. The BPRC provides one day in the program with information and discussions on the ethics of animal husbandry, welfare and experimentation.

Course leader: Prof. dr. Liesbeth Sterck

Target Audience:

The course is open for advanced bachelor and master students with an interest in biology, zoology and ethology and having followed and passed a basic statistical course. This course is particularly interesting for biology/psychology/zoology students who wish to gain experience in using observational methods to study (animal) social behaviour.
Course aim:

The course aims to get students acquainted with the full spectrum of studying primate social behaviour. Therefore the course includes experience with actual data collection of primate social behaviour by live observations, employs the scientific cycle by asking and answering research questions through the (statistical) analysis of the gathered observational data and lets students present their own research both in writing and verbally. Furthermore, the additional activities aim to provide the students with more background information on the different topics related to studying primate behaviour, such as welfare, colony management and fieldwork.

Study load:

This two-week course includes three days of observations, one day at the zoo (with assignment and tour), two days of lectures & symposium, one discussion day and lecture at BPRC, Rijswijk, one day of data analysis (including lecture), social evening event, time to write your thesis and present your research verbally (including supervision and time for self-study). Usually we have activities planned from 09:30 - 17:00 h, however because activity locations are often not in Utrecht, you should take into account some time (and extra costs) for travelling as well. A preliminary program can be provided on request.

Pre-requisites:

- (Advanced) Bachelor degree

- Clear interest in the course topics (interest in biology, ethology, primates, behaviour, animal welfare, etc), indicated in a personal motivation letter (max. 200 words) and if applicable, in resume.

- (not required, but recommended) some experience in basic statistics

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/science/observing-primate-behaviour
Course content:

This two week course is an advanced bachelor course aiming to refresh and deepen the knowledge in core subjects of theoretical physics such as thermal and statistical physics, quantum mechanics and electrodynamics. Complemented with a lecture series by Utrecht University researchers on current topics in various fields of theoretical physics. The Institute for Theoretical Physics in Utrecht ranks among the leading institutions in the world in the field of theoretical physics.

The Institute for Theoretical Physics in Utrecht ranks among the leading institutions in the world in the field of theoretical physics. The Utrecht Summer School in Theoretical Physics offers a blend of advanced undergraduate material in thermal and statistical physics, quantum mechanics and electrodynamics. During the summer school students work on small research projects in groups and give presentations about these. In addition there is a lecture series by Utrecht researchers on current topics in various fields of theoretical physics ranging from condensed matter to high-energy physics and quantum gravity.

Course leader: Prof.dr. R.A. Duine

Target Audience:

Advanced bachelor students preparing for a theoretical physics master

Course aim:

Refreshing and deepening the knowledge in core subjects of theoretical physics such as statistical physics, quantum mechanics and classical electrodynamics.

Study load:

Classes from 9.00 - 17.00, lunch talks from 13.00 - 14.00

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/science/theoretical-physics

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Course content:

Physics of the Climate System addresses how the laws of physics affect our climate. The Summer Course focuses on the following topics: the interaction of radiation with atmospheric constituents, the circulation in the atmosphere, and the circulation in the oceans. The fundamental physics taught during this course are at the basis of correct understanding of current global warming and climate change. We consider Planet Earth as a rotating sphere, which is covered by oceans and the atmosphere. Earth constantly receives energy through solar radiation. However, the energy is not evenly distributed. Clouds or ice surfaces reflect sunlight, whereas air above dark land heats up quickly. This uneven distribution of energy sets fluids (like atmosphere and oceans) in motion and determines our climate. The summer school 'Physics of the Climate System' consists of three basic parts:

Core lectures: Each morning there will be two lectures on core subjects, appropriately illustrated with some practical demonstrations. They are followed by an exercise session in which further understanding of the material is developed. Thematic talks: There will be a program of talks by local specialists on interesting and important topics chosen from the five research themes of the Institute for Marine and Atmospheric research in Utrecht. These themes are: Ice and climate, Ocean circulation and climate, Atmospheric physics and chemistry, Atmospheric dynamics and boundary layer meteorology, Physical geography and oceanography of the coastal zone. Project work: Participants work in groups of two on a research project of their choice.

Course leader: Dr. Elena Popa

Target Audience:

Advanced Bachelor and Master students with a strong background in physics and mathematics as well as proficiency in English. Applicants go through a selection procedure.

Course aim:

Obtaining insight into the fundamental processes that drive the climate system.

Study load:

You will experience an intensive two-week program with challenging and interesting courses, lectures and project work. A typical day starts at 9:00 with lectures until 11:00, followed by an exercise session until 12:30. The afternoons are dedicated to the thematic talks (one hour) and project work until 17:30.
For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/science/theoretical-physics
Course content:

You will experience the stimulating, international environment in our research laboratories and grasp first-hand the meaning of interdisciplinary science. We will focus on the chemical principles underlying protein structure and function. We will examine how proteins fold into complex “molecular machines”, and how malfunction of individual proteins leads to failure and disease. You will be introduced to advanced methods in structural biology, molecular cell biology, chemical biology and biophysics to study protein machines at atomic resolution. The interdisciplinary range of methods includes cryo-electron microscopy, NMR, mass spectrometry and proteomics, crystallography, fluorescence spectroscopy and microscopy.

The Bijvoet Center in Utrecht provides a privileged environment for research and education in this area. The Bijvoet School consists of a select, international group of around 50 graduate students, more than 80% from outside the Netherlands. Our students have access to a 900 MHz NMR spectrometer, the mass spectrometers of the Netherlands Proteomics Center a semi-automated protein crystallization facility, cell culture facilities and advanced microscopy. We organize this summer school to expose the next generation of ambitious and talented students from all over the world to learn how to study the principles that drive life at the molecular level.

This course focuses on the chemical principles underlying protein structure and function. It elucidates how proteins form assemblies of “molecular machines” that work together to sustain the living state. We will explore how proteins “know” what shape they should fold up into following their synthesis, how they cluster into dynamic macromolecular complexes, and how these complexes communicate to form “social” networks that enable cells to move, replicate, signal, and execute other vital processes. We also focus on the varied post-translational modifications proteins undergo (e.g. N-/O-glycosylation and phosphorylation) and how these can have an enormous impact on protein function and lifetime.

Course leader: Dr. Tom Wennekes & Dr. Markus Weingarth

Target Audience:

Advanced bachelor students and early stage master students with a background in chemistry, biophysics or molecular biology as well as a proficiency in English.

Course aim:
To introduce the student:
- to an international and interdisciplinary research environment
- to the molecular principles of structure and function of molecular machines
- to advanced technology for decoding nature’s molecular machines
- to ideas for modern drug discovery and development
- to applications in nano-, synthetic and chemical biology

**Study load:**

Monday to Friday from 9 a.m. to 5 p.m., mornings: lectures, afternoons: research laboratory

**For more information, click on the following link:**

Course content:

Migration has made European countries ethnically and culturally more diverse. While migrants try to find their way in a new and sometimes hostile environment, host populations also have to adapt to migrants and the new religious and cultural diversity they bring with them. Migrants and host populations face the challenge of acceptance and adaptation in spite of initial resistance, possible social exclusion and explicit political rejection by part of the host population. We discuss social scientific theories and empirical research on international migration, the socio-economic and cultural integration of immigrants and their children, and reactions of the host society.

Migration has made European countries ethnically and culturally more diverse. While migrants try to find their way in a new and sometimes hostile environment, host populations also have to adapt to migrants and the new religious and cultural diversity they bring with them. Migrants and host populations face the challenge of acceptance and adaptation in spite of initial resistance, possible social exclusion and explicit political rejection by part of the host population. We discuss scientific theories and empirical research on international migration, the socio-economic and cultural integration of immigrants and their children, and reactions of the host society. Throughout, we use an interdisciplinary and analytical approach, drawing on theories and empirical research from sociology, psychology, political science, demography and economics, among others. The two-week course covers a broad range of topics related to migration, integration and ethnic relations, such as reasons for international migration, modes of immigrant adaptation and acculturation, national and ethnic identity, religion, stereotyping, discrimination, inequality, and inter-ethnic contacts.

Course leader: Dr. Marcel Coenders

Course aim:

This course provides participants with a thorough knowledge of the current academic, societal and policy debates related to migration, integration and intergroup relations. Students acquire an overview of the main research questions, theories, and current empirical findings in the field of international migration, integration, and ethnic relations. They will be able to critically evaluate empirical research and critically reflect on current trends and debates on migration, integration and ethnic relations.

Study load:
A. daily lectures, group work and discussion (from 9.30-16.00), B. self-study: reading materials. C. individual and group assignments

For more information, click on the following link:
https://www.utrechtsummerschool.nl/courses/social-sciences/migration-integration-and-ethnic-relations
Course content:

This summer school course "Applied Multivariate Analysis" offers hands-on experience using SPSS for the most frequently encountered multivariate statistical techniques in the social and behavioural sciences. The emphasis is on applying multivariate techniques using the computer programme SPSS, and on how to interpret the SPSS output in substantive terms. We do not discuss the mathematical details of these techniques. This course offers hands-on experience using SPSS for the most frequently encountered multivariate statistical techniques in the social and behavioural sciences. The emphasis is on applying multivariate techniques using the computer programme SPSS, and on how to interpret SPSS output in substantive terms. We do not discuss the mathematical details of these techniques.

Many research questions in the social and behavioural sciences are investigated using statistical models. We offer a crash course in applied multivariate analysis in which we focus on simple and factorial ANOVA, interaction effects, repeated measures ANOVA, ANCOVA, MANOVA, MANCOVA, multiple linear regression analysis (including the use of dummy variables), logistic regression analysis, and exploratory factor analysis.

In this course the emphasis is on applying multivariate techniques using the computer program SPSS, and on how to interpret SPSS output in substantive terms. We do NOT discuss the mathematical details of these techniques.

Course leader: Dr. David Hessen

Target Audience:

Students with a BSc in Social and Behavioural Sciences who have only an introductory knowledge of statistics. Students should be familiar with the following concepts: null hypothesis, alternative hypothesis, population, sample, statistical significance, practical and theoretical significance, correlation, regression, t-test and ANOVA. Some experience with SPSS is advisable.
Course aim:

This course offers hands-on experience using SPSS for the most frequently encountered multivariate statistical techniques in the social and behavioural sciences.

Study load:

The course covers 2 whole weeks, Monday - Friday. Every day starts with a discussion meeting, followed by a lecture. The afternoon is spent in the lab doing SPSS analyses.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/social-sciences/applied_multivariate_analysis
Course content:

Demographics, Migration Crisis in Trump-Era is a two week summer course that examines trends in global demographics, migration and migration policies today from interdisciplinary perspectives. Shifts in demographic structures either by migration or by aging will bring challenges for human rights, social inequality, public welfare policies and cultural dilemma’s, clashing between liberal democracy and nationalism/populism (Trumpism). The course will address academic research and debates as well as policy’s dilemma’s, which are framed in e.g. pro versus anti-globalization, human rights versus nationalism or even populims and the West against the Muslim world.

Demographics, Migration Crisis in Trump-Era is a two week summer course that examines trends in global demographics, migration and migration policies today from interdisciplinary perspectives. Some scholars stress the negative effects of main demographic shifts and migration flows, others see new challenges. E.g. aging does not progress everywhere with the same speed. Recent emerging economies will age later, but in a much higher speed than developed countries did. Migrant and refugee flows are highly divers in push and pull factors and therefore not predictable. Demographics, economic pull centers, poverty and wars, all play a role. National and local governmental organizations prepare, anticipate and try to mitigate the aging, migration and economic issues with an array of policies, leading to regulations, provisions and lawful policies as well as populism. The UN is one of the players in the international arena, but local municipalities have their own issues to deal with increasing migrant groups and aging communities. Shifts in demographic structures either by migration or by aging will bring macro, meso and micro challenges of economic growth, urban planning, public welfare policies and cultural dilemma’s. The course will address academic research and debates as well as policies dilemma’s, which are framed in e.g. pro versus anti-globalization, human rights versus own people first populism or Christianity versus Islam.

Course leader: Prof. dr. Jeanne de Bruijn

Course aim:

The course aims at familiarizing students with a contemporary phenomenon that can be seen as one of the most outspoken expressions of globalization. The perspective of the course is primarily sociological, but it also leans heavily on notions from other disciplines such as social geography, demography, economics, political science, cultural anthropology and social philosophy. It attempts to illustrate the usefulness of combining insights from
different disciplines for a better understanding of a social phenomenon that many consider highly problematic. Students will become familiar with the most important theories in the fields of demographics and migration, integration, and citizenship. The course also makes students acquainted with various ways in which the outcomes of academic research can be interpreted and implemented. Finally, it encourages students to reflect on ethical and practical dilemmas and to develop new ideas that may contribute to finding solutions for a very complex issue in society.

**Study load:**
- Two weeks of two seminars per day. First from 10.00-12:30 and second from 13.30-16:00: 40 hours
- One or two excursions: 10 hours.
- Self-study: 48 hours (readings are accessible in advance of the course).

Excursions to an AZC and University Asylums Seekers Funds as well as guest-speakers are planned.

**For more information, click on the following link:**

Course content:

This course is a joint programme on European integration of Utrecht University’s Summer School and the International Summer University of the University of Tartu. The aim of the course is to introduce the European Union, European Institutions, (shared) foreign policy and new challenges. The course will study both the development towards a united Europe and the enduring diversity of national policy, law and geopolitical background (new) member states have to deal with in the process of European integration.

This course is a joint programme on European integration of Utrecht University’s Summer School and the International Summer University of the University of Tartu. The first two weeks will take place in the Netherlands, a founding member of what is now the European Union. The participants will learn of the European Union (EU), its history, institutional structures, current aims, and future challenges. The course will also analyse how the development of a single market facilitates European economy that now represents almost a third of the total economic output of the world. For these two weeks you will follow the course European Politics. After the lectures and program in the Netherlands, the participants will spend two weeks in Estonia, an EU-member since 2004. During this time, students will focus on the case European and Russian relations from political and social perspective, as well as analyze the stance of Russia on Human Rights Law. The objective of the course is to help students to grasp the scale and interconnectedness of various challenges that the EU and Russia face today, and to estimate the potential impact of these challenges on the EU-Russia relations. Russian NGO-s and international human rights organizations, both governmental and non-governmental, often criticize the Russian government for deficiencies in the field of human rights. In light of the Russian Federation’s participation in the European Convention on Human Rights, the course will also address the main problem areas. Please note: students will receive two transcripts of records, one issued by Utrecht University and one issued by the International Summer University of the University of Tartu.

Course leader: M.A. Susi and J. Verheul

Target audience: The programme is especially designed for students coming from countries outside Europe. The course has a focus on political and economical sciences, with emphasis on European institutions and integration.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/culture/european-encounters-diversity-and-integration-from-west-to-east
Course content:

This special track offers you the opportunity to study European and Dutch culture from one of the oldest and most beautiful cities of The Netherlands; the city of Utrecht. Excursions will take you from the Royal Museum of Fine Arts and the European Parliament in Brussels, to The Hague and Amsterdam where you will visit the seat of the Dutch government and see paintings by Rembrandt and Van Gogh.

During the first two weeks you will analyze Europe’s cultural pluralism and its varied identities that still exist today. The topics we will study, will help you to understand the complicated structure of Europe and may shed some light on the motives for integration as well as the obstacles on the way to European unity. After two weeks students will focus more specifically on the Netherlands and Dutch identity. Students will be introduced to the rich cultural traditions that the Netherlands developed from the Dutch Golden Age to the present day in painting, literature, poetry and filmmaking. The two courses on the Netherlands will be devoted to specific themes, a theme for each week, of which the first will be Dutch identity and history. The lectures that will give you insight in the distinctive historical periods of Dutch history. Topics that will be discussed are the productive Golden Age of the 17th Century, as well as Dutch-American relations or Dutch traditions of tolerance and accommodation. The second theme (week 4) will give you the historical context of the preceding topics, and you will be introduced to the cultural expressions and traditions that support the Dutch in their claim to international fame as a cultural nation. During excursions you will visit some of the most world renowned paintings of Rembrandt and Van Gogh. We then will proceed with the third theme, society. Lecturers will discuss the most characteristic institutions and arrangements of Dutch society such as the welfare state and the polder model. You will learn about the real role of the windmills, but also about other factors that contributed to the economic success and international orientation of the Netherlands. Finally, we will end with the theme of ‘contemporary Issues’. Topics discussed are the contemporary religious diversity and secularization, immigration and integration and Dutch traditions of cooperation reflected in the Peace Palace and the International Criminal Court.

Course leader: Dr. Jaap Verheul

Target audience:

Students with interest in Dutch and European culture and history

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/culture/dutch-culture-in-a-european-culture

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**Course content:**

Dive into the thrilling history of Europe and its role on the world stage, studying in three of the most exciting cities of Europe: Rome, Utrecht and Berlin! The three combined courses, designed by three excellent European universities, will provide an exciting overview of the history and workings of Europe. Emerge yourself in Europe’s history and culture and visit many of the tangible remains during excursions.

During this course we will trace the making of Europe, from its most ancient roots to its most current affairs. This will be done through a multidisciplinary approach in which political, economic and societal perspectives will be offered. You will come to understand these historical developments from both a national and an international viewpoint. The programme will offer you the opportunity to explore a broad range of topics starting with the history of the Roman empire, and continuing to the Medieval Era and the Renaissance. The second part of the special track stretches from the Dutch "Golden Age" to the end of the 19th century and includes the topics of (Early) Modern European state-building, the rise of the bourgeoisie and the genesis of the modern welfare state. In the final part of the course you will be introduced to major developments of the 20th century: the First and Second World Wars, the Interbellum and the Cold War, the rise and fall of totalitarian regimes, and the birth of modern international relations and European integration.

The topics addressed in Rome, Utrecht and Berlin will have strong ties to the specific locations, but at the same time the broader European historical developments will be kept in focus during all lectures and excursions.

**Course leader:** Dr. Jaap Verheul, Dr. Wendler

**Course aim:**
At the end of this course, students should be able to:

- Describe and evaluate different theories and conceptualisations of the historic development of Europe, with specific attention for Italy, The Netherlands and Germany
- Show an understanding of various historic monuments and their relation to historical developments
- Demonstrate an understanding of political, socio-economic and cultural aspects of the European developments
- Demonstrate this critical knowledge and understanding in written and verbal form

**Study load:**
12 to 16 hours of lectures per week; appr. 10 hours of fieldtrips; sufficient self-study
Target audience:

The course is open to all students from different fields of study with an interest in culture, society and politics.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/culture/the-making-of-europe
Course content:

This special track offers you the opportunity to explore the history and culture of Europe. Studying in the beautiful medieval city of Utrecht, you will not only explore the various European cultures and identities, but also study the key issues concerning ‘The rise of modern Europe’ from the Middle Ages to the end of the 19th century, taking the city of Utrecht as point of departure. Lastly, you will examine the three major wars that shaped the 20th century in Europe: WOI and II, and the Cold War.

The topics we will study during your first two weeks in Utrecht will help you to understand the complicated structure of Europe and will shed light on the motives for integration as well as the obstacles on the way to European unity. Lectures will focus on the history, social and economic structures, culture, and current political and social debates within the wider European community. In light of these last topics we will organize a field trip to the Royal Museum of Fine Arts and the European Parliament in Brussels. All in all, a thought-provoking and inspiring course.

The next two weeks are a more of an ‘experience’. This historical journey, which illuminates Europe from the Middle Ages to the end of the 19th century from a Utrechts point of view, will help you to understand the many social, historical, religious and cultural factors that came to shape modern Europe. The many museums, cathedrals and canals of Utrecht and visits to, for example Amsterdam, are included in the program and will offer you some of the most breath-taking highlights of Dutch history and culture. Topics include for example the Dutch Golden Age; the era spanning roughly the 17th century in which the Dutch became one of the world’s greatest maritime, economic and artistic world powers.

Course leader: Dr. Jaap Verheul

Target audience:

All students interested in European Studies.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/culture/european-studies
Course content:

Come and study in two of the most exciting cities of Europe: Rome and Utrecht! You will dive into the exhilarating history of Europe, from the rise of civilization in Antiquity to the modern era of the nineteenth century. The two combined courses will provide you with a thorough knowledge of the history of these cities and nations, as well as an exciting overview of the history and workings of Europe.

During the first two weeks you will be introduced to Roman and Italian history, studying its fascinating political, religious and cultural development in relation to Europe. We will explore the city of Rome, enjoying its remarkable architecture, art and museums. During classes we will treat topics like the Roman Republic and its transition into imperial rule, ancient religion - including the birth of Christianity - and the Middle Ages that followed the fall of the Roman Empire and were characterized by religious and secular strive. After we treated the Renaissance and Baroque period, we will even glimpse ahead shortly to Mussolini’s Rome. The next two weeks you will spend in the beautiful city of Utrecht, studying the history of Europe from a Dutch perspective. We will study for example the Dutch Golden Age; the era spanning roughly the 17th century in which the Dutch became one of the world’s greatest maritime, economic and artistic world powers after rebelling against their Spanish rulers. As with the Rome course, Utrecht will provide you with a strongly interactive course programme, visiting several historical museums in Utrecht, the Rijksmuseum in Amsterdam and the thirteenth-century royal palace in The Hague where the Dutch government is seated today. This historical journey, which illuminates Europe from the Middle Ages to the end of the 19th century, will help you to understand the many social, historical, religious and cultural factors that came to shape modern Europe.

Course leader: Dr. Jaap Verheul

Course aim:
At the end of this course, students should be able to:
• Describe and evaluate different theories and conceptualizations of the historic development of Europe, with specific attention for Italy and The Netherlands
• Show an understanding of various historic monuments and their relation to historic developments
• Demonstrate an understanding of political, socio-economic and cultural aspects of the European developments
• Demonstrate this critical knowledge and understanding in written and verbal form.

Study load: 12 to 16 hours of lectures per week; appr. 10 hours of fieldtrips; sufficient self-study
Target audience:

The course is open to all students from different fields of study with an interest in culture, society and politics.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/culture/founding-europe-from-antiquity-to-the-19th-century
Course content:

This special track will explore the question of Dutch identity by placing the history of the Netherlands and Dutch art in a wider European and transatlantic perspective. Students will be introduced to the rich cultural traditions that the Netherlands developed from the Dutch Golden Age to the present day in such artistic fields as painting, literature, poetry and filmmaking. Students will also analyse internationally debated issues in Dutch society in the past and present. These include traditions of literacy, cosmopolitanism, and tolerance as well as more practical issues such as euthanasia and the internationally well-known drugs policy.

Every week will be devoted to a specific theme:

Theme 1: Dutch Identity and History Lectures will discuss distinctive periods in Dutch history such as the productive Golden Age of the 17th Century. You will explore Dutch traditions of literacy, cosmopolitanism, tolerance and accommodation, and the challenges it met during periods of war and upheaval.

Theme 2: History of Art, Literature and Learning Within the historical context of the preceding week, students will be introduced to the cultural expressions and traditions that support the Dutch in their claim to international fame as a cultural nation.

Theme 3: Society Lectures discuss the most characteristic institutions and arrangements of Dutch society such as the welfare state. Since the Dutch live in a small geographical space, environmental planning and engineering always have been of vital importance to them.

Theme 4: Contemporary Issues The last week of this course explores public debates in Dutch society at the beginning of the twenty-first century. Topics discussed are religious diversity and secularization, immigration and integration, permissiveness and Dutch law in action and the traditions of cooperation and international law reflected in the Peace Palace and the International Criminal Court.

Course leader: Dr. Jaap Verheul

Target audience:

The programme is open for students from all disciplines, although the course will focus on the humanities and social sciences.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/culture/discovering_the_dutch
Course content:

Seize the opportunity to stay in two of the most exciting cities of Europe: Utrecht and Berlin, and travel back in time! The two courses of this programme will provide you with an exciting Dutch and German outlook on the history of Europe. You will immerse yourself in Europe’s history and culture from the Middle Ages to the end of the twentieth century and visit many of its physical remains.

The programme starts in the beautiful city of Utrecht, studying the history of Europe from a Dutch perspective. You will, for example, gain insight into the Dutch Golden Age; the era spanning roughly the 17th century in which the Dutch became one of the world’s greatest maritime, economic and artistic world powers after rebelling against their Spanish rulers. Utrecht will provide you with a strongly interactive course programme, visiting several historical museums in Utrecht: the Rijksmuseum in Amsterdam and the thirteenth-century royal palace in The Hague where the Dutch government is seated today. This historical journey, which illuminates Europe from the Middle Ages to the end of the 19th century, will help you to understand the many social, historical, religious and cultural factors that came to shape modern Europe.

The last two weeks will be spent in Berlin. Where better than the thrilling city of Berlin to study the making of Europe in the 20th century? You will not only explore the background and history of the World Wars and the era leading up to it, but you will also be introduced to the Interbellum, the Cold War, and the relations of Europe with Russia and the USA. Several excursions will be organised in which you will visit some of the most iconic German landmarks. Being such a crucial city in Europe’s modern history, Berlin is not only the most perfect location for this course, it is also one of the most vibrant and bustling cities in Europe nowadays.

Course leader: Dr. Jaap Verheul, Dr. Wendler

Course aim:

At the end of this course, students should be able to:
• Describe and evaluate different theories and conceptualisations of the historic development of Europe, with specific attention for Italy, The Netherlands and Germany
• Show an understanding of various historic monuments and their relation to historic developments
• Demonstrate an understanding of political, socio-economic and cultural aspects of the European developments
• Demonstrate this critical knowledge and understanding in written and verbal form.
**Study load:** 12 to 16 hours of lectures per week; appr. 10 hours of fieldtrips; sufficient self-study

**Target audience:**

The course is open to all students from different fields of study with an interest in culture, society and politics.

**For more information, click on the following link:**

https://www.utrechtsummerschool.nl/courses/tracks/culture/the-rise-of-modern-europe
Course content:

The Utrecht Summer School offers an opportunity to travel back in time and experience the art from both traditions first hand, staying in two cities that played a pivotal part in their country’s art: Florence and Utrecht. This highly interactive course for the most part takes place in front of the original artworks, enabling you to experience, discuss and learn about the artwork firsthand.

Vermeer? Da Vinci? Both geniuses, most people would say today, both equally deserving to be printed on posters (and the occasional placemat) all over the world. Today, both Italian Renaissance art and Dutch Golden Age art have conquered their prime positions in the art history books. But in the 16th and 17th centuries, the ‘Northern’ style of painting was seen as very different from the ‘Southern’ one, even though artists from both traditions influenced each other, there were ongoing disputes about which style was the best one.

Upon completion of the course, you will have seen some of the most breathtaking highlights of Italian and Dutch art in the many museums, cathedrals, cities and galleries that will be visited during this course. You will also be able to recognise the main painters and distinguish different techniques and symbols, you will have become confident in discussing and analysing artworks (including ones you have never seen before), developed an awareness of the historical context and a feel for the daily life of the period and finally, had an unforgettable summer in two of Europe’s most beautiful cities.

Course leader: Prof. dr. Michael W. Kwakkelstein

Target audience:

The course is open to participants (graduates and non-graduates) from all disciplines with a keen interest in Art History.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/art-music/history-of-art-relations-between-italy-and-the-netherlands
Course content:

Stay in three of Europe's most wonderful cities, cover some 2000 years of Western art, visit all the relevant museums and sites and yet feel like you've done more than just skim the surface? The European Highlights combines a broad approach with profound analysis over the period of six weeks in Florence, Utrecht and Berlin. Seize this opportunity to travel back through time and through some of Europe's most incredible museums in only one summer!

In Florence, you will have the chance to see the works of the great Italian Masters of the Renaissance in the flesh, visiting the many renowned museums, magnificent cathedrals and grand palaces. The journey then continues up north, to Utrecht. Since the Netherlands is a relatively small country, we will visit several cities to discover Dutch Golden Age art. All the landscapes, seascapes, portraits and still lifes may look so realistic, that one can feel the sea-breeze and smell the grapes, but in fact, nothing in these works really is what it seems.

The last two weeks of the course take place in Berlin. Its many museums will take you from the Middle Ages up until today, with additional focus on the art produced during the time that Germany was divided into two nations by the Iron Curtain.

Upon completion, you will have experienced Western Art in broad strokes, and covered particular periods in great detail. The course is highly interactive, and for a large part takes place in front of the original artworks.

Course leader: Prof. dr. Michael W. Kwakkelstein

Target audience:

The course is open to participants (graduates and non-graduates) from all disciplines with a keen interest in Art History.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/art-music/history-of-art-european-highlights
Course content:

Experience the highlights of over 400 years of Dutch art first hand. This course covers many of the country’s most renowned museums, artists and cities, and the interactive activities for a large part take place in front of the original art works. Upon completion of this course you will be able to recognise certain painters, art movements and hidden meanings without even looking at the name tag underneath the painting.

The first half of the course focuses on Dutch Art of the Golden Age, the time of legendary painters such as Rembrandt and Vermeer. Until recently, most art from this period was seen as technically good but just too realistic, where was the artists’ imagination? Today, the perspective has changed and the value of Golden Age artworks has soared. When you want to discover what is so special about Dutch Golden Age art, you will embark on a fascinating journey where nothing is what it seems. The second half of the course focuses on European and Dutch modern art, from Van Gogh to Picasso to Mondrian, it will explore Modern Dutch Art in a European Art context. Throughout this course, you will be encouraged to discover the various strategies artists used to attain this ideal of truthfulness, from architects and graphic designers to painters and sculptors, and how Dutch artists made their unique contribution to European Art in this period. Ultimately, you will both have acquired knowledge and understanding of Dutch modern art and have a better understanding of European modern art in general.

After covering over 400 years of Dutch art you will be able to recognise certain painters, art movements and hidden meanings without even looking at the name tag underneath the painting. The course combines many elements, from workshops to excursions, and no day is the same. Typically, the morning part of the programme takes place in a classroom, which could be a lecture, or a seminar where you ask questions and explore the topic in the group. You may also find yourself in a panel discussion, defending a particular approach to art or painting your own masterpiece in a workshop exploring Modern or Golden Age artistic techniques. The afternoon (and sometimes the entire day) is devoted to museum visits. Variation is ensured by going into the museum in small groups, bigger groups or on your own, sometimes with an assignment other times by spontaneous discussion.

Course leader: Dr. Nausikaä El-Mecyk

Target audience:

The course is open to participants (graduates and non-graduates) from all disciplines with a keen interest in Art History.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/art-music/a-journey-through-dutch-art
Course content:

This four-week course takes place two weeks each in Utrecht and Berlin. By combining studies in Utrecht and Berlin, you will be able to get a glimpse of several centuries of art history in Northern Europe, compare differences and similarities between the two sites, and visit a wealth of museums and galleries. You will have the chance to explore the art scenes of these two vibrant cities both in the past and the present.

Discover more than 1,000 years of European Art and European Art History this summer by exploring two of the most exciting art cities in Northern Europe – Utrecht and Berlin. Learn about the Golden Age in the Netherlands and the many social, historical, religious and cultural factors that influenced art production during that time. Find out how life shaped art and how the arts shaped life in Utrecht during the 16th century. Then move on to Berlin and go back further in time to medieval times. Profit from Berlin’s rich cultural collections and learn about the varying circumstances that shaped the production and reception of German art from the Middle Ages through the twenty-first century. The notions of a national identity and its connections to artistic expressions will be an important element of this course and introduce you to political art and the politics of art.

Course leader: Dr. Nausikaä El-Mecky

Target audience:

The course is open to participants (graduates and non-graduates) from all disciplines with a keen interest in Art History.

For more information, click on the following link:

https://www.utrechtsummerschool.nl/courses/tracks/art-music/history-of-art-a-thousand-years-of-art-in-northern-europe